

AIR QUALITY WORKPLAN TEMPLATES

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Important Notes:

- These sample workplans were created to provide ideas for getting started on each of these areas of work. Tailor these workplans to fit your community's needs.
- This is not official GAP or other grants guidance. Consult official [EPA GAP Guidance](#) or [CAA guidance](#) as you prepare your workplan proposals to ensure all proposed activities are allowable under current guidance.
- Work with your [EPA Project Officer](#) for technical assistance and to approve of all workplan activities.
- To work on any of these areas, air quality must be a priority in your tribe's EPA approved joint-EPA Tribal Environmental Plan (ETEP).

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EPA Region 10 Tribal Air Program

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Template I: Assess Air Pollution Concerns & Sources

Indian Environmental General Assistance Program WORK PLAN TEMPLATE EPA Region 10			
Tribe/Tribal Consortia:			
Project/Budget Period: Begin:		End:	
Title	Assess Air Pollution Concerns & Sources		
Personnel			
ETEP Priority Supported			
Long-Term Outcome	Protect or improve air quality and public health in the community.		
Intermediate Outcomes	<ul style="list-style-type: none"> Increased awareness about the local sources of air pollution and their health impacts, so that informed decisions can be about next steps to help address them. 		
Estimated Component Cost			
Estimated Work Years			
Commitments		End Date	Outputs & Deliverables
1.1	Attend air quality training with Institute for Tribal Environmental Professionals (ITEP) , or air conference such as National Tribal Forum on Air Quality , and/or attend any relevant webinars. Note: Please be as specific as possible. If travel is involved, those trainings or conferences must be in the budget.	September 30	Copy of trip report and/or training certificate shared with EPA and Tribal Council.
1.2	If in Alaska, join the Alaska Tribal Air Workgroup to participate in quarterly webinars to learn more about air quality and connect with other tribes and potential partners. If in the NW, join the monthly EPA-Tribal Air Quality calls.	October 30	List dates of calls attended, and any important information in quarterly reports.
1.3	Read and collect information on the common sources of air pollution and relevant outreach materials available for educating others in the community. Examples for tribes in AK include the Alaska Tribal Air Toolkit , Clean Air, Healthy Villages Video Series , ANTHC's Air and Healthy Homes resources and information on the Alaska DEC Air Program website . For all Tribes: Visit Tribal Healthy Homes Network's site and EPA's site.	September 30	Summarize any materials used at events in quarterly reports to EPA.
1.4	Request feedback from tribal council and community members about their concerns. (Consider asking at regular tribal council meetings, community meetings or events, through a newsletter, fliers, or distribute questionnaires by email or in post office boxes.)	January 30	Provide feedback on how information gathering went and summary of concerns in quarterly reports to EPA and during tribal council meeting.
1.5	Show the " Clean Air, Healthy Villages " or other air quality videos during an event, meeting, or potluck. Could be an environmental night, during school event, clean up/green up or Earth Day. Ask for feedback or use for discussion	May 30	Photos of events shared with EPA. Summary of number of attendees and dates of events in quarterly reports to EPA.

	on air or other environmental concerns. Provide other outreach materials related to topics of concern to the community.		
1.6	Use an air quality assessment tool, such as the ANTHC Phase I Community Air Quality Assessment Tool or the 7Generations Manual to determine local air pollution sources. Note: For tribes in AK, ANTHC can provide assistance in conducting this assessment.	February 28	Summarize findings in quarterly report to EPA and shared with Tribal Council.
1.7	Put feedback gathered from commitment 1.3 and 1.4 into a document or report that can be shared with community, tribal council, and used to identify next steps. Contact Project Officer or Tribal Air Quality Specialist at EPA for technical assistance if needed.	March 30	Copy of report shared with EPA and tribal council.
1.8	Talk with other tribal departments or agencies to see what type of collaboration may be needed to address shared issues identified. Talk with an active tribal council member or tribal administrator for ideas. Example collaborations might include tribal housing, roads program, health clinic, regional health corporation, ICWA, the city, regional tribal consortia, Alaska Native Tribal Health Consortium , University of Alaska Fairbanks – Extension , borough government, or others.	April 30	Summarize in quarterly report the organizations, agencies, and others who have been connected with, and describe how each might be able to play a role to help understand or address air concerns and any commitments they have made to helping. Share this information with Tribal Council.
1.9	Investigate and create a list/report of strategies and potential partners and resources available to address one or more of the air concerns identified. Present this information to Tribal Council, the community, and/or potential partners for consideration and action. Develop a strategy or steps that can be taken by GAP and others.	June 30	Dates of presentations summarized in quarterly reports to EPA. Any written materials developed will be shared with EPA. Potential strategies will be summarized in quarterly reports and discussed with EPA Project Officer and Tribal Air Quality Specialist. This information will be shared with Tribal Council.

Template II: Healthy Homes Assessment & Outreach

Indian Environmental General Assistance Program WORK PLAN TEMPLATE EPA Region 10			
Tribe/Tribal Consortia:			
Project/Budget Period: Begin:		End:	
Title	Healthy Homes Assessment & Outreach		
ETEP Priority Supported			
Personnel			
Long-Term Outcomes	Home environments are healthier and safer for community residents. Indoor air quality and health are improved.		
Intermediate Outcomes	<ul style="list-style-type: none"> • Tribal environmental staff are trained on healthy homes, indoor air, home remediation, weatherization, energy efficiency, or other relevant topics. • Possible solutions for addressing issues are outlined, resulting in potential action steps to improve environmental conditions. • Relationships with other tribal, local, state, or federal partners are created or strengthened. • A community healthy housing team including staff from health, housing, and environment is developed. 		
Estimated Component Cost			
Estimated Work Year			
Commitments		End Date	Outputs & Deliverables
1.1	Gather community concerns about housing and indoor air quality.	November 30	Concerns identified and progress shared in EPA Quarterly Progress Reports.
1.2	Attend training (could be healthy homes, indoor air quality, energy efficiency, radon, or other related training).	September 30	Trip reports and/or certificate of attendance submitted to Tribal Council and EPA.
1.3	Gather resident education materials to share on healthy homes, indoor air, or associated issues of concern. Contact EPA, your regional health corporation, Tribal Healthy Homes Network , HUD, RuralCAP , ANTHC , American Lung Association , UAF Cooperative Extension Service , Cold Climate Housing Research Center , ITEP , and/or other organizations to find out what they have to share. Tailor outreach materials to community as needed.	December 30	Progress (e.g., list of outreach tools that were developed or identified) shared with EPA in quarterly progress reports and with Tribal Council at regularly scheduled meetings.
1.4	Hold a community meeting to assemble interested community agencies/organizations or join environmental committee, Tribal Council and/or City Council meetings to assess concerns, share information learned during trainings, and brainstorm solutions.	January 30	Meeting minutes or summary submitted to EPA with Quarterly Progress Reports.

1.5	Share information on community housing concerns and educational information in GAP newsletter, put printed materials in PO Boxes, and/or hang posters around community. Share information during school environmental education activities and Clean Up/Green Up week, on the radio, or on social media.	May 30	Progress reported in Quarterly Reports to EPA. Photos and/or copies of articles and outreach materials shared with EPA.
1.6	Determine whether Tribal Council would like to create a Healthy Homes Team and, if so, invite community organizations/agencies to join. Potential team members are housing staff, health aides or other clinic staff, regional health corporation staff, local contractors, and/or youth. (If stipends or snacks needed to motivate attendance at meetings, include in budget).	March 30	Meeting summary or minutes and list of working team members submitted to EPA.
1.7	Determine common home environmental hazards (e.g., indoor and outdoor air quality issues, hazardous household products, and sanitation issues) in and around homes that affect the health of residents. Note: If a survey or home assessment tool, like ANTHC's Healthy Homes Checklist is used, a QAPP will need to be developed in consultation with EPA.	June 30	List of potential issues and potential solutions submitted to EPA and Tribal Council with Quarterly Reports (including resources, strategies, and additional partners needed if appropriate.). QAPP developed and approved by EPA.
1.8	Identify possible solutions to these problems and determine which specific strategies to use in the community. Options may include increasing use of ventilation, using safer wood burning practices, controlling moisture levels indoors and in wood stove fuel, using treated water, and increasing use of water for hand washing.	July 30	Outline of options shared with tribal council and EPA. Copy of information shared with community in newsletter or during meetings/events shared with EPA.
1.9	Share outreach materials and ideas for home improvements that residents can do in their homes to make them healthier. Improvements could include using/fixing/installing ventilation, installing carbon monoxide detectors, testing for radon, getting rid of bed bugs using integrated pest management strategies, operating wood stoves more cleanly, and using green cleaning supplies. Example outreach resources include: <ul style="list-style-type: none"> • Alaska Healthy Homes guide and poster • Tribal Healthy Homes Network Renters Healthy Homes Calendar • Air Matters Toolkits (include costs in Supplies section of budget \$200/toolkit) 	September 30	Summarize materials shared, progress, and any feedback from residents in quarterly reports.
1.10	Finalize action plan and present to Tribal Council for approval.	July 30	Develop and share project plan with Tribal Council, any collaborators (city or housing staff) and EPA.
1.11	Attend additional training in support of action steps (for instance home walk-through training, indoor air quality, water safety, mold and moisture, general healthy homes courses).	September 30	Share trip reports with EPA and Tribal Council.
1.12	Collaborate with the community health aide and the housing staff so they can better identify and discuss indoor air quality issues in homes with families with young children or elderly who have asthma or other respiratory diseases.	September 30	Summarize progress in quarterly reports.

1.13	Research, identify, and apply for healthy homes grants or technical resources. See Tribal Healthy Homes Network Funding Guide for ideas.	August 30	List of resources or copies of grant proposals shared with Tribal Council and EPA with Quarterly Progress Reports.
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Template III: School Environmental Health Assessment, Outreach, & Education YEAR ONE

Indian Environmental General Assistance Program WORK PLAN TEMPLATE EPA Region 10			
Tribe/Tribal Consortia:			
Project/Budget Period: Begin:		End:	
Title	School Environmental Health Assessment, Outreach, & Education		
ETEP Priority Supported			
Personnel			
Long-Term Outcome	Minimized environmental and public health risks for children, staff, and others in the school environment.		
Intermediate Outcomes	<ul style="list-style-type: none"> • Change in environmental health measures in schools (e.g., air quality, cleaning practices, absenteeism due to respiratory illness) • Training increased knowledge and skills among the Tribe and school partners on school environmental health. • The Tribe created or strengthened relationships with other tribal, local, state, or federal entities. • A school environmental health assessment was completed and the environmental health needs of the school environment have been identified. • Results were compiled into a report or other format that can be used to inform and further future school remediation through partnerships, grant applications, or other avenues. • A School Environmental Health Team has been established, and team members work regularly together. • The School Environmental Health Team and/or EC has outlined possible solutions for addressing issues identified in the assessment phase. 		
Estimated Component Cost			
Estimated Work Year			
Commitments		End Date	Outputs & Deliverables
1.1	Research or identify resources on school environmental health concerns and assessment strategies. Sample resources include: <ul style="list-style-type: none"> • Alaska Healthy Schools Checklist • Sensible Steps to Healthier Schools • Tools for Schools 	October 30	Compile information. Share progress in quarterly reports to EPA.
1.2	Attend school or children’s environmental health training. Note: Please list the specific training and include any travel costs in budget. If there are no generalized trainings on children’s environmental health or school health, possible related training topics related include: <ul style="list-style-type: none"> • Indoor air quality, mold, ventilation, asthma • Energy efficiency and weatherization • School chemical clean-out campaigns • Waste management 	November 30	Trip Report submitted to Council and EPA. Information and resources shared in Tribal GAP newsletter.

	<ul style="list-style-type: none"> • Food Safety • Pesticide use and pest management • Drinking water safety • Green cleaning • Webinars through EPA, Facilities Masters International, others • Environmental and public health association conferences, workshops 		
1.3	Meet with School Administration and Tribal Council to share information on what the Tribal GAP Department does, how the Tribal GAP staff can help on environmental issues, tools available for teachers, administrators and staff, and potential health risks for children and staff.	January 30	Meeting summarized in quarterly progress report to EPA.
1.4	Share information on school and children’s environmental health at community meeting.	January 30	Meeting/progress summarized in quarterly progress report submitted to EPA.
1.5	Develop a team to work together to address children’s environmental health issues in school environments. Identify partners. This group may include school superintendents, teachers, facilities staff, school nurses or community health aides. This team could also include wellness programs, youth groups, parent and community groups, state agency partners, the American Lung Association, and others.	March 30	List of team members and contact information (email or phone list). Progress shared in quarterly reports to EPA.
1.6	Provide outreach and education to school staff, parents, students, and other relevant audiences about children’s environmental health risks and the schools work/team. This information could be shared during community meetings, in an GAP newsletter, over VHF, on social media, or during in school sessions with kids.	April 30	Summary of outreach activities in quarterly progress reports to EPA. Copies of newsletters shared with EPA and Tribal Council.
1.7	Hold a meeting with team members to discuss environmental issues that may be happening in a school or health problems that are being seen in students (e.g., asthma, allergies, RSV, skin infections, etc.).	May 30	Number of attendees and summary of notes and next steps submitted to EPA with quarterly progress reports.
1.8	Choose a tool for evaluating the health and safety of the school building(s) and grounds. Possible tools include EPA’s Indoor Air Quality Tools for Schools Action Kit , EPA’s Healthy School Environment Assessment Tool (HealthySEAT) , EPA’s School IAQ App , and the Alaska Healthy Schools Assessment Checklist.	May 30	School assessment tool identified and shared with project team and EPA.
1.9	Conduct a school walk-through (with team members, if there is a team) to assess school environmental health and identify any areas for improvement. One or more focus areas may be chosen, i.e. start with a focus on indoor air, and then move to water on a second visit (depends on time available).	June 30	Summary of school walk-through, noting any areas that need follow-up (i.e. conditions that pose environmental health risks to students, staff, and the community, both inside and outside the school)
1.10	With the project team, identify the different people or agencies that are responsible for repairing or maintaining school grounds and buildings.	September 30	Summary of who is responsible for addressing each issue and what is needed to fix the problem; share with team members, Tribal Council, and EPA.

Template III: School Environmental Health Assessment, Outreach, & Education YEAR TWO

Indian Environmental General Assistance Program WORK PLAN TEMPLATE EPA Region 10			
Tribe/Tribal Consortia:			
Project/Budget Period: Begin:		End:	
Title	School Environmental Health Assessment, Outreach, & Education		
ETEP Priority Supported			
Personnel			
Long-Term Outcome	Minimized environmental and public health risks for children, staff, and others in the school environment.		
Intermediate Outcomes	<ul style="list-style-type: none"> • Change in environmental health measures in schools (e.g., air quality, cleaning practices, absenteeism due to respiratory illness) • Training increased knowledge and skills among the Tribe and school partners on school environmental health. • The Tribe created or strengthened relationships with other tribal, local, state, or federal entities. • A school environmental health assessment was completed and the environmental health needs of the school environment have been identified. • Results were compiled into a report or other format that can be used to inform and further future school remediation through partnerships, grant applications, or other avenues. • A School Environmental Health Team has been established, and team members work regularly together. • The School Environmental Health Team and/or EC has outlined possible solutions for addressing issues identified in the assessment phase. 		
Estimated Component Cost			
Estimated Work Year			
Commitments		End Date	Outputs & Deliverables
1.1	Identify and prioritize top school issues from the previously completed school walk-through (with project team members).	October 30	Write up a report or summary of priority issues and submit to EPA, Tribal Council, and project team.
1.2	Hold a meeting with school administration and team member(s) to review results of walk-through and priority issues.	November 30	Summary of meeting or notes shared with EPA, Project Team and Tribal Council.
1.3	Based on the priorities identified from the walk-through and meeting with school administration, create a list of renovation needs, building upgrades, maintenance best practices, or training might be needed.	December 30	Share the list of needs with school administration, Tribal Council, Project Team, and EPA.
1.4	Based upon resource needs, develop an implementation plan and decide if forming a formal partnership via MOU or other agreement between school and tribe is appropriate. The agreement should also outline roles and responsibilities (i.e. GAP staff working with school administration to identify funding opportunities for improvements). An MOU or formal agreement may result in a stronger partnership between Tribe and School district.	June 30	Summary of discussion and/or copy of agreement between school and tribe shared with EPA and Tribal Council; summary of actions completed under the healthy schools implementation plan.

1.5	Engage youth in school walk-throughs, team meetings, and educating others on simple ways to make a school healthier. Youth could create and posters, hold a poster contest, or form an environmental youth council.	June 30	Number of youth engaged and actively participating in outreach activities summarized in quarterly reports. Photos of posters or other materials developed.
1.6	Meet with project team to discuss what was learned and to identify any additional steps needed.	June 30	Summary of meeting or notes shared with EPA and Project Team.
1.7	Share information on lessons learned and children's environmental health information during Clean Up/Green Up Week.	June 30	Progress shared in EPA quarterly reports. Photos of Clean Up/Green Up activities shared with EPA.
1.8	Brainstorm/identify with team longer-term issues to work with the school on to address children's environmental health and/or changes that could be made in the next school year. E.g., improvement in environmental health measures, use of walk-off mats and CO detectors, partnerships maintained.	September 30	List of priority issues and progress reported to Tribal Council, Project Team, and EPA (via Quarterly Progress Reports).

Template IV: Residential Woodsmoke Reduction

Indian Environmental General Assistance Program WORK PLAN TEMPLATE EPA Region 10			
Tribe/Tribal Consortia:			
Project/Budget Period: Begin:		End:	
Title	Residential Woodsmoke Reduction		
ETEP Priority Supported			
Personnel			
Long-Term Outcome	Reduced wood smoke in the community and improved health of residents, particularly among vulnerable populations.		
Intermediate Outcomes	<ul style="list-style-type: none"> Increased awareness of the production and health impacts of wood smoke so that informed decisions can be made on developing strategies to address this pollution. Identification and implementation of strategies for reducing wood smoke in the community – possible intermediate outcomes may include clean burning education and outreach activities, fuel quality improvements (lower moisture content in cord wood or other fuels used), improved operation and maintenance of appliances, appliance upgrades. 		
Estimated Component Cost			
Estimated Work Year			
Commitments		End Date	Outputs & Deliverables
1.1	Obtain training on wood smoke related air quality issues and health impacts. Contact EPA , Tribal Healthy Homes Network , or ANTHC for assistance identifying training. Or attend sessions at conferences that feature this information. Note: Please be as specific as possible. If travel is involved, those trainings or conferences must be in the budget.	September 30	Training summary and trip report to EPA and tribal council.
1.2	Inventory possible outreach materials that may be used to raise community awareness about wood smoke and related topics. Examples include: <ul style="list-style-type: none"> BurnWise Alaska materials EPA BurnWise program materials Alaska Tribal Air Toolkit fact sheets and videos Tribal Healthy Homes Network NTAA's wood smoke workgroup 	October 30	Summary of materials that will be used for outreach listed in EPA in quarterly report.
1.3	Conduct a community assessment about home heating, wood stoves and wood burning practices. Summarize the results into a report or document. GAP staff could distribute questionnaires in PO boxes, or talk to community members (door to door), the local housing authority, the energy assistance program, or others. The assessment should determine the following: <ul style="list-style-type: none"> How many homes burn wood or wood products for heat 	November 30	Copy of report to EPA and Tribal Council.

	<ul style="list-style-type: none"> • How many wood stoves or boilers are being used regularly • How many are EPA-certified • How many are outdated • How many are in need of maintenance (e.g., chimney cleaning, new door seals) • How many are properly vented • Where people obtain and store their wood • How long is wood seasoned before use <p>Contact EPA, ANTHC, or Tribal Healthy Homes Network for assistance with this process. A QAPP will need to be developed.</p>		
1.4	Share results of community home heating assessment with tribal council, community, EPA, and others to identify and prioritize recommendations for improvements.	January 30	Summarize findings in quarterly report to EPA.
1.5	<p>Based on findings from home heating assessment, educate the community about wood heating/burning best practices to protect health, improve safety, reduce heating costs, and improve the life of wood stoves. Example activities (each of the below items can be a commitment):</p> <ul style="list-style-type: none"> • Share information, at a tribal council meeting, through a newsletter article, at health fairs, at youth events, at the school, and other tribal gatherings. • Demonstrate how to use a moisture meter in wood. • Conduct a demonstration: burn wet wood, dry wood, and a compressed wood product (briquettes or pellets); evaluate the amount of smoke produced. <p>Demonstrate how to build a hot, clean-burning fire and how to split, stack, and store cordwood.</p>	September 30	Summary of outreach and education shared in quarterly report to EPA. Share where outreach information was provided, how many people were reached and the feedback that was provided.
1.6	<p>Identify additional strategies for wood smoke reduction. Each of the below ideas could be their own commitments.</p> <ul style="list-style-type: none"> • Develop a wood banking program (a program where residents can exchange wet wood for dry wood). • Work with the clinic, energy program, or other partners to develop a program that provides moisture meters and dry wood/briquettes to vulnerable populations (elders, people with heart and respiratory disease, children, pregnant women). • Work with the tribal wood providing/heating assistance program to measure moisture content of wood and only give out properly seasoned wood. 	March 30	Share list of ideas with EPA in quarterly report. Share with Tribal Council.

	<ul style="list-style-type: none"> • Work with youth to build wood sheds for elders and families with young children. • Develop an annual wood stove maintenance and chimney cleaning program. <p>Develop a wood stove change-out program to upgrade old, leaky wood stoves.</p>		
1.7	Identify the agencies and organizations that may be able to contribute funding or technical assistance to one or more of the wood smoke reduction projects listed in Task 1.6. Possible entities: Hearth, Patio and Barbeque Association ; American Lung Association ; Alliance for Green Heat ; Indian Health Service ; Department of Energy ; Department of Health and Human Services (LIHEAP); USDA ; HUD ; EPA ; ANTHC ; CCHRC .	March 30	List of contacts and partners will be retained in GAP file and shared with EPA in the quarterly report.
1.8	Communicate with each of the potential partners or resources and find out what assistance may be available to help with a project. This could be individually or in a joint meeting.	April 30	Summarize in the quarterly report the organizations, tribal agencies and other resources available. This information will be shared with Tribal Council.
1.9	Prioritize a project to conduct. Write up partner commitments and the project plan. Present proposal(s) to Tribal Council for consideration and approval.	May 30	Provide write-up on priority project(s) to EPA and share results of Tribal Council meeting in quarterly report.
1.10	Implement wood smoke reduction project(s). [Write into future GAP workplan as necessary. This may involve additional grant applications.]	August 30	Progress reported to EPA in quarterly reports and to Tribal Council as needed.
1.11	Compile data on wood smoke reduction activities and their effectiveness. Example results: number of residents educated on clean burning; number of replacements of old appliances by EPA-certified stoves; number of partners engaged; amount of funding applied for or secured; number of goals in the project plan reached. Talk with clinic staff to find out if there's been any improvement in asthma or other smoke-related illnesses. Were there fewer chimney fires? Was the amount of wood used or fuel decreased? Include any other anecdotal information that may support an ongoing need for wood smoke reduction activities.	September 30	Provide summary of results in the quarterly report and share with Tribal Council and project partners.

Template V: Road Dust Emissions Reduction

Indian Environmental General Assistance Program WORK PLAN TEMPLATE EPA Region 10			
Tribe/Tribal Consortia:		End:	
Project/Budget Period: Begin:		End:	
Title	Road Dust Emissions Reduction		
ETEP Priority Supported			
Personnel			
Long-Term Outcome	Reduced road dust in the community and improved safety and health of residents, particularly among vulnerable populations.		
Intermediate Outcomes	<ul style="list-style-type: none"> Increased awareness of the sources and health impacts of road dust so that informed decisions can be made on developing strategies to address it. Community road dust strategy (may include education and outreach, applications submitted for additional funding, collaborations with other agencies, choosing an appropriate dust suppressant, and road improvements). 		
Estimated Component Cost			
Estimated Work Year			
Commitments		End Date	Outputs & Deliverables
1.1	Obtain training on road dust, air quality, health impacts, and mitigation strategies. Contact EPA , ADEC , or ANTHC for assistance identifying training and written materials. Start by reviewing the Rural Alaska Dust Toolkit .	September 30	Training summary and trip report shared with Tribal Council and EPA.
1.2	Complete an assessment of road dust sources, impacts, and capacity to manage using ANTHC's Phase I Community Air Quality Assessment Tool and the Community Dust Self-Assessment in the Dust Toolkit. ANTHC can provide assistance in conducting this assessment.	November 30	Summary or copy of assessment shared with Tribal Council and EPA.
1.3	Collect information and compile a report about dust in the community. Possible activities include: <ul style="list-style-type: none"> Take photos around the community to document where there are dusty conditions and note the times of the day or year when dust is particularly problematic. Create a map of dusty areas and any areas where water or palliatives have been applied. Talk to community members, roads staff, clinic staff, Tribal Council, airport staff, or others about their observations and concerns related to road dust. Identify existing funding for roads work and any dust mitigation strategies used previously. 	November 30	Copy of report or results in quarterly reports to EPA and Tribal Council.

	<ul style="list-style-type: none"> Borrow an air monitor from ANTHC or the TAMS Center to quantify baseline dust levels. Assess the length of roads in the community. 		
1.4	Identify outreach materials that could be shared to raise community awareness. Examples include the Rural Alaska Dust Toolkit , DEC's road dust coloring books, brochures, and videos , and the Alaska Tribal Air Toolkit road dust fact sheet and video.	January 30	Summary of materials described in quarterly report.
1.5	Educate the community about the health impacts of road dust and share information on reducing dust. Example activities include: <ul style="list-style-type: none"> Provide education and outreach on slowing down, stopping and starting evenly, and reducing unnecessary driving/trips. Make public announcements when driving needs to be reduced due to dust-prone conditions (dry and windy). Have teachers talk to their classes about the harm that road dust can cause to health and the environment. Use outreach tools for youth, such as ADEC's road dust coloring book. Show the Alaska Tribal Air Toolkit road dust video at a community meeting, in a classroom, or during other environmental events. Engage youth in a dust project. Have them take photos of roads when someone drives at different speeds. Purchase or borrow a radar gun that displays to drivers how fast they are going. Work with youth to create a dust campaign with posters, bumper stickers, and radio ads. 	September 30	Summary of outreach and education shared in quarterly report to EPA. Share where outreach information was provided, how many people were reached and what feedback resulted.
1.6	Identify and analyze additional strategies for improving the roads to reduce dust. Examples include: <ul style="list-style-type: none"> Speed limits and speed bumps: Impose and enforce speed limits; create speed bumps that will force vehicles to slow down. Possible road treatments: <ul style="list-style-type: none"> Apply <u>water</u> on the days when road dust is high. This requires a water spreader and the availability of water. A tank truck for water is sometimes used or water can be applied by an appropriate trailer pulled by a truck or four-wheel vehicle. Most air strips have some method to reduce runway dust and may be able to be a partner on operational and maintenance costs. Someone needs to be available to drive the water truck on an as needed basis. <u>Palliatives</u>: Salt-based and synthetic palliatives are available commercially that will bind with the road dust and form a 	January 30	Share list of ideas with EPA in quarterly report. Share with Tribal Council.

	<p>harder surface for periods of time. Factors to consider may include whether/how the product degrades into the soil or water.</p> <ul style="list-style-type: none"> ○ <u>Gravel amendments</u>: Gravel can help to reduce road dust, although how long it lasts can vary and whether it is cost effective depends upon how readily available it is in the local area. ○ <u>Stabilizers and Paving</u>: Although paving may temporarily help with road dust, paved roads are costly to install and maintain in rural Alaska. Also, when they are used for a while, dust gets tracked onto them and is then re-entrained into the air by traffic, just as with unpaved roads. Stabilizers are a newer technology to explore. UAF has conducted pilot projects. 		
1.7	<p>Identify and connect with funding and technical assistance providers. Participate in a Rural Alaska Dust Workgroup call to share your community's dust issue and connect with potential partners and funders.</p>	March 30	<p>Summarize in the quarterly report the organizations, tribal agencies, and other resources available and describe how each might be able to play a role in addressing dust. This information will be shared with Tribal Council.</p>
1.8	<p>Collaborate with tribal transportation staff, the airport, or other roads staff in the community to implement a road dust strategy and track results.</p>	September 30	<p>Progress reported to EPA in quarterly reports and to Tribal Council as needed. Number of people educated, behavior changes (speed reduction, carpooling), number of partners obtained, photos of reduction in dust or roads improvements, other funding awards, improvements in air quality. Share what you've learned and accomplished with other tribes and partners.</p>

Template VI: Emergency Preparedness for Wildfire Episodes

Indian Environmental General Assistance Program WORK PLAN TEMPLATE EPA Region 10			
Tribe/Tribal Consortia:			
Project/Budget Period: Begin:		End:	
Title	Emergency Preparedness for Wildfire Episodes		
ETEP Priority Supported			
Personnel			
Long-Term Outcome	Improved ability to minimize the impact of air pollution generated by wildfires.		
Intermediate Outcomes	<ul style="list-style-type: none"> Increased knowledge of potential risks from wildfire smoke and resources available to support the community in the event of a wildfire. Establishment of a plan and partnerships that will reduce health and safety risks in the event of a wildfire. 		
Estimated Component Cost			
Estimated Work Year			
Commitments		End Date	Outputs & Deliverables
1.1	Learn and share information with tribal council about Small Community Emergency Response Plans .	October 30	Summarize date of council meeting attended or information shared.
1.2	Identify and review example SCERPS and/or other plans from other tribes.	November 30	Share progress in quarterly reports.
1.3	Request and receive assistance for developing or revising a Small Community Emergency Response Plan.	July 30	Copy of SCERP shared with tribal council and EPA.
1.4	Identify possible partners to review the plan (tribal council, city government, clinic, transportation, school district, borough, fire department, corporation etc.).	August 30	Copy of finished plan shared with EPA and tribal council.
1.5	Assess potential needs and resources for responding to a wildfire and smoke event. This could involve one or more of the following activities: <ul style="list-style-type: none"> Assess and document local risks. Create map of community showing where homes, community buildings, and potential hazards exist, noting where high-risk situations that merit special attention are (e.g., highly flammable tank farms, elders with limited mobility, etc.). Identify actions to keep community and high-risk areas safe Identify preparedness supplies and resources, such as medical, evacuation scenarios, clean air shelters, etc. 	January 30	Documentation of needs, planned actions, and resources shared with Council and EPA. Requests for resources written and shared with appropriate partners.
1.6	Develop and/or revise a community emergency plan to include response measures for wildfires. Include specific protocols for who will be involved in each activity, partners who will be engaged, and where supplies are located.	May 30	Draft or updated emergency response plan shared with EPA and Tribal Council.

1.7	Identify websites and media sources that will be used for up-to-date wildfire information. Examples: <ul style="list-style-type: none"> • http://fire.ak.blm.gov/predsvcs/intel.php • http://www.dnr.state.ak.us/forestry/fire/current.htm • http://pafg.arh.noaa.gov/hazards.php • http://www.newsminer.com/pages/arcticcam 	November 30	List of wildfire information sources assembled and shared with key community partners, Tribal Council, and EPA.
1.8	Identify and secure emergency shelter(s) to provide a safe indoor air refuge for individuals without availability of a clean air space. Procure resources for safe indoor air space – may include HEPA air filter, air conditioner with filter, water supply, masks in various sizes. Mask types may include R95, N95, or P95, or soft masks with higher ratings (R, N or P 99 and R, N, or P 100) which will filter out even more particulates. Note: Masks are supposed to be fitted by a certified fit tester in order to be effective and have various pros and cons .	September 30	Locations reported to community, EPA, and Tribal Council, and included in outreach and education program. Summary of list of resources procured, stored, and labeled.
1.9	Work with response team to organize a notification system to keep the community advised as to the level of particulate pollution and associated actions and activities. Share draft notification system plan with Tribal Council and the community, seek input, incorporate input, and share final plan in various venues (written, newsletter, radio). Coordinate with those who would handle evacuations.	July 30	Notification plan and summary of how it was communicated to Council and the community submitted to EPA.
1.10	Collaborate to host (or participate in) a training of relevant staff on visibility guidelines , wildfire smoke health impacts, emergency response protocols, and outreach strategies. Research and identify potential partners and agencies which could provide assistance.	September 30	Documentation of training received and summary of partners and resources submitted to EPA, Tribal Council, and project team.
1.11	Design and implement an outreach and education program to elevate the community members' awareness of how to respond to and stay safe during wildfire air pollution episodes. Procure supplies for education and outreach – this may include written materials, videos, and masks (see task 1.6).	September 30	Meeting/training summary, photos, and materials shared with EPA, Project Team and Tribal Council.
1.12	Collaboratively host (or participate in) a response training exercise for community members who could be tasked with specific response activities in the wildfire section of the plan; divide community into zones, assemble teams and assign captains to each. Identify sensitive populations (elderly, health compromised, children) and assign team members to provide special assistance during emergency episodes.	September 30	Include summary of event and list of team members and specific tasks assigned in quarterly report to EPA.
1.13	Create regular schedule for conducting a 'dry-run' or test of the notification system and for checking on the emergency shelter set-up. Update contact lists and inventories as needed.	September 30	Written schedule shared with Tribal Council, response team members, and EPA. Dry runs reported in quarterly reports to EPA.

1.14	Conduct annual review to ensure procedures in the response plan still make sense. Update as needed.	September 30	Annual review documented in quarterly report to EPA. Any updates made shared with Tribal Council, response team, and EPA.
1.15	During a wildfire event: conduct activities as planned.	September 30	Summary of activities submitted to EPA and Tribal Council.
1.16	After episode or event: meet with working team to discuss what was learned and to identify any additional steps or plan revisions needed.	September 30	Summary of meeting or notes shared with EPA and Project Team. List of needed program enhancements or improvements reported to Tribal Council, Project Team, and EPA (via Quarterly Progress Reports).
1.17	Share information on lessons learned.	September 30	Progress shared in EPA quarterly reports, at conferences (AFE, ATCEM, etc.), and/or on Alaska Tribal Air Workgroup call. Photos of incident and activities shared with EPA.

Template VII: Diesel Emissions Reduction

Indian Environmental General Assistance Program WORK PLAN TEMPLATE EPA Region 10			
Tribe/Tribal Consortia:			
Project/Budget Period: Begin:		End:	
Title	Diesel Emissions Reduction		
ETEP Priority Supported			
Personnel			
Long-Term Outcome	Heightened protection of human health and the environment by reduction of local diesel emissions.		
Intermediate Outcomes	<ul style="list-style-type: none"> Increased knowledge among GAP staff and community about potential risks of diesel emissions and ways to reduce emissions and exposure Establishment of a plan and partnerships that will reduce diesel emissions and exposure in the community 		
Estimated Component Cost			
Estimated Work Year			
Commitments		End Date	Outputs & Deliverables
1.1	Complete an inventory of existing diesel engines (manufacturer, model/VIN/serial number, age, quantity of on-road and off-road vehicles, generators, marine vessels, and other equipment).	November 30	Diesel engine inventory submitted to Tribal Council and EPA.
1.2	Complete a diesel emissions inventory using an online emissions calculator such as the Diesel Emissions Quantifier (DEQ) .	January 30	Diesel emissions inventory submitted to Tribal Council and EPA.
1.3	Evaluate short and long-term priorities for reduction of emissions. Identify possible strategies for diesel emissions reduction, e.g., reducing idling, purchasing engine block heaters, replacing old generators, switching fuel (diesel to natural gas), retrofitting or changing out engines.	March 30	Written report of priorities and potential strategies submitted to Tribal Council and EPA.
1.4	Obtain training and/or attend diesel related webinars – e.g., training on funding opportunities such as DERA and the VW settlement , health impacts of diesel emissions, Diesel Emissions Quantifier (DEQ).	June 30	List of training completed (date, title, learning objectives) submitted to EPA.
1.5	Create a plan for community education and outreach. Ideas: hold a community meeting, show Alaska Tribal Air Toolkit video on diesel emissions, promote idling reduction strategies.	April 30	Written community outreach plan submitted to Tribal Council and EPA.
1.6	Conduct community education and outreach on health impacts of diesel emissions and how to reduce them.	September 30	Report on outreach events (# of people reached, photos, materials created/used, etc.) submitted to Tribal Council and EPA.

1.7	Identify partners and technical resources, e.g., EPA , ANTHC , ITEP , State agencies, Clean Air Agencies , other tribes who have done diesel work. Connect with those potential partners. Share community diesel needs and project ideas and get input.	May 30	List of potential partners and resources shared with Tribal Council and EPA. Notes on meeting outcomes shared with Tribal Council and EPA.
1.8	Identify funding needs, sources, and requirements for diesel emissions reduction strategies; e.g., the competitive Tribal DERA RFP or through the VW Settlement Funds .	July 30	Share with EPA and present to Tribal Council on community diesel needs, eligible projects, and funding opportunities.
1.9	Draft grant proposal for diesel emissions reduction activities or program. Complete required paperwork, e.g., if applying for VW funding, complete beneficiary documentation.	August 30	Progress documented in quarterly report to EPA.