



National Leadership Grants - Museums

Sample Application MG-260577-OMS-26
Project Category: Community Engagement
Project Type: Non-Research

Alaska SeaLife Center

Amount awarded by IMLS:	\$511,545
Amount of cost share:	\$675,481

The Alaska SeaLife Center will implement the second phase of its wildlife disaster preparedness training program. Based on their earlier work with Karen C. Drayer Wildlife Health Center at the University of California, Davis, that established a nationwide network of zoo and aquarium professionals trained to respond to wildlife disasters, this project will address training gaps identified through real-world deployment experience. Staff will update program curriculum to be available in both in-person and hybrid formats and create two new training modules for marine mammal and marine bird field observation and assessment. The team will expand training to new participants and utilize a train-the-trainer model to sustain training delivery across institutions. As a result of the project, an updated responder database will allow incident commanders to identify and rapidly deploy specialists when wildlife disasters occur.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

SAAMS dba Alaska SeaLife Center

Spill and Disaster Preparedness Training for Zoos and Aquariums Nationwide

Phase II: Modernization, Expansion, and Sustained National Capacity

Project Narrative

Introduction

The Alaska SeaLife Center (ASLC), a nonprofit marine science institution and accredited member of the Association of Zoos and Aquariums (AZA) located in Seward, Alaska, respectfully submits this application to the Institute of Museum and Library Services (IMLS) for \$536,456 to support Phase II of its nationally recognized wildlife disaster preparedness training program. This three-year effort will modernize, expand, and permanently sustain a program that has already certified more than 500 wildlife and emergency response professionals across the country and has been validated through real-world deployments.

ASLC occupies a unique position in the national disaster response landscape. As both a world-class marine science and animal care facility and a deeply embedded partner in Alaska's operational wildlife response community, ASLC bridges the gap between the zoo and aquarium profession and the front lines of disaster response. Partnerships with NOAA, USFWS, Alaska Response Corporation, Alaska Clean Seas, International Bird Rescue, Chadux, and the National Response Corporation give ASLC direct access to field-tested protocols and subject matter expertise that few AZA institutions can replicate.

Phase I, supported by IMLS and conducted in partnership with the Oiled Wildlife Response Program of the Karen C. Drayer Wildlife Health Center at UC Davis, established a nationwide network of trained zoo and aquarium professionals capable of responding to oil spills and other wildlife disasters. Phase II builds on that foundation, addressing gaps identified through deployment experience and expanding reach to AZA institutions that have not yet benefited from this training.

Project Justification

Program Goal and Associated Objective

The overarching program goal of this project is to strengthen national wildlife disaster preparedness and response capacity by building, sustaining, and operationalizing a professionally trained, credentialed, and rapidly deployable network of zoo and aquarium specialists across the United States.

A Proven Program With Demonstrated National Impact

Phase I of this program delivered measurable results at national scale. ASLC's HAZWOPER training program initially certified and then maintained annual refresher training for over 500 individuals, including animal care professionals, federal agency staff, and U.S. Coast Guard personnel. Courses were delivered at AZA national conferences and regional workshops, a mutual aid framework was developed to facilitate rapid deployment of certified staff across institutional boundaries, and a searchable database was started to track individual certifications and specialist skills. Deployed

personnel performed effectively in multiple real-world disaster response events, confirming that the training translates directly to field performance.

These achievements validate the core premise of the program: that the zoo and aquarium profession contains a large, willing, and highly skilled pool of potential wildlife responders who, with proper regulatory training and integration into the national emergency response framework, can provide capabilities that no other sector can offer. Phase II exists to deepen, broaden, and permanently sustain that capacity.

A Growing and Evolving National Need

The national need for this training has grown substantially since Phase I was designed. The expansion of domestic energy infrastructure pipelines, rail transport, and trucking of hazardous materials has broadened the geographic distribution of spill risk across the country. Many AZA institutions in regions previously considered low risk now find themselves in proximity to significant hazard corridors yet lack the certified staff to respond effectively.

In Alaska specifically, the opening of the Arctic to increased maritime commerce represents a qualitatively new threat environment. Expanded vessel traffic and ongoing resource extraction present hazard scenarios that did not exist at scale when Phase I was designed. Alaska's Arctic and sub-Arctic coastal wildlife seabirds, marine mammals, and anadromous fish are exceptionally vulnerable to oil and other contaminants, and response capacity in remote areas is limited.

Deployment experience from Phase I has also revealed specific training gaps. Responders need standardized training in marine mammal and marine bird observation and field assessment disciplines foundational to effective triage and documentation during spill events that currently vary widely in quality across the responder pool. Without standardized field observation skills, responders cannot accurately characterize wildlife impacts, prioritize intervention, or document outcomes in ways that support post-event analysis and legal accountability.

The Unmet Need Across the AZA Community

Despite Phase I's success, hundreds of AZA-accredited institutions remain without access to standardized wildlife disaster preparedness training, and many Phase I graduates are approaching or past their recertification windows. The operational consequence: when wildlife disasters strike, incident commanders cannot rapidly identify and deploy specialists who have not been trained, certified, and entered into a searchable responder database. Closing this gap is not merely a professional development matter; it is a national wildlife emergency response priority.

Project Work Plan

ASLC will implement Phase II over three years through five integrated workstreams, each with a defined sequence of activities, responsible staff, and partner roles. All workstreams are designed to reinforce one another: updated curriculum feeds into expanded training delivery; expanded delivery feeds into database enrollment; database enrollment feeds into operational readiness; and the Train-the-Trainer program feeds into long-term sustainability. Project management and partner coordination will be maintained throughout by the ASLC project leadership team.

Risks to the Project and Mitigation Measures

ASLC has identified four primary categories of risk to Phase II implementation and has developed mitigation strategies for each.

Risk 1: Key Personnel Vacancies or Turnover. Phase II depends on a small team of specialized staff, including the Project Director, Wildlife Response Curator, and Lead Trainer. The departure of any of these individuals mid-project could disrupt curriculum development timelines or training delivery schedules. To mitigate this risk, ASLC will cross-train staff across workstreams so that no single function is held by only one person. Detailed procedural documentation will be maintained throughout the project so that an incoming staff member can orient quickly. The Project Director will maintain relationships with qualified candidates in Alaska's response community who could serve as interim leads if needed, and ASLC will prioritize competitive compensation and professional development opportunities to support retention.

Risk 2: Partner Engagement and Availability. Alaska operational partners including Alaska Clean Seas, Alaska Response Corporation, International Bird Rescue, and others are active response organizations whose staff availability can be unpredictable during real-world incidents. Delays in partner participation could slow co-development of the marine mammal and marine bird observation modules. To mitigate this risk, ASLC will formalize partner contributions through signed letters of collaboration and defined contribution agreements that identify named alternates at each organization. Curriculum co-development meetings will be scheduled well in advance and structured to allow asynchronous review and input so that brief partner unavailability does not halt progress. Module development timelines include buffer periods in Years 1 and 2 to absorb delays without affecting overall project milestones.

Risk 3: Low Participation or Recruitment Shortfalls. Despite Phase I's success, some AZA institutions, particularly smaller facilities and those in regions not previously served may face budget, staffing, or scheduling barriers to participation. If training cohorts are smaller than projected, Phase II may not achieve its targets for certified responders or database enrollment. To mitigate this risk, ASLC will work closely with AZA staff to promote training opportunities through member communications channels beginning in Year 1. Hybrid and online delivery formats developed in Year 2 will substantially reduce cost and scheduling barriers for institutions unable to send staff to in-person events. ASLC will also offer Train-the-Trainer courses in underserved regions specifically, allowing a single trained institutional trainer to reach multiple nearby facilities, compounding the reach of each training investment.

Project Leadership and Staff

Day-to-day project leadership will be shared across six key ASLC staff roles. The Project Director will hold overall responsibility for project implementation, budget management, reporting to IMLS, and coordination with AZA and external partners. The Project Director brings organizational oversight experience and established relationships with Alaska's response community that are essential to maintaining the partner engagement on which this program depends.

The Wildlife Response Curator will lead curriculum development and quality assurance, drawing on direct field response experience to ensure that updated training materials and new observation modules reflect current operational practice. The Wildlife Response Curator will serve as the primary liaison to subject matter experts at Alaska partner organizations during module co-development and will oversee the integration of partner expertise into course content.

The Lead Trainer will be responsible for all direct training delivery, including initial certification courses, recertification offerings, and Train-the-Trainer sessions. The Lead Trainer holds current HAZWOPER instructor credentials and brings experience delivering wildlife-focused emergency response training to professional audiences. The Lead Trainer will also coordinate with certified trainers at partner institutions to ensure consistency of delivery quality as the program scales.

The Staff Veterinarian will contribute specialized expertise in marine animal husbandry and field observation to both curriculum development and direct course delivery. The Staff Veterinarian will play a central role in developing the marine mammal handling course and the marine mammal and marine bird observation courses. This role ensures that participants receive instruction grounded in current best practices for species identification, behavioral assessment, and safe handling protocols, and that ASLC's own animal care program serves as an active, integrated resource within the training curriculum.

The Animal Care Specialist drawing on hands-on experience with managed and wild marine species, will play a central role in teaching the HAZWOPER, marine mammal handling course and the marine mammal and marine bird observation courses.

The Education Specialist will assist with curriculum development across all Phase II workstreams, applying instructional design expertise to ensure that course materials are pedagogically sound, accessible to diverse professional audiences, and effective in both in-person and hybrid delivery formats. The Education Specialist will work closely with the Wildlife Response Curator and Lead Trainer to translate subject matter expertise into structured learning objectives, assessments, and instructional sequences, and will lead the development of asynchronous online modules.

Alaska's operational response partners will contribute subject matter expertise to curriculum co-development, review updated materials for field accuracy, and participate in practical exercises and scenario design. Key named contacts include: John Poulis, Planning and Development Manager, Alaska Clean Seas; Todd Paxton, General Manager, Alaska Response Corporation; Barbara Callahan, Senior Director of Response and Preparedness Services, International Bird Rescue; Buddy Custard, President and Chief Executive Officer, Alaska Chadux Network; Bryan K. Bell, Associate Director, National Response Corporation; and Todd Duke, General Manager of Compliance Services, Resolve Marine/1-Call Alaska. These individuals represent organizations with decades of combined operational experience in oiled wildlife response and hazardous material incident management in Alaska, and their involvement ensures that Phase II training content is grounded in the realities of actual field response.

Workstream 1: Curriculum Modernization (Years 1–2)

Curriculum modernization will be the primary focus of Year 1 and will continue into Year 2 with the addition of new modules and hybrid delivery formats. In the first six months, the Wildlife Response Curator and Lead Trainer will conduct a comprehensive audit of all Phase I instructional materials, benchmarking content against current HAZWOPER (29 CFR 1910.120) regulatory standards and identifying gaps revealed by Phase I deployment after-action reviews. Alaska partner contacts will be engaged during this period to provide input on emerging field protocols, Arctic maritime hazard scenarios, and observed deficiencies in the skills of responders arriving from outside Alaska.

From months six through twelve, the Wildlife Response Curator will lead the revision of all core course materials, incorporating audit findings and partner input. Revised materials will be reviewed by Alaska partners for operational accuracy and by AZA staff for institutional applicability before finalization. Simultaneously, development of two new discipline-specific modules will begin: one on marine mammal observation and field assessment, and one on marine bird observation and field assessment. These modules will be co-developed with subject matter experts from NOAA, USFWS, International Bird Rescue, and other Alaska partner organizations, and aligned with established field protocols currently used during oiled wildlife response operations in Alaska. Both modules will be designed for integration into initial certification courses and as standalone recertification offerings.

During Year 2, revised foundational course content will be adapted for hybrid and online delivery. The Lead Trainer will manage the instructional design process, working with the Education Specialist to develop asynchronous online modules for regulatory and conceptual content. This will allow in-person course time to be reserved exclusively for hands-on, scenario-based skills practice,

increasing the practical value of face-to-face training events and substantially reducing the time and cost burden on participating institutions.

Workstream 2: Training Delivery and Institutional Expansion (Years 1–3)

Training delivery will begin in Year 1 using updated core materials and expand progressively as new modules and hybrid formats become available. The Lead Trainer will deliver initial certification courses and recertification offerings at AZA national conferences, regional workshops, and hosted events at partner institutions. Delivery locations will be selected each year in coordination with AZA staff to prioritize geographic regions and facility types underrepresented in the Phase I participant pool, including smaller aquariums, inland zoos, and institutions in high-risk hazardous material transport corridors.

The new marine mammal and marine bird observation modules will be integrated into delivery beginning in Year 2, once co-development with Alaska partners is complete. These modules will be offered both as components of full initial certification courses and as standalone offerings for experienced responders seeking to add field observation competencies to their existing credentials.

Workstream 2b: One-Day Marine Mammal Handling Workshop (Years 1–3)

Beginning in Year 1, ASLC will develop and deliver a dedicated one-day Marine Mammal Handling Workshop as a focused, skills-intensive component of the broader training delivery program. This workshop is designed to address a specific and recurring gap identified in Phase I after-action reviews: responders who arrive at oiled wildlife incidents with strong HAZWOPER credentials but limited practical experience in the physical handling, restraint, and emergency assessment of marine mammals. The workshop will be offered as a standalone professional development event for certified responders and as an elective add-on track during multi-day training conferences, ensuring broad accessibility across institution types and experience levels.

Workshop Design and Learning Objectives

The workshop is structured around five core learning objectives: (1) safely approach and minimize stress in free-ranging and impaired marine mammals; (2) apply appropriate physical and chemical restraint techniques for pinnipeds and small cetaceans; (3) conduct standardized triage assessments using NOAA and USFWS field evaluation criteria; (4) document condition and behavioral observations consistent with legal accountability requirements; and (5) recognize physiological signs of oil toxicity, capture myopathy, and thermal stress and apply appropriate stabilization measures.

Proposed One-Day Schedule

The workshop is structured as a single intensive day (approximately 8 hours of contact time) divided into two sessions. The morning session focuses on knowledge and contextual foundations; the afternoon session is entirely hands-on, and scenario driven. This format reflects the same philosophy applied across Phase II curriculum modernization: use instructor contact time for skills practice and deliver regulatory and conceptual content through pre-completion materials distributed in advance.

Workshop Schedule

The workshop is a single intensive day (~8 hours) divided into two sessions. The morning session (8:00 AM–12:00 PM) covers marine mammal biology and stress physiology, the MMPA permitting framework, ICS roles, documentation protocols, and hands-on practice with standardized NOAA field assessment forms using real case studies. The afternoon session (1:00 PM–5:00 PM) is entirely practical: participants rotate through restraint technique stations for pinnipeds of varying size classes, work through a simulated oiled marine mammal response scenario, and complete a closing module on temporary holding, transport, and transfer-of-custody documentation. The session

concludes with a structured practical assessment; participants who meet defined competency criteria receive a certificate recorded in the responder database.

The workshop is co-facilitated by the Lead Trainer and Wildlife Response Curator, with ASLC animal care staff supervising all hands-on stations. It complements the non-contact marine mammal observation module (Workstream 1), and together the two offerings constitute a complete marine mammal response competency pathway, with both credentials captured in the responder database.

Workstream 3: Train-the-Trainer Expansion (Years 1–3)

Train-the-Trainer course delivery will begin in Year 1 and scale progressively through Year 3. The Lead Trainer will design and deliver an expanded Train-the-Trainer curriculum that prepares institutional instructors not only to deliver HAZWOPER content but also to facilitate the new marine mammal and marine bird observation modules. Courses will be offered at multiple geographic locations annually, prioritizing regions where a locally certified instructor can serve the greatest number of nearby AZA institutions.

Certified trainers will be enrolled in an ongoing community of practice coordinated by the Lead Trainer and Wildlife Response Curator providing access to updated curriculum materials as they are revised, a peer network for sharing delivery experiences and challenges, and annual refresher opportunities to maintain instructor credentials. This support infrastructure is essential to ensuring quality consistency as training delivery becomes increasingly decentralized across the AZA network.

Workstream 4: Trained Responder Database Enhancement (Years 1–2)

Database enhancement will be planned and scoped during the first six months of Year 1, with development and testing occurring through Year 2 and full deployment by the start of Year 3. The Project Director will lead this workstream in collaboration with ASLC's information technology staff, drawing on input from Alaska response partners and AZA staff on the operational requirements of incident commanders during active responses.

The enhanced database will move substantially beyond the Phase I model of tracking certification status and basic skill categories. Individual responder profiles will capture species expertise, marine mammal and marine bird field observation competency, medical and husbandry specializations, geographic location and availability, deployment history, and current certification status across all relevant credentials. Search and filter functionality will be designed to allow incident commanders to query the database by any combination of these attributes, generating a ranked list of qualified and available specialists matched to the specific and evolving needs of an active response from initial wildlife observation and impact assessment through capture, stabilization, rehabilitation, and release.

Additional features will include automated certification expiration alerts to support proactive recertification outreach, deployment outcome tracking to build an evidence base for ongoing program improvement, skills gap analytics to inform future training priorities, and interoperability protocols with state and federal emergency management systems. The Project Director will engage NOAA, USFWS, and the U.S. Coast Guard during the design phase to identify opportunities for database integration with existing federal response coordination tools.

Stakeholder Engagement

Stakeholder engagement is a structural feature of Phase II. ASLC will establish a formal Partner Advisory Group comprising representatives from Alaska's operational response community, AZA member institutions, and federal agency partners including NOAA and USFWS, convening at least twice annually to guide curriculum updates, training delivery priorities, and database design. Alaska operational partners Alaska Clean Seas, Alaska Response Corporation, International Bird Rescue,

Alaska Chadux Network, National Response Corporation, and Resolve Marine/1-Call Alaska will serve as active co-developers of the marine mammal and marine bird observation modules, formalized through signed letters of collaboration and defined contribution agreements. AZA member institutions will participate through annual surveys gathering input on training access barriers, priority skill gaps, and geographic delivery needs, with findings used to adjust delivery planning; Train-the-Trainer graduates will be invited to a peer learning network to share delivery experiences and contribute to ongoing curriculum improvement.

Evaluation and Demonstration of Impact

Project evaluation will be conducted internally by the Lead Trainer under the oversight of the Project Director, using a primarily quantitative framework with participant survey data providing supplementary qualitative context. Evaluation data will be collected continuously throughout the grant period and compiled into annual progress reports submitted to IMLS.

The core quantitative indicators are: number of individuals newly certified in HAZWOPER and ICS; number of Phase I graduates successfully recertified; number and geographic distribution of participating AZA institutions; number of Train-the-Trainer courses delivered and institutions achieving independent delivery capacity; total database enrollment; completeness of individual skill profiles; and number and outcome of real-world deployments. These metrics will be tracked in the responder database and reported against baselines established at project inception. Participant surveys administered at every training event will gather structured feedback on content quality, instructional effectiveness, and perceived preparedness, with findings aggregated annually to guide curriculum and delivery improvements. Where deployments occur, after-action reviews will identify training elements that proved most valuable or most in need of strengthening.

Annual reports to IMLS will present quantitative progress against each indicator, summarize participant survey findings, and document deployment outcomes. A final program evaluation at the conclusion of Year 3 will assess overall achievement against Phase II goals.

Project Results

Phase II will produce three categories of intended results and deliverables, each designed to directly address the needs identified in this proposal, to be usable beyond ASLC and the grant period, and to benefit the broadest possible range of institutions, professionals, and ultimately the wildlife populations they serve.

Intended Results and Deliverables

The first and most foundational deliverable is a fully modernized, comprehensive training curriculum. This will include revised HAZWOPER course materials updated to current regulatory standards, expanded hazard scenario content addressing Arctic maritime incidents and increased oil transport risk across domestic infrastructure corridors, and two entirely new discipline-specific modules: one for marine mammal observation and field assessment and one for marine bird observation and field assessment. All curriculum materials will be available in both in-person and hybrid/online formats, with the online components designed for asynchronous, self-paced completion prior to in-person skills practice. The complete curriculum will be documented and packaged in a format that allows other institutions and certified trainers to deliver it independently.

The second deliverable is a substantially expanded and recertified national responder pool. Over the three-year grant period, ASLC expects to certify a significant cohort of zoo and aquarium professionals across a broader and more geographically diverse range of AZA institutions than

Phase I reached, while simultaneously bringing Phase I graduates current through a structured recertification track. A measurably larger number of institutions will have achieved independent training delivery capacity through the expanded Train-the-Trainer program, reducing the field's dependence on any single source for ongoing certification.

The third deliverable is an operationally enhanced trained responder database. By the start of Year 3 the database will be fully deployed, populated with granular skill profiles for all certified individuals, and capable of generating real-time, searchable candidate lists matched to the specific and evolving needs of an active wildlife response. This tool will be the operational backbone of the program allowing incident commanders to identify and request the right specialist for the right task at every stage of a response, from initial field observation and wildlife impact assessment through capture, stabilization, rehabilitation, and release.

How Results Address the Identified Need

Each deliverable maps directly to a specific dimension of the identified need. The modernized curriculum closes both the regulatory compliance gap (outdated HAZWOPER materials leave responders legally unqualified) and the content gap (absence of Arctic maritime scenarios and standardized marine mammal and bird observation protocols). The expanded and recertified responder pool addresses the scale and geographic distribution problem Phase II builds a pool that is not only larger but more strategically positioned across risk corridors. The enhanced database addresses the deployment coordination problem by transforming a certification registry into a real-time operational matching tool that can be queried as incident needs evolve, ensuring that the trained responder pool can actually be mobilized when needed.

Adaptability, Generalizability, and Usability by Other Institutions

From the outset, Phase II curriculum materials will be designed with portability and adaptability as explicit requirements. All course content will be developed in modular format, allowing institutions to deliver individual components as standalone offerings without requiring the full curriculum. Modules will include instructor guides, participant workbooks, scenario exercise templates, and assessment tools. While developed from Alaska's operational context, all materials will be annotated for applicability to non-Alaska hazard scenarios freshwater and inland spills, Great Lakes maritime incidents, and Gulf and Atlantic coastal response with scenario exercises available in both Alaska-specific and regionally generalizable versions.

Dissemination

Dissemination of Phase II results will reach zoo and aquarium professionals, AZA leadership, federal and state emergency management agencies, and the broader oiled wildlife response community.

Dissemination will reach the full range of intended beneficiaries through multiple channels. Within the AZA community, the primary channels are AZA's national and regional conferences, where the Project Director and Lead Trainer will present results, deliver training, and conduct Train-the-Trainer courses annually. AZA member communications newsletter, website, and professional listservs will publicize training opportunities and database enrollment, and the AZA Animal Care Manual will be updated to reference Phase II training standards and the mutual aid framework as best practice resources.

Within the wildlife response and emergency management community, results will be disseminated through the International Oil Spill Conference, National Response Team meetings, and presentations to NOAA, USFWS, and U.S. Coast Guard audiences to raise awareness of the AZA responder

network and advance database interoperability with federal systems. All updated curriculum materials, mutual aid agreement templates, and program evaluation findings will be made available through AZA's member portal at project conclusion. ASLC will also pursue publication of program findings and the new observation modules in relevant peer-reviewed or professional journals.

Sustaining Benefits Beyond the Period of Performance

Sustainability is not an afterthought in Phase II it is a design principle that shapes every workstream. The Train-the-Trainer program is the primary mechanism: by the end of Year 3, a geographically distributed network of certified institutional trainers will exist across the AZA community, each capable of delivering certification and recertification training independently. This decentralized capacity means the program can grow organically without depending on grant-funded centralized events. The enhanced responder database provides a second mechanism by creating ongoing value its practical utility to incident commanders creates incentive for federal agencies to support its maintenance and for AZA institutions to keep staff enrolled. Finally, ASLC's operational partnerships with Alaska Clean Seas, Alaska Response Corporation, International Bird Rescue, Alaska Chadux Network, National Response Corporation, Resolve Marine/1-Call Alaska, NOAA, and USFWS ensure the program will continue to be refreshed by real-world field experience as the wildlife response field evolves and future climate conditions bring new challenges to Alaska's coastal and Arctic ecosystems.

Overall, Phase II aims to ensure that the nation's zoo and aquarium community is better equipped for the future. It focuses on enhanced training, an increased number of certified responders, a robust deployment system, well-defined institutional agreements, and a durable national program framework. That is the standard which ASLC holds itself, and it is the standard against which this project should ultimately be judged.

Alaska SeaLife Center — Phase II | YEAR 1 — Program Launch & Curriculum Audit

IMLS Phase II — Spill & Disaster Preparedness Training | Gantt Chart

Task / Activity	Workstream	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Notes
Project Kickoff & Staff Onboarding	Management													Staff roles confirmed
Partner Advisory Group – Initial Meeting	Management													Twice-annual convening
Phase I Materials Audit	WS1: Curriculum													Benchmark vs HAZWOPER CFR 1910.120
Identify Curriculum Gaps (After-Action Review)	WS1: Curriculum													Arctic & field observation gaps
Alaska Partner Input Sessions	WS1: Curriculum													ACS, ARC, IBR, Chadux, NRC
Revise Core HAZWOPER Materials	WS1: Curriculum													Updated to current standards
Draft Marine Mammal Observation Module	WS1: Curriculum													Co-developed w/ NOAA & USFWS
Draft Marine Bird Observation Module	WS1: Curriculum													Co-developed w/ NOAA & USFWS
Initial HAZWOPER Certification Courses	WS2: Training Delivery													AZA conferences & regional workshops
HAZWOPER Recertification Courses	WS2: Training Delivery													Phase I graduates nearing window
Marine Mammal Handling Workshop – Pilot	WS2b: MM Workshop													Standalone event; practical assessment
Train-the-Trainer Course – Cohort 1	WS3: Train-the-Trainer													HAZWOPER delivery focus
Train-the-Trainer Community of Practice Launch	WS3: Train-the-Trainer													Peer network & resource access
Database Scoping & Requirements Gathering	WS4: Database													NOAA/USFWS integration review
Database Architecture Design	WS4: Database													Skill profiles, search, alerts
AZA Member Survey – Baseline Needs	WS5: Evaluation													Access barriers & priority gaps
Year 1 Progress Reporting to IMLS	Management													Quantitative & narrative report

LEGEND

WS1: Curriculum Modernization

WS2: Training Delivery

WS2b: Marine Mammal Workshop

WS3: Train-the-Trainer

WS4: Database Enhancement

WS5: Evaluation & Dissemination

Management / Reporting

Alaska SeaLife Center — Phase II | YEAR 2 — Module Integration & Database Development

IMLS Phase II — Spill & Disaster Preparedness Training | Gantt Chart

Task / Activity	Workstream	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Notes
Partner Advisory Group – Mid-Year Meeting	Management													Review Y1 outcomes & Y2 plan
Finalize Marine Mammal Observation Module	WS1: Curriculum													Incorporate Y1 pilot feedback
Finalize Marine Bird Observation Module	WS1: Curriculum													Incorporate Y1 pilot feedback
Hybrid/Online Format Adaptation	WS1: Curriculum													Asynchronous modules; in-person hands-on only
Instructor Guides & Participant Workbooks	WS1: Curriculum													Portability & independent delivery
Expanded HAZWOPER Certification Courses	WS2: Training Delivery													New regions; inland zoos & smaller aquariums
HAZWOPER Recertification Courses	WS2: Training Delivery													Systematic recertification track
Marine Mammal & Bird Modules – Integrated Delivery	WS2: Training Delivery													New modules added to course schedule
Marine Mammal Handling Workshop	WS2b: MM Workshop													Spring workshop event
Marine Mammal Handling Workshop	WS2b: MM Workshop													Fall workshop event
Train-the-Trainer – Marine Mammal Module Focus	WS3: Train-the-Trainer													New module content for trainers
Train-the-Trainer – Marine Bird Module Focus	WS3: Train-the-Trainer													Expanded geographic locations
Train-the-Trainer Community of Practice – Annual Refresh	WS3: Train-the-Trainer													Instructor credential renewal
Database Development & Build	WS4: Database													Skills, deployment history, geo filters
Database Testing & QA	WS4: Database													Interoperability with federal systems
Database Beta Deployment	WS4: Database													Enrolled cohort testing
AZA Member Survey – Y2 Check-In	WS5: Evaluation													Mid-grant feedback
After-Action Review (if deployment occurred)	WS5: Evaluation													Ongoing; triggered by events
Year 2 Progress Reporting to IMLS	Management													Quantitative & narrative report

LEGEND

WS1: Curriculum Modernization

WS2: Training Delivery

WS2b: Marine Mammal Workshop

WS3: Train-the-Trainer

WS4: Database Enhancement

WS5: Evaluation & Dissemination

Management / Reporting

Alaska SeaLife Center — Phase II | YEAR 3 — Sustained Delivery & Program Evaluation

IMLS Phase II — Spill & Disaster Preparedness Training | Gantt Chart

Task / Activity	Workstream	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Notes
Partner Advisory Group – Annual Meetings	Management													Year 3 priorities & sustainability
Partner Advisory Group – Final Meeting	Management													Closeout review & future planning
Curriculum Review & Minor Updates	WS1: Curriculum													Ongoing currency checks
Online Module Maintenance & Accessibility Review	WS1: Curriculum													All formats fully available
HAZWOPER Certification Courses – Expanded Reach	WS2: Training Delivery													Broadest geographic distribution
HAZWOPER Recertification Courses	WS2: Training Delivery													Full recertification coverage
Marine Mammal & Bird Modules – Full Integration	WS2: Training Delivery													Standard offering at all events
Marine Mammal Handling Workshop	WS2b: MM Workshop													Spring event
Marine Mammal Handling Workshop	WS2b: MM Workshop													Fall event
Train-the-Trainer – Full Curriculum Delivery	WS3: Train-the-Trainer													All modules; independent delivery capable
Train-the-Trainer – Geographic Expansion	WS3: Train-the-Trainer													Priority: underserved regions
Train-the-Trainer Community of Practice – Annual Refresh	WS3: Train-the-Trainer													Instructor credentials current
Database – Full Deployment & Population	WS4: Database													All enrolled; skill profiles complete
Database – Operational Use & Monitoring	WS4: Database													Real-time search; automated alerts
Database – Federal Integration Finalization	WS4: Database													NOAA/USFWS/USCG coordination
AZA Member Survey – Final Assessment	WS5: Evaluation													Coverage, access, skill gap closure
Final Program Evaluation Report	WS5: Evaluation													Evidence base for post-grant stewardship
Dissemination – AZA Publications & Presentations	WS5: Evaluation													Peer network & federal audiences
Sustainability Planning & Governance Structures	Management													Post-grant program stewardship model
Final IMLS Report	Management													Final narrative & financial closeout

LEGEND

WS1: Curriculum Modernization

WS2: Training Delivery

WS2b: Marine Mammal Workshop

WS3: Train-the-Trainer

WS4: Database Enhancement

WS5: Evaluation & Dissemination

Management / Reporting