TC3 OPERATIONS GUIDE

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1 INTRODUCTION

TC3 is a technical service program within AASHTO that focuses on developing training products for technical staff in the areas of construction, maintenance, and materials. TC3 offers a library of 120 on-line training modules covering a variety of topics in the three primary disciplines.

As a national resource, TC3 helps states, local government, and industry save money at a critical time of infrastructure investment through course development, web-based trainings, information and resource sharing that is available at substantially reduced cost.

This operations guide provides descriptions and procedures for a variety of business processes conducted by the TC3.

2 COMPETENCY MATRICES

The Competency Matrix Committee helps coordinate the development and use of the TC3 Employee Competency Matrices as resources for developing appropriate training content. TC3 will continue to identify training gaps and areas that are not well supported and work to build trainings for those areas. Additional matrices may be needed as new course discipline areas and new employee classifications are identified.

The TC3 is committed to review the matrices every two years to ensure they remain up to date. This work involves coordinating updates. This review and update will be preformed by volunteer matrix topic teams.

2.1 Reviewing and Updating Matrices

During the matrix review process, particular attention is paid to the following:

- Review subject areas.
- Review discipline.
- Review for old/outdated skills.
- Review for new/current skills.
- Update matrices to address all revisions uncovered during the review.

2.2 Gap Analysis

As part of the matrix review process, the Competency Matrix Committee will analyze the matrices for gaps to determine where additional courses may be needed. The analysis includes:

- Select a matrix.
- Determine gaps where a course may be needed.
- Review TC3 courses to see whether TC3 has a course available to fill the gap.
- If there is not an available TC3 course, determine whether another source has a course available.
- If there is still not a course available, decide whether a new course is necessary and should be recommended for course development.

2.3 Mapping a New Course

The TC3 is committed to map all TC3 courses to the appropriate matrix, subject area, and competency and create interactivity on the TC3 website. Current matrices are posted at http://tc3.transportation.org/training-resources/matricies/. The following processes are used as courses are developed so that each new course is correctly mapped to the TC3 matrices:

- Determine the matrix (matrices).
- Determine the subject area.
- Determine the discipline.
- Determine the competency.
- New courses should now include information from the detailed-level design plan (DDP).

3 COURSE SOLICITATION

On an annual basis, TC3 solicits a number of groups to ask for ideas and suggestions for new courses to add to the curriculum. TC3 also solicits base instructional material to help expedite the course development of new courses.

3.1 Format

The solicitation is currently done through a series of electronic surveys. This format may change as determined by the Curriculum Management Committee. The goal is to allow for the greatest participation while capturing all the necessary information in a simple and user-friendly manner.

3.2 Preferred Timing

The solicitation is an annual process that generally begins in the spring. Course ideas can be submitted anytime, but the preferred timeframe is from April through August. There will be a few reminders during the solicitation timeframe to ensure everyone has the opportunity to provide new course ideas.

3.3 Audience

TC3 sends this request to a number of groups, both inside and outside of AASHTO. Below is a suggested list of groups that should receive the solicitation. Note this is not an exhaustive list. Other groups and organizations may be added, as the Curriculum Management Committee deems appropriate.

- AASHTO Subcommittee on Materials
- AASHTO Subcommittee on Maintenance
- AASHTO Subcommittee on Construction
- National Transportation Training Directors
- North Central Multi-Regional Training and Certification Program (M-TRAC)
- Northeast Transportation Training and Certification Program (NETTCP)
- Mid-Atlantic Quality Assurance Workshop (QAW)
- Western Alliance for Quality Transportation Construction (WAQTC)
- LTAP/TTAP Community

3.4 Review and Prioritization

Responses are collected and reviewed by the Curriculum Management Committee. This committee ranks and prioritizes the submitted responses based on an established scoring process. A prioritized list with recommendations is then submitted to the TC3 Executive Board for consideration and approval. The TC3 Executive Board will then determine how to incorporate into course development contracts.

4 CURRICULUM REVIEW AND DEVELOPMENT

TC3's Curriculum Management Committee also leads a regular curriculum review and oversees the updates to existing courses and the development of new courses.

4.1 Reviews and Updates

It is important to review and update web-based training courses (WBTs) on a regular basis. It is also important to review participant evaluation comments for potential content or functional errors. Tasks that are completed by the team throughout the year are detailed in 4.2 through 4.5.

4.2 Evaluation Reviews

Evaluation reviews provide the team with training evaluation scores that range from 1.0 to 5.0 (1.0 being the lowest and 5.0 the highest). The team reviews evaluations on a quarterly basis to identify potential content or functional errors. The goal for all trainings is to score above a 4.0 for the average. If courses fall below a 4.0 then they are highlighted and discussed at the monthly TC3 meeting. Other reviews include reading the evaluation comments for marketing highlights and possible functional or content errors. The tasks are the following:
- Run evaluation reports.
- Review evaluation scores to verify course score 4.0 or above.
- Review evaluation comments for marketing highlights.
- Review evaluation comments for possible functional problems.
- Submit low score courses for review during the TC3 monthly meeting.
- Submit good comments to the Communications and Marketing Committee.
- Test possible functional or content problems and determine next steps.

4.3 Content Reviews

In order to be sure that the TC3 trainings are accurate and timely, the team has developed a training review cycle. The goal is to review each training and update, as needed every two to three years.

To complete a review, identify subject matter experts (SMEs) for each training and provide the SMEs all the links for the training under review along with the review form in an email. The SMEs have several weeks to complete the review and provide comments or an "approved as is" if there are no changes. The tasks are the following:
- Identify trainings beyond the 24-month shelf life.
- Identify SMEs for each training.
- Send an email with training links and the review form to the SMEs.
- Make updates provided, if any.
- Mark training as "reviewed" for another 24 months.

4.4 Maintaining Development Tools

The following are the development tools that have been created and implemented to assist in the development of the TC3 WBTs. These tools assist in all aspects of development from content to layout and from templates to software settings. The project team is responsible for updating and maintaining these documents as they relate to the TC3 WBT developments.

The following are the development tools used for TC3 WBT production.

4.4.1 Training Development Request Form

This form is designed to assess and inventory potential training development projects to determine the amount of work needed for development. It reviews the status of graphics, video, narrative notes, and knowledge checks. In addition, it reviews 508-compliance issues, additional software requirements, and other training-related production issues.

4.4.2 TC3 Style Guide

This style guide is designed to assist our course developers in preparing materials that are consistent in appearance and use and ensure participants achieve course outcomes, as well as serving as a useful reference tool for them when they return to their job site.

The primary use of this guide is as a reference book to locate basic TC3 style information as needed. A secondary use is to browse the content in order to gain a broad understanding of the TC3 style.

4.4.3 TC3 WBT Standards Guide

This guide focuses on TC3 requirements for design and development of WBT. It provides basic background information regarding this document and its intended use and introduces the basic terms and concepts used in TC3 courseware development. It provides an explanation of the activities and deliverables within each phase of the analysis, development, design, implementation, and evaluation (ADDIE) process.

This document also provides guidance on the instructional quality that TC3 expects for the courseware and defines instructional standards. It provides technical guidance on the functional and development standards that grant a consistent look and feel to TC3 courseware. Lastly, it provides additional information and document templates referenced in this document.

4.4.4 High-Level Design Plan (HDP)

The high-level design plan (HDP) provides a template for the initial WBT design. It contains the basic information regarding the project, and provides the analysis information used to determine the appropriate design, proposing the design of the course based on the findings of the analysis. It also outlines the description of the formative and summative evaluations. Lastly, it provides a summary of the previous sections, any outstanding issues or concerns, and next steps in the design process.

4.4.5 Detailed-Level Design Plan (DDP)

The detailed-level design plan (DDP) provides a template for creating a detailed plan for the WBT. This document presents the information justifying the structure, development, testing, and implementation of a course. The DDP uses the information from the HDP to determine the course structure and learning outcomes. It reviews the course information, such as target audience, course criteria, and course delivery.

It provides the course design details, such as course structure, terminal and enabling learning outcomes, estimated length, instructional strategies, interactivity level, and resources. This document also covers general and course-specific user interface and functionality, including the use of hyperlinks and buttons.

It provides the milestones and procedures that need to be followed in the process of developing the course, the functional testing and implementation procedures, and assessments to determine how well the learning outcomes were met and the needs of the learners were addressed.

4.4.6 TC3 WBT Module Template
This PowerPoint template provides layout, color scheme, and font standards for TC3 WBT modules. This template is used for all TC3 WBT development projects. This template provides a consistent look and feel—providing the participant a similar experience for each TC3 training.

4.5 WBT Training Development
This section discusses the steps and processes involved in the development of each training. The level of work needed for each development will determine the development path for each training. However, each project starts with a Training Development Request form.

Development contractors have been trained in the ADDIE ISD methodology and will follow this approach in executing each training development. The ADDIE model is an industry-standard approach for developing effective WBTs. All courses are developed using Microsoft PowerPoint and Adobe Presenter. Other publishing tools may be used.

4.5.1 Training Development Request Form
To determine the most advantageous candidates for conversion to WBT, the individual or group that submitted the course for development will complete the Training Development Request form. The form is available on the TC3 website on the "Courses" page within the "Training Resources" section (http://tc3.transportation.org/training-resources/courses/). Complete the information under "Request Course Development," and the website will generate the form.

This form is designed to assess and inventory potential trainings to determine the amount of work needed for the project development. This form allows us to make production path decisions for the potential training, and reviews a variety of criteria such as whether a DDP or HDP is needed, a review of electronic files is warranted, a graphics and content inventory needs to be conducted, and other important development information.

Following the review of these initial areas the TC3 course development team will review development recommendations and make next-step decisions.

The development contractor will work with the TC3 team to develop a project timeline. The project timeline will take into account the priority level of each training conversion, SME availability, training length, revision schedules, and other mitigating factors.

4.5.2 HDP Creation (Optional)
If the Training Development Request form identifies that an HDP is needed then it will be developed to communicate the approach for developing the WBT.
- Statement of business need
- Target audience characteristics
- Delivery systems to be used, if blended approach is recommended
- Course goal(s)
- Course learning outcomes (terminal learning objectives)
- Overarching instructional approach (e.g., theme, metaphor)
- Course structure (diagrams of modules, show chunking, and sequence or instruction).
- Use of media (i.e., animation, audio, video), if recommended
- Estimated course duration, by module

As needed, the development contractor will consult with the TC3 team to validate content assumptions during this phase. The project team will have access to additional distance learning experts for advising and consultation on challenging issues throughout the instructional system design (ISD) process.

If source files are used for the project, the contractor will review the source files and advise of any issues or concerns.

4.5.3 High-Level Review Meeting (Optional)

If the HDP is completed, then a high-level review meeting should be conducted. The contractor generally will conduct a design review meeting within 5 business days of approval of the HDP, and will include the TC3 team members who most closely work with the content area and an FHWA SME, if available. A comprehensive meeting agenda supplied in advance will include the proposed training design, recommended interactivity, and delivery details. Upon completion of the meeting, the team will determine whether to conduct follow-up meetings or additional information-gathering discussions.

The team will address any outstanding concerns or questions derived from the design review meeting (and follow-up meetings and discussions, if needed), update the HDP with meeting comments, and submit the updated HDP for final approval.

4.5.4 DDP Proposal (Optional)

If the Training Development Request form identifies that a DDP is needed, then it will be developed to communicate the approach for developing the WBT.

The development contractor will work with the SME to complete a DDP. They will review existing training materials (if any) and any other materials available. The DDP will outline more specific details for the development of the WBT. Detailed design meetings will include FHWA's SME, when available, and the TC3 team will solicit input from other possible team members as needed.

The DDP will convey how the training will be delivered, the learner experience, and how course goals will be achieved. The DDP will include the following:

- Course goal(s)
- Course learning outcomes (terminal learning objectives)
- Module titles
- Module objectives
- Content mapped to each objective (in bulleted or outline format)
- Module exams or other checkpoints
- Revised course duration by module
- Suggested graphical treatment of content
- Suggested use of audio, video, animations, or other multi-media
- Suggested related learning approaches
- Description of other independent learning activities that may accompany the course content
- Description of any prework and homework assignments
- Course duration, by module (revised estimate)
- Modified DDP based upon feedback
- Finalized DDP submission

Upon completion of the detailed design meetings, team members will address any outstanding concerns or questions derived from those meetings, conduct follow-up meetings or other information-gathering discussions, update the DDP with meeting comments, and submit the DDP to the predetermined TC3 project team members for feedback and comments.

TC3 feedback and comments will be gathered and used to update the DDP. The team will address any outstanding concerns or questions from the review cycle, update the DDP with feedback and comments, and submit the updated DDP for final approval.

4.5.5 Module Prototype Development (Optional)

If requested, and upon sign-off of the DDP, the project team will develop the module prototype in accordance with TC3 training standards, the TC3 Style Guide, and following TC3's approach for addressing requirements for Section 504 and 508. The training prototype will consist of approximately 20 slides per hour of instruction. The project team will have access to additional expertise in graphic design, multi-media, animation, and other disciplines to create engaging and interactive training content.

Upon completion of the training prototype, team members will address any outstanding concerns or questions derived from the training design and development meetings, conduct follow-up meetings or other information-gathering discussions, update the training prototype with meeting comments, and submit the training prototype to predetermined TC3 project team members for review.

The project team will gather feedback and comments and update the training prototype. The project team will then address any outstanding concerns or questions from the review cycle, update the prototype with feedback and comments, and submit the updated Adobe Presenter training prototype and updated DDP MS Word document to the updated prototype for final approval.

4.5.6 Training Materials Development

The development team will build the training materials following TC3 training standards, the TC3 Style and Standards Guides, and requirements for Section 504 and 508. The development team will build draft and pilot-ready training materials to include participant interactions, knowledge checks, and other training development needs, such as video and audio. The following are the tasks that may be involved in the training development phase:

* Build initial training materials using the TC3-provided template.
* Build initial training materials in accordance with the TC3 WBT Standards and Style Guide.
* Create a draft PowerPoint storyboard for each segment of the training.
* Build and include participant interactions.
* Write and insert slides transitions for interactions.
* Build and include knowledge checks.
* Build and include knowledge check debriefs.
* Create a narration script that corresponds to each knowledge check in the notes.
* Create and build animated objects, as needed.
* Develop materials to comply with 504 and 508 accessibility.
* Insert videos as needed.
* Insert transcripts for videos.
* Create a narration script that corresponds to each slide in the notes.
* Record the narration script.
* Create pilot-ready training materials.
* Publish training materials to the TC3 LMS Server for review and testing.
* Provide URLs for review to the TC3 team members and the FHWA SME for technical review via email.
* Provide Training Review form to the TC3 team members and the FHWA SME for technical review via email.
* Make corrections based upon the recommendations and comments of the SMEs and TC3 team.
* Continue reviews cycles as identified for each training.
* Complete a final set of trainings materials.

The task order development team will address any ongoing outstanding concerns or questions derived from the training design and development meetings; conduct follow-ups to all meetings or other information-gathering discussions during the development phase; and submit the draft and pilot-ready training materials to the TC3 team members and SMEs for technical review via a URL sent by email.

Upon technical review completion, the development contractor will gather feedback and comments and update the draft and pilot-ready training materials; address any outstanding concerns or questions from the technical review cycle; and submit the final draft and pilot-ready training materials to the TC3 team members and FHWA SMEs via a URL sent by email.

4.5.7 Connectivity Test and Updates to Appropriate Systems

Once WBT development is completed and published to the appropriate server, the complete training documentation must be added into the appropriate information management systems (e.g., business application, evaluation system, and TC3 Website).

After the training materials are finalized, the training will be built onto and hosted by the TC3 LMS server. The training materials will be presented as an online curriculum accessible through the AASHTO/TC3 Training Store and AASHTO participant registration process. The publishing process must follow the same naming conventions and standards outlined in the TC3 WBT Standards and Style Guides.

In addition, the project team follows established TC3 procedures for testing and launching the training. The training is tested for learner usability from start to finish. The link and recording of the Level I evaluation is verified within the evaluation system. The Course Management and Training System (CMTS) is updated as appropriate. Any changes needed to the systems will be documented and made immediately, allowing prompt completion of training. The development team must have a deep understanding of TC3's processes and systems for registration, training delivery, course management, and course evaluation.

4.5.8 Lessons Learned Meeting and Updates to Standard Operating Procedures (SOPs) and the Systems Users Guides (As Needed)

A proactive approach to identifying lessons learned from each WBT development will improve both the quality of end products and streamline the development process. As needed, and following the completion of the WBTs that are accessible on the TC3 site, the key project team members will meet for a one-hour meeting on lessons learned. The facilitated meeting will review the successes and improvements for future WBT development. Topic areas of the meeting will include training content and format, methodology of converting source materials to WBT, and overall usability of the training on the TC3 systems.

From the meeting's discussion, a summary document listing key findings and recommended changes to process, tools, standards, styles, and tools will be developed. The project team will adjust, update and create, as needed, standard operating procedures and system user guides to support future WBT development.

4.5.9 Final Files and Electronic Filing

Upon finalizing project deliverables, the contractor will store electronic source and PDF files on the TC3 curriculum drive or an agreed-upon alternative and prepare instructions as needed to reproduce any training materials delivered. The deliverables should include:
- Training modules
- Training exercises or other learning activities
- Source videos
- Source audio
- Any other source files, such as animated objects, Captivate files, etc.

- Glossary, if any
- Reference materials, if any
- Other training ancillary files, if any
- Training certificates

5 LMS SYSTEM SUPPORT

As TC3 moved from the FHWA pooled fund to the AASHTO Technical Service Program, there was a need to transition the TC3 Web-based trainings from the NHI proprietary Learning Management System (LMS) and business system to a more stable and flexible LMS. Through AASHTO working groups, AASHTO had access to an existing SumTotal Maestro LMS. Before selecting the SumTotal Maestro LMS, AASHTO and TC3 investigated the viability of partitioning off a section of this LMS as a piece of the overall curriculum management system. In addition, TC3 conducted several meetings to explore the LMS existing functionality and features to be sure that this new LMS would be a logical and sound solution for TC3's current needs and future growth.

The TC3 LMS Task Force and contractor team established the system standards and guidelines for the organization. However, it is important that multiple team members participate in several system support functions as they relate to WBT training development delivery. The following are the areas where AASHTO, TC3 and the contractor team can provide support together.

5.1 Tiered Pricing Structure

In order to accommodate the states (both contributing and non-contributing), federal government, academia, and the private sector, the TC3 technical service program established a tiered pricing system. The TC3 tiered pricing system is programmed into the user identification system that has already been established through AASHTO. Participants are identified through the registration process as an AASHTO e-affiliate and then the pricing is programmatically recognized as one of the three pricing structure tiers once a participant is logged into their AASHTO account. The three current TC3 pricing structure tiers are defined as:

1. Contributing DOTs and USDOT (FHWA) — NO COST! These are the states that contribute to the TC3 technical service program (TSP) through the annual AASHTO TSP invoicing process. All contributing states have access to all TC3 Web-based trainings for free. Once a participant registers as an e-affiliate and logs into their AASHTO account they will see a zero cost for courses. In addition, the USDOT (FHWA) (email addresses ending in dot.gov) will be granted access to all training courses for free due to their contributions and long-standing support for the TC3 program.

2. Non-contributing DOTs, local and tribal governments, and academia — $25 per instructional hour. This pricing applies to the states that are not contributing to the TC3 technical service program through the annual AASHTO TSP invoicing process. Again, this is recognized once a participant registers as an AASHTO e-affiliate. This pricing tier is also intended to accommodate the LTAP and TTAP communities as well as Academia (email addresses ending in .edu).

3. Private Sector — $50 per instructional hour. These are private companies, individuals, and any other organizations interested in participating in a TC3 web-based training.

Through the existing AASHTO bookstore functionality, TC3 is also prepared to provide other pricing incentives, such as coupons codes, special discounts and promotions, and the potential of corporate memberships utilizing super site access (accomplished through email address domain management).

5.2 Customer Support

The AASHTO project lead and the contract team will work together to provide customer support for the growing AASHTO Training Store site user group, including participants, partners, and stakeholders, by maintaining high-quality, efficient, and professional customer service and user support practices. The customer support will be provided in two tiers.

Tier 1 support will be provided to participants through a customer support email address (training@aashto.org) that is monitored and supported by AAHSTO project lead and the contractor team. This team will address participant inquiries via email and will look for areas for system improvements and enhancements. For the customer support system, the TC3 is leveraging the existing AASHTO customer support ticketing system that is used by the AASHTO Bookstore. Once a support effort is identified and approved then it will be entered into the ticketing system and monitored until the request is completed and the ticket closed.

Tier 2 support will be provided through a team effort with AAHSTO project lead, TC3 executive leadership, the contractor team, and iEngineering (AASHTO existing support contract). This level of support involves general system support, programming updates, and identifying and implementing system enhancements.

5.3 Soft Launching, Quality Control, and Quality Assurance

The contractor team will conduct final "customer-level QA" functionality testing called "soft launching" on all newly created Web-based training courses to ensure TC3 quality and functional standards are met. Prior to this testing, the contractor will conduct its own thorough content and functionality quality testing on every training product to minimize the chance that issues are encountered during final QA, to efficiently complete the course launch process, and to ensure SCORM compliance and maintain the high standards of TC3 training.

At the completion of a soft launch, the contract team will provide a written report with feedback on the status of the course and any deficiencies identified. The contractor team will address all noted issues, retest the course themselves if needed, and submit the training for another round of soft launch. This process will repeated until the training complies with all TC3 customer functionality standards.

5.4 Recurring Reports

The contractor team will produce monthly performance analyses for the entire TC3 organization, which includes several key metrics related to TC3 trainings. In addition, the contractor team will review these reports and combine the data with other information it gathers directly, such as State Sharing numbers, to produce a comprehensive perspective on TC3 training development and delivery performance.

5.5 Ad-Hoc Reports

The contractor team will produce ad-hoc reports and analyses using an in-depth knowledge of course development; delivery, evaluation, and participation data that exist throughout the AASHTO and TC3 systems; the logical relationships between processes and data; and information gathered from stakeholders, external research, and other sources. The teams will collaborate on the development of recommendations for new processes, system changes, and other enhancements with this information.

5.6 Comprehensive Training Description

Each training development must have a comprehensive training description. This description includes the main description, learning outcomes, target audience, and any special notes associated with the training. The contractor team will work with the TC3 Course Management Committee and SMEs to develop and approve the training description. This training description is housed in the AASHTO/TC3 Training Store and the SumTotal Maestro LMS. The training description is also used in the online TC3 training catalogs. This training description can also be used for marketing purposes.

6 STATE SHARING PROGRAM

TC3 hosts the full TC3 curriculum on a new AASHTO-based learning management system (LMS). TC3's State Sharing Program was developed to allow participating states the opportunity to have access to the curriculum of courses in order to make available and load onto internal state LMSs. The program was developed when the TC3 identified several states that had LMS training requirements, technology limitations, or Internet restrictions that prevented employee access to the TC3 online trainings. Distributing the trainings directly to the states guarantees that potential participants within those states can access training and information otherwise not available to them. In return, states agree to report quarterly participation numbers and use the most up-to-date versions of trainings.

6.1 Program Coordinator (E-Content Consulting, formerly Harpers Enterprise, Inc., 2015–2017)

The program coordinator is responsible to manage the State Sharing program on behalf of the TC3. Responsibilities include:
- Coordinate new state requests for program participation
- Coordinate new course requests for existing program participants
- Publish course files as necessary to ensure initial operation on participant LMS systems. The settings are modified through the Quiz Manager option in Adobe Presenter. Both the source files and published files are archived on a shared drive.
- Maintain TC3 curriculum and course file inventory. Provide new published course files as courses are updated by the TC3. Course updates are expected every 24 to 36 months.
- Track curriculum use by each participant.
- Notify participants when new courses are developed and released to the TC3 LMS for their consideration.
- Report State Sharing Program updates to the TC3 Executive Board at least bi-annually.

6.2 Participant Eligibility

Only AASHTO member states that are active financial supporters of the TC3 Technical Service Program are eligible to participate in the TC3 State Sharing Program.

6.3 State Sharing Commitments

Participants in the TC3 State Sharing Program agree to:
- Identify a primary State Sharing coordinator who will serve as the project manager of the State Sharing program for the state.
- Provide the necessary technical specifications for their Learning Management System (LMS) to the TC3 or their designated agent.
- Report any LMS technical changes to the TC3 or their designated agent.
- Maintain the published files for the courses provided by the TC3 once they are confirmed as operational on their LMS.
- Report course usage quarterly to the TC3 or their designated agent.

6.4 Request for Participation

States can request to participate in the TC3 State Sharing Program through the standard request form, which can be found on the TC3 Website at http://tc3.transportation.org/training-resources/state-sharing-program/. An agreement will be entered into by both parties outlining their commitments, after which the participants will identify the initial group of courses they would like to pilot on their LMS system.

6.5 Distribution

For Participating States
A list of new available courses will be sent out to the participating States on a quarterly basis. The program coordinator will document each request on a tracking spreadsheet and examine the archive to determine if the published files for that state's LMS already exist or if the course needs to be republished.

Once all of the published files are identified or created, the program coordinator will deliver the requested trainings via Dropbox or another file transfer method that a state might prefer (e.g. FTP, thumb drive, etc.). A confirmation receipt is usually requested with the delivered package so that the program coordinator can update the tracking sheet again with the delivery dates.

For a New State
If a new state is eligible to participate in the program, the program coordinator will provide the state's primary contact or LMS representative with a questionnaire about the state's LMS requirements. The questionnaire consists of the following questions:

TC3 Training State Sharing Profile Questions
General Information

1. AASHTO TC3 would like your team to provide us with quarterly participation numbers for each course. A reminder email will be sent out by Kevin Monaghan to request this data each quarter.
2. We are requesting a main point of contact as well as one to two additional backups. We want to be sure that we are always able to reach someone regarding the program.

State Profile/Contacts

Project Manager Name (main point of contact): _____

Email _____ Phone: _____

Backup 1 Contact Name: _____

Email (primary method of contact): _____ Phone: _____

Backup 2 Contact Name: _____

Email _____ Phone: _____

Learning Management System (LMS) Profile

Learning Management System (Brand name, version)

Additional relevant information about the LMS (off-the-shelf LMS/proprietary LMS, anything we should know for publishing, etc.)

Course publishing requirements (Adobe Connect, SCORM, etc. If you have used Adobe Presenter or Captivate in the past, please provide the publishing settings used as this could help tremendously with testing.)

Once the information is complete then a test course will be provided following the LMS specifications, such Tincan, SCORM, and AICC. Once the test course is functioning properly and the format determined then TC3 will provide additional courses for the state LMS.

6.6 Tracking

Tracking for the State Sharing Program is performed by the program coordinator and is achieved through a master spreadsheet that contains:
- List of all the participating states
- State LMS specifications
- Courses provided with dates of transfer
- Course usage information (provided quarterly)

The spreadsheet will be continually updated as new participants are approved and as new course requests are executed with existing program participants.

6.7 Maintenance

Maintenance of files and documentation is critical in the success of this effort. This includes making sure that the correct and most recent versions of files are archived properly. As stated in the previous sections, the tracking spreadsheet should also be updated on a regular basis with the correct delivery dates. This is especially important when a course goes through a major update and needs to be re-sent to the states. All of the email communication with state contacts will also be archived, so that the program coordinator can maintain documentation regarding the states' LMS requirements and other technical considerations.

7 BUSINESS PROCESS TIMELINES

To ensure that its operating procedures, course content, and marketing and communications tools and materials remain current and accurate, TC3 will systematically review each of the following items according to the following designated review timeline.

Item for Review	Review Schedule
Bylaws	Every 3 years
Operations Guide	Every 3 years
Strategic Plan	Every 3 years
Courses	Every 2 to 3 years
Matrices	Every 2 years
Website Functionality	Every 2 years
LMS Functionality	Every 2 years
App Functionality	Every 2 years
Course Solicitation	Every year
Website Content	Every year
LMS Content	Every year
App Content	Every year
Marketing Collateral and Presentations	Every year