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4.14 System Training

RFP reference: 6.14 System Training, Page 55

Our comprehensive training approach includes adult learning principles, training modalities that have successfully trained nationally, and a foundation that can be tailored specifically to DSCYF. Our integrated training approach includes instructor based training, our nationally recognized SACWIS Computer Based Training module, and webinars for remote users. We have successfully trained SACWIS users since 1994, nationally – and look forward to bringing this proven approach to DSCYF.

We carefully reviewed the Delaware FACTS II training requirements and recognize our role in the development and delivery of the training program. The Delaware FACTS II end user and support staff training program includes training for 1600 state and county staff, and includes both Department personnel as well as providers, some of who may be out-of-state. In order to address these needs our training approach includes training for User Acceptance Testing (UAT), training for statewide go-live and post implementation support which are discussed in more detail in this section.



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FACTORS

Leaders in Training

- For six years Deloitte has been ranked in the top 10 of Training Magazine's Top 125
- In February 2010, Deloitte was named to the magazine's "Hall of Fame" in recognition of our long-running placement on the magazine's annual list of Top 125 companies
- 2009 Best Award: American Society of Training & Development
- Excellence in Learning Award: Brandon Hall

We find that the successful implementation of a given application is based upon four main elements:

- A **role-based training curriculum** with materials that provide users with a solid understanding of the purpose and functionality of the system, including how it impacts their daily job functions.
- A **“hands-on” interactive training program** including a training environment that mirrors the production environment, where real life exercises and simulations can be practiced.
- **Modular training material** that is flexible, easy to update, and specific to your needs.
- **Go-Live Training** that considers the optimal time to deliver training as well as how to minimize the disruption of users being away from their primary roles. The following provides an overview of the four types of training we propose:
 - **Instructor Led Training (ILT)**. Instructor Led Training (ILT) is delivered in the two DSCYF training facilities located in New Castle and Kent County. Additionally, Deloitte plans to add a training facility for ILT which are located in Delaware and in a convenient location for staff. Facilitating training in and near the DSCYF facilities provides training as close to the trainee as possible to minimize disruption to the office operations.
 - **Web-based Training**. Web-based training (WBT) is an important component augmenting our Instructor Led Training program. WBT training is used to supplement the ILT training and provide DSCYF staff the opportunity to complete training modules at their own pace when time permits. The WBTs also provide a great means of providing “refresher” training for staff who did attend an ILT course, but who desires reinforcement of the materials after the training is concluded.
 - **“Just the FACTS” Training**. This solution involves a targeted training topic discussing basic screens. So for example, 400 providers would attend a session in a large auditorium or as a webinar where trainers cover ‘Just’ invoicing.
 - **Webinars**. Webinars are a great solution to reach many users quickly and with minimal disruption. We plan to use webinars as part of the overall structured activities defined in the training plan and as an ad hoc vehicle to distribute information quickly and efficiently.

Deloitte applies a consistent approach to the development and use of training materials. This simplifies the processes for training material development and facilitates the trainees’ learning processes by supplying materials with an expected look and feel.

Features	Benefits
Industry-Recognized Full-Scale Learning Development Capabilities	Instead of spending time learning your business, we spend time tailoring our tools and methods to the unique needs of DSCYF and the State of Delaware.
Customizable, Collaborative Approach	We will work closely with DSCYF to develop a FACTS II training plan and training program that takes your preferences and requirements into account so the final product “fits” your needs and expectations.
Ability to Leverage Previous Training Project Experiences	We understand what is required to create successful training programs for staff who administer and deliver integrated children services programs because we have developed and delivered successful training programs for tens of thousands of managers, case workers, and administrative staff nationwide.

Table 4.14-1. Features and Benefits of the System Training for Deloitte’s proposed Delaware FACTS II solution.

Deloitte understands that DSCYF requires classroom training for some staff. To meet this requirement, we clearly identify the training content that is delivered online versus in the classroom in the Training Plan, which is subject to DSCYF review and approval. The training content that we deliver through Web-based training methods consists of basic skills such as system logon, navigation, and inquiry that can be completed by following simple step-by-step instructions. Complex content and use of the system in the context of a business process is reserved for classroom training. The value of Web-based training courses is that it not only provides staff with a common foundational understanding of FACTS II, but that they arrive to classroom training “on the same page.” Web-based training courses can also be accessed by staff after classroom training is complete so that they have a means to refresh their knowledge online as they start to use the system on-the-job.

FACTS II Training Delivery Approach



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Figure 4.14-1. Training Delivery to Meet Stakeholder Needs.

Combined classroom and WBT delivery approach maximizes learning and minimizes time spent away from the office.

We design our training with delivery effectiveness in mind. Training delivery can be as important to learning and retention as the actual information being conveyed. Most end users respond well to Instructor-led training, but studies show that trainees tend to remember only 40 percent of what they see and hear. In comparison, trainees tend to remember 20 percent of what they only see and read, and 70 percent of what they hear and do. Our delivery method takes those learning principles into account by providing a “teach me, show me, do together, do alone with coaching” approach.

Our content development approach is a “business-based” approach and is applied to the development of training materials. Content is derived from the business process documentation as well as any procedural changes, and organizational changes. Real scenario examples that reflect work activities and culture are provided, and hands-on system practice in a training environment is the cornerstone of the learning experience. The result: **a confident, go-live ready audience.**

The Delaware FACTS II Training Plan deliverable provides a roadmap for the development and execution of the training program. Upon project initiation, we work with DSCYF to establish the deadline for submission of this plan. This training plan includes training for end-users, state trainers, and support staff. We begin creating the Training Plan early on in the project, because it prescribes activities throughout each phase of the system development life cycle so that important tasks are not overlooked. An example of Training Plan Table of Contents is illustrated in the figure below.



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Figure 4.14-2. Example of Training Plan Table of Contents

Deloitte brings proven, caseworker-tested materials, project integration through our proprietary FACTS II Playbook, and the leading Learning and Development organization to bear on DSCYF’s training needs for this system implementation.

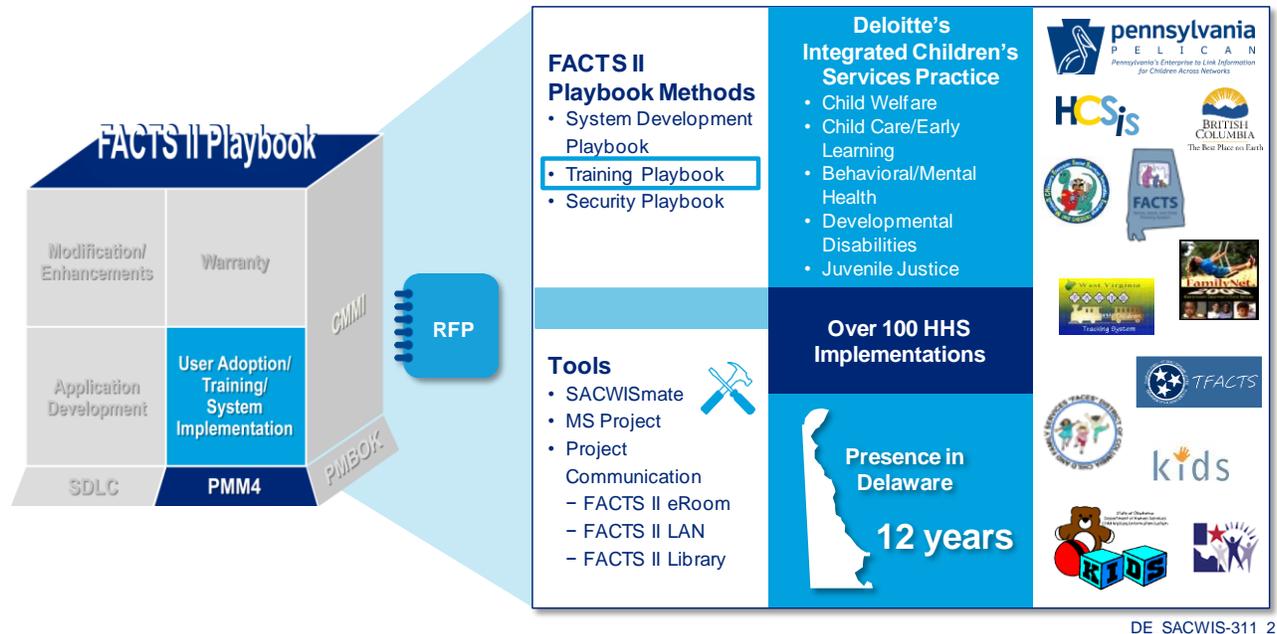
Our Training Methodology

RFP reference: 6.14 System Training, Page 55

The Department estimates that approximately 1,600 workers will require training on the FACTS II solution. These workers include both Department personnel as well as providers, some of whom are out-of-state. In their proposals, Bidders should describe in detail their System Training strategies, including their approach to training a large, diverse workforce and their proposed approach to developing classroom training curricula as well as Web-based training (WBT) materials.

- The Department anticipates that the Bidder’s System Training approach will correspond to the Bidder’s proposed implementation strategy.
- Both instructor- led classroom and Web-based training (WBT) is expected.

Deloitte uses a proven methodology for training programs for large-scale system development engagements. Using experiences and lessons learned on previous SACWIS engagements, we refine our core methods to account for unique environments associated with Integrated Children Services. This methodology is part of the System Development Life Cycle (SDLC) and in the FACTS II Playbook so that the training program we develop incorporates the information gathered and developed by other teams within the project across all development phases.



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Figure 4.14-3. FACTS II Playbook Methodology.

The training playbook is a key component of our FACTS II Playbook.

As part of the FACTS II solution, Deloitte helps DSCYF internal and external users navigate the changes associated with implementing FACTS II, including the delivery of training for 1,600 FACTS II users.

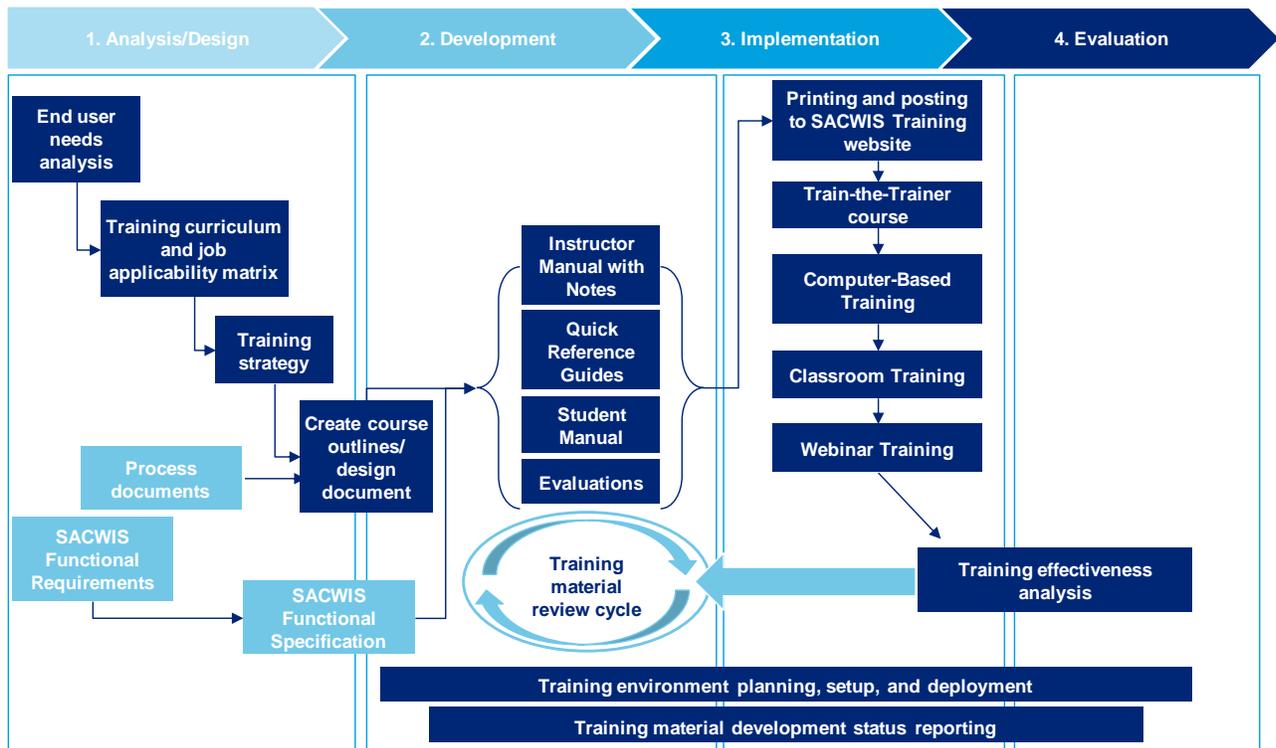
Through our tools and proven methodology we:

- Help project leaders clearly understand the ramifications of Delaware’s FACTS II implementation and the solutions necessary to ease DSCYF employees and external users through the change.
- Integrate stakeholder enrollment, leadership alignment, communications, and training throughout the project, adhering to DSCYF’s statewide vision for cultural change management.
- Improve new process and technology acceptance through ongoing readiness assessment, communications, and role-based training on new processes that are used with FACTS II.
- Align communication and training strategies to provide the most effective approach to drive user readiness, and prepare users to operate FACTS II effectively.

Given the importance of training for an implementation for a system of this scale, the Deloitte training approach adheres to the industry-standard **ADDIE (Analyze Design Develop Implement Evaluate)** instructional design model when approaching a training project. This phased approach is consistent with industry leading practices, including those developed by the National Training Institute. Our training practitioners closely adhere to

this methodology to achieve a training program that is high in quality, consistent across audience groups, cost-effective, and that help achieve the goals of DSCYF.

These five components are depicted in following figure. The content and activities of each of the components is discussed in the remainder of this section. The figure below depicts our proposed training methodology.



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Figure 4.14-4. Deloitte’s Training Methodology is Aligned with the ADDIE Instructional Design Model. Deloitte’s Training Approach adheres to the industry-standard ADDIE model to provide structure, leading practices, and continuous improvement to training. Accurately designing the training is critical to the training development process.

Training Analysis

Deloitte recognizes that it is important to invest time in planning before starting the training content development process in order to clearly understand the needs of the end users, define a clear approach for training staff, and provide key stakeholders with the opportunity to provide input.

The Training Analysis phase sets the overall direction and scope of the training program. Training audiences and roles and responsibilities are defined, and the current training program is assessed. The key work product of this phase is the Training Plan deliverable.

Although Deloitte brings a repository of leading practices and training plan samples to the Delaware FACTS II project to offer DSCYF staff the strongest elements from our prior

engagements, we create a unique Training Plan that is tailored to the needs of DSCYF staff. In order to do so, we complete a broad training needs analysis, which is used as a key input into the Training Plan.

During the training needs assessment, which is completed early in the project schedule, Deloitte collects the following information, as documented in the table below.

Information Category	Information Collected/Documented	How Deloitte Collects the Information
Learning Needs	<ul style="list-style-type: none"> DSCYF and business partner staff that require FACTS II training, which we organize into logical training audience groups The system knowledge, skills, and abilities each identified audience group needs to know to use the system effectively 	<ul style="list-style-type: none"> Staff interviews, workshops, or surveys Review of DSCYF job descriptions and staffing allocation reports Office visits and job shadowing with staff who use FACTS II Meetings with System Development Team members/JAD session participants
Learning Preferences	<ul style="list-style-type: none"> Which training concepts are appropriate for Web-based training, and which must be included in classroom training DSCYF staff preference for course design and training material design so that the FACTS II training program is consistent with their previous learning experiences 	<ul style="list-style-type: none"> Workshops and interviews with DSCYF staff
Lessons Learned	<ul style="list-style-type: none"> Lessons learned from DSCYF's previous system training efforts to assess what worked well and where improvements can be made 	<ul style="list-style-type: none"> Working sessions and interviews with DSCYF and business partner staff Review of training feedback
Infrastructure Needs and Availability	<ul style="list-style-type: none"> Facilities and hardware/software requirements Availability of facilities during the planned training calendar 	<ul style="list-style-type: none"> Working sessions and interviews with staff, particularly with training department leadership and the infrastructure management department Meetings with System Development Team members
Constraints and Requirements	<ul style="list-style-type: none"> Training material review and approval process Training material production and distribution process DSCYF subject matter specialists who participate in the training review cycle 	<ul style="list-style-type: none"> Meetings with DSCYF and Deloitte FACYS II management team Existing DSCYF documentation related to standard training review/approval processes

Table 4.14-2. Examples of Training Needs Assessment Documentation Activities.

A key output from the training needs assessment is a “Role Profile” for each identified end-user group, such as the one shown below. The Role Profile is a critical reference used in later phases of the project by instructional designers to validate training requirements and assumptions and confirm the appropriate content for the training materials. While we do bring materials and methods with us, this profile information provides us with insight into the unique way DSCYF delivers its services and therefore provides the training developers with specific objectives for each role.

DSCYF Role Characteristic	Role Profile Description
Job Role	Names the functional title of the end user role investigated.
Organization Alignment	Describes the department and reporting relationship of this role, as well as connection points to other roles examined.
General Position Description	Narrative description of the end user role as it relates to business functions possibly impacted by FACTS II.
Primary Business Functions related to SACWIS	List of primary job functions and/or activities related to FACTS II. Used to help assess the types of topics that require training, as well as the intensity of FACTS II usage foreseen, therefore assessing the extent of training required. Primary functions are the most likely candidates for classroom training.
Secondary Business Functions related to SACWIS	List of secondary job functions and/or activities related to FACTS II performed by the job role. Used to support the analysis of the types and intensity of training required. Secondary functions may be likely candidates for Web-based training.
Knowledge and Skills Required	Provides insight to the FACTS II related skill sets required as part of training. Assists in identifying potential training delivery vehicles to be used.
Key Considerations	Describes specific aspects and nuances of the role investigated. Used to further infer distinctions between audience types.

Table 4.14-3. DSCYF Job Role profile information gathered as a result of training needs assessment task.

After the population of expected FACTS II training audiences is researched, analyzed, and documented, we begin to “group” like roles for purposes of curriculum strategy and design. Grouping takes like roles with similar job responsibilities, level of systems usage, and similarity in expected FACTS II training needs and combines them into categories of training audiences; these categories then serve as the basis for subsequent curriculum design.

Training Design

During this phase, Deloitte designs the FACTS II training content for both Web-based and classroom training, configures the training environment, facilitates reviews of training course content, develops the User Acceptance Testing (UAT) training and completes logistic preparations required to execute the training program.

Training Environments

The design phase also includes designing the FACTS II Training environments. These environments simulate the Delaware functionality and are used as part of classroom training. Our experience training social services staff consistently demonstrates training on an application directly provides workers the greatest level of understanding and skill development. The use of a training environment on the Delaware project serves two purposes. First, it provides an environment to develop the training materials and that reflects how the application functions. Second, the training environment enables the Delaware instructors to demonstrate functionality, and allows the trainees (end users) to practice using hands-on exercises. We provide more specific information on the training environments in Section 4.6 System Hardware.

Training Logistics

The Deloitte team recognizes end user training success relies on DSCYF's involvement and participation in planning, designing, and implementing training activities. The design phase of our End User Training Strategy includes a description of high-level identification of training logistics, including the following:

Identify Power Users – It is a best practice to identify FACTS II Super Users in each office and provide learning opportunities these users before the rest of the staff. Offices are asked to identify Power Users who receive all FACTS II training classes, not just those applicable to their job role(s). This enables each office to have an “expert” who can assist users and answer questions during the office implementation

Training Classrooms – For statewide end user training, Deloitte proposes using DSCYF identified training lab classrooms. DSCYF has identified two facilities for hands on training with a capacity of up to 15 people per location. Facilities for non-hands on training are also available for groups of from 30 to 150. Deloitte proposes adding one location in Delaware to provide training to end users within the appropriate time prior to go-live.

Trainers – DSCYF has identified at least one trainer from each division for a total of four. Their role is to review materials and conduct classroom training in conjunction with our training staff.

Policy/Procedure and Field Support Issues – During course development, questions regarding policy and field issues may surface. We recommend DSCYF identify project staff to provide necessary clarifications and assistance in resolving these issues in a timely manner. Likewise, we propose DSCYF trainers be responsible for responding to known policy related questions that arise in training classroom. Deloitte includes a feedback loop process for capturing and responding to unknown policy related questions.

Training Rollout Schedule – Based on the user groups provided by the DSCYF, Deloitte prepares a classroom schedule based on user training needs and classroom resources. For a fully functional Big-Bang Go-Live training approach, we strongly recommend that the schedule maximizes the training facilities in order to appropriately train all users.

If Delaware does not have a scheduling system available for use, we propose to use a tool developed for our previous SACWIS engagements to maintain the training schedule. The Training Schedule Database tracks students, classes, and sites through the Training process. The database is also capable of producing various reports displaying the information contained in these modules. The figure below provides a screen shot of the tool's main menu.



Figure 4.14-5. Example Delaware FACTS II Screenshot.

Using an automated tool simplifies the laborious task of scheduling and reporting on the completion status for 1,600 potential trainees. We set up a contact person to administer the tool and to serve as the master scheduler for the user community.

The system also has reporting capabilities to track which students attended (or did not attend) training. We cross reference individuals that should have signed up for training but did not and provide reports to the DSCYF Training Team. Our tool includes several other reports that help the training team to manage the coordination of training delivery. When our contracts end, this tool is provided to the client for their future use. Several states have continued to use our training registration tool to support new worker and refresher trainings.

Training Development

In the training development phase, Deloitte builds the content for the FACTS II training program, including Web-based training modules, instructor manual with notes, classroom Instructor Led training guides, quick reference guides, presentations, and other user aids.

We create a curriculum that reflects the work performed by each user group. In other words, the training modules are developed as user-centric, not system-centric. Our experience has shown that walking users through each menu option is not an effective way to train users. Instead, we create courses that align with the business processes of each user group. This is beneficial for numerous reasons:

- We teach modifications to the users' workflow enabled by the new system
- We teach people only what they need to know, and do not confuse users with functionality that they do not have access to based on their role in the organization
- We reuse modules that appear in multiple workflows for different user groups
- We use the training materials as input into the development of the user manual and online help

The following table provides a sample curriculum used in other SACWIS implementations. During the project, DSCYF and Deloitte reviews the scope of training and make adjustments to this template as necessary.

Proposed Topic	Proposed Modules
Overview of the Delaware FACTS II Common Functions	How to access system Alerts/Ticklers/Notification Supervisory Approvals Search Functions Assign/Transfer Capabilities Client Merge File Cabinet Audit Trail Security
Intake/Screening Management	CPS Referral Processing Information and Referral Processing Assessments Conducting Screening
Investigation Management	Finding Client Information Conducting Risk and Safety Assessments Contacts and Relationship Matrix Investigation Findings

Proposed Topic	Proposed Modules
Case Management	Service Case Set-up and Service Set-up Assessments/Planning Court Placements Supervisory Case Management Functions Facility Licensing Approvals Adoption Tracking and Finalization Case Closure and Reviews Case Notes/Narratives
Financial Management	Accounts Payable Accounts Receivable Financial Eligibility Cost Allocation and Federal Claims
Reports	Overview of Reports Management Statistical reports Online functional reports Modifiable reports Document Scanning and Retrieval

Table 4.14-4. Sample Curriculum.

Web-based Training (WBT) Curriculum

When used correctly, WBT is, in our experience, a very valuable form of training delivery. We use WBTs to augment our Instructor Led Training as a pre-requisite to the classroom, during the class, and a resource for users once instructor led training is completed. This approach enables users to prepare and refresh themselves at their own pace on the new Delaware FACTS II. We understand that WBT training supplements but does not replace ILT training. Below is a screenshot of previous CBTs we have delivered for other states. These materials form the basis for DSCYF’s materials and we plan to provide the courses via the web. The information is comprehensive and is easy to navigate. These modules are customized to align with the DSCYF FACTS II roles and specific functionality.

The following images are sample screen shots for the CBT we created for the Alabama SACWIS solution. For DSCYF, These courses would be offered via the web. Please see the cd enclosed in the inside binder front cover illustrating AL Training CBT.

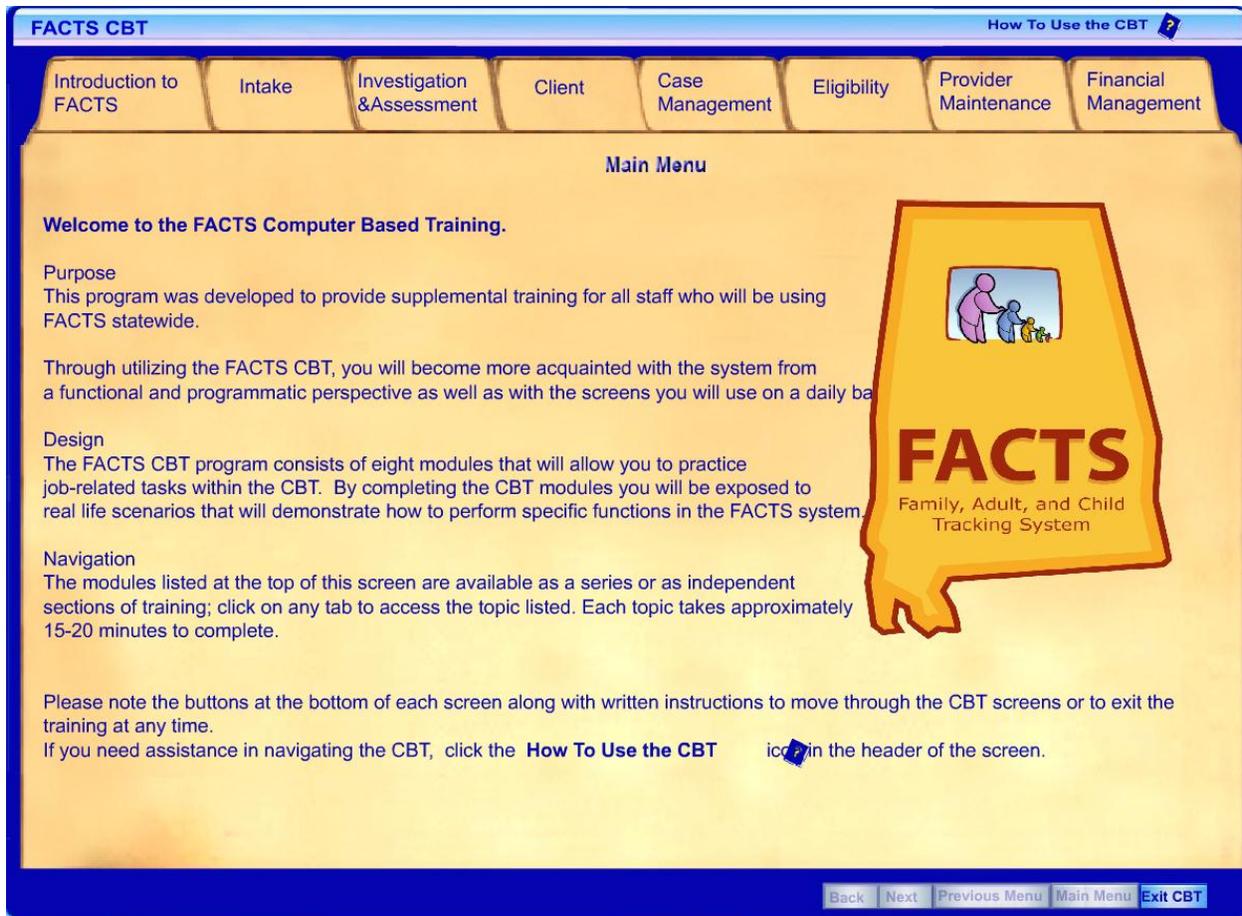


Figure 4.14-6. Example of our Alabama FACTS CBT Screenshots.

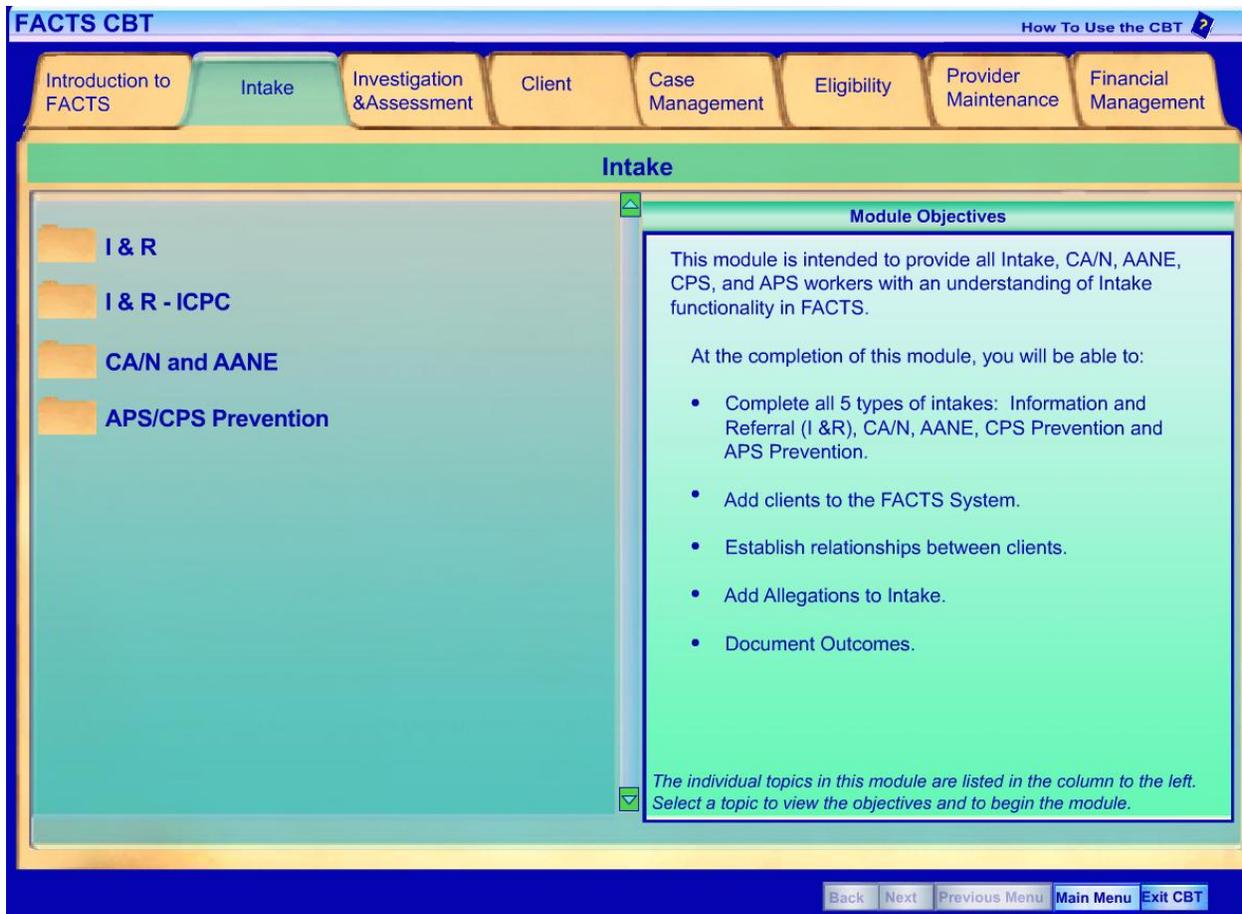
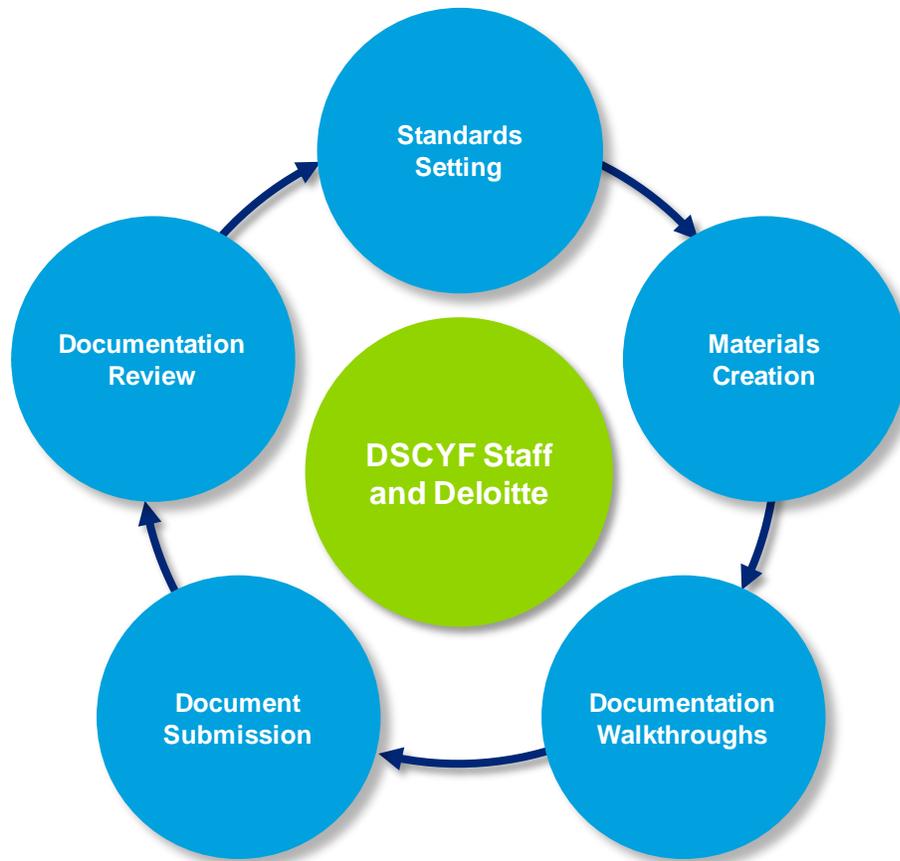


Figure 4.14-7. Example of our Alabama FACTS CBT Screenshots.

During the training development effort, our training team works closely with the project team to update training materials to reflect any changes prior to implementation. The updates reflect modifications that were identified during testing or other avenues prior to the UAT and Go-Live. We implement a structured, change control process to manage these modifications so that the most current documentation is readily available. We follow a structured process to manage, document and communicate system changes so that DSCYF and local workers are aware of any functionality changes during system maintenance. We have successfully used this approach in other states where we include communications with each system release that highlight key changes for the field.



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Figure 4.14-8. Process for updating project documentation.

We involve DSCYF at the beginning of the documentation develop process to ease the review and we follow the same structured process for document updates.

Training implementation logistics are finalized during this phase, as well, including preparing and communicating the training schedule, confirming classroom training locations, configuring the training registration system, and initiating the registration process.

Training Implementation

The training implementation phase includes a host of activities executed against the training plan. Outputs created in the training development phase are delivered. A list of the major activities and a description of each are shown in the table below.

Implementation Activity	Description
Conduct Train-the-trainer	Deloitte provides the Train-the-Trainer course for the DSCYF identified trainers, which prepares them to assist with delivery of the required end user classroom training in regional locations provided by the State. This supports DSCYF to have the capability to delivery training after the project is completed.

Implementation Activity	Description
Conduct UAT training	In support of UAT, Deloitte prepares users participating in this key activity. The training includes defining the processes used for UAT results tracking and tasks associated with the individual reporting responsibilities of this activity.
Incorporate Feedback	Training materials are adjusted based on feedback collected during the training for UAT and Train-the-Trainer sessions.
Finalize Logistics	Training logistics, including securing facilities and equipment, scheduling of end user training courses, and participant registration are finalized.
Launch Web-based Trainings	Web-based training courses that are either a pre-requisite to further training activities (including instructor-led classroom training), or a standalone self-paced activity are released.
Execute Instructor-Led Training	Classroom training is conducted to cover critical functionality as well as topics that are more complex. During this time, the DSCYF identified trainer attends and supports the classroom training in preparation for training after implementation.

Table 4.14-5. Training Implementation Activities. Training implementation is about executing against the training plan and delivering training outputs.

Our experience has taught us that a close partnership with DSCYF training staff is vital for successful integration of FACTS II into the state training program after implementations are complete. We work closely with the state training team throughout the project, both while reviewing training materials and delivering training sessions.

Training Evaluation

The FACTSII training plan includes an approach to evaluate the effectiveness of the SACWIS training program and make improvements as necessary. The evaluations are designed to reflect each learner’s mastery of the curriculum and readiness to perform their role using FACTS II.

We evaluate trainee learning through course evaluations and course quizzes administered during end user training. The course evaluation instrument gathers information on trainees’ reaction to the training, while course quizzes assess users’ learning. Both measures are valuable during training to provide feedback on training delivery to measure user learning.

Our overall training approach is coordinated with DSCYF’s Change Management plan in order to develop training materials that highlights the positive aspects of change on your organization.

The following table summarizes the activities that are completed during each phase of the FACTS II training program.

Training Phase	Activities Completed
Analyze	<ul style="list-style-type: none"> • Perform end user analysis documenting the business processes that are completed with FACTS II and mapping them to the job roles that complete those functions • Develop the FACTS II Training Plan and rollout schedule • Confirm delivery method for required training content (e.g Web-based vs. classroom)
Design	<ul style="list-style-type: none"> • Establish objectives for each training course • Develop course outlines • Design course assessments • Develop Web-based training storyboards
Develop	<ul style="list-style-type: none"> • Develop both Web-based and classroom training materials • Develop course evaluations and learning assessments • Prepare training environment and create training data • Test effectiveness of training content through review sessions and User Acceptance Testing (UAT), making revisions as required
Implementation	<ul style="list-style-type: none"> • Deliver the Train-the-Trainer program • Deliver Web-based and classroom training
Evaluation	<ul style="list-style-type: none"> • Evaluate training effectiveness • Work with DSCYF training department to incorporate FACTS II training content into existing new worker training curriculum • Transition responsibility for FACTS II training materials development and training delivery to DSCYF

Table 4.14-6. Activities Completed During Each Phase of the FACTS II Training Program.

4.14.2 Review of Training Materials

RFP reference: 6.14 System Training, Page 55

Bidders should also include their proposed strategy for review and sign-off of training materials at all stages (design/ development/ implementation) of training material creation. Bidders should describe how their training products can be modified by the State to incorporate changes to system functionality post-implementation.

The Training Quality Review process outlined below is utilized to confirm that training work products meet the quality standards set forth by DSCYF and to allow for a timely turnaround on the review/sign-off of work products. This is an essential part of meeting the delivery timeline of the overall training plan so the specifics are needed to be agreed upon by DSCYF and Deloitte before the project commences. The Quality Review process is multi-tiered to address and determine the quality of the finished product.

The high-level quality review process is as follows:

- Content developers self review and make any changes
- Document(s) submitted to designated Review Team and any identified subject matter experts (Draft One)
- Content developers make any necessary editorial/publication changes

- Document(s) submitted to DSCYF Management Team or designated staff (Draft Two)
- User Acceptance Training conducted
- Content developers makes any necessary changes
- DSCYF Management or designated staff approve (Final)

Training Documentation

The Deloitte team creates multiple training documents and deliverables for FACTS II training. All of the materials are created in an easy to use, non-proprietary format so that DSCYF can maintain the materials after implementation. The tools used are described below.

Web-based Training Modules



Our Implementation Team uses Macromedia's Studio 8™ software suite to design interactive Web-based training courses. Studio 8 supports the inclusion of software simulations into the training curriculum using a broad range of tools designed for deployment via the Internet.



Macromedia Captivate™ is used to incorporate software simulations and demonstrations into the WBTs. Captivate can be used by trainers who may not have programming backgrounds.

In addition to their industry-leading functionality, we use Macromedia tools due to their low cost of ownership and because no annual maintenance.

The materials created include:

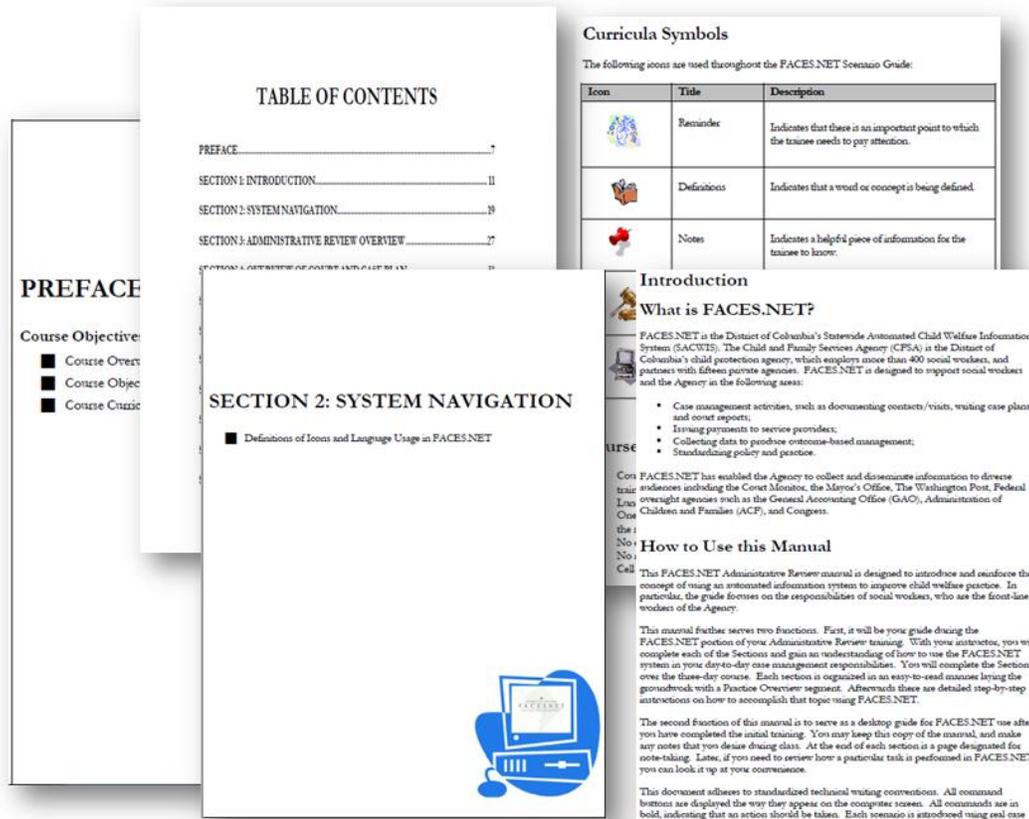
- User guides
- Trainer's Manuals
- Train-the-Trainer Toolkit
- Training Evaluation Surveys
- Training Database

Training materials are developed using Deloitte's training methodology and are subject to DSCYF approval. The training materials are 'evolving' documents that are "tested" when used to train, starting as soon as UAT. After this "test" run of the materials, feedback is gathered and needed modifications determined by the Deloitte and DSCYF trainers to create the final version used for statewide training.

Each of the documents described in this section is reviewed by DSCYF at the design, development, and implementation stages through review and approval of document objectives, outlines, storyboards, and content.

User Guides

Following our training principles described earlier in this section, the user guides are role-based and DSCYF specific. They use real case studies and are intended for hands-on training. We jump-start the development of the user guides with the training materials developed for DC FACES.NET, modified for DSCYF specific functionality and data. We create training modules that tie to system functionality, but arrange those modules to correspond with the business processes faced by different worker types to create unique user guides per role. Below is a sample of the materials the trainees receive.



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Figure 4.14-9. Sample user guides from DC FACES.NET.

Intake

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Topic 4 Document Immediate Response Factors.....	3-19
Topic 5 Complete The CA/N or AANE Intake.....	3-20
Topic 6 My Approval Inbox: Supervisors Only.....	3-23
Chapter 4 Document A CPS Or APS Prevention Intake	4-1

Figure 4.14-10. Alabama FACTS User Guide Table of Contents

Trainer's Manuals

The Trainer's Manuals mirror the user guides but include extra information to help the trainer lead the individual training courses. This extra material includes information such as teaching tips, FAQ's, answers to the case studies, and anecdotal information to enhance the trainee's experience. We use the base material developed for the Alabama FACTS project, augmented with DSCYF specific information.

Train-the-Trainer Toolkit

We provide a Delaware FACTS II Solution Train-the-Trainer Toolkit that prepare DSCYF trainers to assume responsibility for training. We use the Deloitte Train-the-Trainer Toolkit to prepare DSCYF trainers to continue the learning process by providing training checklists, adult-learning principles, and quick reference materials for dealing with change, training facilitation scenarios, and training icebreakers. The figure below provides an example of one of the tools we provide.

 Trainer Checklist	
One Week Before Class ✓	
❖ Verify course date, time and location via the Project Enterprise Website	
❖ Confirm the attendance of the Trainer's Aide who will assist you	
❖ Ensure receipt of course materials, data sheets (if applicable), Roster and training IDs via email	
❖ Save the course materials to a CD	
❖ Review training materials	
❖ If training via WebEx, set up conference bridge and WebEx session; send information to enrollees, with a copy to your Regional Deployment Lead	
Day of Class (Before Participants Arrive)	
❖ Bring Roster, training IDs and data sheets (sent to you via email)	
❖ Bring CD with course materials and your laptop (if you have one)	
❖ Identify restroom and break room locations	
❖ Arrive in classroom at least one hour before course is scheduled to begin	
❖ Ensure all supplies and course materials are in the classroom, including flip chart or notebook for Parking Lot	
❖ Familiarize yourself with the classroom setup	
❖ Turn on all computers	
❖ Verify all computers are in working order	
❖ Log into workstations (students and instructor) to verify training IDs and passwords	
❖ Log into BRIDGES on the instructor's machine to ensure the network and client are operating	
❖ Check email for any course or technical updates	
❖ Insert CD into computer. Launch the PowerPoint presentation. Verify you can see the presentation	
❖ Test the Projector to ensure it is working	
❖ Ensure an adequate number of chairs are in the room per the Roster	
❖ Review your Roster to see who your audience is	
❖ Distribute course materials for each person	
❖ Set-up Parking Lot and post Ground Rules	
❖ Write the URL for the Training Course Evaluation on the flip chart or whiteboard	
❖ Greet participants as they arrive	
During Class	
❖ Review restroom, break room locations and safety points relevant to the location	
❖ Introduce concept of the Parking Lot	
❖ Ensure all participants have completed the Roster	
❖ Follow your Instructor Notes for each course	
❖ Show participants how to use the BRIDGES EPSS and Online User Interface Guide	
❖ Stick to the objectives and keep moving; check for understanding so you can gauge learning	
❖ Capture questions on the Parking Lot	
❖ Ensure each participant completes a Course Evaluation	
After Class	
❖ Plan to stay behind approximately 30 minutes after the course is scheduled to end	
❖ Transfer action items, Parking Lot questions, and training issues into an e-mail. Send to: projectx@clientx.com with subject line: Parking Lot_XXXXX (insert issue)	
❖ Fax the completed Roster -person x-	
❖ Ensure room is left clean and tidy. Turn off lights and computers. Secure the door behind you	

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Figure 4.14-11. Trainer Checklist.

This Checklist and other materials in the Train-the-Trainer Toolkit facilitate a smooth transition of the training program development to the DSCYF Trainers.

Additional training may be in the form of “Just the Facts” or a Webinar to introduce basic concepts to trainers. Below is a sample of a “Just the Facts” training for trainers.

Train the Trainer Agenda			
April 28, 2008-June 18, 2008			
"Just the FACTS"			
DHR Business Process Overview	10:00AM	4/17/08	Freida Baker
Day 1			
Kick Off		Facilitator	
1. Introduction—"Why are We Here?" Participants Meet & Greet Teambuilding Exercises		State Trainer	
<div style="border: 1px solid black; padding: 2px;"> This session should take approximately 30 minutes for introductions to each other and participation in teambuilding exercises. The trainers and trainees will take this opportunity to familiarize themselves with each other and professional background. </div>			
2. Expectations Open Discussions Logistics		State Trainer	
<div style="border: 1px solid black; padding: 2px;"> The trainers and trainees will use this opportunity to identify group expectations, i.e. break and lunch schedules. During this period, the team will be advised and recommend certain expectations that directly impact their abilities to complete their training assignments and trainer pairing for the next "Train the Trainer" session and user training. </div>			
<u>Examples:</u> <ul style="list-style-type: none"> • Sign In Procedures • Scheduled Start Time • Food and beverage in the Classroom • Use of Phones and Pagers • Respect Others in the Group • Surfing the Internet • Have Fun 			
2			

3. a. Training Approach— <u>Tools</u> Train the Trainer Instructor-Lead Training Computer Based Training (CBT) Quick Reference Guide (QRG)	Deloitte Consulting Trainers
b. Training Approach — <u>Styles</u> Learning Styles Training Techniques	
<div style="border: 1px solid black; padding: 2px;"> Training approach will be addressed based on two categories to include the tools that have been developed to support FACTS training activities. This session also provides and opportunity for the trainers and trainees to conduct a self-assessment of their styles and techniques while learning how to identify various learning styles and techniques that can be used to effectively support FACTS training. </div>	
5. Training Schedule Implementation Activities Acceptance Testing Train the Trainer (Training Plan Deliverable) Pilot Testing System Rollout Trainer Pairing	Deloitte Consulting Trainer
<div style="border: 1px solid black; padding: 2px;"> During this session, the trainees will be provided some background and historical information so they understand "How We Got Here". The FACTS lifecycle will be highlighted with emphasis on "Train the Trainer and subsequent tasks." </div>	
4. Debrief & Review Session	State and Deloitte Trainers
<div style="border: 1px solid black; padding: 2px;"> Debriefing and review sessions will be held following each cycle of training task. This forum provides each participant to share their feedback and reactions to the previously presented material or activity. These sessions will require the setting of time parameters and pre-defined categories. </div>	
Day 2	
4/29/08	
1. Introduction—"Benefits of Technology?"	
State Trainer	
<div style="border: 1px solid black; padding: 2px;"> This session provides an opportunity for the Trainers to discuss theories and beliefs about the </div>	
3	

Figure 4.14-12. "Just the Facts" training Sample
 This material provides focused training tips on specific topics.

4.14.3 Training Evaluation

RFP reference: 6.14 System Training, Page 55

The State also expects the Bidder to provide their strategy for course evaluation at time of training delivery and remedy processes should the evaluations indicate a need for re-work.

We work with DSCYF to develop the final evaluation survey for trainers and courses. These evaluations are delivered at the time attendees participate in courses and are administered for each training event, including ILT, WBTs, and webinars. These results are provided to DSCYF as part of a weekly summary. If evaluations fall below the DSCYF and Deloitte agreed upon performance, we work together to modify the training materials and delivery to address the highlighted concerns. Should evaluations indicate a need for re-work, we use the quality review process previously described.

Training Evaluation Survey

We work the DSCYF training staff to create an evaluation survey to measure trainee satisfaction with each training course. Questions would be rated on a 1-5 scale, with opportunities to add free text comments. The evaluation form includes, but is not limited to, the following questions:

- Trainer
 - Was the Trainer well prepared?
 - Did the Trainer explain the material effectively?
 - Did the Trainer speak clearly?
- Course Materials
 - Were the course materials clear and easy to understand?
 - Were the course materials sufficiently detailed for you to do your job?
- Case Studies and Exercises
 - Were the case studies relevant to your job?
 - Were the case studies realistic?
- Training Site/Location
 - Was the training location clean and comfortable?
 - Was the training location appropriately sized and equipped for the number of students?

In addition to training event evaluations, we look at the organization level, evaluating on-the-job performance by asking supervisors to participate in surveys administered shortly after training.

Training Evaluation Administration and Reporting

The Deloitte Training team, with support of the DSCYF Training Team, takes responsibility for evaluation administration. This includes a weekly summary of training evaluations and test scores during end user training to support training delivery and training recommendations. After end user training, we provide templates DSCYF can deploy and summarize results of on-the-job and organizational training impact surveys.

An example of a training survey in the survey tool is illustrated below:

The screenshot shows a web interface for an online training evaluation. At the top, there is a blue header with 'Home | Logout' and 'Welcome Melissa Cable'. On the left, there is a logo for Delaware and a sidebar menu with 'Learning' and links to 'Home', 'My Curriculum', 'My Schedule', and 'My Profile'. The main content area is titled 'Instructor-led course evaluation' and states 'You are evaluating the following course: Protective Services Intake'. Below this is a table for 'Evaluation of Content' with five columns: 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', and 'Strongly Disagree'. The table contains five rows of evaluation statements, each with a radio button in each column. The statements are: 'The course content was presented in a logical, concise manner', 'The course content was clear', 'There was the right mix of lecture, discussion, practice and review incorporated into the course content', 'The training materials were well organized and easy to follow', and 'The training content will help me to perform my role'. Below the table are two text input fields with dropdown arrows, one for 'What did you like most/least about the training content?' and one for 'If some topics had to be left out, I would choose to omit:'.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course content was presented in a logical, concise manner	<input type="radio"/>				
The course content was clear	<input type="radio"/>				
There was the right mix of lecture, discussion, practice and review incorporated into the course content	<input type="radio"/>				
The training materials were well organized and easy to follow	<input type="radio"/>				
The training content will help me to perform my role	<input type="radio"/>				
What did you like most/least about the training content?	<input type="text"/>				
If some topics had to be left out, I would choose to omit:	<input type="text"/>				

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Figure 4.14-13. Sample FACTS II Online Training Evaluation.

Online evaluations is used to solicit candid feedback from trainees about the effectiveness of each FACTS II training session.

4.14.4 Training Strategy and Implementation

RFP reference: 6.14 System Training, Page 55

Specific information should be included to identify how the strategy will accommodate the proposed implementation plan.

The FACTS II Playbook integrates the activities of system implementation and training. During the initial project start-up and while the training plan is developed, all training activities are planned in collaboration with implementation leads and DSCYF to optimize effectiveness of both.

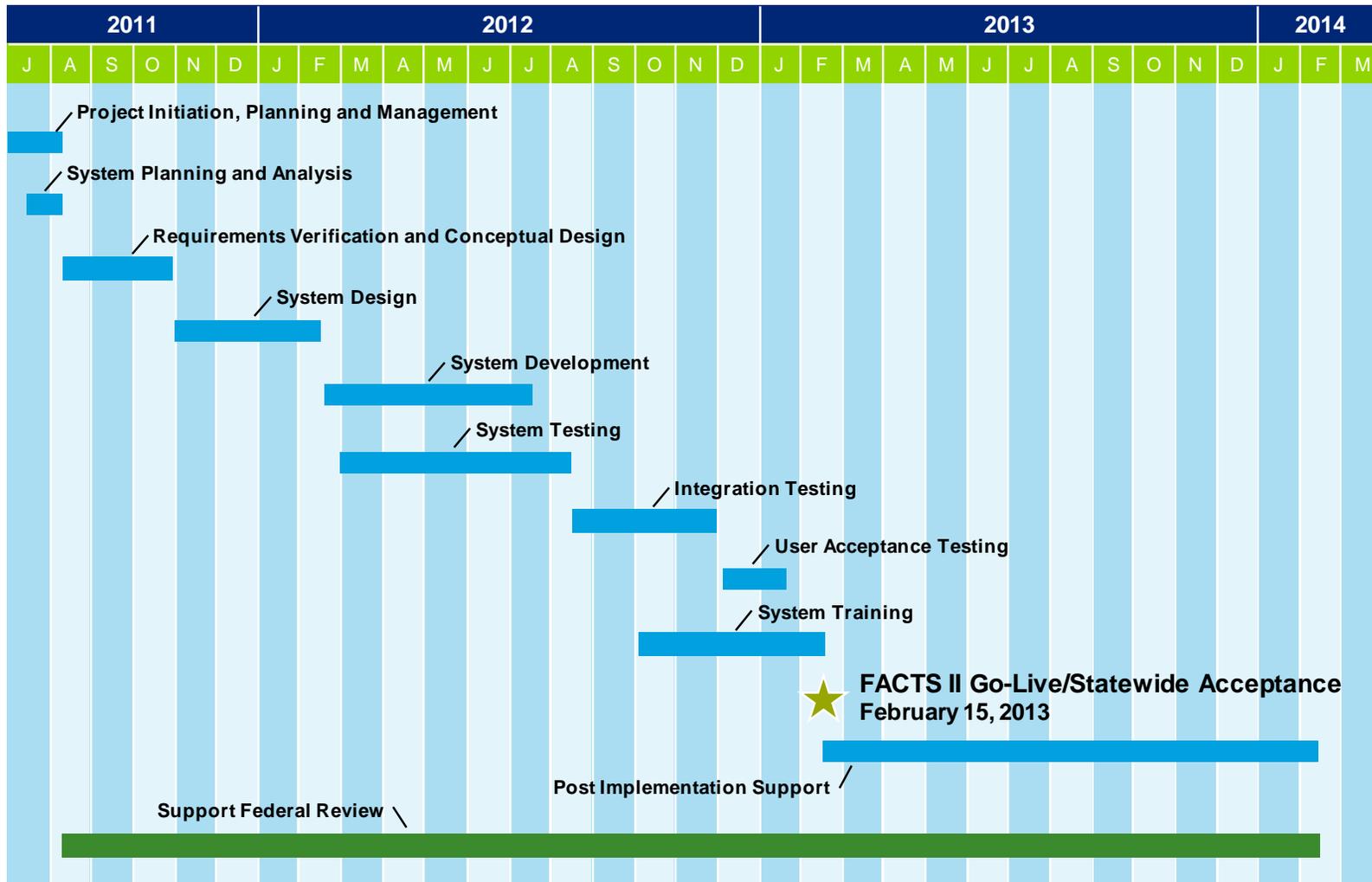
A well thought-through and realistic training schedule is critical to the success of the training program for DSCYF. The implementation of the new FACTS II solution imparts change on users across Delaware. This change means staff has uncertainty and potentially even fear of the new system, especially if they are not accustomed to a standardized process for completing tasks. A well designed training schedule provides enough time for users to build the requisite knowledge of the system, but not too much time so that they forget functionality before their respective go-live date. Our success delivering similar training programs in other States demonstrates that we have encountered these challenges before and have devised effective training schedules that create the right balance of enough time for training delivery.



Training is coordinated to support User Acceptance Testing (UAT), statewide preparation and Statewide Go-Live. Training for UAT provides training for testers to perform their tasks testing the system and also serves as the first 'test' of training materials. DSCYF trainers are closely involved in the activities for UAT.

The final training rollout supports Statewide Go-Live. Once the trainers complete training, they work with the team to provide implementation support. Our rollout schedule is depicted in the following figure.

Delaware FACTS II Project Timeline



SDLC phases include Reports, Conversion and Interfaces

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Figure 4.14-14. FACTS II Project Work Plan.
 Illustrative example to show training activities.

Determining the logistics around rollout is one of the most important aspects of implementing a new system. Several criteria are considered in developing the rollout strategy including: number of user groups, number of users, geography, available resources for training and site support and the complexity of the application.

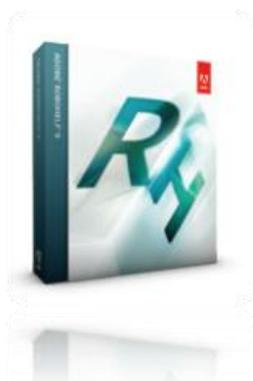
We understand that DSCYF requires a training approach that adequately prepares all roles in the offices for a smooth transition to Delaware FACTS II. This requirement is addressed through proper consultation with DSCYF during the implementation and the training planning process and by bringing our significant implementation and training experience to bear on Delaware's effort.

4.14.5 Online Help

RFP reference: 6.14 System Training, Page 55

Bidders should identify their proposed tools, approach, and methodologies for incorporating Online Help into the FACTS II solution. Bidders should address the anticipated level of effort required to both learn the help authoring tool and to maintain the Online Help Modules, post-implementation, to assist the Department in planning transition and ongoing maintenance activities and staffing needs.

While our transfer solution DC FACES.NET is easy to use, at times users need reminders for how to use certain features. We offer a variety of help functions within DC FACES.NET which enables fast access to helpful reminders of the system functionality.



We use RoboHelp to develop the online help text. The user manual and other relevant documents (e.g. operating procedure manuals) are available online.

Adobe RoboHelp 9 software is an easy-to-use solution for technical communicators to author, collaborate, personalize, and optimize content for help systems, policies and procedures, and professional knowledge bases for multichannel, multi-device publishing.

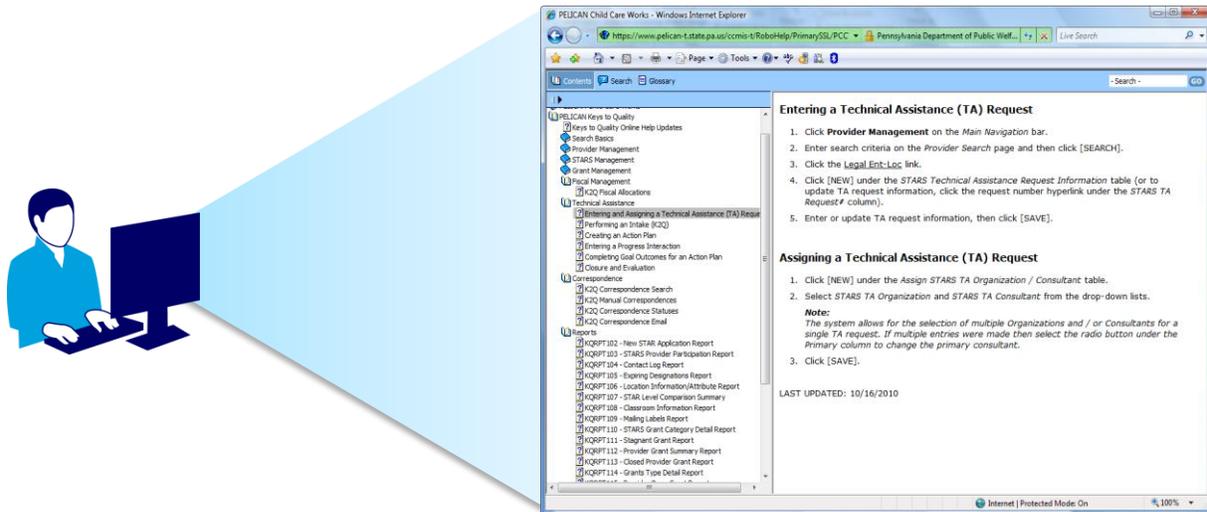
Design and Provide Context Sensitive Online Help

A key component of FACTS II Training program is the use and application of performance support tools and online user aids. Packaged within the transfer solution, Online Help and User Manual provides assistance in accomplishing business processes and workflows associated with DSCYF, including the following:

- Features most used in DSCYF
- Features hardest to understand
- Problems most significant to the end user
- Features that cause the most calls to the help desk
- Steps to help the user do a task

The online help information is just one click away in the application and makes it easy for staff to find the information they need, rather than digging out an old paper binder on their desk. The figure below demonstrates the help functionality available as part of the FACTS II solution.

Entering a Technical Assistance Request



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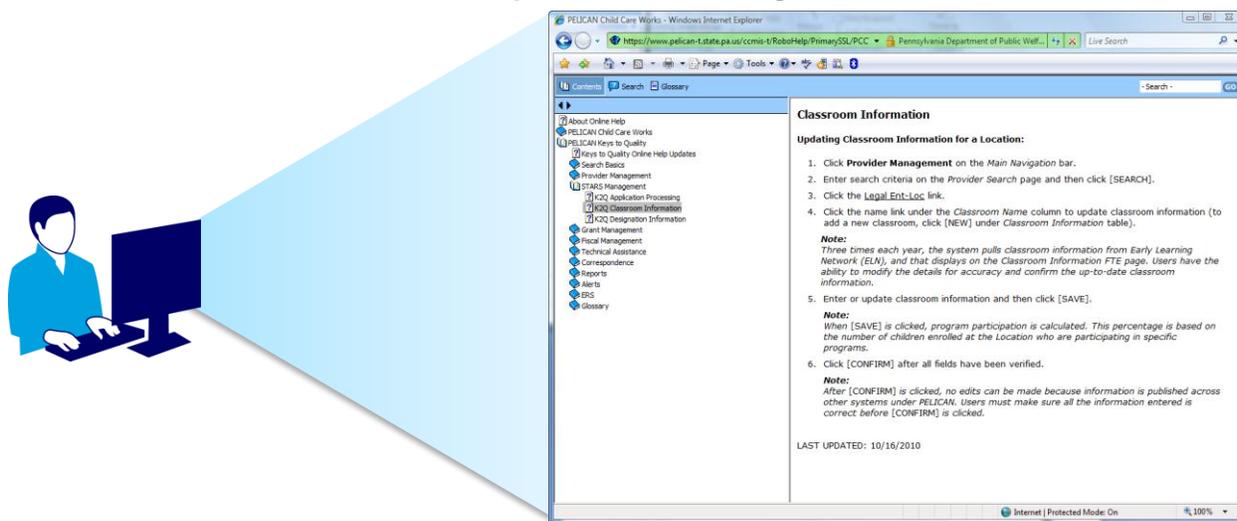
Figure 4.14-15. Online Help is Accessible from within the FACTS II system.

Workers can get help on functionality with just one click.

We work collaboratively with the DSCYF management group to use the online help tool that provides navigation and functionality information. As shown in the figure below, the Deloitte Team used a similar version of Adobe RoboHelp on the Texas TIERS project, and the features and capabilities were well-received by the end user community. RoboHelp allows online help to be tailored to the user population. As a result, instructions which are simple and easy to use can be included in the help materials and explain basic navigation.

As part of our transfer approach, we bring the existing online help from Alabama and DC. This means a shorter time period for updating any changes for online help during the project and being able to use existing materials as the foundation for any change specific to DSCYF.

RoboHelp – Provider Management



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Figure 4.14-16. Sample of Online Help.

Deloitte has successfully used Adobe RoboHelp in other Social Services system implementations.

As part of our transfer approach, we bring the existing online help from Alabama and DC. This means a shorter time period for updating any changes for online help during the project and being able to use existing materials as the foundation for any change specific to DSCYF.

4.14.6 Distance Learning

RFP reference: 6.14 System Training, Page 55

Distance learning approaches to training may be considered. If they are proposed, Bidders must indicate the kinds of training for which such approaches are appropriate and summarize the cost-effectiveness of such training strategies.

Distance learning, meaning opportunities for users to engage training content outside of a traditional classroom, is used as one of the methods to deliver training. Deloitte's blended learning approach incorporates WBTs, instructor-led training, webinar learning, along with written user documentation (both pre-printed and available on-demand) to provide multiple learning opportunities for staff as they begin to integrate SACWIS into their day-to-day business activities. This approach maximizes learning and minimizes time spent away from the office, reducing cost as well as time staff needs to spend away from their casework and customers. As DSCYF continues to improve service delivery to customers while facing increasing caseloads and a reduced workforce, this approach helps users prepare for the continuous change that occur across during implementation by allowing them to learn FACTS II in the same manner they do - on-the-job; hands-on, using scenarios applicable to their job roles.

The use of a blended approach maximizes the effectiveness of training, particularly considering the impact to office productivity, cost of travel, and disruption of business that

goes with requiring all training to be done in person. This section describes the types of training that are performed outside a traditional classroom.

Web-based Training (WBT)

WBT is an important component augmenting our Instructor Led Training program. WBT training is used to supplement the ILT training and provide DSCYF staff to complete training modules at their own pace when time permits. The WBTs also provide a great means of providing “refresher” training for staff who did attend an ILT course, but who desires reinforcement of the materials after the training is concluded.

Online Help

The online help information is just one click away in the application and makes it easy for staff to find the information they need, rather than digging out an old paper binder on their desk. The figure below demonstrates the built in help functionality available as part of the FACTS II solution.

Summary

In summary, we understand there are approximately 1600 users that require training including 1,200 DSCYF and 400 provider staff. Our training approach is four-pronged and involves the following elements: ILT, WBT, Training ‘Hot Spots’ and ‘Just the FACTS’ training. Deloitte, in consultation with DSCYF training staff, propose to develop the training and materials for the Delaware FACTS II training. We jump-start the development of the user guides and trainer’s manuals using training materials developed for the DC FACES.NET and Alabama FACTS implementations. Training delivery is closely aligned with the implementation plan and occur in a two phased rollout strategy: User Acceptance Testing and Statewide Go-Live.

The outcome of the System Training phase is the creation and submission for DSCYF approval the following deliverables:

- Training Plan
- Instructional Design for the Training
- WBT Design document with storyboard
- Train-the-Trainer
- User Manual
- Just-in-time Training Sessions (corresponding to implementation strategy)
- Delaware FACTS II Help Desk Training
- Web-based Training (WBT) Modules
- Online Help