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Fisheries Management
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PROTOCOL FOR REGULATORY TRAINING PROGRAM

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SUMMARY OF REVISIONS:

Protocol for Regulatory Training Program

I. Purpose

The development, delivery, and maintenance of an institutionalized training program are essential to NOAA Fisheries' efforts to improve its decision-making process. Pursuant to the Regulatory Streamlining Project (RSP) NOAA Fisheries is implementing a fundamentally new approach to the regulatory system that is based on the identification of standards, reliance on front-line staff to comply with such standards, and implementation of a long-term quality assurance monitoring program. Ensuring that those front-line staff receive continuing training in the applicable requirements is critical to the success of future regulatory decision-making. It will also be crucial to maintain up-to-date training materials that keep up with changing laws and requirements, and increase accessibility by providing materials that can be accessed on-line as we move into the future.

II. Scope

The Regulatory Training Program will address specific needs related to the development and implementation of fishery management actions. It will include model curricula as well as an electronic inventory of additional training opportunities. The program will be designed to ensure that Regional office staffs are fully conversant with Federal Register documentation requirements, Agency documentation standards for compliance with all legal requirements, and docketing and administrative records requirements. Training materials will be delivered through two distinct systems: classroom-style workshops, and modular web-based self-tutorials.

We note that development and delivery of training related to specific NEPA requirements are responsibilities of the National and Regional NEPA coordinators. However, the Regulatory Training Program will identify in the on-line inventory opportunities for NEPA training, and will coordinate with the NEPA Training program as much as possible. The Regulatory Training Program will also coordinate with the NOAA Fisheries Training Working Group.

III. Functions and Responsibilities.

The Regulatory Training Program will involve four main areas of responsibility: development and delivery of training (See the Model Training Design Cycle in Figure 1 below); development and maintenance of the on-line inventory; coordination with other NOAA training programs and professional development opportunities; and addressing budgetary needs. OSF will establish a Regulatory Training Coordinator to oversee permanent implementation and coordination of all aspects of the program. In addition, NOAA staff will be responsible for implementing the Regulatory Training Program as follows:

C   Development and Delivery of Training. This function includes conducting an initial
          needs assessment; developing and delivering materials; evaluating the training that is

delivered; and continuing to assess future needs.

    C   Needs Assessment. The Regulatory Training Coordinator will develop and conduct an initial needs assessment survey to identify priority areas for the development of new curricula. The Regulatory Training Coordinator will also be responsible for continuing needs assessments by reviewing user feedback and other input. Office Directors and Regional Administrators shall identify training needs to the Regulatory Training Coordinator.

    C   Development of Materials. The Regulatory Training Coordinator will develop and oversee pilot-testing of model curricula, audio-visual aides, and necessary training materials in close consultation with GCF. GCF shall identify requirements, review training materials, and provide examples and case studies for curriculum enhancement.

    C   Delivery of Training. An interdisciplinary team of trainers should be assembled consisting of at least one dedicated training professional and additional staff from the various NOAA Fisheries Offices that participate in the development and implementation of fishery management actions, who received "train-the-trainer" instruction. The dedicated training professional would lead the classes with support from the interdisciplinary team. The interdisciplinary team would assist in the delivery of training by providing the hands-on expertise and ability to respond to in-depth, subject-specific questions from the students. Members of this training team would also assist with the pilot-testing.

C   Online Inventory of Courses. The Regulatory Training Coordinator will compile and maintain an online catalog of existing training opportunities and display with user feedback where available and appropriate.

C   Coordination with other programs and professional development opportunities. The Regulatory Training Coordinator will work with SF3 to maintain communication with other NOAA Fisheries Training programs, such as the NEPA Training, and the Training Working Group, in order to promote coordination and prevent duplication of effort. The Regulatory Training Coordinator will also work with SF3 to identify, and facilitate, where possible, other types of activities designed to improve professional performance, such as job swapping and work details in different offices, and will coordinate with the NOAA Rotational Assignment Program.

C   Budgeting. OSF will bear the internal costs of program development and presentation and maintenance of the program. Individuals and offices who participate in training programs and workshops are responsible for their own additional costs, such as travel. Offices that participate in training provided by vendors are responsible for paying those costs.
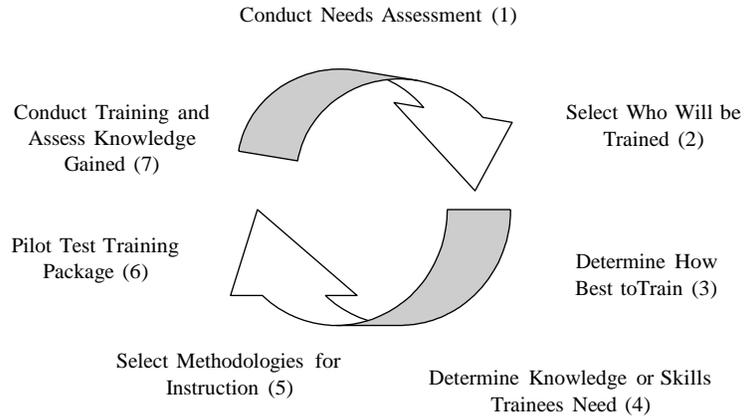
Training Design Model

Conduct Needs Assessment (1)

Conduct Training and Assess Knowledge Gained (7)

Select Who Will be Trained (2)

Pilot Test Training Package (6)

Determine How Best toTrain (3)

Select Methodologies for Instruction (5)

Determine Knowledge or Skills Trainees Need (4)

Figure 1.

IV. Eligible Participants

All NOAA Fisheries staff at headquarters, regional offices, science centers and other field office sites are eligible to attend the offered courses. Additionally, other entities participating in or affected by our fishery management process are eligible to attend, as approved by the office sponsoring the training. For example, these entities include staff and members of fishery management councils and commissions, frequently designated cooperating agencies, Indian Tribes, state and local units of government, contractors, and environmental organizations.

V. Courses to be Offered

The Regulatory Training Program will develop and deliver training on the range of courses described below. These courses will be available only in live, classroom settings at first, but ultimately will also be available in the form of interactive web-based modules. The Regulatory Training Program will also maintain an Inventory of relevant classes, including classes offered by non-NOAA sources.

C   Overview of the Regulatory Process. This course would provide an introductory review of all requirements applicable to the development and implementation of fishery management measures, along with an explanation of the how NOAA Fisheries and the councils can comply with all applicable mandates by following the Operational Guidelines and applying the model contained therein.

C   Issue-specific Curricula. In-depth curricula will be developed for each of the individual requirements, or closely related groups of requirements, applicable to the fishery management process. The needs assessment survey will provide the basis for determining the priority in which these in-depth courses are developed. Where possible, existing training opportunities will be utilized and/or modified to fit the MSA process. In some cases, existing training may already be available to completely satisfy the identified training needs.

C   Train-the-trainers. These courses would be required for any staff who would conduct training courses.

C   Quality. In addition to the subject-specific courses, the Regulatory Training Program would feature a series of courses on quality management, the foundation underlying the new Operational Guidelines. An introductory course would be offered to acquaint staff with basic terminology and concepts. More in-depth training would be offered on the concepts of "control" and "assurance."

VI. Certificates of Completion

Each of the courses offered by the Regulatory Training Program would issue a Certificate of Completion. In light of the RSP's reliance on front-line staff, and the crucial linkages between quality and training, the Regulatory Training Program recommends linking performance plans of appropriate staff to a certain number of certificates of completion over a certain period of time to the extent feasible.

VII. User Feedback/Material Development/Adjustments to Courses and Protocol. The Regulatory Training Coordinator will continually assess user feedback and other input regarding the need for modifications/improvements to the program and/or curricula. When the development of new curricula, or modifications to existing curricula, are appropriate, the Regulatory Training Coordinator will oversee the development of new materials in close consultation with GCF.

VII. Longterm Professional Development. The Regulatory Training Program will work with the SF ARAs to develop a longterm professional development program.

IX. Task Schedule.

Development and Delivery of Training

Phase I: Development of Classroom-style curricula

Conduct Needs Assessment

Model Curriculum I: Regulatory Process	Need Assessed via RSP Implementation Plan
Additional Model Curricula: Training Needs Assessment Survey	April 2004

Develop training materials/ensure adult education techniques

Model Curriculum I: Regulatory Process	Underway
Additional Model Curricula	October 2004

Train the trainers	August - September 2004
Pilot test Curriculum I, and modify, where necessary,	September - October 2004
Conduct training on curriculum I for headquarters and regions	December 2004 - continuing
Evaluate/Assess Curriculum I	December 2004 - continuing
Modify training materials/approaches when necessary	December 2004 - continuing

Phase II: Web-based Training

Develop web-based programs with pull down help menus/screens, hypertext links, specific subject matter training diskettes, etc. (convert training materials into web-based modules)	January 2005
Conduct web-based training	May 2005
Assess	June 2005

Modify training materials/approaches when necessary   June 2005

Coordinate with other programs

    Identify Contacts   Ongoing

    Exchange information   Ongoing

Develop and Maintain On-line Inventory

    Gather information about available courses   Underway

    Establish Web-site   May 2004

    Enter information   June 2004