



## From the President

*Markus Hogue  
Senior GIS Analyst  
Location Information Services  
The University of Texas at Austin*

*"Last year was unique, unlike any year we have ever gone through. CAPPED, both leadership and valued membership, adapted to the changes that were required."  
~Markus Hogue~*

Dear CAPPED Members and Business Partners,

Last year was unique, unlike any year we have ever gone through. CAPPED, both leadership and valued membership, adapted to the changes that were required. One of the changes was the cancellation of the 2020 CAPPED Annual Conference due to safety concerns surrounding COVID-19. Moving the conference to an online format was not possible due to timing, so the CAPPED Executive Committee voted to cancel the 2020 conference that was to be held in Tulsa, Oklahoma last fall. I would like to personally thank Angie Mitchell for the years of planning she put into this conference. Due to her efforts, the conference was ready and set to be one of CAPPED's biggest if COVID-19 had not occurred. However, I am happy to report that the 2021 CAPPED Annual Conference will be held, in person, at the Renaissance Tulsa Hotel & Convention Center in Tulsa, OK, as it has been successfully rescheduled for Sunday—Tuesday, October 10-12, 2021. We hope to see you there!

In response to the pandemic, CAPPED is working with APPA to provide online Supervisor Toolkits to ensure its membership stays current with trainings. CAPPED does have coupons for the Certified Education Facilities Professional (CEFP) training course and exam available. We are also offering scholarship opportunities for Supervisors Toolkit, and you'll find more information about scholarships on page 11 of this newsletter. Also, check the [CAPPED website](#) for information about all educational opportunities.

The year 2020 taught us how to creatively change the processes we use to manage business. Online meetings using Zoom/Teams, were essential for creating virtual walkthroughs for outside entities to bid on projects, updating custodial staff about procedures to increase safety, allowing facilities management personnel to continue to plan and communicate, and much more. To further support its membership, APPA has been hosting [webinars](#) discussing the impact of COVID; and CAPPED wants to ensure its membership knows about such opportunities and is able to participate in these meetings. You'll find more info on page 11, as well.

This coming year at CAPPED, some of our goals include:

- Providing online Supervisor Toolkits
- Connecting with Business Partners through a new visualization dashboard
- Providing a successful in-person CAPPED Annual Conference in Tulsa OK – Oct 10<sup>th</sup> – 12<sup>th</sup>.
- Collaborating with other organizations to meet the needs of our membership

One of the things we have learned this past year is that CAPPED members and Business Partners are dedicated and flexible. Featured in this Winter 2020/Spring 2021 edition of the CAPPED Newsletter are numerous articles from our valuable Business Partners, and we trust that you will gain new insights through case studies and ideas presented.

Plan to be with us in October so we can share challenges, accomplishments, and lessons learned as we look to the future.

*Markus Hogue*

CAPPED President 2020-2021

**SAVE THE DATE!****October 10-12, 2021**2021 CAPP A ANNUAL CONFERENCE  
OCTOBER 10-12, 2021**SHARED RESILIENCE  
CONNECT. INSPIRE. UNITE.**ANNUAL CONFERENCE & EXHIBITIONS  
Renaissance Tulsa Hotel & Convention Center  
Tulsa, Oklahoma**YOU HAVE QUESTIONS,  
WE HAVE ANSWERS**Markus Hogue, 512.475.7750  
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amitchell@semo.edu**2021 CAPP A**  
**Conference**  
Shared Resilience  
connect. inspire. unite.**TULSA • OK****SAVE THE DATE  
OCTOBER 10 - 12, 2021**

## Launch of new Business Partner Liaison Committee

Greeting to our CAPP A members and fellow Business Partners (BPs)! January 2021 began a new year, and plans are underway to help make your membership more meaningful and productive through the newly formed Business Partner Liaison Committee for 2021-2022.

As you know, CAPP A's purpose is to develop and maintain high standards in the administration, maintenance, operation, planning, and development of facilities management in educational institutions. It is also to promote professional ideals and standards to better serve the objectives of education and to supplement and assist the work of APPA in the Central region.

CAPP A's BPs are an integral part of the organization as these partners are corporations which provide products and services to the facilities managers in the education environment. As a BP member, it is important for you to get connected in the market you serve. We hope the BP Liaison (BPL) Committee can help you with that. The BPL Committee provides program development feedback, recommendations, support and other input to the CAPP A Board of Directors to support quality Business Partner participation in the CAPP A annual conferences and all other appropriate association activity.

There are several plans for 2021-2022 that the BP Committee intends to implement, such as:

- Welcoming new business partner members to familiarize them with the benefits of CAPP A/APPA membership, including the BP database

- Announcing the new business partners to the board and in the newsletter to increase BP visibility to the members
- Providing information about exhibits and events
- Hosting event(s) or providing communications to new members and existing members at annual conferences

Certainly, the pandemic has placed an enormous challenge on all of us but if we stay connected, you will maximize your membership and make the connections you need.

If you have questions or would like to know more about CAPP A's new BP Liaison Committee, please contact us:



[Debra Jones](#)  
Business Partner  
Representative



[Allison Fobert](#)  
Business Partner  
Representative

## The Proof is in the Performance: Giving fresh life to SDSU's Wagner Hall



Originally built in 1969, Wagner Hall has been known by many names and housed multiple programs at South Dakota State University (SDSU). The building was opened as Home Economics and Nursing (HEN) before the Nursing, Fine Arts, and Arts and Sciences Building (NFA). As Wagner Hall, the space is now home to several different colleges, including the College of Nursing, Education and Human Sciences, and College of Arts, Humanities and Social Sciences. While the programs within its walls have changed throughout the years, the building itself—offices, classrooms and labs—have remained a centerpiece of campus.

Since the building was constructed in 1969, barring a few limited renovations, the original mechanical and hydronic equipment has remained in service. The heating, ventilation, and air conditioning (HVAC) is supplied by two large air handling units (AHU) with variable air volume (VAV) boxes for individual control. The building is served by two AHUs, each serving areas with exterior exposures and interior spaces. In each air handler there are chilled water coils that cool the air. After the air exits the AHU, there are two sets of heating coils that heat it—one set serves interior rooms while the other serves rooms with exterior exposure. Also, the VAV boxes serving rooms with exterior exposures have hot water reheat coils. The building previously had a pneumatic controls system tied to the campus-wide building automation system (BAS).

Given the age of the controls system, the VAV boxes did not have the ability to be monitored on the BAS, so the only way the owner knew there was a problem with the system was a complaint from an occupant. In addition to the air handling units running full capacity at all times, the hot water pumps were not controlled by system pressure, so the pumps would run full volume nonstop as well.

Clearly, many aspects of the existing system were failing with age. The main goal of this project was to replace the aging temperature controls system, replace the VAV

boxes that had outlived their useful life, and reduce the energy usage of the building.

Initially, the existing shutoff VAV boxes were replaced with modulating airflow shutoff boxes with digital controls and hot water reheat to better meet space heating or cooling needs. To lower the fan energy for the air handling units, the existing variable frequency drives for the supply and return air fans were then replaced with new VFDs that were both physically smaller and had additional control points for BAS monitoring. Next, VFDs were added to the hot water pumps to allow the pumps to be controlled by system pressure instead of running full speed constantly.

The largest portion of the project focused on helping reduce energy usage in the building. This involved replacement of the temperature controls system. All the pneumatic controls were removed from the building and replaced with a Direct Digital Controls (DDC) system. This included digital controllers for the VAV boxes, adding building static pressure sensors to control the supply and return air fan speeds, and a hot water pressure sensor to control the speed of the hot water pumps. Using a new controls system that could monitor building static pressure, the BAS system could review the damper position of all the VAV boxes in the building and lower the pressure until the appropriate number of VAV dampers were 100 percent open while still meeting the heating or cooling requirements of the various spaces. This in turn reduces the fan speeds and saves building energy.

The controls for the hot water system were similar to the heating and cooling system. A pressure sensor was added on the second floor, at the farthest point from the hot water pumps, that monitored system pressure. The speed of the hot water pumps was reduced to the lowest point possible while still meeting the heating requirements of the building. Ultimately, the new controls system both eliminated wasted energy due to equipment either running at 100 percent capacity when it wasn't needed, or failed controllers that did



ORIGINAL VFD.....



.....NEW VFD



ORIGINAL PUMPS.....



.....NEW PUMPS

not allow the owner to monitor which spaces were satisfied and which needed additional heating or cooling to match loads with capacities. The new controls also allow the owner to add many additional control points to monitor what is happening in the building, eliminating wasted energy and identifying problem areas without relying on occupant complaints.

When all is said and done, the renovations to the systems within Wagner Hall improves occupant comfort, makes the facility easier to maintain, and enhances energy

savings. The proof is in the performance. From September 2019 to May 2020 the owner saved 240,990 kWh of electrical consumption and 1,672,982 lbs. of steam over previous years in the building – giving Wagner Hall fresh life within its storied walls.



*Article written by Isaac Anderson, P.E., is a Mechanical Engineer in the Sioux Falls office of West Plains Engineering. He has been with the firm 12 years, and was the Lead Mechanical Engineer and Project Manager for the Wagner Hall renovation project.*

## Electric Club Car 411 added to fleet to reduce carbon emissions

[Club Car](#) has selected the [College of Charleston](#) as the winner of the 2020 Club Car Sustainability Grant Program. The Club Car Sustainability Grant was launched in 2019 to help drive colleges and universities toward more sustainable, low carbon fuels.



Sustainability practices that are identified and implemented on higher education campuses can inform what is possible in cities and states nationwide. The majority of the world’s emissions can be attributed to the transportation sector and adding zero emission electric vehicles (EVs) can help the drive to a more sustainable future. Club Car is proud to help colleges and universities meet their ambitious sustainability goals.

The 2020 Club Car Sustainability Grant challenged decision-makers on college campuses to think critically about their vehicle emissions and fleet needs on campus.

The College of Charleston’s [Center for Sustainable Development](#) operates under a Strategic Action Plan centered on achieving carbon neutrality by the year 2050. Transportation, including campus fleet, travel and commuting, is the second largest category of emissions for the College, and so provides a huge opportunity. The campus transportation fleet is made up of a wide variety of vehicles, from box trucks to passenger vans to golf carts, all serving unique roles on campus. Since setting its carbon neutrality target, the campus has employed a range of innovative strategies targeting

transportation.

### Enter the Club Car 411



The College of Charleston’s carbon neutrality goal cannot be met without a carbon neutral transportation strategy. College of Charleston’s goal is to move all transportation-related activities to clean, carbon neutral alternatives. College of Charleston has selected a [Club Car 411](#) pickup bed vehicle to perform a multitude of tasks. Ideal for low-speed logistics and cargo services, it fills the gap between full-sized trucks and small utility carts. “We are extremely excited about our new Club Car 411,” said Darcy Everett, Climate Manager and Zero Waste Coordinator at the College of Charleston Center for Sustainability. “The ability to add a zero emissions electric vehicle to replace one of our pickup trucks allows us to continue our sustainability journey.” Ideal for low-speed logistics and cargo services, it fills the gap between full-sized trucks and small utility carts. “The 411 will be perfectly suited for our campus as we have many small access roads in a tight urban environment,” said Everett.

## Public-Private Partnerships in higher education spurred by uncertainties in government funding

Government cutbacks on infrastructure spending in recent years have contributed to greater demand for public-private partnerships, known as P3 or PPP. These arrangements enable private funding of public infrastructure with the transfer of risk to the private sector. Public-private partnerships promote higher quality, enhanced creativity and greater coordination by bringing all parties and experts to the table. Greater efficiencies enabled by P3s can move projects to completion faster and reduce inflationary costs. Public-private partnerships have been found to work particularly well in the higher education sphere. They are highly customizable but are not suited for all projects. The decision to go P3 should be considered on a case-by-case basis considering the unique circumstances of each project.

### U.S. Infrastructure: Growing needs, declining resources, innovative solutions

The United States, once the world's infrastructure powerhouse, has been falling behind. In its recent report, entitled [It's Time for States to Invest in Infrastructure](#), the Center on Budget and Policy Priorities found that states are cutting infrastructure spending as a share of the economy, "...the opposite of what is needed," according to the report's authors.

According to the report, "federal infrastructure investment has fallen by half — from 1 percent to 0.5 percent of GDP — over the last 35 years, leaving more of the task to state and local governments." Further, according to the report, "states must turn their attention back to the type of infrastructure investments that will boost productivity, support business growth, create jobs, provide a healthier environment and improve opportunities for all of their residents."

Similarly, a report by the Brookings Institution entitled [Private Capital, Public Good](#), states that "infrastructure in the United States has not received an adequate level of investment for years." The report goes on to state that the problem is "forcing leaders across the country to explore new ways to finance the investments and operations that will grow their economies over the next decade."

This exploration has led to new kinds of agreements between governments at all levels and the private sector to deliver, finance and maintain a range of projects. Beyond simplistic notions of privatization, the interest is in true partnerships between agencies, private firms, financiers and the general public.

### Public-private partnerships: What are they and how do they work?

Simply stated, a public-private partnership is a cooperative venture between a public, tax-supported entity and

a private business. A public-private partnership is not a project delivery method. It is a funding mechanism that can be leveraged to fund virtually all projects no matter what the delivery method: design-build, traditional design-bid-build or other.



The growing interest in P3s stems from tighter budgets, greater project complexity, seeking better value for money, the desire to leverage private sector expertise and shifting public sector priorities.

According to a report by the Harvard Kennedy School, [U.S. Infrastructure Public-Private Partnerships: Ready for Takeoff?](#), the U.S. public-private partnership market has developed dramatically since the "catalyzing" \$1.8 billion Chicago Skyway lease was completed in 2005.

From 2005 to 2014, 48 infrastructure P3 transactions with an aggregate value of \$61 billion reached the formal announcement stage. Forty of those projects successfully closed, the Harvard Kennedy report states. "The primary drivers of infrastructure P3s — new sources of capital, cost savings, risk transfer, and accountability — remain strong." Interestingly, P3s have been portrayed as either a panacea to all of America's infrastructure challenges or as a corporate takeover of critical public assets. In reality, P3s are neither.

### Higher Education—a hot spot for P3s

P3s are playing a growing role in public infrastructure. While P3s debuted in the transportation sector, they have matured in the buildings market—particularly higher education. "P3s continue to change the context in which higher education defines its financial and political limitations," said Jose Coll, a Fellow with the [American Council on Education](#). "In recent years we have seen a multitude of collaborative partnerships which range from a 50-year, \$438 million lease for parking assets at Ohio State University to a partnership made up of \$260 million

in cash and savings at Texas A&M, which privatized its dining, landscaping and building maintenance services.” Many university departments are already working at capacity due to reduced budgets, hiring freezes and capital cutbacks. However, with university enrollments at a historic high, these institutions are seeing the benefits of seeking a private partner as they struggle to expand and redevelop their facilities.

Key to the public-private partnership funding method is an available revenue stream that is used to compensate the private partner in the project. The popularity of public-private partnerships in higher education projects has been largely driven by the revenue generated from student housing. Indeed, P3s have worked so successfully in student housing that they are expanding into other types of campus infrastructure projects. These include parking garages, recreation centers and renewable energy initiatives.

Institutions of higher education primarily are designed for teaching and research. The work of managing major redevelopment is not part of the skillset, so bringing in a private company with development expertise makes sense. It greatly reduces the pressure on campus staff to take on a major effort that is outside of their core business. Outside expertise can also result in lower construction costs, expedited timelines and better, more effective buildings that capitalize on the latest academic trends.

#### Case Studies: Successful education-oriented public-private partnerships



##### [University of Kansas Central District Development.](#)

To expand its growing campus, the University of Kansas selected a joint venture that includes Clark Construction and McCownGordon for KU’s Central District Development. KU used a public-private partnership delivery method with [Edgemoor Infrastructure & Real Estate](#) as the developer for the design-build project.

The Edgemoor team provided construction services for the 55-acre site that include a 285,000-square-foot science facility; a 26,500-square-foot student union; 1,250 beds of student housing in three buildings; 2,000 surface parking spaces; a central plant facility, a 595-space parking structure and utility and transportation infrastructure.

Edgemoor took responsibility for implementing the initial phase of the master plan, including development, financing, building, operations and maintenance.

The cost of the project was approximately \$350 million. Jim Modig, KU’s architect and director of design and construction management, said using the more traditional method (wherein the state manages the project and bids it out piece by piece) would have cost an additional \$25 to \$100 million and added five or six years to the development timeline.

If KU had employed the more traditional development method, without a public-private partnership, “we couldn’t have undertaken the project to the order of magnitude that we’re talking about today with the staffing that we currently have available,” Modig said. “Our function becomes more review-oriented in managing a single contract vs. multiple contracts.”

Under the P3, KU created an affiliated not-for-profit corporation known as the KU Campus Development Corp. The corporation bonded the project and paid Edgemoor for the development. KU makes lease payments to the not-for-profit corporation, which applies that money to the debt service.

**McCOWNGORDON**  
CONSTRUCTION

*Written by Daniel Lacy, Vice President, Business Unit Leader, [McCownGordon Construction](#), a valued CAPP Business Partner.*



**Have you heard about the new app available for iPhone and Android?**

This ad-free app allows quick access to the information on **APPA’s website** that APPA/CAPP members visit most often.

A **new feature** of the app is **APPAexch**, which offers a searchable compendium of **peer-to-peer sharing of expertise** in a discussion list format.

**APPA365** is available for download through the **Apple app store** and the **Google Play store**.

# The Pivot: Building a Future for Higher Ed Facilities

In March of 2020, college basketball was gearing up for the NCAA tournament. The madness that we all anticipated was supplanted by a far greater chaos — the COVID-19 pandemic. Hurried closures, empty dormitories and widespread furloughs challenged educational institutions as everyone across the globe struggled to understand and adapt to fight the virus. For those stewarding our institutions' facilities, the long months since have been a whirlwind of short-term reactions, many of which will bear longer-term strategic consequences.

A year later, vaccines are being distributed, the NCAA tournament resumed and, following the guidance of public health officials, educational communities are coming back to life. In basketball, players plant their pivot foot to defend their position, maintain their balance and create space while looking for a way to move the ball forward. The pivot in response to COVID is far more dynamic. While maintaining balance, institutions may have to give up their current positions in order to embrace an entirely new game. When it comes to decisions about the future of campus facilities, the next 12-24 months will be critical. It's time to make some game-changing moves.

## Examining the State of Facilities in Higher Education

For the past eight years, Gordian has published the [State of Facilities in Higher Education report](#) to analyze trends and key performance metrics from hundreds of institutions nationwide. Practical strategies are also shared to help institutions plan for and mitigate the impacts of expected enrollment drops, destabilized investment priorities and growing facilities needs. For this year's State of Facilities report, Gordian partnered with APPA to bring greater detail and context to the publication.

Throughout the report, the database research and expert insights affirm the following trends that are shifting the higher education landscape:

- Since 2007, campus space across Gordian's higher education database has increased 16%, even though enrollment was only up 2% before the sharp decline in the fall of 2020.
- The facilities investment shortfall is approaching 25%. This troubling trend shows no sign of slowing down in years to come as funding is reduced while capital renewal need continues to rise.
- Asset renewal backlogs unsurprisingly then grew several more percentage points and are now up to \$106/GSF, a 35% increase since 2007.
- The percentage of existing buildings in need of renovation — especially those that haven't been renovated in 10-25 years or more than 50 years — continues to grow even while many institutions have been investing in new facilities.

Higher education must not only confront its history of questionable facilities investment decisions, but also

transformation on a scale that makes the reimagining of facilities operations, stewardship and sustainment an imperative. The trends noted in [previous editions of the State of Facilities](#) have proven not only to still be true, but have played out as ever-more urgent issues weighing down institutions that, now more than ever, need to be nimble.

## Tomorrow's Campus: The Future State of Facilities

The pandemic, economic, racial justice and climate crises facing all of us are just part of the compounding challenges framing the future of higher education. In order to thrive — or just survive — there will need to be a profoundly deep assessment of the way higher education works. Facilities strategies being employed on campuses must be reconsidered or reimagined. Moving campuses successfully forward will require a revisitation of space, the realignment of investment, [connecting building health with smart technologies](#) and reimagining the very organizations used to serve higher education. Caring for the physical campus in the face of shifting institutional trends demands new approaches to maximizing limited resources and making smarter decisions around growing, reducing or renewing campus space.

## Tips to Help Simplify Current Project Planning

Higher education is poised to seize this opportunity and make the pivot towards a sustainable future. Facilities leaders also need to [simplify the project planning and delivery](#) process to mobilize quickly and in alignment with these emerging priorities. Here are some tips:

**Ensure connection to the institutional mission:** Higher Education leaders need to define desired outcomes, project benchmarks and clear objectives which align with the institutional vision to establish valid standards of success.

**Prioritize projects:** A holistic, data-driven baseline of all campus building needs can provide a clear roadmap to where investments are most needed and, more importantly, where they will be most impactful.

**Plan for the unknown:** The best plans anticipate the inevitably unpredictable and find a way to hedge risk where possible to increase the chance of success.

**Review your scope of work for clarity:** Scopes of work should be clear and leave little room for interpretation. Ambiguity will potentially lead to delays, change orders and cost fluctuations.

**Consider alternative construction project delivery:** Traditional project delivery methods, like design-bid-build, are necessary for complex projects, such as new dorms or stadiums. But for routine repairs, renovations or straightforward new construction projects, there can be a disproportionate procurement burden relative to job size and scope. Qualified contractors can also be hard to come by, especially in the busy summer months when skilled laborers are in high demand. Notable institutions, such as [The George Washington University](#) and [Texas Tech](#),

have pivoted to alternative construction project delivery methods, like Job Order Contracting (JOC), to meet the challenges of campus construction and renovations.

The last year has demonstrated the higher education community's ability to pivot, innovate and overcome. Pandemic-inspired evolutions in workplace flexibility, teaching modalities and interdepartmental collaboration have empowered school leaders to approach old problems with new creativity. The academic community has never been more dynamic and active in reinventing itself. The long-standing challenges of

demographic constraints, financial viability and legitimacy, all combined with a growing backlog of facilities needs essential to supporting academic programs, can now be tackled with a newfound resolve.

*Written by Peter Zuraw, Vice President of Market Strategy and Development for Gordian.*

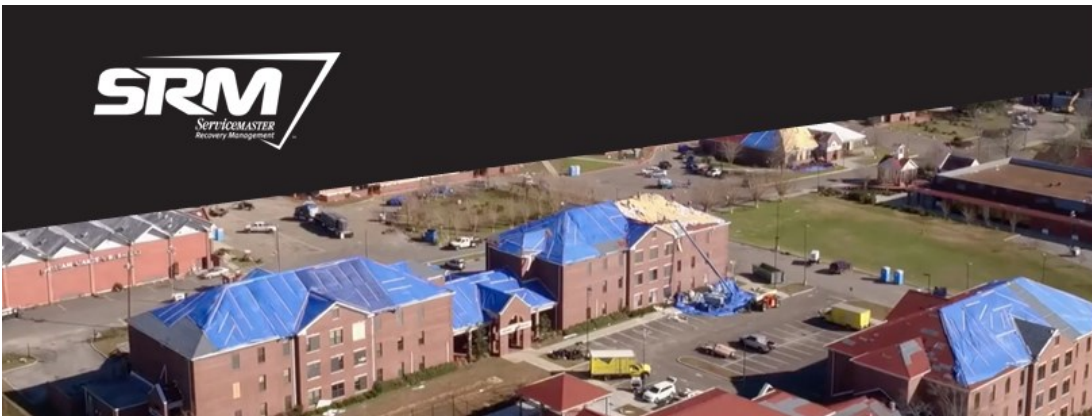


## COVID-19 Resources & Guidelines

Don't miss APPA's [COVID-19 Resources and Guidelines](#), which include:

- Registration for future **APPA Town Hall Meetings** and **earn CEUs/certificates** for attendance
- APPA Town Hall Archives (**GREAT INFO!**)
- COVID-19 General Information
- Campus Emerging Practices (**CHECK THIS OUT!**)
- Federal/State/Regulatory Guide
- Business Partner Resources
- And MORE!!!

## Case Study: William Carey University



**Location:** Hattiesburg, MS

**Facility Size:** 20+ Campus Buildings

**Facility Type:** University

**Loss Type:** Tornado

On Saturday, January 21st, an EF-3 tornado hit Hattiesburg, MS causing extensive damage to William Carey University (WCU), a private liberal arts college, and many other properties in town. After the college was hit, SRM was notified of the loss and a Project Manager was on-site the same day to begin assessing the damage, while crews mobilized.

SRM was tasked to assist the University's construction vendors in the recovery of 25 buildings (which consisted of offices, theaters and seven dormitories) and the campus grounds (three soccer fields and a baseball and softball complex). WCU's goal was for all of this to be completed by the start of the new semester on February 20th, which was just under a month away. This included water mitigation, complete content removal of all 25 buildings to an off-site location to be cleaned and stored, removal of all damaged building products including drywall, ceiling tile, damaged content and flooring components. SRM was also tasked for special assignments like disassembling the library book collection and shelving then relocating it to the off-site storage.

Another special task SRM worked on was the removal of over 6000 electronics including permanent teaching aides all the way down to microwaves. SRM assisted the WCU housing department in collecting, packing up and delivering an estimated 3000 students' contents. The team accomplished the goal of completing all 25 buildings along with performing additional



tasks in 5 buildings within the short-allotted schedule by working around the clock 24/7 and managing up to 400 people per day.

SRM then assisted in recovering the remaining 15 buildings including post construction clean up, final cleaning, floor stripping and waxing and content replacement. SRM is working with WCU to set up temporary classrooms and offices by pulling and delivering furniture and contents to temporary locations based on the immediate needs of the University.

SRM is working over the summer break with WCU Housing and vendors on an expressed schedule to complete all final repairs in all seven dormitories. This will include packing and relocating all summer school students an estimated three times, manipulating all furniture for the removal of all temporary flooring and the installation of all permanent flooring, also the containment, cover and protection for the removal of all windows.


To learn more about the SRM Pre-Disaster Program and how we can help protect your facility call me at:



Chris Brewer, National Director of Sales  
Chris.Brewer@servicemaster.com


C: 708.476.3942

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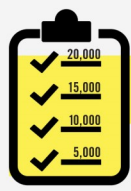


**CASE STUDY  
COVID-19  
PANDEMIC  
RESPONSE**


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**COVID-19  
RESPONSE TO  
50  
States**




OVER  
**20,000**  
COVID Jobs

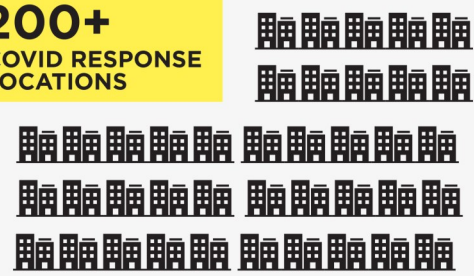


OVER  
**150M** SQ. FT. OF  
DISINFECTED SPACE

OVER  
**50,500** GALLONS  
DISINFECTANTS



**200+**  
COVID RESPONSE  
LOCATIONS



**COMMERCIAL SECTORS**

✓ RETAIL	✓ MULTI-FAMILY
✓ EDUCATION	✓ HOSPITALITY
✓ GOVERNMENT	✓ OFFICE SPACE
✓ HEALTHCARE	✓ MANUFACTURING
✓ SENIOR LIVING	✓ WAREHOUSES

- **CAPPA Business Partners** are corporations that provide products and services to facilities managers in the education environment. Each branch office shall be considered an individual business.
- **Regional CAPPA membership** is \$100 per year, and the membership year is April 1 to March 2.
- **APPA Business Partner membership** fee structures can be found [HERE](#).
- **CAPPA region includes:** Arkansas, Kansas, Manitoba, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, and Texas

# The Beginner's Creed

by Peter J. Denning

I am a beginner.

I am entering a new game about which I know nothing.

I do not yet know how to move in this game.

I see many other people playing in this game now.

This game has gone on for many years prior to my arrival.

I am a new recruit arriving here for the first time.

I see value to me in learning to navigate in this domain.

There is much for me to learn:

*The basic terminology*

*The basic rules*

*The basic moves of action*

*The basic strategies*

While I am learning these things I may feel various negative reactions:

*Overwhelmed at how much there is to learn*

*Insecure that I do not know what to do*

*Inadequate that I lack the capacity to do this*

*Frustrated and discouraged that my progress is so slow*

*Angry that I have been given insufficient guidance*

*Anxious that I will never perform up to expectations on which my career depends*

*Embarrassed that everyone can see my mistakes*

But these moods are part of being a beginner. It does not serve my goal and ambition to dwell in them. Instead,

*If I make a mistake, I will ask what lesson does this teach.*

*If I make a discovery, I will celebrate my aha! moment.*

*If I feel alone, I will remember that I have many friends ready to help.*

*If I am stuck, I will ask for help from my teachers.*

Over time, I will make fewer mistakes.

I will gain confidence in my abilities.

I will need less guidance from my teachers and friends.

I will gain familiarity with the game.

I will be able to have intelligent conversations with others in the game.

I will not cause breakdowns for promises that I lack the competence to keep.

I have an ambition to become competent, perhaps even proficient or expert in this game. But for now,

I am a beginner.

## CAPPA Supervisors Toolkit SCHOLARSHIPS

The CAPPA Board of Directors is extremely pleased to announce that CAPPA has funded 60 full scholarships to the online APPA Supervisors Toolkit. Tuition is normally \$800, but to promote professional development in this time of restricted budgets, CAPPA and APPA have negotiated a reduced rate. Further the Board of Directors has chosen to fully fund the tuition as a way to give back to the membership.

These three sessions of 20 attendees each will be led by CAPPA Trainer Steve McClain and taught by instructors from CAPPA schools. To help us ensure a quality training experience, applicants should commit to making sure the attendees have a location with adequate bandwidth and a camera. More session information will be forthcoming to selected applicants.

The **Supervisors Toolkit scholarships** shall be limited initially to two (2) per school, with a drawing to be held from the applicants.

**Tentative dates** are **May 25-28** and **June 22-25**, with another **date TBD in July**.

SUBMIT THE NAMES AND CONTACT INFORMATION  
FOR YOUR APPLICANT TO:

[cappaedupd@cappaedu.com](mailto:cappaedupd@cappaedu.com)

Be sure and include both email address and phone number, along with the Institution in your submission.

We would also like to remind you about the upcoming 2021 CAPPA Annual Conference which will be held at the Renaissance Tulsa Hotel & Convention Center in Tulsa, OK from Sunday, October 10, 2021 to Tuesday, October 12. Registration is now open [HERE](#) through Cvent.

Please feel free to contact any of the PD Committee representatives or CAPPA Board members for additional information.

CAPPA Professional Development Committee

Scott Turley, Chair  
Ben Boslaugh, Co-Chair

## Training Events & Webinars

- ⇒ **APR 22:** [APPA Webinar – Coil Restoration & AHU Sanitization: Driving Improved IAQ & Energy Savings through Innovation](#)
- ⇒ **APR 27:** [Leadership Academy Level I: Individual Effectiveness Skills](#)
- ⇒ **APR 28:** [APPA Webinar – Part I: Viral Transmission in the Indoor Environment and the Impact of Cleaning Part II: How to Validate Strategies that Reduce the Spread of COVID-19](#)
- ⇒ **APR 29:** [APPA Webinar - You Got This: Motivation and Performance](#)
- ⇒ **MAY 6:** [Can You Hear Me Now? Strategies for Effectively Communicating School Financial Information](#)
- ⇒ **MAY 12:** [APPA Webinar – 8th Habit: You Found Your Voice ... Now What?](#)
- ⇒ **MAY 13:** [APPA/CCFS Webinar: How Do You Deliver FireSafety Training during a Pandemic?](#)
- ⇒ **JUN 17:** [APPA Webinar: Building a “Flywheel” to Advance Deferred Maintenance Funding](#)

View complete list of APPA trainings & webinars: [HERE](#)



### FROM THE EDITOR:

Thank you to those who submitted articles, photographs and information to be included in the CAPPA Newsletter!

Please write and submit articles for the CAPPA Newsletter at any time for consideration. Preferred articles will be BETWEEN 500 words (ex: 1/2 page w/graphic or photo) and 1,000 words (ex: full page with small graphic or photo). Please include names and descriptions with photos. Graphics and charts are always welcome to help tell your story.

If available, please provide a link to full articles. Email articles and photos to Newsletter Editor: [jenny.cundiff@okstate.edu](mailto:jenny.cundiff@okstate.edu)

Mark your  
calendar!

Looking forward to the 2021 CAPPA ANNUAL CONFERENCE October 10—12

RENAISSANCE HOTEL and CONFERENCE CENTER ~ Tulsa, OK

