

**CHAPTER 3**  
**TRAINING AND EVALUATION**  
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## CHAPTER 3

### TRAINING AND EVALUATION

1. GENERAL. The central feature of this program is its well-defined, in-depth, and standardized training and evaluation process. This feature utilizes highly structured phases of training, combined with a detailed system of performance documentation.

2. TRAINING PROGRAM.

a. Curriculum. The program's training curriculum consists of a progressive sequence of job-related knowledge, skills, and abilities (KSA) all officers must possess in order to carry out their duties effectively and safely. Phase training was implemented to gradually introduce trainees to a structured sequence of increasingly more complex training concepts and issues.

b. Training Cycle. The program's training cycles coincide with the trainees reporting to their initial field assignments upon graduation from the Academy. Since the Academy typically graduates four cadet training classes annually, there will normally be four training cycles each year. In the event the Academy graduates more than or fewer than four cadet training classes annually, the number of annual training cycles will vary.

c. Phase Training Purpose. The purpose of phase training is to ensure trainees receive the best possible training from their Field Training Officers (FTO). Specifically, phase training has been designed to provide:

- (1) A systematic approach to training.
- (2) Consistent, reliable, and standardized training.
- (3) A means of ensuring trainees will ultimately possess the skills to competently perform the tasks required to safely and effectively function as a solo road patrol officer.
- (4) An opportunity to train with multiple FTOs which exposes the trainee to different styles and techniques while operating within standardized guidelines.

d. Phase Training. The program's training periods and duration consist of four phases, each of which emphasize a particular set of structured KSAs and tasks. During Phases I through III, the trainee shall be assigned to a different FTO for each phase. Phase IV consists of a final evaluation during which the trainee should be reassigned to the original primary FTO assigned in Phase I. All program training

phases should be conducted at the trainee's Area of assignment. Relocating a trainee to another Area for all or part of the training cycle is strongly discouraged and requires the approval of the appropriate Division commander. Additionally, the statewide Field Training and Evaluation Program (FTEP) coordinator shall be notified if this request is made and approved. During Phases I, II, and III, a minimum of 187 hours of training shall be provided per phase. At the conclusion of the four phases, a minimum of 600 hours of training shall have been provided to the trainee. Limbo days (the first day of Phases I, II, and III) are included in the total number of training hours as they are assigned to an FTO on that first day; however, the initial orientation period is not included. Refer to Annex A of this chapter.

(1) Phase I. Phase I is the introductory phase. It consists of the orientation period and the assignment to the primary FTO.

(a) The orientation period is a minimum one-week program under the supervision of the Area FTEP coordinator established in a classroom-type setting. The purpose of the orientation period is twofold. First, the orientation is designed to ensure the trainee can complete certain critical tasks after being removed from the Academy setting. At a minimum, tasks such as firearms and impact weapons qualifications, as well as trainee-demonstrated proficiency in arrest and control techniques (CHP 199, Officer Safety Certification), shall be covered. Officer safety, the Public Trust Initiative, and areas of potential liability to the Department and the trainee will also be addressed. The second purpose of the orientation period is to provide a smooth transition for the trainee from the Academy to the field. Discussions regarding the goals of the program should be introduced, as well as the procedures by which trainees will meet those goals. Orientation should also provide a familiarization with items specific to the Area. This may include, but is not limited to accident investigation; driving under the influence report writing procedures; filing procedures; unique geographic elements in the city, county, and around the Area; and an introduction to Area personnel and equipment familiarization. The required communication center orientation may also take place at this time. The CHP 115A, Daily Observation Report, is not completed for trainees during this period. The orientation period shall be completed prior to the trainee being assigned to an FTO.

(b) Once the orientation period has been completed, the trainee will be introduced to their primary FTO and gradually presented with new KSAs and tasks. A crucial aspect of this phase is molding the trainee's attitude so the program is seen as an opportunity for development rather than "something they have to get through." The Area FTEP coordinator should attempt to match the training difficulties of the trainee with the specific expertise of a primary FTO (e.g., a trainee experiencing report writing

difficulties should be assigned to an FTO who is an exemplary report writer, or a trainee who needs exposure to enforcement activity should be assigned to a shift with an appropriate amount of activity). A great deal of the trainee's success will hinge on their perception of the training and on the image projected by the primary FTO.

(2) Phase II. Phase II is somewhat more complex than Phase I and is often identified as the time when trainees shed their unfamiliarity with their new roles. During Phase II, trainees start to master the skills at hand. An FTO should acknowledge the trainee's growing assertiveness and be constantly aware of the workload, guarding against underloading or overloading.

(3) Phase III. Phase III is the last phase of formal training. It is characterized by advanced training and the polishing of KSAs learned earlier. Phase III provides the opportunity for an FTO to review the tasks previously accomplished and make sure the trainee is ready for final evaluation. Final evaluation occurs during Phase IV unless a training extension period beyond Phase III is anticipated.

(4) Phase IV. Phase IV is primarily an evaluation-only phase. It consists of one week of observed patrol activity and should be conducted by the primary FTO if at all practicable. This is done so the FTO who originally observed the trainee will be able to evaluate the trainee's progress and compare performance levels. To ensure the trainee acts as the lead officer during this phase, the FTO should observe the actions of the trainee from a "ride-along" position. The FTO is there to observe and evaluate the trainee's performance and will step in only in the case of a serious threat to officer safety or for some equally compelling reason. During Phase IV, the FTO will not take any action for the trainee except in instances where FTO intervention is necessary. Intervention by the FTO should occur under the following circumstances:

(a) Officer Safety. If the actions of the trainee constitute a hazard or potentially dangerous situation to officers or the public, the FTO shall take whatever action is necessary to reduce the hazard and ensure proper safety practices are followed.

(b) Illegal and Unethical Activity. The FTO shall ensure the trainee's actions are legal and ethical at all times. Neither of these conditions shall be sacrificed for training purposes.

(c) Embarrassment to People, the Department, or the Field Training Officer. The FTO shall not allow an incident to escalate to the point where the trainee embarrasses or brings discredit to a person, the Department, the FTO, or the trainee at any time.

(5) If a trainee proceeds from Phase III to Phase IV and their performance drops to an unacceptable level during Phase IV, the trainee should be removed from Phase IV and an Extension Phase should be initiated. Once the Extension Phase FTO determines the trainee has overcome all problems and is ready to enter back into Phase IV, the trainee shall start the entire Phase IV over with the Phase IV FTO.

e. Limbo Days. The first day of Phases I, II, and III are referred to as limbo days. Limbo days do not occur during training extensions. While the trainee receives instruction during these periods, performance regarding the individual performance categories is not evaluated. Therefore, the “limbo day” box will be marked on page 1 of the CHP 115A and only “General/Noteworthy events” on page 2 and all of page 3 need to be completed. The purpose of limbo days is to allow a smooth transition from one FTO to another. An FTO should anticipate this and attempt to boost trainee performance by building rapport and providing encouragement. It is very important to emphasize that, while limbo days are designed to allow trainees to get acquainted with the program and with their FTO and no ratings occur, they are indeed training periods. Therefore, trainees are expected to also be learning new KSAs and tasks.

f. Suspended Training Period. In some instances, it may be in the best interest of the Department and/or the trainee to briefly suspend training (i.e., personal reasons, illness, mandatory training). The decision to suspend training may take place during any phase of training but should not be taken casually and shall be approved by the Area commander.

g. Extension Training. Trainees still experiencing significant, but correctable, problems in three or less performance categories may be given a two-workweek extension training phase to overcome the deficiencies. This provision does not mean every trainee has a right to an extension. On the contrary, the decision to extend training is optional and is to be made by the Area commander, based upon the recommendations of the Area FTEP coordinator and the FTOs. The decision to extend training shall be made after the conclusion of Phase III of training and shall be based on a thorough performance review. Any Area providing an extension training phase shall notify the statewide FTEP coordinator prior to the beginning of the extension training phase. Typically, one extension is allowed. However, when special or unusual circumstances exist, the Area commander, with Division commander’s concurrence, may approve a second extension period. Conversely, if the entire extension period is not needed to overcome a problem or problems, the Area commander has the discretion to end the extension when deemed appropriate. Extensions should not be viewed as punishment. Rather, they should be seen as an opportunity for the trainee to resolve problem areas and complete the training.

(1) An extension may be handled in several ways. The trainee may continue to work with the same FTO or be assigned to another FTO. Training received during an extension shall focus on specific problem areas. It should be kept in mind this can be a very difficult time for trainees and they may succumb to the temptation to give up or decide to fail. It is the responsibility of the FTO to ensure the extension is seen from a positive perspective, as an opportunity for growth.

(2) The decision to extend training must be based on whether the problem area is able to be corrected with remediation. Training should not be extended when it is apparent the trainee does not have the ability to learn the job. Furthermore, under no circumstances should training be extended for a trainee who is an obvious threat to the safety of the trainee, fellow officers, or the public. Extensions are not granted casually and are only considered when there is reasonable expectation of success. Trainees failing to respond during extended training will be rejected during probation.

(3) Prior to the beginning of extended training, the CHP 115G, Written Extension Training Plan, shall be completed and signed. It is the FTEP coordinator's responsibility to assess the root cause of the trainee's deficiencies and complete the CHP 115G, in no more than three performance categories. Due to the limited duration of the extension phase, trainees experiencing serious deficiencies in more than three performance categories should not be granted an extension and the rejection during probation process should be initiated. During the extension, only the performance categories which were identified in the CHP 115G require documentation on page one of the CHP 115A.

h. Assignment. The trainee should be assigned to a different FTO for each training phase, except the Primary (Phase I) FTO, who should also be assigned to Phase IV. In addition, whenever possible, the trainee should be exposed to another patrol shift when entering a new training phase. This rotation should ultimately expose trainees to different shifts and provide the maximum variation of working conditions officers face during their careers. It is essential to learn at the earliest possible time if a trainee can physically and mentally adjust to working various hours under differing activity demands.

(1) The same reasoning holds true regarding deployment within the Area. Trainees are responsible for learning the geography of the Area and should be given every possible opportunity to do so. They must demonstrate the ability to perform satisfactorily in each region of the Area and be able to find locations with which they are not familiar. Trainees should also demonstrate an understanding of any concerns in their Area's various geographic regions and the particular features contained therein.

(2) The trainee and the FTO should be assigned to a shift that would normally require a one-officer unit during Phase I, except when the operational needs of an Area dictate otherwise. During this early stage of training, the Area must consider not only the safety of the FTO, but the safety of the trainee as well. Therefore, the decision to assign the trainee and FTO to a shift that normally requires a two-officer unit during Phase I should be made by the Area commander, with input from the Area FTEP coordinator.

### 3. EVALUATION PROCESS.

a. Written Evaluation. Each trainee's progress while proceeding through the training program is recorded by means of written evaluations. The evaluation process is almost as important as the training process. Learning cannot take place without constant and immediate feedback to the trainee. The program's evaluation process provides this necessary feedback to the trainee.

b. Purpose. While every effort has been made to standardize the training program and to structure the evaluation process, in the final analysis the quality of the officers completing the program is contingent upon the dedication and diligence of program staff in applying proper training and evaluation techniques. Evaluation has many purposes. The obvious purpose is to record and document a trainee's progress, but there are other purposes as well. Evaluation is an excellent tool for informing trainees of their performance level at a particular point in time. It is also an effective means to identify training needs and document training efforts. The evaluation also reflects the skill and efforts of the FTO. This program's evaluation process and related documents are discussed in the following sections. A graphic displaying which documentation is required for each phase of training can be found in Annex B of this chapter.

(1) CHP 115, Trainee Checklist. The program's training format consists of the job-related KSAs and tasks presented in the highly structured CHP 115. It is critical to the FTEP that FTOs have a working knowledge of the CHP 115 and strive towards its completion throughout the duration of each phase of training. The CHP 115 is sequenced so trainees are exposed to the most basic and necessary items first. As the trainees proceed through training, they will encounter increasingly difficult situations challenging their KSAs. Eventually, the trainee will have performed the tasks, or been exposed to the KSAs, necessary to assume the role of an officer. On a daily basis, the FTO should utilize the appropriate section of the CHP 115, corresponding to either Phase I, II, or III, to document when the KSAs or tasks have been explained or demonstrated by the FTO or trainee, and/or performed by the trainee.



(a) At the start of the training phase, the FTO enters the trainee's name and ID number in the spaces provided at the top of the first page of the CHP 115 for that phase.

(b) As training progresses, the FTO checks the appropriate box(es) to indicate how each item on the CHP 115 was completed: explained/demonstrated by the FTO or trainee, and/or performed by the trainee.

(c) All items shall eventually have at least one of the three boxes checked. Some items may have two boxes checked (e.g., the FTO explained the item and the trainee later performed it). Conceivably, an item could have all three boxes checked.

(d) Upon completion of each phase, the FTO and trainee each sign and date the form in the spaces provided on the last page of the checklist section for that phase. Copies of the CHP 115 are retained in the trainee's field folder.

(2) CHP 115A, Daily Observation Report. The CHP 115A captures trainee ratings in 37 categories of KSA. Pages 1 through 3 of the CHP 115A shall be completed each day by the FTO. Page 4 of the CHP 115A shall be completed each day by the trainee. Detailed instructions for completing the CHP 115A and rating guidelines are found in Chapter 6, The Daily Observation Report, of this manual. Chapter 6 shall be utilized to assist in the review and understanding of this section's discussion.

(a) All CHP 115As are to be consecutively numbered by the FTO for each scheduled training day within each phase. This numbering system allows the tracking of daily performance, as well as specific trainee problem areas and the remedial efforts made by the FTO to resolve them. It is critical this numbering convention be followed and the CHP 115A be submitted each training day (except during the orientation period).

(b) The CHP 115A is to be completed and discussed with the trainee at the end of the shift, while recollection of the workday's events are still fresh in the FTO's mind. This provides trainees the opportunity to ask questions, seek clarification, and receive an overview of their performance during the workday. Immediate feedback reinforces the instruction, praise, and criticism given during the training shift.

(c) Page 4 of the CHP 115A shall be completed each day by the trainee after the FTO and the trainee have discussed the ratings for that training day. Journaling has a profound effect on adult learning and this section of

the CHP 115A provides an opportunity for the trainee to memorialize the day's events from their perspective.

(3) CHP 115B, Performance Log. The CHP 115B, is used to record the CHP 115As ratings and remediation entries, and provides the FTO and the Area FTEP coordinator with a method to assess trends and overall trainee progress. The rating entries and remediation entries are maintained on separate logs. The FTO shall set up a log prior to the end of each phase and any extension training to record the CHP 115As ratings and remedial training.

(a) In completing the CHP 115B, the appropriate box in the upper left is checked to indicate whether the entries are for ratings or remediation. Next, the phase number or extension is checked. The name and ID number of the FTO and the trainee are entered in the spaces provided. At the completion of each phase, the FTO will export the data from the CHP 115A and import the CHP 115A's "Rating Scale" and "Remedial Training Time" into the CHP 115B.

(b) Upon completion of the phase or extension, the FTO enters the dates of the first and last CHP 115A and signs and dates the log. The FTO turns in the log to the Area FTEP coordinator at the end of the last training day for each phase or extension. After reviewing the CHP 115Bs, the Area FTEP coordinator presents copies of the logs to the trainee's next FTO. These logs provide subsequent FTOs with a comprehensive picture of the trainee's prior performance, without compromising the confidentiality of the individual CHP 115As. Finally, at the end of each training cycle, the Area FTEP coordinator shall forward a copy of the CHP 115Bs to the statewide FTEP coordinator. The original CHP 115Bs are retained in the trainee's field folder.

(4) CHP 115C, End of Phase Report. The CHP 115C, shall be completed after each training phase and any extended training. This report identifies trainee status and documents progress in meeting the training objectives for each phase and any extension. It also serves as a platform for recommending and assigning trainees to the next phase and/or to extended training. Additionally, it is used to indicate successful completion of the FTEP or to initiate rejection during probation. Finally, the CHP 115C documents the Area Management Interviews that are completed for Phases I and III.

(a) The FTO completes the CHP 115C, entering the trainee's name, Area, and ID number in the spaces provided, checks the appropriate phase number or extension, and enters the start and end dates of the evaluation period. The FTO indicates whether the trainee successfully completed the phase or extension, is current on the CHP 115, and whether the trainee is

recommended for extension or rejection during probation by checking the appropriate boxes under the "Field Training Officer" section. These recommendations are followed up with the FTO's discussion of specific strengths, weaknesses, remedial training provided, and comments regarding the trainee's performance or progress. The FTO shall turn in the CHP 115C to the Area FTEP coordinator at the end of the last training day for each phase or extension.

(b) All trainees shall complete the orientation or "sit-along" in their respective communications center as required by the Commission on Peace Officer Standards and Training (POST). When a trainee completes this training, it shall be documented by the Area FTEP coordinator on the CHP 115C by checking the box "Completed Communications Center orientation." The date when the training took place shall be recorded in the space provided to the right, entitled "Date." This training shall be completed prior to the trainee transitioning to Phase IV.

(c) When any supervisor completes a ride-along with a trainee or trainee and their FTO, it shall be documented on the CHP 115C. The box "Completed supervisory ride-along" shall be checked and the date(s) of the ride-along entered.

(d) Upon receipt of the CHP 115C, the Area FTEP coordinator shall review the FTO's recommendations. With approval of the Area commander, the Area FTEP coordinator documents in the "Area Coordinator" section the Area's decision to advance, extend, or reject a trainee and whether the trainee has successfully completed the training program. The Area FTEP coordinator signs and dates the CHP 115C and acquires the trainee's signature. Additionally, the Area commander, or their designee, shall sign Phase I and Phase III after the trainee has signed. At the end of each training cycle, the Area FTEP coordinator shall forward the copies of the CHP 115Cs to the statewide FTEP coordinator. The original CHP 115Cs of the reports shall be retained in the trainee's field folder.

(5) CHP 115D, Field Training Officer Critique. Another important element of maintaining a successful field training program is the continuous evaluation of the performance of the FTOs. This is done on the CHP 115D, Field Training Officer Critique. Trainees are required by POST to critique FTOs at the completion of each training phase. In the event a critique form reveals substandard performance by the designated FTO, it becomes the responsibility of the Area FTEP coordinator to discuss any actions or recommendations with Area management with the specific intent of improving the FTO's performance. Whenever a critique discloses possible improper conduct or inappropriate acts by an FTO, the Area commander or designee shall ensure an investigation is

completed consistent with Highway Patrol Manual (HPM) 10.2, Internal Investigations Manual.

(a) The Area FTEP coordinator shall be responsible for establishing and maintaining a general confidential training file for completed CHP 115Ds. The CHP 115Ds are not to be placed or retained in the FTO's personnel folder or the trainee's training files. The original of each CHP 115D will be retained for one year from the trainee's successful completion of the FTEP.

(6) CHP 115E, Field Training Program Completion Record/Competency Attestation. The Department must document a trainee's successful completion of the training program as required by POST regulations. At the end of the final evaluation phase (Phase IV), the FTO will attest to the trainee's competence and successful completion of the FTEP. A statement releasing the trainee from the program, with the signed concurrence of the Area commander or commander's designee, shall be retained in the Department's records.

(7) CHP 115F, Field Training and Evaluation Program Critique. An important element of maintaining a consistent and successful field training program is the continuous evaluation of the relevance of the program itself. The Department believes this is a fair and equitable process which will assist in the evaluation and improvement of the FTEP. The CHP 115F, shall be completed by the trainee at the completion of field training and submitted to the Area FTEP coordinator and the Area commander or the commander's designee and forwarded to the statewide FTEP coordinator.

(a) The Area FTEP coordinator shall be responsible for establishing and maintaining a general confidential training file for completed CHP 115Fs. CHP 115Fs are not to be placed or retained in the FTO's personnel folder or the trainee's training files. The original of each CHP 115F will be retained for one year from the trainee's successful completion of the FTEP.

(8) CHP 115G, Written Extension Training Plan. Prior to the beginning of extension training, the CHP 115G shall be completed and signed by the trainee, the assigned extension FTO, the Area FTEP coordinator, and the Area commander or the commander's designee.

(a) The Area FTEP coordinator shall be responsible for the completion of the CHP 115G. However, the form should be completed with input from all three previous FTOs, as well as the extension FTO.

(b) The top section of the CHP 115G is completed by entering the trainee's name, Area, and ID number in the spaces provided. Additionally,

the appropriate box is checked depending on which extension the trainee is being assigned to.

(c) After the admonishment, a maximum of three performance categories of deficiency shall be identified by number and title corresponding to the CHP 115A.

(d) The final sections to be completed identifies specific Performance Deficiencies, Performance Objectives, and Training Plan. The Performance Deficiencies shall outline specific examples of how the trainee has not met the minimum standard for the specific rating category or categories as outlined in Chapter 6, Appendix A, Rating Guidelines. The Performance Objectives shall outline the minimum performance standard that the trainee shall demonstrate to successfully complete the extension phase. The Training Plan shall outline specific strategies to assist the trainee in meeting the Performance Objectives. This may include the identification of strategies which were already employed during an earlier phase of training. It may also articulate further training the Area needs to provide the trainee in addition to time spent with an FTO. For example, if the trainee is struggling with report writing, the trainee may spend time in a classroom-type setting with an Area Crash Investigation Review Officer or other subject matter expert. Ultimately, this section is to be utilized to ensure the trainee has a clear understanding of what must be done to meet the standard required for successful completion of the extension phase.

4. DOCUMENT MANAGEMENT. The program's documents shall be treated as confidential. The procedures for managing and transmitting documents are described below:

a. Program Files. Within 30 days after the last training day for each training cycle, the Area commander shall ensure a compact disc containing a complete set of copies of the following documents are forwarded to the statewide FTEP coordinator:

- (1) CHP 115.
- (2) CHP 115A.
- (3) CHP 115B (one for Ratings and one for Remediations).
- (4) CHP 115C.
- (5) CHP 115D.
- (6) CHP 115E.

- (7) CHP 115F.
- (8) CHP 115G (if applicable).
- (9) End of Cycle Inspection Memorandum.

b. Field Folders. Area commanders shall be responsible for the maintenance and confidentiality of all **original** program documents. To ensure consistency throughout the program, these oversight responsibilities should be assigned to the Area FTEP coordinator. During a training cycle, the program's documents are maintained in the trainee's field folder. After the completion of each training cycle, Area commanders shall ensure copies of the following documents are retained in each trainee's field folder:

- (1) CHP 115.
- (2) CHP 115B.
- (3) CHP 115C.

c. Confidential Training Files. The Area FTEP coordinator shall be responsible for establishing and maintaining a general confidential training file for completed forms CHP 115D, CHP 115E, and CHP 115F. None of the aforementioned forms are to be placed or retained in the FTO's personnel folder or the trainee's training file.

d. Retention Periods.

- (1) Program files shall be retained by the Academy for five years (probation period plus four).
- (2) Field folders shall be retained by the Area for one year (probation period).
- (3) The CHP 115D and CHP 115F shall be retained by the Academy for five years.
- (4) The CHP 115E shall be retained by the Academy for five years.

NOTE: If an investigation is initiated for rejection during probation, all relevant CHP 115s should be included as exhibits in the investigation file.

5. AREA OVERSIGHT. Area FTEP coordinators will continuously monitor the progress of the trainees assigned to their Area. Furthermore, they will review and monitor efforts made by FTOs to resolve trainees' difficulties. In addition, Area FTEP coordinators and management will implement the requirements described in Chapter 2, Roles and Responsibilities, of this manual to maintain the effectiveness of the training

and evaluation process. The Area FTEP coordinator shall be responsible for reviewing and signing the CHP 115As.

a. Field Training Staff Meetings. At or near the end of each phase, a meeting should be scheduled for all FTOs who have received, or are about to receive, a trainee. The Area FTEP coordinator should also attend. The purpose of these meetings is to review the progress of each trainee and pass on information relative to special training problems and remediation efforts. The Area FTEP coordinator is afforded the opportunity to review drafts of the CHP 115C and check that they are consistent with what the FTOs are reporting at the meeting. A requirement that evaluations be submitted on or before the final day of the phase, or at the meeting, will improve the turnaround time for presenting the evaluation to the trainee in a timely manner.

b. End of Cycle Meetings. These meetings are held at the end of each training cycle (all four phases of FTEP training constitute a cycle) for FTOs and are moderated by the Area FTEP coordinator. The meetings are a forum during which critiques and discussion of the previous training cycle take place and provide an opportunity for FTOs to exchange ideas, experiences, and information. Area FTEP coordinators shall assemble the Area's FTOs in groups at mutually available times for the end of cycle meetings.

(1) End of cycle meetings are an integral component of the program, and to be truly effective they must be well structured and properly moderated. It is important for all participants to know how the meeting is to be conducted and why it must be conducted in this manner. It is essential to keep in mind the information exchanged at these meetings is vitally important to the program's effectiveness.

(2) Each of the points discussed below should be adhered to when conducting end of cycle meetings.

(a) The meeting shall always be directed toward the program's goals. This is not a time for rumors or derogatory comments about trainee-related experiences. The Area FTEP coordinator shall serve as the moderator and will set guidelines for the meeting. While the discussion may move through different issues, the moderator must ensure the topics covered are both timely and relevant. If they are not, the discussion must be redirected. The foremost purpose of these meetings is to review how trainees progressed in the last training cycle and to resolve any problems FTOs may be having with training and/or evaluation before the next training cycle begins.

(b) The meeting should begin with a discussion of administrative matters. Quite often, FTOs will want to discuss topics relating to departmental and/or field operations. Discretion should be used in allocating time to these discussions. The meeting should also be used to discuss any issues that should be brought to the attention of supervisors and/or management. It is imperative that a topic is not discussed unless it can be resolved by the members present, or it is truly relevant to program goals.

(c) After administrative matters have been dealt with, the discussion should turn to the trainees who completed the last cycle. This discussion is most effective if pursued in the following order:

1 Discuss any unusual or severe problems that could reoccur in the next cycle.

2 Discuss any extraordinary strengths/weaknesses or remedial strategies from the last training cycle.

(d) All CHP 115Bs for the last cycle shall be available at the meetings.

(e) During the meetings, the Area FTEP coordinator must avoid:

1 Turning it into a complaint session.

2 Rumors and gossip. Instead, it may be desirable at this time to explain or control rumors.

3 Allowing an FTO to expound on their own actions rather than those of the trainee.

(f) The meeting should conclude with a discussion of any actions or recommendations in need of a resolution before the next training cycle begins.

(g) Area FTEP coordinators should utilize these meetings to provide FTOs with program updates and/or revisions and to periodically present refresher sessions on required subjects. This will ensure standardized training and evaluation as well as promote an atmosphere of competence and professionalism in the Area. These points ensure the end of cycle meetings are a useful, effective, and integral component of the program.

(h) Following end of cycle meetings, the meeting minutes shall be documented in accordance with General Order (GO) 1.5, Meetings and Briefings, and forwarded to the Division FTEP coordinator.



c. Supervisory Ride-Alongs. Supervisory involvement and observation are critical to the success of the FTEP. Although all supervisors are encouraged to conduct ride-alongs, Area FTEP coordinators are required to conduct ride-alongs in order to be actively involved in the program. Area FTEP coordinators, or the alternate Area FTEP coordinator, shall participate in at least one ride-along with each trainee, and this ride-along should minimally be documented on the trainee's respective CHP 115A. A ride-along serves two purposes: it provides a system of checks and balances to ensure FTOs continue to operate according to program guidelines; and it provides an opportunity for the Area FTEP coordinator to discuss training progress with each trainee.

d. Management Interviews. The program facilitates the proactive involvement of Area management in an effort to provide a positive and supportive training environment. It is incumbent upon Area commanders to be approachable and convey a genuine concern for the quality and consistency of field training. The Area FTEP coordinator shall arrange for all trainees to be interviewed by either the Area commander or an Area management-level designee at the end of the first and third phases of training. The purpose of these interviews is to ensure field training is conducted in an environment that is free of sexual harassment or other forms of discrimination and the trainee displays an understanding of the Public Trust Initiative. Accordingly:

(1) Commanders should be alert for, and responsive to, any problem which may develop during field training which adversely affects the performance, morale, or retention of the trainee.

(2) The trainee's own assessment of the training should be consistent with that of the FTO. If not, the Area commander should discuss the disparity in viewpoints with the Area FTEP coordinator for necessary action to ensure the trainee has a clear understanding of any problem performance areas.

(3) Incidents of sexual harassment or other forms of discrimination brought to the attention of Area management shall be handled in accordance with HPM 10.12, Equal Employment Opportunity Manual, Chapter 6, Discrimination Complaint Procedures. Appropriate action shall be taken to remedy the situation in a timely manner.

(4) Commanders should review GO 0.12, Enhancing Safety Through Service, Annex A, Earning the Trust of California's Communities, with trainees and ensure the trainee shows an understanding of the principles of the Public Trust Initiative, which include Individual Evaluation, Respect and Dignity, and Unified Vision.

(5) The date and time of each interview, along with the name, signature, and rank of the interviewer, shall be provided in the section at the bottom of the CHP 115C.

e. End of Cycle Inspection. Area commanders shall conduct an inspection at the conclusion of each training cycle. The Area commander shall randomly select one CHP 115A from each training phase, for each trainee, and review for conformance with Chapter 6, The Daily Observation Report, of this manual. If discrepancies are discovered, additional CHP 115As shall be inspected and any concerns shall be addressed with the appropriate personnel (e.g., Area FTEP Coordinator, FTO). Additionally, the Area commander shall review all training files for trainees that are recommended for rejection during probation. The inspection shall be documented via memorandum and included with the program files.

## ANNEX A

### PHASE TRAINING AND THE ALTERNATE WORK WEEK

The chart below is only a guide on how Areas can meet the 600-hour minimum training hours required by the Field Training and Evaluation Program (FTEP). Due to variances in the Alternate Work Week Program, it may be necessary for Area commanders and Area FTEP coordinators to alter the information below on a case-by-case basis.

Note that hours completed during the orientation period are not included as no training with a Field Training Officer occurs.

| <i><b>Phases for 10.5-hour day</b></i> | <i><b>Days worked</b></i> | <i><b>Hours worked</b></i> | <i><b>Total hours worked</b></i> |
|----------------------------------------|---------------------------|----------------------------|----------------------------------|
| Phase 1                                | 18                        | 189                        | 189                              |
| Phase 2                                | 18                        | 189                        | 378                              |
| Phase 3                                | 18                        | 189                        | 567                              |
| Phase 4                                | 4                         | 42                         | <b>609</b>                       |
| <i><b>Phases for 9.5-hour day</b></i>  |                           |                            |                                  |
| Phase 1                                | 20                        | 190                        | 190                              |
| Phase 2                                | 20                        | 190                        | 380                              |
| Phase 3                                | 20                        | 190                        | 570                              |
| Phase 4                                | 4                         | 38                         | <b>608</b>                       |
| <i><b>Phases for 8.5-hour day</b></i>  |                           |                            |                                  |
| Phase 1                                | 22                        | 187                        | 187                              |
| Phase 2                                | 22                        | 187                        | 374                              |
| Phase 3                                | 22                        | 187                        | 561                              |
| Phase 4                                | 5                         | 42.5                       | <b>603.5</b>                     |

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## ANNEX B

### PHASE TRAINING AND DOCUMENTATION GRAPHIC

| <i>Phase I</i>                  | <i>Phase II</i>                 | <i>Phase III</i>                |
|---------------------------------|---------------------------------|---------------------------------|
| <b>CHP 115</b>                  | <b>CHP 115</b>                  | <b>CHP 115</b>                  |
| Trainee Checklist               | Trainee Checklist               | Trainee Checklist               |
| <b>CHP 115A</b>                 | <b>CHP 115A</b>                 | <b>CHP 115A</b>                 |
| Daily Observation Report        | Daily Observation Report        | Daily Observation Report        |
| <b>CHP 115B</b>                 | <b>CHP 115B</b>                 | <b>CHP 115B</b>                 |
| Performance Log (ratings)       | Performance Log (ratings)       | Performance Log (ratings)       |
| <b>CHP 115B</b>                 | <b>CHP 115B</b>                 | <b>CHP 115B</b>                 |
| Performance Log (remediation)   | Performance Log (remediation)   | Performance Log (remediation)   |
| <b>CHP 115C</b>                 | <b>CHP 115C</b>                 | <b>CHP 115C</b>                 |
| End of Phase Report             | End of Phase Report             | End of Phase Report             |
| <b>CHP 115D</b>                 | <b>CHP 115D</b>                 | <b>CHP 115D</b>                 |
| Field Training Officer Critique | Field Training Officer Critique | Field Training Officer Critique |

| <i>Extension Phases I &amp; II</i> | <i>Phase IV</i>                                                  |
|------------------------------------|------------------------------------------------------------------|
| <b>CHP 115A</b>                    | <b>CHP 115A</b>                                                  |
| Daily Observation Report           | Daily Observation Report                                         |
| <b>CHP 115B</b>                    | <b>CHP 115B</b>                                                  |
| Performance Log (ratings)          | Performance Log (ratings)                                        |
| <b>CHP 115B</b>                    | <b>CHP 115C</b>                                                  |
| Performance Log (remediation)      | End of Phase Report                                              |
| <b>CHP 115C</b>                    | <b>CHP 115D</b>                                                  |
| End of Phase Report                | Field Training Officer Critique                                  |
| <b>CHP 115D</b>                    | <b>CHP 115E</b>                                                  |
| Field Training Officer Critique    | Field Training Program Completion Record/ Competency Attestation |
| <b>CHP 115 G</b>                   | <b>CHP 115F</b>                                                  |
| Written Extension Training Plan    | Field Training and Evaluation Program Critique                   |

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