PTT Distance Learning
Project Management Tool (PMT) Instructions

COURSE TITLE

Course Title – The name of the course. Check with the Training Coordinator and State Lead before changing the title of an existing course.

DATES

Initial PMT Date – The date the PMT is first created and approved.

Current PMT Date – The date of the most recent version of the PMT.

Updated PMT Dates and Reasons for Change – Each time the PMT is updated after the Initial PMT Date, list the update date and the detailed reason for the change.

TRAINING PROGRAM INFORMATION

Purpose and Learning Objectives – The purpose is the “Big Picture” statement. A purpose statement is an answer to the question, “Why?” “Why are conducting this training?” Learning objectives should be observable; what they will know, what they will be able to do. Select the correct verbs to begin each learning objective based on the training goals, i.e. awareness, knowledge, application to the job, skills acquisition.

PMT PROCESSES

Send all PMTs (initial and updated) to the following:

- Dave Turk
- Mark Schmitt
- Appropriate State Lead(s)
    - Danni Grochowski (W-2 NWT)
    - Sally Hilsgen (ECM courses)
    - Heather Sommers (W-2 Policy & Process courses)
    - Lynda Fischer (Child Support courses)

Notes

Participation in a PTT project by external staff must be approved by the appropriate section manager. When a PMT is ready to implement, submit the request for external editors to the assigned State Lead(s) who will request an assignment from the appropriate section manager.

PROJECT PLANNING

Identify Project Lead (Lead/Team) – This typically is completed by management. The Project Lead is the person responsible for coordination of all tasks and completion of the project. The project team is responsible for project development as directed by the project lead. The project team may be modified in future planning steps.

Estimated Delivery Date – To be provided by Training Coordinator or assigned Lead.

Create Initial Project Folder (S: Drive) – Creation of a project folder within the S: Drive to hold all project materials and drafts of materials.

Initial Project Meeting – A meeting to discuss and define the project plans and timeline. The Leads will arrange and direct this meeting.

Identify Target Audience – The target audience for the delivery of training.

Methodology – Identification of methodology for delivery (e.g.,Captivate, Articulate, Webinar, Webcast). Consider target audience and length of time for development when making this decision.

Identify Stakeholders - Identification of those individuals who have an interest in the project or who have decision-making authority for the outcome of the project (examples may include policy or Division staff).

Internal and External Impacts – Consideration for things that may affect a project during development. These include issues to be aware of early in the development process (e.g., pending policy changes, changes in assignments that affect timelines, vacation time of team members, potential conflicting priorities).

Detailed Outline – Develop a detailed outline for each section of the course. Define the content and activities that relate to each objective. Identify potential resources for each topic.

Review (Send to Training Coordinator and State Lead) – After the outline is finalized by the project team, it is sent to the Training Coordinator and State Lead for final review and sign-off. This may include a Policy Initiatives Advisor review.

Edits – Finalize the outline prior to development based on feedback from Training Coordinator, State Lead, and/or Policy Initiatives Advisor.

PROJECT DEVELOPMENT

Content

Content Collection – Collection of the content for the course. This includes researching existing or prior curricula. Before writing curriculum from scratch, search the S: Drive and consult with other training staff. If you don't have access to the S: Drive, contact Mark or Lynda for help.

Initial Content Development/Narrative – The content to be included in the course based on the outline. This needs to be in MS Word so it can be reviewed both internally and externally prior to the design and development stages. All materials that must go for external review needs to be included (e.g., content, policy, audio scripts, interactions that require answers/responses, scenarios, etc.).

Evaluation – Development of the course evaluation. Development coincides with materials development and is based on the learning objectives. Evaluations that go beyond "how much do you feel you learned" (e.g., Pre/Post tests) need to be reviewed internally and externally with the course materials.

Content/Narrative/Evaluation and Proofreading Review (PTT Internal 1) – This review is for PTT staff only. A Narrative includes all course content and information that will be included in the course. This step is to ensure that content is complete and that only copy-ready materials are sent to external reviewers. This step includes initial proofreading. When appropriate, be specific on what you want that reviewer to focus on.
Note: Only evaluations that go beyond the standard template need to be reviewed.

Edits – Edits to the content based on internal review.

Review (Send to State Lead and/or Training Coordinator) – Send the content for final content review and sign-off. The content at this point needs to be copy ready (proofread, grammatically correct, final) in the MS Word format.

Edits (**As Needed)** – Edits to the content based on the State Lead and/or Training Coordinator review. If there are no edits at this time, Project Lead will forward for External Review.

Review (External) – Review by policy and/or other subject matter experts. This may include local agency staff and/or other stakeholders. When appropriate, be specific on what you want that reviewer to focus on.

Design

User Interface Design – Define the “look and feel” of the course, including: Backgrounds, Menus, Navigation buttons, Font standards for headings and content, Graphics design, etc. This can be done while the content/narrative is out for review.

Storyboarding –Storyboarding of the course content/narrative, including interactions, activities, scenarios, review activities, etc. This needs to be done in PowerPoint or MS Word so it can be sent for review prior to beginning course development. The format for the storyboard will be determined by the Project Lead/Team. The storyboard needs to take into account the methodology/software chosen for development and delivery.

User Interface Design Review (PTT Internal 2) – This review is for PTT staff only. This step is to ensure that the user interface is complete and appropriate.

Storyboard Review (PTT Internal 2) - This review is for PTT staff only. This step is to ensure that the storyboard is complete (course design, content, interactions, etc.) and only copy-ready materials are sent to external reviewers.

User Interface Edits – Updates to user interface based on input from review and/or stakeholders.

Storyboard Edits – Updates to storyboard based on input from review and/or stakeholders.

Prototype of Course – Development of overall course design. This is the development of the slide masters. Examples of menus, content pages, interactions/simulations, navigation functionality, quizzes/reviews need to be included. If the course will have multiple modules, this is where an example of one complete module is developed.

Prototype Review – Review prototype for ease of navigation, variety of interaction, overall consistency of design.

Prototype Edits – Updates to the prototype based on reviewer’s input.

Script/Audio Narration Review (PTT Internal 2) – Copy script from storyboard to a separate MS Word document. Include narrator(s) and other staff as appropriate to review the script. The purpose of this review is for readability. This is the “dress rehearsal”/dry run of the narration, prior to recording. Reviewers are encouraged to complete this review by reading the script out loud.

Script Specific Edits (PTT Internal 2) – Update script based on input from reviewers. After edits are complete, save as separate MS Word document and update storyboard.

Review (Send to State Lead and/or Training Coordinator) – Send the final storyboard to the for final review and sign-off.

Edits (As Needed) – Edits to the storyboard based on the State Lead and/or Training Coordinator review.

Development

Audio Recording of Script – Record audio narration and character voiceovers.

Finish Course Development – All content and activities are developed using the interface design.

Course Request Form – State Lead will complete the Course Request Form and submit to the Learning Center staff. Lead will verify that it is entered correctly in Learning Center.

BETA Test Publishing – Send content to Mark to publish for BETA test. Learning Center staff will notify State/Project Lead when BETA Test course is published.

BETA Testing – BETA Testers may include policy staff, other subject matter experts, trainers, and potential training audience. This review needs to include final proofreading. Training Coordinator may be included in the BETA Test as appropriate.

BETA Test Edits – Edits based on the BETA Test.

Final Review (Send to Training Coordinator and/or State Lead) – Final review in preparation for publishing. This may include a Policy Initiatives Advisor review.

Final Edits – Edits based on the review from the Training Coordinator, State Lead, and/or Policy Initiatives Advisor. *More testing may be needed, depending on the extent of the edits.*

Materials Storage – Confirm that all course materials are stored appropriately in the S: Drive, and sent to Learning Center.

PROJECT DELIVERY

Marketing Plan – Development of a plan for marketing a new course. This includes submission to the Training Times and any other marketing resources (examples include emails to the ATL list or postings on the Bulletin Board).

DL Publication Date or Upload to LC Date – Publication date for distance learning (DL) courses or upload documents to Learning Center (LC). This date defines the date the course material is available for the target audience or for the confirmation letters (webinar). Webinar login information needs to be sent to LC prior to the Enroll Close date.

Review Evaluations – Review the evaluation data to determine improvements and success of course.

Identify ongoing support needs – Identify any ongoing support (examples include known upcoming changes to the materials and support of online learning).