
Briefing on Draft National Training Strategy

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Training Committee

Background—EPA Training

- Several parts of EPA provide various forms of training assistance
 - OAQPS has operated the Air Pollution Training Institute (APTI) since the early 1970s
 - Congress established the National Enforcement Training Institute (NETI); OECA houses it
 - In addition to the formal courses offered by APTI and NETI, EPA organizes various conferences annually and workshops or web-casts on an ad-hoc basis
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Background--APTI

- APTI courses have been supported by section 105 funds
 - Grants to 7 centers at state universities for on-site and off-site course delivery
 - Grants to MJOs who contract for delivery
 - State/local funds used to attend courses
 - APTI has also provided distance learning through satellite broadcasts
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Background—Benchmarking Study

- In 2004-5 EPA conducted a benchmarking study to evaluate APTI courses in comparison to other training efforts and recommend improvements for
 - Needs assessment
 - Course design and update
 - Course delivery
 - Course evaluation process
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Background—Benchmarking Study

- The Benchmarking Study recommended
 - Conducting regular needs assessments with more open-ended questions and posting course feedback
 - Creation of a feedback process for monitoring course evaluations and improving courses
 - A review of current courses leading to decision on which courses should be shelved and which need to be updated and identifying the most important courses for transfer to new media
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Background—Benchmarking Study

- Further Benchmarking Recommendations
 - Systematize the course development process
 - Evaluate opportunities to use web-based training and implement if feasible
 - APTI should focus more on distance learning (especially using internet) and less on classroom courses
 - Incorporate interaction in all courses
 - Ensure trainers are qualified in subject matter and training medium
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Background—Resource Shortfalls

- EPA has reduced support for training
 - OAQPS has lost both budget and authorized positions
 - NETI has also lost funding and positions
 - OAQPS has reorganized – February 2006
 - Eliminated Education and Outreach Group
 - Staffing support for training will be minimal (1 FTE), with some contractual assistance – Only until June 2006
 - Emphasis will be on outreach on new programs/policies, not on basic training
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Background—Training Grants

- Training Grants
 - Training grants are forward funded, with 2005 funds being used to support 2006 activities
 - This is important to developing course schedules
 - The 2006 grants for university training providers have not been released by the STAPPA/ALAPCO Board pending receipt of information from the universities
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Background—Training Grants

- EPA is phasing in a requirement that training grants be awarded competitively.
 - MJO training grants have been combined with base grants awarded through Regional offices.
 - MJOs must make annual demonstration that they are co-regulators, exempt from competition.
 - Grants to training providers (e.g., universities) must be awarded competitively after 2006.
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Development of National Training Strategy

- The STAPPA/ALAPCO Board asked the Joint Training Committee to develop a National Training Strategy to provide a framework for future training. The JTC Subcommittee included:
 - Chairs: Mary Boyer, CARB; Arturo Blanco, Houston, TX
 - Eddie Terrill, OK; Steve Friedman, OH; Harold Garabedian, VT; Casie Lord, Dayton, OH
 - Scott Mathias, OAQPS; Zena Aldridge, NETI; Matt Loesel, EPA Region 6
 - Susan Wierman, MARAMA; Charla Rudisill, NESCAUM; John Hornback, Metro4-SESARM; Dan Johnson & Jeff Gabler, WESTAR; Amy Royden-Bloom, STAPPA/ALAPCO
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Summary of National Training Strategy

- Vision
 - Goals
 - Elements of Strategy
 - Options for Implementation
 - Recommendations
 - Next Steps
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National Training Strategy—Vision

- A national training program that enables local, state and federal air quality professionals to develop the knowledge, skills and abilities to...
 - effectively contribute to attaining and maintaining healthy air quality,
 - quickly learn new job responsibilities, and
 - maintain, enhance and update skills in their existing areas of responsibilities.
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Goals

- Understand the training needs of local, state and federal air quality officials on an on-going basis
 - Provide training opportunities that meet the needs of local, state and federal air quality professionals utilizing effective and cost-efficient training methods.
 - Utilize course material that is up-to-date, complete and easy to use.
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Goals, continued

- Ensure that training is effective by using instructors who are recognized subject matter experts, communicate clearly and are effective teachers.
 - Enhance the delivery of training through the use of existing, new and emerging technologies where appropriate.
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Elements of Strategy

- Communication
 - Needs assessment
 - Curriculum development
 - Course content development/updating
 - Course format development/updating
 - Training program administration
 - Resources
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Recommendations

- Conduct needs assessment: Conduct periodic formal needs assessments supplemented by informal assessments. Continue collaborative national/regional/state/local effort. Development of training plans by state/local agencies would facilitate needs assessment.
 - Identify curriculum/course path: To help states/locals develop training plans, update the recommended course path for major job categories (permits, enforcement, etc.)—Seen as EPA HQ responsibility with assistance from JTC and other STAPPA/ALAPCO Committees.
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Recommendations

- Update/Develop course content: Cooperatively set priorities in response to needs assessment and course evaluations. Basic courses seen as EPA responsibility, with advanced courses and regionally-specific courses/workshops developed collaboratively by training providers/MJOs/EPA/state & local agencies. Training providers handle lab courses with grant support. Courses/workshops on new rules/guidance an EPA HQ responsibility. Resources for updating basic courses are uncertain.
 - Continue workshops/information exchange: Developed as needed by EPA, STAPPA/ALAPCO and MJOs.
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Recommendations

- Course format development/updating: Form a JTC subcommittee to provide recommendations on Pilot Study that would:
 - ❑ Evaluate/recommend course(s) that would be used in the pilot study that could be offered in more than one format (e.g., self-instructional and in-person).
 - ❑ Utilize information from CARB and NETI evaluations and practices.
 - ❑ Answer questions regarding resource and feasibility issues.
 - ❑ Resources for development are uncertain; recommend EPA fund Pilot study.
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Recommendations

- Maintain course master calendar: EPA or STAPPA/ALAPCO must maintain nationally with input from all training schedulers/providers. STAPPA/ALAPCO will explore creation of web-based system to allow direct input of updates.
 - Coordinate course scheduling: Coordination through JTC to spread offerings through the year and across regions, particularly for basic courses.
 - Use training evaluations: A standard evaluation form has been developed. EPA should consolidate responses and communicate results. Results will influence course scheduling and updating.
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Recommendations

- Explore resource options: Continue forward-funding grants for training. In addition to 105 funds, explore the availability of other funds, e.g., 103 grants, other federal grants, EPA programmatic funds, state/local budgets, SEP funds and opportunities to partner with nonprofits or the private sector. Adequate and consistent funding is essential to achieving the vision of this Strategy.
 - Consider options for training provider grants: Provide 2006 grants. Form committee to consider options for future, including: EPA HQ grants/contracts to providers, or EPA regional grants/contracts to providers/MJOs/states/locals.
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Options for Implementation

- National Training Manager
 - Regional Training Manager
 - Hybrid – a combination of EPA, MJO's and training providers (see matrix)
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Options for Implementation

- What national coordination is needed?
 - EPA (OAQPS, NETI, OTAQ), STAPPA/ALAPCO,
 - What can be accomplished regionally?
 - MJOs or EPA Regional offices
 - What is role of state/local agencies?
 - What are options for training providers?
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Next Steps

- Obtain feedback on draft Strategy
 - JTC Chairs to present training strategy to Boards of Directors and Committee Chairs in January
 - Scott Mathias and Eddie Terrill to discuss Strategy with EPA management.
 - Present strategy to JTC at March meeting. Solicit feedback and volunteers to help.
 - Present strategy at April STAPPA/ALAPCO membership meeting for feedback.
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Next steps, Continued

- Implement the Strategy
 - Subcommittee to develop final strategy & transition plan after hearing from above groups.
 - Form JTC Sub-group (state and local agency members) to discuss options for training provider (universities) funding.
 - Work to be completed before summer STAPPA/ALAPCO Boards of Directors and Committee Chairs meeting (which is end of July 2006).
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Next Steps, Continued

■ **Implement strategy, continued**

- Form JTC sub-group to explore options for conducting pilot project examining course formatting options.
 - Work to be completed by July 2006.
 - Form JTC and STAPPA/ALAPCO Committee group to develop curriculum for various positions.
 - Complete work by June/July 2006.
 - Coordinate strategic planning for course scheduling. (JTC)
 - Look into capability of putting calendar on a web site accessible to all and modifiable to all. (Amy)
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