# Directions

Please complete the Planning and Analysis Form and submit it electronically to your National Training and Education Division (NTED) Training Partners Program (TPP) Program Manager (TPP PM) for review and approval. Additional information is available to assist you with completing this form in the Confirm, Planning, and Analysis phases of the Responder Training Development Center (RTDC). You may want to refer to your time/task plan from your grant, utilize the Review Timeframes and Procedures document and CORE (Confirm, Organize, Review, and Enable) Checklist in the RTDC Library as references to complete the Planning section of this form.

# Planning

## Project Scope

Determining the scope of an instructional development project involves identifying the project objectives and the work that must be performed to complete a project. The purpose of determining the scope is to clearly define deliverables or end products of a project, as well as to focus the project team’s goals.

Note: The Course Development Roadmap may help to develop the project scope.

| Course Scope Info Requested | Provide Information Here |
| --- | --- |
| Project Objectives | [List the project objectives.] |
| Deliverables | [Enter a brief statement for each deliverable.] |
| Milestones | [Enter a brief statement for each major segment of work to be completed throughout the project. The following are some milestones to consider:   * TPP Approval of Needs Assessment Form * TPP Approval of Planning & Analysis Form * TPP Approval of Course Design Document * TPP Approval of Course Prototype * TPP Approval of Draft Course Materials * Pilots Completed * TPP Approval of Post-Pilot Revisions * ISD and 508 Compliance Approval * Final TPP TD Course Approval * Course Added to Course Catalog |
| Technical Requirements | [Enter the capability or capacity required to successfully operate a technical product.] |
| Limitations | [Enter a brief overview of the work that will not be included in the project.] |
| Review Cycles | [Provide a brief description of the expected review cycles that ensure expectations for each project milestone are being met.] |

## Resources

Determining the type and quality of resources required to analyze, design, develop, implement, and support instruction is a vital step in all instructional development projects. Early identification of resources helps to ensure that resources are available when needed. To plan the project accurately, resources should be identified early.

| Resources (People, Facilities, Materials, Equipment) Needed for Each Phase | Provide Information Here |
| --- | --- |
| Analysis | [Enter a brief overview of required resources for the Analysis phase.] |
| Design | [Enter a brief overview of required resources for the Design phase.] |
| Development | [Enter a brief overview of required resources for the Development phase.] |
| Implementation | [Enter a brief overview of required resources for the Implementation phase.] |
| Evaluation | [Enter a brief overview of required resources for the Evaluation phase.] |
| Support Instruction | [Enter a brief overview of required resources to support the continuous delivery of instruction.] |

## Project Schedule

A project schedule details the start and end dates, the sequence, and the duration of each task in a project. A successful project schedule requires understanding the relationship between and set priorities for schedule, scope, and budget. Please use this template to complete your project schedule. Duplicate rows as necessary.

| Tasks | Dates/Time | Responsibility | Duration |
| --- | --- | --- | --- |
| 1.0 Determine Project Scope | [Enter date by which all subtasks must be competed (e.g., 2/8)] | [Enter the person or organization that is responsible for the task (e.g., Developer)] | [Enter the amount of time required to complete entire task (e.g., 4 days)] |
| 1.1 Kick off Meeting | [Enter date/time (e.g., 2/5 (8:30)\*\*)] | [Enter the person or organization that is responsible for the sub-task (e.g., Developer)] | [Enter the amount of time required to complete sub-task (e.g., 1 day)] |
| 1.2 Establish Objectives | [Enter date/time (e.g., 2/6 -2/7)] | [Enter the person or organization that is responsible for the sub-task (e.g., Developer)] | [Enter the amount of time required to complete sub-task (e.g., 2 days)] |
| 1.3 Determine Deliverables | [Enter date/time (e.g., 2/8)] | [Enter the person or organization that is responsible for the sub-task (e.g., Developer)] | [Enter the amount of time required to complete entire task (e.g., 1 day)] |
| 2.0 |  |  |  |
| 2.1 |  |  |  |
| 2.2 |  |  |  |
| 3.0 |  |  |  |
| 3.1 |  |  |  |
| 3.2 |  |  |  |

Italics: Summary Tasks

Boldface: Milestones

Indented: Sub-tasks

\*\* Indicates Milestone Dates

## Budget

Determining the amount of money you have, the allocation of money, and time constraints is critical to the success of course development.

| Budget Info Requested | Provide Information Here |
| --- | --- |
| Total Budget | [Enter the figures for the project's total budget.] |
| Time Constraints | [Enter a brief description of the time constraints that are associated with the budget.] |
| Allocation Money | [Enter a brief overview of how you plan to allocate money for the project.] |
| Funding Requirements | [Enter a brief overview of the funding requirements to obtain the equipment, facilities, and personnel needed to develop and operate the instruction.] |
| Reoccurring Costs | [Enter a brief description of the recurring costs associated with the instruction.] |

# Analysis

Note: Not all analyses are required. If a particular analysis section is not applicable to your project, please explain why in the comment area provided at the end of each analysis section.

## Learner/Environmental Analysis

The Learner/Environmental Analysis focuses on the characteristics of the target audience (learners), the contexts in which instruction will be delivered, and context in which the skills will eventually be used.

| Learner/Environmental Info Requested | Provide Information Here |
| --- | --- |
| Who are the learners? | [Enter a brief description of the target population.] |
| How large is the target population? | [Delete all of the following that do not apply.]  Small (under 500)  Medium (500 – 1,000)  Large (over 1,000)  Unknown |
| Where do they learn? | [Enter a brief description of where the learners typically learn (e.g., classroom training, On-the-Job Training, WBT).] |
| Are learners in the same geographic area or dispersed across the country? | [Enter a statement describing where the learners are located.] |
| What is the current knowledge learners have of the proposed training material? | [Delete all of the following that do not apply.]  Low (little or no knowledge/proficiency related to the subject)  Medium (some knowledge/proficiency related to the subject)  High (thorough knowledge/proficiency related to the subject)  Unknown |
| Are the learners comfortable with technology? | [Enter a brief description of the learners' comfort level with technology.] |
| Are the learners open to learning new things? | [Enter a statement describing how open learners are to new things.] |
| What are the average learners’ formal education levels? | [Delete all of the following that do not apply.]  Secondary education only  Undergraduate course work  Undergraduate degree  Graduate course work  Graduate degree  Professional certification  Other |
| What job training and experience do learners have? | [Enter a brief overview of the learner’s job training and experience.] |
| What are the average learners’ communication skills? | [Delete all of the following that do not apply.]  Low (Reading Grade Level 6-8)  Medium (Reading Grade Level 9-12)  High (Reading Grade Level Above 12)  Unknown |
| What are the average training increments available to learners? | [Delete all of the following that do not apply.]  Minutes per day (30, 60, 90, other)  Several consecutive days  A full week |
| What is the average amount of time learners have access to a PC? | [Delete all of the following that do not apply.]  Minutes per day (30, 60, 90, other)  Several consecutive days  A full week |
| Do learners have access to different technologies and tools? | [Enter a brief description of the access availability to different technologies and tools.] |
| Is a location available in which learners can receive training? | [Enter a brief description of the training facilities (e.g., office, training room, field, home, other, unknown).] |
| What is the noise level of the proposed training environment? | [Delete all of the following that do not apply.]  Low (noise level maintained at a minimum)  Medium (intermittent distractions)  High (continuous distractions) |

Comments:

## Job/Task Analysis

Complete this section if applicable and modify the table as necessary. The Job Task Analysis breaks down and organizes the proposed learning material, resulting in a list of measurable objectives describing what learners should know or be able to do upon completion of the course. Please complete the applicable fields and modify table as needed.

| Job Task Analysis Info Requested | Provide Information Here | | | |
| --- | --- | --- | --- | --- |
| Job/Position | [Enter the job or position.] | | | |
| Job Function | [List the job function that will be included in instruction (i.e., the highest level of job breakdown consisting of multiple tasks).] | | | |
| Task(s) | [Enter task for this job function that will be included in instruction. May only have one task.] | [Enter task for this job function that will be included in instruction.] | [Enter task for this job function that will be included in instruction.] | [Enter task for this job function that will be included in instruction.] |
| Sub-Task  Statements | [List the sub-tasks for the above task in statement format.] | [List the sub-tasks for the above task in statement format.] | [List the sub-tasks for the above task in statement format.] | [List the sub-tasks for the above task in statement format.] |

Comments:

## Content Analysis

Complete this section. The Content Analysis specifies course content and organizes all course objectives into a hierarchy that begins establishing a logical and sound course structure and defines the learning taxonomy.

| Content Analysis Info Requested | Provide Information Here |
| --- | --- |
| Course Title | [Enter the course title.] |
| Course Description | [Enter a brief description of the course.] |
| Course Goals | [List the course goals.] |
| Prerequisites(s) | [List any course prerequisites (e.g., training that must be completed prior to course enrollment or skills and knowledge learners must possess before taking training).] |

| Terminal Learning Objectives (TLO) | Enabling Leaning Objectives (ELO) | Module(s) | Lessons |
| --- | --- | --- | --- |
| [Enter one TLO (measurable objective stating what the learner will be able to do by the end of the course).] | [List ELOs that correspond to the TLO – Define the skills, knowledge and attitudes/abilities that learners must master to successfully achieve the TLO.] | [Enter the corresponding modules/lessons (if applicable).] | [Enter the corresponding lessons/topics (if applicable).] |
| [Enter TLO.] | [List ELOs.] | [Enter the corresponding modules/lessons.] | [Enter the corresponding lessons/topics.] |
| [Enter TLO.] | [List ELOs.] | [Enter the corresponding modules/lessons.] | [Enter the corresponding lessons/topics.] |
| [Enter TLO.] | [List ELOs.] | [Enter the corresponding modules/lessons.] | [Enter the corresponding lessons/topics.] |
| [Enter TLO.] | [List ELOs.] | [Enter the corresponding modules/lessons.] | [Enter the corresponding lessons/topics.] |

Comments:

## Delivery/Media Analysis

Complete the Delivery Tool available at: provide link here and provide the results below.

| Delivery Info Requested | Provide Information Here |
| --- | --- |
| Delivery Strategy | [Enter a brief summary of the delivery strategy for the course.] |
| Blended Learning Strategy | [Enter any modules/lessons identified for a blended learning solution.] |

Comments:

## Course Mapping Tool

The purpose of this tool is to provide a systematic and consistent process to map training and education courses to the National Preparedness Goal Core Capabilities, and to better integrate homeland security training and education within the National Preparedness System. By aligning courses to Core Capabilities, FEMA and their whole community partners can more effectively target their programing and investments to better meet the capability-specific requirements of the homeland security enterprise.

Complete the Course Mapping Tool available at: provide link here and provide the results below.

| Course Mapping Tool Output | Provide Information Here |
| --- | --- |
| Course Level | [Enter the course level.] |
| Primary and Secondary Course Capabilities | [Enter a the primary and secondary Core Capabilities.] |

You may find it necessary to adjust the course level and/or re-work some of the TLOs and ELOs based on the output from the Course Mapping Tool.

Comments: