

## Sharing Our Success (SOS) Submission Form

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**Chapter Name:** Kansas City

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**Chapter Membership Size:** Medium (100-249)

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**Chapter Contact Person:** Sally Koppy

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**Email Address:** skoppy5@gmail.com

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**Phone Number:**

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**Chapter Board Position:** Director of ATD Certification & Credentialing

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**Chapter Website URL:** <https://tdkc.org/CPTD-COHORT>

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**Submission Title:** Collaborating for Certification: Building a Multi-Chapter Study Group that Supports APTD and CPTD Success

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**What did you do? (a 2-3 sentence summary of your effort):** The ATD Multi-Chapter Certification Study Group is an innovative, learner-led certification preparation program designed to support APTD and CPTD candidates across multiple chapters. The program replaced traditional facilitator-led instruction with a blended self-study model that shifts ownership of learning to candidates through teach-backs, peer study groups, and coached feedback. This approach expanded participation, deepened engagement, and enabled chapters of all sizes to offer sustainable certification preparation to their members.

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**Who benefitted from this effort (Target Audience) Check all that apply:**

- Chapter Members
- Chapter Volunteers
- Chapter Partners
- Potential Chapter Members
- Non-Chapter Members
- Other: Members of our partner chapters across the United States and international members.

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**Why did you do it? What chapter needs were addressed?**

The program initially addressed a need within the ATD Kansas City chapter for more engaging and effective certification preparation, as the existing facilitator-led study group had limited participation and reach. As the redesigned, learner-led model proved successful, it also addressed a broader need shared by other ATD chapters, particularly smaller chapters that wanted to offer certification preparation but lacked the resources to do so independently. The initiative evolved into a scalable, multi-chapter solution that expanded access, increased engagement, and allowed partner chapters to support member certification while meeting ATD recognition requirements.

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**What were the measurable outcomes? (May include data regarding financial gains, membership increases, target audience satisfaction levels, publicity for the chapter or for the profession, etc.)**

The redesigned program significantly increased engagement, reach, and effectiveness:

- Participation grew from 4 candidates per cohort to 20+ per cohort.
- Four cohorts have completed the program to date.
- The initiative expanded to five partner chapters, serving candidates nationally and internationally, including Australia, Saudi Arabia, Vietnam, and China.
- Facilitators report deeper discussion, higher preparation, and stronger learner ownership.
- Candidates report increased confidence, accountability, and understanding of the TDBoK. Peer relationships formed during cohorts often continue beyond the program and through certification.
- The program strengthens chapter and professional goals: certified professionals earn recertification credits as facilitators, and four facilitators are former candidates, creating a clear learner-to-leader pathway. Partner chapters gain ATD recognition for offering certification preparation.

This initiative demonstrates innovation by improving learning outcomes, scaling impact across chapters, and fostering professional community and leadership.

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**What steps did you take to implement this effort? (Remember that other chapter leaders will use this to replicate the effort. Be specific)**

In early 2024, the Co-Directors conducted a review of the chapter's existing CPTD study group, which had limited participation and a largely facilitator-led approach. Candidates needed greater structure, accountability, and opportunities to actively apply the TDBoK rather than passively receive content.

Sally Kopyy and Michael Henry redesigned the program into a blended, self-study model combining curated video content, LMS-based coursework, structured online discussions, peer study groups, and weekly virtual webinars. A key design decision was shifting ownership of learning to candidates, who now prepare and deliver teach-backs and lead practice test question discussions.

Facilitator roles were redesigned: Technical Host Facilitators manage and run webinars, while Cohort Facilitators engage with self-study submissions, attend weekly sessions, and provide coaching and real-world perspective. A facilitator orientation ensures consistency and quality for each cohort.

The program launched as a pilot in January 2024 and, after early success, was expanded to include partner chapters. Standardized materials, clearly defined roles, and virtual delivery enabled a multi-chapter model while maintaining a high-quality participant experience.

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**Is there anything you would do differently?**

The chapter learned that candidates engage and learn most effectively when given ownership of their learning. Shifting to a learner-led, self-study format increased accountability, preparation, and confidence while allowing facilitators to focus on coaching and real-world application.

The chapter also learned the importance of structured peer support. Combining self-paced coursework with required peer study groups and weekly webinars created a sense of accountability and connection that sustained engagement. Future programs will intentionally incorporate community-building and peer interaction.

As the various roles have been defined, we have developed training materials and documentation for each role. We have learned that the training process requires self-paced study, live coaching and follow up.

Finally, the initiative reinforced that innovation is strengthened through collaboration and shared leadership. Expanding to multiple chapters demonstrated the value of standardized materials, clear facilitator roles, and virtual delivery, while adding co-directors ensured continuity. These lessons will guide future chapter operations by encouraging scalable, collaborative, and sustainable program design.

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**When did you start working on this effort?**

Jan 01, 2024

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**When did this effort go live?**

Feb 01, 2024

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**Approximately how many hours were spent working on this? Include an estimate of hours spent across all board members and volunteers.**

128

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**What resources did you use? Check all that apply:**

Chapter funds  
Sponsorships/Partnerships  
Volunteers  
Board Members  
ATD Resources

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**How much money was spent?**

\$1890

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<b>Was this an in-kind or monetary sponsorship? If monetary, how much was provided? Who were your partners/sponsors? How did you solicit sponsors?</b>	This was in-kind, partner chapters help with facilitation, communication, and project work.
<b>How many volunteers were you able to recruit?</b>	32
<b>Which board positions were involved in the effort?</b>	Two Co-Directors of Certification and Credentialing
<b>Select the ATD resources you used. Select all that apply:</b>	Other: ATD Certification Institute resources
<b>Do you have any additional insights to share with other chapters implementing this effort?</b>	<p>The program was intentionally designed for sustainability and long-term continuity. In addition to standardized self-study materials, LMS coursework, facilitator guides, and weekly webinars, the chapter added two additional Co-Directors of Certification and Credentialing to ensure continuity, distribute workload, and provide succession planning.</p> <p>The multi-chapter model distributes responsibility, with partner chapters providing at least one Cohort Facilitator per cohort, reducing the operational burden while maintaining quality. Virtual delivery allows the program to continue without geographic limitations.</p> <p>The succession path moved from the candidate in the program, once certified, leading to a meeting facilitator, then Technical Host facilitator, and Program Director.</p> <p>The chapter plans to continue offering multiple cohorts annually and expand partnerships with additional chapters. Certified candidates are encouraged to return as facilitators, creating a repeatable leadership pipeline and ensuring the program remains scalable, volunteer-supported, and aligned with ATD's mission to build professional capability.</p>
<b>Please attach any documents that help support this submission. It is highly encouraged to submit editable files (ex. Word, Excel, etc): (additional documents and documents over 2MB should be sent to sos@td.org)</b>	<a href="https://www.formstack.com/admin/download/file/19276482536">https://www.formstack.com/admin/download/file/19276482536</a>

**additional supporting documents:** <https://www.formstack.com/admin/download/file/19276482546>

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**How did you become familiar with the Sharing Our Success (SOS) program? Select all that apply:** ATD Chapter Leaders Conference (ALC)

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**Would you be willing to apply to present on this submission at the ATD Chapter Leaders Conference (ALC)? \*Request for Proposals (RFPs) open in October of each year at [td.org/alc](http://td.org/alc). Selected session facilitators receive complimentary registration.** Yes

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**email\_consent** true

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