

Tasks

General

- 1 Develop agenda and notes for the logistics coordinator – do not add to the Instructor Guide
- 2 Add the Glossary of terms to the participant guide

Intro

- 1 Add to Instructor Guide the Learning Intent of each activity and a facilitation point for each debrief to mention the learning intent.
- 2 Add to Instructor Guide – remember to encourage participation via giveaways
- 3 Add to Instructor Guide - During the alignment activity the nametag is a "tool" Add to Instructor Guide that the use of the Ask it Basket is also for people who have a question but do not want to interrupt the flow of the conversation.
- 4 Penny Activity – (first half) - strengthen the learning intent, put the Lincoln quote on the slide, and add facilitation questions
- 5

Where We've Been/Where We're Going

- 6 Add to slideshow - points to review PBO on the Front Lines and Traditions
- 7 Add to Participant Guide - the points that were learned in Traditions
- 8 Add to Participant Guide – the “What We will learn” text Add to IG, PG, slideshow - the "why are we here" topic. To transform to a Performance-based, customer-focused, standards-centered, learning organization.
- 9

Draw the Student's Steps

- 10 Add to Instructor Guide – for debrief of Student's steps – limit the drawing to 5 minutes and don't have people stand up and list their steps. Highlight that we are seeing similarities and differences and need a common framework. Add to Instructor Guide - Additional debrief questions for instructor to ask

Program Overview & Financial Aid Concepts

- 11 Add to IG - Ask students to clear off the table before the game Add to Participant Guide and Instructor Guide – Move the Program overview and Financial Aid Concepts to before the game and add information to the Participant Guides
- 12 Add to Instructor Guide and slideshow – For Financial Aid Concept discussion - sample COA as examples (private vs. public vs. community college)
- 13 Add to the Instructor Guide – the car loan vs. the student loan comparison
- 14

The Student's Life Game

- 15 Add to Instructor Guide and slideshow -Need new Game slide with a list of high-level points to cover & roles

- Add to Instructor Guide – how to set up the game; how to handle the questions; how to set up the stop sign questions; clarify that player cards are for “points” only; briefings individually with the administrators; set the expectation that the Learning Administrator handles all the questions; have players embellish the characters and read instructions during briefing of administrators; logistics coordinators should answer questions while players are embellishing their characters and reading instructions.
- 16
17 Simplify the game questions and place on two sided cards
18 Take out the school eligibility questions from the game
Match text in Administrator guides to wording on the game board (go directly to...
19 & match stop sign text)
20 Rewrite instructions for the Administrator Guides for the stop sign questions
21 Fix the one Uh-Oh that tells them to go back to something they haven't gotten to yet

Game Debrief

- 22 Add to Instructor Guide - the metaphor of the puzzle pieces – how they fit together
Add to Instructor Guide - Debrief of the game – Apply, Receive, Repay – needs to
23 be a facilitated discussion: “What did you see?” "What did you learn?"

Pop Quiz

- At the end of the game debrief, add the fun facts as a pop quiz – people should pop
29 out of their chairs in response- leave this as a section to break up sections of lecture

Overview of Players

- 30 Overview of the players – the slide should include the icons from the player cards
The intro should include a brief explanation of guaranty agencies and mention that
SFA also involves operating partners (see list of Operating Partners in the
31 Participant Guide)
Develop better instructions for the player card activity, (use the map, explain the
32 verticality, etc)
Finalize the Operating Partner list and mention that it is included in their
33 participant guide.

Player Card Activity

- Add to Participant Guide – A map of the player card layout with only the student
spaces filled out. Allow space to write in the function of the players. The
32 corresponding debrief slides will use the player icons.
Add to IG, PG, and slides - Review the wording on player cards prior to final
33 production.
Add to the debrief of Player Card – learning intent – understand that no matter how
34 you lay it out, there’s a lot involved and many players involved.
35 Add to IG - a web tool advertisement during the debrief of the player card activity
Reiterate the point that SFA includes Operating Partners in the debrief of the player
36 card activity

The Yes, and.... Activity

- 37 Rename the Skip Pou activity “The Yes, and...” activity. At the end of “The Yes, and...Activity,” we should add a slide with the process model.
- 38 Add to Instructor Guide – assign a scribe to “The Player Review Activity”
Add to Instructor Guide the following facilitation tips for “Yes, and.. Activity” – don’t limit the time to discuss the list. There should be no tiebreaker activity. This should be a fair timeframe for coming up with something to add to the list.
- 39 Remove the first slide of the Aid Lifecycle segment
- 40 Add a transition between the process segment of the course and the SFA segment, before the break
- 41

Tinker Toy Activity

- 42 Emphasize the learning intent of the Tinker Toy activity: the different pieces and different roles of the players.
- 43 Add some of Jeff’s facilitation points to the IG (#51 and 52)

SFA Overview & Where Do I Fit?

- 44 Remove the “Where Do I fit?” sticky note activity. Then, add a slide for “What do I do?” Participants at their tables will answer the following questions: What does my area do? What do I do? What’s new in my area?
- 45 Rework the eligibility and compliance presentation to be clearer and remove the functional model.
- 46 Add to Instructor Guide to mention that the Ombudsman office is in COO’s part of Org Chart
- 47 Use the original org chart colors.
- 48 Remove the football analogy
Simplify and double-check the descriptions for the enterprise services in the Participant Guide. Begin sentences with parallel statements.
- 49

Modernization

- 51 In the Instructor Guide - Add a break before the Modernization piece
Add more information around modernization benefits
Add the website address for the Modernization Blueprint

Scorecard & Measurement

- 52 In the Instructor Guide and slideshow - Add a transition from Scorecard piece to Performance Plan, then a brief introduction to the Performance Plan.
- 53 Change Mission in the Participant Guide: “goal” should become “why we exist.”
- 54 Add definition of goal, objective, and alignment
Delete reference in Participant Guide National Partnership for Reinventing Government survey, since we are no longer using it
- 55 Confirm that the selected plans on Worksheet 1 provide good incidental learning points
- 56

- 57 Match up answer sheet with worksheets
Use the Roman Numeral activity when introducing the performance plan. The learning point is that if you haven't seen the performance plan, you may view the
- 58 SFA initiatives in a different light.
- 59 In the "What about me?" Activity – Eliminate the first question.
- 60 Add the website address for the Performance Plan
- 61 Check to see if there is a newer scorecard example to use.

Wrap Up

- 62 Penny Activity – in the Instructor Guide, direct facilitators to ask each question one at a time; put the Lincoln quote on the slide