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16. Abstract <p>On April 7–9, 2014, Local Technical Assistance Program (LTAP) center directors from Arkansas, Connecticut, Michigan, Minnesota, Nebraska, Texas, West Virginia, and Wisconsin met in San Antonio, Texas, to discuss two key topics: marketing LTAP center services and obtaining/developing curriculum for LTAP center use. Also supporting the discussion were representatives from the Texas Department of Transportation and the Federal Highway Administration. Independent facilitation staff from the Texas A&M Engineering Extension Service, which also operates the Texas Lone Star LTAP Center, conducted the meeting.</p> <p>The final results of the meeting were prioritized lists of best practices that the center directors identified as key to greater success in each of the topic areas. In the area of marketing LTAP center services, all of the centers experienced a high volume of service requests and a variety of expectations. Solutions centered on close affiliation with elected officials, cooperation with industry associations, and effective use of advisory committees. In the area of obtaining/developing curriculum, the problem centered on identification and funding of the needed curriculum. Solutions included partnering with industry associations and each other, as well as exploring new delivery technologies. These problems and recommended solutions apply not only to the centers represented at the peer exchange, but also to LTAP centers nationwide that may be experiencing similar problems.</p>					
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LONE STAR LTAP PEER EXCHANGE

by

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DISCLAIMER

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TABLE OF CONTENTS

	Page
List of Figures	viii
List of Tables	ix
Chapter 1. Introduction	1
Objectives of the Peer Exchange	1
Participants.....	1
Agenda	1
Chapter 2. Process Methodology	5
Chapter 3. Discussion Topics	7
Topic 1—Marketing.....	7
Discussion	7
Findings.....	8
Topic 2—Curriculum.....	9
Discussion	9
Findings.....	10
Parking Lot.....	12
Chapter 4. Recommendations	13
Chapter 5. Next Steps/Conclusions	15
Texas Lone Star LTAP	15
Connecticut LTAP	15
Arkansas LTAP.....	15
West Virginia LTAP	16
Appendix A. Facilitation Techniques	17
Appendix B. Inventory Of Potential Topics	19
Appendix C. Logistics and Travel	23
Appendix D. Event PowerPoint Slides	25
Appendix E. Participant Biographies	55
Appendix F. Photographs	73

LIST OF FIGURES

	Page
Figure 1. LTAP Peer Exchange Agenda for Monday, April 7, and Tuesday, April 8.....	3
Figure 2. LTAP Peer Exchange Agenda for Wednesday, April 9.	4

LIST OF TABLES

	Page
Table 1. LTAP Peer Exchange Participants.....	2

CHAPTER 1. INTRODUCTION

On April 7–9, 2014, Local Technical Assistance Program (LTAP) center directors from Arkansas, Connecticut, Michigan, Minnesota, Nebraska, Texas, West Virginia, and Wisconsin met in San Antonio, Texas, to discuss key topics. Also supporting the discussion were representatives from the Texas Department of Transportation (TxDOT) and the Federal Highway Administration (FHWA). Independent facilitation staff from the Texas A&M Engineering Extension Service (TEEX), which also operates the Texas Lone Star LTAP Center, conducted the meeting using several facilitation techniques (Appendix A).

OBJECTIVES OF THE PEER EXCHANGE

The peer exchange had two primary objectives:

- Choose topics for discussion and brainstorming that will help all participants gain insight into how to better market their respective centers and obtain new or updated curriculum.
- Communicate this insight to LTAP centers across the country by publishing the output of the peer exchange.

PARTICIPANTS

Table 1 lists the participants in the LTAP peer exchange.

AGENDA

Figure 1 provides the agenda for Monday, April 7, and Tuesday, April 8. Figure 2 provides the agenda for Wednesday, April 9.

Table 1. LTAP Peer Exchange Participants.

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Lone Star LTAP Peer Exchange

Agenda

Monday, April 7, 2014

- 6:30 p.m. Welcome to Texas!**
Please join us for a casual Mexican-style dinner on the San Antonio Riverwalk
(on our own; dinner at 7:00 p.m.; reservations at La Paloma restaurant)

Tuesday, April 8, 2014

- 8:15 a.m. Welcome and Introductions**
Welcome: Ron Peddy, Director, Infrastructure Training and Safety Institute (ITSI)
Group Introductions
- 8:30 a.m. Workshop Organization**
Session Outline: Tony Alotto
Facilitators: Tony Alotto, Vince Slominski, and Laura Shehan

Topic 1—LTAP Service Markets: Identification and Development

- 8:45 a.m. Topic Kickoff—Problem Definitions**
(centers start with views, followed with facilitated discussion*)
- 10:15 a.m. Break**
- 10:30 a.m. Facilitated Discussion: Addressing Challenges***
- 12:00 p.m. Lunch Break** (on our own at nearby eateries)
- 1:15 p.m. Facilitated Discussion: Challenges, Successes, and Difficulties***
- 2:45 p.m. Break**
- 3:00 p.m. Facilitated Discussion: Successes and Difficulties***
- 4:00 p.m. Facilitated Reflection—Summarizing Findings***
- 4:45 p.m. Adjournment**
- 6:30 p.m. Please Join a Group Dinner** (on our own; reservations at Saltgrass Steak House)

*Topics will be addressed through the method of facilitated discussion, a technique especially suited to defining challenges and opportunities and drawing out suitable courses of action within the purview of group members. Experienced facilitators will keep discussions focused and will capture comments and ideas that might be addressed later or in a different venue. A scribe will carefully capture all summary findings. The Lone Star LTPA Center will prepare a follow-up report and disseminate it for the benefit of participants, TxDOT, and FHWA.

Figure 1. LTAP Peer Exchange Agenda for Monday, April 7, and Tuesday, April 8.



Lone Star LTAP Peer Exchange

Agenda

Wednesday, April 9, 2014

8:15 a.m. Review of Workshop Proceedings
Topic 1—Questions and Review of Key Findings
Observations about Discussion Process

Topic 2—Training Curriculum: Acquisition, Preparation, and Use

8:30 a.m. Topic Kickoff: Problem Definitions
(centers start with views, followed with facilitated discussion*)

10:00 a.m. Break

10:15 a.m. Facilitated Discussion: Addressing Challenges*

11:30 a.m. Lunch Break (on our own at nearby eateries)

12:45 p.m. Facilitated Discussion: Challenges, Successes, and Difficulties*

1:45 p.m. Break

2:00 p.m. Facilitated Discussion: Successes and Difficulties*

3:30 p.m. Facilitated Reflection: Summarizing Findings*

4:00 p.m. Wrap-Up: Questions, Observations, and Next Steps

4:20 p.m. Exchange Closure

*Topics will be addressed through the method of facilitated discussion, a technique especially suited to defining challenges and opportunities and drawing out suitable courses of action within the purview of group members. Experienced facilitators will keep discussions focused and will capture comments and ideas that might be addressed later or in a different venue. A scribe will carefully capture all summary findings. The Lone Star LTPA Center will prepare a follow-up report and disseminate it for the benefit of participants, TxDOT, and FHWA.

Figure 2. LTAP Peer Exchange Agenda for Wednesday, April 9.

CHAPTER 2. PROCESS METHODOLOGY

The overall process began in late fall 2013 when participants took an extensive survey of potential topics (Appendix B) for discussion. The survey also allowed respondents to suggest additional topics of their own. These topics were rated according to interest. Based on the summary of the ratings, the top two topics emerged. At about that same time, a generally accepted date was set for the meeting in San Antonio.

LTAP center representatives were chosen for this peer exchange based on a variety of criteria, not the least of which was availability. Centers represented a wide geographic area including extremes of cold and hot climates, extremes of distance, and dry and coastal states. Most centers were run out of third-party training or educational organizations under department of transportation (DOT) grants; however, one DOT-based LTAP center was represented as well. Appendix C includes the logistics and travel information the participants received.

In early spring, a follow-up survey asked each LTAP center representative to provide specific information based on their own perspective of the topics chosen. For each topic they were asked to:

1. Write a problem statement based on their understanding of the issue(s).
2. Identify solutions to the problem.
3. Identify challenges associated with each of the issues.

The answers were assembled into a PowerPoint presentation by topic and question number for presentation and discussion during the meeting (Appendix D).

Upon arrival in San Antonio, most participants attended a dinner designed as both a welcome and a forum for participants to meet each other and the facilitation team, renew existing relationships, and settle in to the planned event. Appendix E gives participants' biographies.

The meeting was held in the Menger Hotel in San Antonio where most of the participants were also staying. The meeting room was arranged in a horseshoe configuration with TEEEX facilitation staff at the front, LTAP center directors split on each side facing each other, and TxDOT, FHWA, and remaining TEEEX staff at the far end. The room arrangement was designed

to ensure maximum dialog between and among the center directors themselves. Appendix F shows photos from the event.

The morning of the first day of the meeting began with the typical welcomes from TEEX participants and facilitators, introductions, and a short ice-breaker, a Texas history quiz, followed by a plus/delta (+/Δ) technique to identify what went well (+) and what should be changed (Δ) in terms of meeting logistics, travel arrangements, facility, communications, etc. The responses were posted on a flip chart in the meeting room.

Following the logistics plus/delta, participants were asked to identify their expectations for the meeting. Once again, the responses were posted on a flip chart on the wall of the meeting room.

After these introductory and getting-acquainted activities, using a combination of brainstorming, facilitated discussion, and multi-voting techniques, the meeting focused on the two primary topics of discussion:

- Marketing LTAP center services.
- Obtaining/developing curriculum for LTAP center use

Plus/delta sessions to evaluate what went well (+) and what should be changed (Δ) were held at the end of each day's activities.

CHAPTER 3. DISCUSSION TOPICS

TOPIC 1—MARKETING

Discussion

The first topic of discussion on the agenda was “LTAP Service Markets: Identification and Development.” LTAP center marketing today is done in a variety of ways among the centers:

- In some states, marketing is done directly to cities and counties in the form of mailed or emailed brochures.
- Marketing may also be done face to face at regional transportation industry events or city/county conferences.
- Centers may market through some sort of publication to their client base.

The consensus of the centers was that whatever they were doing, it could be done better.

The first step was to develop a mutually agreeable problem statement. Each LTAP director provided his or her thoughts in advance, which were then presented and discussed as a group. After reviewing and discussing the various problem statements proposed by each LTAP center director, the entire group drafted and agreed on a consolidated problem statement for discussion (discussed in the next subsection, “Findings”).

The group then focused on solutions to the identified problem statement. The LTAP center directors had previously provided their recommended solutions to the assumed problem. Each LTAP center director once again reviewed these solutions, and the overall group discussed them. The LTAP center directors then ranked the solutions using a multi-voting technique. The results of the discussion and voting process are summarized in the “Findings” subsection.

Lastly, the LTAP center directors had previously provided the challenges associated with marketing their programs. There was considerable overlap between this discussion and the solutions discussion since what one center had seen as a challenge, another center might have already solved. These challenges were simply discussed in turn and captured in a form that was generally meaningful to the group.

Findings

After reviewing and discussing the various problem statements proposed by each LTAP center director, the group agreed on a consolidated problem statement for discussion:

Limited resources and operational restrictions/constraints versus a high quantity of requests, disparate views of the role of LTAP, a variety of service markets, varying needs, a large area to cover, attracting an audience, and frequent points-of-contact (local leadership) turnover.

The discussion then turned to solutions for the problems identified. The solutions were then prioritized as follows:

1. Train local elected officials via short courses given by associations, such as the American Public Works Association (APWA) and the National Association of County Engineers (NACE)
2. Attend county engineer meetings and association meetings.
3. Form advisory committees with participation from associations (make it fun).
4. Focus on prime needs for the program.
5. Leverage LTAP funds.
6. Secure other funding sources.
7. Charge registration fees.
8. Balance local needs with federal and state perspectives.
9. Conduct site visits.
10. Link committee members to the LTAP mission.
11. Make it personal.
12. Use social media.
13. Hold stakeholder group meetings and host conferences.

Other solutions identified but not prioritized included:

- Offer LTAP bucks incentive (ex: free class).
- Direct-market key topics plus additional topics.
- Perform needs assessments to captured audience.

- Form a steering committee to help prioritize solutions.
- Investigate generational preferences for training.
- Offer credit for continuing education.

The final part of the discussion focused on challenges associated with the problem, although the discussion also included strategies to meet these challenges:

- Separate research from extension.
- Some grant programs separate from LTAP are additional, and sustaining those funds helps keep program funding to leverage.
- Be an impartial middleman.
- Keep LTAP focus.
- Changes in state government officials affect local funding and operations.
- It is difficult to find qualified personnel when funding is limited.
- Interest is sparse in some geographic areas.
- Deal with local elected official turnover.
- Get locals to understand needs.
- Needs assessments are challenging, as is assessing them.
- Limits on trainers from state DOTs.
- Connect with private industry for demonstration days.
- Share use of trainers from other states.
- Political climate.
- How to ensure LTAP is aware of LTAP results versus other funding results and leverage value.
- Use non-engineer speak in marketing materials.
- Free training is not perceived as valued, so it drives lack of attendance. Fees, even if small, increase attendance.

TOPIC 2—CURRICULUM

Discussion

The second day started with a quick review of the previous topic to capture any further thoughts or clarifications that might have been realized overnight. Minor tweaks were made to

the previous day's notes (captured in flip charts and posted along a wall), and the team started on the second topic: "Training Curriculum: Acquisition, Preparation, and Use."

Centers today obtain curriculum from a variety of sources:

- National Local Technical Assistance Program Association (NLTAPA) provides some materials that can be generally used.
- State-specific course topics (cold/ice/snow in the north, heat in the south, moisture penetration along the coasts, and freeze/thaw cycles in the middle of the country) are typically developed within each of the centers.

The format of the second day was the same as the first. The eight LTAP center participants had previously been polled about their thoughts on a problem statement. Their ideas were presented in random order to the group for facilitated discussion. From that discussion, a consolidated problem statement emerged (see the "Findings" subsection).

The LTAP center directors then, once again in random order, presented their proposed solutions to the problem statement. These were captured on flip charts and posted around the room. The center directors then used a multi-voting technique to prioritize or rank the solutions. The results of that process are summarized in the "Findings" subsection.

The final step in the facilitated discussion involved review of the challenges identified by each LTAP center. They were presented in random order for discussion and consolidation into a list, which was not prioritized.

Findings

After reviewing and discussing the various problem statements proposed by each LTAP center director, the group agreed on a consolidated problem statement for discussion:

Identifying, funding, and developing: content for diverse (age, experience, education, and language) learners, credible subject matter experts/trainers, state-specific case studies and examples, and staying current with needs and content development time.
Customers want short-duration classes and hands-on training.

The discussion then turned to solutions for the problem identified. The solutions were then prioritized:

1. Form partnerships/advisory committees (associations, state offices, and agencies).
2. Use internal staff for core courses.
3. Conduct webinars (quick, topical, and blended).
4. Leverage university resources (as a development force multiplier and as a content provider).
5. Conduct short online courses (30 minutes with PowerPoint presentations [PPTs] and a quiz), adapted online courses (revise other sources), and standard online courses (Moodle based), e.g., video-recorded webinars, PPTs with audio, reading assessment, module quizzes (pool based), and final exam.
6. Use local, state, and national resources to find and develop content.
7. Stay in constant contact with DOTs, agencies, associations, and counties, and stay current on their needs.
8. Retain the best staff.
9. Form steering committees (needs, priorities, and content review).
10. Form a technical advisory panel/course.
11. Use American Road and Transportation Builders Association (ARTBA) training materials.
12. Pair training with other associations' events.
13. Use other universities to provide content.
14. Address direct customer requests for specific training.
15. Use technology, such as classroom response clicker systems, to poll student opinion/knowledge.
16. Provide scholarships for students from agencies or associations.
17. Leverage other funded projects for LTAP curriculum.
18. Offer a presentation skills workshops.

The final part of the discussion focused on challenges associated with the problem, although the discussion also included strategies to meet those challenges:

- Adapt existing (NLTAP) courses.
- Train the trainers.

- Find partners for content and topical currency.
- Get classes offered when needed.
- Use leadership project interns to develop state-specific content.
- Develop online training of all types, e.g., e-learning and webinars.
- Contract for content and training, which adds time to the process.
- Determine a process to identify quality trainers.
- Use training vendors for dependability.
- Address trainer turnover (retire, relocate, etc.).

PARKING LOT

Throughout the two days, a “parking lot” was kept to document sidebar topics for later group discussion if time permitted. The only topic parked was “funding—federal funds across fiscal years.” The discussion centered on methodologies and strategies to be able to plan and implement projects that take longer than a single fiscal year. Participants generally recognized that single-year funding limits the size of projects that can be undertaken, or discourages projects that may not show results for several months due to the desire to demonstrate return on investment to the funding agency.

Two strategies were discussed as having some success:

- First, simply negotiate a multi-year agreement. This requires a level of trust between the funding agency and the LTAP center and understanding that the extended contract has larger overall potential for results. The requesting LTAP center and the funding agency must both understand the rationale for the extended period funding, the projects planned, the timelines, and the results expected.
- The second strategy, requesting a no-cost contract extension, carries a little more risk. This is riskier since the contract extension is not a given and thus may not be granted. If the extension is not granted, the LTAP center not only runs the risk of having a project only partially completed, but also risks having an under-run in the approved spending. In this case, the onus is on the LTAP center to seek and obtain a funding extension early enough to properly plan and execute the intended project(s) over multiple years.

CHAPTER 4. RECOMMENDATIONS

LTAP center leadership should consider these topics for improvement in their own centers, though the overall priority of the potential solutions may be different for various states' centers.

A next logical step for centers is to examine their procedures in these two topic areas to determine current processes. If existing processes are accomplishing all that can be accomplished or there is little room for making changes, efforts can be directed to other goals. However, if there is room for improvement, a next step is for the LTAP center staff to assess the potential solutions given in the previous chapter or other solutions more specific to the center.

For each of the choices, the center could assess:

- The potential for biggest return.
- Low-hanging fruit (i.e., what can be done quickly, easily, and inexpensively).
- Overall risk versus return.

Based on that assessment, staff can choose a solution for implementation. Good practice is to choose only one at a time so that monitoring of progress, or lack thereof, is based on only one variable.

Progress or lack of progress will make the determination of whether to fully implement the solution or look to other

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CHAPTER 5. NEXT STEPS/CONCLUSIONS

An informal email request for updates from the LTAP center participants netted the following responses.

TEXAS LONE STAR LTAP

Center staff determined that the center had not been given the proper level of executive visibility within TEEK. To remedy the situation, TEEK has elevated the center director's position to associate division director.

The next step is to choose one or more of the recommended solutions for implementation in the topic areas:

- In the area of marketing, the center needs to better leverage the steering committee and the power of social media.
- In the area of curriculum, staff are looking into the potential of using webinars to reach the more remote areas of the state and are using content available from other LTAP centers or the national LTAP organization.

CONNECTICUT LTAP

The center is implementing some of the trainings and outreach that Michigan has used so successfully to engage chief elected officials to understand more about roadway safety/intersection safety.

The center director also has a list of other ideas that she hopes to consider in the future.

ARKANSAS LTAP

The Arkansas LTAP Center has set up Occupational Safety and Health Administration (OSHA) 10 hour training and road safety training through ARTBA. The class was scheduled for June 8–9, 2014, in Jonesboro, Arkansas. The Jonesboro area is a growing college town with various industries. The center director learned about the training through ARTBA at the peer exchange.

WEST VIRGINIA LTAP

As a representative of the West Virginia LTAP Center, the participant came away from the peer exchange with several different ideas and opportunities that could be beneficial to the program. For instance, the center is looking at doing more site visits to the public works departments, similar to the coffee breaks Donna Shea discussed and the show-and-tells Tim Colling outlined. Center staff have also accessed the Nebraska LTAP's YouTube channel and plan to share this information with the LTAP audience in West Virginia. Another idea the center director picked up (from Jim Grothaus) was researching how technology is being used in the state and doing a write-up in the center's newsletter, which would help transfer knowledge of different technologies and make the technologies more relevant to the local audience.

APPENDIX A. FACILITATION TECHNIQUES

Following are the primary techniques employed by the facilitation team throughout this event.

Brainstorming: Participants are given a fairly broad topic or broad question and asked to freely generate ideas, thoughts, or answers while a scribe captures the raw thoughts on a flipchart or other viewable medium. Facilitated properly, brainstorming events are non-judgmental forums for capturing a broad range of ideas that may range from quirky to obvious, ridiculous to practical. Three versions of brainstorming were used during this event:

1. A modified slip method was used in the form of an open-ended call for topics via email to a larger audience. Once those topics were narrowed down, an email slip method was used again to brainstorm potential solutions to the topics.
2. A round robin method was used to present the earlier email results whereby each participant presented his/her solutions to the group in order.
3. A freewheeling method was used during the meeting to expand on what was being presented and add additional thoughts generated during the meeting.

Consensus: Consensus is a technique used to gain overall agreement that participants can live with and support, even though the solution may not be exactly what individuals might want. In this case, consensus was used after brainstorming, discussion, and multi-voting to gain overall approval of the results.

Facilitated Discussion: Facilitated discussion is open group discussion guided by a facilitator who is focused on ensuring the group determines an outcome. The facilitator uses active listening and Socratic questioning to ensure the group stays focused on the issue at hand. The facilitator should ensure that all participants contribute, one or two do not dominate the discussion, and the group stays on topic.

Multi-voting: Once thoughts have been captured and duplicates combined or eliminated, multi-voting can be used to narrow and prioritize the larger list. In this instance, participants were given money to spend in set increments on each of the options in the list. The total amount and increments were chosen to give each participant the ability to vote equally on approximately half of the total list of items. Thus, participants could spread their money across several items or spend it all on one or two items. The items with the most money rose to the top of the list; those with the least dropped to the bottom.

Parking Lot: A parking lot is a technique used to capture tangential issues, random topics, or peripheral issues that come up during the discussion; the facilitator parks them temporarily until the intended discussion topic has been fully explored. This is typically done publicly so that the originator of the item can see that it has not been dismissed. A dedicated part of a marker board or flipchart page is designated as the “parking lot.” After the planned issues have been covered, as time allows, the facilitator goes back to the parking lot items for further discussion.

Plus (+)/Delta (Δ): Plus/delta is a form of brainstorming used at the end of a session or activity to capture the things that went well (+) and should be continued or sustained, and the things that should be changed (Δ) before the next session or activity starts. In this case plus/delta activities

were completed at the start of the overall event to gauge the overall travel arrangements, lodging, logistics, and communications, and again at the end of each of the two days of facilitated sessions to identify what should be sustained or changed before the next event.

APPENDIX B. INVENTORY OF POTENTIAL TOPICS

LTAP Peer Exchange

An Initiative by Lone Star LTAP
William Lowery, Director

Inventory of Potential Topics

(Listed with possible discussion sub-topics and without priority order)

Clearly, all of the following topics cannot be adequately addressed in any meaningful way, so please think of the list as a menu. Each topic category invites addition of more sub-topics as you might suggest. Also, other categories may have been overlooked, so add them at category L if you like. Your opinion is important, so please rate these sub-topics for us, 10 being high interest and 1 being low interest. Just add your score to the right of each item and return the document. This is not a ranking; use 10 through 1 as much as you like.

A. Understanding LTAP Service Market(s)

1. Formal needs assessments
2. Informal feedback
3. Classroom and technical assistance (TA) formal feedback
4. Advisory committee(s)
5. Conference booth data collection
6. Targeted surveys
7. Other _____

B. Communications and Advertising

1. Media techniques
2. Rural and urban outreach
3. Statewide reputation assessments (breadth and depth)
4. Booth use and operations
5. Periodicals
6. Association publications
7. Conference speakers
8. Other _____

C. Courses of Instruction

1. In-house courses
2. Course development practices
3. Course maintenance and upgrade work
4. Sponsored commercial courses
5. Academic-based instruction
6. Vendor-based instruction
7. Use of vendors or outside materials
8. Other _____

D. Instructors

1. Recruiting practices
2. Business arrangements (contract, pay, or stipend)
3. General qualifications
4. Provisions for continuing education
5. Improving instructional skills
6. Other _____

E. Providing Technical Assistance

1. Field based
2. Directly advise
3. Professional engineering assistance
4. Help center via phone, e-mail, etc.
5. Cyber (chat rooms, blogs, Facebook, etc.)
6. Other _____

F. Information Repository

1. Paper
2. Non-paper
3. Administration
4. Tracking use and user types
5. Future
6. Others _____

G. Role Sharing with State DOT

1. DOT assistance with delivery (training or TA)
2. Dissemination of information within DOT and to locals
3. Provision of technical assistance to LTAP center
4. Marketing of LTAP with locals
5. DOT assisted by LTAP center
6. DOT funding of direct engineering assistance or staff
7. Strategic highway safety planning
8. Other _____

H. Administrative Policies/Practices

1. Participant fees
2. Regulatory barriers
3. Incorporation of federal priorities
4. Incorporation of state DOT priorities
5. Vendor partnerships in training delivery
6. Other _____

I. Collaboration with Organizations

1. Part of special boards or commissions
2. Memberships
3. Technical speakers or instructors
4. Co-sponsored symposiums/workshops
5. Other _____

J. Special Projects

1. FHWA-sponsored Every Day Counts (EDC) webinars
2. Local government FHWA-funded projects
3. Special sponsorship of such things as road safety audits
4. Equipment rodeos
5. Road Scholar or other certificate programs
6. Other _____

K. Organizational Excellence

1. Mission and vision
2. Strategic planning
3. Reporting practices
4. Success measures
5. Special recognition or honors
6. Other _____

L. Added Category or Anything Not Fitting above Categories

1. _____
2. _____
3. _____

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-- CTR Library Digitization Team

APPENDIX C. LOGISTICS AND TRAVEL

Lone Star LTAP Peer Exchange; April 8 & 9, 2014 Logistics and Travel

Welcome to Texas and the planned Lone Star LTAP Peer Exchange set in the charming surroundings of historic San Antonio. We have arranged for your stay and the peer exchange discussions to be hosted at the Menger Hotel. The Menger is listed on the registry of *Historic Hotels of America*. It stands next door to the Alamo and is only a short stride from the San Antonio Riverwalk. You are sure to have a pleasant visit to Texas.

Evening Group Dinners

Monday about 6:30 p.m.—La Paloma Restaurant (210/212-0566)

Tuesday 6:30 p.m.—Saltgrass Steak House (210/222-9092)

Information helpful for your trip is outlined below; however, if you need additional information, please contact Bill Lowery at 979/845-2912 (cell 979/324-0531). You can also reach our office coordinator, Roslyn Wilson, at 979/862-3735 or 800/723-3811.

Travel to/from San Antonio

Air travel arrangements were made for most of you by Noel's Travel (979/695-1679). Please contact JoAnn (ext. 107) or Becky if you need any help with air connections on your trip. Air travel cost will be direct-billed to our accounts. Even if you are planning to arrive fairly late on Monday, we hope you will join us for dinner beginning at 6:30 to 7:00 p.m. at the **La Paloma Restaurant** (210/212-0566), 215 Losoya, San Antonio, TX 78205. This and all meal costs will be reimbursable as described below. Closure of peer exchange work is planned for about 4:20 p.m. on Wednesday. Most of you have planned to depart on Thursday (April 10), so please review "Hotel Accommodations" below. If you must leave Wednesday evening, we will arrange to shuttle you to the airport in time to catch your flight.

Local Transportation

LTAP center staff will have vehicles available and will arrange to meet you at the airport baggage claim area. Explicit meeting information will be via cell phone, so please contact Bill Lowery (979/324-0531) or Phil Barnes (979/255-8113) as soon as practical after your airplane lands.

If you feel that you need to use commercial ground travel from the airport, please contact us first so we will not look for you. A commercial shuttle service (GO) directly services downtown hotels (210/281-9900). Our preference is to meet you, but be sure to get a receipt if you must use this service. You will also be returned to the airport or to a hotel near the airport as described below.

All planned activities are at the Menger Hotel or within comfortable walking distance, so you will not need local transportation. If you want to rent a vehicle for personal purposes, it will be at your expense. LTAP center staff will help in case of any need. A list of our names and cell phone numbers will be provided to you when you arrive.

Hotel Accommodations

By now you have confirmed reservations at the Menger Hotel for Monday and Tuesday nights. Basic room expenses will be direct-billed to the Lone Star LTAP Center. If you have any difficulties on this, please contact Kathy Stone in our offices (979/845-3483). You may reach the Menger at 800/345-9285. Please plan to check out on Wednesday before peer exchange sessions close. You can simply bring your luggage to the meeting as needed.

If you plan a return flight for Thursday morning from a hotel near the airport, please remember to arrange for shuttle service when you need to reach the airport. The cost of this night is limited to a General Services Administration (GSA) rate of \$110 plus taxes, and it will be part of your return trip costs.

Please Note: A zero balance (paid-in-full) receipt is necessary for reimbursement.

Meals during Your Visit

You will be responsible for the cost of your meals during your visit, and your costs will be reimbursable within a limit of \$66 per day based on receipts, so be sure to keep itemized receipts with which to file your travel expense voucher.

Please note: Texas law only allows reimbursement of actual expenses for meals (not the full allowance unless receipts show that) and prohibits reimbursement for alcoholic beverages and tips. Itemized receipts for meal expenses are required.

Weather in April

The weather should be pleasant in San Antonio. No jackets will be needed during the day. Evenings might warrant a light jacket. If you are cold natured, you are more likely to need a wrap indoors with air-conditioning than outdoors. Of course, rain is a possibility, so plan ahead.

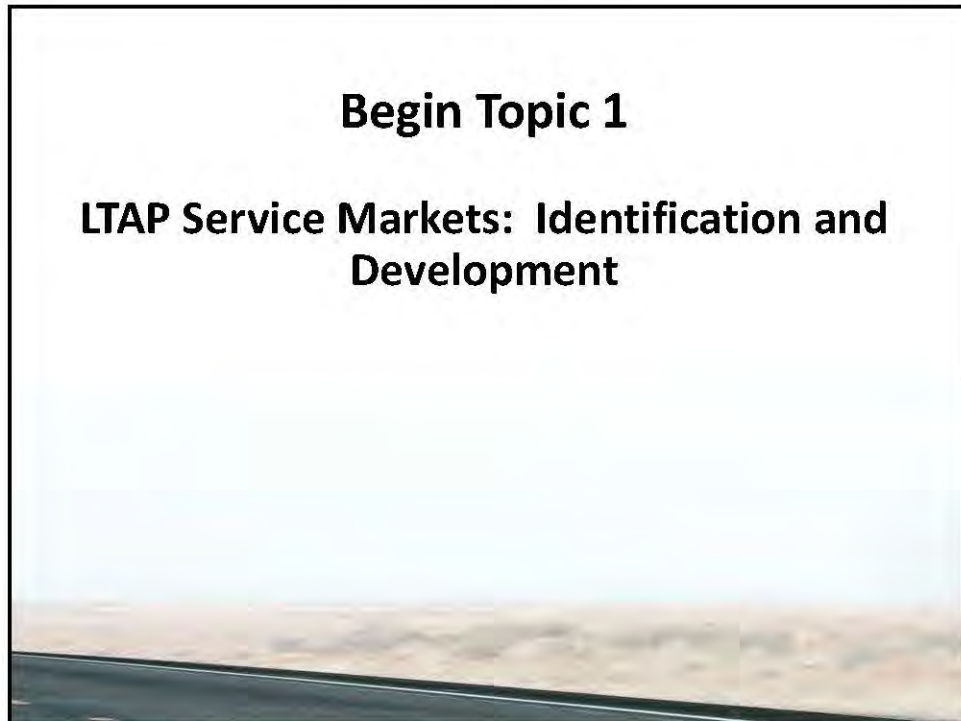
Dress Code

Business casual will be the uniform of the day.

Mileage/Travel Reimbursements

Mileage required for travel to/from your local airport and airport parking fees will be reimbursed. Distance will be that shown by Google Maps from a residence or office address to/from your airport, and the mileage rate is currently \$0.56 per mile. You will be provided with a form for submittal of your travel expenses. Original, itemized expense receipts and Google Maps documentation will need to accompany your submittal.

APPENDIX D. EVENT POWERPOINT SLIDES



**Topic 1 – LTAP Service Markets: Identification
and Development Connecticut**

Problem Statement

How would you phrase challenges in this area?

- **Many transportation stakeholders – not enough staff and resources to cover need**
- **Need for continued funding driving decisions for direction of our programs (not necessarily a bad thing)**
- **The CT LTAP is the go-to training agency, so many requests for assistance (challenging but not a bad thing)**

**Topic 1 – LTAP Service Markets: Identification
and Development Nebraska**

Problem Statement

How would NE LTAP phrase challenges in this area?

This is not a problem. NE LTAP has always defined its service market as defined in the highway bill to be state and local transportation agency employees and the contractors that do business for them.

Topic 1 – LTAP Service Markets: Identification and Development

Michigan

Problem Statement

How would you phrase challenges in this area?

- Needs assessments surveys don't generate results
- There are multiple ideas of what is needed
- Viewing LTAP as a revenue source

Topic 1 – LTAP Service Markets: Identification and Development

Texas

Problem Statement

How would you phrase challenges in this area?

Problem is best thought of in four elements:

- 1) Many topics warranting attention
- 2) Diversity of receptors for information and training
- 3) Geographic scatter of those receptors
- 4) Topic disinterest (low priority) by local leadership

Examples:

- Rural counties want/need motor grader training, not mid-sized cities.
- Mid-size cities want/need traffic signal training, not counties.
- Urbanizing county may want/need traffic safety training, not rural counties or small towns.

Topic 1 – LTAP Service Markets: Identification and Development

West Virginia

Problem Statement

How would you phrase challenges in this area?

Challenge is not identifying service markets; challenge is balancing needs of different service markets with our primary market (state and local roadway agencies)

Public service districts, water and sewer departments, fire departments, contractors, natural gas companies, etc.



Topic 1 – LTAP Service Markets: Identification and Development

Arkansas

Problem Statement

How would you phrase challenges in this area?

- **Turnovers in local agencies can be a challenge.**
- **Continue to introduce new and existing services and technologies.**



Topic 1 – LTAP Service Markets: Identification and Development

Wisconsin

Problem Statement

How would you phrase challenges in this area?

Our customers (~2,000 local governments) have very different needs, capabilities, financial and human resources, powers, etc. They also are divided into at least three associations (counties, municipal league, towns) and several additional professional groups (APWA, county highway commissioners, street superintendents, erosion control engineers, etc.)

There has also been a significant number of changes in local funding, HR and union rules, state programs, etc.

We have always thought of our newsletter as the only center product that goes to every local government, and we have been told that we will not be funded to print and mail the newsletter.

Topic 1 – LTAP Service Markets: Identification and Development

Minnesota

Problem Statement

How would you phrase challenges in this area?

A wide variety of experience (entry level to sr. level) and education in the workforce that needs to address multiple regional issues.

Topic 1 – LTAP Service Markets: Identification and Development

How has your center addressed these challenges?

Responses from several participating centers follow



Topic 1 – LTAP Service Markets: Identification and Development

Wisconsin

How has your center addressed these challenges?

- **Use advisory committee as a sounding board**
- **Attend other local association meetings, read their newsletters, keep in touch with their leadership**
- **Pay attention to division, DOT, and association activities regarding issues and research that relate to local roads, such as agricultural equipment weight and effects on local road life.**
- **Look at what other Region 5 LTAP centers are doing.**



Topic 1 – LTAP Service Markets: Identification and Development

Michigan

How has your center addressed these challenges?

Needs assessment by integration with locals

- Attending NACE-affiliated functions
- Conducting site visits
- On county road association committees
- Engaging locals by conference committees
- LTAP bucks giveaways

page 1 of 3

Topic 1 – LTAP Service Markets: Identification and Development

Michigan

How has your center addressed these challenges?

Have a defined focus of the program

- Focus primarily on engineering-related training
- Have closely defined work plan with a few open slots

Have policy for workshop revenue

- Revenue is used for match
- All attendees pay nominal registration fees
- Target is a zero sum balance
- Unspent balance goes to DOT

page 2 of 3

Topic 1 – LTAP Service Markets: Identification and Development

Michigan

How has your center addressed these challenges?

Have a defined focus of the program

- Focus primarily on engineering-related training
- Have closely defined work plan with a few open slots
- Maintain a balanced work program

page 3 of 3

Topic 1 – LTAP Service Markets: Identification and Development

Texas

How has your center addressed these challenges?

- Servicing info needs of governmental associations
- Learn some needs and fill them
- Assist and train where interest is highest first
- Tailor natl./state topics to local needs and capabilities
- Seek advisory committee inputs
- Find niche markets for priority topics
- Direct marketing of key topics where interest low
- Outreach advertising at conferences and otherwise

Topic 1 – LTAP Service Markets: Identification and Development

West Virginia

How has your center addressed these challenges?

- **We contract with individuals to offer classes on an as-needed basis.**
- **We are always cognizant that the WVDOH and local agencies are our primary service market.**
- **We look for ways to partner with other agencies or get additional funding to meet the needs of additional service markets.**



Topic 1 – LTAP Service Markets: Identification and Development

Minnesota

How has your center addressed these challenges?

- **Survey assessment of primary audiences**
- **Studied generational preferences**
- **Use the steering committee to help prioritize**



Topic 1 – LTAP Service Markets: Identification and Development

Nebraska

How has the Nebraska LTAP Center addressed these challenges?

- **Participate in the state, local, and industry associations as an active participant**
- **Become the go-to place for training and tech transfer**
- **Bring in all assets of the university system**



Topic 1 – LTAP Service Markets: Identification and Development

Connecticut

How has your center addressed these challenges?

- **Work with our advisory committee and sponsors to identify priorities**
- **Writing proposals for grants to assist in areas not typically in our program scope (i.e. new Traffic Signal Systems Circuit Rider)**
- **Expanded our custom training program to address growing training needs**
- **Added Safety Circuit Rider Program to help engage broad safety service market**



Topic 1 – LTAP Service Markets: Identification and Development

Arkansas

How has your center addressed these challenges?

- **Continue to promote LTAP services at statewide meetings, and through newsletters and websites**



Topic 1 – LTAP Service Markets: Identification and Development

What successes or difficulties have you encountered in dealing with this topic?

Responses from several participating centers follow



Topic 1 – LTAP Service Markets: Identification and Development

Nebraska

What successes or difficulties have you encountered in dealing with this topic?

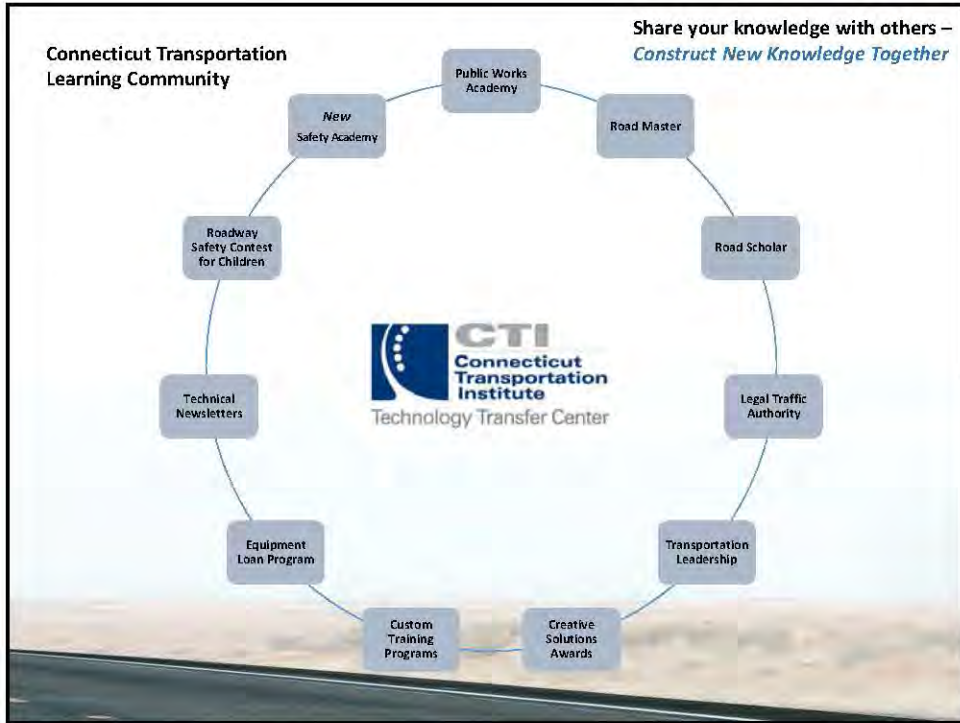
- **Difficult to establish transportation workforce training as a major focus area for university staff that are rewarded for research.**
- **Success was the roll-out of a new Nebraska Transportation Center for research in engineering, which LTAP supports but does not work for directly.**
- **Move to university extension to increase outreach and credibility in the rural community.**

Topic 1 – LTAP Service Markets: Identification and Development

Connecticut

What successes or difficulties have you encountered in dealing with this topic?

- **Success – custom training program has allowed us to do much more than we expected in the area of emergency response training for the transportation community through DEMHS funding**
- **Success – custom program has grown the CT DOT demographic in our program**
- **Success – new grants have increased the ability to assist local agencies in retiming projects for their traffic signals, closer connection to engineering community**
- **The challenge – keeping the new grants funded after initial 2-year period**



Topic 1 – LTAP Service Markets: Identification and Development

Michigan

What successes or difficulties have you encountered in dealing with this topic?

Integrated focus for needs assessment has been successful

- Viewed as a resource
- Viewed as an insider
- Viewed as active and responsive

Work program is consistent but flexible

- Have been able to generate side programs when focus is too large and need is large

Registration fees not viewed negatively

Topic 1 – LTAP Service Markets: Identification and Development

West Virginia

What successes or difficulties have you encountered in dealing with this topic?

- **Seen as technical assistance resource and reputable training resource**
- **Many classes recognized for certification and licensing, which allows various groups to get credit for attendance.**
- **Recently approached to train 300 volunteer fire personnel on traffic incident management; night and weekend training needed, so not feasible with current staff; considering options**

Topic 1 – LTAP Service Markets: Identification and Development

Texas

What successes or difficulties have you encountered in dealing with this topic?

Successes:

- **Motor grader: ready capability “sold” at assn. mtg.**
- **Outpost partners key to cost estimating assignment**
- **Low cost safety linked with road maintenance training**

Difficulties:

- **Geographic scatter of sparse interests**
- **Turnover in county leadership due to elections**
- **Teaching on need to build interest in training**
- **Right word to right niche at right time**
- **Starting: build topic interest vs. training ready to go**

Topic 1 – LTAP Service Markets: Identification and Development

Minnesota

What successes or difficulties have you encountered in dealing with this topic?

- **Positive evaluations**
- **New classes have been developed**
- **State colleges have been able to assist in training**
- **State DOT employees have been helpful**
- **Partnerships with a variety of DOT offices**
- **Connection with private industry and vendors**



Topic 1 – LTAP Service Markets: Identification and Development

Arkansas

What successes or difficulties have you encountered in dealing with this topic?

- **Partnering with the Arkansas Highway and Transportation Department and other groups of interest has been beneficial.**
- **LTAP isn't a sales company.**

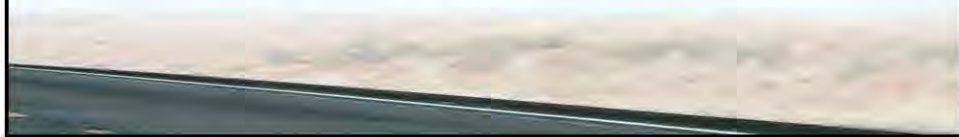


Topic 1 – LTAP Service Markets: Identification and Development

Wisconsin

What successes or difficulties have you encountered in dealing with this topic?

- **Successes**
 - **Keeping in touch with association leaders**
 - **Advisory committee feedback and support**
 - **Assisting DOT implement local pavement management**
- **Difficulties**
 - **Pace of change in state government in the last three years and the effect on local funding and operations**
 - **Funding at the state and local level**



Begin Topic 2

Training Curriculum: Acquisition, Preparation, and Use



Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Problem Statement

How would you phrase challenges in this area?

Responses from several participating centers follow



Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Problem Statement - Michigan

How would you phrase challenges in this area?

- Finding/developing trainers

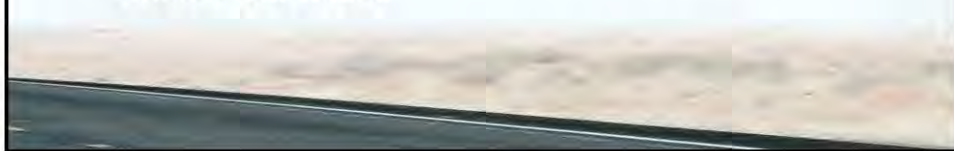


Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Problem Statement - Nebraska

How would NE LTAP phrase challenges in this area?

1. Staying current with state and local agency needs
2. Finding and/or developing content to fulfill state and local needs
3. Arranging funding to deliver new internal and external content to state and local agencies to meet their needs



Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Problem Statement - Connecticut

How would you phrase challenges in this area?

- Time available to invest in curriculum development
- Availability/affordability of quality instructors
- Need for Connecticut-specific case studies

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

West Virginia

Problem Statement

How would you phrase challenges in this area?

Time is one of the biggest challenges. It is often time-consuming to find training curriculum that is at a basic enough level for our audience, or that meets the needs of our state, or the time to adapt information and prepare presentation and student materials.

Money/cost is another challenge. There is some great proprietary training and specialized training that is often too expensive for our target audiences to afford.

Expertise is sometimes a challenge. Much of our training is taught by current WV LTAP staff, and while we all have a variety of backgrounds and technical expertise, there are certain courses we are not equipped to teach, even when curriculum is available.

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Wisconsin

Problem Statement

How would you phrase challenges in this area?

Our customers (≈2,000 local governments) have very different needs, capabilities, financial and human resources, powers, etc. It takes time/information to successfully design courses with topics, technical level, breadth, depth, and relevance to needs.

The instructor must have street cred, i.e., the audience believes he/she knows what he/she's talking about, relates well, and the course provides useful information that they can use now.

Budget constraints require that we offer a course more than one time to recover development costs and time, so course must have a pretty long shelf life and can be updated regularly.

It is difficult to respond to emerging issues with training.

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Texas

Problem Statement

How would you phrase challenges in this area?

Main elements of problems in this topic area:

- 1) Cost and lead time to develop curriculum
- 2) Assembling SME – curriculum designer teams
- 3) Educational and experiential diversity of learners
- 4) Customers need short-duration classes
- 5) Off-shelf requires tailoring to localized conditions
- 6) Instructor guide docs if multiple instructors
- 7) Hands-on applications important
- 8) Funding limits vs. vast diversity in needed training

(Examples: hydraulics, soils, bridges, gravel roads, signals, job surveying)

**Topic 2 – Training Curriculum: Acquisition,
Preparation, and Use** Minnesota

Problem Statement

How would you phrase challenges in this area?

- Lack of resources to cover such a large geographical area.
- Competing needs across the state
- Inconsistency in the quality of trainers and training materials. (Cornell Local Roads has great manuals)

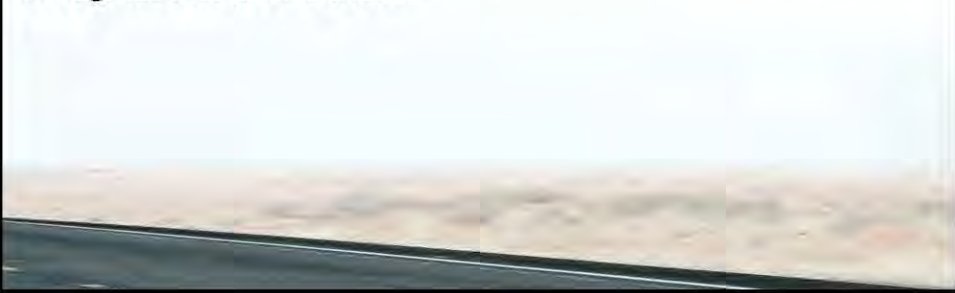


**Topic 2 – Training Curriculum: Acquisition,
Preparation, and Use** Arkansas

Problem Statement

How would you phrase challenges in this area?

In order to deliver relevant training services and technologies, the needs of the local partners must be recognized to assist them.



Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

How has your Center addressed these challenges?

Responses from several participating centers follow



Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Minnesota

How has your center addressed these challenges?

- Use of partnerships to deliver training
- Use of partnerships to identify needs
- Diverse steering committee to help prioritize
- Work with other universities in the state
- 3-year training cycle for topics



Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Wisconsin

How has your center addressed these challenges?

- Do five basic topics each year at 4 to 8 locations.
 - Work zone and flagger
 - Winter road maintenance
 - Road maintenance
 - Highway safety (includes signing and marking)
 - Pavement condition rating and pavement management
- Develop a stable of instructors in each topic area
- Add or substitute a different topic periodically
- Do 1- or 2-hour sessions at others training sessions
 - County Highway Association
 - Towns Association
- Webinars

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Texas

How has your center addressed these challenges?

- One course doc., multiple exercise sets for different groups
- Tailoring national resource course to LTAP state audience
- Segmenting market for topic delivery
- Providing technical assistance (TA) vs. training
- Coupling TA with training for higher learning impact

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Connecticut

How has your center addressed these challenges?

- Engaged statewide stakeholders interested in particular topics (2014 examples: Complete Streets, Invasive Plants, Transportation Leadership Program) - leverages partnerships for curriculum development and identifies instructors
- Received funding for in-house Safety Circuit Rider to handle all safety-related training (highway safety funds)
- Using CT DOT custom trainings to pilot new trainings

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Michigan

How has your center addressed these challenges?

- Primarily rely on internal staff to be trainers in core areas
- Retain top-notch staff
- Generate side projects to fund course development
- Use scholarships as innovative funding

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Nebraska

How has the Nebraska LTAP Center addressed these challenges?

- 1. (Staying current) constant contact with state and local agencies managers and employees. Weekly contact to mine needs. Positions in local agency associations and on state DOR committees.
- 2. (Finding content) using local, state, and national resources of expertise or working to develop content with industry partners
- 3. (Funding) 504e workforce funding, base grant, and fees

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

What successes or difficulties have you encountered in dealing with this topic?

Responses from several participating centers follow

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Texas

What successes or difficulties have you encountered in dealing with this topic?

Successes:

- Adaptation of NLTAPA-available course
- Rapid roll-out of cost-estimating course (simultaneous development and delivery scheduling)

Difficulties:

- Cutting-edge info in use by some; of no value to others
- Development cost and lead time
- Wide variety of SMEs needed (large urban vs. rural county)
- Compatibility between SME and curriculum design
- Training of trainers – cost and lead time

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Wisconsin

What successes or difficulties have you encountered in dealing with this topic?

• Successes

- On-Site work zone and flagger trainings (23 in 2013)
- Training at others' conferences and training sessions
- Finding good instructors committed to our program
- Working with division and DOT on EDC events

• Difficulties

- High-tech topics have very low attendance
- Webinars not well attended
- Finding instructors who can match lower technical capabilities of small local agencies in more complicated, technical topics, such as FDR, soil stabilization, etc.

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use **Nebraska**

What successes or difficulties has Nebraska LTAP encountered in dealing with this topic?

- 1. (Staying current) time and staff to participate, successful in placing staff on all association boards and on state committees in safety planning, research management, operations, and maintenance
- (Finding content) participation has opened up the availability to content. Advisory board of all stakeholders meets annually to develop needs.
- Established a 504e funding project

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use **West Virginia**

What successes or difficulties have you encountered in dealing with this topic?

- A difficulty includes offering new classes as soon as we would like.
- A success includes classes from other LTAPs that have needed only minimal revisions (e.g., intersection class).

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Connecticut

What successes or difficulties have you encountered in dealing with this topic?

- Lack of Connecticut-specific best practices to use as training tools
- Lack of engagement with local elected officials
- These long winters put a strain on local agencies, so they are unable to participate in trainings.

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Minnesota

What successes or difficulties have you encountered in dealing with this topic?

- + Cooperation from partners
- + Engaged steering committee members
- + developing on-line training tools
- - Contracting can take a long time
- - Not enough quality trainers

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Arkansas

What successes or difficulties have you encountered in dealing with this topic?

- Well-established training agencies and trainers are very dependable.
- Trainers relocate, change employment, or retire, which can cause continuous turnovers



Topic 2 – Training Curriculum: Acquisition, Preparation, and Use

Michigan

What successes or difficulties have you encountered in dealing with this topic?

- Have retained funds to pay staff time vs. contract training
- Expanding offerings by developing a few classes a year
- Contract with outside agencies where staff are not experts
- Develop experts from retired local agency staff



Topic 2 – Training Curriculum: Acquisition, Preparation, and Use **Arkansas**

How has your center addressed these challenges?

- Request knowledge concerning experts in the subject field from:
 - The Arkansas Highway and Transportation Department
 - University of Arkansas, other centers
 - APWA, AAPA, and other partners
- Review past evaluations: verbal and written
- Follow up and make changes as needed

Topic 2 – Training Curriculum: Acquisition, Preparation, and Use **West Virginia**

How has your center addressed these challenges?

- Listen to customer requests; if warranted, bring in outside instructor. If something we know we can't offer, direct customer to other sources.
- We have started using select members of our advisory board to help identify, prepare, and present.
- We have hired outside instructors.

APPENDIX E. PARTICIPANT BIOGRAPHIES

Joe Adams

Implementation Project Manager, Research and Technology Implementation Office,
Texas Department of Transportation

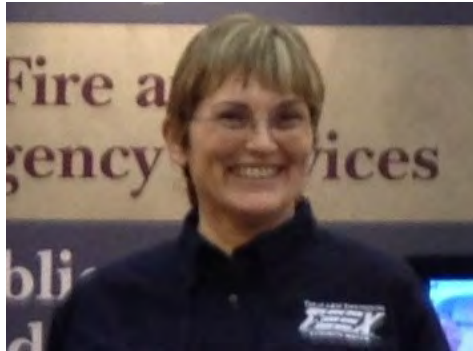


Joe Adams is the implementation program manager for TxDOT with the Research and Technology Implementation Office (RTI). As program manager, he provides contract and project management oversight for all RTI implementation projects. Additionally, Joe is transitioning into the Texas LTAP program manager role and the product evaluation program manager role. Moving these programs under a single implementation program umbrella will allow for better utilization of implementation funding and resources.

Joe is a certified project management professional and came to TxDOT in May 2013. Previously, he worked with the Texas Department of Public Safety as an information technology project manager with a primary focus on technology and construction projects for the Driver License Division.

Joe received his BBA from Saint Edwards University and is an active member of the Project Management Institute's Austin Chapter.

Ann Alotto
Facilitation Coordinator,
TEEX Infrastructure Training and Safety Division



Daluh Ann Alotto is a native Texan currently living in College Station, Texas, with her husband of 37 years, Anthony (Tony) Alotto. They have two children and four grandchildren.

Ann retired from Sprint Commutations in Overland Park, Kansas, as a software engineer after 32 years of service. While there, she had the opportunity to work with people around the world. She loves to assist her husband, as the need arises, providing marketing and administrative support to TEEX training events and conferences.

Anthony (Tony) Alotto
Associate Division Director,
TEEX Infrastructure Training and Safety Division



Tony Alotto is the associate division director of the TEEX Infrastructure Training and Safety Institute. In this capacity, Tony provides oversight for the day-to-day operations of the customer care, curriculum services, and training logistics functions for the division. Tony also leads the Disaster Management, Transportation, and OSHA Outreach Programs; serves as division safety officer; and manages the OSHA Outreach trainer processing, audit, and monitoring function. Tony formed the Texas Public Works Response Team and served as the statewide director from 2007 through 2012.

Tony is a former management executive with Sprint Communications Corporation where he held multiple director-level positions over a 25-year career. His work included network operations, major accounts support, product planning, and planning and design of Sprint's voice and data networks worldwide.

Tony received his MBA from Webster University, his BS in industrial education from Texas A&M University, and his AS in electronics from Henderson County Junior College.

Philip Barnes
Transportation Program Training Manager,
TEEX Infrastructure Training and Safety Division

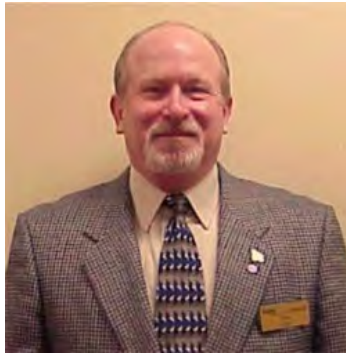


Phil Barnes is the training manager for the Transportation Program of the TEEX Infrastructure and Training Safety Institute. As training manager, Phil is responsible for the scheduling, coordination, and delivery of highway safety, roadway design, and heavy-equipment training throughout Texas. Phil assists in the development of new training material, manages training curriculum updates, and maintains the inventory of student material. He also provides technical assistance to local governments for roadway design and construction, work zone traffic control, roadway safety enhancements, and design project management. Phil is an instructor for Local Government Policies and Procedures, Flagger Training and Train-The-Trainer Flagger and speaks at association conferences.

As a former TxDOT engineer and as a private engineering consultant, Phil has 33 years of experience in highway design and construction. From preliminary engineering and environmental investigations through final design and during construction, Phil has designed and managed projects ranging from rural seal coats to complex urban freeway interchanges.

Phil received his bachelor of engineering from Texas A&M University in agricultural engineering and earned his Texas Professional Engineering License in civil engineering.

Dan Cady
Senior Training Coordinator, Nebraska LTAP,
University of Nebraska–Lincoln



Dan Cady is originally from Omaha, Nebraska, where he worked for more than 25 years in a family-heavy highway and commercial construction company. He graduated from Creighton University with a BSBA in business administration. Dan was the construction coordinator for a regional retail department store chain and was the county highway superintendent of Thurston County, Nebraska. He is a licensed county highway superintendent, a licensed city street superintendent, and a licensed bridge inspector.

Dan became the director of the Nebraska LTAP in September 1997, retiring in January 2014. Dan was the National LTAP Association president from 2009 to 2010 and continues as a part-time senior training coordinator for the Nebraska LTAP.

Dan was a U.S. Army active-duty and reserve soldier from 1969 through July 2005, specializing in personal and physical security as well as satellite mapping. Dan is married and has two married sons and six grandchildren.

Kim Carr
Program Coordinator,
West Virginia LTAP



Kim Carr is the program coordinator of operations, outreach, and communications for the West Virginia LTAP Center. In this capacity, she is primarily responsible for co-managing the center. She also develops and oversees the center's marketing, public relations, and partnering efforts; coordinates events; teaches communication-based workshops; and works to expand current outreach. Kim has over 15 years of practical experience in the areas of marketing, advertising, event planning, and communication training.

Kim holds a bachelor of science degree in journalism with a concentration in advertising and a minor in psychology from West Virginia University. She also holds a master's degree in counseling from West Virginia University. Kim is a certified facilitator of Steven Covey's Seven Habits of Highly Effective People training and has trained local and state agency participants throughout West Virginia and in Hawaii.

Laura D. Carter

Technology Transfer Program Manager,
Arkansas Technology Transfer Center



Laura Carter is the technology transfer program manager for the Arkansas Technology Transfer Center located at the Arkansas State Highway and Transportation Department. She is responsible for managing the day-to-day operations for the program, which includes providing transportation-related technology and information to city and county employees throughout the state. Through her leadership, the center provides more than 100 training sessions per year to cities and counties throughout Arkansas. The center also distributes safety- and transportation-related materials throughout the state.

Laura serves as the National Local Technical Assistance Program Association's Region 6 representative. She is also on the advisory board at the University of Arkansas at Monticello for the Heavy Equipment Training Department and at the Pulaski Technical College Business and Industry Center.

Laura has held several positions during her 35-year career at the Arkansas State Highway and Transportation Department. She received a bachelor's degree in business administration from Philander Smith College.

Tim Colling, PhD, PE
Director of the Center for Technology and Training,
Michigan Local Technical Assistance Program, Michigan Tech University



Tim Colling is a registered professional engineer in Michigan and Wisconsin and worked as a civil engineering consultant for 10 years prior to joining the Michigan LTAP in 2003. In 2010, Tim assumed the responsibilities as the director of the Center for Technology and Training, which houses the Michigan LTAP at Michigan Tech University. Tim has a bachelor's degree in environmental engineering and a master's degree and PhD in civil engineering from Michigan Tech University. He is primarily involved in outreach and technical support to transportation agencies within Michigan, and performs research activities in the field of pavement management and traffic safety engineering.

Kirk D. Fauver
Environmental and Transportation Planning Coordinator,
FHWA Texas Division



Kirk Fauver has served as a statewide planning engineer and environmental coordinator for the FHWA Texas Division Office for the past 13 years in Austin, Texas. Over the past 26 years, Kirk has worked at FHWA as a transportation planner, environmental coordinator, urban transportation engineer, and air quality specialist. He has worked at the FHWA California, Illinois, Iowa, and Texas Division Offices, including a 3.5-year assignment in Washington, D.C., with the Air Quality Policy Team in the Office of Environment and Planning.

As part of his FHWA headquarters assignment, Kirk worked on developing transportation conformity and global climate change guidance documents and materials, and also on the reauthorization of the Congestion Mitigation and Air Quality Improvement (CMAQ) emissions reduction program as part of the Transportation Equity Act for the 21st Century (TEA-21). Kirk also worked with the President's Council on Sustainable Development as a transportation specialist. Kirk is a member of the American Society of Civil Engineers Transportation and Development Institute and is a graduate of the University of Louisville's Speed Scientific School in 1987 (BS in civil engineering) and 1988 (MEng in civil engineering). He is also a 1991 graduate of the FHWA Highway Engineering Training Program.

Jim Grothaus

Senior Director of Technical Assistance and Customized Training,
Minnesota LTAP, University of Minnesota



James H. Grothaus is the program director for the Minnesota Airport Technical Assistance Program at CTS and the Minnesota LTAP. Prior to joining the university, James was a project engineer at Short Elliott Hendrickson. He served as an engineering aide in the engineering departments of the City of Stillwater, Minnesota, and Washington County Public Works Department. James received a bachelor of science in engineering from the University of Minnesota's Institute of Technology.

James works closely with Minnesota's transportation community, including federal, state, and local agency personnel, educational institutions, consultants, professional associations, and industry groups, to provide technical assistance and training services for transportation personnel. This includes training for state and local agency personnel along with technical assistance for LTAP, AirTAP, the Minnesota Local Road Research Board, and FHWA.

Bill Lowery
Lone Star LTAP Center Director,
TEEX Infrastructure Training and Safety Division



Bill Lowery serves as the director of the TEEEX Transportation and Heavy Equipment Program. In this role he manages development and deployment of curriculum serving the transportation industry and administers the Lone Star LTAP Center at TEEEX. To this role he brings extensive experience in preparation of curriculum and more than 7,000 hours of classroom experience. In addition, he both managed and instructed in the Transportation Engineering Development Program for over a decade.

Bill is a traffic engineer having 17 prior years in engineering practice—nine in municipal service and eight in private consulting. He handled traffic signal design, roadway geometric design, signs and markings, operations analyses, and schematic design of freeway interchanges. He also managed flood plains and storm water design.

Sylvia R. Medina

Program Coordinator, Research and Technology Implementation Office,
Texas Department of Transportation

Sylvia Medina is the Program Coordinator of the TxDOT Research and Technology Implementation office. In this role Sylvia is responsible for monitoring and coordinating the efforts of the Texas Lone Star LTAP program through a contractual agreement with TEEX.

Ron Peddy
Director,
TEEX Infrastructure Training and Safety Division



Ron Peddy currently serves as the division director for the TEEX Infrastructure Training and Safety Institute. Ron began his career with TEEX as an instructor in 2000, rising through the ranks of program coordinator, program manager, and associate division director prior to his current position.

Ron has a strong educational background encompassing a master of science degree in environmental management from the University of Houston–Clear Lake, a bachelor of business administration from Sam Houston State University, and certification in secondary education with endorsements in business education and mathematics from the Texas Education Agency.

During his tenure with TEEX, Ron has been responsible for all aspects of capital improvement project management within a major university system/state agency. He has been responsible for a total of \$32 million in capital improvement projects including the design and construction of a \$10.2 million wastewater treatment system and an \$8.1 million pavement project. As division director, Ron is responsible for:

- Providing the executive-level strategic leadership of a TEEX division, which includes nine operational and support programs that conduct training, technical assistance, and technology transfer with a focus on safety and health, water/wastewater operations, environmental compliance, utilities, transportation, and disaster management.
- Serving as the director of the OSHA Training Institute Southwest Education Center.
- Performing operational and financial oversight of all state, national, and international operations, which maintain an annual revenue generation of \$11 million.
- Performing administrative oversight of a staff of over 170 full-time and adjunct personnel.

Steve Pudloski
Transportation Information Center Director,
University of Wisconsin–Madison



Steve Pudloski joined the University of Wisconsin-Madison College of Engineering and LTAP Center in 1992. He was recruited for a new position in the LTAP center because of his professional experience in urban and local government at the time when the LTAP program was being expanded from a rural focused program to serve both rural and urban local governments. He was appointed LTAP director in 2008.

Prior to joining University of Wisconsin-Madison, Steve served as city engineer/director of development and public services of the Village of Glenview, Illinois, director of public works of the city of Evanston, Illinois, and deputy executive director of the American Public Works Association.

Donna Shea
Program Director, Connecticut Technology Transfer Center,
University of Connecticut



Donna Shea has been the program director of the Connecticut Technology Transfer Center at the University of Connecticut for the past 15 years. Donna's day-to-day duties include oversight of an educational outreach program that provides opportunities for the transfer of knowledge and sharing of best practices to over 3,000 municipal transportation employees each year.

Prior to joining the University of Connecticut, she was the program manager for the Tuck Executive Education Program at Dartmouth College.

Donna has a bachelor's degree in organizational leadership from the College of St. Joseph in Vermont and a master's degree in adult learning from the University of Connecticut's Neag School of Education.

Laura Shehan
Program Director for Business Development and Marketing,
TEEX Infrastructure Training and Safety Institute



Laura Shehan is the program director for business development and marketing with the TEEX Infrastructure Training and Safety Institute. In this role, Laura provides direction and oversight of division business development efforts, performs outreach, and initiates innovative marketing strategies necessary to engage new customers, build relationships, and achieve strategic program area goals. Laura's skills are in marketing strategies and campaigns, corporate communications, creative team leadership, web and print content development, development of sales collateral and support, and public and media relations.

Laura has been with the agency for 17 years and has held multiple positions, including communications manager, graphic design and events coordinator, client relations coordinator, and chief of staff. Laura attended Texas Christian University and has had the privilege to serve on a variety of community non-profit boards.

Vince Slominski

Program Director, Disaster Management for Critical Infrastructure,
TEEX Infrastructure Training and Safety Division



Vince Slominski is the program director for the Disaster Management for Critical Infrastructure Program at the TEEX National Emergency Response and Rescue Training Center (NERRTC). The Disaster Management for Critical Infrastructure Program delivers training to public works staff and others involved in emergency response and recovery. He has developed courses regarding disaster management for critical infrastructure in the areas of electric power, water and wastewater, and health care. He has served in this position for 12 years.

Prior to joining TEEX, Vince served as the city manager and public works director for the City of Weimar, Texas. While there, he was the city's emergency manager. Vince also served as county judge for Colorado County, Texas, a position comparable to a county administrator position in other states with the addition of judicial responsibilities. While serving as county judge, he was the designated county emergency manager and worked to write the county's first emergency management plan.

Kathy Stone
Business Administrator,
TEEX Infrastructure Training and Safety Division



Kathy Stone is a business administrator for the TEEX Infrastructure Training and Safety Institute. She has been employed with TEEX for 25 years. For the last 15 years, Kathy has administered numerous state and federal contracts and grants. She was recently selected to attend the Group Leadership Forum held at Texas A&M University.

Kathy also provides supervision within the business office, which includes providing direction, evaluating, communicating, and ensuring professional development occurs for assigned staff in the Business Office. She also serves as a liaison with the central administration office of contract services.

APPENDIX F. PHOTOGRAPHS



Group Photo (Left to Right): Kneeling: Tony Alotto, Jim Grothaus, Dan Cady, Philip Barnes, and Bill Lowery; Standing: Laura Carter, Vince Slominski, Ann Alotto, Steve Pudloski, Kathy Stone, Tim Colling, Kim Carr, Kirk Fauver, Donna Shea, and Joe Adams.



Facilitated Discussion: Tony Alotto and Vince Slominski.



Center Representatives Presenting and Discussing Their Responses to the Pre-exchange Questions (Left to Right): Kirk Fauver, Tim Colling, Kim Carr, and Dan Cady.



Documentation Wall: All Discussion Key Points Were Captured Using Flipcharts and Posted for All to See and Discuss.