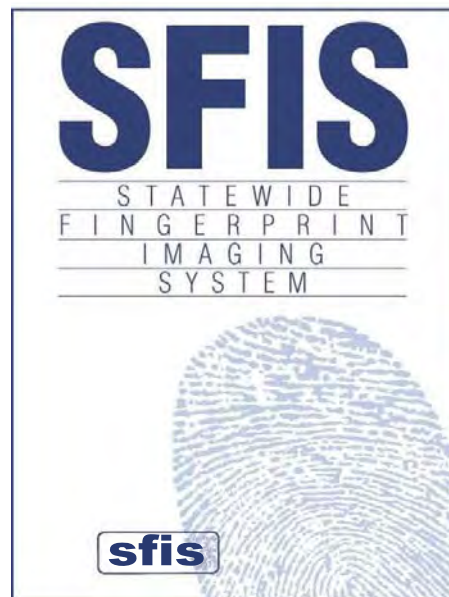


Statewide Fingerprint Imaging System (SFIS)

Training Plan



VERSION 3

November 2009



APPROVAL

Project Name: Statewide Fingerprint Imaging System (SFIS)

Document Name: SFIS Training Plan

Approval Signature:

OSI

Dave Sakauye
SFIS Project Manager

Date



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AMENDMENT HISTORY

| Version | Date | Section, Page(s)and Text Revised |
|----------------|-----------------|--|
| 1 | 12/28/06 | Documented current training program including strengths, barriers and mitigation strategies to training tools. Recommendations for 2007. |
| 2 | 10/01/07 | Updated Web Based Training description to reflect current status. |
| 2 | 06/16/08 | Updated Tables with current state employees |
| 2 | 06/16/08 | Corrected Tables so Table Headings are repeated on subsequent pages |
| 2 | 06/16/08 | Updated plan to include 2008 new contract date |
| 2 | 06/17/08 | Updated “Site Specialist” Duty Description. |
| 2 | 06/17/08 | Updated Consultant Titles in the Staff Training Tables |
| 2 | 06/17/08 | Typo PMO Acronym |
| 2 | 07/24/08 | Updated Page 139 that mentions that there was an issue that CDSS planned to incorporate into a county agreement letter. |
| 3 | 11/25/09 | Expanded to include training solution for new IHSS fingerprint requirement of 4/1/2010. |
| 3 | 11/25/09 | Deleted Recommendations and Implementation Strategies table since it has been included in the CCB process. |
| 3 | 11/25/09 | Updated Training Program description, Needs Assessment & Recommendations. |
| 3 | 11/25/09 | Updated Acronyms throughout document. |
| 3 | 11/25/09 | Updated Staff table to reflect current staffing. |
| 3 | 11/25/09 | Updated Report Description. |



REPORT DESCRIPTION

The Statewide Fingerprint Imaging System (SFIS) is used to capture fingerprint images and photographs of CalWORKs, Food Stamp, General Assistance/General Relief (GA/GR) (not by all counties) and In Home Supportive Services' (IHSS) recipients. The purpose of this Report is to document the Project's plan for an effective and systematic training of the Statewide Fingerprint Imaging System (SFIS) to all Stakeholders, which include staff from the following: All counties in California, Department of Social Services (DSS) Fraud Bureau, DSS In Home Supportive Services (IHSS), Office of Systems Integration (OSI) and the California Welfare Director Association (CWDA).

The Plan documents the current Stakeholder Training Program and Project Staff Training Program, which have been built upon since the System's inception in 1999. Periodic needs assessments, which have been noted in the Plan, have been used to craft the System's Training Plan. The *SFIS Training Plan 2009* should be used as a reference and as a source of inspiration for training, not limiting the Project from new and ongoing ideas. The Plan does not cover specialized Stakeholder training that may be needed when System enhancements and/or changes occur (Additional training plans should be made for these cases).

STAKEHOLDER NEEDS ASSESSMENT

Since 2004, the Training needs have been assessed through a periodic comparison of the Training Database Statistics (Class Evaluation Results, Enrollment data, etc.), Production Database Statistics and Reports, Help Desk Surveys, County Coordinator Surveys and Project staff's input. From these various sources, SFIS has been able to understand what topics need to be trained, who needs to be trained and what type of training is needed for which operator. The following is understood from the needs assessment process:

- The creation of a Training plan, by the county for the county, is imperative. What works for one county's Training Program will not necessarily work for another's. Counties need as much assistance as possible in the creation & implementation of their Training Strategies in order to avoid a vacuum. Counties must understand what SFIS is and be able to incorporate their policies and procedures into their Training Programs. Incorporating State Led, Train the Trainer courses into the county's Program is imperative for accurate curriculum content.
- Stakeholder identification and communication of Program Integrity issues and System issues that can be addressed through training is essential. The CCB, County Assessment Report (pending approval) and State Led training (including specially customized training curriculum that is target to an individual county, Site and/or operator) are the primary avenues for gathering and reporting such Integrity issues as the following:
 - Image quality; Degradation of quality impedes match response accuracy & time.
 - Failure to investigate the System's detection of duplicate-aid fraud (Resolutions) allows for duplicate-aid fraud to occur undetected in the future.
 - Failure to match the images after their capture (Stored Transactions) is a failure to comply with the Imaging requirement.



- Issuing operator IDs without fully training operators on the System creates a System vulnerable to all Integrity issues.
- State Led Training is needed for the provision of: Subject Matter Experts, Accuracy of Information, Standardized content, accessible and frequent training. Providing training tools that offer standardization & subject matter expertise is essential for guarding Program Integrity. Providing a plethora of training tools that do not require the County to be the expert on the System & that are of a low impact on the fiscal and staffing resources is important for reducing barriers to the creation and implementation of county designed Training Programs.
- Regular advertisement by the State of the Training Program is important for prompting awareness and for creating demand.
- It is important for the State to be able to respond promptly to special requests for State Led training from the county in order to encourage demand and to avoid vacuums that sometimes appear due to no or a slow response by the State to a county need.

STAKEHOLDER TRAINING PROGRAM DESCRIPTION

The SFIS Training Program consists of County led training tools and State led training tools, which are accessible to all of the Stakeholders. The Tools are meant to be incorporated into the Stakeholder's (primarily the counties are of concern here, but all of the Stakeholders should and do use them) SFIS Training Programs, in order to ensure that each operator can be trained both accurately and efficiently for both Initial and Refresher training. The Training Program is designed in such a way as to offer the Stakeholder assistance in the design of their Training Program, so as not to create a barrier to having an effective Training Program by the Stakeholder, for the Stakeholder.

Goal of the Training Program

The learning goal of all Training is to ensure that the System's users understand the purpose of the SFIS, made aware of program integrity issues surrounding the System and understand how to properly operate their relevant Imaging tools. The Learning Goal is met when counties design their unique Training Programs to utilize the State Led Training tools in conjunction with the County Led Training tools.

Training Database

All State Led training requires enrollment through the System's website (www.sfis.ca.gov). Enrollment data is housed in an MSAccess database and is accessible by the State for the generation of training reports and certificates of completion. Counties desiring reports or certificates for their Training Programs also use the SFIS website to enroll learners.



County Led Training Tools

SFIS training workstations, SFIS DT, PowerPoint presentations, workbooks, training outlines/checklists and other training tools are available (downloadable at the SFIS website) to assist counties with standardizing their County led training.

SFIS Direct Training (DT)

Counties use the SFIS production or Regional Training workstation(s) for training staff at the county Site. The workstation(s) is connected to the SFIS training database, by the SFIS Help Desk, for the county to simulate Classroom training. DT requires the county Trainer to be a System expert.

Best Practices

Sending a county Trainer to State Led training before leading DT training is imperative for success. DT is great for “hands on” experience, especially for learning how to capture images. DT should be use in conjunction with the Web Site materials and the WBT program in order to maintain standardized “theory” training and to be made aware of Program integrity issues.

SFIS DT Workbooks

DT Workbooks are available through the SFIS website and are used during DT or as a reference guide to those who have completed some other form of Training. The Workbooks contain the same exercises that are used in the State Led Classroom training.

Best Practices

The Workbooks are best used for scripted SFIS DT exercises or as a reference for new Operators that have been trained by some other Tool.

PowerPoint Presentations

The SFIS presentations are copies of the presentations that are used in the State Led Classroom training and include the Trainer’s Instructor Notes and Exercise set up information.

Best Practices

The Presentations are best for supplementing DT, WBT or OJT.



Checklists / Training Outlines

The SFIS Checklists/Training Outlines are a list of items that should be covered in each County led OJT session. The Checklists are complete with User Guide references.

Best Practices

The Checklists are intended for use with OJT.

Image Guideline Card

The SFIS Image Guideline Card is a quick reference card that explains proper fingerprint and photograph imaging techniques.

Best Practices

The Card should be disseminated when using OJT, DT and/or WBT tools.

Portable Workstation Inventory/Content Checklist

The Portable Workstation Inventory Check Lists documents all of the equipment necessary to assembling and using the Workstation.

Best Practices

The Inventory List is best used in training for part identification, but is also useful in the county's Workstation check-in/out process.

State Led Training Tools

All State Led Training Tools are conducted by a State Subject Matter Expert. The Learners are documented and certificates are issued upon course completion.

Classroom Training

The Project provides comprehensive classroom training for all of its users, for both Initial and Refresher training: Client Input Operators, Portable Client Input Operators, Fraud Investigators, System Administrators, Supervisors, County Trainers and Coordinators. The courses are conducted in interactive computer-based learning environments, utilizing multi-media presentations, System demonstrations and subject matter-expert guests in order to provide users with a comprehensive understanding of the entire System's process. Classroom Training is regularly offered by the State in Sacramento and in Southern California.



Best Practices

Classroom training used in conjunction with Web Based Training (WBT) before and/or after attending is recommended for optimal learning. Using Classroom Training in conjunction with County OJT for procedures and policies is extremely helpful. Training attendees on Client Index Numbers (CINs), county file clearance systems and procedures before sending staff to Classroom training is also found to be very successful.

Web Based Training

The Web Based Training (WBT) classes consist of several short interactive modules that take less than five minutes to complete. Upon conclusion of completing the self-paced modules, students converse over the phone and/or live internet chat with the State SFIS Trainer in order to confirm that the intended concepts have been learned. When specified modules are taken together in the specified order, the sum of the modules becomes a class for Initial training. For Refresher training, the module of interest can be taken independently of the others.

Best Practices

WBT is most effectively used (for Initial and/or Refresher training) as a way of teaching "theory" in conjunction with the "Hands-On" Training delivered in State Led Classroom and/or County Led Training (specifically when referring to the training of those who work closely with image capture tools).

STAFF NEEDS ASSESSMENT

The “staff” is those who are OSI employees and vendors that work for the maintenance and operation of the SFIS. An informal needs assessment was conducted in order to determine that the current Staff is sufficiently trained for their specific job functions. The Training Coordinator spoke with the departmental supervisors and employees to conclude that the current level of knowledge and skills are sufficient.

STAFF TRAINING PROGRAM DESCRIPTION

The Staff Training Program consists of Project-specific topics that are delivered to the learner in a variety of methods ranging from attending Stakeholder training to receiving customized one-on-one training by a subject matter expert. The Training program has been created to address the learning needs of Initial Training for both new staff and current staff that may transition into different positions. The *Staff Training Table* below offers customized training plans for each staff position on the SFIS project.



Staff Training Table

The *Staff Training Table* documents the current SFIS project staff positions and the people who serve in those positions, with the exception of the EDS staff positions. (The EDS section outlines the general contractor duties and training plan, but it does not detail each EDS' staff position and their training plan due to the fact the EDS is responsible for training their own staff.) The Table documents what skill set the person assuming the position will need to possess. The Table then documents a training plan for how to train the person on what they need to know about their position (Application Specific and Non-Application Specific skills are documented). The Training plan assumes that the person hired has met the position skill-set requirements as defined by the OSI and/or by the SFIS/vendor contract requirements.



SFIS Project Manager (Dave Sakauye)

| Duty Description | Non-Application Specific Skills ¹ | Training Plan | Application Specific Skills | Training Plan |
|---|--|---|---|--|
| <p>*Advise and consult with CHHSA, county welfare directors, CDSS program staff and State control agencies to ensure that SFIS information technology solutions meet their business needs.</p> <p>*Create a high performance environment at OSI and within the SFIS project team.</p> <p>*Establish and maintain relationships with all IT stakeholders.</p> <p>*Maintain project fiscal integrity within the guidelines established by State and local agencies.</p> <p>*Direct technology critical project activities while managing risk and implementing the business solution within the scope of the approved State documents.</p> <p>*Manage the SFIS vendor contract to assure compliance with the stated objectives and budget.</p> <p>*Assure all SFIS reporting requirements and budgetary documents for control agencies are completed and submitted timely.</p> <p>*Participate in weekly project CCB meetings.</p> <p>*Review/authorize all project</p> | <p>Familiar with State of California procurement rules, regulations and processes.</p> | <p>Software Lifecycle Management (SLIM) training.</p> | <p>Moderate level of understanding of user functionality.</p> | <p>Attend system demonstration.</p> |
| | | <p>Participation in Quality Assurance Working Group.</p> | | <p>Attend all SFIS classes.</p> |
| | <p>Familiar with SFIS Procurement documents.</p> | <p>Meet with Procurement staff.</p> | | <p>Review Help Desk reports and meet with Help Desk Coordinator.</p> |
| | <p>Familiar with CCB operations.</p> | <p>Attend CCB meetings.</p> | | <p>Attend county site visits for observation.</p> |
| | <p>Familiar with Project documentation.</p> | <p>Read project documentation as directed by Deputy Director.</p> | | |

¹ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹ | Training Plan | Application Specific Skills | Training Plan |
|------------------------|--|----------------------------|--|---|
| changes/modifications. | | | | |
| | Familiar with project sponsor. | Meet with project sponsor. | Moderate knowledge of SFIS internals, and backend operations | Read System Design Document (SDD). |
| | | | Rudimentary knowledge of fingerprint identification. | Take fingerprint course. Spend one hour with Verifiers and Fingerprint Consultant. |
| | | | Knowledge of fingerprint matching technology. | |



System Administrator (Dave Sakauye)

| Duty Description | Non-Application Specific Skills ² | Training Plan | Application Specific Skills | Training Plan |
|---|--|---|--|---|
| <p>*Manage the development and maintenance of project documentation. *Direct and coordinate internal project activities. *Direct project planning; Direct project office organization and staffing; Direct project tracking and metrics tracking; Coordinate problem identification and resolution activities between maintenance contractor, customer, and project staff; Direct and participate in risk management and contingency planning; and Direct Quality Assurance. *Prepare Project Management Reports. *Prepare reports for legislature. *Prepare periodic status reports. *Respond to special requests from Federal and State control agencies. *Attend planning and management meetings *Review work products. *Manage and participate in weekly project CCB meetings.</p> | Thorough knowledge of application functionality. | Read project documents: System Design Document (SDD), Technical Design Document (TDD), Request for Proposal (RFP), System Operation and Support Plan (SOSP) | Thorough knowledge of application functionality. | Attend system demonstration. |
| | Extensive knowledge of the data flow. | Same as above. | | Read all user guides. |
| | Thorough knowledge of image removal. | Meet with Help Desk Coordinator to receive Image Removal Training | | Do all training exercises with SFIS DT. |

² (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ² | Training Plan | Application Specific Skills | Training Plan |
|------------------|---|--|-----------------------------|---|
| | Thorough knowledge of 2 nd level Help Desk support | Make 2 nd level site visit and observe calls. | | Attend all SFIS classes. |
| | Thorough knowledge of Department of Technology Services (OTECH) Cannery Services. | Attend meeting with CDSS. | | Spend at least one day listening to Help Desk calls. |
| | Thorough understanding of customer needs: CDSS and County. | Attend county site visits for observation. | | Attend county site visits for observation. |
| | | Attend new employee OSI orientation. | | Take fingerprint course. |
| | | Attend meeting with OSI Customer Relations. | | Spend at least one day with Verifiers and Fingerprint Consultant. |
| | | Attend OSI staff meeting. | | Read System Design Document (SDD) |



| Duty Description | Non-Application Specific Skills ² | Training Plan | Application Specific Skills | Training Plan |
|------------------|--|---------------|---|--------------------------------------|
| | | | | Read Technical Design Document (TDD) |
| | | | Read Request for Proposal Document (RFP) | |
| | | | Read System Operation and Support Plan (SOSP) | |
| | | | Extensive knowledge of the data flow. | Same as above |



SFIS Financial Analyst (Dave Sakauye)

| Duty Description | Job Specific Knowledge Needed ³ | Job Specific Training Plan | SFIS Knowledge Needed | System Training Plan |
|---|--|--|---|---|
| *Manage the annual budget to ensure expenditures are within spending authority, per approved spending plan. Prepare the State and Federal approval documents (APDs, SPRs, etc.) for funding. *Prepares monthly billing for CDSS. | Thorough knowledge of vendor contracts. | Read all vendor contracts. | Needs basic knowledge of how system functions | Attend demonstration of the SFIS. |
| | Thorough knowledge of vendor proposal. | Read all vendor proposals. | | Meeting/Question and Answer session with desired staff members. |
| | Thorough knowledge of OSI fiscal documents. | Meet with OSI accounting staff to review fiscal documents. | | |
| | Thorough knowledge of SFIS/CDSS IAA agreement. | Read SFIS/CDSS IAA agreement. | | |
| | Thorough understanding of CDSS billing requirements. | Meet with CDSS regarding billing requirements. | | |

³ (Pre-requisites not included)



| Duty Description | Job Specific Knowledge Needed ³ | Job Specific Training Plan | SFIS Knowledge Needed | System Training Plan |
|------------------|---|---|-----------------------|----------------------|
| | Thorough understanding of OSI rate structure. | Read OSI rate structure and meet with Client Relation's department. | | |
| | | Meet with peers from other projects (SAWs) | | |



SFIS Administrative Specialist (Dave Sakauye)

| Duty Description | Non-Application Specific Skills ⁴ | Training Plan | Application Specific Skills | Training Plan |
|---|---|--------------------------------|--|---|
| <p>*Review all personnel documents, including Request for Personnel Action (RPAs), position descriptions, justifications, organizational charts, job bulletins, employment recruitment/rejection letters etc. *Review all SFIS Vendor contract documents (CMAS and MSA) including statements of work, justifications, and service requests for creating or amending contracts. *Track and review all invoices for payment to each vendor (Mark III Engineering, Eclipse Solutions, Inc., and EDS). *Review and serve as website backup of the SFIS website. *Prepare correspondence for project manager. *Prepare presentations.</p> | Thorough understanding of contract. | Tour SFIS Help Desk facility. | Needs basic knowledge of how system functions. | Attend demonstration of the SFIS. |
| | Thorough understanding of Vendor Cost Proposal. | Tour Central Site. | | Meeting/Question and Answer session with desired staff members. |
| | | Tour SFIS training facilities. | | |
| | Meet with peers from other projects (SAWs) | | | |

⁴ (Pre-requisites not included)



Legal Representative and Counsel (Pat Cruz/SFIS & Joselyn Colbert/IHSS)

| Duty Description | Non-Application Specific Skills ⁵ | Training Plan | Application Specific Skills | Training Plan |
|--|---|---|--|---|
| *Representation of the State’s interests as an officially authorized fiduciary. *Provision of legal counsel pertaining to such issues as procurement documentation, or lessons learned. | Thorough understanding of Project Charter, State Regulations, Contract and all procurement documents. | Read and discuss all documents with Project Manager. | Needs basic knowledge of how system functions. | Attend demonstration of the SFIS. |
| | Thorough understanding of IAA. | Read IAA. | | Meeting/Question and Answer session with desired staff members. |
| | Thorough understanding of SFIS opponents and stakeholders. | Read SFIS Risk document, Newspaper articles and appropriate websites. | | |

⁵ (Pre-requisites not included)



Contract Analyst (Dave Sakauye)

| Duty Description | Non-Application Specific Skills ⁶ | Training Plan | Application Specific Skills | Training Plan |
|---|--|--|-----------------------------|------------------------------|
| *Monitor, review, and report project encumbrances. *Review and validate monthly vendor invoices for consultant services (not EDS) before authorization by SFIS Project Manager. Address issues as required with vendors. *Process consultant’s anniversary increases. *Review and validate expense reports before authorization by SFIS Project Manager. *Maintain and manage project hardcopy and softcopy records and documents. *Maintain, processes, and tracks APD’s and BCP’s. *Provides quality assurance services to project documentation. | Knowledge of SFIS budget. | Read SFIS approval documents. | Basic knowledge of SFIS. | Attend system demonstration. |
| | Knowledge of SFIS contracts. | Read SFIS contracts and meet with Project manager to discuss. | | |
| | Knowledge of SFIS organization. | Read SFIS organizational chart and meet with Project Manager to discuss. | | |

⁶ (Pre-requisites not included)



Training Coordinator (Melanie Owens)

| Duty Description | Non-Application Specific Skills ⁷ | Training Plan | Application Specific Skills | Training Plan |
|---|---|--|--|---|
| <p>*Report to project manager on training department direction, training project plan status and department issues.</p> <p>*Serve as department team member with training staff.</p> <p>*Meet weekly with Training Scheduler and Backup to discuss status of project plan, status of class schedule and current issues.</p> <p>*Attend and/or conduct any and all project meetings with SFIS staff when department needs representation.</p> <p>*Create, document, implement and manage training project plan.</p> <p>*Create, document, implement and manage departmental processes for training.</p> <p>*Assess user and staff training needs.</p> <p>*Create and revise curriculum when needed (user, staff, UAT, etc.).</p> | <p>Thorough understanding of all training procedures and documents.</p> | <p>iManage tour of training and communication documents.</p> | <p>Highest level of understanding of user functionality.</p> | <p>Attend system demonstration.</p> |
| | | <p>Training database tour.</p> | | <p>Read all user guides.</p> |
| | | <p>Website tour.</p> | | <p>Read all training presentations, class notes and instructor preparation notes.</p> |
| | | <p>Read department documents: Training Plan, Coordinator List, SFIS DT procedures, Training enrollment procedures,</p> | | <p>Do all training exercises with SFIS DT.</p> |
| | <p>PACs overview.</p> | <p>Attend and Co-facilitate all SFIS classes.</p> | | |
| | <p>Thorough understanding of training curriculum.</p> | <p>Spend one day listening to Help Desk calls.</p> | | |

⁷ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ⁷ | Training Plan | Application Specific Skills | Training Plan |
|--|---|---|-----------------------------|--|
| <ul style="list-style-type: none"> *Training curriculum. *Evaluate and measure training. *Create, disseminate and maintain training schedule. *Recruit for training. *Maintain and serve as point of contact for Sacramento training center. *Maintain and serve as point of contact for Southern CA training center. *Serve as liaison with counties on training issues. *Participate in weekly project CCB meetings. *Train SFIS Trainers on how to train SFIS. *Serve as the designer and administrator for the Web Based Training Program. | <p>Thorough understanding of system operating status.</p> | <p>Read project documents: System Design Document (SDD), SFIS Project Charter, CCB process explanation documents, Communication Plan, Website</p> | | <p>Attend county site visit for observation.</p> |
| | <p>Thorough understanding of SFIS Help Desk Knowledge Base.</p> | <p>Read Knowledge Base.</p> | | <p>Read System Design Document (SDD).</p> |
| | <p>Thorough understanding of escalated Help Desk tickets.</p> | <p>Read Help Desk Report & speak with Help Desk Coord. Weekly regarding tickets.</p> | | <p>Conduct walk through of classes to staff.</p> |



Production Support (Melanie Owens)

| Duty Description | Non-Application Specific Skills ⁸ | Training Plan | Application Specific Skills | Training Plan |
|---|--|---|---|---|
| *Create UAT Plan: Document Objectives, Test Strategies and Measurement Strategies. *Create and coordinate UAT participant documentation and communications. *Create results/summary report. *Assemble and conduct user group meetings when relevant. | Understanding of PACS functionality. | Attend PACs training with PACs administrator. | Thorough understanding of user functionality. | Attend system demonstration. |
| | Understanding of CCB process. | Read CCB charter. Attend CCB meetings. | | Read all user guides. |
| | Understanding of iManage. | iManage tour of UAT documents. Read UAT documents. | | Do all training exercises with SFIS DT. |
| | | | | Attend all SFIS classes. |
| | | | | Spend one day listening to Help Desk calls. |
| | | | | Attend county site visit for observation. Read System Design Document (SDD). |

⁸ (Pre-requisites not included)



SFIS Trainer (Mary Sosebee)

| Duty Description | Non-Application Specific Skills ⁹ | Training Plan | Application Specific Skills | Training Plan |
|--|--|---|---|---|
| *Train SFIS. *Maintain Monrovia Training Center. *Make all travel arrangements. *Serve as county liaison during site visits and classes. *Communicate training/county needs to Training Coordinator and other appropriate staff. | Understanding of PACS functionality. | Attend PACs training with PACs administrator. | Thorough understanding of user functionality. | Attend system demonstration. |
| | Understanding of CCB process. | Read CCB charter. Attend CCB meetings. | | Read all user guides. |
| | Understanding of UAT process. | Read UAT documents. | | Do all training exercises with SFIS DT. Take all WBT modules. |
| | Understanding of iManage. | iManage tour of UAT documents. | | Attend all SFIS classes. |
| | | | | Spend one day listening to Help Desk calls. |
| | | | | Attend county site visit for observation. Read System Design Document (SDD). |

⁹ (Pre-requisites not included)



User Communication's Coordinator (Melanie Owens)

| Duty Description | Non-Application Specific Skills ¹⁰ | Training Plan | Application Specific Skills | Training Plan |
|---|--|---|---|---|
| *Maintain and improve User Guides. *Create and disseminate any and all user communications (letters, e-mails, instructions, etc.). | Understanding of PACS functionality. | Attend PACs training with PACs administrator. | Thorough understanding of user functionality. | Attend system demonstration. |
| | Understanding of CCB process. | Read CCB charter. | | Read all user guides. |
| | | Attend CCB meetings. | | Do all training exercises with SFIS DT. |
| | Understanding of iManage. | Meet with iManage administrator for training. | | Attend all SFIS classes. |
| | Understanding of UAT process | iManage tour of UAT documents. | | Spend one day listening to Help Desk calls. |
| | | Read UAT documents. | | Attend county site visit for observation. |
| | Understanding of user guide format. | Read all user guides. | | Read System Design Document (SDD). |
| | Understanding of user guide approval. Process. | Meet with Project Manager. | | |
| Understanding of | Tour website. | | | |

¹⁰ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹⁰ | Training Plan | Application Specific Skills | Training Plan |
|------------------|---|---|-----------------------------|---------------|
| | user guide Dissemination process and format. | Meet with Webmaster. | | |
| | Understand screen capture method. | Meet with DBA for screen capture method training. | | |



Field Operations Manager (Rich Smith)

| Duty Description | Non-Application Specific Skills ¹¹ | Training Plan | Application Specific Skills | Training Plan |
|--|--|---|--|--|
| *Monitor prime contractor management of operations. *Monitor resolution of operations support problems. *Manage Site Specialists performing remote site move, add, and change activities and tasks. *Manage Site Specialist staff providing direct support to end-users. *Participate in weekly project CCB meetings. *Schedule Site Specialist Re: Router Swap outs and Circuit downgrades *Coordinate Network activity with OTECH Network Operations Center (NOC) *SFIS Network Architecture Analysis. * Backup for Site Specialist. | Knowledge of SFIS Network Architecture. | Review SFIS Data Base and SFIS Documentation. | Med Level of knowledge of SFIS system. | Attend system demonstration. |
| | Knowledge of SFIS site LAN configuration. | Review Site Assessment Visio Drawings. | | Attend all SFIS classes. |
| | Knowledge of OTECH Network Architecture. | Review SFIS Documentation and Work with Site Specialists. | Knowledge of EDS Helpdesk. | Spend at least one day listening to Help Desk calls and watching resolution process. |
| | Knowledge of mapping software. | | | |
| | Working experience with Excel spreadsheets; creating and updating. | Numerous site visits with Site Specialists. | | |
| | | Working experience of all SFIS Site Specialist duties. | Work with Site Specialists with regards to travel times. | Knowledge of SFIS IP Addressing Assignments. |
| | | Review DB for SFIS site locations. | Knowledge of EDS HD Trouble ticket tracking | Spend time with Site Specialists resolving HD Tickets assigned to Site Specialists. |

¹¹ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹¹ | Training Plan | Application Specific Skills | Training Plan |
|------------------|---|---|---|---|
| | | | and resolution. | |
| | | Work with Site Specialist with regards to time needed for installs. | Knowledge of EDS 2 nd Level Helpdesk Rolls and Responsibilities. | Spend at least one day with EDS 2 nd Level HD Operators. |
| | | Review mapping methods with Site Specialists. | Knowledge of EDS Break/Fix dispatch process. | Review SFIS documentation regarding Policies. |
| | Review MAC XL spreadsheets. | Familiarity with the SFIS Central Site. | Spend at least one day with EDS Central Site Operators. | |
| | | | Familiarity of EDS Central Site Operations Staff. | Meet EDS Central Site Operations Staff. |
| | | | Knowledge of SFIS Policies. | Meet with Project Manager. |



Administrative Support (OSI Staff)

| Duty Description | Non-Application Specific Skills ¹² | Training Plan | Application Specific Skills | Training Plan | |
|--|---|--|--|--|--|
| <p>*Create, modify and proof all personnel documents, including Request for Personnel Action (RPAs), position descriptions, justifications, organizational charts, job bulletins, employment recruitment/rejection letters etc. *Proof all SFIS Vendor contract documents (CMAS and MSA) including statements of work, justifications, and service requests for creating or amending contracts. *Track all invoices for payment to each vendor (Mark III Engineering, Eclipse Solutions, Inc., and EDS). *Provide clerical/secretarial support. *Maintain conference room calendars, distribution lists. *Make travel arrangements. *Manage incoming/outgoing mail. *Monitor and escort project</p> | Thorough understanding of the OSI Personnel hiring process. | Meet with the OSI Personnel Department. | Basic knowledge level of SFIS end user screens and system functionality. | Attend system demonstration. | |
| | Basic knowledge of developing CMAS/MSA technical contracts. | Meet with the OSI Contracts & Procurement Department. | | Read & review all vendor contracts and contract documents. | Read all user guides. |
| | | | | | Attend all SFIS classes. |
| | Familiarity of the SFIS meeting calendar. | Review meetings currently being held within the SFIS. | | | Attend county site visits for observation. |
| | Familiarity of the SFIS system. | Attend system demonstration. | | | |
| | Thorough knowledge of MS Outlook and PowerPoint. | Attend MS Outlook and PowerPoint classes through the OTECH | | | |

¹² (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹² | Training Plan | Application Specific Skills | Training Plan |
|--|---|---------------------------------|-----------------------------|---------------|
| guests within the workplace. *Provide administrative support. *Answer and direct phone calls. *Maintain reporting schedules to assure project reporting obligations are met. *Prepare correspondence for project manager. *Prepare presentations. | | Training Center. | | |
| | Thoroughly understand the state service travel process. | Read the state travel contract. | | |
| | Thoroughly understand the SFIS project's policies and procedures. | Meet with Project Manager. | | |



Site Specialist (Tony Griffiths, Mary Sosebee)

| Duty Description | Non-Application Specific Skills ¹³ | Training Plan | Application Specific Skills | Training Plan |
|---|--|--|--|--|
| <p>*Site preparation, installations and subsequent changes to county worksites. In addition to site work, some site staff perform administrative and LAN administration duties.</p> <p>*Provide main point of contact for counties for move, add, change (MAC) requests and gather information as needed from the counties, network install/support (OTECH), CDSS Fraud (approval process), Vendors (EDS, phone companies to ensure effective coordination for each request.</p> <p>*Upon receipt of county request for new or changed network services, independently assess the county site to evaluate the proposed/changed site and coordinate the installation of LAN equipment and work stations to ensure the county site is fully operational and that the customer experiences minimal</p> | Thoroughly understand SFIS LAN configuration. | Meet with Field Operations Manager for training. | Have basic understanding of application. | Attend system demonstration. |
| | Thoroughly understand the MAC database. | Meet with MAC administrator and Field Operations Manager for training. | | Read all user guides. |
| | Thoroughly understand the state service travel process. | Read the state travel contract. | | Attend all SFIS classes. |
| | | Meet with the state accounting department regarding travel. | | Spend at least one day listening to Help Desk calls. |
| | Thoroughly understand the SFIS workstation configuration and installation process. | Meet with Field Operations Manager for training. | | Attend county site visits for observation. |
| | Thoroughly understand the MAC request | Attend training with MAC | | |

¹³ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹³ | Training Plan | Application Specific Skills | Training Plan |
|--|--|--|-----------------------------|---------------|
| <p>downtime/interruption. This includes physical site assessment and LAN/WAN assessment. *Schedule site and network assessment and complete site assessments. *Create/submit a service request requesting circuit and router needs. *Update MAC database with all gathered information and request site prep. If required, procure State vendor. *Coordinate installs with OTECH, telephone companies, Mark III Engineering and county staff. *Perform vendor/network equipment installations, de-installations and changes. Determine need for circuit moves, adds, deletes and changes. *Configure and troubleshoot network/SFIS equipment to ensure equipment is communicating between the SFIS site and OTECH. *Follow up with all entities to help ensure the success of the</p> | <p>process.</p> | <p>supervisor to understand MAC request process.</p> | | |
| | | <p>Attend system training with MAC database administrator.</p> | | |
| | <p>Thoroughly understand the OTECH network install procedures.</p> | <p>1) Attend system demonstration. 2) Attend site visits. Meet with OTECH Telecom for explanation of install procedures.</p> | | |



| Duty Description | Non-Application Specific Skills ¹³ | Training Plan | Application Specific Skills | Training Plan |
|--|---|---------------|-----------------------------|---------------|
| <p>installation.</p> <ul style="list-style-type: none"> *Close all documentation on site. *Respond to Help Desk calls (and providing customer service to the counties) that cannot be resolved by the Help Desk vendor. *Assist counties, Fujitsu, and OTECH Help Desk in finding possible problems with the network and/or SFIS equipment. *Provide support for laptop and workstations. *Deploy and maintain new SFIS laptops for remote sites. *Escalate network/PC problems that cannot be corrected to appropriate party. | | | | |



Fingerprint Verification Expert (Daniel Cron)

| Duty Description | Non-Application Specific Skills ¹⁴ | Training Plan | | Application Specific Skills | Training Plan |
|---|--|--|---|---|---------------|
| <p>*Responsible for providing oversight and training for the SFIS fingerprint Verification Technicians. *Instructing Verification Technicians on determining fingerprint matches by teaching them how to identify fingerprint characteristics from fingerprint images and to use them in determining if two fingerprints match. *Reviewing and consulting with Verification Technicians on difficult images. *Double-checks all overturned images (Quality Control). *Requires 5-10 years experience as a certified fingerprint examiner.</p> | <p>Thorough understanding of SFIS Verification function.</p> | <p>Meet with State System Administrator to be trained on Verification function and procedures.</p> | <p>Basic understanding of system's functionality.</p> | <p>Attend Fraud Investigation Workstation and Client Input Workstation Class.</p> | |
| | | <p>Meet with EDS Verifiers to be trained on Verification function and procedures.</p> | | | |
| | <p>Thorough understanding of CDSS fraud policy.</p> | <p>Meet with CDSS to discuss fraud policy.</p> | | | |
| | <p>Understand AFIS technology.</p> | <p>Attend Printrak training.</p> | | | |

¹⁴ (Pre-requisites not included)



Database Administrator (DBA) (Mike Schrag)

| Duty Description | Non-Application Specific Skills ¹⁵ | Training Plan | Application Specific Skills | Training Plan |
|---|--|---|--|------------------------------|
| *Database administration. *Unix Administration. *Ad Hoc reporting for SFIS and counties. *Assistance in technical troubleshooting. *Creation and modification of reports using Crystal Reports. *Research next generation of the application *Assist in designing and programming new databases to support project activities. *Participate in weekly project CCB meetings. *Provide support for image removals. *Provide 2 nd level Help Desk support. | Thorough knowledge of application functionality and data flow. | Read project documents: System Design Document (SDD), Technical Design Document (TDD), Request for Proposal (RFP), System Operation and Support Plan (SOSP) | Thorough knowledge of application functionality. | Attend system demonstration. |
| | | Meet w/ Help Desk Coordinator to receive Image Removal Training | | Read all user guides. |
| | Thorough knowledge of image removal. | Meet w/ Help Desk | | Take all WBT modules. |

¹⁵ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹⁵ | Training Plan | Application Specific Skills | Training Plan |
|------------------|--|--|-----------------------------|---|
| | | Coordinator to receive Image Removal Training | | |
| | Thorough knowledge of 2 nd level Help Desk support. | Make 2 nd level site visit and observe calls. | | Attend all SFIS classes. |
| | | | | Do all training exercises with SFIS DT. |
| | | | | Spend at least one day listening to Help Desk calls. |
| | | | | Attend county site visits for observation. |
| | | | | Take fingerprint course. |
| | | | | Spend at least one day with Verifiers and Fingerprint Consultant. |
| | | | | Read System Design Document (SDD). |
| | | | | Read Technical Design Document (TDD). |
| | | | | Read Request for Proposal Document (RFP). |
| | | Read System Operation and Support Plan (SOSP). | | |



Project Management Office Administrator/Training Scheduler (Melanie Coupe)

| Duty Description | Non-Application Specific Skills ¹⁶ | Training Plan | Application Specific Skills | Training Plan |
|---|---|---|--|--|
| <p>*Develop and administer the Project Administrative Control System (PACS). (MS Access database that captures Action Items, Issues, Change Control, Document Management & Control, Requirements, Lessons Learned, and Risks for the project.)</p> <p>*Attend weekly CCB meetings to capture PACS updates.</p> <p>*Develop and maintain SFIS training database. Create and maintain database, which captures class schedules, attendees, county coordinators, county sites, instructors etc. Database includes historical data through present. System generates confirmation letters, class rosters, course evaluations, and certificates of completion.</p> <p>*Validate router invoices against SFIS current know usage detail in MACS database.</p> <p>*Develop and maintain the SFIS</p> | Thorough knowledge of MS Access. | | Basic understanding of system's functionality. | Attend system demonstration. |
| | Thorough knowledge of iManage. | iManage training. | | Read all user guides. |
| | Thorough knowledge of the MAC database. | | | Take WBT modules. |
| | Thorough knowledge of the Training database. | SFIS Training database training. | | Attend all SFIS classes. |
| | | SFIS Web-site tour. | | Spend at least one day listening to Help Desk calls. |
| | | Read department documents: Training Plan, Coordinator List, SFIS DT procedures, Training enrollment procedures. | | Attend county site visits for observation. |
| | | Read project documents: System Design | | |

¹⁶ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹⁶ | Training Plan | Application Specific Skills | Training Plan |
|---|---|---|-----------------------------|---|
| MAC database. *Attend training meetings. *Send out training confirmations and maps. *Create certificates for training in Sacramento. *Process all county calls and e-mails for training requests. *Answer questions regarding training for all counties. | | Document (SDD), SFIS Project Charter, CCB process documents, Communication Plan | | |
| | Thorough knowledge of the PACS database. | PACs training. | | Take fingerprint course. |
| | | | | Spend at least one day with Verifiers and Fingerprint Consultant. |



PMO/V&V (Sam Fahr)

| Duty Description | Non-Application Specific Skills ¹⁷ | Training Plan | Application Specific Skills | Training Plan |
|---|---|--|---|--|
| <p>*Provide weekly V&V reports to project management. *Participate in testing of system changes. *Review and comment on project documentation, and coordinate review by other project staff. *Maintain requirements and linkages to risks, issues, change orders etc. *Create, document, implement and manage departmental project plan. *Perform a variety of risk management activities including identification and mitigation strategy development. *Review contractor deliverables for compliance with the requirements and business needs of SFIS. *Manage Lessons Learned portion of PACS. *Act as the lead for the State in performing application testing.</p> | MS Project and other project management tools | Software Lifecycle Management (SLIM) training. | Highest level of understanding of user functionality. | Attend system demonstration. |
| | System management tools. | | | Read all user guides. |
| | State of California procurement rules, regulations and processes. | Participation in Quality Assurance Working Group. | | Do all training exercises with SFIS DT. |
| | PACs functionality and content. | Attend training with PACs Administrator. | | Attend all SFIS classes. |
| | SFIS Procurement documents. | Read SFIS Procurement documents. | | Spend at least one day listening to Help Desk calls. |
| | CCB operations. | Attend CCB meeting. | | Attend county site visits for observation. |
| | Familiar with Project documentation. | Read project documentation as directed by Project Manager. | Moderate knowledge of SFIS internals, and backend operations. | Read System Design Document (SDD). |

¹⁷ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹⁷ | Training Plan | Application Specific Skills | Training Plan |
|---|---|---------------|--|---|
| <ul style="list-style-type: none"> *Creation and maintenance of master project schedule. *Chair the weekly CCB meetings. *Lead the development and maintenance of project process documentation such as the Configuration Management or Risk Management Plans. *Provide PACS requirements. *Provide technical oversight for the development, implementation, maintenance and operation of SFIS. *Identify to the Project Manager any possible design, development, organizational, or operational issues which may impact the successful implementation of SFIS. *Provide security analyses and recommendations. *Other duties as assigned, including analyses commissioned by the project manager. | | | Rudimentary knowledge of fingerprint identification. | Take fingerprint course. Spend at least one day with Verifiers and Fingerprint Consultant. |
| | | | Knowledge of fingerprint matching technology. | Read outside sources: industry articles and user groups. |



EDS Project Staff

| Duty Description | Non-Application Specific Skills ¹⁸ | Training Plan | Application Specific Skills | Training Plan |
|--|--|---|--|---|
| *Software maintenance by phone and on site. *Software enhancement. *Hardware maintenance by phone and on site. *Maintenance reporting to State staff. *Preventative maintenance to the imaging equipment. *Help Desk level I, II, and III support services. *"Participate in weekly project CCB meetings." *Manage subcontractor activities including Printrak. *Develop and maintain county specific functionality. | Thorough knowledge of application functionality. | | Thorough knowledge of application functionality. | Attend system demonstration. |
| | Extensive knowledge of the data flow. | Read project documents: System Design Document (SDD), Technical Design Document (TDD), Request for Proposal (RFP), System Operation and Support Plan (SOSP) | | Read all user guides. |
| | Thorough knowledge of image removal. | Meet with Help Desk Coordinator to receive Image | | Do all training exercises with SFIS DT. |

¹⁸ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ¹⁸ | Training Plan | Application Specific Skills | Training Plan |
|------------------|--|--|---------------------------------------|---|
| | | Removal Training | | |
| | Thorough knowledge of Help Desk support. | Make Help Desk level site visit and observe calls. | | Attend all SFIS classes. |
| | Thorough understanding of county specific functionality. | | | Spend at least one day listening to Help Desk calls. |
| | | Attend PACs training. | | Attend county site visits for observation. |
| | Thorough knowledge of SFIS Procurement documents. | Read SFIS procurement documents. | | Take fingerprint course. |
| | | | Extensive knowledge of the data flow. | Spend at least one day with Verifiers and Fingerprint Consultant. |
| | | | | Read System Design Document (SDD). |
| | | | | Read Technical Design Document (TDD). |
| | | | | Read Request for Proposal Document (RFP). |
| | | | | Read System Operation and Support Plan (SOSP). |



Webmaster (Tony Griffitts)

| Duty Description | Job Specific Knowledge Needed ¹⁹ | Job Specific Training Plan | SFIS Knowledge Needed | System Training Plan |
|--|---|--|----------------------------------|----------------------------|
| *Responsible for maintaining SFIS website. | Understand website layout. | Meet with webmaster for thorough training on the SFIS website and for OTECH contact information. | Basic overview knowledge needed. | Attend SFIS demonstration. |
| | Know what the website files are and where they are located. | | | |
| | Through knowledge of document and website file formats. | | | |
| | Understand who the web contacts are at the OSI. | | | |
| | Knowledge of web approval process. | Meet with project manager for approval process information. | | |

¹⁹ (Pre-requisites not included)



| Duty Description | Job Specific Knowledge Needed ¹⁹ | Job Specific Training Plan | SFIS Knowledge Needed | System Training Plan |
|------------------|--|--|-----------------------|----------------------|
| | Understand County Coordinator List update process. | Meet with Webmaster regarding the County Coordinator List to learn the update process. | | |



Office LAN and SFIS LAN Administrator (OSI Staff)

| Duty Description | Job Specific Knowledge Needed ²⁰ | Job Specific Training Plan | SFIS Knowledge Needed | System Training Plan |
|---|---|--|--|--|
| Responsible for the maintenance and operation of the office and SFIS LAN. | Thorough understanding of the office LAN configuration. | Attend training with current office LAN Administrator. | Thorough understanding SFIS LAN configuration. | Attend training with current SFIS LAN Administrator. |
| | | | | Attend SFIS demonstration. |

²⁰ (Pre-requisites not included)



Application Programmer (Mike Schrag)

| Duty Description | Non-Application Specific Skills ²¹ | Training Plan | Application Specific Skills | Training Plan |
|---|--|--|---|--|
| *Provide C language programming support. *Provide PowerBuilder programming support. *Provide analysis of programming change requests. | Thorough understanding of all components and software associated with application. | Attend component and software training with EDS' Advanced System Engineer. | Thorough knowledge of application functionality. | Attend system demonstration. |
| | Thorough understanding change control and change management system. | Attend change control meeting with PACs Administrator. | | Read all user guides. |
| | | | | Do all training exercises with SFIS DT. |
| | | | | Attend all SFIS classes. |
| | | | | Spend at least one day listening to Help Desk calls. |
| | | | Attend county site visits for observation. | |
| | | | Take fingerprint course. | |
| | | | Spend at least one day with Verifiers and Fingerprint Consultant. | |
| | | | Extensive | Read System Design Document |

²¹ (Pre-requisites not included)



| Duty Description | Non-Application Specific Skills ²¹ | Training Plan | Application Specific Skills | Training Plan |
|------------------|---|---------------|-----------------------------|--|
| | | | knowledge of the data flow. | (SDD). Read Technical Design Document (TDD). Read Request for Proposal Document (RFP). Read System Operation and Support Plan (SOSP). |



STAFF TRAINING MANAGEMENT

State Employees

Each State employee's supervisor documents their employees' learning objectives, needs and appropriate strategies for meeting these objectives and needs in a State form called an Individual Development Plan (IDP) (See APPENDIX B). The following process is followed:

1. The documentation process begins with the supervisor meeting with the employee to discuss the learning objectives, needs and strategies.
2. The supervisor documents the discussion in the IDP and then seeks approval from the Project Manager (unless the Project Manager is their supervisor).
3. Upon receiving approval from the Project Manager, the outlined strategies are implemented and the IDP form is archived while the IDP implemented strategies are monitored, as outlined in the IDP, by the supervisor.
4. The IDP is reviewed every year and assessed for objectives and needs met by the supervisor. At this time, the supervisor will reassess the employees learning objectives, needs and strategies and then revise the IDP and forward it to the Project Manager for approval.

Consultant Staff

Consultant staff is hired because they already possess the appropriate skill-set for a particular position and/or function. However, as the project grows and/or changes, consultant staff may be asked to update or enhance their skills. Also, a consultant may be hired with a particular skill set, but they may be required to learn application specific skills, not available to them prior to being contracted. The process for training the consultant staff is different than the process for training state staff:

1. During the hiring process, the Project Manager assesses what skills the consultant lacks and completes a Consultant Staff Training Plan form (See APPENDIX C) which documents areas of training needed, training strategies and timeline for training milestones and completion.
2. The Consultant's training plan is implemented.



3. When the Consultant's Training Plan has been completed, the Project Manager reviews the Consultant Staff Training Plan form and approves or disapproves the training (it would be disapproved if the training was incomplete).
4. If the training is complete, and the Project Manager approves it, the form is scanned into the training database for archive.
5. If the training plan is incomplete and is disapproved, the rationale is reviewed with the employee and if necessary, the training plan is revised or the consultant's employment is terminated.

Training Waiver

When a new person is hired (staff or consultant) or an existing staff member transitions to a new position, the waiver process documented below may implemented for skills required that are already possessed by the person:

1. The Training Waiver Form (See APPENDIX D) is completed by the employee, the employee's Supervisor or by the Project Manager. When the form is, it must be approved by the Project Manager.
2. Once approved, the Training Waiver Forms is scanned into the Staff Training Database for archive.

Training Evaluation

When an employee or staff member is trained, the trainee completes a Training Evaluation Form (Part A - Trainee), which allows them to evaluate the trainer and the training. If the trainer is a fellow staff member, the trainer evaluates the trainee's success of learning the training objectives on the Training Evaluation Form (Part B - Trainer). Copies of both of these forms are located in APPENDIX E and APPENDIX F. The completed evaluations are submitted to the Project Manager for review and scanned into the Staff Training Database for archive. If the trainee attends training outside of the immediate organization, the trainer evaluation will not be applicable. Instead a certificate will be obtained and scanned into the training database for archive.



APPENDIX A: ACRONYMS

| Acronym | Description |
|---------|--|
| CCB | Change Control Board |
| CDSS | California Department of Social Services |
| CHHSA | California Health and Humans Services Agency |
| CWDA | California Welfare Directors Association |
| DBA | Database Administrator |
| DGS | Department of General Services |
| DHS | Department of Health Services |
| DOF | Department of Finance |
| DT | Direct Training |
| OTech | Office of Systems Integration |
| MAC | Moves, Adds, Changes |
| OSI | Office of System Integration |



| Acronym | Description |
|----------------|--------------------------------------|
| PM | Project Manager |
| PMO | Project Management Office |
| SCI | Statewide Client Index |
| SFIS | Statewide Fingerprint Imaging System |
| SID | OTECH System Integration Division |



APPENDIX B: INDIVIDUAL DEVELOPMENT PLAN (IDP) FORM

STATE OF CALIFORNIA

INDIVIDUAL DEVELOPMENT PLAN

FOR FUTURE JOB PERFORMANCE OF PERMANENT EMPLOYEES

STD (10/78)

| | | | |
|--|--|--|-------------------------------------|
| EMPLOYEE'S NAME (LAST, FIRST, MIDDLE INITIAL) | | DATE OF THIS PERFORMANCE DISCUSSION | |
| CIVIL SERVICE TITLE | | POSITION NUMBER | DATE OF LAST PERFORMANCE DISCUSSION |
| STATE DEPARTMENT OSI | | SUBDIVISION OF DEPARTMENT | EMPLOYEE'S HEAD QUARTERS |
| PERFORMANCE OBJECTIVES -- Goals for further improvement in job performance during the next year in order to meet or exceed standards for the employee's present job or to develop employee skills. | | PLAN FOR ACHIEVING OBJECTIVES -- SPECIFIC METHODS WHICH THE EMPLOYEE CAN WORK TOWARD ACCOMPLISHING HIS OR HER PERFORMANCE (in-service training courses, college courses, rotation, special work assignments for training purposes, etc.) | |

I HAVE PARTICIPATED IN A DISCUSSION OF OVER - ALL JOB PERFORMANCE

| | | | |
|-----------------------|------|-------------------------|------|
| SIGNATURE OF EMPLOYEE | DATE | SIGNATURE OF SUPERVISOR | DATE |
|-----------------------|------|-------------------------|------|



PERFORMANCE APPRAISAL SUMMARY
 OF PAST JOB PERFORMANCE OF PERMANENT EMPLOYEES
 STD 637 (2/78) - REVERSE

| Performance Factors | I | M | E | Comments |
|--|---|---|---|----------|
| 1. Quality of Work: Consider the extent to which completed work is accurate, neat, well-organized, thorough and effective. | | | | |
| 2. Quantity of work: Consider the extent to which the amount of work produced compares to quantity standards of the job. | | | | |
| 3. Work habits: Consider the employee's effectiveness in organizing and using work tools and time, in caring for equipment and materials, in following good practices of vehicle and personal safety, etc. | | | | |
| 4. Relationships with people: Consider the extent to which the employee recognizes the needs and desires of other people, treats others with respect and courtesy, inspires their respect and confidence, etc. | | | | |
| 5. TAKING ACTION INDEPENDENTLY: Consider the extent to which the employee shows initiative in making work improvements, identifying and correcting errors, initiating work activities, etc. | | | | |
| 6. MEETING WORK COMMITMENTS: Consider the extent to which employee completes work assignments, meet deadlines, follows established policies and procedures, etc. | | | | |
| 7. ANALYZING SITUATIONS AND MATERIALS: Consider the extent to which the employee applies consistently good judgment in analyzing work situations and materials, and in drawing sound conclusion. | | | | |



| | | | | |
|--|--|--|--|--|
| <p>8. SUPERVISING THE WORK OF OTHERS: Consider the employee's effectiveness in planning and controlling work activities motivating and developing subordinates, improving work methods and results, encouraging and supporting employee suggestions for work improvements, applying policies, selecting and developing subordinates in accordance with State Personnel Board and departmental affirmative action policies.</p> | | | | |
| <p>9. PERSONNEL MANAGEMENT PRACTICES: Consider the extent to which the employee understands and applies good personnel management practices including affirmative action and upward mobility. Does the employee contribute effectively to the implementation of State Personnel Board and departmental equal employment opportunity policies and to the attainment of affirmative action goals?</p> | | | | |

GENERAL COMMENTS OR COMMENTS ON OTHER FACTORS

*The supervisor may make "Comments" only, or may use rating categories only, or may use either or both methods of appraisal on any performance factor, as he or she prefers. The rating categories are:

- I - Improvement needed for performance to meet expected standards.
- M- Performance fully meets expected standards.
- E- Performance consistently exceeds expected standards.

TNoble



APPENDIX C: STAFF TRAINING FORM

STATE OF CALIFORNIA – STATEWIDE FINGERPRINT IMAGING SYSTEM (SFIS)

**STAFF TRAINING FORM
FOR CONSULTANT TRAINING**

| CONSULTANT NAME (LAST, FIRST, MIDDLE INITIAL) | | DATE OF THIS TRAINING PLAN | |
|---|-------------------|---|----------------------------|
| STATE DEPARTMENT OSI | | PROJECT NAME SFIS | POSITION TRAINED FOR |
| TRAINING OBJECTIVES - - Training skills that must be ascertained to function properly in the position. PLAN FOR ACHIEVING OBJECTIVES -- SPECIFIC METHODS WHICH THE PERSON CAN WORK TOWARD ACCOMPLISHING HIS OR HER PERFORMANCE (in-service training courses, college courses, rotation, special work assignments for training purposes, etc.) | | | |
| LEARNING OBJECTIVE | TRAINING STRATEGY | TRAINING START/END DATE | TRAINING COMPLETED YES/NO? |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| I HAVE PARTICIPATED IN A DISCUSSION OF THE TRAINING OBJECTIVES, STRATEGIES AND LEARNING STATUS. | | | |
| SIGNATURE OF CONSULTANT | DATE | SIGNATURE OF SUPERVISOR/PROJECT MANAGER | DATE |



APPENDIX D: TRAINING WAIVER FORM

STATE OF CALIFORNIA – STATEWIDE FINGERPRINT IMAGING SYSTEM (SFIS)

TRAINING WAIVER FORM

| | | | | |
|------------------------------------|-------------------------------|---|------------------------------|-------------------------|
| NAME (LAST, FIRST, MIDDLE INITIAL) | STATE DEPARTMENT OSI | PROJECT NAME SFIS | POSITION TRAINING WAIVED FOR | DATE |
| LEARNING OBJECTIVE | EXPLANATION FOR WAIVER | | | APPROVED YES/NO? |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SIGNATURE OF EMPLOYEE | DATE | SIGNATURE OF SUPERVISOR/PROJECT MANAGER | | DATE |



APPENDIX E: TRAINING EVALUATION FORM (Part A-Of Trainee by Trainer)

**SFIS STAFF TRAINING
EVALUATION OF TRAINEE BY TRAINER**

Class Name _____ Class Date _____
 Instructor Name _____
 Trainee Name _____

- 1) Which of the following best describes your role in SFIS? (select one)
- A) Project Manager L) Trainer
 - B) System Administrator M) User Communicaton's Coordinator
 - C) Financial Analyst N) Field Operations Manager
 - D) Administrative Specialist O) Administrative Support
 - E) Legal Representative and Counsel P) Site Specialist
 - F) Contract Analyst Q) Database Administrator
 - G) Training Coordinator Help Desk
 - H) User Acceptance Test Coordinator R) PMO/V&V
 - I) Prime Vendor Project Staff S) Webmaster
 - J) Office LAN and SFIS LAN Administrator V) Application Programmer
 - K) Fingerprint Examiner W) Other: _____

- 2) How soon do you expect the trainee to use what you've taught today?
- A) Immediately D) Not Sure
 - B) Within one to six months E) Not applicable – awareness only
 - C) Within six to twelve months

| | | | | | |
|-----------------------|--------------------------|--|-----------------------|--------------------------|--|
| 3) Course length was: | | | 4) Course detail was: | | |
| A) Too short | <input type="checkbox"/> | | A) Too little | <input type="checkbox"/> | |
| B) Appropriate | <input type="checkbox"/> | | B) Appropriate | <input type="checkbox"/> | |
| C) Too long | <input type="checkbox"/> | | C) Too much | <input type="checkbox"/> | |



**SFIS STAFF TRAINING
EVALUATION OF TRAINEE BY TRAINER**

Course:

5) Is this your first time to teach this class? Yes No

Please rate the following from Very Poor to Excellent

| | Very Poor | Poor | Fair | Good | Excellent | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 6) I clearly defined the objectives at the beginning of the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) Course met the defined objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) Activities and exercises were relevant to the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) Examples showed how the concepts and skills can be applied. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10) Sequence of topics was logical and clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11) The number of activities was appropriate to the course content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) I am confident that the trainee can perform the skills I taught today. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Trainee understood what:

| | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13) What the subject of training was. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14) Participated when prompted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15) Asked questions indicating comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16) Absorbed the material at a good pace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

General:

| |
|---|
| 17) Do you have any recommendations for improving the training? |
| 18) Do you have any concerns or issues regarding the training? |
| Comments: |



APPENDIX F: TRAINING EVALUATION FORM (Part B-Of Trainer by Trainee)

**SFIS STAFF TRAINING
EVALUATION OF TRAINER BY TRAINEE**

Class Name _____ Class Date _____
 Instructor Name _____
 Trainee Name _____

1) Which of the following best describes your role in SFIS? (select one)

- | | | | |
|--|--------------------------|--|-------------------------------------|
| A) Project Manager | <input type="checkbox"/> | L) Trainer | <input type="checkbox"/> |
| B) System Administrator | <input type="checkbox"/> | M) User Communicaton's Coordinator | <input type="checkbox"/> |
| C) Financial Analyst | <input type="checkbox"/> | N) Field Operations Manager | <input type="checkbox"/> |
| D) Administrative Specialist | <input type="checkbox"/> | O) Administrative Support | <input type="checkbox"/> |
| E) Legal Representative and Counsel | <input type="checkbox"/> | P) Site Specialist | <input type="checkbox"/> |
| F) Contract Analyst | <input type="checkbox"/> | Q) Database Administrator | <input type="checkbox"/> |
| G) Training Coordinator | <input type="checkbox"/> | Help Desk Coordinator/Training Back-Up | <input type="checkbox"/> |
| H) User Acceptance Test Coordinator | <input type="checkbox"/> | R) PMO/V&V | <input checked="" type="checkbox"/> |
| I) Prime Vendor Project Staff | <input type="checkbox"/> | S) Webmaster | <input type="checkbox"/> |
| J) Office LAN and SFIS LAN Administrator | <input type="checkbox"/> | V) Application Programmer | <input type="checkbox"/> |
| K) Fingerprint Examiner | <input type="checkbox"/> | W) Other: _____ | |

2) How soon do you expect to use what you've been taught today?

- | | | | |
|--------------------------------|-------------------------------------|------------------------------------|--------------------------|
| A) Immediately | <input type="checkbox"/> | D) Not Sure | <input type="checkbox"/> |
| B) Within one to six months | <input checked="" type="checkbox"/> | E) Not applicable – awareness only | <input type="checkbox"/> |
| C) Within six to twelve months | <input type="checkbox"/> | | |

| | | | | | |
|-----------------------|--------------------------|--|-----------------------|-------------------------------------|--|
| 3) Course length was: | | | 4) Course detail was: | | |
| A) Too short | <input type="checkbox"/> | | A) Too little | <input type="checkbox"/> | |
| B) Appropriate | <input type="checkbox"/> | | B) Appropriate | <input checked="" type="checkbox"/> | |
| C) Too long | <input type="checkbox"/> | | C) Too much | <input type="checkbox"/> | |



**SFIS STAFF TRAINING
EVALUATION OF TRAINER BY TRAINEE**

Course:

5) Is this your first time to take this class? Yes No

Please rate the following from Very Poor to Excellent

| | Very Poor | Poor | Fair | Good | Excellent | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 6) Objectives were clearly defined at the beginning of the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) Course met the defined objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) Activities and exercises were relevant to the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9) Examples showed how the concepts and skills can be applied. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10) Sequence of topics was logical and clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11) The number of activities was appropriate to the course content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) I am confident that I can perform the skills I learned today. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Instructor:

| | | | | | | |
|---|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 13) was knowledgeable about the subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14) Encouraged student participation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15) Had good communication and presentationskills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16) Presented material at a good pace. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

General:

| |
|---|
| 17) Do you have any recommendations for improving the training? |
| |
| 18) Do you have any concerns or issues regarding the training? |
| |
| Comments: |
| |