

T h e R o c h e l l e O r g a n i z a t i o n , I n c .

A L e a r n i n g M a i n t e n a n c e O r g a n i z a t i o n ™

American Public Works Association

2007 Education Summit

Summary Report

12 May 2007

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Summary Report

Background

The American Public Works Association (APWA) is a professional organization of public agencies, individuals, and private sector companies. APWA's 28,500 members are organized in 64 Chapters across the United States and Canada. Approximately 75% of APWA members are from the public sector; the other 25% from private sector firms who provide services to the public works profession.

The public works industry includes facilities and structures that are designed, built, owned, operated and maintained for public use such as buildings, roads, bridges, canals and dams; and services performed for the smooth operation of our nation's cities, such as water distribution, drainage and flood control, solid waste collection and disposal, fleet services, traffic engineering, wastewater collection and treatment, health and safety codes, and parks.

APWA Mission: The American Public Works Association serves its members by promoting professional excellence and public awareness through education, advocacy, and the exchange of knowledge. Its three goals are:

- APWA will be the members' primary gateway resource for education, knowledge exchange, and services.
- APWA will be the public policy advocate for the public infrastructure.
- APWA will be recognized as the brand name for credible information on public works and the preferred choice for professional membership.

In an effort to ensure APWA's achievement of its education mission, the APWA Education Committee sought and secured funding to hold the organization's first-ever Education Summit in March 2007. The overall goal of the Summit was to provide a forum for the organizations 64 U.S. and Canadian chapters, supporting the collegial exchange of best practices, resources and approaches, identifying opportunities, discussing constraints, and generally to foster inter- and intra-organizational collaboration.

To meet those goals, the staff issued a Request for Proposals (RFP) for qualified consulting support to assist in planning and executing the Summit program and in providing a modest research effort to support participants' deliberations. That RFP sought the services outlined as follows:

- Develop and conduct an electronic survey of the membership which can be used as the basis for discussion and future planning at the Summit in #2 below. Project to include working with APWA Education Committee and staff.
- Serve as the education expert at the Education Summit (March 29-30, 2007 Denver) and facilitate the portions of the program dealing with setting education direction for APWA and its chapters. This would include a presentation related to the Summit on the significance of education as part of an association's platform or alternatively, a presentation on trends in continuing education as provided by the non-profit community. (Expected attendance: approximately 45).
- As a consideration, the Education Committee will hold its annual meeting in Kansas City on January 29-30, 2007. If helpful to this task, agenda time for discussion or crafting of the survey can be accommodated.

The RFP was distributed in January, 2007, and the staff selected The Rochelle Organization, Inc., Washington, DC for the project. This report provides a documentary record of the multi-part effort.

Project Components

As proposed by the consulting team in response to the RFP, the project included two principal components:

1. Conduct research, including a member survey

APWA sought to identify the nature and location of demand for education and training in its core marketplace (among public works directors and supervisors). This understanding would enable APWA to plan its future educational programming and marketing at the national and local levels, and would provide a common understanding and framework for on-going program development and delivery.

With data gained from a survey of public works directors and supervisors, TRO research associates compiled a matrix describing the characteristics of educational needs and delivery within the public works community as outlined below and as summarized in subsequent sections of this report:

1. The extent to which these needs are currently met.
2. The inclination of supervisors to pursue education in relation to their needs.
3. The inclination of directors to deliver/pay for education in relation to supervisors' needs.
4. The supervisors' and directors' perception of availability of educational providers who can meet supervisors' educational needs.
5. The use (and projected use) of educational providers in the marketplace.

Sample

The sample frame for the survey of public works directors included a stratified random sample of APWA's member database. Public Works Directors received an emailed invitation to participate; additionally, invitations were also distributed to lists of those names APWA identified as being segmented into the "five common [job] titles." Initially, approximately 8,500 directors and identified others (approximately 25% of the member database), received an email invitation to complete an online survey questionnaire.

Data Collection

Survey participants, following a link provided to them, completed an online questionnaire. Directors were asked to answer questions about their perception of supervisors' educational needs, as well as perceptions of which providers, if any, could deliver the education necessary to address those needs. Supervisors and other cohorts (the 4 or 5 common job titles, above) were asked to share their perceptions of their own needs with respect to their work, as well as whether they needed help with those needs and were motivated to seek such help (education). As an incentive for directors to engage their supervisors in the survey process, TRO's research associates offered to provide a summary which APWA could send to the participating directors that included the aggregated survey results against which they could benchmark their own educational situations. This "value-add" for the directors was a unique element of this survey process and was intended to increase both participation in and the utility of the research.

Participation

The survey was launched February 27, 2007, and data collection was closed March 19. Approximately 23% of the target population participated, with 1,259 completed surveys and an additional 691 substantially completed surveys. The summary results are presented elsewhere in this report.

2. Plan an education presentation for and facilitate the Education Summit

Working closely with APWA staff, TRO developed a summary presentation on education for the Education Summit. The program was based on the APWA draft agenda outline and on subsequent conversations with staff and the Education Committee prior to and during the late January 2007 Committee meeting in Kansas City. The research completed in item 1 (above) additionally informed program development.

In addition to developing the instructional materials as appropriate for the education session, the principal consultant traveled to Denver to serve as the program facilitator, providing the principal

introductory content framework and moving the participants through the program plan developed by APWA staff and volunteers.

Summit Outline / Agenda

The full 1.5-day agenda developed by the Education Committee, APWA staff and consultants appears in full in the Appendix. It is reproduced here in abbreviated form as an organizing device to present the results of audience interaction experiences, content presentations, etc.

Thursday, March 29

- 8:15 a.m. **Welcome**, Bill Verkest, President APWA
- 8:25 a.m. **Icebreaker and Introductions**, Patricia Kutt, CAE, Director of Education, APWA
- 9:00 a.m. **Setting the Stage - Summit Purposes and Outcomes**, Paul Klope, Chair, APWA Education Committee
- 9:15 a.m. **Chapter Success Stories**, Facilitated by Dwayne Kalynchuk, Past President, APWA
- 10:15 a.m. **Knowing Where to Whack**, Chip Levy, The Rochelle Organization, Inc. [A]*
- 11:15 a.m. **How to Look like the Education Champ**, Chip Levy [B]
- 1:00 p.m. **Survey Research Results and Discussion**, Craig Honick, Precision Reports, LLC
- 2:45 p.m. **Public Works Institutes**, Presentations by Chapters currently conducting Institutes
- 3:30 p.m. **LTAP/TTAPs and APWA, An Educational Partnership**, Dan Cady
- 3:55 p.m. **Construction Career Day Events**
- 4:10 p.m. **Workforce Development**, What Can APWA Do?

Friday, March 30

- 8:00 a.m. **Your Role as the Chapter Education “Influencer/Provider,”** Chip Levy [C]
- 8:30 a.m. **Roundtable Discussions**, Paul Klope
- 9:30 a.m. **Reports from Roundtables** [D]
- 10:15 a.m. **National APWA Resources Available to Chapters**, Patricia Kutt
- 10:45 a.m. **Implementation Strategies - Feedback Discussion**, Peter King, Executive Director, APWA; Paul Klope
- 11:20 a.m. **Summarizing the Summit**, Chip Levy
- 11:40 a.m. **Final Thoughts**, Larry Frevert, President-elect, APWA
- 11:55 a.m. **Close**, Paul Klope
- 12:15 p.m. **Adjournment**

* Letters in brackets provide wayfinding to the transcriptions, which follow below.

Transcribed Flipcharts from Selected Elements of the Program

A. “Knowing Where to Whack” (The Heartburn Exercise) The first step in effective program development is knowing where the problems lie.

1. How to increase variety/mix/timeliness of program topics. (3)
2. How to get into schools (K-16)
3. Increase participation of volunteers in program planning & development (3)
4. Building agency awareness of its own training needs.
5. Getting budget and time commitments from agencies (training as a priority) (2)
6. Communicating value of education as a career builder, and as an effective recruitment device/inducement (3)
7. Getting the larger cities involved in our programming
8. Increase the quality of (low-cost) speakers and programs
9. Managing and serving dispersed membership (2)
10. Getting supervisors to reinforce training and to support change
11. Developing/clarifying mission & vision of education committee and program
12. Acquiring education skills – the technical “how to” of program development
13. Finding volunteer time
14. Knowing what resources are available.

B. “How to Look Like the Education Champ” What are the motivators for students? Why do people participate in continuing education? You look like a champ when you deliver what they want and need.

1. Keep current, both for technical content and regulatory content.
2. Maintain credential, license, etc.
3. Networking/social component
4. Get promotion/career advancement
5. Respond to changed circumstances/context; survival
6. Vacation
7. Break in routine
8. Genuine interest in topic/curiosity
9. Boss insists
10. As a reward for good performance
11. Encouraged by mentor
12. Positive outcome of some sort/gain
13. Reaffirmation that they’re up-to-date
14. In response to new job
15. The single best answer: “Benefit”

C. “If I Were a Rich Man” What would you like to have [in your role as chapter educator] if money, time, and energy weren’t a limiting factor?

1. Regional ‘train the trainer’ events (for content v. process)
2. Speakers Bureau (US + Canada)
3. Subsidize speakers’ fees
4. Provide certification programs
5. Financial support for chapter education programs
6. Support content conversion from US to Canadian standards
7. Keep Summit going!
8. Develop regional snow conferences
9. Translate materials into Spanish
10. Increase hands-on activities in training at all levels
12. Provide traffic control manipulatives (little cones, signs, etc.) for table-top training simulations
13. Media training
14. On-line resources (program promotion samples)
15. Support on-line registration and payment processing
16. Be able to post attachments in InfoNow or on a FTP site
17. “Click, *Watch*, and Learn” – e.g., add video; take mode to next level
18. Establish and maintain a master calendar
19. Support a circuit rider staffer to help with Institutes
20. Develop and offer training for front-line and support staff
21. Improve ability to send chapter members emails with attachments
22. Develop library of education modules for local chapter use
23. “Bundle” institutes to yield a larger certificate/degree; on-line Institute
24. Share programs between APWA & LTAP

D. Roundtable Discussions Reports**1. Who are your competitors in providing education?**

- A. Not really competitors; they're complementary
- B. Colleges & universities (3)
Other agencies & organizations (2)
Consultants and professional trainers (2)
Regulatory agencies (EPA, et. al.)
- C. Competition within/between chapters, National
- D. Internal within agency
- E. Loss of federal funds
- F. The problem is the calendar competition, not content

2. Do you partner? With whom? For what?

- A. Yes, informally
- B. If we know local resources
- C. With colleges & universities; other agencies & orgs; regulatory agencies; independent providers
- D. Get support from vendors for social events or for special resources (speakers, overhead items (printing, etc.), website, newsletter)
- E. Relationship with in-house training supervisor

3. How do you assess education needs?

- A. Via committees (2)
- B. Via evaluation forms from courses (2)
- C. Debriefing at courses
- D. Member suggestions
- E. Request for abstracts
- F. Partners
- G. Wide-awake and alert education chair
- H. Forum discussion
- J. Local visits within region/agency
- K. Annual 1-pg. Survey
- L. Monitor current events
- M. Call for papers

4. How do you pick your topics?

- A. Committees/Regulatory
- B. Choosing:
 - 1. Unique major events (Katrina)
 - 2. Local events/conditions
 - 3. Introduction of new products/technologies
- C. Newsletter database
- D. Impartial materials in field
- E. Immediacy
- F. Arrange in consistent pattern (e.g. spring is management subjects, fall is technical; or similar patterns by discipline, etc.)
- G. Continue 'evergreen'/core topics
- H. Ask your members! Build a profile
- I. Committee chooses; places program in context
- J. Hot topics/people
- K. Wild-hare topics just to spark interest

5. How do you organize your programs? Who does it?

- A. Chapter leaders/ExCom leads (4)
- B. LTAP leads (2)
- C. Staff
- D. Committees/a few staffers/PD managers (3)

6. Where do you get your speakers?

- A. Volunteers, local experts, vendors (3)
- B. LTAP sometimes supports
- C. Some paid keynoters, but mostly volunteers
- D. Don't allow 600-pounders to dominate menus
- E. Local college/university faculties

7. How do you stay in the green on educational events?

- A. We see education as an obligation, not as a profit opportunity.
- B. Golf tourneys
- C. Sponsorships (2)
- D. Exhibitors
- E. Partner with local agencies
- F. Member/non-member fees/tuition (5)

- G. Unpaid speakers (2)
- H. Subsidize, or cost-only (breakeven) (2)
- I. Conservative budgets
- J. Ski trip
- K. Hockey tourney
- L. Dinner dance/casino night
- M. Softball tourney

8. What about scholarships?

- A. TN: \$750)
 NY: \$1,000/750)
 GA: \$1,000)> All toward college/university tuition
 MO: \$1,000)
 MI: \$1,000)
 CO: \$10,000 High school, college students
 \$7,000 Professionals
 Dues
- B. Difficult to get robust interest (from applicants)
- C. Some LTAP funds for professional development
- D. Subsidize younger members
- E. OR: Education Foundation: provides funds from annual investment revenues; provides both student and professional support.
- F. All program surpluses go to scholarships
- G. Memorial scholarships/Endowments
- H. Encourage scholarship recipients to get involved with the local APWA chapter (where they go to college, vs. where they came from)

Research Survey Summary¹

As part of the larger APWA Education Summit project, TRO research associates surveyed the APWA public agency member sub-population to gain insight into the current state of education practice in public agencies. Specifically, the research was designed to gather and interpret data relating to:

- the extent to which current educational needs in the field (public agencies) are currently met,
- the inclination of supervisors to pursue education relating to their needs,
- the inclination of directors to deliver/pay for education in relation to supervisors’ needs,
- the supervisors’ and directors’ perceptions of availability of educational providers who can meet supervisors’ educational needs, and
- the use (and projected use) of educational providers in the marketplace.

Methodology

An online survey was fielded online from February 27 – March 9, 2007 to collect data for the current study. APWA staff selected a list of 8,500 public agency members (with email addresses) from a list of approximately 28,500 members, and TRO emailed to “invitations to participate” in the online survey. Of the 8,500 invitations, approximately 10% of the emails were undeliverable, leaving the delivered invitation count at 7,650. A total of 1,402 respondents substantially completed the online questionnaire (1,261 completed the entire questionnaire), taking an average of 24 minutes. Using 1,402 substantially completed records as a completion figure, the response rate for the survey was 18%.

The profile of the respondent sample is as follows:

Role in agency:	29% Directors	24% Operations Managers
	11% Supervisors	8% Line Personnel
	27% Sr. Managers	
Average age:	48	
Average years in field:	19	
Average years at current agency:	14	
Average years in current position:	7	
Regional distribution:	1: 6%,	4: 9%
	2: 3%,	5: 15%
	3: 9%,	6: 16%
		7: 9%
		8: 17%
		9: 17%

¹ The survey research is more fully summarized in “*APWA Education Market Study, Executive Analysis of Survey Results*” transmitted to APWA under separate cover.

Survey Results

The results of the study directly address the initial research goals:

- 1. To what extent are current education and training needs being met? If needs are not being met, where are the opportunities? What are directors' and supervisors' perceptions of the availability of training providers in the marketplace?*

Survey results indicate that in each local marketplace, the national and local APWA compete as *prominent* but not *dominant* entities, and that the current array of education providers available to agencies deliver technical and management education at generally adequate levels across the public works disciplines.² For example, 36% of respondents who use outside providers report they are “highly likely” to seek APWA national as a provider of technical education, and 41% report the same for the local APWA. These compare with 37% who appear “highly likely” to use a university-based program and with the 32% who are “highly likely” to use another trade association as a source.³ So, while the APWA maintains a favorable portion of agency managers' mind share, no one education/training provider source appears to distinguish itself dramatically from competitors in the provider field.

The demand among agencies for new educational/training programs is similarly diffuse. Survey respondents were asked to provide topic ideas for programs: Of the approximately 1/3 of respondents who supplied a response, nearly half (45%) focused on management/leadership issues (personnel, time, communication and budget management skills); the remaining 55% of responses was spread across 20 or more discipline or skill areas, with no more than 8% of respondents identifying a common topic area.⁴ Management trumps technical.

With respect to opportunities for program growth, the single greatest potential appears to lie in supplying management education tailored specifically to the environment in which the public works manager operates. As noted above, 46% of the topics suggested for new programs fall into this area, and more than 90% of survey respondents felt inclined to favor a certification program in both the areas of “Public Works Management/Supervisory” and “Project Management” respectively.¹ While agency directors report that they perceive management education to be moderately to highly available to them, demand is nevertheless high and APWA has an inherent branding advantage with respect to understanding the public works management environment.

² See Figures 1 and 2 in Research Report

³ See Figures 3 and 4 in Research Report

⁴ See Table 1 in Research Report

¹ See Figure 12 in Research Report

The ability to identify a similarly powerful opportunity in a technical skill area is less well defined. In the main, the results do not point to any obvious “home run” opportunities for educational/training programs (which would be indicated by a large block of supervisors specifying a significant lack of educational programs or providers for skills they need in their agencies).

Pairing responses to two key survey items, however, may suggest opportunities for growth in two skills areas: “Construction Inspection” and “Pavement Management.” As referenced above, the range of topics respondents suggested for new programs spread across 20 or more skill areas; from this field of skill areas, 17% of topic suggestions (8% of all topic responses) centered on “Construction Inspection;” 13% (6% of all topic suggestions) centered on “Pavement Management.” When we examine on another survey item respondents’ concept of which skill areas are most in need of certification programs, we find that “Construction Inspection” and “Pavement Management” are among those receiving the strongest response (“Construction Inspection” attracted the single greatest response with respect to certification demand).² Insofar as demand for certification can serve as a proxy for attention that is being paid to a particular discipline or skill area, the trend we see for these two particular skill domains, combined with the pattern in topic suggestions, suggest further exploration of the domains for program growth opportunity.

Using “certification demand” by itself as a proxy for possible program growth opportunity (irrespective of topic suggestions), “Stormwater Operations” and “Emergency Management” may also represent areas of potential new programming, as these, too, emerge as focal points for certification activity.¹

2. *To what extent are supervisors inclined to pursue and pay outside education providers to meet their needs?*

While the opportunity to introduce a new breakthrough program to the marketplace does not surface forcefully from the survey results, the data *does* suggest an opportunity to deliver ongoing programming as part of the larger contingent of providers in the marketplace:

- demand appears consistent for skill training at all levels (entry, mid-career, and senior). In most disciplines, ¾ of supervisors report a need for skill education/training services at the mid-skill level¹;
- supervisors tend to use outside providers for training (both technical and managerial). On average, 85%-90% of agencies report using outside providers for education/training.²

² See again Figure 12 in Research Report

¹ See again Figure 12 in Research Report

¹ See Figure 3 in Research Report

² See figure 4 in Research Report

- most agencies report having discrete educational and training budgets (survey results estimate annual budgets at \$330 per capita overall)¹; and
- no significant organizational policies (e.g. travel restrictions) inhibit supervisors from purchasing training: only 9% of agencies report having any restrictions on employees traveling out of state for education/training.²

3. What is the nature of the current use of education providers in the marketplace?

While demand for ongoing education/training from outside providers is strong, respondents clearly indicate a preference for local, live programming, likely due to increasing time and budget concerns. In a ranking exercise on the questionnaire, “in-house or local live” far outstripped all other options (“national or regional live,” “online” or “CD/video tape/audio tape”) as format options. Responses to a follow up question revealed the primary reason for the top ranking was “time and money savings.”¹

As noted earlier, APWA’s local chapters enjoy prominent (but not dominant) mind share with respect to delivering local programming and thus represent a bona fide vehicle for APWA National to deliver programming at the local level should it seek to do so.²

4. If the opportunities for new programming are incremental and diffuse, what role should APWA seek to play in the future of the field?

As we have suggested, while the survey results suggest that there are potential opportunities for education/training program growth worth exploring, these opportunities exist in a relatively diffuse and competitive marketplace and therefore may represent only incremental, albeit steady, growth, for APWA educational programming and prestige.

The survey results, combined with additional observations we have been able to make with respect to the APWA and its marketplace, however, suggest the potential for a much more compelling focus for APWA’s national education effort. Specifically, a macro read on the key findings of the study suggests a market-wide call for an organization or entity to build the educational infrastructure of the field in such a way as to:

- A. elevate professional skill development across the field (e.g. in all disciplines, at all levels, and for all professionals in whatever career stage or employment venue) and

¹ See figure 5 in Research Report

² See figure 6 in Research Report

¹ See figure 9 in Research Report

² See figures 3 and 4 in Research Report

B. attract highly skilled personnel to public works positions.

(The implications of and possible responses to these observations are presented in greater detail in, “Discussion,” beginning on pg. 17)

The clearest response from survey participants is that filling skilled positions, particularly at the senior level, will be difficult over the next five years (40%-60% of supervisors feel there will be a shortage of senior level skilled workers in all disciplines over the next 3-5 years¹), and that the development of certification programs in most skill areas is perceived to be significantly important (60%-70% of supervisory respondents report the need for a certification program in many skill areas²).

These patterns suggest that APWA take a thoughtful look at its strengths and weakness in the current marketplace with respect to meeting constituent demand, and open itself up to consider a new role and approach to ensuring its field meets the challenges that face it in the years ahead. This new role would have the APWA national focus on becoming more an “enabler” and “influencer” of how education and training is delivered in the marketplace, and less as one of several competitive education providers in the same marketplace.

¹ See figures 8 and 9 in Research Report

² See figure 10 in Research Report

Conclusions and Recommendations

These findings resulted from a research survey designed to explore the current state of education practice in the public works divisions of public agencies; the findings therefore should be considered informed and instructive, though not necessarily conclusive. However, insofar as the results reveal significant response patterns, it is apparent that APWA is presented with a choice of how to orient and prioritize its national education resources. Specifically,

- Should APWA focus on producing national and local educational programs, for every discipline and skill level, that can compete in the current marketplace? or
- Should APWA focus on developing an infrastructure for elevating educational delivery in and across all disciplines, through research, program model development, standards, information resources, and strategic partnerships with other organizations (public and private, academic and industry-based)? or
- Should APWA undertake the development of a manageable hybrid of options #1 and #2?

Moving Forward

“We can't solve problems by using the same kind of thinking we used when we created them.”
-Albert Einstein

Based on these research findings, and leavened by the qualitative research conducted during the Denver Summit, the TRO consulting team recommends that APWA explore the following options:

- A. Focus national educational resources and expertise on elevating the manner in which skill needs are determined and education is delivered across disciplines. This will require APWA National to:
 - implement a system that enables local APWA chapters and/or members to communicate educational needs to APWA National on an ongoing basis;
 - implement a protocol for guiding academic institutions and other large educational providers in each discipline area in the development of educational programs for public works professionals. The protocol should provide for APWA to apply its “seal of approval” on the program and promote this insignia; communication efforts should aim to elevate the status of APWA “partner” programs over “non-partner” programs.
 - through ongoing monitoring of local feedback and gaps in the ability of potential partners to deliver educational programming (locally or nationally, as appropriate), develop its own

APWA “branded” programs to complement the array of partner programs.

- implement a protocol for developing certification programs in disciplines to 1) elevate the public perception of the public works disciplines, and 2) provide authoritative and well-qualified guidance to managers regarding the skill level and competency of potential and current employees.

As opportunities develop to build specific programs at the national level or to package national programs for delivery at the local level, APWA ought to pursue these opportunities and aggressively brand them as APWA programs. As a result of its efforts at raising the profile of education across the disciplines through evaluation, gate-keeping, and strategic partnerships, these programs, delivered through local APWA channels, will benefit from the extra cache the APWA brand will carry.

Depending on APWA’s current perspective and plans, this approach may represent a paradigm shift for its national and local leadership and staff. While the staff may have been heretofore focused on developing programming at the national and local levels, the challenges facing the public works field over the next several years (e.g. shortage of skilled workers at every level) may require the organization to leverage its position and relationships to “fertilize” and guide the potential field of education providers while becoming the central clearinghouse for educational needs and program development.

Discussion

As has been presented earlier in this report and in greater detail in the companion *Education Market Study* report, provided under separate cover, the two elements of this project – a survey of members and the planning and facilitation of the Summit – have been successfully accomplished. There is a general though diffuse interest in continuing education, particularly in management subjects (notably in the “managing people” topic area). APWA can establish a leadership position in this area if it chooses to do so.

In interpreting the research data (both qualitative and quantitative), we have developed a perspective which we feel is compelling and which we feel presents a substantially enhanced framework for APWA education. APWA can use education as the unifying armature around which an integrated system can be built. This expanded approach will move all parts of the organization closer to the clear leadership position it rightfully seeks to hold.

“Enabler” vs. “Provider”

In brief, we believe that there is an interesting opportunity for APWA in an “adjacent space” – to become an “enabler” or “facilitator” of education and professional development, writ large, rather than contenting itself to be just another one of a number of nominally successful “providers.” By that, we are suggesting that while there are incremental successes available to the organization if it chooses to pursue some of the traditional options revealed by the research (as summarized earlier in this report and in the *Education Market Study* report), it is unlikely that any of these new products or programs will propel APWA into a clear dominating role that it could conceivably hold. So, rather than merely doing more of what it’s always done (hosting another conference, building a new seminar-in-a-box, creating a new online program, etc.), APWA could decide to do something else, entirely.

In this mode, APWA education would become a comprehensive resource, comprising many elements:

- a **clearinghouse of information** about learning programs and products (APWA becomes the ‘top of mind’ resource for the field -- the first call someone makes, the first website they search – for information about education and training and related resources);
- a **education quality control mechanism** (an “APWA” seal of approval) (which also feeds the clearinghouse); by establishing quality standards for learning programs, the organization brings greater value to programs reaching the members in any venue
- an **information and intelligence agency for the field** (local data-gathering for chapters which aggregates into regional, national and international viewpoints; APWA has a unique opportunity to “keep its finger on the pulse” of the field)
- a **provider of programs and products for local delivery** (national trends identified via the information system will suggest likely ‘best investments’ for national development and local implementation)

- a **“marriage broker” of local relationships with constituent organizations** and suppliers (e.g., “How to work with a local college/union/agency/supplier,” etc., and also a deal-broker at the national level (“A National Program Jointly Sponsored by APWA, the U.S. Department of Energy, and ASCE.”))
- the **research and development mechanism by which best-practices are identified**, coalesced, codified, and distributed back to the field
- the **training and development mechanism** by which local APWA volunteers and staff expand capacities and increase sophistication in the education/training arena (the Summit was an excellent beginning.)
- the **credentialing engine for the field**, based on APWA’s unique position and on its ability to draw on best-in-class practitioners from all quarters of APWA’s universe to coalesce and codify best practices in the field. No other organization can provide this breadth and depth.
- the **interaction and communication nexus for education providers**; the “Learning Listserv” for public works: APWA will serve the field by supporting and coordinating those who provide education.
- a **public education and engagement mechanism** by which the general population learns about and becomes interested in careers in public works (an excellent example of which was reviewed at the Summit)

We base this scenario on a variety of facts (via the survey, principally) and intimations (via qualitative interactions during the Summit). These “building block notions” include:

1. A clear member preference for live programming, offered at the local level via APWA’s chapters. This suggests preferences for minimal time out of the office; manageable cost, and local applicability. The chapters are seen as the tangible embodiment of the organization, and the national and local APWA entities are seen as credible providers.
2. A member willingness to use other sources of educational support if a good match between member need and content are present; these other sources include local colleges and universities; collegial professional societies and industry organizations; unions, public and quasi-public agencies; independent education providers, and vendors. These other providers are currently operating in idiosyncratic, uncoordinated ways, and there would appear to be an opportunity to provide greater rigor and discipline to all providers, both in content and in process terms.
3. An APWA interest in serving a very broad range of professional and skilled workers in all career phases, working in a variety of employment settings and organizational patterns, with important regional and geographic variances, and vulnerable to encroachment by an array of competitive forces. This diffusion of focus, while understandable, serves to fragment and detract from aggressive, market-domineering successes in any of the disciplines APWA strives to serve.
4. A widely-held belief among chapter education representatives that resources can and should be shared between all elements of the organization, and that the national office can and should play a central, facilitative and productive role. APWA has begun the process of bringing greater cohesion to its program by bringing together the educator volunteers working at the chapter level,

along with the LTAP and other interested parties.

Not Instantly, Not Easily, and Not on a Shoestring. But definitely worth doing.

This is a multi-phase, multi-year, evolutionary effort. Membership markets do not react well to 90° turns; consequently, the traditional array of programs, products and services will need to be maintained, and incremental refinements in those areas will need to continue. Each element of the new integrated effort will require further consideration and discussion, research and development activities, etc. A well-reasoned business plan will need to be created to ensure that the appropriate resources will be available. An effective communications program is essential, reaching into virtually every sector and niche in the field, inside and outside the APWA family.

This model is a “new way of acting,” moving APWA into previously uncharted territory in the field. It will take a considerable effort, over time, to bring it to fruition. But we remain convinced that it is a workable idea and a worthy undertaking. It will serve the field well – the model directly responds to a wide variety of issues, concerns, and aspirations that were identified in the survey and discussed during the Summit.

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APWA Education Committee	22

APWA Education Summit
Strengthening Chapters through Education
March 29-30, 2007 Denver, CO
AGENDA

Thursday, March 29

- 7:30 a.m. Continental Breakfast
- 8:15 a.m. **Welcome** – Bill Verkest, President APWA
- 8:25 a.m. Icebreaker and Introductions – Patricia Kutt, Director of Education
- 9:00 a.m. **Setting the Stage**
Purposes and Outcomes - Paul Klope, Chairman Education Committee
- 9:15 a.m. **Chapter Success Stories** – Facilitated by Dwayne Kalynchuk, Past President
- 10:00 a.m. *BREAK*
- 10:15 a.m. **“Knowing Where to Whack”** - Chip Levy, The Rochelle Organization
- 11:15 a.m. **How to Look like the Education Champ** - Chip Levy
- 12:00 p.m. - 1:00 p.m. *LUNCH*
- 1:00 p.m. **Survey Research Results and Discussion**
Craig Honick, Precision Reports, LLC
- 2:30 p.m. *BREAK*
- 2:45 p.m. **Public Works Institutes**
Presentations by Chapters currently Conducting Institutes
Subhash Raval, AZ Mike Joyner, GA Tom Montgomery
and Mike Eastling, MN Stacy Byer, Alberta Chapter,
Canada
- 3:30 p.m. **LTAP/TTAPs and APWA – An Educational Partnership**
Dan Cady, Nebraska LTAP and Education Committee Member Marie
Walsh, Louisiana LTAP, Chair of NLTAPA Partnership Committee
- 3:55 p.m. Construction Career Day Events –
Jeffrey Cathcart, Director, Rhode Island LTAP Center Director
- 4:10 p.m. Workforce Development – What Can APWA Do?
Ben Gribbon, FHWA, Member of Education Committee
- 4:30 p.m. Wrap-up for the Day – Chip Levy
- 5:30 p.m. *Reception followed by Dinner at 6:00 p.m.*

Friday, March 30

- 7:30 a.m. Continental Breakfast
- 8:00 a.m. **Your Role as the Chapter Education “*Influencer/Provider*”** - Chip Levy
- 8:30 a.m. **Roundtable Discussions**
- 9:30 a.m. **Report out from Roundtables**
- 10:00 a.m. *BREAK*
- 10:15 a.m. **National APWA Resources Available to Chapters –**
Patricia Kutt, CAE, Director of Education
- 10:45 a.m. **Implementation Strategies - Feedback Discussion**
Peter King, Executive Director &
Paul Klope, Chairman of APWA Education Committee
- 11:20 a.m. **Summarizing the Summit** – Chip Levy
- 11:40 a.m. **Final Thoughts** – Larry Frevert, President-elect
- 11:55 a.m. **Close** – Paul Klope
- 12:15 p.m. Adjournment

APWA EDUCATION COMMITTEE:

Paul Klope, Chairman, City of Eugene, OR
Dan Cady, Nebraska LTAP Director, Lincoln, NE
Michael Geisel, City of Chesterfield, MO
Ben Gribbon, FHWA, Washington, DC
Dwayne Kalynchuk, Capital Regional District, Victoria, British Columbia
Ben Wolfe, Meridian, MS
Larry Frevert, HDR Engineering, Inc., Kansas City, MO and President-elect APWA
Patricia Kutt, CAE, Staff, Director of Education, APWA, Kansas City, MO