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Note: Throughout the document, items in *italics and brackets []* indicate contents need to be developed over the next several months.

The COD Training Strategy is being submitted with the agreed understanding that it is an evolving document. This document is the training plan for COD Phase III and is intended only to capture the training scope from May 2001 to February 2002. Recommendations within this plan are based on the assumptions that key milestones will be completed on schedule. Should those completion dates move training and communication dates will be adjusted accordingly. As the COD solution development progresses, edits and additions will continue to be made to the plan in order to incorporate new COD functionality and/or processes. These changes will be reflected in the COD project workplan and in the detailed training plans for each course in the COD curriculum.



I. Executive Summary

Purpose of Common Origination and Disbursement (COD):

The objective of Common Origination and Disbursement is to

- Reduce costs associated with the existing stovepipe environment;
- Enhance customer satisfaction by improving access to information, providing consistency across Title IV programs, and creating a system that is easy to use; and
- Increase employee satisfaction by providing more timely access to accurate data.

The COD solution will significantly impact the current environment of disparate processes, three different systems, different business rules, and redundant data by establishing one common approach.

The main COD business capabilities that will be improved or implemented include:

- Common Process for the following three functions: receiving records, processing records, and reporting
- Consistent data management through use of common record (i.e., common data definitions and standards) and one main data owner
- Fund accountability and management
- On-line access (i.e., web access), which provides real-time sharing of data and real-time access to information¹
- Common customer service through integrated knowledge of Title IV programs

Each of these capabilities will contribute significantly to attaining SFA's strategic goals. By integrating the current processes, data, systems, and organizations, COD will provide a streamlined approach to processing requests for and reporting expenditures of Pell and Direct Loan programs. It will provide a streamlined approach for reporting student level data for Pell, Direct Loan, and Campus-based programs². COD will provide a uniform, high-quality customer service experience for schools and students by developing a single point of contact for technical service and functional support.

Each business capability provides benefits to schools, students, and SFA. A common process and consistent data management provide savings in system operation and maintenance costs; reduced cycle time for fund disbursement and reconciliation; and improved data integrity through eliminated redundancies, shared data definitions, and common edits. Through the use of on-line access and integrated customer service, COD will contribute to providing access to financial aid history and better responding to service inquiries among schools and SFA. Finally, through fund accountability and management, COD will support schools in the reconciliation process and facilitate the attainment of improved fiscal integrity and accountability.

¹ On-line access is currently available with the legacy systems. The idea with COD is that on-line capabilities will be expanded to support greater levels of self service and access to data.

² Submission of student level detailed records for Campus-based programs will be an option for schools initially. Therefore, it is considered a "potential" benefit of COD if the schools choose to adopt.



Purpose of Common Origination and Disbursement (COD) Training Strategy:

The purpose of the COD training strategy is to describe the approach for COD training. The COD Phase III training content provides instruction on the COD Process, the technical requirements for the COD Common Record, and COD On-line Access training for on-line navigation and common record submission.

Because of the extensive changes to the processes with the new COD program, training will be developed and offered through a phased approach. This Training strategy describes the recommended curriculum of classroom, job-related COD training. This training will be offered using a train-the-trainer approach to COD Full Participants and impacted SFA staff. Phase-In Participants that are interested in participating in COD in the future will have the opportunity to participate in the training courses if there are available seats.

This document outlines the approach for the design, development, and delivery of the recommended training necessary in Phase III of COD to help prepare SFA staff and the community (specifically COD Full Participants) for the transition to COD. The document is divided into five sections. All of the sections viewed together provide a comprehensive explanation of the COD recommended training approach. A brief overview of each major section of the document is presented in the following paragraphs.

- Executive Summary

This section provides an overview of the purpose and rationale for COD, identifies the critical success factors of the COD training approach, and describes the components of the training strategy.

- Preliminary User Analysis

This section outlines the different COD user groups. The identification and analysis of the user groups and their job activities is critical for the design, development, and conduct of COD training.

- Training Strategy

This section presents the recommended COD training medium and training methodology. Potential media alternatives for COD training are described and evaluated in terms of their relative advantages and disadvantages. The phases necessary to implement COD training and the work products for each phase are explained in detail.

- Curriculum Plan

This section contains descriptions of each course in the formal COD Training. These course specifications outline the purpose, content, and structure of each course.

- Appendices

Appendix A contains an estimated timeline for COD Phase III Training efforts.

Appendix B contains the Preliminary User Group and Course Matrix. This preliminary matrix is a graphical illustration matching the key user groups with the recommended COD formal training course and materials.

Appendix C contains the training section of the COD Implementation Plan. This plan outlines key activities, milestones and critical dependencies for COD training. *[Appendix D contains an Instructor Guide prototype and design standards. This information illustrates the intended format and graphical layout of the training materials. Appendix E contains a Participant Guide prototype and design standards. This information illustrates the intended format and graphical layout of the training materials].*



COD Training Success Factors:

The success of the COD training effort hinges on several critical factors. These factors are the responsibility of either the COD training team or partners (COD Steering Committee, Title IV Delivery managers, User Steering Committee, Schools Channel Leadership and trainers) who will assist with the training efforts. The COD Project Training team is comprised of the following individuals:

COD Project Training team

COD Managers: Kay Jacks and Rosemary Beavers

COD Training & Outreach Lead: Mary Haldane

Advisory Team: Jeannette Zink , Anne Teresa, Mimi Yeh

Project Manager: Susan Thares

Project Team Members: Marie Carroll, David Hebrank, Wood Mason, Denise Herndon, Joy Shortlidge, Ennis Alston

COD Training team Responsibilities to Achieve Success:

- Provide a comprehensive training program that integrates the business processes, job activities, and system functions
- Make adequate and skilled resources available to develop the training
- Develop training that provides participants with hands-on experience practicing with COD using realistic scenarios
- Proactively manage training material production and logistics
- Develop, execute, and monitor a thorough training schedule in cooperation with the COD Steering Committee, Title IV managers, Schools Channel leadership, and the User Steering Committee
- Ensure training sites are adequate and available
- Provide job-aids as training refresher sessions

Partner Responsibilities (COD Steering Committee, Title IV Delivery managers, User Steering Committee, and trainers) to Achieve Success:

- Proactively evaluate change impacts and implement process changes
- Provide knowledgeable staff to review training materials in a timely manner
- Provide trainers who have appropriate operational knowledge and credibility
- Allow trainers time to adequately prepare and conduct training
- Identify and match participants to attend appropriate courses
- Require all participants to attend the training in a timely fashion and without disruption



Training Success Factors:

- Commitment and support from Schools Channel Leadership
- SFA University involvement and support
- Leadership support for resources and funds to complete the multiple training pieces by the established milestone dates

Training Risks:

- Minimal or Uncertain Funding - Need to acquire funding to support the delivery of two formal training courses to a large audience. If funding is not acquired to support the COD training included in this plan, the scope of training will need to be modified.
- Coordination with partners - Coordination between SFA University, CAMs, IIS staff and the COD Training and Outreach team is required to develop and deliver the COD Process and COD On-Line Access course. The COD Training and Outreach team needs the support of these partners as subject matter experts, content developers, and reviewers in order to deliver training to the various audiences.



II. Preliminary User Analysis [*Current agreement is to gather data from COD Advisory Team, User Steering Committee, and Schools Channel leadership to update this section*]

A user analysis is an essential component of the training effort because it provides much of the information that drives the training content. This analysis is important because it provides the training development team with an understanding of the user groups, the number of users, and user training requirements. Training developers will use this information to target the training materials to meet the specific needs of the training audience. In addition, this knowledge provides the training team with the information needed to manage the scope of the training effort.

The user analysis provides the training team with the answers to the following questions:

1. Who will need to attend COD training?
2. How many people will need to be trained?
3. What level of detail about the COD solution is necessary to appropriately train the target audience?
4. When and where will training need to occur?
5. How many classes will need to be held to meet the training needs?

This analysis is conducted in two parts. A preliminary and detailed assessment identifies the user groups, the number of users, and the existing level of COD awareness of the users. This information drives the training strategy.

During the training development phase, a detailed user analysis will be required. This analysis will further breakdown the user groups and help identify participants for each of the training courses. This information is critical for the development of the training schedule.

This section of the Training strategy describes the preliminary user analysis. The COD training team could confirm the preliminary user analysis in the following ways if their support is requested from Schools channel leadership:

- Conducting meetings with Title IV Delivery managers and having focus group sessions with frontline staff to identify level of COD understanding, training needs, and level of COD process impact on staff
- Facilitating discussions with the COD User Steering Committee and COD Steering Committee to identify COD Full Participants, training participants and level of involvement and understanding of COD within the school community

Identified user groups that need to be confirmed by the user analysis are:

- SFA staff:
 - Schools Channel
 - Client Account Managers (CAMs)
 - Case Management Teams
 - Institutional Improvement Specialist (IIS) staff



- Reimbursement analysts
 - Title IV Delivery Systems staff
 - Title IV Delivery Operations staff
 - Default Management staff
 - AAAD staff
 - Customer Service Call Center staff
 - PEPS staff
 - SFA University Training Officers (as trainers)
 - CFO FMS staff
 - Students Channel staff (EDEXpress, Application Processing, DLSS, DCS)
 - CIO (NSLDS/VDC)
 - Analysis (PDD)
 - Financial Partners
-
- External User Groups
 - COD Full Participants
 - Institutions administering the Title IV funds
 - COD Call Center staff
 - LO Call Center staff
 - RFMS Call Center staff

Schools Channel:

Client Account Managers (CAMs)

[There are approximately XXX CAMs who will use COD to perform their job activities in the future.]

Most of the CAMs will be extensive users of COD. The CAMs currently use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the CAMs.]

Case Management Teams

[There are approximately XXX Case Management Teams who will use COD to perform their job activities in the future.]

Most of the Case Management teams will not use the COD system extensively. The Case Management Teams currently use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Case Management Teams.]

IIS Staff

[There are approximately XXX IIS Staff who will use the COD to perform their job activities in the future.]



Most of the IIS staff will not use the COD system extensively. The IIS staff currently use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the IIS staff.]

Reimbursement Analysts

[There are approximately XXX Reimbursement Analysts who will use COD to perform their job activities in the future.

Most of the Reimbursement Analysts will be extensive users of COD. The Reimbursement Analysts use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Reimbursement Analysts.]

Title IV Systems Staff

[There are approximately XXX Title IV Systems staff who will use COD to perform their job activities in the future.

Most of the Title IV Systems Staff will be extensive users of COD. The Title IV Systems staff use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Title IV Systems staff.]

Title IV Operations Staff

[There are approximately XXX Title IV Operations staff who will use COD to perform their job activities in the future.

Most of the Title IV Operations staff will be extensive users of COD. The Title IV Operations staff use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Title IV Operations staff.]

AAAD Staff

[There are approximately XXX AAAD staff who will use COD to perform their job activities in the future.

Most of the AAAD staff will not use the COD system extensively. The AAAD staff use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the AAAD staff.]

Customer Service Call Center staff

[There are approximately XXX Customer Service Call Center staff who will use COD to perform their job activities in the future.

Most of the Customer Service Call Center staff will be extensive users of COD. The Customer Service Call Center staff use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Customer Service Call Center staff.]

PEPS staff

[There are approximately XXX PEPS staff who will use COD to perform their job activities in the future.

Most of the PEPS staff will be extensive users of COD. The PEPS staff use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the PEPS staff.]



SFA University Training Officers (as trainers):

[There are approximately XXX SFA University Training Officers who will need COD knowledge to train Full Participants and SFA staff in the future.]

SFA University Training Officers will not use the COD system. However, they have training delivery skills which will help with the COD Training efforts. Because of the future use of COD, the introduction of COD will have XXX impact on the SFA University Training Officers.]

CFO FMS staff:

[There are approximately XXX CFO FMS staff who will need knowledge and understanding of the COD system to perform their job activities in the future.]

Most of the CFO FMS staff will not use the COD system extensively but will need to understand the COD processes and edits. The CFO FMS staff use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the CFO FMS staff.]

Students Channel staff (those who interface with COD, EDEExpress, Application Processing, DLSS, DCS):

[There are approximately XXX Students Channel staff who will need knowledge and understanding of the COD system.]

Most of the Students Channel staff will not use the COD system but will need to understand the COD processes and edits. The Student Channel staff use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Students Channel staff.]

CIO (NSLDS/VDC) staff:

[There are approximately XXX CIO staff who will need knowledge and understanding of the COD system.]

Most of the CIO staff will not use the COD system but will need to understand the COD processes and edits. The CIO staff use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the CIO staff.]

Analysis (PDD):

[There are approximately XXX Analysis (PDD) staff who will need knowledge and understanding of the COD system.]

Most of the Analysis (PDD) staff will not use the COD system but will need to understand the COD processes and edits. The Analysis (PDD) staff use the XX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Analysis (PDD) staff.]

Financial Partners:

[There are approximately XXX Financial Partners staff who will need knowledge and understanding of the COD system.]

Most of the Financial Partners staff will not use the COD system but will need to understand the COD processes and edits. The Financial Partners staff use the XX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Financial Partners.]

COD Full Participants:



[There are approximately XXX COD Full Participants who will use COD to perform their job activities in the future.]

The Full Participants will be extensive users of COD. The Full Participants currently use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the Full Participants.]

COD Call Center Staff:

[There are approximately XXX COD Call Center staff who will use COD to perform their job activities in the future.]

The COD Call Center staff will be extensive users of COD. The COD Call Center Staff currently use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the COD Call Center staff.]

LO Call Center Staff:

[There are approximately XXX LO Call Center staff who will use COD to perform their job activities in the future.]

The LO Call Center staff will need to understand COD processes and to direct COD questions to the COD Call Center staff. The LO Call Center staff currently use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the LO Call Center staff.]

RFMS Call Center Staff:

[There are approximately XXX RFMS Call Center staff who will use COD to perform their job activities in the future.]

The RFMS Call Center staff will need to understand COD processes and to direct COD questions to the COD Call Center staff. The RFMS Call Center staff currently use the XXX system and have XXX skills. Because of the future use of COD, the introduction of COD will have XXX impact on the RFMS Call Center staff.]

Phase-In Participants for COD Implementation February 2002:

[Phase-In Participants for COD Implementation February 2002 will have the opportunity to participate in COD training courses if there are available seats in the training sessions. For those Phase-In Participants who do not secure seats in COD training in 02-03, other educational opportunities about COD will be provided via conferences and other external outreach activities. Phase-In Participants will learn the background information about COD to be better prepared to participate as Full Participant for the '03-'04 school year.]

Summary

The training team will use the information gathered in the preliminary user analysis to validate a user group and course matrix (See Appendix A). The preliminary matrix is a graphical illustration matching COD's key user groups with the recommended COD formal training courses. During the next phase, a detailed user analysis will be required to create and complete an accurate user group and course matrix as COD development progresses. This matrix will be a critical tool for the training team to determine the participants for each training course and develop the training schedule.



III. Training Strategy

The Training Strategy documents the recommended training approach for COD training. The training approach considers:

- A. Training Media Alternatives and Recommendations
- B. Training Methodology

A. Training Media Alternatives and Recommendations

In order to develop the COD recommended training strategy, the training team evaluated several training media alternatives for appropriateness. Several factors were considered in order to determine the most appropriate training medium. These factors include the training content, the characteristics of the training audience groups, the time and cost requirements for the training effort, and the hardware available for training. The training media considered include:

1. Paper-based self-study training
2. Instructor-led performance-based training (with on-line access training environment)
3. Computer-based (self-study) training

The characteristics, advantages, disadvantages, and COD team evaluation of each of these training media are explained below in detail.

1. Paper-Based Self-Study Training

Content is presented through printed materials. Materials are distributed to participants. Participants learn through reading these materials. Participants are responsible for the pace of training and comprehension. Comprehension can be tested through written exercises.

Advantages:

- Based on industry standards, development time is relatively short compared to other media
- Participants can complete material at their own pace and at the point-of-need
- Ensures all training is delivered with consistent messages
- Training materials are portable and easy to distribute
- Training materials are relatively easy to revise
- Training Materials are easily accessible as reference materials as needed

Disadvantages:

- Participants have little interaction with others or feedback on their mastery of the training content
- Instruction can be misinterpreted because of the lack of interaction and feedback
- It is difficult to simulate complex processes without instructor demonstration or computer simulation
- Retention is limited
- The pace of training is difficult to maintain because of individual learning paces



Based on the extent of the process and system changes and the complexity of COD processes, group interaction and discussion of the COD solution will be necessary during training. As a result, paper-based training is not deemed adequate for COD Phase III training.

2. Instructor-Led Performance-Based Training

Instructor-led training sessions are conducted in a classroom environment with an instructor utilizing an on-line training environment. The instructor explains concepts and demonstrates procedures. Performance-based training provides the participants with the opportunity to actually perform job activities in a risk-free environment. Participants receive hands-on experience practicing procedures in the context of a scenario. These realistic scenarios are designed to mimic the tasks the participants will need to perform on the job.

Advantages:

- Based on industry standards, instructor-led training requires more time to develop than paper-based, self-study, but relatively shorter development time compared to other media
- Instructor-led training can incorporate various instructional strategies, including lecture, discussion, case study, walk-through, demonstration, and activity (practice)
- Group discussions and activities help participants learn through the experiences of others
- Learning is active, not passive
- Participants are able to practice job-related tasks in a risk-free environment without the danger of causing operational errors
- Practice activities give participants confidence in their ability to perform tasks on the job
- Participants receive immediate and individual feedback during practice
- Instructors can supplement or omit training based on the audience's understanding of the content area
- Training can be revised fairly quickly by either training developers or on the spot by the instructor

Disadvantages:

- Training is centralized requiring the instructor, the participants, and the hardware to be in the same place at once
- The instructor controls the pace of the training rather than the participants
- Instructor-led training requires significant preparation time and classroom teaching time

Based on the extent of the process changes and the complexity of COD, instructor-led performance-based training is a valid training approach for COD Phase III training. The training team recommends Instructor Led Performance Based training using a train-the-trainer approach, with potential trainers being the following: SFA University Training Officers, Members of the User Steering Committee, CAMs and additional individuals from Postsecondary Institutions.

3. Computer-Based (Self-Study) Training

Computer-Based Training (CBT) is delivered on a personal computer with the possible combination of sound, graphics, text, and video. Participants log onto their computers in their normal work environment. The computer assumes the role of the instructor providing the information and scenarios to which the participant is asked to respond. The computer analyzes the response and provides feedback to the participant.

Advantages:



- The participant controls the pace of training
- Instruction is consistent across time and locations
- Training is decentralized; participants can conduct training on demand wherever the hardware is available
- Large, geographically diverse audience groups can participate in training in a short amount of time
- Revisions of CBT are easily distributed

Disadvantages:

- Based on industry standards, CBT materials require a great deal more technical expertise and development time than paper-based and instructor-led training materials
- CBT requires significant investment in hardware and software
- Revising CBT materials is more costly and requires longer time than revising paper-based and instructor-led materials
- Effectiveness of training is diminished if participants do not have existing knowledge of computers and application systems
- No instructor is available during CBT to answer individual questions
- CBT effectiveness is diminished if participants do not work in a quiet, uninterrupted environment with dedicated time to take the courses
- Participants have little interaction with others; instruction can be misinterpreted because of lack of interaction

Based on the audience characteristics, the extent of process changes, the time and cost requirements for the training effort, and the hardware available for training, Computer Based Training is not a recommended training approach for COD.

Summary

Based on the above analysis, the recommended training media for COD training is instructor-led performance-based training with extensive, realistic scenarios and access to and use of an on-line training environment.

Because of the diverse user groups, COD training needs to provide extensive, hands-on practice with realistic scenarios applicable to the users' COD interactions. In addition, the extensive process changes that accompany the introduction of COD require that training also allow for extensive discussion.

The instructor-led performance-based training will be broken up into courses directed toward identified user groups. The COD training team will train a group of trainers to deliver each training module. These trainers might include: SFA University, members of the User Steering Committee, CAMs, and other individuals from Postsecondary Institutions that will partner with the training team as co-trainers.

Each course will consist of lessons containing a logical grouping of content and procedures. All courses will commence with a general overview lesson summarizing the specific topics to be covered in that course.

Following the overview lesson, for the COD Process Training, the lessons will provide detailed content on the COD processes that differ from current Origination and Disbursement processes, how users will be impacted by COD, and the benefits of using COD.

For the COD On-Line Access Training, the lessons will provide users instructions on how to navigate through detailed procedures and their related on-line screens.



Instructors will explain and demonstrate the content for the COD Process Training and COD On-line Access Training. Under the guidance of the instructor, the participants will perform exercises which give them a

better understanding of COD processes and the on-line capabilities of COD. At the end of each course, students will work through a case study, or comprehensive scenario, which incorporates all of the lessons taught in the course. A list of the COD courses and descriptions of each course can be seen in the Curriculum Plan.

The Technical Reference Document will provide users with programmer specifications and the Common Record layout in order to be able to submit the Common Record through COD in February 2002. The Technical Reference Document will be provided on-line for users to utilize when reconfiguring their systems (Instructor-Led Training will not be provided for this module).

B. Training Methodology

This topic outlines the methodology and work products involved in the creation of COD training materials. The methodology for developing training materials is similar to that of system development. Just as the system undergoes a process of planning, detailed design and review, construction, and implementation, the development of training materials for processes and functionality as extensive as COD requires a similar effort. Thus, the training developers will employ a 3-phase approach. These phases include:

1. Planning and Design Phase
2. Development Phase
3. Delivery Phase

Each of these phases is described in detail below.

1. Planning and Design Phase

The primary focus of the planning and design phase is to identify the training requirements of the COD user groups, provide a high-level definition of the curriculum, and outline the implementation approach within the scope of the project.

The Training strategy is the result of the planning and design phase. It highlights the recommended strategy, methodology, and training courses for the COD training initiative. It is a reference document outlining the processes to be undertaken to implement COD training.

Activities in this phase also include identifying the user procedures which will comprise the content points of the COD training; establishing design standards which will govern the development of COD training materials; and developing detail course designs which adhere to the standards and include the procedures identified.

The work products of this portion of the planning and design phase include:

- Design Standards
- COD Process highlights (COD Process Training)
- User Procedures (COD On-Line Access Training)
- Detailed Course Designs



Each of these work products is briefly described below.

Design Standards

The Design Standards are quality control measures to ensure that the course materials are consistent in quality and presentation. These standards outline the basic elements of style and structure that the development team will adhere to when creating the training materials.

Process Highlights (COD Process Training)

The COD Process highlights will present the new flow of school and student level data and how this information is used in COD.

User Procedures (COD On-Line Access Training)

The User Procedures is a list of the activities that users will need to learn in order to perform tasks within the COD on-line environment. Once identified, these procedures will be incorporated into the COD course designs.

Detailed Course Designs

The Detailed Course Designs outline the sequence, content, presentation points, hands-on exercises, and scenario descriptions for each course. These detailed course designs drive the rest of the training development cycle by confirming the content and format of the COD training materials and creating a blueprint for the structure of the COD training materials.

2. Development Phase

In this phase, the detail course designs are used as input for the actual development of course materials for instructor-led courses.

The work products of the development phase include:

- Technical Reference Document for the Common Record Layout
- Instructor Guides (COD Process Training and COD On-line Access Training)
- Participant Guides (COD Process Training and COD On-line Access Training)
- Job Aids (COD Process Training and COD On-line Access Training)
- Training Support Materials (COD Process Training and COD On-line Access Training)

Each of these work products is briefly described below.

Technical Reference Document

The Technical Reference Document will contain information about programmer specifications and Common Record Layouts. A summary of XML and XML resources will be provided for 3rd party software developers and servicers.

Instructor Guides

The Instructor Guide assists the instructor in the conduct of the courses. Instructor Guides contain all the information an instructor needs to conduct a training course, such as content scripts, presentation techniques, participant guide content, prepare-to-teach materials, and copies of visuals.

Participant Guides



Participant Guides contain information to assist the participants to follow along with lectures and demonstrations in class. Each guide contains content points, course notes, detailed step-by-step procedures, and practice exercises.

Job Aids

Job Aids will include desk references and informational materials to refresh users after classroom training.

Training Support Materials

Training Support Materials include, but are not limited to, products such as Attendance Sheets, Overheads and Slides, Name Tags, Course Preparation Checklists, Evaluation Forms which facilitate the smooth preparation and execution of training courses, CDs of presentation materials, and training files that can be downloaded from websites.

3. Delivery Phase

The focus of the delivery phase is to prepare for, coordinate, and carry out the COD training. Activities in this phase include identifying and instituting the steps necessary to help ensure that the location, hardware, instructors, participants, and training materials are available and operational for each training session. These activities can be categorized into two types: training conduct and training logistics.

The work products involved in the training conduct include:

- Training-the-Trainer Session
- Training Roll-Out

Each of these work products is briefly described below.

Train-The-Trainer Session

Training delivery will be best supported using train-the-trainer strategy. This will meet the following needs:

- Transferring knowledge regarding COD to key SFA staff (as identified in the preliminary User Analysis)
- Training COD audience members located in geographically diverse regions within a relatively short timeframe.
- Providing a familiar point-of-contact for instruction and ongoing support.

A Train-The-Trainer Session will be conducted to help prepare instructors for COD training courses so that they can provide instruction and support to participants. Instructors will be trained in the COD training methodology, presentation and instruction skills, the training materials, the COD system, the steps to prepare and conduct training, and the logistics of the training effort. This training will help prepare instructors to effectively teach COD courses and to accurately answer questions. It is recommended that the Train-The-Trainer Session be conducted in concert with training material reviews. Training material reviews will provide an opportunity to validate the training content and procedures prior to implementation and will serve to highlight any potential stumbling blocks in the training delivery. After the Train-The-Trainer session, instructors prepare for training delivery. Time will need to be allotted to revise and make adjustments to the Instructor Guide and Participant Guide based on feedback from the Train-the Trainer sessions.

Training Roll-Out

Instructors prepare and conduct training sessions using the training materials and system. The instructor is responsible for the successful completion of training. At the conclusion of each training course, participants will perform a comprehensive case study exercise. These case studies will allow the instructor to observe the participants' proficiency with the training content and will provide valuable information about additional training needs. In addition, participants will be asked to complete a training evaluation. This evaluation will be instrumental in gauging the user comfort level and understanding of the training content. The evaluations



will provide recommendations for instructor improvement and modifications to the courses and training approach.

The work products involved in the training logistics include:

- Training Roll-Out Checklist
- Training Schedule

- Training Material Production
- Training Support and System Maintenance

Each of these work products is described briefly below.

Training Roll-Out Checklist

The Training Roll-Out Checklist is a comprehensive list of the activities necessary to successfully implement training. These activities include securing classroom locations, acquiring the necessary training equipment, ensuring that hardware is configured and classrooms wired, coordinating instructors' and participants' schedules, and supplying the necessary training materials. The training roll-out is staggered to synchronize with the COD implementation and to help ensure that training is delivered in a timely fashion at the point of need.

Training Schedule

The training schedule is closely linked to the implementation schedule. The ideal schedule is for training to be conducted no more than several weeks prior to use on the job. Scheduling COD training will require a dedicated resource to schedule classrooms and participants for courses and to coordinate with existing Financial Aid conferences. Scheduling users for COD training begins in the planning phase with the identification of the audience groups. Once audience groups are identified, SFA and the Full Participants need to identify the number of personnel to attend each course. The project resource can then develop a detailed training schedule based on the number of people to attend, the classroom size and availability, and the COD implementation schedule. Courses will be scheduled multiple times to help ensure that all staff undergo the required training. Memos will communicate to SFA and the Full Participants the classroom schedule and available slots. SFA and the Full Participants will be responsible for scheduling individual staff for the available slots, notifying participants as to exactly when and where they will receive training, and modifying department and unit work schedules to accommodate the training needs. The project team resource will monitor the training schedule and work with SFA and Full Participants to make necessary revisions to the schedule.

Training Material Production

The production of training materials will be closely coordinated with the training schedule. The COD training team will determine the number of participant guides, instructor guides, and training support materials that need to be produced for COD training. Printing, photocopying, and graphic needs and costs will have to be assessed and production equipment reserved for this effort. The training team will be responsible for printing course materials and providing it to the trainers. Training materials will be mailed to the trainers and the training site. Trainers will produce any last minute additional materials for participants if needed at the training sites. Delayed production will result in users and instructors not being equipped with the right training tools, thus negatively impacting the training. The training team will also manage the posting process of the Technical Reference Document to the appropriate websites.

Training Support and System Maintenance

Throughout the delivery phase, the COD team/partner will maintain the training system, provide support for instructors, and be available to answer questions. These steps will help ensure that the training courses have access to realistic scenario data and training materials, and, in turn, that training is applicable and effective.



In addition, an on-site training coordinator will be chosen who will verify that training materials arrive at the training site and oversee on-site training logistics. The COD Training team will look into utilizing the registration system used by SFA University to register participants in the COD Training courses. Questions and Answers that are raised by the trainers or trainees will be posted to a website that can be referenced to find answers.



IV. Curriculum Plan

This section contains descriptions of each course in the COD Phase III training plan. These course specifications outline the purpose, content, and structure of each course in the COD Curriculum:

- COD Overview Presentation
- COD Process Training
- COD On-Line Access Training
- COD Technical Reference Document



Name: COD Overview Presentation

Description:

The COD Overview presentation will answer the questions: What is COD?; How does the COD solution work?; and How will the COD Solution be supported? This presentation will provide an overview of the background of the COD project; the benefits of COD to SFA, Full Participants, and 3rd Parties; how SFA and schools will interact with COD on the web; and the vision for COD Customer Service. In addition, this presentation will describe the next steps for COD and provide sources to find more information on COD. Presenters and content developers will include SFA, Modernization Partner, AFSA, and TSYS.

Objectives:

At the end of this presentation, the user will be able to:

- Identify the purpose, goals, and benefits of COD
- Explain the background and status of the COD project
- Identify the key players in the COD solution
- Describe how SFA and schools will interact with COD on the web
- Describe the COD Customer Service solution
- Identify additional sources of information on COD

Structure:

Length of Course: 4 Hours

Prerequisites: None

Primary Audience: Appropriate staff in SFA (Schools Channel, Students Channel, CFO FMS, Analysis PDD, CPS, CIO NSLDS and VDC)

Content:

- Explanation and Background of COD
- Overview of the steps to arrive at the COD solution
- Explanation of the benefits of COD to SFA, Schools, and 3rd Parties
- Explanation of TSYS system
- Overview of SFA and Schools interaction with COD on the web
- Overview of the COD Customer Service Approach
- Immediate next steps for COD
- Sources for more information on COD

Functions:

Training System not employed in this presentation.



Course Name: COD Process

Course Description:

As the first Instructor-Led course in the COD training curriculum, the COD Process course will provide a foundation for the courses that follow. This course will provide a basic introduction to COD including the purpose of the new system, the key functions and features, and an overview of the COD process. This course will also provide an overview of the COD project, status, and timeline. In addition, this course will highlight the major changes and impacts resulting from the redesigned processes to SFA and the Financial Aid community. Any individuals who are interested in learning about COD should attend this course.

Course Objectives:

At the end of this course, the user will be able to:

- Identify the purpose, goals, and benefits of COD
- Describe the key functions and features of COD
- Explain the background and status of the COD project
- Describe some of the redesigned processes and the enterprise-wide changes due to COD implementation
- Identify changes to Postsecondary Institutions due to COD implementation
- Describe the detailed COD Performance measures and criteria

Course Structure:

Length of Course: 4-6 Hours

Prerequisites: None

Primary Audience: Appropriate staff in SFA (Schools Channel, Students Channel, CFO FMS, Analysis PDD, CPS, CIO NSLDS and VDC), Full Participants, 3rd Party Software Vendors and Servicers, COD Call Center Staff, LO Call Center Staff, RFMS Call Center Staff, and Phase-In Participants considering participating in COD in '03-'04 if there are open seats in the training courses.

Course Content:

- Introduction to COD
- Key functions and features (Common Record –layout, data elements, how to submit campus based student level data, etc.)
- Overview of the COD process, financial aid delivery process (end-to-end)
- Explanation of COD interfaces between Full Participants and SFA
- COD impact on Institutions and recommended course of action
- COD impact on SFA staff and recommended course of action
- Detailed explanation of COD Performance Measure criteria for Full Participants and SFA staff.
- COD Benefits
- Course summary

Functions:

Training System not employed in this course



Course Name: COD On-Line Access Training

Course Description:

This course will provide the user with a “look and feel” of COD through an overview of the primary functions and features of COD on-line capabilities. The course will describe the navigation and security features of COD, explain the concept of the COD ID and User ID. The user will be provided detailed procedures to query about a batch, search and edit single records, and search for P-note status. [*Gather further on-line capabilities and functions from the COD Technical Architecture team once requirements have been completed.*]

Course Objectives:

At the end of this course, the user will be able to:

- Describe the “look and feel” of COD on-line capabilities
- Describe COD on-line security features
- Explain the concept of the COD ID and User ID
- Navigate through COD on-line screens
- Query to search for batch information
- Query for P-note status
- Query for and edit single records
- Understand information on the Response Record and acknowledgement records
- Explain screens, tabs, and valid field values
- Run and print reports

Course Structure:

Length of Course: 6-8 Hours

Prerequisites: None

Primary Audience: Appropriate staff in SFA, Full Participants, and 3rd Party software developers and servicers who need to access the website, COD Call Center staff, and LO Call Center staff, RFMS Call Center Staff

Course Content:

- “Look and feel” of the COD On-line Website
- Navigation through the COD on-line screens and options
- Description of COD security features
- Walk through and practice of “How to search for batch information”
- Walk through and practice of “How to query for P-note data and status”
- Walk through and practice of “How to query for records”
- Walk through and practice of “How to edit single records and submit edits”
- Walk through and practice of “How to run reports from on-line”
- Walk through and practice of “How to print reports”
- Course summary using a comprehensive scenario

Functions:

- A training environment must be designed and created for the COD On-line Access training. A front-end model of the on-line screens must be available for users to navigate through simulations. Paper based
-



training is not ideal for high user retention. A hands-on interactive environment will increase user retention and create a more satisfied customer.

Course Name: COD Technical Reference Document

Document Description:

The COD Technical Reference Document will explain how Full Participants and 3rd party software vendors and servicers need to reconfigure their existing systems. The document will contain COD business rules, programmer specifications, record layouts, Common Record specifications, including detailed XML information or references, acceptable edits for each required and optional field, and detailed instructions to develop COD-compatible files. The COD Technical Reference Document will be provided on-line on the IFAP and SAIG websites. The critical components of this document, the Common Record Layout and Edits will be provided on-line for the NASFAA conference in July. The remaining sections of the COD Technical Reference Document will be provided in a phased approach. The final version of the COD Technical Reference Document will be available in the August-September timeframe.

Document Objectives:

Through the use of this document, the user will be able to:

- Develop COD-compatible files
- Reconfigure current system to submit the Common Record
- Understand COD edits, required and optional
- Understand the Common Record specifications
- Understand COD XML instructions and incorporate the tag lines into their current system
- Understand and utilize the record layout and specifications

Document Structure:

Length of Course: 0 Hours (The Technical Reference Document will be provided on-line for users to access. A database will be available where the user can submit questions or report difficulties.)

Primary Audience: Full Participants, 3rd Party Software Vendors and servicers, COD Call Center Staff, LO Call Center Staff, RFMS Call Center Staff, Appropriate SFA staff

Document Contents:

- Business Rules
- Custom Common Record layouts
- Custom COD Common Record edits
- Implementation guide – a section that will provide assistance to users to implement system changes the for COD 2002-2003 system. It describes modifications and serves as a companion to the record layouts and edits.



VI. Appendices

The Training strategy contains the following five appendices:

- A. Training Timeline
- B. User Group and Course Matrices
- C. COD Implementation Plan (Training Section)
- D. *[Instructor Guide Prototype [Develop with the COD Training team]]*
- E. *[Participant Guide Prototype [Develop with the COD Training team]]*

A. Training Timeline:

This appendix outlines the COD Phase III timeline and critical COD milestones. It is anticipated that this timeline may change as the COD program evolves. A detailed and up-to-date schedule of COD Phase III Training efforts can be found in the COD project workplan.

Dependencies: **Completion of Functional Requirement gathering, Completion of Common Record Layout**

Training Course	June '01	July '01	August '01	September '01	October '01	November '01	December '01	January '02	February '02	March '02
COD Technical Reference	Continue Development	NASFAA Draft of COD Technical Reference	Software Developers Draft of COD Technical Reference	COD Technical Reference						
COD Process Training	Continue Development			Development Complete	Train the Trainers	Training Delivery (at EAC Conference)	Training Delivery (at EAC Conference)			
COD On-Line Access Training				Development Begins			Development Complete Train the Trainers	Training Delivery	Training Delivery	Training Delivery
COD Overview Training			Development Begins	Development Complete Training Delivery						



B. Preliminary User Group and Course Matrix

Based on the information received from the SFA Title IV Delivery managers and the COD User Steering Committee members, the training team created a preliminary user group and course matrix. This preliminary matrix is a graphical illustration matching the key user groups with the recommended COD formal training courses and materials.

The COD Course matrix (Appendix B) is displayed below:

		COD Formal Training Courses		
COD Course Matrix		COD Process Training	COD Technical Reference Document	COD On-Line Access Training
Audience	Schools Channel Senior Managers	X	X	X
	CAMS	X	X	X
	Case Management Teams	X		
	IIS Staff	X		
	Reimbursement Analysts	X	X	X
	Title IV Staff	X	X	X
	Default Management	X		
	AAAD	X		
	PIP	X		
	PEPS	X	X	
	CSCC	X		
	SFA University - Training officers	X		
	Students Channel staff	X		
	CFO FMS	X	X	
	Analysis PDD	X		
	CPS	X		
	Financial Partners	X		X
	CIO NSLDS & VDC	X	X	
	Full Participants	X	X	X
	3rd Party Software Vendors	X	X	X
COD Call Center staff	X	X	X	
LO Call Center staff	X		X	
RFMS Call Center staff	X		X	
Total				



C. COD Implementation Plan (Training Schedule)

Appendix C contains the COD Implementation Plan (Training Schedule). This document shows the detailed training development steps and milestone dates as of May 2001. As COD solution development progresses, these milestones and dates may need to change. These changes will be reflected in the COD project workplan and detailed training plans for each course in the COD curriculum.

Complete	Task Name	Actual Start	Actual Finish	Start	Finish
	Design Training Program	2/7/01	NA	2/7/01	5/31/01
√	Create Training Scope of Effort Draft	2/7/01	2/9/01	2/7/01	2/9/01
√	Review Scope with COD Team Leads	2/16/01	2/23/01	2/16/01	2/23/01
√	Review Scope with COD Solution Architect Team	3/5/01	3/5/01	3/5/01	3/5/01
√	Present Scope to COD Steering Committee	3/29/01	3/29/01	3/29/01	3/29/01
√	Present Scope to User Steering Committee	3/22/01	3/22/01	3/22/01	3/22/01
√	Update Training Scope of Effort	3/29/01	3/29/01	3/29/01	3/29/01
	Identify key dates in existing training calendar	NA	NA	5/14/01	6/1/01
√	Create draft of Deliverable 64.1.9 Training Plan	4/16/01	5/4/01	4/16/01	5/4/01
√	Review Training Plan with SFA Leadership	5/7/01	5/18/01	5/7/01	5/18/01
	Revise and Submit COD 64.1.9 Training Plan Deliverable	5/21/01	5/31/01	5/21/01	5/31/01
	Determine responsibilities/	5/7/01		5/7/01	6/1/01

Complete	Task Name	Actual Start	Actual Finish	Start	Finish
	points of accountability for COD training materials.				
	Determine new skills required, determine gaps, choose training types (HOLD)			5/14/01	5/16/01
	Determine Training Infrastructure	4/2/01	NA	4/2/01	6/13/01
√	Evaluate existing Training methods	4/2/01	4/27/01	4/2/01	4/27/01
√	Establish initial learning objectives for course	4/23/01	5/25/01	4/23/01	5/25/01
√	Confirm instructional techniques	4/17/01	4/17/01	4/17/01	4/17/01
	Define Standards	5/15/01	NA	5/15/01	6/13/01
	Develop training templates for courses, user procedures, references and job aids	5/15/01		5/15/01	6/1/01
	Develop COD Process Training	5/21/01	NA	5/21/01	2/28/02
	Conduct COD Process SME meetings	5/21/01	NA	5/21/01	6/19/01
	Develop COD Process Training Plan	5/22/01	NA	5/22/01	6/19/01
	Develop Training Course Outline	NA	NA	6/20/01	6/26/01
	Develop Draft COD Process Content	NA	NA	6/27/01	7/18/01
	Review Course Content with identified SME's	NA	NA	7/19/01	8/6/01

Complete	Task Name	Actual Start	Actual Finish	Start	Finish
	Review Course content with User Steering Committee	NA	NA	8/7/01	8/13/01
	Revise COD Process content from feedback	NA	NA	8/14/01	8/28/01
	Obtain course sign-off/approval	NA	NA	8/29/01	9/5/01
	Validate and conduct Phase-In training course with COD system testers	NA	NA	9/6/01	9/12/01
	Develop reference materials and job aids	NA	NA	9/13/01	9/26/01
	Conduct Train-the Trainer Sessions	NA	NA	10/1/01	10/7/01
	Provide assistance to trainers during delivery sessions	NA	NA	10/8/01	2/28/02
	Develop COD On-line Access Training (Postsecondary Institutions)	NA	NA	9/4/01	2/28/02
	Reference existing Technical Reference Documents	NA	NA	9/4/01	9/7/01
	Conduct COD System SME meetings	NA	NA	9/10/01	9/19/01
	Develop COD On-Line Access Training Plan			9/4/01	9/19/01
	Develop training course outline	NA	NA	9/20/01	10/4/01
	Develop Draft of COD On-line Access training content	NA	NA	10/5/01	10/26/01

Complete	Task Name	Actual Start	Actual Finish	Start	Finish
	Review course content with identified SMEs	NA	NA	10/29/01	11/2/01
	Revise COD On-line Access training content from feedback	NA	NA	11/5/01	11/16/01
	Obtain course sign-off/approval	NA	NA	11/19/01	12/4/01
	Test and revise COD On-line Access training content (in conjunction with system testing)	NA	NA	11/19/01	12/4/01
	Develop reference materials and job aids	NA	NA	12/3/01	12/7//01
	Conduct Train-the-Trainer sessions	NA	NA	12/10/01	12/21/01
	Provide assistance to the trainers during delivery sessions	NA	NA	12/27/01	2/28/02
	COD On-line Access Training – SFA	NA	NA	9/4/01	9/14/01
	Identify SFA specific points of contact for COD On-line Access training	NA	NA	9/4/01	9/14/01
	Develop COD Technical Reference	4/18/01	NA	4/18/01	8/9/01
	Conduct SME meetings	4/24/01	NA	4/24/01	8/9/01
√	Develop Technical Reference Outline	4/18/01	4/20/01	4/18/01	4/20/01
√	Develop COD Technical Reference Document Plan	5/8/01	5/21/01	5/8/01	5/21/01
	Develop COD	5/21/01	NA	5/21/01	7/9/01

Complete	Task Name	Actual Start	Actual Finish	Start	Finish
	Technical Reference Content				
	COD Overview	5/23/01	NA	5/23/01	6/5/01
	Custom System Requirements		NA	6/11/01	6/22/01
	Custom Layouts	5/30/01	NA	5/30/01	6/13/01
	Custom Edits		NA	6/8/01	6/22/01
	Implementation Guide		NA	5/21/01	6/4/01
	Appendix	5/21/01	NA	5/21/01	6/5/01
	Index		NA	7/5/01	7/9/01
	Business Rules	5/21/01	NA	5/21/01	6/6/01
	Interfacing	5/21/01	NA	5/21/01	6/12/01
	COD Customer Service	5/21/01	NA	5/21/01	6/1/01
	COD On-Line	5/21/01	NA	5/21/01	6/22/01
	Review content with SMEs for NASFAA	NA	NA	6/26/01	7/20/01
	Revise COD Technical Reference from feedback	NA	NA	6/26/01	7/3/01
	Obtain preliminary sign-off/approval	NA	NA	7/11/01	7/16/01
	Produce Materials and distribute at NASFAA	NA	NA	7/16/01	7/20/01
	Review content with SMEs for Software Developers Conference	NA	NA	7/23/01	8/8/01
	Add Additional content & revise	NA	NA	7/23/01	7/31/01
	Obtain sign-off/approval	NA	NA	8/1/01	8/3/01
	Reproduce materials and distribute at Software Developers Conference	NA	NA	8/3/01	8/8/01

D. Instructor Guide Prototype

[Appendix D contains the prototype of a COD instructor guide. The purpose of this prototype is to illustrate COD training materials, standards, and format for an instructor guide.

The instructor guide prototype demonstrates design standards. The format of the instructor guide is methodically divided. On the left hand side of each page, there are instructor prompts to indicate the type of instruction, e.g., explanation or exercise, and the type of materials required. Icons are used to pictorially reference the materials, such as the use of overhead projectors or terminals. The right hand column provides the content of the course including detailed explanations, procedure steps, and exercises.

The instructor guide prototype is for the COD On-Line Access course and the COD Process Course. The prototype contains three components of an instructor guide. The first component is the instructor guide course cover page, preparatory instructor information and course agenda. The preparation tips aid the instructor in the set-up for the course.

The next section consists of XXX.

The last section of the prototype is the overheads. Overheads are one sample of instructional support materials used during the course.]

E. Participant Guide Prototype

[Appendix E contains the prototype of a COD participant guide. The purpose of this prototype is to illustrate COD training materials, standards, and format for a participant guide. The participant guide prototype demonstrates design standards. The participant guide prototype is for the COD On-Line Access course and the COD Process Course.]