FAC-C Digital Services Core-Plus Certification

Required Course Elements

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THE U.S. DIGITAL SERVICE

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Guidance on Creating a FAC-C DS Approved Course

This guidance is provided to define and describe the process to become an approved FAC-C DS Digital Services Certification training provider. The training & development course, referred to as the Digital IT Acquisition Professional course (DITAP), utilizes content, methods and material that has been developed under two iterations of the training program. As stated in the memo announcing the specialization, either the US Digital Service or Office of Federal Procurement Policy will validate programs.

To initiate the process for approval email techfarhub@omb.gop.gov to request a review. Further instruction will be provided as to how to coordinate and conduct the review and validation.

This guidance references the course material that is provided on an open source basis via the EdX Learning Management System. It can be accessed via this link: https://ditap.learning-transformation.com/dashboard

Required Course Elements

Assessment Plan

Required: A quantitative way of measuring the extent of participant mastery of course objectives both pre- and post-course execution. In the pilot and MVP version of the program, participant mastery was assessed using a pre-test along with knowledge assessments that were directly aligned to each performance objective. Ultimate participant mastery of all course content was assessed using a post-test that used multiple-choice, situational judgment style test items that were aligned to each performance objective. In addition, participant confidence and self-efficacy was measured using a self-assessment survey that measured the extent to which participants were aware of, able to describe, able to act, and/or able to teach the various course concepts. All performance objectives included within the FAC-C-DS competency model are written according to Bloom's Taxonomy, such that they are aligned to the *domain* and *level of the learning* (whether knowledge, comprehension, application, analysis, synthesis, or evaluation) that is needed for participants to succeed as digital acquisition professionals; therefore, assessment items were written to measure participant mastery at the appropriate level of learning.

The assessment methods described above are not required, but a comparable approach is.

Optional: mid-program assessments and tracking, individual development plans for students based on pre-course knowledge, other assessments, surveys, etc.

USDS Evaluation: Approval for this element will be given when training provider can demonstrate the assessment plan, tools to complete assessments, and content in this assessment to validate that the objectives of the course can be met.

Materials Provided: Original pilot approach to Assessment is provided in Section 2 Assessment Plan, p.12 of the Winning Challenge document. Program Pre-assessment questions, pre-course survey, mid-program assessments are all provided in the EdX Read only portal for reference to what has been used previously.

Post MVP Notes:

- The pre-assessment questions required an answer to be selected. Students did not have the choice to select "I don't Know" as a response and in both the pilot and the MVP they requested this ability. This should be considered when creating a pre-assessment where giving an "opt out" of answering the question provides the data necessary to truly understand a participant's pre-course competencies or if they are worried about getting wrong answers.

- During the pilot and MVP, participants completed both pre- and post-iteration assessments (meaning before and after every two-week "chunk" of content); participants felt that the assessment burden was too high. Recommendation is, if assessments are used during the program (in addition to the pre- and post-program assessments), then they should be limited to release-level assessments (meaning they occur once a month).

Program Structure

Required: An approach to delivering the required content over a series of months utilizing multi-modal training elements is what defines this as a training & development program. Unlike other FAC-C training approaches, independent courses will not be accepted as the success builds on a development program/cohort approach. A learning management system, and other tools that allow for remote access to course content by participants, discussion boards or other community collaboration tools, and webinar capabilities are the basic required technology elements.

Optional:

- The Pilot and MVP content and structure was launched in Releases and Iterations to mimic agile type development: this format is recommended but not required

- The number of months of the total program: this can vary in length depending on the ability to meet the outcomes of the program

- The ratio of students' participation between in-person classroom and remote learning: It is recommended that the program heavily favors remote learning for the majority of the facilitation, but this is not required if the outcomes can be met through a different ratio

- Additional tools such as wikis, blogs, collaboration tools are allowable but it is important to ensure students can access these easily

- Extended time beyond the required Shadowing or out of office details for other work assignments that are alligned to digital service efforts

USDS Evaluation: Approval will include a review of the program structure plan, approach to instruction and facilitation, a review of the proposed LMS, and associated tools. If alternative time frames and additional elements such expanded shadowing are included then include a description of how the strategy that surrounds these will improve the overall participant experience.

Materials Provided: Pilot proposal and MVP report provided in content map to give the general overview of how the program was designed and implemented. See Appendix A for recommended facilitator roles.

Post MVP Notes:

- The original pilot was run in 6 months, the MVP was run in 4 months with a 3 week pause for end of fiscal year activities. While there was a successful graduation of the majority of the participants, many complained that 4 months was too short. There was content provided in the pilot that had to be removed or modified to make the shortened schedule, and the live digital assignment was shortened.

- If the program crosses the end of the fiscal year in September- it is recommended that participants are given a pause for processing agency acquisitions.

Grading

Required: Participants shall be evaluated on three elements to earn a certificate: participation, mastery of content, live digital assignment.

Optional: The ratio of how much weight each category is graded at the discretion of the course provider, however it is recommended that participation remains greater or equal to the other categories as this is an immersion based training program and not just a skills test.

USDS Evaluation: Approval will be given upon demonstration of a comprehensive approach to grading that demonstrates how well a participant learned and retained the knowledge and skills learned in the course. If not using the provided approach, provide evidence of how the grading will meet the objectives.

Materials Provided: The Grading Expectations tab in the portal under Course Introduction provides the backup information for what was graded in the course. Additionally, the capstone questions in Course capstone.

Post MVP Notes:

- Participants in the MVP recommended that the capstone test include a mixture of the scenario based questions and knowledge based multiple choice questions. Currently it includes scenario based, situational judgement style questions with "good, better, and best" response options. Some students wanted the ability to explain why they chose the answer they did to demonstrate their thinking patterns based on what they learned in the course. This concept had merit, but it does put a lot of responsibility of the grading facilitation to understand more of an essay based answer format vs. a strict multiple choice. However, to properly assess students knowledge based on how the program is run, this may be an entirely appropriate approach. It is up to the discretion of the training provider to establish an appropriate approach.

Applicant Selection

Required: No requirements beyond FAC-C-DS Program requirements for applications

Optional: Recommended to have a screening process to find the ideal candidates for this type of course. Participants with varied backgrounds outside of IT were able to successfully complete the Pilot and MVP courses.

USDS Evaluation: USDS will review the application process and may provide comments or suggestions for improvement.

Materials Provided: DITAP Nomination Form & Application instructions provided in Content Map

Attributes of an Ideal Candidate:

- Exhibits a willingness to experiment, teach others, network with like-minded individuals, and strive for excellence in acquisition practices

- Is not planning to retire or leave the government in the next year and is using the course to "ride out" their time

- Is coming from an organization where there is an indication from the organizational direction or direct manager they can return to use the digital service certificate – not just return to their regular duties as usual after the class

- Does not have to have IT expertise, but demonstrates an interest in the field which is evident from their responses

- Adopts a positive outlook to making change in the government space in acquisition, but respects the fact that there are tough challenges in the technology purchasing arena.

Orientation- Course Start

Required: In-person orientation is required as this development program is building a cohort-approach to training as well as building a community around practitioners of digital service acquisition. A hands-on approach to "introduction to agile" training is also required in Orientation activities to give the students a solid foundation for all future course work. This can be done with play-doh, legos, or other methods but should be an activity-based exercise, experiential exercise that makes agile understandable to the non-digital services practitioner.

Optional: IDP, ice breaker activities, guest speakers, other orientation activities or topics

USDS Evaluation: Approval will be given after an orientation agenda is provided and qualified instructors are available to lead.

Materials Provided: Orientation materials provided in Content Map. Attachment A provides a list of recommended personnel developed in the pilot and MVP.

Post MVP Notes: None

Graduation – Course End

Required: In-person graduation is not required but highly recommended. Participants in the program are eligible to receive 60-80 Continuous Learning Points (CLPs) based on the training providers' program approach. The total CLPs that can be earned and how students will earn these must be included in the course material.

In order for the participants to record the successful completion of the program, a training certificate shall be provided to each participant. A final list of all Certificate holders shall be submitted to USDS at techfarhub@omb.eop.gov so they can be added to the DITAP Alumni listserv.

Certificates must include at a minimum the Course Title, Full Dates of Course, Individual Participants name, Name of Organization conducting training, Number of Continuous Learning Points earned.

Optional: Guest speakers from government or industry, special events around graduation

USDS Evaluation: Approval will be given following a review of the CLP distribution approach, Certification format, and approach to graduation activities- whether in person or remote.

Materials Provided: Appendix B is a sample certificate

Competency Overview

The table below provides detailed information about which elements of the DITAP training program must be included and reviewed for approval before a FAC-C-DS Certification can be administered by the training provider. The content that is required was validated through either the pilot or MVP and is known to guide students to successful completion of the competencies. Optional content can be used in its current format or revised based on the training providers' specific program.

An overarching goal of this content is that the majority of it should remain open source to ensure consistency among development programs. It is not a requirement that supplemental content developed individually by any one provider must be shared back, however it is requested, as technology and the content are fluid and need updating to keep pace with changing trends. A content management strategy is being developed by USDS and further guidance will be provided.

Table Learning Elements

Release Staging Scenario: Scenario based questions provided to the students at regular intervals during the program to assess student's knowledge.

Online Learning: Lesson material used to provide core concepts.

Activity: Assignments that student's had to perform which put online learnings into practice. Skill building, discussions, out of classroom assignments, etc. are all included in this element.

Readings/Videos: Curated content from external public sources which highlight or relate to a lesson provided within a competency.

Competencies

Competency 1: Digital Services in the 21st Century Government		
Performance Outcome: Describe digital services in the 21st century, including what they are, who provides them, how they are delivered, and why they are important.		
Iteration 1.A: The Digital Services Professional	**Performance Objectives:** • Define digital services and the problems they can be used to solve. • Identify key digital services roles/professionals in the digital services ecosystem and their challenges. • Identify modern design, development, and delivery methods used by digital services professionals. • Identify "who's who" in the digital services arena, including public and private sector organizations and individuals. • Illustrate your new role as a digital service acquisition professional and that of your team members.	

Learning Element	Discussion Points	Required/Optional/Not Applicable
Release Staging Scenario	Iteration Pre-assessment questions	Optional
Online Learning: Digital Services – the Who & the What	Basic content provided must be used – additional information may be provided	Required
Activity Break: Starting your Who's Who List	Recommended activity to conduct as it helps expose contracting professionals to researching and finding movers & shakers in the digital service world	Optional

Digital Services Blog Activity	Exposure to technology blogs	Optional
Online Learning: Digital Services- the How	Basic content provided must be used – additional information may be provided	Required
Online Learning: Defining your role and agency team member's roles a digital service acquisition professionals	Basic content provided must be used – additional information may be provided	Required

Required Readings/Videos:	https://obamawhitehouse.archives.gov/sites/default/files/omb/egov/digital-government/digital-government.html Digital Service Playbook: https://playbook.cio.gov/ Techfar Handbook: https://playbook.cio.gov/techfar/ https://medium.com/the-u-s-digital-service/the-u-s-digital-service-is-turning-three-a6d00a71a31f https://www.usds.gov/report-to-congress/2017/fall/ https://www.ted.com/talks/haley_van_dyck_how_a_start_up_in_the_white_house_is_changing_business_as_usual
Optional Readings/videos:	https://www.wired.com/2016/07/inside-the-obama-tech-surge-as-it-hacks-the-pentagon-and-va/?gi=a56179b619a3#.o7hud07io

Competency 1: Digital Services in the 21st Century Government

Performance Outcome: Describe digital services in the 21st century, including what they are, who provides them, how they are delivered, and why they are important.

Iteration 1.B: The Digital Services World	**Performance Objectives:** • Identify the available sources of supply within the digital services market segments, such as Open Source Software, Big Data, X-a-a-S, Cloud, and more. • Understanding software engineering practices for high-quality digital services like version control, continuous integration, and continuous delivery. • Identify and understand the Digital Service Playbook and TechFAR Handbook concepts.

Learning Element	Discussion Points	Required/Optional/Not Applicable
Release Staging Scenario	Iteration Pre-assessment questions	Optional
Online Learning: Understanding Sources of Supply	Basic content provided must be used – additional information may be provided	Required
Activity: Trend Analysis of Fast Company's Most Innovative Companies	Recommended to have a similar activity to help participants understand technology trends, companies, and how to research them	Optional

Online Learning: Agile Methodologies	Recommend having similar content presentation as what is provided in the videos about different types of agile methods and how/when they should best be used.	Optional
Online Learning: Digital Services- the How	Basic content provided must be used – additional information may be provided	Required
Required Readings/Videos:	https://medium.com/code-for-america/the-cio-problem-part-1-678ae2e9d0bf https://medium.com/code-for-america/the-cio-problem-part-2-innovation-af24ebc038e5 https://www.ted.com/talks/jennifer_pahlka_coding_a_better_government https://www.fastcompany.com/most-innovative-companies/2018 https://sourcecode.cio.gov/	
Optional Readings/videos:	https://www.agilegovleaders.org/case-studies/gsa/ https://gcn.com/articles/2015/03/11/kanban-basics.aspx https://gcn.com/articles/2015/02/12/devops-defined.aspx http://www.scrumguides.org/scrum-guide.html http://theleanstartup.com/principles https://18f.gsa.gov/2015/08/07/technical-debt-1/ https://gcn.com/articles/2013/12/10/software-testing.aspx https://ditap.learning-transformation.com/assets/courseware/63d79c3a01ffddfe3772d284239b0f0f/asset-v1:DITAP+DITAP01+2017_T1+type@asset+block/ASI-AAG_Open_Source_Software.pdf	

Competency 2: Digital Services in the 21st Century Government

Performance Outcome: Understanding Your Needs and Agency Readiness.

Iteration 2.A: Understanding Your Needs and Agency Readiness	Performance Objectives:
	• Analyze stakeholders in your sphere of influence that will impact digital services acquisition. • Assess your agency's readiness for change and innovation. • Analyze a digital service need to determine the most appropriate market for the service. • Ask effective exploratory questions to understand the agency's need and make recommendations on a course of action for a digital acquisition procurement.

Learning Element	Discussion Points	Required/Optional/Not Applicable
Release Staging Scenario	Iteration Pre-assessment questions	Optional
Online Learning: Understanding Sources of Supply	Basic content provided must be used – additional information may be provided	Required
Activity: Stakeholder Analysis	Identifying and setting a plan for stakeholder analysis- related to Stakeholder Interview requirements	Required
Activity: Digital Service Maturity Determination	Not included in original course content – build an activity around the use of the Digital Service Maturity Determination Tool https://techfarhub.cio.gov/learning-center/agile-maturity/	Required

Activity: Practice Analyzing a Digital Service Need	This is the introduction to the threaded scenario that students will build on in the course – the same scenario is not required but a scenario that has all elements in it to build on is required. This section is focused on the participant being able to identify what services or products exist in the market that can meet the requirement	Required
Activity: Communicating the Mission or Need	Introduction to blogging activity – where participants begin their own blog	Optional
Required Readings/Videos:	http://www.kenwayconsulting.com/enterprise-change-management-the-agile-way/ https://medium.com/@cwodtke/the-myths-of-product-management-7376eaf549a3	
Optional Readings/videos:	https://www.nytimes.com/2011/08/21/magazine/do-you-suffer-from-decision-fatigue.html	

Competency 2: Digital Services in the 21st Century Government

Performance Outcome: Understanding Your Needs and Agency Readiness.

Iteration 2.B: The Digital Services Market	**Performance Objectives:** • Identify why communicating openly and responsibly with potential vendors is critical to digital services acquisition success and how to do it. • Differentiate between buying compliance and buying outcomes. • Using effective market research and market intelligence techniques and strategies for digital services.	
Learning Element	**Discussion Points**	**Required/Optional/Not Applicable**
Online Learning: Responsible Pre-solicitation communication	Basic content provided must be used-including readings in lesson – additional information may be provided. Note: Myth busting 2 link is non-active- not required	Required
Online Learning: Building your Market Research Toolkit	Basic content provided must be used-including readings in lesson – additional information may be provided	Required
Optional Readings/videos:	https://18f.gsa.gov/2017/08/30/what-makes-a-great-vendor-team/ https://blog.assembla.com/assemblablog/tabid/12618/bid/92411/Continuous-Delivery-vs-Continuous-Deployment-vs-Continuous-Integration-Wait-huh.aspx	

Competency 3: How Do you Buy?

Performance Outcome: Effectively use techniques for acquiring digital service solutions in your solicitation or acquisition strategy.

Iteration 3.A: Developing an Acquisition Strategy	**Performance Objectives:** • Using the flexibilities within the FAR to identify how to develop an acquisition strategy for digital services. • Identify strategies and communication methods to apply at different phases of the change lifecycle. Includes phased approaches, coding challenges, challenge.gov, etc. • Identify evaluation methods and criteria on cost and pricing, terms and conditions, security concerns (cyber), and data rights to evaluate vendor maturity and ability to deliver a product that solves a given need and given the definition of success. • Develop your acquisition package for procuring digital services, including appropriate requirements documents, proposal, and source selection methods.

Learning Element	Discussion Points	Required/Optional/Not Applicable
Pre-Assessment	Iteration Pre-assessment questions	Optional
Online Learning: The Acquisition Strategy	Basic content provided must be used-including readings in lesson – additional information may be provided	Required

Online Learning: Preparing for and Having an Influence Conversation	This section is moved to Release 5: Leading Change as an IT Acquisition Professional	N/A
Online Learning: Difficult Conversations	This section is moved to Release 5: Leading Change as an IT Acquisition Professional	N/A
Blogging Activity: Change Related Challenges	This section is moved to Release 5: Leading Change as an IT Acquisition Professional	N/A
Online Learning: Acquisition Strategy based on Organizational Leadership Maturity	Not in Original Course: https://techfarhub.cio.gov/learning-center/agile-maturity/ using the pdf attached which discusses the acquisition strategy based on org. maturity- content shall be created to walk the participants through the acquisition strategies provided	Required
Activity: Assess 18F BPA Submissions	Activity that reviews the 18F Agile BPA submissions for acquisition strategy decisions	Optional
Activity: Developing the Acquisition Strategy	Activity using the threaded scenario	Required
Required Readings/Videos:	https://techfarhub.cio.gov/initiatives/8a/ https://techfarhub.cio.gov/learning-center/case-studies/va/ https://techfarhub.cio.gov/learning-center/case-studies/vba-salesforce-coe	

Competency 3: How Do you Buy?

Performance Outcome: Effectively use techniques for acquiring digital service solutions in your solicitation or acquisition strategy.

Iteration 3.B: Developing an Acquisition Strategy	**Performance Objectives:** • Understanding of FEDRAMP, security, 508 Compliance, and the ATO Process and how/when they should be incorporated into performance. • Define evaluation criteria, given evaluation strategy discussed in your acquisition strategy.

Learning Element	Discussion Points	Required/Optional/Not Applicable
Pre-Assessment	Iteration Pre-assessment questions	Optional
Activity: FedRAMP and Digital Service	Activity to introduce FedRAMP information and compliance	Required
MAP Case Study: Developing the RFQ Part I	This is the threaded scenario activity to use the 8(a) Digital Service initiative to create a SOO	Required
Online Learning: Compliance & Other Legal Issues	Basic content provided must be used – additional information may be provided	Required
Activity: Compare Acquisition Packages	Compare and contrast different acquisition packages to note the differences	Optional

Activity: Top Evaluation Criteria	Using a wiki to capture the best evaluation criteria	Optional
Activity: Further practice with Evaluation Criteria	Reviewing Evaluation Criteria used on other projects and completing an activity related to it: this type of activity is required but the exact content in the course is not- can be updated for more recent RFQs/Evaluation Criteria used	Required
Activity: Evaluation Criteria Research	Reviewing Evaluation Criteria used on other projects and completing an activity related to it: this type of activity is required but the exact content in the course is not- can be updated for more recent RFQs/Evaluation Criteria used	Optional
Required Readings/ Videos:	https://www.fedramp.gov/assets/resources/documents/FedRAMP_Accelerated_A_Case_Study_For_Change_Within_Government.pdf	
Optional Readings/videos:	N/A	

Competency 4: Awarding & Administering Digital Service Contracts

Performance Outcome: Evaluate vendors who deliver digital services using instantaneous, objective metrics on project health, developed via appropriately applied lean thinking and agile development methods while experimenting with flexible contract design and administration strategies.

Iteration 4.A: Awarding Digital Service Contracts	**Performance Objectives:** • Select a technical evaluation team with the necessary digital skills. • Identify how to get the best value solution for your program by negotiating tradeoffs. • Source selection determinations. • Determine the next steps that follow contract award. (Kickoff, Ramp-up, Baselining)

Learning Element	Discussion Points	Required/Optional/Not Applicable
Pre-Assessment	Iteration Pre-assessment questions	Optional
Online Learning: The Technical Evaluation Team	Basic content provided must be used – additional information may be provided. Update Organization readiness assessment in course with use of the Digital Service Maturity Determination https://techfarhub.cio.gov/learning-center/agile-maturity/	Required
Activity: Tech Evaluation Panel Checklist	Activity to create a checklist ways to determine evaluators skill sets. Recommended activity but subject to updates based on use of the https://techfarhub.cio.gov/learning-center/agile-maturity/	Optional

Activity: The Tradeoff Game	Activity around the threaded scenario to walk students through best value determinations	Required
Online Learning: Negotiating with Vendors	Basic content provided must be used – additional information may be provided.	Required
Activity: Negotiation Tactics	Activity for students to further discuss negotiation tactics	Optional
Online Learning: The Power of Debriefing	Basic content provided must be used – additional information may be provided.	Required
Activity: Post-award webinar discussion	Webinar with a federal COR who had experience administering agile contracts for a digital service product at SBA. Recommend similar webinar	Optional
Activity: Blog your Acquisition Package	Blog the threaded scenario and the acquisition package to highlight how blogging can be used effectively to attract participants. Recommended this activity be moved to Release 3	Optional
Activity: Blogging Research	Research into federal and agency blogs available for participants to use in their agency	Optional

Required Readings/ Videos:	https://devops.com/automated-security-testing-continuous-delivery-pipeline/ http://agilelucero.com/kanban/kanban-101-applying-wip-limits/ https://developer.epa.gov/guide/templates-guides/agile/performance-measurement/ https://ronjeffries.com/xprog/articles/jatrtsmetric/ https://age-of-product.com/agile-failure-patterns-in-organizations/
Optional Readings/videos:	https://www.govloop.com/community/blog/5-unforgettable-blogs-government-agencies/ https://fedtechmagazine.com/article/2015/12/50-must-read-federal-it-blogs-2015 (can be updated for current years) http://www.scruminc.com/wp-content/uploads/2014/11/Making-Agile-Development-Work-in-a-Government-Contracting-Environment.pdf (Applying EVM in Government Contracting & Agile)

Competency 4: Awarding & Administering Digital Service Contracts

Performance Outcome: Evaluate vendors who deliver digital services using instantaneous, objective metrics on project health, developed via appropriately applied lean thinking and agile development methods while experimenting with flexible contract design and administration strategies.

Iteration 4.B: Digital Services Delivery (or How Solutions Get Done)	**Performance Objectives:** • Identify metrics creation and utilization to help identify when failure actually occurs. • Determine how to execute an exit strategy and course correct.

Learning Element	Discussion Points	Required/Optional/Not Applicable
Pre-Assessment	Iteration Pre-assessment questions	Optional
Activity: Software Engineering Best Practice Analysis	Activity to use GAO High Risk list to provide strategic guidance when contracts go off the rails	Optional
Activity: Using Metrics and Incentives	Activity to use discussion board to discuss metrics used. Required content but optional on how best to conduct the activity to get to the same result	Required
Activity: Practice Building Incentives	Activity to leverage incentives in digital Service contracts	Optional

Activity: Exit Strategy	Threaded scenario activity to look into how to execute an Exit Strategy for a contract in trouble	Required
Required Readings/ Videos:	https://fcw.com/blogs/lectern/2016/04/comment-kelman-schwartz-agile.aspx https://fcw.com/blogs/lectern/2016/05/kelman-chenok-post-award.aspx https://www.gao.gov/products/GAO-12-681	
Optional Readings/videos:	https://www.govloop.com/community/blog/5-unforgettable-blogs-government-agencies/ https://fedtechmagazine.com/article/2015/12/50-must-read-federal-it-blogs-2015 (can be updated for current years) https://age-of-product.com/38-scrum-master-interview-questions-to-avoid-imposters-free-pdf/ (the downloaded information can be translated to evaluation criteria for scrum teams or use in tech interviews) https://age-of-product.com/agile-metrics-good-bad-ugly/	

Competency 5: Leading Change as a Digital IT Acquisition Professional

Performance Outcome: Apply techniques to create the culture of innovation within your sphere that enables you an others to effectively lead and influence customers to the best solutions

Iteration 5.A: Change–are you and your agency ready	Performance Objectives: - Identify your spheres of influence. - Identify typical challenges you may encounter when working with various stakeholders in your spheres of influence. - Plan for influence interactions and conversations based on particular challenges and opportunities in your agency or in your live digital assignment. - Conduct an effective influence conversation, given your strategy, the stakeholders, and your topic of influence. - Assess your preferences, styles, and strengths to determine how you can best contribute to change within your agency.

Learning Element	Discussion Points	Required/Optional/Not Applicable
Pre-Assessment	Iteration Pre-assessment questions	Optional
Activity: Change Readiness Survey	Activity to evaluate organizational readiness for change (found in Iteration 2.A)	Required

Online Learning: Preparing for and Having an Influence Conversation	Basic content provided must be used – additional information may be provided. (Found in Release 3.A)	Required
Online Learning: Difficult Conversations	Basic content provided must be used – additional information may be provided. (Found in Release 3.A)	Required
Blogging Activity: Change Related Challenges	Activity to blog the changes related to organizational change	Optional
Activity: Engaging Influencers and Gatekeepers	Activity to practice learnings from this section. (Found in Supplemental Pilot Release 4 content) Note: Part B is not required as interviews are done as a core requirement- separate from this activity	Required
Online Learning: Use Your Influence to Effect Positive Change	Basic content provided must be used – additional information may be provided. (Found in Supplemental Pilot Release 4 Questions)	Optional
Required Readings/ Videos:	https://www.cebglobal.com/content/dam/cebglobal/us/EN/top-insights/executive-guidance/pdfs/eg2014ann-rise-of-network-leader.pdf https://www.fastcompany.com/3045577/seven-ways-to-cure-your-aversion-to-risk https://www.fastcompany.com/3014584/without-influence-knowledge-and-skill-are-not-enough-to-bu	

Optional Readings/videos:	https://hbr.org/2013/07/connect-then-lead
	https://hbr.org/2014/05/leading-with-humor

Competency 5: Leading Change as a Digital IT Acquisition Professional

Performance Outcome: Apply techniques to create the culture of innovation within your sphere that enables you an others to effectively lead and influence customers to the best solutions

Iteration 5.B: Exploring your role as an ambassador of change	**Performance Objectives:** • Living the Change Ambassador Role: Create a plan for how you will promote change within your agency (and government at large). • Identify the effective characteristics of a change agent and strategies to apply at different phases of the change lifecycle as you return to your agency. • Create an action plan to champion digital acquisition progress and momentum in your home agency.

Learning Element	Discussion Points	Required/Optional/Not Applicable
Online Learning: Preparing for and Having an Influence Conversation	Basic content provided must be used – additional information may be provided. (Found in Supplemental Pilot Release 4 Questions)	Required

Online Learning: Difficult Conversations	Basic content provided must be used – additional information may be provided. (Found in Supplemental Pilot Release 4 Questions)	Required
Online Learning: Negotiating with Vendors	Basic content provided must be used – additional information may be provided.	Required
Activity: Negotiation Tactics	Activity for students to further discuss negotiation tactics	Optional
Online Learning: The Power of Debriefing	Basic content provided must be used – additional information may be provided.	Required
Activity: Post-award webinar discussion	Webinar with a federal COR who had experience administering agile contracts for a digital service product at SBA. Recommend similar webinar	Optional
Activity: Blog your Acquisition Package	Blog the threaded scenario and the acquisition package to highlight how blogging can be used effectively to attract participants. Recommended this activity be moved to Release 3	Optional
Activity: Blogging Research	Research into federal and agency blogs available for participants to use in their agency	Optional

Required Readings/ Videos:	https://hbr.org/2009/05/leading-when-you-dont-have-for.html
	https://www.psychologytoday.com/us/blog/crucial-conversations/201507/the-human-side-change
	http://www.edbatista.com/2014/02/racing-up-the-ladder-of-inference.html
	https://ed.ted.com/on/7qqDEfIX
	https://www.youtube.com/watch?v=cFdCzN7RYbw&list=UU8IMseLCZx2BZe3thxHXnog&index=1&feature=plcp
Optional Readings/videos:	https://age-of-product.com/big-picture-agile/

Competency 6: Application of Skills

Performance Outcome: Apply techniques learned in the course through various activities

Iteration 6.A: Application of Skills	**Performance Objectives:** • Conducting discussions, trainings, interviews with numerous stakeholders identified in the realm of influence • Utilizing the small team of teams approach to complete a "live digital assignment" • Shadowing, details, or rotational assignments with digital service experts to imbed in the culture • Applied skill badging to recognized individual participation outside of required course elements

Learning Element	Discussion Points	Required/Optional/Not Applicable
Activity: Interviews	At least 2 Interviews with Agency Stakeholders Required. Interviews should be with stakeholders relevant to digital services or modernization efforts. Related to Iteration 2.A Activity- Stakeholder Analysis – templates provided but not required	Required
Activity: Shadowing	At least 1 Shadowing activity is Required. Flexibility is given to what kind/how long and who should be shadowed but must be related to actual digital service practitioners in the field vs. acquisition people. This is opportunity for participants to see scrum, UX, etc. in action. Content found in Course Introduction- Shadowing	Required
Activity: Trainings	Having participants conduct brown bags or trainings back at their agency with program offices, management, or other stakeholders	Optional

Live Digital Assignment	The Live Digital Assignment (LDA) is a group project throughout the program to take what the participants learn and apply it to a real digital challenge faced by an agency. It also requires identifying a relevant digital services challenge and then hypothesize, research, and prototype a digital services product, service, or tool to solve that problem. It is optional whether this applies to an acquisition challenge or an agency digital service challenge. Sample content found in Content Map and imbedded through iterations. Part of Course Participation Requirement	Required
Badging	The use of gaming through earning badging for extra-activities and work done by participants for work outside of the course shall be recognized and rewarded throughout the course. Badging template and concept presented in Course Introduction but flexibility is given to how its tailored and built and incentivized for each development program. Flexibility is given to give students different levels of CLPs based on badging performance if desired. (Students can earn 60-80 CLPs) per course.	Required
Details	Having students detail/ job swap/ work imbedded in a digital service team are all options in this course to add if they work with the full program.	Optional

Additional Required Content

In the classroom sessions there were activities or content that aligned with the course material and lessons.
These elements are the required exercises that must be built into any new development program in some fashion.

Learning Element	Discussion Points	Required/Optional/Not Applicable
Case Study	Provided is the SBA Case study. It is not required that THIS same case study be used, but it is required that a case study that shows a full acquisition package based on an "ideal" digital service acquisition. Refer to TechFAR Hub or other sources for this content. USDS will approve.	Required
Activity: Difficult Conversation Role Play	This activity is aligned with Competency 5 content. It is available in the Content Map under Session 2. Scenarios can be updated but the objective to have students practice face to face conversations about digital service topics was highly effective in both the pilot and MVP.	Required
Panels	Regularly having panels of both internal government practitioners and vendors to discuss different sides and approaches to the digital service acquisition was highly effective. Requirement for at least 1 of both. Flexibility as to how/when they are incorporated into classroom sessions. See Vendor Roundtable Activity in content map for suggestions.	Required

Metrics Development Exercise	This Exercise aligns with Competency 4. Content is provided in Content Map – Scenarios 1-5. The goal of this activity is to teach participants agile development matrix and how to read and diagnose if there are problems with the agile teams based on performance metrics. Content can be updated.	Required
Threaded Scenario	The threaded scenario is an activity where participants do skill building exercises using an example acquisition that is fabricated to help explain and learn the concepts being taught. The provided scenario language is not required but the use of a similar scenario is. The goal of this is that at the end of the course, participants have gotten hands on experience writing, reading, and building an acquisition package.	Required
Student Assessment	DiSC® was used in the pilot and MVP to assess participants' personality types to help sort and provide a training for the change agent competencies. It is not required to use the DiSC® Assessment but recommended to have some form of assessment for both icebreaker and change agent skill building.	Optional

Appendix A: Facilitator Roles

Labor Category Title	Years of Experience & Desired Knowledge/Skills/Abilities	Number of FTE
Facilitator	• 6-8 years of experience, with at least five years of facilitation experience in a variety of environments (i.e., both traditional classroom and virtual or asynchronous learning environments), on a variety of topics (i.e., both technical and soft skills), and with a variety of audiences (i.e., both junior and mid-level audiences). Preferred: The facilitator should have a demonstrated track record of positive evaluations from participants. • [If DiSC® assessment is used] Experience debriefing the DiSC® assessment • Expertly shifts among multiple training delivery methodologies as needed to meet project-specific requirements, such as lecture, case study, leading small group exercises, or simulation	0.36 Approximately 250 hours over a 4 month program
Digital Services Acquisition Expert Facilitator	• At least eight years of experience in the acquisition field, with at least four years of Federal government IT/digital services acquisition experience • Actively participates in government digital services acquisition professional forums/organizations that provide up-to-the-minute awareness of emerging digital services acquisition trends and best practices • Delivers instructional content in the classroom or an alternative learning environment, such as a synchronous or asynchronous web-based learning environment • Draws upon subject-matter and domain expertise to provide insight into digital services acquisition mission and challenges. Asks thought-provoking and engaging questions of participants, and challenges participants to apply new learning to real-world situations.	0.36 Approximately 250 hours over a 4 month program
Agile/Scrum Facilitator	• Facilitator who is certified in agile methodologies to facilitate agile instruction during orientation	0.03 Approximately 20 hours over a 4 month program

	• Demonstrated experience delivering agile instruction to non-technical audiences in ways that are understandable and relatable. Expertly adjusts and responds to participants' incoming knowledge levels.	
Digital Services Expert	• At least five years of experience in digital services field with at least three years of experience as a developer involved with agile software development and/or the development of other digital services • Actively participates in digital services professional forums/organizations that provide up-to-the-minute awareness of emerging digital services trends and best practices • Demonstrated experience speaking on and/or delivering training on complex digital services topics to non-technical audiences in ways that are understandable and relatable. Adjusts and responds to participants' incoming knowledge levels.	0.05 Approximately 40 hours over a 4 month program

Appendix B: Sample Certificate Format

Training
Organization
Name/ Seal

FAC-C DS Certification for

DITAP Training & Development Program

Student's Name

Dates: Oct 2015-Mar 2016
CLPs earned: 80

Appendix C: COMPETENCY TABLE

Competency 1: Digital Services in the 21st Century Government	
Performance Outcome: Describe digital services in the 21st century, including what they are, who provides them, how they are delivered, and why they are important.	
Iteration 1.A: The Digital Services Professional	**Performance Objectives:** • Define digital services and the problems they can be used to solve. • Identify key digital services roles/professionals in the digital services ecosystem and their challenges. • Identify modern design, development, and delivery methods used by digital services professionals. • Identify "who's who" in the digital services arena, including public and private sector organizations and individuals. • Illustrate your new role as a digital service acquisition professional and that of your team members.
Iteration 1.B: The Digital Services World	**Performance Objectives:** • Identify the available sources of supply within the digital services market segments, such as Open Source Software, Big Data, X-a-a-S, Cloud, and more. • Understanding software engineering practices for high-quality digital services like version control, continuous integration, and continuous delivery. • Identify and understand the Digital Service Playbook and TechFAR Handbook concepts.
Competency 2: Digital Services in the 21st Century Government	
Performance Outcome: Understanding Your Needs and Agency Readiness.	
Iteration 2.A: Understanding Your Needs and Agency Readiness	**Performance Objectives:** • Analyze stakeholders in your sphere of influence that will impact digital services acquisition. • Assess your agency's readiness for change and innovation. • Analyze a digital service need to determine the most appropriate market for the service. • Ask effective exploratory questions to understand the agency's need and make recommendations on a course of action for a digital acquisition procurement.
Iteration 2.B: The Digital Services Market	• Identify why communicating openly and responsibly with potential vendors is critical to digital services acquisition success and how to do it.

	• Differentiate between buying compliance and buying outcomes.
	• Using effective market research and market intelligence techniques and strategies for digital services.

Competency 3: How Do You Buy?

Performance Outcome: Effectively use techniques for acquiring digital service solutions in your solicitation or acquisition strategy.

Iteration 3.A: Developing an Acquisition Strategy	**Performance Objectives:** • Using the flexibilities within the FAR to identify how to develop an acquisition strategy for digital services. • Identify strategies and communication methods to apply at different phases of the change lifecycle. Includes phased approaches, coding challenges, challenge.gov, etc. • Identify evaluation methods and criteria on cost and pricing, terms and conditions, security concerns (cyber), and data rights to evaluate vendor maturity and ability to deliver a product that solves a given need and given the definition of success. • Develop your acquisition package for procuring digital services, including appropriate requirements documents, proposal, and source selection methods.
Iteration 3.B: Developing an Acquisition Strategy	**Performance Objectives:** • Understanding of FEDRAMP, security, 508 Compliance, and the ATO Process and how/when they should be incorporated into performance. • Define evaluation criteria, given evaluation strategy discussed in your acquisition strategy.

Competency 4: Awarding & Administering Digital Service Contracts

Performance Outcome: Evaluate vendors who deliver digital services using instantaneous, objective metrics on project health, developed via appropriately applied lean thinking and agile development methods while experimenting with flexible contract design and administration strategies.

Iteration 4.A: Awarding Digital Service Contracts	**Performance Objectives:** • Select a technical evaluation team with the necessary digital skills. • Identify how to get the best value solution for your program by negotiating tradeoffs. • Source selection determinations. • Determine the next steps that follow contract award. (Kickoff, Ramp-up, Baselining)
Iteration 4.B:	**Performance Objectives:** • Identify metrics creation and utilization to help identify when failure actually occurs.

Digital Services Delivery (or How Solutions Get Done)	• Determine how to execute an exit strategy and course correct.

Competency 5: Leading Change as a Digital IT Acquisition Professional

Performance Outcome: Apply techniques to create the culture of innovation within your sphere that enables you an others to effectively lead and influence customers to the best solutions

Iteration 5.A: Change–are you and your agency ready	**Performance Objectives:** • Identify your spheres of influence. • Identify typical challenges you may encounter when working with various stakeholders in your spheres of influence. • Plan for influence interactions and conversations based on particular challenges and opportunities in your agency or in your live digital assignment. • Conduct an effective influence conversation, given your strategy, the stakeholders, and your topic of influence. • Assess your preferences, styles, and strengths to determine how you can best contribute to change within your agency.
Iteration 5.B: Exploring your role as an ambassador of change	**Performance Objectives:** • Living the Change Ambassador Role: Create a plan for how you will promote change within your agency (and government at large). • Identify the effective characteristics of a change agent and strategies to apply at different phases of the change lifecycle as you return to your agency. • Create an action plan to champion digital acquisition progress and momentum in your home agency.

Competency 6: Application of Skills

Performance Outcome: Apply techniques learned in the course through various activities

Iteration 6.A: Application of Skills	**Performance Objectives:** • Conducting discussions, trainings, interviews with numerous stakeholders identified in the realm of influence • Utilizing the small team of teams approach to complete a "live digital assignment" • Shadowing, details, or rotational assignments with digital service experts to imbed in the culture • Applied skill badging to recognized individual participation outside of required course elements