**TRAINING**

**PROGRAM DESIGN TOOL**



**INTRODUCTION**

**Training Program Design Tool**

**The objective of a sector-focused training program is to:**

* Prepare participants to secure and retain employment in a targeted occupation or a set of occupations with similar skill requirements

**This tool is designed to help you plan and manage your screening and assessment activities through 6 phases:**

**Step 1** → Develop Learning and Skill Building Objectives

**Step 2** → Develop Training Program Curriculum Outline (content, instructional methodology)

**Step 3** → Develop Competency Attainment Assessment Methodology

**Step 4** → Develop Training Program Calendar

**Step 5** → Develop Detailed Lesson Plans

**Step 6** → Develop Management Plan (location Training Program, staffing, budget, data collection and management)

**STEP 1**

**Develop Learning and Skill Building Objectives**

**Review the job postings and job descriptions and consult with your partner employers. Develop “should be able to” statements for your target occupation that incorporate your list of essential technical, work readiness and literacy, numeracy and English language proficiency skills. (**[**O\*NET online**](https://www.onetonline.org/)**, a resource from the U.S. Department of Labor, can also be a useful supplemental resource for this. Use the Occupation Keyword Search feature to get detailed information on the requirements for your targeted occupation.)**

Here are some examples for Shuttle Drivers and Chauffeurs:

* To be hired and successful in this occupation, an individual should be able to:
* Arrange to pick up particular customers or groups on a regular schedule.
* Check the condition of a vehicle's tires, brakes, windshield wipers, lights, oil, fuel, water, and safety equipment to ensure that everything is in working order.
* Collect fares or vouchers from passengers, and make change or issue receipts as necessary.
* Communicate with dispatchers by radio, telephone, or computer to exchange information and receive requests for passenger service.
* Complete accident reports when necessary.
* Comply with traffic regulations to operate vehicles in a safe and courteous manner.
* Drive shuttle buses, limousines, company cars, or privately owned vehicles to transport passengers.
* Follow relevant safety regulations and state laws governing vehicle operation and ensure that passengers follow safety regulations.
* Maintain knowledge of first-aid procedures.
* Notify dispatchers or company mechanics of vehicle problems.

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| **QUESTIONS** | **ANSWER HERE** |
| The target occupation is: |  |
| To be hired and successful in this occupation, an individual should be able to: |  |

**Review the “should be able to” statements you developed above. In the context of these statements:**

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| **QUESTIONS** | **ANSWER HERE** | |
| What are the essential technical skills and knowledge required for employment in the occupation? | The target occupation is: | The essential technical skills required for employment are: |
| What are the essential work readiness skills required to secure and retain employment in the occupation? These might include:   * Teamwork, collaboration * Oral communication (active listening, respectful dialogue) * Written communication (email, forms, internal and external memos) * Customer service * Time management * Receiving and providing feedback * Other? | The essential work readiness skills required to secure and retain employment are; | |
| What are the essential literacy, numeracy and English language proficiency skills required for employment and employment success in the occupation? | The essential literacy, numeracy, and English language skills required for employment and success are: | |
| What are the credentials required for employment in the occupation?   * Specific certifications * Specific licenses * Other? | The credentials required for employment are: | |

**Review the list of essential skills and knowledge you developed above.**

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| **QUESTIONS** | **ANSWER HERE** |
| Can you eliminate any of these as potential learning and skill building objectives because your target population already has them? If yes, which can you eliminate? |  |

**STEP 2**

**Develop Training Program Curriculum Outline**

**Review the learning and skills building objectives you developed in Step 1. List the major training topics of your program and the essential skills and knowledge to be developed in each topic. Add rows as needed.**

Consider: What are key knowledge and skills that cross major topics?

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| **TOPIC** | **ESSENTIAL SKILLS AND KNOWLEDGE TO BE DEVELOPED IN THIS TOPIC** |
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**For each major topic you outlined above, list the sub-topics and the knowledge and skill building approach. Add rows as needed.**

Here are some things to consider:

* How will you incorporate hands-on knowledge development and skill building?
* How will you reinforce and support the development of key knowledge and skills across major topics?
* Will you incorporate work experience as a skill building strategy?

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| **MAJOR TOPIC** | **SUB-TOPIC** |  | **KNOWLEDGE AND SKILL BUILDING APPROACH** |
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**For each sub-topic you outlined above, will participants engage in-person, remotely or in a hybrid manner? Add rows as needed.**

If any aspect of the program will be provided remotely or in a hybrid approach, consider:

* Will remote work be conducted asynchronously, synchronously, or both?
* What are the technology requirements for participants to access remote instruction and course materials?
  + Laptop
  + Broadband connection, internet subscription
  + Other?
* How will you support participants in accessing the required technology?

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| **SUB-TOPIC** | **IN-PERSON, REMOTE OR HYBRID? IF REMOTE OR HYBRID – ASYNCHRONOUS, SYNCHRONOUS OR BOTH?** |
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**STEP 3**

**Develop Competency Attainment Assessment Methodology**

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| **QUESTIONS** | **ANSWER HERE** |
| How will the instructor(s) engage participants in assessing their progress toward attaining the targeted knowledge and skills? |  |
| List the technical learning/skill building objectives you developed in Step 1. How will you determine whether a participant is making progress toward developing and has attained the targeted knowledge and skills? |  |
| Who will be involved in this process?   * The instructor(s)? * An independent tester/evaluator? * A workplace supervisor? |  |
| List the work readiness learning/skill building objectives you developed in Step 1. How will you determine whether a participant is making progress toward developing and has attained the targeted knowledge and skills? |  |
| Who will be involved in this process?   * The instructor(s)? * An independent tester/evaluator? * A workplace supervisor? |  |
| Who will be involved in this process?  The instructor(s)?  An independent tester/evaluator?  A workplace supervisor? |  |
| List the literacy, numeracy and English language proficiency skill building objectives you developed in Step 1. How will you determine whether a participant is making progress toward developing and has attained the targeted knowledge and skills? |  |
| Who will be involved in this process?   * The instructor(s)? * An independent tester/evaluator? * A workplace supervisor? |  |

**STEP 4**

**Develop Your Training Program Calendar**

**Use the suggested format or develop your own but for each week of the program, develop a day-by-day plan with: Major Topics and Sub-Topics, number of planned hours of instruction, training location, and time of day. If your training program incorporates a work experience component, include it in the calendar. Add weeks and rows as needed.**

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| **WEEK 1 PLAN** | | | | | | | |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |

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| **WEEK 2 PLAN** | | | | | | | |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
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|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
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| **WEEK 3 PLAN** | | | | | | | |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
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|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
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|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
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| **WEEK 4 PLAN** | | | | | | | |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |

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| **WEEK 5 PLAN** | | | | | | | |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |
|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
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|  | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT** | **SUN** |
| **MAJOR TOPIC/**  **SUB-TOPIC** |  |  |  |  |  |  |  |
| **NUMBER OF HOURS/MIN** |  |  |  |  |  |  |  |
| **LOCATION** |  |  |  |  |  |  |  |
| **TIME OF DAY** |  |  |  |  |  |  |  |

**STEP 5**

**Develop Detailed Lesson Plans**

**Use the suggested format or develop your own but for each block in your training calendar, develop a detailed lesson plan with the Topic/Sub-Topic, Learning Objectives, the Instructor Name(s), the knowledge and skill building activities, the participant learning assessment/reflection methodology, and for each activity – the activity name, duration, procedures, required materials and technology and set up procedures.**

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| **Topic/Sub-topic** |  |
| **Learning Objectives** |  |
| **Instructor Name(s)** |  |

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|  | **Activity 1** | **Activity 2** | **Activity 3** |
| **Activity Name** |  |  |  |
| **Duration** |  |  |  |
| **Activity Procedures - Instructor** |  |  |  |
| **Activity Procedures - Participants** |  |  |  |
| **Materials Required** |  |  |  |
| **Technology Required** |  |  |  |
| **Set Up Procedures** |  |  |  |

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| **QUESTIONS** | **ANSWER HERE** |
| Participant Learning Assessment/Reflection Methodology |  |

**STEP 6**

**Develop Your Training Program Management Plan**

**Develop a Data Collection and Analysis Plan. Remember, the objective of your training program is to prepare participants to secure and retain employment in a targeted occupation or a set of occupations with similar skill requirements.**

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| **QUESTIONS** | **ANSWER HERE** |
| How will you record each participant’s progress toward attaining the targeted skills? A database? A document? How will you ensure that it can be shared with the participant and with relevant staff? How will you ensure that the participant’s confidential data are protected? How will you ensure that it can be updated and revised as the participant meets progress benchmarks or circumstances change? |  |
| What information would help you to assess the effectiveness of your training program? Some possible elements are:   * Completion, placement, and retention rates of program participants * Demographic information about all program participants as compared to participants who complete the program or participants who secure and/or retain employment * Participant interviews or surveys * Other? |  |
| When will you review the data to assess effectiveness? After the program cycle has ended? |  |

**Develop a Staffing Plan.**

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| **QUESTIONS** | **INTERNAL STAFF NAME/ROLE** | **EXTERNAL STAFF/NAME/ORGANIZATION** |
| Overall Training Program Management: Who in your organization will have overall responsibility for managing the Training Program? |  |  |
| Will anyone else in your organization be involved in the Training Program? As an instructor? Or in another role? |  |  |
| If you will be partnering with an external agency to conduct any aspect of the training program, what is the name of the individual at the agency you will be working with? |  |  |
| Will any of your employer partners play a role in any aspect of the training program? As instructors? As internship hosts or work experience supervisors? As guest speakers? Other? If yes, what are their name(s), organization(s) and roles? |  |  |
| Training Program Data Collection: Who in your organization will be responsible for developing your data collection methodology and maintaining your training program data? |  |  |
| Training Program Data Analysis: Who in your organization will be responsible for analyzing the data to assess the effectiveness of your intake/assessment processes? |  |  |

**Develop a Training Program Resource Plan and Budget.**

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| **QUESTIONS** | **ANSWER HERE** |
| For internal staff identified in your intake/assessment staffing plan outlined above: What is your projected level of effort (in FTEs over the entire period of your program) and salary and benefit cost? |  |
| Will there be contractual costs associated with external staff identified in your intake/assessment plan outlined above? If so, what is the projected cost? |  |
| What are the non-staff costs associated with your training plan (materials, technology, classroom rental, certificates, testing fees, other)? |  |
| Other than staff, are there costs associated with your data collection and analysis plan (database subscriptions, testing, other)? If so, what is the projected cost? |  |