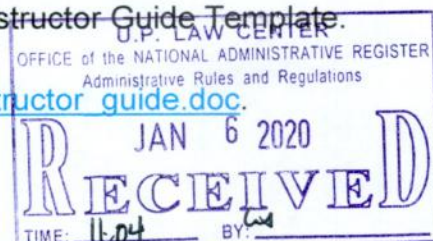
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1.0 LEGAL BASES

- 1.1 DILG Department Order No. 2010-244 dividing the Directorate for Human Resource and Records Management into two (2) distinct directorates, creating Directorate for Human Resource Development;
- 1.2 Civil Service Commission Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM): Learning and Development Pillar;
- 1.3 Haas School of Business, University of California, Berkley (July 2013). Course Design. Retrieved from <http://www.haas.berkeley.edu/CTE/video/Documents-July-2013/Course-Design-Pre-Read-2013-Final.pdf>; and
- 1.4 National Highway Institute Instructor-led Training Instructor Guide Template. Retrieved from https://www.nhi.fhwa.dot.gov/resources/docs/ilt_instructor_guide.doc.








2.0 RATIONALE

The Bureau of Jail Management and Penology (BJMP) is a government agency that conforms to CSC rules and regulations regarding personnel actions. Under CSC PRIME-HRM, agencies are encouraged to enhance procedures and mechanisms to ensure that all human resource actions: recruitment and selection, learning and development, performance management, and rewards and recognition, are objective and merit based.

DHRD, as the training arm of the agency is responsible in ensuring that Bureau standards adhere to CSC PRIME-HRM requirements. The recent online self-assessment results identified points for improvement in the procedures and policies of the agency specifically in learning and development interventions. The human resource activities or interventions primarily lack established formal procedures in designing trainings/seminars.

The process stated herein aims to establish the procedure in designing official learning and development interventions for BJMP personnel. Said procedure shall institutionalize standards in human resource activities for effective and efficient development, implementation, monitoring, and evaluation.

Prepared By:  JINSP JULIE ANNE L. AGUILAR OIC, Admin Division, DHRD	Reviewed By:  DENNIS J. ROCAMORA, CESE Jail Chief Superintendent Deputy Chief for Operations of the Jail Bureau/ Quality Management Representative	Approved By:  ALLAN S. IRAL, CESE Jail Director Chief, BJMP
 JSSUPT BRENDAN O. FULGENCIO Director, DHRD		

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3.0 OBJECTIVE

The purpose of this procedure is to establish a standard in designing learning and development interventions for Bureau's personnel that shall apply to all interventions offered by BJMP.

4.0 DEFINITION OF TERMS

4.1 Learning and Development Interventions – any activity or program designed to enhance work-related knowledge, skill, ability or aptitude of personnel.

4.2 Training Impact Evaluation – an evaluation of the impact of conducted learning and development interventions.

5.0 GENERAL PROCEDURES

5.1 Offices or personnel may submit a proposal for the conduct of any learning and development intervention pertaining to any position or function within the Bureau. Such intervention shall conform to the template provided for by this policy. Personnel shall submit proposal to DHRD or their regional HRDD for consolidation and initial evaluation.

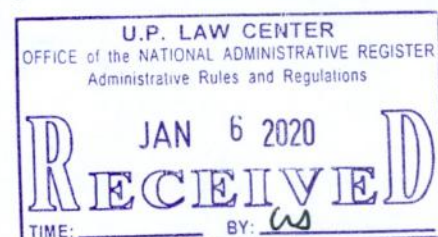
5.2 Regional HRDD shall forward to concerned regional division the proposal for review of course contents. HRDD shall ensure that proposal conforms to learning and development design template (Annex A). Regional divisions shall indicate whether proposal should be recommended for approval or it needs to be returned to proponent for improvement.


5.3 Proposals from NHQ personnel or offices shall be processed by DHRD.

5.4 Upon recommendation of regional division/s concerned, HRDD shall forward the same to DHRD for final review or return the proposal to the proponent for further study.

5.5 DHRD shall endorse the approval of the proposal to the Chief, BJMP. If approved, DHRD shall enter the intervention in the list of BJMP Learning and Development Interventions. Units may program the interventions listed therein.

6.0 SPECIFIC PROCEDURES



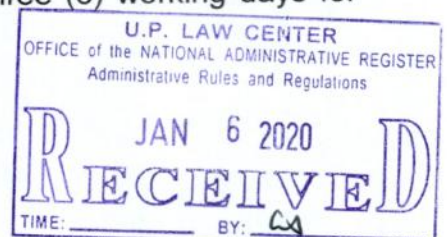
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6.1 SUBMISSION

- 6.1.1 Office/unit or personnel shall submit a proposal to conduct any learning and development intervention. Intervention design should conform to the prescribed template of this policy.
- 6.1.2 Proponents shall submit to their regional HRDD for consolidation and initial evaluation.
- 6.1.3 NHQ personnel or offices shall submit proposal to DHRD for processing.

6.2 EVALUATION AND CONSOLIDATION

- 6.2.1 HRDD shall screen all submitted proposals. They shall ensure that proposals conform to the prescribed template and are complete in substance.
- 6.2.2 All details must be provided for evaluation purposes. Fields or information that are not necessary should be indicated with "N/A." An entire section that is not applicable shall be removed from the proposal. Proposal must be screened and endorsed to concerned directorate/office/regional division within five (5) working days upon receipt.
- 6.2.3 DHRD/HRDD shall endorse proposals to concerned directorate/office/regional division/s for review of intervention content.
- 6.2.4 Concerned division/s shall comment, revise, or recommend the approval or disapproval of the proposed intervention. If recommended for approval but with minor revisions, DHRD/HRDD shall return the proposal to the proponent for revision. If recommended for disapproval, proposal shall be returned to proponent for further study. Division review should be completed within five (5) working days upon endorsement of DHRD/HRDD.
- 6.2.5 Upon recommendation of approval by concerned directorate/office/division, proponent shall revise the proposal and return the same to DHRD/HRDD within three (3) working days for endorsement.



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6.2.6 DHRD/HRDD should complete the entire evaluation and consolidation process within fifteen (15) working days from initial submission of the proponent/s.

6.3 APPROVAL

6.3.1 DHRD shall evaluate all submitted proposals. It shall ensure that the proposal conforms to the approved template. Furthermore, DHRD shall ensure that proposal is not a redundancy of an existing approved intervention.

6.3.2 In case of duplicating or redundant interventions, DHRD shall endorse the same to concerned directorate/office, NHQ for assessment and possible consolidation/harmonization. Reviewed proposals shall be returned to DHRD for endorsement to the Chief, BJMP.

6.3.3 DHRD shall forward the intervention to the Chief, BJMP for approval. If approved, the intervention shall be entered in the list of BJMP Learning and Development Interventions. The final and approved version of the intervention shall be published at the official DHRD website for reference.

6.4 PROGRAMMING OF INTERVENTIONS

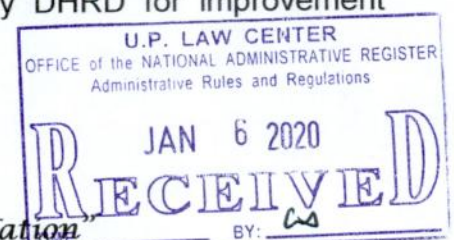
6.4.1 Units may program interventions listed in the BJMP Learning and Development Interventions in their annual Operations Plan and Budget (OPB).


6.4.2 DHRD shall monitor proposed learning and development interventions of regions to ensure that official interventions are prioritized over unofficial or unprogrammed interventions.

6.5 INTERVENTION EVALUATION AND APPRAISAL

6.5.1 Interventions shall be evaluated using DHRD evaluation forms. Annual overall average rating and Training Impact Evaluation (TIE) Report on interventions shall form part of the training appraisal.

6.5.2 Interventions that score an overall average of 3 – 3.4 or Needs Improvement (NI) shall be reviewed by DHRD for improvement and/or corrective actions.



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6.5.3 Three (3) NI rating on a specific aspect of the intervention shall cause the modification of said intervention. Three (3) overall NI training evaluation or TIE rating of an intervention shall cause its removal from the list of BJMP Learning and Development Interventions, provided that said intervention has been implemented at least twice and has been subject to two (2) Training Impact Evaluation procedures.

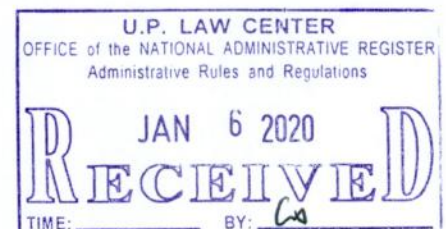
For purposes of identification, the following shall be the descriptive interpretation of evaluation ratings, to wit:


RATING	INTERPRETATION
5	Outstanding
4 – 4.9	Very Satisfactory
3.5 – 3.9	Satisfactory
3 – 3.4	Needs Improvement
2.9 and below	Poor

6.6 INTERVENTION MODIFICATION OR REMOVAL

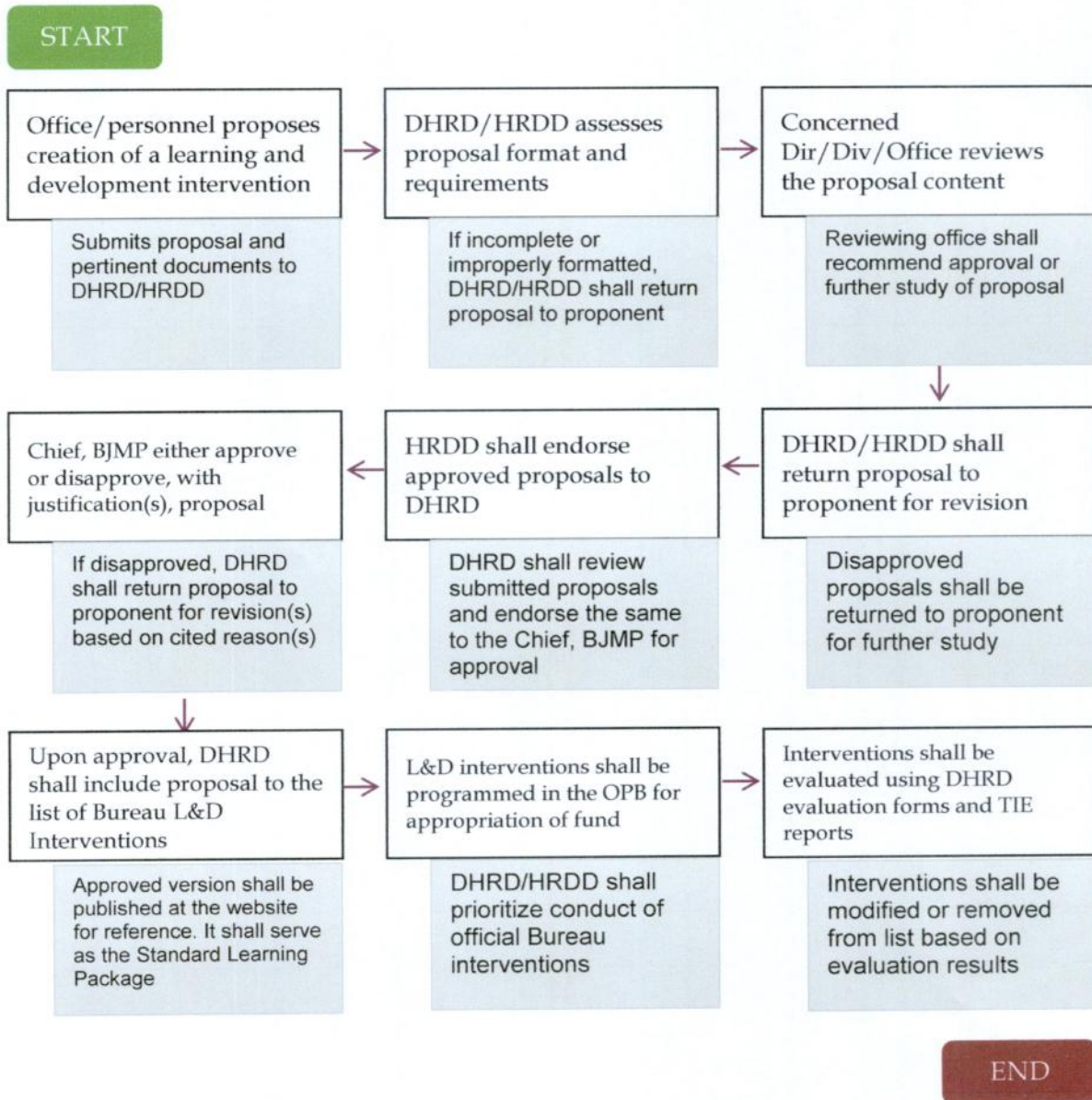
6.6.1 DHRD shall endorse modification or removal of interventions to the National HRDC for review and formal recommendation to the Chief, BJMP. If approved, DHRD shall immediately implement action by modifying or removing the intervention from the list of BJMP Learning and Development Interventions.

6.6.2 DHRD shall inform all HRDD of the modification or removal of an intervention for their information. Regions shall immediately implement any modifications on an intervention while interventions removed from the list of BJMP Learning and Development Interventions, if programmed, shall no longer be conducted to avoid inefficient use of training funds.



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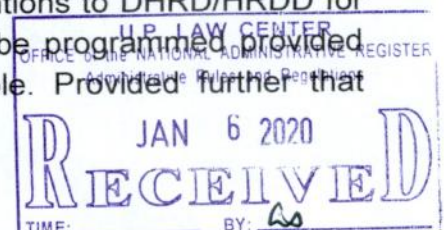
7.0 PROCESS FLOW




8.0 TRANSITORY PROVISIONS

8.1 During the first year of implementation, interventions regularly conducted by Bureau offices and units and those yet to be conducted must be patterned in accordance with the template provided and submitted to DHRD/HRDD for approval.

8.2 Offices must submit an AAR on conducted interventions to DHRD/HRDD for monitoring purposes. Unofficial interventions may be programmed provided that no equivalent Bureau intervention is available. Provided further that



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necessary documentations, as stated in this policy, are submitted to DHRD/HRDD prior to its conduct or implementation.

9.0 MONITORING CLAUSE

DHRD and its regional counterparts shall monitor the implementation of this policy as well as evaluate the forms and documents used herein. DHRD shall maintain all records and documents pertinent to the process of this policy.

10.0 REPEALING CLAUSE

All BJMP issuances/directives that are inconsistent with the provisions of this policy are hereby repealed and/or modified accordingly.

11.0 SEPARABILITY CLAUSE

If, for any reason, any part or provision of this policy is declared invalid or unconstitutional, any part or provision not affected thereby shall remain in full force and effect.

12.0 EFFECTIVITY CLAUSE

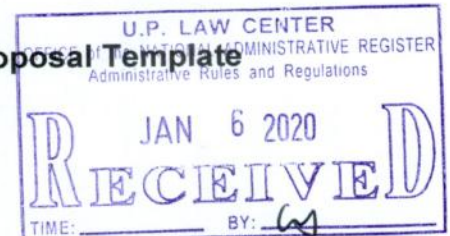
This Memorandum Circular (MC) shall take effect fifteen (15) days from filing thereof at the Office of the National Administrative Register (ONAR), University of the Philippines Law Center (UPLC) in accordance with Sections 3 and 4, Chapter II, Book VII of Executive Order No. 292, otherwise known as the "Administrative Code of 1987."





Approved and signed this _____ day of _____ 2019 at BJMP National Headquarters, 144 Mindanao Avenue, Quezon City.


13.0 ANNEX

Annex A Learning and Development Intervention Proposal Template

Annex B Instructor Guide Template



Prepared By:  JINSP JULIE ANNE L. AGUILAR OIC, Admin Division, DHRD  JSSUPT BRENDAN O. FULGENCIO Director, DHRD	Reviewed By:  DENNIS U. ROCAMORA, CESE Jail Chief Superintendent Deputy Chief for Operations of the Jail Bureau/ Quality Management Representative	Approved By:  ALLAN S. IRAL, CESE Jail Director Chief, BJMP
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Annex A. Learning and Development Intervention Proposal Template

LEARNING AND DEVELOPMENT INTERVENTION

A Proposal for the Conduct of

L and D intervention title

by
Proponent/Office(s)

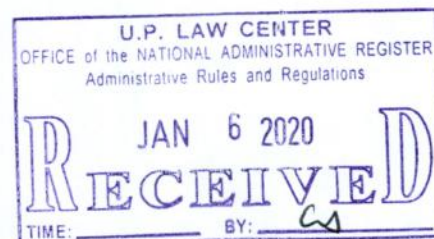
Notes:


Proposal must be properly filed with folder and tabbing.

If there is more than two (2) proponent/office, only indicate the main proponent followed by et al. Approval date shall be affixed by DHRD.

*Notes are not included in the document but are mere guides for the drafter; remove notes prior to printing.

Version _____
[Approved date]



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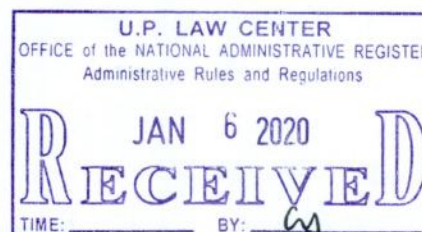
Introduction


Notes:

Introduction contains the overview on the reasons or bases in proposing the intervention and objectives to be attained. Include opening, body, and closing paragraph in this part.

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Introduction	2
Section I. Learning Objectives	4
Section II. Topics, Order, and Duration	5
Section III. Instructional Strategies, Activities and Materials.....	6
Section IV. Program of Instruction	7
Section V. Instructors Guide	8
Section VI. Specific Instructions	9
Section VII. Budgetary and Logistical Requirements	10
Section VIII. Annexes	11



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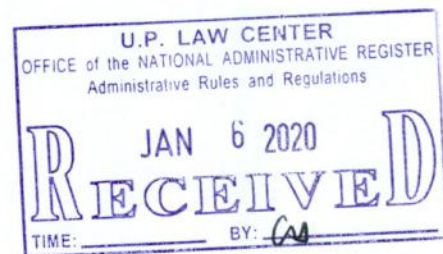
Section I. Learning Objectives


Notes:

Learning objectives are the goals that the activity aims to achieve. It must be relevant and related to an office position/designation and/or formal office function of personnel. The objectives must be interrelated and within a single general subject matter (eg. *communications, logistics, intelligence, etc.*). Consider the following in determining the objectives of the activity:

- a. Bureau issue(s)/problem(s)/concern(s) needed to be addressed;
- b. Innovation(s)/change(s) to be introduced;
- c. Participants of the activity and their position and functions; and
- d. Specific knowledge, skills, experience and/or attitude to be developed.

1. _____
2. _____
3. _____



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Section II. Topics, Order, and Duration

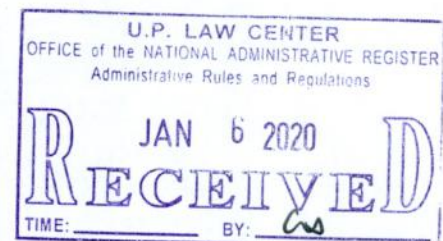
Notes:


This Section indicates the particular topics that will cover all the identified learning objectives in Section I. A topic may cover various objectives and vice-versa. Topics are arranged in the order of delivery (from introductory topics to main topics). Topics may also be divided into sub-topics depending on its complexity or length.

Duration of each topic and/or sub-topic shall be indicated in **hours**. Time should be sufficient to cover all topics and activities to attain objective(s).

Furthermore, indicate **specific** position(s) and/or function(s) the topic is applicable to (eg. administration div/sec/unit, escorts PDLs from and to hospital/court for hearing/other places covered by court order.) All topic must be relevant to any position and/or designation within the Bureau.

(TITLE)			
OBJECTIVE(s)	TOPIC(s)	DURATION	POSITION/FUNCTION(s)
Objective 1	Topic(s) Sub-topic(s)	Hours	Any official position and/or Any official function of personnel
Objective 2			



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Section III. Instructional Strategies, Activities and Materials

Notes:

Based on the listed topics and sub-topics, indicate the instructional strategies and activities that will be used in its delivery as well as the materials needed or references.

Sample learning strategies and activities are:
-cases, readings, interactive discussions, simulations, debates, homework problems, essays, research, reflection papers, hands-on demonstrations, guest speakers, lecture, discussion board, presentations, think-pair-share.

A variety of learning activities and instructional strategies are needed to communicate the basic concepts and develop higher order thinking from participants.

Materials are the references that support the topic contents. List the specific books, articles, videos, etc. to be used for the topic; multiple reference materials may support each topic. Provide a separate list of all materials included as annex.

The evaluation/assessment method is the means of grading the activity and output to measure whether desired objectives/outcomes were attained (eg. quiz, exam, practical exercise, report paper, etc.) SME/instructor shall determine Rubric/grading system for strategy implemented.


(TITLE)			
TOPIC	STRATEGY	MATERIALS	EVALUATION
Topic 1 Specific Objectives	Strategies	Materials	Evaluation/ assessment method
Topic 2 Specific Objectives			
Sub-topic a Specific Objectives			

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Administrative Rules and Regulations

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JAN 6 2020

TIME: _____ BY: _____

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Section IV. Program of Instruction

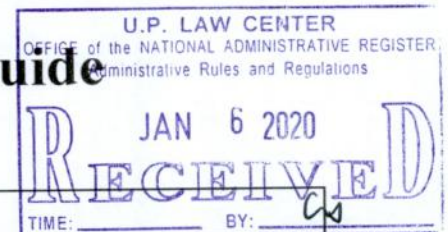
Notes:

Align all the information provided from Section I-III and present in table form. POI shall include either specific name of subject matter expert(s) and/or learning service provider(s). If external LSP is recommended, a valid MOA/MOU with said LSP should be included. The qualifications and/or requisites for the L&D intervention should be indicated in this part. Also, the total duration of the L&D intervention, based on the individual topics identified, should be indicated.

**Fully accomplished POI should be comprehensive and complete.*


(TITLE)- Program of Instruction					
<i>Qualification(s) and/or disqualification(s) of participants: (target participants) eg. must be assigned at any intelligence position; rank requirement; age; etc.</i>					
<i>Requisite(s): e.g. must have undergone any basic intelligence course offered by a duly accredited learning institution; must possess the following...(knowledge, skills, attitude, exp.)</i>					
<i>Total Duration: (Hours-Days) eg. 240 hours – 30 days</i>					
<i>*information indicated in this table should be comprehensive and detailed to ensure the effective and efficient conduct of the activity</i>					
SCHEDULE	TOPIC	STRATEGY	MATERIALS	EVALUATION	SME/LSP
Day 1 eg. 8:00-10:00 am 10:00-12:00 am	Topic 1 Topic 2	<i>as indicated in Section II and Section III</i>			(for external LSP, indicate if with MOA/MOU)
Day 2					
Day 3					

Section V. Instructors Guide



Notes:

This section shall serve as a guide to the SME on how to deliver the course in accordance with the Program of Instruction indicated above. The guide shall include the use of strategy, materials, and evaluation methods to ensure the uniform conduct of the intervention.

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Section VI. Specific Instructions

Notes:

This section indicates the instructions/procedures involved in the conduct of the L&D intervention with the following sub-sections:

- A. Selection;
- B. Rules and Regulations;
- C. Termination from Training;
- D. Grading and Awards; and
- E. Organizational Structure of Training Staff (if necessary).

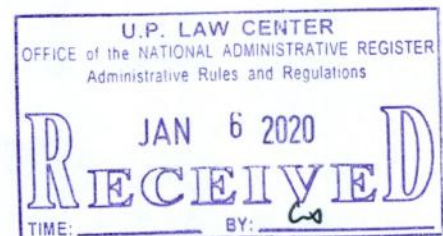
Selection and qualifying exam/procedure, if necessary, for the activity must be consistent with the qualifications, requisites, and objectives stated in the previous sections. It also includes documents that participants need to submit for the activity.


Rules and regulations to be observed throughout the duration of the activity must be specific and clear. Personnel authorized to enforce such regulations must also be indicated. If necessary, organizational structure of the training staff indicating therein the position, function, and qualification must be included.

Procedure and grounds for the termination from training of participants must be clearly stated.

Grading system of the L&D intervention shall be based on the activities and evaluation methods indicated in the POI. Other criteria included herein must be evidenced-based and objective, indicating how such criteria will be measured/computed.

**This section is optional. The entire section may be removed if it is not applicable.*



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Section VII. Budgetary and Logistical Requirements

Notes:

This section shall indicate all the necessary funds and materials for the L&D intervention. Price quotation must be current and supported by historical data and/or other valid sources.

Item indicates the object being quoted or priced. It should be specific and cover only one (1) object.

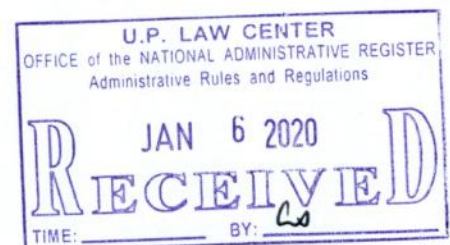
Specification indicates features of the item that are needed in relation to its purpose during the activity. It is a guide in procuring the item or in disbursing the amount.


Price is the amount per unit of the item. Unit is the quantity of item needed.

Total is computed as **PRICE X UNIT**.

**Items not included in this section shall not be appropriated budget. Do not leave any field blank, indicate N/A if necessary.*

Learning and Development Intervention (TITLE)				
ITEM	SPECIFICATION	PRICE	UNIT	TOTAL
1. e.g. Laptop	<i>(if applicable)</i>	P 30,000.00	2	P 60,000
2.				
3.				
OVERALL TOTAL				



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Section VIII. Annexes

Notes:

All references and documents supporting the proposal must be included in this section. Be guided by the following sub-sections:

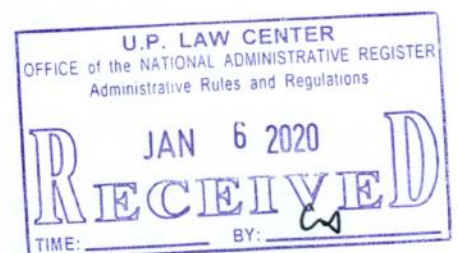
- A. Reference materials/justifications for learning objectives (report, incident, TNA findings);
- B. Conceptual framework of L&D intervention
- C. Reference materials of topics (all topics must be supported by appropriate references);
- D. Reference materials of learning strategies (origin, conduct and effect/impact);
- E. Reference materials of evaluation methods employed per learning strategy (origin, rubric/grading system, procedure, and significance of results);
- F. Résumé/PDS/CV of all SME; Profile of LSP with valid MOA/MOU, if applicable; and
- G. Reference of quotation for the budgetary and logistical requirements.


**Tab annexes and cross-reference with pertinent section for easy identification and reference of DHRD and HRDC.*

Technical Working Group for the Proposal of (L&D intervention):

(sgd)
Name
Rank
Position

(sgd)
Name
Rank
Position



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Annex B. Instructor Guide Template

Using the instructor-led training (ILT) Instructor Guide Template

This template provides the format and lists the required information for an instructor-led training. Use the template as a starting point for developing your guide.

- Replace all text in RED with the information indicated or delete if not applicable. Edit black text to conform to agency needs.
- Change text color to black after making modifications.
- Update the Table of Contents.
- Reformat as needed, especially the font (Arial 12 pt. for body text).
- Delete all template instructions.

Note that not all courses have pre-assignments and/or end-of-course exams, and not all courses offer Continuing Education Units (CEUs). Be sure to remove any information that does not apply to your course.

Using "Send to Word" for formatting Instructor Guide Notes Pages

A recommended format for creating the instructor guide notes pages is to use Microsoft PowerPoint's "Send to Word" notes page feature. This feature allows you to create a thumbnail of the presentation slide with space below to record the instructor notes.

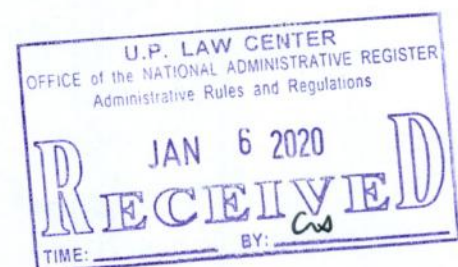
The process will vary depending on which version of PowerPoint you are using (Office 2003 or 2007).

Note: Delete notes after completing your instructor guide.

INSTRUCTOR GUIDE

To

Learning and Development Intervention Title




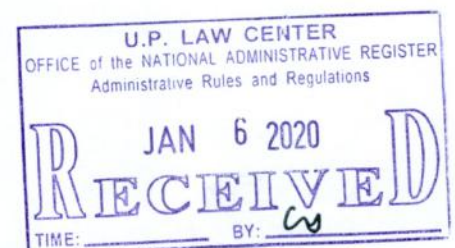

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Overview

Introduction

The [Course Title] provides participants (insert information about content of course).

Course Overview

This section includes a brief description of the course and how it is organized.

Course Organization

Lesson #	Lesson Title & Description
1	Title
2	Title
3	Title
4	Title
5	Title

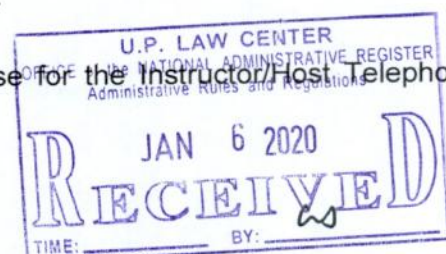
Course Coordination


(sample text only)

The host agency, contractor for this course, course instructors, and host agency will work together to coordinate the delivery of this course. The contractor will then contact the host agency to discuss possible dates for the course and any other pertinent factors. Once a list of potential dates is compiled, the contractor will check on the availability of the instructors. The contractor will confirm the delivery date with the host agency, Course Scheduler, and instructors.

The Course Scheduler will then submit the proposed course schedule with the agreed date to the NHI Training Program Manager for approval. Once the Training Program Manager approves the request, the course session is formally scheduled for the agreed dates and training site. This also will authorize the contractor to conduct the course. A confirmation is communicated to the instructors. The contractor will communicate with the host agency to:

- Confirm times of instruction.
- Obtain directions to training facility.
- Discuss host agency requirements (see Section VI).
- Obtain lodging recommendations for the instructors.
- Check the course material.
- Obtain contact information that instructors may use for the Instructor/Host Telephone Interview.



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The contractor will fax the Class Registration Form to NHI within five days after the course, and mail the original Class Registration Form, course evaluations, and student registration forms to the NHI Training Program Manager. The contractor usually will send a thank you note to the State DOT Coordinator. The NHI Training Program Coordinator will send copies of the evaluation forms to the State DOT Coordinator.

Target Audience

Identify the target audience and their characteristics. If there is a primary and secondary audience, compare their similarities and differences. Always include:

- Education
- Experience, both on the job and in life
- Drivers and barriers that may influence success

Also consider things such as:

- Length of service with the organization
- Status in organization

Course Goal and Outcomes

Course Goal

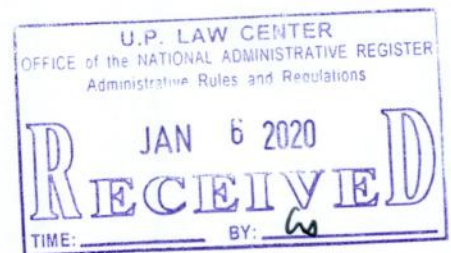
Identify the overall purpose of the course and key points covered.

Course Outcomes

This section identifies what the participants should be able to do as a result of training and must make a connection with the tasks they will be able to do on the job.

After completing this course, participants will be able to:

- Course outcome 1
- Course outcome 2
- Course outcome 3




Class Size

The maximum class size permitted by NHI is 30 people; however, the smaller the class sizes the better with a minimum of 20. NHI will ship 30 copies of the Reference Manual, Participant Workbook and the Administrative Package to the State DOT Training Coordinator to the address shown on the Course Request form (1530). **The Participant Workbook and Reference Manual** should be placed at each participant's seat by the State DOT Training Coordinator prior to the beginning of the first day of class. A writing pad and pen also should be provided for each participant. NHI will provide a registration form, tent cards for participants' name, course evaluation forms, student registration forms and course certificates. The State coordinator must notify the NHI Course Scheduler concerning any changes to the number of manuals or to the shipping address.

Facilitator Responsibilities

The requirements below should be carried out by the agency that requests the course session and are as follows:

"Changing Lives, Building a Safer Nation"

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Audiovisual Equipment Requirements

Visual aids for this course consist of PowerPoint slides, video clips, and crash diagrams. The following audiovisual equipment is necessary for delivery of this course:

- LCD projector compatible with a notebook computer and cables for proper connection (e.g., InFocus or similar make)
- Spare projector bulb
- Electronic remote device to advance slides in PowerPoint presentation, if available
- Projection screen (at least 6' x 6')
- Pointer (preferably laser type)
- Twenty-foot or longer extension cord
- Whiteboard with dry erase pens and eraser, if available
- Flip chart with markers
- Large black markers for participant tent cards (at least one for every two participants should be placed at their workspace)

All equipment should be placed in the room for the instructors to check at least one hour prior to the first day of the course. The host State should provide technical assistance during this time and contact information for technical assistance during the presentation of the course.

Room Requirements

The room should be large enough to accommodate workspace and chairs for up to 30 participants and 2 instructors plus the aforementioned equipment—a large conference room or classroom.

Instructors should be able to arrange the classroom as they deem most appropriate given the exact number of participants. (The ideal arrangement allows participants to interact with the instructors and each other; e.g., a U- or V-shape arrangement, clusters of work areas, etc. Avoid "lecture hall" type of arrangements.) All participants should be able to see the screen and instructors; however, participants and instructors should be able to move about the room without obstruction.

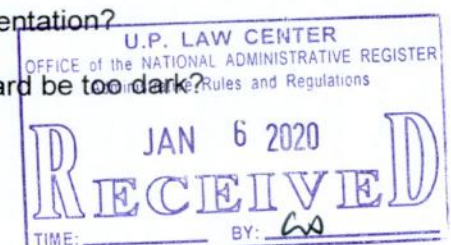
A preparation table and presentation table should be provided for the instructors. The room should be in a quiet area and have a lighting system that permits convenient dimming of the lights, especially where the screen is located.


Other considerations for the training room:

- Heat or air conditioning-find out if the instructor can control these
- Adequate shape and size. No poles or obstructions
- Special arrangements for demonstrations, labs and experiments
- Seating arrangements
- Away from kitchen, construction area or other noise distractions
- Electrical outlets
- Lighting controls – Almost every training course uses visual aids that require a projection screen. It is important to have a room where lighting can be controlled to prevent glare on the screen while not placing the room in total darkness.

Since a PowerPoint presentation will be used during instruction, make sure to consider the following room accommodations:

- Will shades completely darken all windows?
- Can the lights be selectively dimmed when showing the presentation?
- Will overhead lights shine directly on the screen?
- Can a bulb be removed above the screen or will the whiteboard be too dark?



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Participants and Instructors

- If needed, reserve a block of hotel/motel rooms for the course participants and instructors. Some hotels will provide a free meeting room if a minimum number of participants stay at the hotel.
- Participants and instructors should be:
 - Informed of course starting and ending times
 - Advised on hotel accommodations and room rates, check out times
 - Furnished with maps
 - Advised on parking arrangements
- Thirty-five dice must be available to the instructor for use during the first day of instruction. They are used in several activities in Lesson 2 on Day 1.
- Participants should also be instructed to bring a scientific calculator for use in the course.

Final Arrangements

Two (2) weeks before the course:

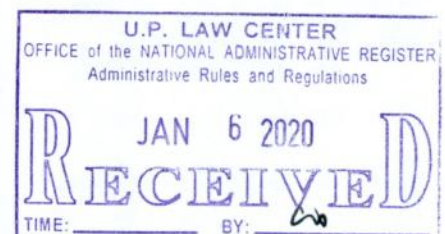
- Make sure an approved copy of COURSE REQUEST AND CONFIRMATION (Form FHWA 1530) has been received. If not, call NHI Course Scheduler at (703) 235-0528.
- Check that all training materials have arrived:
 - Participant Workbooks and Reference Manuals
 - Tent cards (large felt tip markers will be needed)
 - Evaluation forms
 - Class roster form
 - Student registration form
 - Certificates
- Reconfirm the training facilities.
- Discuss the seating arrangements and who will set-up the room.
- Discuss what time the room is unlocked/locked.
- Check to make sure a technician is available in case there are problems setting up the room or if something goes wrong during the course.


One (1) week before the course:

- Prepare directional signs to classroom.
- Email to contractor and instructors the list of participant names (needed for Lesson 2 on Day 1 to be entered into an Excel Spreadsheet by instructor prior to course start date).
- No smoking in the classroom. Signs should be posted or written on the whiteboard.
- Identify smoking areas.
- Determine if snacks are available.
- Identify where telephones are – both for participants to make outgoing calls and to receive incoming messages.
- Distribute a list of places for lunch, along with a map.
- Decide who will welcome the participants and introduce the instructors.
- Special check out arrangements may be made to coincide with the course completion time.
- Determine who will prepare the certificates of training and who will pass them out at the end of the course.

One (1) day before the course:

- Set-up the classroom.
- Organize the participant materials.
- Post directional signs.
- Test all equipment.



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During the course:

- Let the instructor know whom to contact if he/she needs assistance.
- Provide a copy of the class roster to all course participants.
- Prepare certificates of training. The time needed to prepare them may be reduced and the appearance improved by using a computer with a graphics program and a laser printer.
- Check with the instructor at least once a day to resolve any problems.

After the course:

- Make certain the instructor has the class roster, course evaluation forms, and student registration forms. The instructor is responsible for sending these items to NHI.

Student Requirements

In addition to the Reference Manual and Participant Workbook, the State DOT should provide notepads and pens, or instruct participants to bring notepads and pens with them. In order to support some of the course activities, the State DOT should provide a minimum of six scientific calculators. Ideally, each student should have his/her own individual scientific calculator.

Course Agenda

Time	Lesson Title/Description

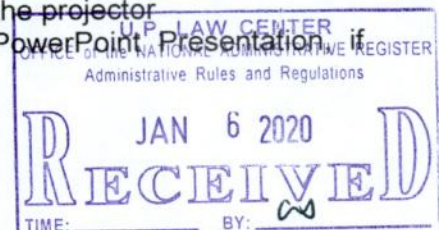
(Breaks may vary from site to site according to local guidelines or class preference. The breaks listed here are not mandatory.)


Instructor: Presentation Requirements

Before the Training Event Preparation List

Confirm the training dates, location, and number of participants. (Thirty is the maximum number of participants.)

1. Ensure you have the following materials:
 - Instructor Guide, one copy for each instructor
 - PowerPoint Presentation appropriate to the location of the course
 - Participant Workbook
 - Attendance Sign-in Sheets
 - A computer loaded with Windows® 2003 and PowerPoint 2003
 - An LCD projector compatible with the instructor's notebook computer (e.g., InFocus or similar make), if the host agency cannot provide one.
 - Cables necessary to connect projector to computer, if the host agency cannot provide the projector
 - Spare projector bulb, if the host agency cannot provide the projector
 - Electronic remote device to advance slides in the PowerPoint Presentation if available
 - Learning Assessment
 - Course Evaluation

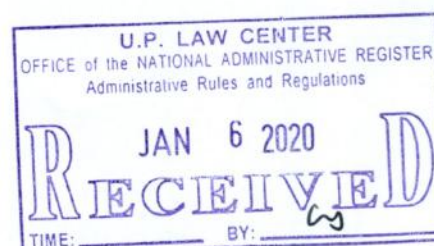



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2. Read and study the Instructor Guide, PowerPoint presentation, and any State or local documentation pertaining to the local environment. If using case studies, review ahead of time and select the most appropriate cases studies for your audience. Familiarize yourself with the Participant Workbook. Collaborate with local host/coordinator to determine who will print the following (available on website):
 - Certification of completion for each participant.
 - FHWA Evaluation form.
3. Arrange for equipment and supplies from the host agency. Ensure that you have the following:
 - LCD projector compatible with a notebook computer (e.g., InFocus or similar make), if possible
 - Cables necessary to connect projector to computer, if possible
 - Spare projector bulb, if possible
 - Electronic remote device to advance slides in PowerPoint presentation, if available
 - Projection screen
 - Power strip
 - Twenty-foot or longer extension cord
 - Whiteboard with dry erase pens and eraser
 - Flip charts (at least four)
 - Large markers, assorted colors (at least seven sets)
 - Large black markers for participant name tags (at least one for every two participants)
 - Masking tape (at least two rolls)
4. Prepare the agenda (below) on a flip chart page. (Cover the agenda with the flip chart pad's cover or a blank flip chart page, and leave it covered until you review it during the training event, then post it on the wall so it is visible during the entire event.)

A G E N D A	Course Introduction Lesson 1: Lesson 2: Lesson 3: Lesson 4: Wrap-up / Q & A Course Review and Assessment (Breaks as appropriate)
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5. Prepare the following ground rules on a flip chart page. (Cover the ground rules with the flip chart pad's cover or a blank flip chart page, and leave it covered until you review it during the training event. Then post it on the wall so it is visible during the entire event.) If time permits, solicit the ground rules from the participants and write them in class.



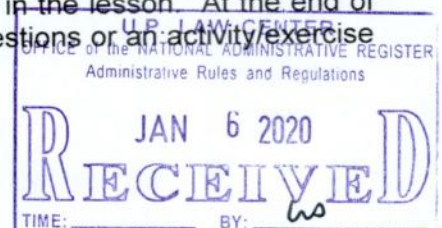
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G R O U N D	<ul style="list-style-type: none"> ● Participate. ● Be on time. ● Stay on task. ● Share responsibility for training. ● Listen when others talk. ● Respect the opinions and attitudes of others. ● Turn off cell phones and pagers. ● Use flip chart parking lot.
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6. Ensure the room is set-up properly (i.e., tables and chairs are arranged to maximize interaction, projectors do not block participants' lines of sight, flip charts are convenient to you and visible to participants, etc.).
7. Test the equipment.
8. Arrange materials so they are convenient for you and the participants. On the first day, ensure each participant's place has:
 - One copy of the Participant Workbook.
 - One name tag and one name tent.
 - One pen and pad (unless participants have been instructed to bring their own).
 - One black marker for every two participants (so they can write their names on their name tags and name tents).

During the Training Event

1. Arrive early. Give yourself plenty of time to get organized.
2. Circulate the Attendance Sign-in Sheet each day and after lunch each day. Be sure all participants sign-in.
3. Start on time and stay on track. Always start on time, even if only one participant is in the room. Keep exercises within their time limits. End discussions when they cease to be productive. Lead participants away from digressions and tangents and back to the lesson.
4. Be available during breaks, after class, and during site visits for questions.
5. Mentor participants during the activities. Walk among groups in class and on-site as they work on their activities, and answer questions and offer guidance as appropriate. Ensure participants are on track as they work. Give constructive feedback during the presentations and discussions.
6. Review Questions: Review the content of each lesson throughout the course to reinforce the learning outcomes for that lesson and to connect to upcoming material. As a general rule, review or discussion questions should be asked every 6-8 slides. Avoid YES or NO questions and try to use open-ended questions to draw participants into the material. Sample review questions are available in the Instructor's guide; however, you can also develop additional questions, as appropriate. Make sure all questions directly relate to and support the learning outcomes.
7. Lesson Outcomes: At the beginning of each lesson, review that lesson's outcomes. Make sure participants are fully aware of the topics to be addressed in the lesson. At the end of each lesson, review the outcomes once again using review questions or an activity/exercise to ensure the outcomes were met.



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After the Training Event

Have participants complete Learning Assessments and Course Evaluations. Collect the assessments and evaluations so that you can send them to NHI.

Lesson Plans

Slide 1 (PowerPoint presentation) **sample only*

Lesson 1

Introduction of Course and Participants

1-1

Key Message:
Background Information:
Interactivity:
Notes:

