

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING AGENDA
July 21, 1994 - 10:00 A.M.
Red Lion Hotel
San Diego I and II
7450 Hazard Circle
San Diego, CA
(619) 297-5466

AGENDA

CALL TO ORDER

FLAG SALUTE

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTIONS

RECOGNITION OF ADVISORY COMMITTEE MEMBERS PRESENT

HONORING COMMISSIONER SHERMAN BLOCK - CHAIRMAN JANUARY 1993 TO
APRIL 1994

TELECOURSE AWARDS

The Commission, along with KPBS, is the recipient of awards for several of its telecourses. Tom Karlo of KPBS will make the award presentations and show a composite of excerpts from the winning telecourses.

APPROVAL OF MINUTES

- A. Approval of the minutes of the April 21, 1994 regular Commission meeting at the Hotel Sainte Claire in San Jose.

CONSENT CALENDAR**B.1 Receiving Course Certification Report**

Since the April meeting, there have been 57 new certifications, 68 decertifications, and 41 modifications. In addition, 531 telecourses have been certified, and 3 additional agencies certified for Proposition 115 training. In approving the Consent Calendar, your Honorable Commission receives the report.

B.2 Receiving Financial Report - Fourth Quarter FY 1993/94

The fourth quarter financial report will be provided at the meeting for information purposes. In approving the Consent Calendar, your Honorable Commission receives the report.

B.3 Receiving Information on New Entry Into the POST Regular (Reimbursable) Program

The Orange County Coroner Department has met the Commission's requirements and has been accepted into the POST Regular (Reimbursable) Program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.4 Receiving Information on New Entry Into the POST Specialized (Non-Reimbursable) Program

The Los Angeles County Safety Police - Internal Services Division, has met the Commission's requirements and has been accepted into the POST Specialized (Non-Reimbursable) Program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.5 Receiving Information on Withdrawal of the Los Angeles County Marshal's Department From the POST Regular (Reimbursable) Program

The Los Angeles County Marshal's Department has been merged with the Los Angeles County Sheriff's Department and has withdrawn from the program. In approving the Consent Calendar, the Commission takes note they are no longer part of the POST reimbursement program.

B.6 Approving Resolution Commending Advisory Committee Member Donald L. Forkus

In approving the Consent Calendar, your Honorable Commission adopts a Resolution recognizing the service of Donald L. Forkus as a member of the POST Advisory Committee from April 1988 to July 1994, representing the California Peace Officers' Association (CPOA).

PUBLIC HEARINGS

C. Receiving Testimony on a Proposal to Increase Hours, Adopt Training Specifications, and Modify Curriculum Requirements for the Complaint/Dispatcher Course

Commissioners previously approved modifications to Procedure D-1 to establish an 80-hour (minimum) dispatcher course.

The 80-hour course was intended to serve as an interim standard subject to review following completion of a statewide job task analysis for the position of Public Safety Dispatcher. The job analysis has been completed and comprehensive review of the entry-level training course has been made by POST staff and subject-matter experts.

This review has resulted in proposals to: (1) change the name of the course from the Basic Complaint/Dispatcher Course to Public Safety Dispatchers' Basic Course; (2) update the curriculum from ten Functional Areas to 16 Learning Domains; (3) increase the minimum hours from 80 to 120; and (4) adopt Training Specifications for each Learning Domain. The course is based on the results of a statewide job task analysis completed by POST's Standards and Evaluation Services Bureau in 1991. Proposals are described in the enclosed report. Because of the significant impact of proposed changes, a full public hearing was set for this meeting.

Following receiving and considering written and oral testimony, and if the Commission concurs, the appropriate action would be a MOTION to approve the recommended changes and retitle the Complaint/Dispatcher Basic Course as the Public Safety Dispatchers' Basic Course.

D. Receiving Testimony on Proposed Changes to P.C. 832 Testing Requirements

Penal Code Section 832(a) specifies that successful completion of P.C. 832 training must be demonstrated by passing a POST-developed or POST-approved examination. Pursuant to this statute, Commission Regulation 1080 requires the passage of three separate tests: a written exam and an arrest methods practical exam for all trainees, and a firearms skills test (i.e., course-of-fire) for those persons who receive firearms training. Commission Regulation 1080 further specifies that: (1) administration and scoring of the written exam may be delegated to course presenters who agree to abide by the terms of a test security agreement; (2) course presenters are responsible for administering and scoring all arrest methods practical exams and firearms skills tests; and (3) POST is responsible for officially notifying each examinee of his/her test results (i.e., whether the examinee successfully completed the course). Finally, persons who fail any of the exams are given one opportunity to retest, and POST currently assumes responsibility for administering all written exam retests, whereas the course presenters conduct all retests for the other two exams.

An estimated 60% of P.C. 832 trainees are community college students who are neither affiliated with a law enforcement agency nor intend to seek peace officer status in the foreseeable future. Because all P.C. 832 trainees are currently subject to the same testing requirements, considerable POST funds are being spent to test and notify these individuals as to their results.

Three alternatives were considered to reduce these expenditures: (1) limit course attendance to persons "sponsored" by a criminal justice agency; (2) charge testing fees to "non-sponsored" trainees; and (3) delegate all testing and notification responsibilities to course presenters.

By limiting course attendance to "sponsored" trainees, the first alternative would negate the potential for attracting additional qualified individuals into law enforcement via attendance at the course. Charging testing fees to "non-sponsored" students is within the authority of the Commission under recently enacted Penal Code Section 832(e)(2)(g), but is opposed by community college course presenters on the basis that such fees would disadvantage protected group members who are being actively recruited by law enforcement. It would also result in a differential fee structure which runs counter to the mission of the community college system.

The third alternative, delegation of testing, is the one proposed and the subject of this Public Hearing. Under the proposed changes to Regulation 1080, all course presenters would be required to: (1) administer the written exam (including all retests); and (2) issue local certificates of successful course completion (based on examination results). POST would continue to maintain the content of all exams, and to provide required training to all test proctors.

The proposed changes would result in an annual savings of approximately \$160,000 to POST. The changes would result in a testing program comparable to that which exists for the Basic Course, wherein POST maintains the tests, and the academies administer and score the tests and issue local certificates of successful course completion.

Subject to the results of the public hearing, the appropriate action would be a MOTION to adopt the proposed changes to Commission Regulation 1080 subject to approval as to form and content by the Office of Administrative Law.

BASIC TRAINING BUREAU

E. Report and Recommendation to Adopt Changes to the Regular Basic Course Training Specifications Using the Abbreviated Public Hearing Notice Process

Commissioners previously approved modifications to Procedure D-1 to establish training specifications for each Regular Basic Course learning domain and to incorporate a new document *Training Specifications for the Regular Basic Course - July 1993* into Procedure D-1 by reference. The training specifications now serve to describe the Regular Basic Course in Administrative Law.

The report under this tab proposes modifications to the training specifications for three learning domains. The recommended modifications are based on proposed curricula enhancements, changes in testing standards, addition of supporting learning activities, or other editorial improvements.

The proposed changes include:

- o Addition of instruction relating to anger and fear management;
- o Addition of instruction relating to the concept of intervention; and
- o Relocating instruction on landlord/tenant law into the crimes against property domain.

The proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act. It is recommended that the abbreviated public hearing process be used. If no one requests a public hearing, these proposed changes would go into effect upon approval by the Office of Administrative Law.

If the Commission concurs, the appropriate action would be a MOTION to adopt changes to the Regular Basic Course training specifications subject to the Notice of Regulatory Action.

F. Report on Preparation of a Request for Proposal (RFP) to Develop Workbooks for the Basic Course on a Pilot Program, and Recommendation to Release the RFP for Two Pilot Workbooks

At its January 1994 meeting, the Commission authorized preparation of a Request for Proposal (RFP) to obtain vendor bids for developing workbooks for six Basic Course Learning Domains. The workbook was identified as an instructional

system that included: (1) presentation of material to the learners; (2) interactive learning activities and exercises that enhance learning; and (3) feedback to the learners.

Though developing six workbooks was originally discussed, two workbook projects would provide information with less cost risk pending evaluation of workbook effectiveness. The estimated cost of developing two self-instructional workbooks based on POST-developed guidelines is \$20,000. The actual vendor costs could increase depending upon the complexity of the subject matter, the number and quality of the graphics, and the complexity of the learning exercises requested by POST. The estimated cost for developing the six workbooks that the Commission identified would be approximately \$60,000 based on the information provided to POST.

This report recommends that the RFP be released for two Learning Domains as a pilot project. The Criminal Justice System and Physical Fitness/Stress Learning Domains are recommended for development.

If the Commission concurs, the appropriate action would be a MOTION authorizing the release of the Request for Proposal for development of the two workbooks.

G. Request for Approval for Contract with the San Diego Regional Training Center to Provide Additional Cultural Diversity Instructor Training at a Cost Not to Exceed \$53,800.

On July 21, 1993, the Commission approved a contract with the San Diego Regional Training Center to present cultural diversity instructor development training to persons who will be delivering this curricula in the basic course as required by Penal Code Section 13519.4. This training comprises learning domain #42 (cultural diversity).

Since that time, additional legislative mandates regarding hate crimes (Penal Code Section 13519.6) and sexual harassment (Penal Code Section 13519.7) have been enacted which were subsequently incorporated into learning domain #42 at the April 1994 Commission meeting. The learning domain was also retitled "cultural diversity/discrimination."

This item seeks funding to accomplish the following:

- o Provide four additional instructor development course in Fiscal Year 1994/95. This will create approximately 96 additional instructors to meet an

increasing demand for in-service and basic course training.

- o Provide three two-day updates to incumbent instructors whose core program did not address the hate crimes and sexual harassment curricula.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to contract with the San Diego Regional Training Center to provide additional cultural diversity instructor training at a cost not to exceed \$53,800. (ROLL CALL VOTE)

H. Report and Recommendation on a Proposal to Increase Hours, Adopt Training Specifications and Modify Curriculum Requirements for the Specialized Basic Investigators' Course

Commissioners previously established minimum training standards for Specialized Investigators in Procedure D-1 as a 340-hour course. POST Document *Performance Objectives for the POST Specialized Investigators' Course* contained the course training requirements listed as Functional Areas and Learning Goals and Performance Objectives.

In 1993, Regulation D-1 was revised to replace the term "Functional Area" with the term "Learning Domain" in Subsection D-1-1, and to establish Training Specifications for each Regular Basic Course Learning Domain. The Specialized Basic Investigators Course's content, length, and instructional methodologies were reviewed by staff and a committee of statewide agency and training representatives to ensure that the course met current training needs and standards established by the Commission for the Regular Basic Course.

This review has resulted in proposals to: (1) change the name of the course from the Specialized Basic Investigators Course to Specialized Investigators' Basic Course; (2) update the curriculum from 11 Functional Areas to 13 Learning Domains; (3) increase the minimum hours from 340 to 364; (4) establish completion of the P.C. 832 Laws of Arrest and Firearms Course as a course prerequisite; and (5) adopt Training Specifications for each Learning Domain.

Proposals are described in the enclosed report. Because of the significant impact of proposed changes, it is recommended that a public hearing be set for November 17, 1994.

If the Commission concurs, the appropriate action would be a MOTION to schedule a public hearing to receive comments on

proposed changes to the Specialized Basic Investigators' Course.

STANDARDS AND EVALUATION

I. Report and Recommendations to Adopt Proposed Changes to Basic Course Performance Objectives

Ongoing review of the performance objectives for the regular basic course has identified the need for a number of changes. The proposed changes are as follows:

- o The deletion of six performance objectives in the Use of Force Domain which call for the trainee to recall information which, while important from an instructional standpoint, is not essential to the ultimate goal of teaching trainees to make appropriate use of force decisions.

This instruction will continue to be provided to students in the form of required topics. However, students will be evaluated (i.e., tested) on the overall goal of instruction which is the ability to use force lawfully and appropriately.

- o The deletion of one performance objective in the Handling Disputes/Crowd Control Domain which calls for the trainee to recall rudimentary information about mutual aid which is not required for successful job performance.
- o The addition of one performance objective in the Crimes Against the Justice System Domain on the topic of the intimidation of victims and witnesses.

All proposed changes are consistent with proposed changes to *Training Specifications for the Regular Basic Course - July, 1993* as described in a previous agenda item. The content of all performance objectives recommended for deletion remains a part of mandated instruction as specified in this document.

The Consortium of Basic Academy Directors concurs with all proposed changes.

If the Commission concurs, the appropriate action would be a MOTION to adopt the proposed changes to the regular Basic Course performance objectives to become effective September 1, 1994.

J. Report and Recommendation to Approve Distribution of Revised Vision Screening Guidelines

Commission Procedure C-2-4 requires local agencies to establish minimum vision and hearing standards for entry-level officers. In 1985, the Commission published vision and hearing screening guidelines to assist local agencies in establishing such standards. The vision screening guidelines have been revised to take into account recent medical and legal developments. The revised guidelines have been formatted for inclusion in the *POST Medical Screening Manual for California Law Enforcement*, and provide more detailed guidance with respect to a wider range of conditions than do the current (1985) guidelines. The full text of the new guidelines is attached to the agenda item summary report.

If the Commission concurs, the appropriate action would be a MOTION to approve distribution of the revised vision screening guidelines.

TRAINING PROGRAM SERVICES

K. Report and Recommendation to Approve Proposed Regulation 1081(b) Regarding POST Requirements for Waiving State-Mandated Training When Equivalent Training Completed Previously Within a Three-Year Period

Assembly Bill 1329 adding Section 13511.3 to the Penal Code (attachment A), authorizes the Commission to evaluate and approve pertinent training previously completed by law enforcement officers as meeting specific training requirements prescribed by the Commission. The training must have been completed with a three-year period preceding application to qualify for the exception.

Virtually every year, the Legislature has passed one or more training requirements directed at law enforcement officers. During the 1993 legislative session, for example, two major law enforcement training mandates, sexual harassment (PC Section 13519.7) and vehicle pursuits (PC Section 13519.8) were passed.

Often, law enforcement agencies will have already had their officers trained in the subject matter being legislatively-mandated. In some cases, the training not only meets but far exceeds the specific training requirement developed by POST pursuant to the mandate.

In response to this enabling legislation, proposed Commission Regulation 1081(b) has been drafted. This regulation will provide agencies with a method for review

and approval of previously-completed training that compares it with mandated training to ensure that agencies have completed those components which substantially meet or exceed the legislative requirements.

Agency requests for evaluation will consist of a letter directed to the Executive Director accompanied by a course outline that specifies instructional goals, required topics, instructional methodology and testing requirements. POST will complete the request for equivalency review and notify the agency within 30 days of the receipt of the agency request.

If the Commission concurs, the appropriate action would be a MOTION to adopt the proposed regulation 1081(b), subject to the results of the Notice of Regulatory Action.

TRAINING DELIVERY AND COMPLIANCE

L. Report and Recommendation to Modify Criteria for Awarding CPT Credit for Viewing Telecourse Videotapes

At its April 21, 1994 meeting in San Jose, the Commission heard a report on a survey of Chief Executives, Training Managers, and Telecourse Coordinators regarding the pilot program to award CPT credit for watching telecourse videotapes. The key issues raised by the survey results were discussed. Staff was directed to continue the pilot program and report back at the July Commission meeting with recommendations for addressing these key issues.

The report under this tab makes specific recommendations to the Commission for adjustments to the way telecourses are developed in the future and how telecourse videotapes can be presented to receive CPT credit.

If the Commission concurs, the appropriate action would be a MOTION to approve the recommendations as outlined.

LEARNING TECHNOLOGY RESOURCE CENTER

M. Report on Plans for the 1995 Symposium on Technology Use in Law Enforcement Training

Planning for the Symposium to be held January 11, 1995 at the Sacramento Community Center is well underway. The Symposium will be held in conjunction with the January 12, 1995 Commission meeting. This Symposium follows the successful Technology Workshop hosted by the Commission in November 1993. The Governor's Office and the leadership of the Legislature have been contacted seeking co-sponsorship

of the event. The Governor's Office and legislative leadership have agreed to co-sponsor the event.

The Commission has greatly improved instructional design and presentational competencies for all instruction. It has also initiated a variety of training delivery methods.

The Symposium will be held at a time when the new Legislature will be convened and when the issue of appropriate law enforcement funding levels will again be discussed. The purpose of the Symposium is more than showcasing what the Commission has done, as impressive as that may be. It is also to stimulate vision-building in the minds of the budgetary decision-makers of what can be done.

This agenda item is before the Commission for information and comment. The report under this tab provides additional information about Symposium planning.

N. Report and Recommendation to Approve Continuation of AGC Simulation Driver Training Project

At its July 22, 1993 meeting, the Commission authorized contracting with three driver training presenters for the purposes of introducing the AGC Simulator system as part of POST's driver training program. The simulator project was one of the demonstration program and pilot projects being developed in conjunction with the recommendations outlined in AB 492 (Campbell, 1991).

Contracts were developed, signed, and eventually approved to house the simulators at the Los Angeles County Sheriff's Department, the San Bernardino County Sheriff's Department, and the San Jose Police Department. The contract period was from October 1, 1993 through September 30, 1994. Each site has received a set of four networked simulators and an instructor workstation. All sites became operational between December 9, 1993 and April 7, 1994 and have trained more than 1,100 officers to date.

This pilot simulator project has the potential to become an excellent training tool for decision-making and judgment. Testing on some scenarios is also focused on evaluating transference of skills from the simulator to the police vehicle. POST staff has been in contact with the other sites across the country to share information, scenarios, and evaluations.

Because of the time required to initiate the contracts, acquire and install the systems, train the instructors, develop scenarios and programs, staff has not been able to evaluate this program to the degree that is necessary and

required. Some cursory evaluation has been completed at each site. Indications are that the initial program has been well received at the three sites.

A complete evaluation of the simulators still remains to be accomplished during the new fiscal year. Once this comprehensive evaluation is completed, POST will be in a much stronger position to make recommendations on long-term uses of the simulators. This evaluation would be accomplished between October 1, 1994 and September 30, 1995.

For the evaluation to be completed, the simulator program needs to be continued. The costs to sustain the simulator program at the three sites is \$259,818 for the next year. Prospects appear positive and the recommendation is to approve the contracts.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to enter into contracts with the three sites from October 1, 1994 through September 30, 1995 at a cost not to exceed \$259,818. (ROLL CALL VOTE)

CENTER FOR LEADERSHIP DEVELOPMENT

0. Report on the Supervisory Leadership Institute (SLI) Pilot Presentation for LAPD and LASD with Recommendation to Defer the Expanded Program Until Resources Permit

This report is a follow-up report on the second pilot presentation of the Los Angeles Police Department/Los Angeles County Sheriff's Department Supervisory Leadership Institute pilot.

This pilot presentation consisted of equal numbers of students from both LAPD and LASD. The residency requirement was reinstated and the class was held out of the Los Angeles metropolitan area in San Diego. Academically, the class did very well. The evaluative feedback provided by the agencies, students, instructional team and the POST coordinator points to the feasibility and desirability of dedicating one SLI presentation to these two large agencies on a permanent basis. Other than the student coming from just two agencies, this proposed class would remain consistent with the current SLI curricula.

The Supervisory Leadership Institute currently offers six classes during an eight-month cycle. Reserving one of these six classes for LAPD and LASD would create an additional backlog for applicants from other agencies currently on the waiting list. Authorizing a seventh class would assist in meeting the leadership training needs of LAPD and LASD while

keeping adequate room in the program open for other agencies. The cost of an additional SLI presentation for LAPD/LASD is estimated at \$83,000.

If the Commission concurs, the appropriate action would be a MOTION to approve in principle one additional Supervisory Leadership Institute class per cycle dedicated to supervisors from LAPD and LASD, but to defer actual presentation until revenues improve and resources become available.

P. Center for Leadership Development (CLD) Program Review

The CLD has begun a review of all major training programs. The review will consist of two projects conducted by CLD staff.

One project will provide a comprehensive analysis of the Command College. Every facet of this program, including curriculum overall course design and cost factors associated with course presentation, will be examined. The second project will provide the same comprehensive review of the supervisory, management, and related executive courses.

Some of the ideas underlying this review are set forth in the report under this tab. Leadership development is an important POST service to law enforcement. As such, these programs are viewed as dynamic rather than static - implying constant review toward greater effectiveness. Because of the importance of this matter, it is brought to the Commission for presentation and discussion. Following this, the Commission may wish to summarize its sense of the issue by motion or consensus.

EXECUTIVE OFFICE

Q. Governor's Award for Excellence in Peace Officer Training

At its April 1994 meeting, the Commission conceptually approved the idea of establishing a Governor's Award for Excellence in Peace Officer Training and directed staff and the POST Advisory Committee to develop specifics of the proposal and return to the Commission for approval.

A subcommittee of the POST Advisory Committee, supplemented by trainers, has met to develop recommended award specifics including categories, eligibility, judging criteria, and screening/approval process. The recommended purpose of the award is to encourage and foster innovation, persistence, clarity, and effectiveness of peace officer training by recognizing achievement.

Three categories of awards are proposed: (1) Individual Achievement; (2) Lifetime Achievement; and (3) Organizational Achievement. Eligibility for the award as described under this tab is designed to include the broadest possible candidate base.

The full POST Advisory Committee will review these recommendations at its July meeting and make whatever additional comments it deems appropriate for Commission consideration. If the Commission concurs, the appropriate action would be a MOTION to approve the award, and authorize staff to finalize criteria and announce invitation of nominations for the award for this calendar year.

COMMITTEE REPORTS

R. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, will report on the Committee meetings held on June 29 and July 20, 1994.

S. Long Range Planning Committee

Chairman Leduc, who also chairs the Long Range Planning Committee, will report on the Committee meeting held on July 7, 1994 in Monterey Park.

T. Legislative Review Committee

Commissioner Block, Chairman of the Commission's Legislative Review Committee, will report on the Committee meeting held January 21, 1995 in San Diego.

U. Advisory Committee

Charles Brobeck, Chairman of the POST Advisory Committee, will report on the Committee meeting held January 20, 1995 in San Diego.

OLD/NEW BUSINESS

V. Appointment of Advisory Committee Members

Reappoint the following members for a three-year term of office beginning in September 1994:

- o Jay Clark, representing California Association of Police Training Officers (CAPTO);
- o Joe Flannagan, representing Peace Officers' Research Association of California (PORAC); and

- o Derald Hunt, representing California Association of Administration of Justice Educators (CAAJE).

Appoint the following member for a three-year term of office beginning in September 1994:

- o Woody Williams, representing California Peace Officers' Association (CPOA).

In addition, Chairman Leduc will appoint a public member to fill the unexpired term of Marie Danner.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

November 17, 1994 - Waterfront Hilton, Huntington Beach
January 12, 1995 - Holiday Inn, Sacramento
April 20, 1995 - San Diego
July 20, 1995 - Orange County

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

**COMMISSION MEETING MINUTES
April 21, 1994
Hotel Sainte Claire
San Jose, CA**

The meeting was called to order at 10:15 a.m. by Chairman Block.

Commissioner Parks led the flag salute.

INTRODUCTION OF NEW COMMISSIONER

Newly appointed Commissioner Lou Silva was introduced and welcomed.

ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

Commissioners Present:

Marcel Leduc, Vice-Chairman
Colleen Campbell
Greg Cowart, representing Attorney General Daniel E. Lungren
Jody Hall-Esser
George Kennedy
Ronald Lowenberg
Manuel Ortega
Bernard Parks
Devallis Rutledge
Lou Silva
Dale Stockton

Commissioners Absent:

Cois Byrd
Raquel Montenegro

POST Advisory Committee Members Present:

Charles Brobeck, Chairman
Jay Clark
Norm Cleaver

Staff Present:

Norman C. Boehm, Executive Director
Glen Fine, Deputy Executive Director

Hal Snow, Assistant Executive Director
Bob Fuller, Bureau Chief, Center for Leadership Development
Everitt Johnson, Bureau Chief, Basic Training Bureau
Paul Harmon, Consultant, Management Counseling Services
Jan Myyra, Specialist, Learning Technology Resource Center
Otto Saltenberger, Bureau Chief, Training Program Services
Gary Sorg, Consultant, Training Delivery and Compliance Services
Ken Whitman, Bureau Chief, Learning Technology Resource Center
Frederick Williams, Bureau Chief, Administrative Services
Vera Roff, Administrative Assistant

Visitor's Roster:

Tom Antink, Special Investigator, DMV
Derik Beverly, Special Investigator, DMV
Forrest Billington, San Bernardino County Sheriff's Dept.
John Blank, Communications, Milpitas Police Department
Steve Brown, Hayward Police Department
Elva Campas, Santa Clara County Sheriff's Dept.
Michael Dokter, Palo Alto Police Department
Kelly Gard, Berkeley Police Department
Fred Hagan, Alameda County Law Enforcement Training Managers
Ron Havner, Evergreen College
Brad Kearns, Oakland Police Department
Emily Kuszah, San Jose State University
Kay Lanton, Berkeley Police Department
Sue Oliviera, Gavilan Police Academy
Bob Norman, Foster City Police Department
Richard Senly, San Joaquin County Sheriff's Department

A. APPROVAL OF MINUTES

MOTION - Ortega, second - Campbell, carried unanimously to approve the minutes of the January 27, 1994 regular Commission meeting at the Westin South Coast Hotel in Costa Mesa.

CONSENT CALENDAR

B. MOTION - Lowenberg, second - Campbell, carried unanimously to approve the following Consent Calendar:

B.1 Receiving Course Certification Report

B.2 Receiving Financial Report - Third Quarter FY 1993/94

B.3 Receiving Information on New Entry Into the POST Regular Program

B.4 Receiving Information on New Entry into the Public Safety Dispatcher Program

BASIC TRAINING BUREAU

C. Scheduling a Public Hearing on July 21, 1994 Relating to Proposal to Increase Hours, Adopt Training Specifications, and Modify Curriculum Requirements for the Complaint/Dispatcher Course

Commissioners previously approved modifications to Procedure D-1 to establish an 80-hour (minimum) dispatcher course. The 80-hour course was intended to serve as an interim standard to be reviewed following completion of the Public Safety Dispatcher statewide job task analysis. The review has resulted in proposals to: (1) change the name of the course from the Basic Complaint/Dispatcher Course to Public Safety Dispatchers' Basic Course; (2) update the curriculum from ten Functional Areas to 16 Learning Domains; (3) increase the minimum hours from 80 to 120; and (4) adopt Training Specifications for each Learning Domain.

It was recommended that the Commission schedule a public hearing for July 21, 1994 to receive testimony on the proposal to make proposed curriculum changes to the Complaint/Dispatcher Course.

MOTION - Hall-Esser, second - Leduc, carried unanimously to schedule a public hearing for July 21, 1994 to consider adopting the proposed curriculum changes to the Complaint/Dispatcher Basic Course.

D. Approval to Update Content and Structure of POST-prescribed Curricula Regarding Chemical Agents Training for Peace Officers and to Modify Policy Regarding Eligibility of Presenters to Provide Instruction

As required by Penal Code Section 12403, peace officers must complete an approved course of instruction before they can legally possess a chemical agent device.

It was proposed that the content of the course be separated into three distinct modules. Module A would address the legal aspects of chemical agents, personal decontamination procedures, and proper use of aerosol devices (including OC "pepper" spray). For many types of peace officers (e.g., specialized investigators), this module would fully satisfy their training need.

Module B would add instruction relative to the safe and effective use of a gas mask. Modules A and B would both be prescribed for the Regular Basic Course as they collectively address the training needs of uniformed officers. Module C involves instruction in the deployment of tactical munitions and methods for scene decontamination. This module would be

required for officers whose duties include the use of devices such as gas projectiles and grenades. Typically, these officers would be supervisors and SWAT specialists.

When this course was originally developed in 1969, the Commission limited presentation to Basic Course presenters, community colleges, and local offices of the Federal Bureau of Investigation. It is proposed that authority to present this course be extended to additional entities (e.g., law enforcement agencies) provided the presenters adhere to the required curricula and instructors are appropriately qualified. Such a policy would facilitate the cost-effective delivery of this training.

MOTION - Lowenberg, second - Leduc, carried unanimously to approve the recommendations as described in the staff report subject to results of a Notice of Proposed Regulatory Action.

E. Approval to Adopt Changes to Regular Basic Course Training Specifications and Related Changes to Commission Procedure D-1 Using the Abbreviated Public Notice Process

Commissioners previously approved modifications to Procedure D-1 to establish training specifications for each Regular Basic Course learning domain and to incorporate a new document *Training Specifications for the Regular Basic Course (1993)* into Procedure D-1 by reference. The training specifications now serve to describe the basic course requirements in Administrative Law (as opposed to the technical performance objectives which previously described it).

Significant proposed changes include:

- o addition of a block of instruction on sexual harassment to conform to the requirements of Penal Code Section 13519.7;
- o addition of enhanced instruction on hate crimes to conform to the requirements of Penal Code Section 13519.6; and
- o revision of chemical agent training to conform to revised training standards related to Penal Code Section 12403.

In addition to the training specification changes, minor revisions to Commission Procedure D-1 were also proposed. These changes are designed to:

- o eliminate redundancy between the training specifications and Procedure D-1 concerning the identification of minimum hours for each domain; and
- o specifically address presenter responsibility to provide appropriate instruction on each required topic identified in the training specifications.

Following discussion, staff was directed to change the title of Learning Domain #42 to Cultural Diversity/Discrimination and to list discriminations separately as sub-titles.

MOTION - Parks, second - Ortega, carried unanimously to approve the curriculum changes, effective upon approval as to form and procedure by the Office of Administrative Law.

STANDARDS AND EVALUATION

F. Approval of Changes to Basic Course Performance Objectives

Ongoing review of the performance objectives for the regular basic course has identified the need for a number of changes. The proposed changes fell into three categories:

- o The addition of four performance objectives to cover new or previously overlooked topics of sufficient importance to be included in a regular basic course test;
- o The deletion of four performance objectives for which reliable and valid test items cannot be constructed (because the topic is of tangential importance to the performance of peace officer duties, is not applied in a uniform manner across the state, or is not amenable to objective, multiple-choice testing); and
- o The deletion of three performance objectives which are inconsistent with recent changes in instructional approach.

All proposed changes are consistent with proposed changes to *Training Specifications for the Regular Basic Course - July, 1993* as described in the previous agenda item. Where an important objective is deleted because it cannot be reliably measured, its substantive content remains in mandated instruction as specified in this document.

After discussion, the following action was taken:

MOTION - Ortega, second - Hall-Esser, carried unanimously to adopt the proposed changes to the regular basic course performance changes to become effective immediately.

G. Evaluation of Pilot Program to Award Continuing Professional Training (CPT) Credit for Viewing Videotape Recordings of POST Telecourses

Staff reported that results of a one-year pilot program to award CPT credit for viewing videotape recordings of POST telecourses indicate the program is effective and has merit. However, the survey results also indicate areas where refinements in the training program, along with modification to the policies and procedures which currently guide the program, should be considered. Staff was directed to recommend changes which will improve this part of POST's distance learning program and report back at the July 1994 meeting.

MOTION - Leduc, second - Ortega, carried unanimously to:

1. Continue the current policy of awarding Continuing Professional Training (CPT) credits for viewing videotape recordings of POST telecourses; and
2. Direct staff to consider options for addressing the key evaluation findings, and to report back with recommendations in July.

TRAINING PROGRAM SERVICES

H. Approval of Guidelines and Curriculum on Sexual Harassment - In-Service

Staff reported that SB 459 (Boatwright) adding Section 13519.7 to the Penal Code requires the Commission on or before August 1, 1994 to:

1. Develop complaint guidelines for specified agencies for peace officers who are victims of sexual harassment in the work place;
2. Include instruction on sexual harassment in the work place no later than January 1, 1995; and
3. All peace officers who have received their basic training before January 1, 1995 are to receive supplementary training on sexual harassment in the work place by January 1, 1997.

The in-service training requirement is designed to be met via a two-hour interactive telecourse broadcast which can be viewed live at two different times and then replayed numerous times to assure full opportunity for all officers to receive the training.

MOTION - Hall-Esser, second - Lowenberg, carried unanimously to adopt the proposed guidelines, and subject to the results of the proposed Notice of Regulatory Action, adopt proposed curriculum for inclusion into POST Regulation 1081.

I. Report on Review of Victims' Peace Officer Training Issues and Approval to Increase Training Associated with Victims' Matters

As directed by the Commission, staff reported the results of a review of victims/peace officer training issues to determine the level of emphasis it receives and to identify any existing training needs. Results of the review indicate the following recommendations:

- o Review the content of victim sensitivity training and suggest changes as needed.
- o Produce a victim/law enforcement telecourse which will be appropriate for training officers of all ranks.
- o Review the content of existing training with attention to the need for improving effectiveness through appropriate victim contacts, addressing both victim and law enforcement needs.
- o Explore the possibility of obtaining funding to produce a video to be used by law enforcement to help victims understand the criminal justice system, the victim's role in the investigation and adjudication process, and perhaps something on the stages and phases that victims commonly experience.

The Long Range Planning Committee reviewed the report at its March 14, 1994 meeting and recommended approval.

Staff was directed to explore alternatives methods of distributing the video to all victims.

MOTION - Campbell, seconded - Hall-Esser, carried unanimously to direct staff to proceed with production of a POST telecourse on Victim Contact Skills, review and amend victim sensitivity training as indicated, and explore possible funding for production of a video for instructing victims.

MANAGEMENT COUNSELING

J. Approval for Promoting Training and Implementation of Community-Oriented Policing

Since 1991, interest in and implementation of community-oriented policing concepts and programs has grown significantly throughout the State. Staff reported that a pilot program incorporating community policing concepts into the basic course at Golden West College is being evaluated; a course for supervisors is certified; POST participated in the development of a community policing resource manual prepared by the Attorney General's Office; and, an advisory committee met in March to further identify training and services the Commission may be able to provide.

The staff report describes the assessment of training and service needs to support community-oriented policing. The report also identifies several areas for further consideration and action, including orientation and skills training, training for supervisors and managers, and processes to facilitate information-sharing among agencies about community policing programs.

This item was on the agenda for information only and no action was required.

LEARNING TECHNOLOGY RESOURCE CENTER

K. Report on Emergency Spanish Language Training Course

Staff reported that increased growth of the Spanish speaking population has resulted in intensified interest on the part of law enforcement agencies for POST to certify Spanish language training programs. At the direction of the Long Range Planning Committee, staff has researched the Spanish language training need and the feasibility of using a technology-based approach. Thorough research suggests that this training could not be presented with a stand-alone computer-based program. Input from a variety of experts suggests substantial initial instructor/student interaction is critical with technology playing an important subsequent role.

The staff report reflects primarily on a conceptual program that would be required to appropriately address the minimum need for emergency Spanish language training. The overall program would include classroom time, production of video tapes, audio tapes, workbooks, reference materials, and potentially an IVD program that would be used for improving and maintaining language skills.

After discussion concerning the significant costs involved to develop the complete program and concerns over its adequacy, there was consensus that staff continue to develop a minimal program subject to further review by the Long Range Planning Committee.

EXECUTIVE OFFICE

L. Approval to Establish a POST Bulletin Board for Law Enforcement

Bulletin Board Systems (BBS) are a widely used format for people to communicate electronically. Approximately one year ago, POST began experimenting with a limited BBS for basic academies. The experiments have been successful, providing a quick and inexpensive method to search and receive selected POST materials.

Staff proposed that the experimental BBS be expanded to include a wide variety of POST materials to serve all POST agencies. All software, electrical connections, and telephones lines will cost under \$1500 to purchase and install.

MOTION - Stockton, second - Leduc, carried unanimously to approve a POST BBS to provide electronic communication with client agencies for distributing materials and improving POST clearinghouse responsibilities.

M. Approval to Establish Commission Sponsorship of an Annual Governor's Award for Excellence in Peace Officer Training

It was proposed that a Governor's award be established and presented annually to an individual or organization in recognition of excellence in peace officer training. The Governor's staff has indicated approval of the concept. Critical elements of the program include:

- o The POST Commission would monitor the award criteria and amend it, as appropriate.
- o Annually, all law enforcement agencies and training institutions would be invited to nominate individuals or organizations to be recognized for having made superior contributions to law enforcement training.
- o Nominations would be screened by a committee comprised of representatives of the major statewide law enforcement associations.
- o The award would be presented to the recipient by the Governor at an appropriate occasion (such as at an

association, conference, Commission meeting, law enforcement ceremony, etc.).

- o Award would be a perpetual trophy which would be engraved and maintained at a suitable location to be determined. Recipients would individually be awarded a smaller replica of the perpetual trophy.

The Advisory Committee reviewed the proposal at its April 20 meeting and expressed support for the award. The Commission directed the Advisory Committee to further define the criteria and report back at the July Commission meeting.

MOTION - Campbell, second - Rutledge, carried unanimously to approve the establishing of an annual Governor's Award for Excellence in Peace Officer Training.

COMMITTEE REPORTS

N. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, reported that the Committee met on April 20, 1994 in San Jose. In addition to matters already addressed on the agenda, the Committee discussed the following items:

a. POST's 1994/95 Budget, Revenues, and Expenditure Situation as of April 5, 1994 and the Conclusion of the Third Quarter

The Committee reviewed budgeted and actual revenues as well as training volumes for the Third Quarter 1994/95.

It was reported that revenues were \$44.4 million in 1989/90, and it is estimated they will decline to \$27.539 million in 1993/94, a drop of 38%. POST is facing a shortfall in revenue, which when combined with current training volumes, will result in a \$4.2 million deficit this year.

The Committee recommended the following actions:

1. Defer major decisions until June when more will be known about BCPS and status of 1994/95 budget.
2. Direct a bulletin advising agency heads of the likelihood of FY 1994/95 cuts in travel, per diem, and tuition.
3. Shift immediately to quarterly rather than monthly reimbursement as a cash flow management measure.

4. Declare a limited moratorium on all new course certifications.
5. Direct staff to evaluate and prioritize all existing courses to facilitate reduction in certified courses if needed.
6. Carry-over unexpended 1993/94 training contract funds to the FY 94/95 in order to reduce the projected deficit from \$4.2 to \$3.2 million.
7. Schedule a Finance Committee meeting in late June to further review the POST budget.

b. Budget Change Proposals

Two BCPs were submitted to the Department of Finance on the Commission's behalf:

o Request for Augmentation of Local Assistance for Peace Officer Training Reimbursement in FY 93/94

This proposal is to augment local assistance for peace officer training reimbursement by \$5.612 million from the General Fund in FY 93/94. POST is totally dependent upon its current 23.99% share of the Penalty Assessment Fund. The amount POST will receive in FY 93/94 is insufficient to sustain even the most minimal level of training reimbursement.

o Request for General Fund Augmentation to Restore POST's Funding Level for FY 94/95

This proposal is to augment local assistance for peace officer training reimbursement by \$12.729 million from the General Fund in FY 94/95. This would provide the necessary funds that are no longer available from the Peace Officers' Training Fund. An appropriation of \$12.729 million would restore total revenues to the average level of FY 89/90 and FY 90/91.

The Committee recommended approval of the BCPs.

c. P.C. 832 Testing Program

As required by law, POST administers a testing program for the P.C. 832 course. The testing program is costly to POST and legislation is being supported by the Commission to enable the charging of fees to non-peace officers who are tested.

An alternative proposed by college presenters is that, rather than charge fees, the Commission reduce its costs by delegating test administration responsibility to presenters.

The Committee recommended that a Public Hearing be scheduled for the July Commission meeting.

- d. The Committee recommended approval of the following contracts for FY 1994/95:

Training Contracts

1. Contracts for the Management Course are \$ 308,892 proposed for the following presenters
California State University - Humboldt
California State University - Long Beach
California State University - Northridge
California State University - San Jose
San Diego Regional Training Center
2. A contract with San Diego Regional Training Center for support of Executive Training (e.g., Command College, Executive Seminars, and Executive Development Course) \$ 534,453
3. A contract with CSU Long Beach for support of the Supervisory Leadership Institute \$ 406,357
4. An Interagency Agreement with San Diego State University for a variety of training courses \$ 54,000
5. Contracts with Alameda County District Attorney's Office and Golden West College for Case Law Update Video Production \$ 52,000
6. A contract for San Diego State University for production and broadcasts of telecourse programs \$ 530,000
7. An Interagency Agreement with Department of Justice for training delivery services \$ 927,884
8. Contracts with various vendors for training a total of 5,432 students \$2,343,413

in Basic Narcotic, Basic Motorcycle,
and Basic Course Driver Training

- | | |
|---|------------|
| 9. Contract with San Diego Regional Center for Institute of Criminal Investigations Instructors' Update Workshops | \$ 45,000 |
| 10. Contract with San Diego Regional Training Center for the Master Instructor Development Program | \$ 90,513 |
| 11. Contract with San Diego State University for Robert Presley Institute of Criminal Investigation Core Course | \$ 240,000 |

Standards Contracts

- | | |
|---|-----------|
| 12. An Interagency Agreement with Cooperative Personnel Services - Basic Course Proficiency Exam | \$ 37,290 |
| 13. An Interagency Agreement with Cooperative Personnel Services - Entry-Level Reading and Writing Test Battery | \$ 78,900 |
| 14. An Interagency Agreement with the Cooperative Personnel Services - P.C. 832 Written Examination | \$ 78,470 |

Administrative Contracts

- | | |
|--|------------|
| 15. A contract with the State Controller's Office for Auditing Services | \$ 85,000 |
| 16. An Interagency Agreement with the Teale Data Center for Computer Services | \$ 165,000 |
| 17. An Interagency Agreement with the Health and Welfare Data Center - CALSTARS Contract | \$ 25,000 |

MOTION - Ortega, second - Hall-Esser, carried by ROLL CALL VOTE to approve the recommendations of the Finance Committee and to authorize the Executive Director to sign the contracts on behalf of the Commission. (Abstain: Lowenberg #2; Cowart #4; Rutledge #5 and #6)

O. Long Range Planning Committee

Chairman Block reported on the results of the Long Range Planning Committee meeting in Los Angeles on March 17, 1994. In addition to items previously addressed on the agenda, the Committee received reports and discussed the following matters:

1. Funding Update

The Committee received an update on the POST budget and trends of revenue and expenditure.

Staff reported on the on-going efforts to communicate law enforcement needs to legislators and the administration. The Committee concurred with the continued pursuit of a strategy of trying to restore lost funds.

2. Instructor Development

A report was received describing a current lack of availability of instructor development programs for novice instructors. It was suggested that the Commission consider setting a standard for instructor preparedness. This could be done by: (1) certifying (without reimbursements) a basic instructor development course; (2) develop an Instructor Certificate Program; and (3) establish a Commission goal of requiring at a future date that all novice instructors teaching in POST courses complete the POST-certified instructor development course.

The Committee consensus was that the concept is worthy of further exploration. A staff report will be presented to the Commission after the matter has been processed and reviewed, including some concerns on details expressed by the Advisory Committee which supported the concept generally

3. Reserve Officer Training Standards

Staff has over the past year been engaged in study of reserve officer standards with a focus on expansion of training for Level I reserves. A progress report on this study included a draft survey instrument to solicit input on reserve officer issues from law enforcement agencies. A final report will be submitted to the Commission after survey results are considered.

It was reported that legislation (SB 1874 - Boatwright/Ayala) sponsored by the California Reserve Officers' Association has been introduced. This legislation would mandate the regular Basic Course for

Level I reserves and require the Commission to modularize Basic Course offerings in order that reserves might transition from reserve courses to the regular basic without redundant training.

There was consensus to accept the report of the Long Range Planning Committee.

P. Legislative Review Committee

Chairman Block reported on the results of the Legislative Review Committee which met just prior to the Commission meeting.

a. The Committee recommended the following positions on new legislation of interest to POST:

1. **AB 12 (Epple) - Emergency CPR Instructions**

This bill would confer immunity upon public entities and employees for injuries caused by pre-arrival medical instructions given in good faith in the operation of a local 911 emergency telephone system if the person providing the instructions has received specified training.

Recommended Position: Support if amended

2. **AB 38X (Speier) - Driver Training Funds**

This bill would redistribute driver training funds to the state's crime victim programs. Initially POST supported this money being proportionally divided among Penalty Assessment Fund users. This would have resulted in \$9 million additional for POST. The Governor supports the entire \$34 million involved to go to the victims' programs which are increasingly being treated as an entitlement. Some law enforcement associations are opposing this bill.

Recommended Position: Watch

3. **SB 281 (Ayala) - Reserve Peace Officers**

This bill would grant authority to school districts to appoint volunteer school security reserve officers.

Recommended Position: Neutral if Amended

4. SB 1874 (Boatwright) - Reserve Peace Officers Professional Standards Act of 1994

This bill would upgrade the training standards of level I non-designated reserve peace officers. The provision increasing the duties of level 3 reserves has been amended out.

Recommended Position: Support if Amended

5. AB 2544 (Isenberg) - Penalty Assessments

This bill would reduce state penalty assessments and increases local penalty assessments. The bill's author asserts this bill will positively impact POST's revenue because of greater incentive given to counties to collect fines and assessments.

Recommended Position: Watch

6. AB 2964 (Horcher) - Peace Officer Status

This bill would grant peace officer status and public safety retirement to commissioners and deputy commissioners of the Board of Prison Terms.

Recommended Position: Neutral

7. AB 3644 (Umberg) - Penalty Assessments

This bill would establish an additional \$10 local penalty assessment on traffic offenses to be used by counties for law enforcement purposes. None of the additional assessment revenue would come to POST. The additional assessment would mean that a \$100 fine would end up costing \$370 because of the assessments. Penalty assessments are already past the point of diminishing returns. The effect would likely be reduced revenue for POST. Recommended Position: Oppose

b. POST Funding Alternatives

The Committee reviewed current efforts to secure support for additional funding for law enforcement training. The Committee recommended that staff explore the following alternatives for restoration of POST funding for law enforcement training:

- o Reduce the present 30% currently going to the General Fund from State penalty assessments to 23.87% and

adjust POST's percentage upward to 30.19%, increasing POST's revenue by \$12 million annually.

- o Redirect the high school driver training fund to the other major State penalty fund users on a proportionate basis; increasing POST's revenue by \$12-12 million annually.
- o Redirect some revenue from the 911 Emergency Telephone Tax for training of 911 Emergency Telephone Operators (call takers/dispatchers). POST currently expends approximately \$3 million annually on dispatcher training and services.

MOTION - Ortega, second - Lowenberg, carried unanimously to approve the recommendations of the Legislative Review Committee.

Q. Advisory Committee

Charles Brobeck, Chairman of the POST Advisory Committee, reported that the Advisory Committee recommended that the Commission a technology demonstration workshop be held in Sacramento in conjunction with the Legislature. The Commission approved of the proposal and directed staff to begin work on the workshop to be held at a time convenient to the new Legislature following the November elections.

OLD/NEW BUSINESS

R. Appointment of Advisory Committee Member

Vice-Chairman Leduc announced that the Womens' Peace Officer Association has submitted the name of Sergeant Alexia Vital-Moore of the Los Angeles Sheriff Department to fill the vacant position on the Advisory Committee. The appointment will expire September 1997.

MOTION - Lowenberg, second - Hall-Esser, carried unanimously to accept the appointment of Alexia Vital-Moore as a member of the Advisory Committee.

S. Report of Nominating Committee for Election of Officers

Commissioner Ortega, a member of the Nominating Committee, reported the Committee's recommendations that Marcel Leduc and Devallis Rutledge be nominated for Commission Chairman and Vice-Chairman, respectively.

MOTION - Ortega, second - Parks, carried unanimously to approve the recommendations of the Nominating Committee.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

It was suggested that, whenever possible, Commission meetings be held in conjunction with other POST meetings so that Commissioners could attend both.

July 21, 1994 - Red Lion Hotel - San Diego
November 17, 1994 - Waterfront Hilton, Huntington Beach
January 12, 1995 - Holiday Inn, Sacramento
April 20, 1995 - San Francisco Bay Area

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Course Certification/Decertification Report		Meeting Date July 21, 1994
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>AIA</i>	Researched By Rachel S. Fuentes <i>RF</i>
Executive Director Approval <i>Mouman C. Bohun</i>	Date of Approval	Date of Report July 5, 1994
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

The following courses have been certified or decertified since the April 21, 1994 Commission meeting:

CERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1.	Interview & Interrogation Techniques	SLO S.D.	Technical	IV	\$ 270
2.	Skills & Knowledge Modular Training	Walnut Creek P.D.	Technical	IV	-0-
3.	Community Oriented Policing	Oxnard P.D.	Technical	V	1,920
4.	Bicycle Patrol	Gavilan College	Technical	IV	19,200
5.	Chemical Agent Instructor	Evergreen Valley College	Technical	IV	2,000
6.	Arrest/Control Tactics Update	Glendale College	Technical	N/A	-0-
7.	Administrative Writing	San Jose P.D.	Technical	IV	-0-
8.	Leading a Major Proj.	San Jose P.D.	Mgmt. Trng.	V	480
9.	Worker's Comp/ADA/ Injury Prevention	San Jose P.D.	Technical	V	2,600
10.	Aviation Security (P.C. 832.1)	San Jose P.D.	P.C. 832.1	IV	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
11.	Tactics: Raid Planning & Pre I	Los Angeles County MTA	Technical	IV	\$ 3,606
12.	Firearms/Tactical Handgun I	Los Angeles County MTA	Technical	IV	2,880
13.	Sexual Harass-Trn the Trainer	Los Angeles P.D.	Technical	V	3,340
14.	Instructor Development	Los Angeles S.D.	Technical	V	38,102
15.	Firearms - AR15	Los Angeles S.D.	Technical	V	7,836
16.	Supervision-Drug/ Alcohol Awareness	Los Angeles S.D.	Supv. Trng.	V	10,326
17.	Driver Training-Simulator	Los Angeles S.D.	Technical	IV	60,800
18.	Warrant Service, High Risk	Palo Alto P.D.	Technical	V	3,000
19.	Radar Operator	Palo Alto P.D.	Technical	V	2,000
20.	Armorer School- Dbl Action II	Lassen College	Technical	IV	1,918
21.	Cultural Diversity	Lassen College	Technical	IV	4,320
22.	Firearms/Semi-Auto Pistol	Contra Costa S.D.	Technical	N/A	-0-
23.	Cultural Diversity	San Diego County Marshal's Office	Technical	IV	-0-
24.	Skills & Knowledge Modular Training	Delano P.D.	Technical	IV	1,000
25.	Bicycle Patrol	La Mesa P.D.	Technical	N/A	1,920
26.	Restraint & Control Device	San Diego County Marshal's Office	Technical	V	800

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
27.	Environmental Crimes Investigation	FBI, San Diego	Technical	IV	\$ 8,000
28.	Firearms-Shotgun Transition	Los Angeles P.D.	Technical	V	131,100
29.	Gang Investigation Upd	Santa Barbara P.D.	Technical	IV	-0-
30.	Drug Influence-11550 H&S	Glendale P.D.	Technical	V	6,000
31.	Sexual Harassment	Los Angeles S.D.	Technical	V	97,150
32.	Career Ethics/Integrity	Los Angeles S.D.	Technical	V	8,766
33.	Sexual Harass-Trn the Trainer	V.T. & Associates	Technical	III	50,300
34.	Firearms/Semi-Auto Pistol	Santa Clara S.D.	Technical	V	-0-
35.	Skills & Knowledge Modular Training	Santa Clara S.D.	Technical	V	1,600
36.	Telecom. for Dispatchers	Golden West Col.	Technical	IV	3,640
37.	Baton Instr.-Expandable	Yuba College	Technical	IV	2,592
38.	Arrest & Control Inst.	Shasta College	Technical	IV	1,200
39.	Requalification Course	Napa Valley Col.	Technical	N/A	-0-
40.	Complaint/Dispatcher-Medical Emergency	Napa Vallege Col.	Technical	IV	3,200
41.	Narc-Tactical Entry	Sacramento SD	Technical	V	16,128
42.	Narc-Thermal Imagery	DOJ Training Center	Technical	IV	55,386
43.	Haz. Mat. Public Information	CSTI	Technical	IV	1,600

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Course Presenter</u>	<u>Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
44.	Advanced Officer	Martinez P.D.	A.O.	V	\$ 2,498
45.	Livestock Theft Inv.	West Hills College	Technical	IV	10,480
46.	Baton Instructors	State Center Reg. Trng. Facility	Technical	IV	20,280
47.	Firearms-Intermediate	Modesto CJTC	Technical	IV	-0-
48.	Arrest & Firearms (P.C. 832)	Rancho Santiago	P.C. 832	IV	-0-
49.	Civil Unrest Response	CSU, San Francisco P.D.	Technical	IV	3,845
50.	Gang Awareness Upd	Sacramento S.D.	Technical	V	6,240
51.	Advanced Officer	Fremont P.D.	A.O.	IV	6,251
52.	Training Conference Crime Prev. Update	Sacramento PSC	Technical	N/A	-0-
53.	Officer Update I	Gavilan College	Technical	IV	-0-
54.	Team Building Wkshp	John M. Dineen	TBW	III	5,489
55.	Team Building Wkshp	Taylor/Nelson	TBW	III	5,489
56.	Team Building Wkshp	Ray Birge & Associates	TBW	III	5,489
57.	Team Building Wkshp	Adele Borman	TBW	III	5,489
58 - 101	43 IVD courses certified as of 7-1-94. To date 47 certified presenters have been certified.				
102 - 105	3 additional Proposition 115 Hearsay Evidence Testimony Course Presenters have been certified as of 7-1-94. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 273 presenters of Proposition 115 have been certified.				
106 - 637	531 additional Telecourses certified as of 7-1-94. To date, 288 Telecourse presenters have been certified and 3,450 Telecourses certified.				

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Haz Mat-First Responder	Tulare-Kings Co. Peace Offrs Trng Acad	Technical	IV
2.	Livestock Theft/Rural Crime	Tulare-Kings Co. Peace Offrs Trng. Acad	Technical	IV
3.	Skills & Knowledge Modular Training	Ventura College	Technical	IV
4.	Driver Training Update	Palo Alto P.D.	Technical	IV
5.	Advanced Officer	Palo Alto P.D.	Advanced Officer	IV
6.	Violence in America	Santa Clara S.D.	Technical	IV
7.	Serial Killers	Santa Clara S.D.	Technical	IV
8.	Radar Operator	Evergreen Valley College	Technical	IV
9.	Records	Allan Hancock College	Technical	IV
10.	Advanced Officer	Allan Hancock College	Advanced Officer	IV
11.	Critical Incident Response Update	Allan Hancock College	Technical	IV
12.	Arrest & Firearms (P.C. 832)	Bakersfield Col.	P.C. 832	IV
13.	Field Training Officer	Kern Co. SD	Technical	IV
14.	DUI Detection-Field Sobriety	Kern Co. SD	Technical	IV
15.	Supervisory Course	Kern Co. S.D.	Supv. Course	IV
16.	Terrorism Update	CSTI	Technical	IV
17.	Tact. Disturbance Control-Supv	CSTI	Technical	III

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Course Presenter</u>	<u>Reimbursement Category</u>	<u>Plan</u>
18.	Haz. Mat.-Exec. Mgmt.	CSTI	Mgmt. Trng.	
19.	Advanced Officer	Santa Barbara City College	Advanced Officer	IV
20.	Missing Persons/ Runaways	Ventura Co. CJTC	Technical	IV
21.	Arrest/Control Tactics Update	Ventura College	Technical	IV
22.	Ofr. Safety/Field Tactics Update	Downey-Roth System	Technical	III
23.	Warrant Service, High Risk Update	Modesto CJTC	Technical	IV
24.	Survival Shooting Instr.	Modesto CJTC	Technical	IV
25.	Driver Awareness Upd	Modesto CJTC	Technical	IV
26.	Commercial Op Narc Enf (CONET)	CHP	Technical	IV
27.	Arrest & Control Tech.- Basic	Chico P.D.	Technical	IV
28.	Tactical Comm.	Shasta College	Technical	IV
29.	Police Sniper/Observer Tactics	Shasta College	Technical	IV
30.	Special Weapons & Tactics	Shasta College	Technical	IV
31.	Advanced Officer	Shasta College	Advanced Officer	IV
32.	Arrest & Firearms (P.C. 832)	Lassen College	P.C. 832	IV
33.	Drug Influence 11550 H&S	Lassen College	Technical	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Course Presenter</u>	<u>Reimbursement Category</u>	<u>Plan</u>
34.	Advanced Officer	Yuba College	Advanced Officer	IV
35.	Tactical Comm.	Yuba College	Technical	IV
36.	Tactical Comm.	Butte Center	Technical	IV
37.	Officer Safety Update	Butte Center	Technical	III
38.	Arrest & Firearms (P.C. 832)	Butte Center	P.C. 832	IV
39.	Skills & Knowledge Modular Training	Mt. San Jacinto College	Technical	IV
40.	Skills & Knowledge Modular Training	Palo Verde College	Technical	IV
41.	Skills & Knowledge Modular Training	Palm Springs P.D.	Technical	IV
42.	Skills & Knowledge Modular Training	Marin Community College District	Technical	IV
43.	Community Oriented Policing	Santa Rosa P.D.	Technical	V
44.	Reserve Training Module C	Redwoods Center	Reserve Training	N/A
45.	Field Training Officer	Redwoods Center	Technical	IV
46.	Missing Persons/ Runaways	Redwoods Center	Technical	IV
47.	Advanced Officer	Redwoods Center	Advanced Officer	IV
48.	Field Evidence Techn. Adv.	Redwoods Center	Technical	IV
49.	Firearms Instructor/ Semi-Auto	Redwoods Center	Technical	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Course Presenter</u>	<u>Reimbursement Category</u>	<u>Plan</u>
50.	Advanced Officer	Mendocino Community College	Advanced Officer	IV
51.	Missing Persons/ Runaways	Calif. State Police	Technical	IV
52.	Supv. Field Training Officer	Santa Rosa Center	Supv. Trng.	IV
53.	Tactical Comm.	Santa Rosa Center	Technical	IV
54.	Tactical Comm.- Instructor	Santa Rosa Center	Technical	IV
55.	Haz. Materials - Operations	Santa Rosa Center	Technical	IV
56.	Driving Under Influence - DUI	Sacramento PSC	Technical	IV
57.	Reserve Training Module B, C	Sacramento PSC	Reserve Training	N/A
58.	Reserve Training Module B	Sacramento PSC	Reserve Training	N/A
59.	Canine Handler Update	Sacramento PSC	Technical	IV
60.	Field Evidence Techn.	Los Medanos Col.	Technical	IV
61.	Advanced Officer	Ohlone College	Advanced Officer	IV
62.	Seat Belt Utilization Enforc.	National Highway Safety Admin.	Technical	IV
63.	Critical Incident Mgt & Tactic	FBI, San Francisco	Technical	IV
64.	Labor-Management Relations	Justice Training Institute	Technical	III

DECERTIFIED (Continued)

<u>Course Title</u>	<u>Course Presenter</u>	<u>Reimbursement Category</u>	<u>Plan</u>
65. Driving Under	Allan Hancock	Technical	IV
66. Reserve Training Module C	Napa Valley Col.	Reserve Training	N/A
67. Team Building Wkshp	Watercourse Way	TBW	III
68. Team Building Wkshp	Integrated Human System	TBW	III

TOTAL CERTIFIED	<u>57</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>3</u>
TOTAL TELECOURSES CERTIFIED	<u>531</u>
TOTAL IVD COURSES CERTIFIED	<u>43</u>
TOTAL DECERTIFIED	<u>68</u>
TOTAL MODIFICATIONS	<u>41</u>

4,868 Courses certified as of 7-1-94
590 presenters certified as of 7-1-94

1,057 Skills & Knowledge Modules certified as of 7-1-94
83 Skills & Knowledge Presenters certified as of 7-1-94
5,925 TOTAL CERTIFIED COURSES

Report covers revenue/expenditures for past fiscal year pending June 30th.

Review Attachment

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Financial Report - Fourth Quarter 1993-94		Meeting Date July 20, 1994
Bureau Administrative Services Bureau	Reviewed By Frederick E. Williams	Researched By Staff
Executive Director Approval <i>Murray C. Boehm</i>	Date of Approval 7-12-94	Date of Report July 11, 1994
Purpose: This report is a <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

This report provides financial information relative to the local assistance budget through June 30, 1994. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1993-94 Budget to California cities, counties and districts.

COMPARISON OF REVENUE BY MONTH - This report, shown as Attachment 1A, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through June 30, 1994, we received \$30,794,059. The total is \$5,409,941 less than originally anticipated (see Attachment 1B) and is \$3,540,000 (10%) less than received for the same period last fiscal year.

NUMBER OF REIMBURSED TRAINEES BY CATEGORY - ^{Attachment 2} This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 45,658 trainees reimbursed through the fourth quarter represents a decrease of 8,357 compared to the 54,015 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)

REIMBURSEMENT BY COURSE CATEGORY - ^{3A and 3B} These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursement for courses (excluding Training Aids Technology) through the fourth quarter of \$14,709,259 represents a \$9,087,634 (38%) decrease compared to last fiscal year. However, \$1,193,81 has been paid for Training Aids Technology (i.e. Satellite antennas and IVB hardware) bringing total reimbursement to \$15,899,940. (See Attachments 3A and 3B)

END OF YEAR REVIEW The final month of the fiscal year showed promise, with an income of \$3.4 million to the Peace Officers' Training Fund. However, during the course of the year, revenue was consistently down. The revenue shortfall was somewhat mitigated by a decrease in the number of trainees. It can be anticipated that the 1994-95 fiscal year will show an increase in demand for reimbursement for peace officer training.

The revenue shortfall has also been addressed by adjustments in expenditures and by a general fund augmentation of \$1.86 million. Hence, the projected deficit for the fiscal year 1993-94 was ultimately reduced to a manageable level of less than \$400,000. Latest

information shows the actual deficit to be \$268,934 - AS reflected in last page under this tab. (Cover)

Refer to FINAL page

Efforts of law enforcement to bring the POST funding issue to the attention of the Governor and Legislature are showing signs of results. Law enforcement associations are actively seeking legislation to increase POST revenue. In the meantime, expenditures will continue to be carefully monitored against incremental revenue for the coming fiscal year.

File: 9394REV1

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1992-93 AND 1993-94

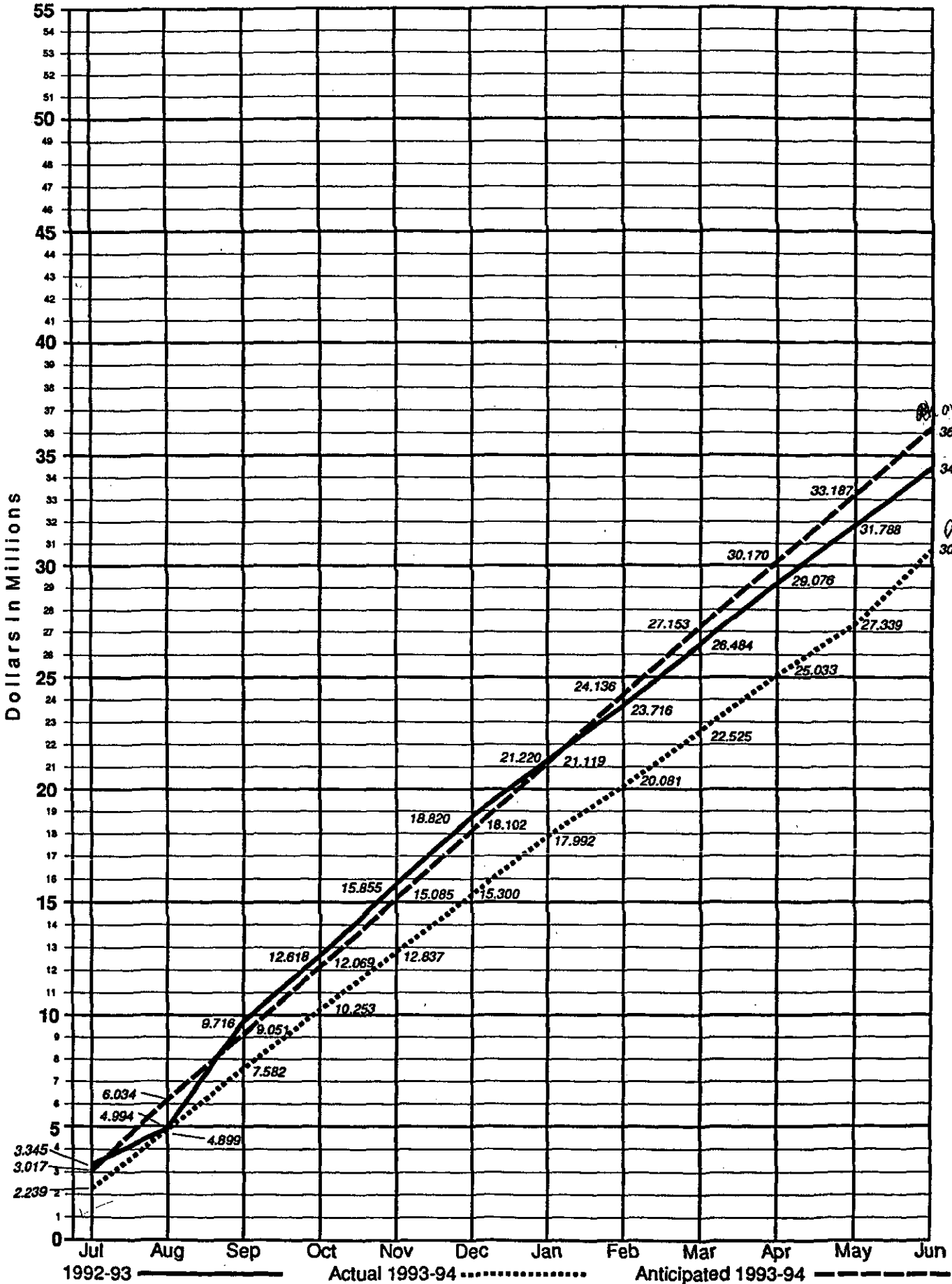
MO	1992-93			1993-94			% OF EST	CUMULATIVE TOTAL	% OF EST	
	PENALTY ASSESSMENT FUND	OTHER	CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESSMENT FUND	OTHER **				TOTAL
JUL	3,328,543	16,927	3,345,470	3,017,000	2,239,254		2,239,254	74.22%	2,239,254	74.22%
AUG	1,638,281	9,755	4,993,506	6,034,000	2,659,494		2,659,494	88.15%	4,898,748	81.19%
SEP	4,700,348	22,530	9,716,384	9,051,000	2,679,980	3,565	2,683,545	88.95%	7,582,293	83.77%
OCT	2,882,743	19,297	12,618,424	12,068,000	2,670,736		2,670,736	88.52%	10,253,029	84.96%
NOV	3,207,262	29,649	15,855,335	15,085,000	2,559,159	24,366	2,583,525	85.63%	12,836,554	85.09%
DEC	2,945,291	19,005	18,819,631	18,102,000	2,454,936	8,595	2,463,531	81.65%	15,300,085	84.52%
JAN	2,252,045	147,914	21,219,590	21,119,000	2,660,390	31,787	2,692,177	89.23%	17,992,262	85.19%
FEB	2,461,959	34,737	23,716,286	24,136,000	2,014,175	74,772	2,088,947	69.24%	20,081,209	83.20%
MAR	2,764,158	3,881	26,484,325	27,153,000	2,421,259	22,851	2,444,110	81.01%	22,525,319	82.96%
APR	2,568,778	22,949	29,076,052	30,170,000	2,493,236	14,001	2,507,237	83.10%	25,032,556	82.97%
MAY	2,677,804	34,424	31,788,280	33,187,000	2,216,512	89,476	2,305,988	76.43%	27,338,544	82.38%
JUN	2,364,064	181,422	34,333,766	36,204,000	3,443,188	12,327	3,455,515	114.53%	30,794,059	85.06%
TOT	33,791,276	542,490	34,333,766	36,204,000	30,512,319	281,740	30,794,059	85.06%	30,794,059	85.06%

** - Includes \$167,484 from coroner permit fees (per Ch 990/90)

Comparison of Revenue by Month

Fiscal Years 1992-93 and 1993-94

Attachment 1B



93/94
 anticipated
~~36.204~~
92/93
 34.334
Actual
 30.794

COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

JUNE 1994

Attachment # 2

COURSE	1992-93			1993-94		
	Actual Total For Year	Actual Jul-Jun	% of Total	Projected Total For Year	Actual Jul-Jun	% of Projection
Basic Course	1,159	1,159	100%	1,160	695	60%
Dispatchers - Basic	490	490	100%	490	294	60%
Advanced Officer Course	15,935	15,935	100%	15,935	3,802	24%
Supervisory Course (Mandated)	748	748	100%	750	511	68%
Supervisory Seminars &n Courses	3,298	3,298	100%	3,300	3,123	95%
Management Course (Mandated)	220	220	100%	220	174	79%
Management Seminars & Courses	2,235	2,235	100%	2,235	2,038	91%
Executive Development Course	511	511	100%	515	480	93%
Executive Seminars & Courses	548	548	100%	550	471	86%
Other Reimbursement	204	204	100%	205	33	16%
Tech Skills & Knowledge Course	27,324	27,324	100%	27,325	32,766	120%
Field Management Training	30	30	100%	30	37	123%
Team Building Workshops	410	410	100%	410	446	109%
POST Special Seminars	839	839	100%	840	704	84%
Approved Courses	64	64	100%	65	84	129%
TOTALS	54,015	54,015	100%	54,030	45,658	85%

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

COURSE	1992-93	1993-94		
	Total For Year	Actual Jul-Jun	June	Actual Jul-Jun*
Basic Course	\$5,146,881	\$5,146,881	\$87,504	\$1,983,731
Dispatchers - Basic	437,636	437,636	17,528	138,496
Advanced Officer Course	5,555,844	5,555,844	25,318	523,729
Supervisory Course (Mandated)	957,022	957,022	16,256	352,124
Supervisory Seminars & Courses	1,087,396	1,087,396	162,762	1,216,474
Management Course (Mandated)	426,324	426,324	39,047	196,182
Management Seminars & Courses	718,222	718,222	57,506	685,805
Executive Development Course	463,177	463,177	27,003	301,817
Executive Seminars & Courses	170,629	170,629	13,238	153,935
Other Reimbursement	176,390	176,390	0	22,020
Tech Skills & Knowledge Course	8,288,928	8,288,928	751,373	8,792,138
Field Management Training	11,198	11,198	0	17,737
Team Building Workshops	182,496	182,496	7,362	174,125
POST Special Seminars	154,320	154,320	4,093	133,714
Approved Courses	17,430	17,430	106	14,232
Training Aids Technology	2,809,703	2,809,703	0	1,193,681
TOTALS	\$26,603,596	\$26,603,596	\$1,209,096	\$15,899,940

* \$1,366,104.27 charged to FY 1992-93 funds.

Attachment 3B provides
a breakdown of Expense
Categories

COMMISSION ON POST

Attachment 3B

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1992-93 Total	1992-93 Jul-Jun	1994 Jun	1993-94 Jul-Jun*
Resident Subsistence	\$7,045,937	\$7,045,937	\$621,799	\$7,228,607
Commuter Meal Allowance	\$625,429	\$625,429	86,488	580,798
Travel	\$2,532,611	\$2,532,611	233,358	2,347,212
Tuition	\$3,070,387	\$3,070,387	266,450	2,927,101
Salary	\$10,519,529	\$10,519,529	1,001	1,622,541
Training Aids Technology	\$2,809,703	\$2,809,703	0	1,193,681
TOTALS	\$26,603,596	\$26,603,596	\$1,209,096	\$15,899,940

* \$1,366,104.27 charged to FY 1992-93 funds in included in year-end total.

Go to "END OF YEAR REVIEW"

COMMISSION ON POST
 FY 93-4 BUDGET SUMMARY
 ** as of 7-18-94 **

	SIGNED GOVERNOR'S BUDGET	ACTUAL EXPENDITURE FY 93-94
RESOURCES:		
Carryover from FY 92-3	0	1,366,105
Beginning Reserves	4,038,000	-755,000
Revenue Projection	36,204,000	30,774,854
Asset Forfeitures	0	0
Transfer to the General Fund	-2,220,000	-2,220,000
Transfer to the GF (per Sec 13.50)	-300,000	-93,367
General Fund augmentation		1,866,000
Sub-total, Resources	<u>37,722,000</u>	<u>30,938,592</u>
EXPENDITURES:		
1. Administration/Support	9,463,000	9,606,000
2. Training Contracts/ LA	4,100,000	5,701,586
a. Training Contracts	(3,300,000)	(4,591,586)
b. Letters of Agreement	(700,000)	(1,000,000)
c. Conf Room Rental	(100,000)	(110,000)
3. Training Reimbursements	22,588,000	15,899,940
a. Transfer to Trng Cont/Ltrs of Ag	1,477,600	(1,601,586) **
b. Satellite Antennas/IVD	1,500,000	1,193,681
c. Reimbursements		
Trainees:	[54,030 Trainees]	[45,658 Trainees]
Subsistence	7,050,081	7,228,607
Commuter Meals	625,640	580,798
Travel	2,534,095	2,347,212
Tuition	3,255,242	2,927,101
Salary	0	1,622,541
sub-total, Reimb	<u>13,465,058</u>	<u>14,706,259</u>
sub-total, Tng Reimb	<u>16,442,658</u>	<u>15,899,940</u>
d. Available for TD/TP	6,145,342	0
Training Development	(1,545,342)	0
Training Presentation	(4,600,000)	0
Total	<u>36,151,000</u>	<u>31,207,526</u>
BUDGETED RESERVES	1,571,000	-268,934

** - Is information only showing the actual amount transferred

*Refer to Form
 Re: 94/95 "Budget Summary"*



Resolution OF THE
Commission on Peace Officer Standards and Training
STATE OF CALIFORNIA

WHEREAS, Donald L. Forkus served as a member of the Advisory Committee of the Commission on Peace Officer Standards and Training (POST) from April 1988 to July 1994; and

WHEREAS, Donald L. Forkus has effectively represented the California Peace Officers' Association (CPOA) during his tenure on the POST Advisory Committee, serving as Chairman from October 1991 to October 1992; and

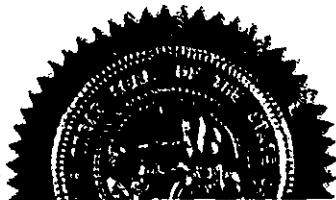
WHEREAS, He has demonstrated leadership and diligence in his service as a member of the POST Advisory Committee reflected in his insightful observations and willingness to serve; and

WHEREAS, Donald L. Forkus has also served as a distinguished member of the ACR 58 Study Committee, which developed the *California Law Enforcement Training in the 1990's: A Vision of Excellence*; and

WHEREAS, The POST Commission and California law enforcement have benefited greatly from his advice, participation and counsel; now

THEREFORE, BE IT RESOLVED, That the members of the Commission on Peace Officer Standards and Training (POST) do hereby commend Donald L. Forkus for his outstanding service and dedication to California law enforcement; and

BE IT FURTHER RESOLVED, That the Commission extends best wishes to Donald L. Forkus on his future endeavors.



Chairman

The following recommendations were proposed by that committee:

1. Change the course title to Public Safety Dispatchers' Basic Course to reflect the actual title referenced in Commission Procedures.
2. Reformat the Public Safety Dispatchers' Basic Course into Learning Domains to maintain consistency with the Regular Basic Course format.
3. Develop a training specifications document based on the POST Public Safety Dispatcher Job Task Analysis that specifically defined course instructional goals, required topics and minimum hours.
4. Increase the minimum hours from 80 to 120.

This report concurs with the recommendations of the Dispatcher Advisory Committee and proposes to amend Commission Procedure D-1-7 to eliminate the functional area curricula format and adopt the learning domain format. It also proposes that the Commission adopt the document, *Training Specifications for Public Safety Dispatchers' Course*, for incorporation by reference into Regulation 1018. Major changes to the training requirements for Public Safety Dispatchers include:

LEARNING DOMAINS

Based on the data collected in the job task analysis, the revised curricula would increase from 10 functional areas to 16 Learning Domains. Required curriculum covering subject areas of Missing Persons, Cultural Diversity/Sexual Harassment/Hate Crimes, Domestic Violence, Resources/Referral Services, Gang Awareness and Department of Justice Telecommunications was added to the course to reflect current training needs.

INCREASE IN MINIMUM HOURS

The proposed course revisions emanate directly from the job task analysis conducted by POST staff in 1991. The Public Safety Dispatchers' Course Advisory Committee developed the training specifications and updated the expanded course outline to match the job-related knowledge, skill, abilities, and tasks reflected in the task analysis. Based on the instructional goals and required topics covered within each Learning Domain, the committee recalculated and established the hours needed for each Learning Domain. The intent of the committee was to allow instructors enough time to present currently required material using effective learning strategies.

The Advisory Committee further recommended a four-hour addition to Professional Orientation to allow adequate time to cover ethical issues. Legal training was reduced by four hours. A new

four-hour class on Communication Technology was added to cover the technical aspects of the position. Two hours was added to address mandatory Missing Persons Training (Penal Code Section 13519.1 (b)) and the addition of Domestic Violence added two hours. Community policing issues were added in a four-hour resource training block. Training designed to address the service demands created by the cultural diversity of the California population added sixteen hours to the course. The need for additional training in Critical Incidents added eight hours.

Proposed Learning Domains and number of hours are:

<u>L/D</u>	<u>TOPIC</u>	<u>RECOMMENDED HOURS</u>		
1.0	Professional Orientation	+4	8	Hours
2.0	Criminal Justice System		4	Hours
3.0	Introduction to Law	-4	12	Hours
4.0	Communication Technology	+4	4	Hours
5.0	Telephone Procedures	+2	12	Hours
6.0	Radio Procedures	+2	12	Hours
7.0	Missing Persons	+2	2	Hours
8.0	Domestic Violence	+2	2	Hours
9.0	Resources/Referral Services	+2	4	Hours
10.0	Cultural Diversity/Sexual Harassment/Hate Crimes	+12	12	Hours
11.0	Gang Awareness	+4	4	Hours
12.0	Overview of Emergency Medical Dispatching		4	Hours
13.0	Stress Management		6	Hours
14.0	Critical Incidents	+8	14	Hours
15.0	Practical Application Activities		12	Hours
16.0	Law Enforcement Telecommunications		6	Hours
EXAMINATIONS			2	Hours
TOTAL			120	Hours

TRAINING SPECIFICATIONS

Each Learning Domain includes headings for instructional goals, required topics, minimum hours, test requirements and learning activities. The training specifications were intentionally designed to eliminate the need for frequent modification. Necessary changes in the curriculum will be effected through an instructor guide that is currently being developed from the expanded course outline. If the Commission approves, the training specifications would be contained in a new document, Training Specifications for the POST Public Safety Dispatchers' Basic Course (See Attachment B).

LEARNING ACTIVITIES

Learning Activities are designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis. Learning activities are proposed in domains that require the student to demonstrate proficiency in skill areas.

SUMMARY

The changes proposed to Public Safety Dispatcher training represent the collective thought of trainers and dispatchers and are consistent with a thorough job task analysis conducted by POST staff. The revised course should substantially improve the preparedness of public safety dispatchers to assume their important duties.

RECOMMENDATION

Subject to the results of the public hearing, it is recommended that the Commission amend Regulation 1018 (d) and Commission Procedure D-1-7 as proposed to be effective upon approval by the Office of Administrative Law (Attachments A and C).

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Proposed Regulation

POST ADMINISTRATIVE MANUAL

COMMISSION PROCEDURE D-1

BASIC TRAINING

Purpose

1-1. Basic Training Specifications: This Commission procedure implements that portion of the Minimum Standards for Training established in Section 1005(a) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, Specialized Basic Investigators' Course, ~~Basic Complaint/Dispatcher~~ Public Safety Dispatchers' Basic Course, and Coroners' Death Investigation Course.

Training Requirements Content and Methodology

1-2. Requirements for Basic Training ~~Content and Methodology~~: The minimum standards for basic training are described in sections 1-3 to 1-8. The entire basic course must be completed under the sponsorship of one training presenter unless POST has approved a contractual agreement dividing responsibility for delivering the basic course between two or more presenters. The Law Enforcement Code of Ethics shall be administered to students taking the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, and Specialized Basic Investigators' Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course in the document, Training Specifications for the Regular Basic Course July 1993.

1-3. through 1-6. continued.

1-7. Public Safety Dispatchers' Basic Complaint/Dispatcher Course: ~~The Basic Complaint/Dispatcher Course contains the following Functional Areas and minimum hours. This course provides instruction regarding entry level skills and knowledge to personnel whose duties include receiving emergency calls for service and dispatching law enforcement personnel. With prior POST approval, flexibility shall be granted to adjust hours between functional areas. The terms used to describe testing and training requirements are defined in paragraph 1-7(a). Testing and training requirements are described in paragraph 1-7(b). Testing, training, content, and hourly requirements are provided in detail in Training Specifications for the Public Safety Dispatchers' Basic Course. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).~~

Functional Areas:

1.0 Professional Orientation	1 hours
2.0 Administration of Justice	4 hours
3.0 Legal Aspects	16 hours
4.0 Telephone Procedures	10 hours
5.0 Radio Procedures	10 hours
6.0 Dispatch Practicals (Role play exercise)	12 hours
7.0 Stress Management	6 hours
8.0 Telecommunications	6 hours
9.0 Basic Emergency Medical Services Dispatching	1 hours
10.0 Unusual Incidents	6 hours
Examinations	2 hours

(a) Definitions of Terms Used to Describe Testing and Training Requirements

- (1) Learning Domain. An instructional unit that covers related subject matter. Each Public Safety Dispatcher Course learning domain is described in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) Instructional Goal. A general statement of the results that instruction is supposed to produce.
- (3) Topic. A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) Test. An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Three types of tests may be used in the Public Safety Dispatchers' Basic Course:
 - (A) POST-Constructed Knowledge Test. A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
 - (B) Scenario Test. A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
 - (C) Exercise Test. Any test other than a POST-constructed knowledge test or scenario test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals.
- (5) Learning Activity. An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (6) Test-Item Security Agreement. An agreement between a training presenter and POST that identifies the terms and conditions under which the training presenter may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) Testing and Training Requirements

- (1) Topics. As specified in *Training Specifications for the Public Safety Dispatchers' Course*, training presenters shall provide appropriate instruction on each required topic.
- (2) POST-Constructed Knowledge Tests. As specified in *Training Specifications for the Public Safety Dispatchers' Course*, POST-constructed knowledge tests may be required in some learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the training presenter, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (3) Scenario Tests. As specified in *Training Specifications for the Public Safety Dispatchers' Course*, scenario tests may be required in some learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field

training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

- (4) Exercise Tests. As specified in *Training Specifications for the Public Safety Dispatchers' Course*, exercise tests may be required in some learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (5) Learning Activities. As specified in *Training Specifications for the Public Safety Dispatchers' Course*, learning activities may be required in some learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the training presenter determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.
- (6) Training Presenter Requirements. POST has established minimum, statewide training standards for the Public Safety Dispatchers' Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.

1-8. ****

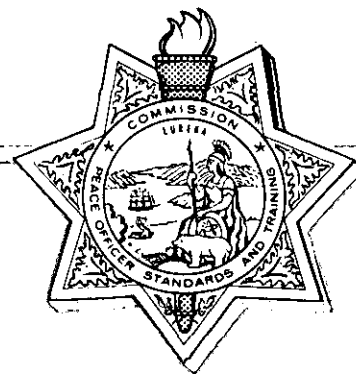
Subparagraph 1-1 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990, and amended January 14, 1994 and _____ *

Subparagraph 1-2 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990, and amended January 14, 1994 and _____ *

Subparagraph 1-7 adopted and incorporated by reference into Commission Regulation 1018 on December 29, 1988, and amended _____ *

*To be filled in by OAL.

TRAINING SPECIFICATIONS FOR THE PUBLIC SAFETY DISPATCHERS' BASIC COURSE



THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING

STATE OF CALIFORNIA

**TRAINING SPECIFICATIONS FOR THE
PUBLIC SAFETY DISPATCHERS' BASIC COURSE**

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FOREWORD

The increasing complexity of the Public Safety Dispatcher's job and the advance of communication technology require that instructional content and teaching methodologies in the Public Safety Dispatchers' Basic Course be routinely updated. Effective initial training is crucial if a Public Safety Dispatcher is to acquire the requisite knowledge, skills, abilities and tasks to provide quality service to the public.

The objective of this document is to identify the instructional goals, required training topics, learning activities, tests and instructional hour standards that comprise the required content of the Public Safety Dispatchers' Basic Course.

We sincerely appreciate the efforts and support of the subject matter experts, core instructors and program coordinators who worked with POST in the development and refinement of these training specifications. We also wish to extend our gratitude to the law enforcement agencies and community colleges who allowed the participation of their communications personnel and instructors in this endeavor.

Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

NORMAN C. BOEHM
Executive Director

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PUBLIC SAFETY DISPATCHER COURSE

The Public Safety Dispatcher Course contains the following Learning Domains and minimum hours.

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
1	Professional Orientation	8 hours
2	Criminal Justice System	4 hours
3	Introduction to Law	12 hours
4	Communication Technology	4 hours
5	Telephone Procedures	12 hours
6	Radio Procedures	12 hours
7	Missing Persons	2 hours
8	Domestic Violence	2 hours
9	Resources/Referral Services	4 hours
10	Cultural Diversity/Sexual Harassment/Hate Crimes	12 hours
11	Gang Awareness	4 hours
12	Overview of Emergency Medical Dispatching	4 hours
13	Stress Management	6 hours
14	Critical Incidents	14 hours
15	Practical Application Activities	12 hours
16	Law Enforcement Telecommunications	6 hours
EXAMINATIONS		2 hours
		<hr/>
TOTAL		120 hours

INTRODUCTION

General Requirements: Definitions of terms used to describe testing and training requirements and the requirements for testing and training for the Public Safety Dispatchers' Basic Course are described in Commission Procedure D-1-7 as follows:

1-7. Public Safety Dispatchers' Basic Course: The terms used to describe testing and training requirements are defined in paragraph 1-7(a). Testing and training requirements are described in paragraph 1-7(b). Testing, training, content, and hourly requirements are provided in detail in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

(a) **Definitions of Terms Used to Describe Testing and Training Requirements**

- (1) **Learning Domain.** An instructional unit that covers related subject matter. Each Public Safety Dispatcher Course learning domain is described in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) **Instructional Goal.** A general statement of the results that instruction is supposed to produce.
- (3) **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Three types of tests may be used in the Public Safety Dispatchers' Basic Course:
 - (A) **POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
 - (B) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
 - (C) **Exercise Test.** Any test other than a POST-constructed knowledge test or scenario test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals.
- (5) **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (6) **Test-Item Security Agreement.** An agreement between a training presenter and POST that identifies the terms and conditions under which the training presenter may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) **Testing and Training Requirements**

- (1) **Topics.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, training presenters shall provide appropriate instruction on each required topic.
- (2) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, POST-constructed knowledge tests may be required in some learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the training presenter, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (3) **Scenario Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, scenario tests may be required in some learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (4) **Exercise Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, exercise tests may be required in some learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case,

the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

- (5) **Learning Activities.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, learning activities may be required in some learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the training presenter determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.
- (6) **Training Presenter Requirements.** POST has established minimum, statewide training standards for the Public Safety Dispatchers' Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #1
PROFESSIONAL ORIENTATION
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Professional Orientation** is to provide students with an understanding of the role and function of the public safety dispatcher.

II. REQUIRED TOPICS

- A. General duties and responsibilities of the Public Safety Dispatcher
- B. Functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison)
- C. Functions of the communication center
- D. Professional demeanor and ethical job behavior
- E. Communicating with the public, co-workers, field personnel and supervisors
- F. Work flow in the communications center, including various sources of complaints, types of complaints and incidents commonly received and how they are processed
- G. Chain of command and organizational structures
- H. Agency policies and procedures as they apply to communications center operations, training and personnel
- I. Career development
- J. Role of the trainer in the communications environment

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on Professional Orientation.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #2
CRIMINAL JUSTICE SYSTEM
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on the **Criminal Justice System** is to provide students with an understanding of the components of the criminal justice system and its relevance to the public safety dispatcher.

II. REQUIRED TOPICS

- A. U. S. Constitution
- B. Law enforcement (local, state and federal)
- C. Courts (municipal, superior, appellate, supreme, federal)
- D. Judges (court judges, hearing officers, referees)
- E. Hearings (preliminary, grand jury, administrative, suppression)
- F. Corrections (city/county jail, state/federal prison, parole, probation, alternative sentencing/diversion)
- G. Arrest dispositions
- H. Dispatcher's importance as first point of contact
- I. Courtroom preparation and testifying

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on the Criminal Justice System.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #3
INTRODUCTION TO LAW
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Introduction to Law** is to provide students with an understanding of California laws as they relate to the job requirements of a Public Safety Dispatcher.

II. REQUIRED TOPICS

- A. Definition of a crime
- B. Types of crimes
- C. Corpus Delicti; elements of selected crimes
- D. Probable cause
- E. Concepts of evidence
- F. Confidentiality of communications information/privileged information
- G. Obligation to release "public information"
- H. Civil liability and criminal negligence
- I. Codified law
- J. Case law
- K. Evidentiary value of communications data
- L. Parties to a crime
- M. Court orders
- N. Local ordinances

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** on Introduction to Law.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATION FOR LEARNING DOMAIN #4
COMMUNICATION TECHNOLOGY
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Communication Technology** is to provide students with a basic understanding of the components and technology of communications systems.

II. REQUIRED TOPICS

- A. Range and function of equipment required to run a communication center
- B. Monitoring building/station/facility/security systems (e.g., alarms, closed circuit T.V., etc.)
- C. Monitoring and responding to alarm systems
- D. Communications regulations (federal and state)
- E. Audio recorders
- F. Telephone technology (including 9-1-1)
- G. Local computer information systems.
- H. Specialized services (e.g., poison control, language translation services, TDD phone, etc.)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on Communication Technology.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #5
TELEPHONE PROCEDURES
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Telephone Procedures** is to provide students with an understanding of the elements of effective telephone communication.

II. REQUIRED TOPICS

- A. Obtaining initial complaint-screening information from victims, witnesses, or personnel from other agencies
- B. Calming emotionally upset citizen
- C. Communicating with persons who are intoxicated, mentally unstable, suicidal, abusive, rude, speech-impaired, very young or elderly citizens
- D. Receiving and handling crank, nuisance, 911, TDD, and non-English speaking callers
- E. Multiple phone calls for assistance
- F. Obtaining full complaint-dispatching information for crimes, traffic incidents or other law enforcement requests, medical emergencies, fire emergencies, safety hazards (e.g., chemical spill, power line down, flooded streets)
- G. Routing complaints and calls for service to the appropriate agency
- H. Complaint/incident classification and prioritization
- I. Transmitting complaint information to radio dispatcher
- J. Initiating telephone number trace
- K. Explaining department procedures and policies, legal procedures to the public

- L. Monitoring and responding to alarm systems
- M. Completing ALI routing sheet (9-1-1 distribution correction form)
- N. Criteria to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property, "cold" response)
- O. Legal requirements for responding to 9-1-1 calls
- P. Reporting 9-1-1 equipment and information problems
- Q. Information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why and how)
- R. Procedures, guidelines and liability issues for advising citizens of actions to take under the following emergency and nonemergency circumstances:
 - 1. Crime incidents
 - 2. Traffic incidents
 - 3. Medical incidents
 - 4. Fire incidents
 - 5. HazMat incidents
- S. Phonetic alphabet
- T. Detecting and interpreting background voices and noises heard over the telephone
- U. Importance of clear voice projection, good diction and proper modulation in telephone communications
- V. Telephone techniques that allow the dispatcher to control the flow of conversation and elicit needed information
- W. Giving clear and accurate directions and instructions on the telephone
- X. Active listening

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on Telephone Procedures.

VI. ORIGATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #6
RADIO PROCEDURES

November 1, 1994

I. INSTRUCTIONAL GOALS

The goal of instruction on **Radio Procedures** is to provide students with an understanding of the elements of effective radio/telecommunications.

II. REQUIRED TOPICS

- A. Monitoring and responding to radio transmissions from law enforcement field units, fire department field personnel and other public services
- B. Monitoring and responding to telecommunications messages
- C. Monitoring, recording, coordinating and updating status of field units and incidents
- D. Providing requested information to law enforcement field units
- E. Broadcasting officer safety and/or mutual aid information (e.g., incidents in adjoining jurisdictions)
- F. Dispatching strategies (e.g., geographic considerations, response time, available backup, and agency policies)
- G. Documenting equipment malfunctions
- H. Maintaining status board showing the location of personnel and officers
- I. Effective dispatching techniques and professional radio demeanor
- J. Techniques for managing and prioritizing radio traffic
- K. Radio codes used by different agencies
- L. Types of calls that require more than one field unit

- M. Procedures for broadcasting and responding to potentially dangerous situations (e.g., felony warrants, stolen vehicles, weapons, medical, premise history)
- N. Evaluating dispatch information to determine what actions, personnel and resources are needed by field operations units
- O. Transmitting emergency bulletins by telecommunications links
- P. Circumstances requiring field supervisor notification
- Q. Policies, procedures and regulations that affect the dispatcher's decision-making process
- R. Detecting and interpreting background voices and noises heard over the radio
- S. Importance of clear voice projection, good diction and proper modulation in radio communications
- T. Radio techniques that allow the dispatcher to control the flow of conversation and elicit needed information
- U. Giving clear and accurate directions and instructions on the radio
- V. Officer safety considerations

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with an minimum of **12 hours** on Radio Procedures.

VI. ORINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #7
MISSING PERSONS

November 1, 1994

I. INSTRUCTIONAL GOAL

The goals of instruction on **Missing Persons** are to provide students with:

- A. knowledge of the statutory and regulatory obligations associated with law enforcement's initial response, investigative procedure and follow-up actions related to a missing persons case;
- B. an understanding of the benefits to law enforcement associated with the proper and effective response to a missing person case;
- C. an understanding of the need for sensitivity and effective communication skills when handling a missing person case; and
- D. knowledge of the actions required when a missing person is found.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Background and legislative intent underlying missing person law and regulations
- B. The need for sensitivity during law enforcement handling of missing person cases
- C. Law enforcement's benefits from a proper and effective response to the report of a missing person
- D. Law enforcement acceptance of missing person reports, jurisdictional issues associated with missing person investigations, and notification of involved agencies
- E. Required call priority and response preference associated with missing person cases
- F. Information needed to assist initial response actions

G. Methods for locating a missing person and information sources available to investigating personnel

H. Automated information systems related to missing person cases

I. Conditions that influence the nature and level of response

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on Missing Persons.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #8
DOMESTIC VIOLENCE
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Domestic Violence** is to provide students with an understanding of the legal requirements for responding to reports of domestic violence.

II. REQUIRED TOPICS

- A. Laws relating to domestic violence
- B. Law enforcement's responsibility in responding to a report of domestic violence
- C. The role of the Public Safety Dispatcher in domestic violence calls
- D. Referral agencies

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on Domestic Violence.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #9
RESOURCES/REFERRAL SERVICES
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Resources/Referral Services** is to provide students with a knowledge of resources and referral services available to public safety dispatchers.

II. REQUIRED TOPICS

- A. Available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books)
- B. Mutual Aid - definition; purpose; enabling agreements
- C. Notifying or dispatching other public service departments or agencies to an emergency or call for service
- D. Mutual aid communications considerations
- E. Using the media to assist with mutual aid problems
- F. Referral and support agencies
- G. Mapreading/geography

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on Resources/Referral Services.

PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #10 CULTURAL DIVERSITY/SEXUAL HARASSMENT/HATE CRIMES November 1, 1994

I. INSTRUCTIONAL GOALS

The goals of instruction on **Cultural Diversity** are to provide the student with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the benefits of valuing diversity both within a law enforcement organization and within the community it serves; and
- D. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural groups. Content is intended to complement locally-developed training which specifically addresses the history, customs, religious conventions, or core values of cultural groups within the community served.

The goals of instruction on **Sexual Harassment** are to provide the student with:

- E. an understanding of the nature and historical perspectives associated with sexual harassment;
- F. knowledge of state and federal laws which define sexual harassment;
- G. an understanding of behaviors which constitute sexual harassment;
- H. an understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and if necessary, how to initiate a sexual harassment complaint; and

- I. an understanding of the state mandated sexual harassment complaint process guidelines, legal remedies available, and protection from retaliation against complainants of sexual harassment.

The goals of instruction on **Hate Crimes** are to provide the student with:

- J. knowledge of laws which define a hate crime;
- K. an understanding of the indicators of hate crimes;
- L. knowledge of legal rights of, and remedies available to, victims of hate crimes;
- M. an understanding of the impact of hate crimes on victims, victim's families and the community;
- N. an understanding of elements which comprise an effective law enforcement response to a hate crime.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future
- D. Professional, personal, and organizational benefits of valuing cultural diversity
- E. Definitions of prejudice and discrimination, and the difference between the two
- F. The difference between cultural stereotyping and law enforcement profiling
- G. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- H. Strategies for effective cultural contacts
- I. State and federal laws relating to sexual harassment to include

1. Title VII
2. Government Code Section 12940 et. seq.
3. Concept of "quid pro quo"
4. Concept of hostile work environment
5. Current Case Law

J. Causes of Sexual Harassment

1. Gender Issues
2. Power Issues

K. Examples of Sexual Harassment to include:

1. Verbal
2. Physical
3. Visual
4. Written material
5. Sexual Favors
6. Threats
7. Hostile work environment
8. Force

L. How to respond to a complaint of sexual harassment

M. State-mandated sexual harassment complaint process guidelines

N. Legal remedies and protection from retaliation against complainants of sexual harassment

O. Laws which define a hate crime

P. Indicators that a crime is hate motivated

Q. Legal rights of, and remedies available to, victims of hate crimes

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

Students shall be provided with an opportunity to engage in the following learning activity:

A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups.
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on cultural diversity/sexual harassment/hate crimes.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #11
GANG AWARENESS
November 1, 1994

I. INSTRUCTIONAL GOAL

The goals of instruction on **Gang Awareness** are to provide students with:

- A. knowledge of the types of gangs common to California;
- B. an understanding of the reasons why people join gangs;
- C. an understanding of gang culture; and
- D. knowledge of the relationship between gang membership and criminal activity.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of gangs and examples
- B. Gang culture
- C. Gang jargon, signs and symbols
- D. Dispatcher's role in enhancing officer safety on gang-related calls

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on Gangs.

PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #12 OVERVIEW OF EMERGENCY MEDICAL SERVICES

November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Overview of Emergency Medical Services (EMS)** is to provide students with a basic understanding and legal requirements of emergency medical dispatching.

II. REQUIRED TOPICS

- A. Organization of the EMS system
- B. EMS terminology
- C. Dispatching other public service unit(s) or ambulance to medical emergencies
- D. Basic medical or EMS complaint dispatching functions within the law enforcement system
- E. Three levels of emergency medical dispatching
- F. Three types of emergency service responders
- G. Five provider levels of emergency services
- H. Liability issues associated with dispatching medical assistance

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on

Overview of Emergency Medical Services.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #13
STRESS MANAGEMENT
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Stress Management** is to provide students with the ability to recognize the symptoms of stress and how to make use of recognized stress reduction techniques in a dispatcher's working environment.

II. REQUIRED TOPICS

- A. Definition of stress
- B. Types of stress
- C. Symptoms of stress
- D. Sources of stress
- E. Acute and long-term effects of stress
- F. Coping mechanisms
- G. Critical Incident Stress Debriefing (CISD)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on Stress Management.

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #14
CRITICAL INCIDENTS
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Critical Incidents** is to provide students with an understanding of the dispatch procedures required in catastrophic or unusual enforcement or emergency situations.

II. REQUIRED TOPICS

- A. Types of critical incidents in which the dispatcher might play a critical role (e.g., natural disasters, explosions, earthquakes, HazMat, transportation accidents, etc.)
- B. Resource material available to guide the dispatcher through a critical incident (e.g., call out lists, disaster preparedness manuals, operational guidelines, general orders, policy manuals, DOT Guidebook, etc.)
- C. Emergency Operation Center activation criteria and guidelines
- D. Advising citizens of actions to take in hazardous situations or critical incidents (e.g., chemical spills, severe weather).
- E. Incident Command System (ICS)
- F. Field-related critical incidents relating to officer safety (e.g., felony stops, family disputes, SWAT call outs, etc.)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **14 hours** of instruction on Critical Incidents.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #15 PRACTICAL APPLICATION ACTIVITIES

November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction in **Practical Application Activities** is to allow students to apply job-related dispatcher skills, tasks and knowledge in a simulated working environment.

II. REQUIRED TOPICS

NONE

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. Given a work simulation activity, the student will receive a telephone complaint regarding at least four of the following:

1. Crime in progress
2. Alarm call
3. Domestic violence/family disturbance
4. Fire incident
5. Medical incident
6. Traffic incident

The student will gather relevant information, maintain control of the conversation, communicate clearly with the complainant, verify details with the complainant and relay the information to the radio dispatcher in a timely and logical manner.

B. Given a work simulation activity, the student will dispatch a call for service regarding at least four of the following:

1. Crime in progress
2. Alarm call

3. Domestic violence/family disturbance
4. Fire incident
5. Medical incident
6. Traffic incident

The student will dispatch the call using proper radio procedure; radio broadcasting rules, regulations and policy; radio codes, prioritizing radio traffic, maintaining officer safety, range of available field resources, keeping track of field units, status up-dates to field units, dispatching cover units, broadcasting dangerous information.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of Practical Application Activities.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #16
LAW ENFORCEMENT TELECOMMUNICATIONS
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction in **Law Enforcement Telecommunications** is to provide students with information regarding the use of telecommunications systems and the release of protected information as required by the California Department of Justice and the Federal Bureau of Investigation.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. The procedures for making inquiry into law enforcement information systems and the capability of cross referencing the information obtained within these systems for:
 - 1. Wants and warrants
 - 2. Stolen property, including vehicles and firearms
 - 3. Criminal histories
 - 4. DMV information

- B. The statewide information systems directly accessible to California law enforcement agencies.

- C. The state laws and policies for obtaining, verifying, and disseminating telecommunication information including restricted and unrestricted information.

- D. The procedures for making input into law enforcement information systems.

III. REQUIRED TESTS

2-hour Department of Justice required examination

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on Law Enforcement Telecommunications.

VI. ORIGINATION DATE

November 1, 1994

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PROPOSED REGULATION

1018. Public Safety Dispatcher Programs

(a) - (c)(3) continued.

(d) Minimum Training Standards for Public Safety Dispatchers.

Every public safety dispatcher shall satisfactorily complete the POST-certified Public Safety Dispatchers' Basic ~~Complaint/Dispatcher~~ Course as set forth in PAM Section D-1-7 before or within 12 months after the date of appointment, reclassification or transfer to a public safety dispatcher position.

(e) - (f) continued.

PAM Section D-1-7 adopted effective December 29, 1988 and amended * is herein incorporated by reference.

PAM Section F-5 effective June 5, 1991 is herein incorporated by reference.

The document, *Training Specifications for the Public Safety Dispatchers' Basic Course* adopted effective * is herein incorporated by reference.

*To be filled in by OAL.

Authority cited: Sections 13503, 13506 and 13510, Penal Code.

Reference: Section 13510, Penal Code.

the foreseeable future. Further, pursuant to Penal Code Section 832(a), all such individuals must be tested to verify successful course completion. Consequently, considerable POTF funds are being expended to test (and provide written notifications of successful course completion to) individuals who will likely never assume peace officer powers.

ANALYSIS

Three alternatives were explored to reduce these expenditures: (1) restrict course attendance to persons sponsored by an appropriate criminal justice agency, (2) charge testing fees for non-sponsored students, and (3) delegate all P.C. 832 test administration and notification responsibilities to course presenters.

While the first alternative would reduce the student population to persons who are actively seeking a peace officer career, thereby eliminating the expenditure of POTF funds on all others, it would also have the effect of limiting the number of persons who are exposed to law enforcement, thereby restricting one of the more effective means of attracting individuals into the law enforcement profession.

The second alternative is strongly opposed by community college presenters, which number about two-thirds of all P.C. 832 course presenters. The basis for their opposition is twofold: the imposition of fees would disadvantage members of certain groups that law enforcement is actively recruiting, and second, the imposition of fees for non-sponsored students would result in a differential fee structure which runs counter to the community college mission.¹

The third alternative would result in a savings of approximately \$160,000 annually to the POTF, and is endorsed by representatives of the community college presenters. Under this alternative, POST would continue to maintain the content of all tests, and to provide required training to all test proctors. Course presenters would assume responsibility for administering and scoring all tests, and for notifying students of successful course completion. The changes would in no way undermine the intent of Penal Code Section 832(a), and would result in a testing program that is analogous to the program currently in place for the Basic Course (wherein POST maintains the tests, and the academies administer and score the tests and issue certificates of successful course completion).

¹With the recent passage of Penal Code Section 832(e)(2)(g), the Commission has the authority to charge examination fees to non-sponsored students, not to exceed actual costs.

Implementation of the third and recommended alternative requires minor modifications to Commission Regulation 1080(a). The full text of the proposed changes is provided in the Attachment to this report. The changes will have the following effects:

- o All course presenters will be required to administer and score the written test (which necessitates signing a formal test security agreement). Local administration of the written test is now optional, and approximately two-thirds of the course presenters presently administer the written test.
- o POST will cease issuing notifications of successful course completion, and course presenters will be responsible for issuing local certificates of successful course completion. (POST will continue to maintain records of successful course completion.)
- o Course presenters will be responsible for scheduling, administering and scoring all written examination retests. Currently, POST performs these duties.

RECOMMENDATION

Subject to the results of the public hearing, it is recommended that the Commission amend Regulation 1080(a) as proposed to be effective upon approval by the Office of Administrative Law (OAL).

Attachment

1080. PC 832 Course Testing and Requalification Requirements

(a) Pursuant to Section 832(a) of the Penal Code, persons who receive PC 832 training as a stand-alone POST-certified course or as part of a larger POST-certified course shall demonstrate satisfactory completion of the training by passage of a POST-developed or POST-approved examination or examinations. Passage of a written examination shall be required for the cognitive (knowledge) curriculum; passage of performance examinations shall be required for the non-cognitive (skills) curriculum. This regulation does not apply to persons who satisfactorily complete the POST Regular Basic Course.

(1) Examination Procedures:

(A) All examinations required by section 1080(a) shall be administered immediately following the conclusion of the required PC 832 instruction.

(B) All examinations shall be scored pass/fail.

(C) Administration and scoring of all the written examinations shall be delegated to qualified course presenters who have received training in the administration of the examinations and who agree to abide by the terms of a formal test security agreement; all examinations shall be administered and scored ~~by the course presenter~~ in accordance with the POST-specified procedures and passing scores.

~~(D) All examination results shall be mailed to POST by course presenters within 2 working days of the date of testing.~~

(ED) The Commission may waive the requirement that all original examinations be administered immediately following the conclusion of training in those instances where the training is certified retroactively and the examinations were not administered as part of the training.

(2) ~~Notification Procedures: Notification by POST of official Examination results shall be mailed provided to each examinee by the course presenter within 2 5 working days of receipt by POST of the examinee's test materials the date of each examination.~~

- (3) Retesting: Persons failing the written examination shall be permitted one retest and shall be permitted reasonable time to prepare for the retest. Retests shall be administered ~~at a POST approved location~~ by the course presenter within 90 days of the date of the original examination. In order to continue to pursue satisfaction of course requirements, persons who fail to achieve a passing score upon retesting of either the written or skills examination shall be required to repeat the related training. Persons who repeat the related training shall be considered as new students for testing purposes.
- (4) POST-Approved Examinations: The use of alternatives to the POST-developed examinations is subject to approval by POST. Course presenters seeking POST approval to use alternative examinations shall present evidence that the alternative tests were developed in accordance with recognized professional standards, and that alternative examinations are equivalent to the POST-developed examinations with respect to curriculum validity and test reliability. Evidence of test score equating is required. Applications for approval of alternative examinations will be processed within seven days from receipt of the original request.
- (b) Any person who does not become employed as a peace officer within 3 years of successfully completing PC 832 training, or who has a 3-year or longer break in service as a peace officer subsequent to successfully completing PC 832 training, must requalify to exercise the powers of a peace officer by either: (1) repeating and satisfactorily completing PC 832 training, or (2) demonstrating continued mastery of PC 832 training material by passing the examinations enumerated in POST Regulation 1080 (a). This subsection, 1080 (b), does not apply to persons who qualify for an exemption as per Penal Code Section 832(e)(2).
- (1) Requalification Examination Procedures:
- (A) Eligibility: Persons seeking to be tested shall make written request to the Commission, and provide the Commission with verifiable information regarding prior successful completion of PC 832 training. This information shall include the name of the training institution (presenter) where training was completed, and the ending date of training. All requests to be tested must include payment of all applicable examination fees [see (F), below], in the form of a certified check or money order made payable to the Commission on POST.

(B) Notification of Eligibility to be Tested: Persons seeking to be tested shall receive written notification from POST as to eligibility to be tested within 30 days of receipt by POST of all documentation required per (A) above.

1. Persons receiving notification that they are ineligible to be tested because of incomplete documentation shall be given an explanation of what is needed to process the request. A person may submit a new request with the additional documentation, which will be processed according to subsection 1080 (B) above.

Ineligibility to be tested based on non-verifiable information (cannot be verified in POST records or by the certified course presenter) will be stated in the written notification.

All applicable examination fees will be returned, with the notification, to those persons who are determined to be ineligible for testing.

(C) Administration of Examinations:

1. Every eligible person shall:
 - (a) be tested at a POST-approved location within 90 days of notification of eligibility to take the requalification exam.
 - (b) be notified as to the specific date, time, and location of testing at least 30 days in advance of the test.
2. Failure to appear for testing shall result in forfeiture of all applicable examination fees and loss of eligibility to be tested.

Persons desiring to be tested after failure to appear for a scheduled exam must establish eligibility to be tested by completing the requirements described in Regulation 1080 (b) (1) (A).

3. All examinations shall be administered by persons who have been approved by POST [see subsection 1080 (a) (1) (C)].

4. All examination results shall be mailed to POST by the examination administrator within 2 working days of the date of testing.

- (D) Notification Procedures: POST shall notify all examinees in writing as to examination results within 5 working days of receipt by POST of all applicable test materials—~~{see subsection 1080(a)-(1)(D)}~~.
- (E) Qualification Examination Retesting: One requalification exam retest shall be permitted for any test failed, contingent upon advance payment* of any applicable examination fee [see (F) below]. Such retesting must occur within 90 days of the requalification examination. For firearms and arrest performance examinations, students will have the option of either retesting immediately or scheduling a retest within 90 days.
- (F) Examination Fees: POST shall charge fees for all examinations administered. The appropriate fees shall be determined by the Commission and shall not exceed actual test administration costs.

Applicable examination fees follow:

Written exam:	Arrest \$100
Performance exams:	Firearms \$150*
	Arrest \$100*

*No charge for immediate retesting.

(2) Exemptions:

(A) A person who meets any of the following criteria is exempt from the PC 832 Course Requalification Requirements:

1. Is returning to a management level law enforcement position at the second level of supervision or higher.
2. Has successfully completed the Basic Course Requalification Process as provided for in Commission Regulation 1008.
3. Has maintained proficiency by teaching the course described in PC 832 (a).

Required curriculum for the PC 832 course is comprised of two separate modules - Arrest

Procedures and Firearms. Accordingly, a person may seek exemption under this provision for the Arrest Procedures module only, the Firearms module only, or the entire PC 832 course (both Arrest Procedures and Firearms).

For the purpose of granting an exemption on the basis of teaching experience, "maintained proficiency" shall be defined as having taught the entire module(s) for which an exemption is being sought. Additionally, exemptions shall be granted only for recent teaching experience that was gained within three years of the exemption request.

4. Written documentation determined by the department head as satisfying any of the exemptions listed in 1080 (b) (2) (A) shall minimally be retained by the employing agency for the duration of the individual's employment with the department. This retention period is recommended so that the employing agency can provide supporting documentation of the exemption, if it is requested during a POST inspection.

Proposed changes to the training specifications impact one or more of the following components:

- ◆ Instructional goals
- ◆ Required topics
- ◆ Required tests
- ◆ Required learning activities

ANALYSIS

Since the April 1994 Commission meeting, two learning domains have been reviewed and revisions to a third are proposed to permit the relocation of two required topics. The complete text of the proposed changes can be found in Attachment A.

The following is a summary of proposed changes to the training specifications.

- ◆ Learning Domain #20 (Use of Force)

It is proposed that the instructional goals for this domain be expanded to address:

1. the concept of fear and anger management,
2. the concept of intervention to prevent unreasonable use of force, and
3. the importance of effective verbal communications in use of force situations.

Many basic course presenters have already incorporated this instruction into their programs, however the subject matter has not yet been formally prescribed by the training specifications for this domain. Each of these topics however, was identified in the Training Issues Symposia as being desirable for inclusion in the POST Basic Course. Comprehensive instruction on effective verbal communications has already been added to the basic course within another domain. Its reference here is intended to specifically link tactical verbal skills to the use of force spectrum.

It is also proposed that the required topics list be expanded to reflect these topics and to clarify terminology related to force options.

A new learning activity is also proposed to further enhance instructional effect. The learning activity will require students to engage in a critical analysis of use of force re-enactments, specifically addressing the legal authority for the use of force, the appropriateness of the force option chosen, the reasonableness of the amount of force

applied, and whether or not an intervention should be initiated.

◆ Learning Domain #24 (Handling Disputes/Crowd Control)

It is proposed that the instructional goals for this domain be separated to clarify the difference between the tactical issues associated with crowd control and the general concepts of dispute resolution. Minor changes to the text of the goals are also proposed to better focus instruction. For example, instruction on mutual aid has been narrowed to a "basic understanding of the concept of mutual aid" in order to more effectively address the needs of the average field officer.

It is also proposed that the required topics list be expanded to provide greater detail regarding officer responsibilities in a mutual aid situation, the distinction between mutual aid and outside agency assists, principles of crowd management, elements of crowd psychology, principles of riot control, and general riot control formations.

Instruction regarding landlord/tenant law and repossession law are proposed to be moved to learning domain #6 (Crimes Against Property). This will provide for more cohesive instruction and will eliminate redundancy which currently exists between these two domains.

Test requirements are proposed to be altered to achieve the following:

1. Eliminate the requirement for a POST-developed written test since the cognitive material regarding landlord-tenant law and repossession law will now be tested with other material in learning domain #6 (Crimes Against Property), as discussed above.
2. Reclassify the crowd control simulation exercise test to a learning activity. Students have always been required to participate in a crowd/riot control simulation involving formations, mass arrest tactics, etc. Because all students do not engage in the same actions, however, (e.g., some may be part of an arrest team while others form a protective formation, etc.) this instructional event is, by definition, a learning activity.

It is also proposed to add a learning activity which requires students to participate in a critical analysis/problem-solving discussion relating to how to legally and procedurally respond to a variety of disputes (e.g., repossessions, labor/management conflicts, neighborhood

disputes, tenant lockouts, etc.). This is intended to precede and complement the existing scenario testing requirement where students must individually demonstrate their ability to handle a family dispute and a landlord/tenant conflict.

◆ Learning Domain #6 (Crimes Against Property)

Proposed changes to this domain are limited to modifying the required topics list to reflect the addition of landlord-tenant law and repossession law which was moved from learning domain #24, as previously discussed.

SUMMARY

Proposed revisions are recommended by staff and curriculum consultants to update and further refine the existing language of the training specifications. All proposed changes have been reviewed and endorsed by the Consortium of Basic Course Academy Directors.

The following actions are proposed:

1. If the Commission agrees to the changes identified herein, it is proposed that the abbreviated public hearing process be used. If no one requests a public hearing, these proposed changes would go into effect 30 days after approval by the Office of Administrative Law.
2. That pursuant to Commission Regulation 1005, *Training Specifications for the Regular Basic Course - July 1993* be amended to include the recommended revisions.

Proposed changes to Basic Course training specifications are detailed in Attachment A.

RECOMMENDATION

Subject to the results of the proposed Notice of Regulatory Action, approve the revisions to *Training Specifications for the Regular Basic Course - July 1993*.

ATTACHMENT A

PROPOSED REVISIONS TO
BASIC COURSE TRAINING SPECIFICATIONS

SPECIFICATIONS FOR LEARNING DOMAIN #06: CRIMES AGAINST PROPERTY

~~June~~ September 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Property Crimes** is to provide students with the ability to recognize when property crimes have occurred, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Theft
 - 1. Grand theft
 - 2. Petty theft
- B. Defrauding an innkeeper
- C. Appropriation of lost property
- D. Embezzlement
- E. Forgery
- F. Unauthorized entry of property (trespassing)
- G. Burglary
- H. Possession of burglary tools
- I. Alteration of serial numbers
- J. Receiving stolen property

- K. Vandalism
- L. Cruelty to animals
- M. Arson
- N. Possession of a firebomb
- O. Aid, counsel, or procure the burning of property or land
- P. Vehicle theft and joyriding
- Q. Writing checks with intent to defraud
- R. Repossession
- S. Landlord/tenant dispute

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #6

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on property crimes.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

June 1, 1994
September 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #20: USE OF FORCE

July ~~September~~ 1, 1993~~4~~

I. INSTRUCTIONAL GOALS

The goals of instruction on **Use of Force** are to provide students with:

- A. an ~~appreciation~~ understanding of the important role that training plays in preparing students to cope with dangerous situations and to use reasonable force ~~appropriately~~;
- B. an understanding of the liability associated with the use of force;
- C. knowledge of the conditions under which force can be lawfully used by a peace officer;
- D. knowledge of ~~use-of-force~~ options ~~including chemical agents and the baton~~; and
- E. the ability to make judgments concerning the level of force justified by ~~any~~ a given set of circumstances. ~~;~~
- F. an understanding of the concept of fear and anger management;
- G. an understanding of the basic concept of intervention to prevent unreasonable use of force; and
- H. an understanding of the importance of effective tactical communication in use-of-force situations.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. The effects of training on the ability to cope with danger and use reasonable force ~~appropriately~~.
- B. Liability associated with the use of force

- C. Laws governing the use of force by a peace officer
- D. ~~Use of less than lethal force~~ Force options (use-of-force spectrum)
- E. Justifiable homicide and the *sufficiency of fear* requirement
- F. Factors that must be considered in making the decision to use deadly force
- G. Agency policies on the use of deadly force
- H. Fear and anger management
- I. The concept of intervention
- J. Tactical communication as it relates to the use-of-force spectrum

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #20
- B. A scenario test that requires the student to respond to simulated encounters with suspects under circumstances that justify varying levels of force

IV. REQUIRED LEARNING ACTIVITIES

~~None~~ Use of Force

Given a minimum of four video clips, re-enactments, simulations, role plays, word pictures, or other stimulus material provided by the instructor which depict different examples of use of force by a peace officer, the student will participate in a facilitated discussion regarding whether or not:

- A. There was a legal authority for the use of force
- B. The force option selected was appropriate under the circumstances
- C. The amount of force used was objectively reasonable
- D. Intervention was appropriate

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on use of force.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ September 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #24: HANDLING DISPUTES/CROWD CONTROL

~~July~~ September 1, 19934

I. INSTRUCTIONAL GOALS

The goals of instruction on ~~Handling Disputes and Crowd Control~~ are to provide students with:

- A. an understanding of officers basic responsibilities in handling a dispute;
- B. the skills needed to safely and effectively mediate and resolve disputes; and
- C. ~~knowledge~~ an understanding of the application of the laws governing certain types of disputes (i.e., disputes involving the repossessions of property and disputes between landlord and tenant);

The goals of instruction on Crowd Control are to provide students with:

- D. ~~an understanding of the special circumstances under which law enforcement services can be performed for another agency in response to a request for "mutual aid;" and~~ a basic understanding of the concept of law enforcement mutual aid; and
- E. an understanding of the principles of crowd management and riot control.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Basic responsibilities of an officer at the scene of a dispute
- B. Tactics for defusing, resolving, mediating disputes
- C. Application of the ~~L~~aws governing repossessions

- D. Application of the laws governing landlord/tenant disputes
- E. Mutual aid requests
 - 1. Officer responsibilities in a mutual aid situation
 - 2. The distinction between mutual aid and outside agency assistance
- F. Principles of crowd management ~~and riot control~~
 - 1. Incident planning
 - 2. Containment
 - 3. Protecting the constitutional rights of all parties
- G. Crowd psychology
- H. Principles of riot control
 - 1. Incident planning
 - 2. Containment
 - 3. Isolation
 - 4. Dispersal
 - 5. Multiple arrest issues
- I. Riot control formations
 - 1. Skirmish line
 - 2. Wedge/Vee
 - 3. Diagonal
 - 4. Crossbow

5. Column

6. Arrest/rescue formations (e.g., circle)

III. REQUIRED TESTS

The following tests shall be administered:

~~A. The POST constructed knowledge test for Domain #24~~

~~B. An exercise test that requires the student to participate in the following riot control formations: skirmish line, wedge, diagonal, and column~~

GA. A scenario test that requires the student to handle a simulated family dispute

DB. A scenario test that requires the student to handle a simulated landlord/tenant dispute

IV. REQUIRED LEARNING ACTIVITIES

None Disputes

Given a roleplay, simulation, video re-enactment or other stimulus material provided by the instructor, the student will participate in an instructor-led discussion on how to legally and procedurally respond to a variety of disputes which minimally include the following:

- A. Lockout or other landlord/tenant conflict
- B. Repossession
- C. Labor/management conflict
- D. Neighborhood or business conflict
- E. Family conflict (nondomestic violence incident)

The following issues should be discussed in connection with each of the dispute situations:

- A. Maintaining officer safety
- B. Providing safety to individuals and property
- C. Applying appropriate defusing strategies

- D. If appropriate, separating parties
- E. Keeping the peace
- F. Determining if a crime has been committed
- G. Attempting to find solutions to the problem
- H. Applying effective communication skills

Crowd Control

The student will participate in a crowd control simulation which incorporates the following concepts and tactics:

- A. Containment
- B. Isolation
- C. Dispersal
- D. Crowd control formations which include:
 - 1. Skirmish line
 - 2. Wedge/Vee
 - 3. Diagonal
 - 4. Crossbow
 - 5. Column
 - 6. Arrest/rescue movements (e.g., circle)

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on handling disputes and crowd control

VI. ORINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ September 1, 1994

the research, the use of student workbooks in the Basic Course will improve the quality of the student learning experience.

Several issues have potential impact on the success and the scope of a workbook project. Non-vendor contract costs are relatively predictable. However, due to the nature of the industry, it is difficult to predict the vendor contract costs for a new product in the absence of actual vendor bids.

Preliminary contact with vendor representatives indicate the actual development costs of workbooks will be difficult to predict without specific project expectations defined by POST. Based on the original study project limitations and further research, staff developed the following specific project guidelines:

PROJECT GOAL: The goal of the vendor is to develop a self-directed learning document that is a true "workbook" and functions as one element of the Regular Basic Course Instructional System. The document should be based on the Training Specifications, Learning Domains, and Required Topics of the Basic Course.

PROJECT OBJECTIVE: The main objective is to integrate the document into the Basic Course system as a required Learning Activity. The Learning Activity should reinforce the Training Specifications and improve learning through student interaction and feedback. The document should be used in conjunction with classroom instruction, group discussions, and other learning activities.

As a "workbook", the foundation of the document shall be an instructional system that includes: 1) presentation of material to the learners, 2) interactive learning activities and exercises that enhance learning, and 3) feedback to the learners.

PROJECT EFFECTIVENESS: The student shall be provided with a test that is designed to improve performance on POST created Domain examinations and scenario tests. The project's effectiveness will be evaluated by a committee agreed to by POST and the selected vendor. POST shall retain legal title, publication and distribution rights to any contract developed materials.

Based on the above guidelines, an experienced publisher estimated the cost for developing two self-instructional "workbooks" at \$20,000. The actual vendor costs could increase depending on the complexity of the subject matter, the number and quality of the graphics, and the complexity of the learning exercises requested by POST.

Depending on the scope of the final project approved by the Commission, the on-going workbook maintenance costs could prove to be substantial. One cost effective way to address this issue and minimize the fiscal impact to POST would be to incorporate the updates of workbooks into the on-going Instructor Unit Guide Update Workshops conducted by the Basic Training Bureau. Each time the unit guides are reviewed, the associated workbook would also be reviewed. The updated workbook pages could then be distributed with the unit guide updates at minimal increased cost to POST.

Additional administrative issues which could affect the workbook project must be considered. These issues include project management, validation of workbook effectiveness, the visual quality of the workbooks, the impact of workbooks on challenged learners, and the integration of workbooks into the classroom.

The issue of workbook quality is one of balance and it is closely associated with both POST development costs and the maintenance and distribution costs faced by POST and the Basic Course presenters. While a full color, bound workbook, on high quality paper, with high resolution photographs might be the possible, the reality of the situation seems to be that any workbook which can be affordably distributed by POST, and reproduced by the Basic Course presenters, must be produced in black and white. As such, the goal should be to produce the highest quality document possible, including photographs, sketches or drawings, in black and white copy.

The validation of the workbooks and the question of workbook effectiveness will be dependent upon POST's ability to measure whether student success in the associated Learning Domains is improved. Since the primary goal of the workbook project should be improved student success, it must be determined whether the workbooks actually result in either improved Knowledge Domain scores or increased retention of subject matter.

The responsibilities of the vendor under the recommended pilot project should include a testing or measurement process which will clearly show the impact of the draft workbooks in the above two areas and then incorporate the findings into a revised final version of each workbook. All Basic Course presenters present at the Basic Course Review Committee Workshop indicated they would be willing to participate in such a pilot testing program.

A combination of at least two options, photo ready masters and electronic copies, is recommended in order to satisfy the needs of all the involved parties. The electronic copies should be in *WordPerfect* since that is the format agreed upon by POST and the presenters for computer bulletin board purposes. The computer bulletin board would also be an effective and economical way to distribute workbook updates once the technical issues have been resolved.

CONCLUSION

No difficulties are foreseen in the integration of the workbooks into the classroom. Most of the Basic Course presenters saw the workbook as a tool to be used by the student prior to, and as preparation for, the relevant classroom session. If the workbook is successful in preparing the student for that classroom session, it is believed that the time spent during that session can be maximized through meaningful classroom discussions, role playing or other instructional methods which should enhance the student's learning experience.

There will be a need to educate Basic Course instructors in the appropriate use of student workbooks. Instructors using the workbooks should understand the role of the workbooks in the overall instructional system and how the workbooks may be integrated into classroom sessions. The creation of an Instructor Guide should be useful in helping the instructor to integrate the workbooks into his or her lesson plan. One of the original goals referred to in the Commission agenda item dealt with the matter of improved testing methodology in those areas where critical thinking is an issue. While the Basic Course presenters also found this to be an important goal, they were concerned about the impact on instructor workload if all workbooks were "instructor scored". It was recommended that those workbooks requiring instructor scoring be carefully considered and that other options, such as student exchange and self scoring, be considered where appropriate.

Consideration was also given to the potential impact of student workbooks on disadvantaged or challenged learners. The concern focuses primarily on those students who may have difficulty reading or comprehending the written word, either as a result of a learning disability or because English is a "second language" to the student. Any such potential adverse impact should be minimized through:

- the design of the workbooks at a level consistent with the Reading and Writing Skills Test scores of the average Basic Course student;
- the adequate testing and validation of workbook effectiveness during the pilot project;
- the opportunity for classroom discussion and questions about all workbook topics; and
- the extensive use of textual display techniques, graphics, charts, and other visual aids to help the "visual learners".

SUMMARY

After consideration of the project goals, cost factors and administrative issues, a conservative approach to the development of the Student Workbook Project is recommended. Rather than initiating a full forty one Learning Domain project, it is recommended that two carefully selected Learning Domains be incorporated into a "pilot project" which would serve as a measure of the costs and benefits of student workbooks prior to investing in a full workbook project.

Project expenses can be estimated but it appears that it will be necessary to wait for the vendor bids on the actual RFP to determine the final project cost. The estimated minimum cost for developing the six workbooks that the Commission considered in January would be approximately \$60,000 based on the information provided to staff. Due to current budgetary constraints facing POST and the described uncertainty of cost estimates, an alternative action would be approval to release the RFP for a lesser number of workbooks as a pilot project.

If the Commission concurs that developing a limited number of Learning Domains as a pilot project is an acceptable alternative, release of the RFP for development of Learning Domain #2 (Criminal Justice System) and Learning Domain #32 (Physical Fitness/Stress) would be most effective (Attachment B). The Criminal Justice System learning domain was specifically requested by the Academy Directors. The content of both domains generally does not require frequent update and offers the best opportunity for initial success.

Commissioners are aware that release of the RFP does not commit the Commission to an expenditure. Vendor proposals including monetary bids would be reviewed and a recommended contract proposal submitted to the Commission at a subsequent meeting. It is anticipated that a vendor could be selected and a contract for a fixed amount presented to the Commission at the November 1994 meeting.

RECOMMENDATION

Authorize the release of the Request for Proposal for development of the two workbooks.

REQUEST FOR PROPOSAL
TO DEVELOP A SERIES OF LAW ENFORCEMENT STUDENT WORKBOOKS

BASIC COURSE STUDENT WORKBOOK PROJECT

Contract No. 95-

July 1994

State of California
Commission on Peace Officer Standards and Training

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SECTION I - OVERVIEW OF REQUIREMENTS

A. Introduction

The purpose of this Request for Proposal (RFP) is to solicit proposals from qualified individuals and organizations for the development of a series of interactive student workbooks for basic law enforcement training.

B. Contents of the RFP

The RFP is divided into four sections: Overview of Requirements, Background, Proposal Requirements and Student Workbook Requirements.

- **Overview of Requirements** - outlines the contents of the RFP and contains summaries of the three other sections.
- **Background** - describes how the *Basic Course* fits into other training for peace officers and how it supports the organizational goals of the Commission on Peace Officer Standards and Training (POST). It also describes the audience for the proposed Student Workbook Pilot Project and discusses the existing *Basic Course*.
- **Proposal Requirements** - details what a proposal should contain and the desired format. These requirements must be followed in order for a proposal to be eligible for consideration.
- **Student Workbook Requirements** - details the subject matter to be addressed by the student workbooks and the desired development methodology.

C. Administrative Requirements

In addition to meeting the technical requirements of the RFP, vendors must adhere to all administrative requirements such as the action dates, the rules governing competition, and the confidentiality requirement set forth in this section.

D. Confidentiality

To ensure the security and confidentiality of the State's training information systems, each vendor must sign a confidentiality statement. Vendors interested in submitting a proposal can obtain a copy of the confidentiality

statement from the departmental official identified in Section III, paragraph G.4.

E. Availability

Any final deliverables proposed for RFP must be delivered to the headquarters of the Commission on POST on or before the delivery date specified in Section III, paragraph C.

SECTION II - BACKGROUND

A. Organization

The primary objective of the Commission on Peace Officer Standards and Training (POST) is to raise the level of competence of local law enforcement officers by establishing minimum training standards for peace officers who are responsible for the general enforcement of criminal laws in the State of California. Additionally, POST is responsible for prescribing a course of training to be satisfactorily completed by every peace officer prior to the exercise of peace officer powers. The prescribed training is mandated in Section 832 of the California Penal Code.

The POST *Basic Course*, commonly known as the basic academy, is offered at 36 locations across the state. The *Basic Course* is offered both through community college campuses and through training academies operated by state and local law enforcement agencies and county sheriff's departments.

B. Training Objectives

The main objective of the *Basic Course* is to meet the mandate of the commission to provide basic training for entry level peace officers.

The *Basic Course* consists of forty one Learning Domains, or main topic areas, covering all aspects of basic law enforcement training. The subject matter includes Learning Domains as diverse as *History, Professionalism & Ethics, Community Relations, Laws of Arrest, Patrol Techniques, Traffic Accident Investigation, First Aid & C.P.R., Cultural Diversity* and *Firearms & Tear Gas*. Information regarding the structure and content of the *Basic Course* Learning Domains can be found in Appendix B, *Training Specifications For The Regular Basic Course*.

The current *Basic Course* consists of a minimum of 560 hours of instruction, however the actual hours of instruction range from 680 hours to 1100 hours, depending on the individual *Basic Course* presenter. The hours of instruction include a blend of classroom instruction, learning exercises, scenarios and psychomotor skill practice sessions which varies from presenter to presenter.

The mandated curriculum is based upon a substantial list of performance objectives which is contained in the document, *Performance Objectives For The POST Regular Basic Course*. As noted above, the performance objectives are grouped into

forty one Learning Domains according to topic. This RFP addresses only those six Learning Domains which have been designated for inclusion into the pilot project, however the complete performance objective document is included under Appendix C. (Additional information on those Learning Domains selected for the pilot workbook project can be found in Appendix D, *Student Workbook Specifications*)

The six Learning Domains which have been designated for inclusion into the Basic Course Student Workbook Pilot Project are:

- Learning Domain #1 History, Professionalism and Ethics
- Learning Domain #2 The Criminal Justice System
- Learning Domain #5 Introduction to Criminal Law
- Learning Domain #13 Alcoholic Beverage Control Law
- Learning Domain #30 Preliminary Investigation
- Learning Domain #32 Physical Fitness and Stress

C. Testing and Success Criteria

POST has mandated criteria for evaluating trainee mastery of the *Basic Course* performance objectives. Mastery of the performance objectives which are cognitive in nature is evaluated by the use of Knowledge Tests. These are paper-and-pencil tests, usually consisting of multiple-choice and true-false test items which are developed by POST and tracked through the computerized POSTRAC system. Mastery of the objectives requiring some exercise of judgement or manipulative skills is tested with the trainee demonstrating proficiency through Exercise Tests or Scenario Tests in the presence of an evaluator.

D. Trainee Definition

The California Penal Code identifies over 80 job classifications that hold the powers of a peace officer. Some individuals in these classifications exercise their peace officer powers every day and others rarely exercise peace officer powers at all. This large and diverse group of peace officers can be divided into four groups which are intended to benefit from the pilot student workbook project:

The first group consists of the state and local peace officers responsible for general law enforcement throughout the state. Examples include city police officers, county sheriffs, and members of the California Highway Patrol. This group meets the training mandate set forth in section 832 of the Penal Code through satisfactory completion of the *Regular Basic Course* as presented by one of the 36 academies

in the state. This is intended as the primary target group for the pilot student workbook program.

The second group of trainees requiring *Basic Course* training is also the most diverse in terms of peace officer classifications. This group has varying levels of peace officer powers as defined in the Penal Code. Examples of this group include state special investigators from agencies such as Department of Motor Vehicles, Alcoholic Beverage Control, Department of Health Services and Department of Consumer Affairs. These trainees receive their mandated training through the *POST Specialized Basic Course*, a 340 hour program presented at two locations in the state which incorporates selected performance objectives from the *Basic Course*. It is likely that the student workbooks would be incorporated into the *Specialized Basic Course*.

The third group of trainees requiring *Basic Course* are various specialized peace officers at the county level. This group includes county marshals and investigators from county agencies, such as district attorney investigators and coroner investigators. These trainees receive their mandated training through courses such as the *District Attorney Investigators Course* and the *Marshal's Basic Course*. Again, it is likely that certain student workbooks would be incorporated into these courses.

The fourth group of trainees consists of local law enforcement reserve officers. Reserve Officers are designated as either Level I, Level II or Level III Reserve Officers with their peace officer powers being dependent upon the level of Reserve Officer training they have received. Level I and Level II Reserve Officers attend the *POST Reserve Course* which is similar to, and which incorporates selected performance objectives from, the *Regular Basic Course*. The *Reserve Course* is a minimum of 214 hours and is presented at 60 locations throughout the state. It is likely that presenters of the Level I and Level II Reserve Officer training would incorporate the workbooks into their programs.

E. Problem Definition

During 1992, a *Basic Course Study* was initiated to identify strategies for improving the overall effectiveness of basic training. Among the specific issues contained in the report was a recommendation to convert certain *Basic Course Instructor Unit Guides* to student workbooks. The development of student workbooks was viewed as a means to:

- Reduce the amount of classroom time devoted to certain necessary subjects; and
- Resolve current problems associated with student testing which might be best measured by analysis of critical thinking, as opposed to response to a multiple choice question.

The original desire for reduced classroom hours for certain subjects was generated by the amount of material to be covered in the *Basic Course* in the limited time available. These time constraints become greater each year as legislatively mandated curricula is added to the course. The assumption of the *Basic Course Study* was that the use of student workbooks would reduce classroom hours, making hours available for new or more important subject matter. Further consideration of this assumption indicates that the use of student workbooks would likely reduce the amount of traditional lecture time in the classroom, but as part of an instructional system, would not necessarily reduce the total classroom time for the subject.

The *Basic Course Study* also concluded that certain areas which are currently tested through multiple choice test items could possibly be better evaluated through written responses which would test the student's critical thinking ability. Using the material on *Ethics* as an example, a properly constructed workbook could present ethical dilemmas which would require a narrative response from the student. Such a response, if reviewed by an instructor, could lend itself to an evaluation of the student's understanding of the material, the student's critical thinking and the student's general writing ability.

After analysis of the two original project goals and consideration of the input from the *Basic Course* presenters as to their needs, the *Basic Training Bureau* staff has recommended the following revised goals for the *Basic Course Student Workbook Project*:

- Improved student success as measured by improved Knowledge Domain scores and increased retention of subject matter.
- More effective use of classroom hours through better student preparation.
- Standardized presentation of subject matter by all *Basic Course* presenters.
- Improved testing methodology and enhanced evaluation of student performance.

- Creation of a living document through on-going review by experts and prompt distribution of updated materials.

In summary, there is a need to develop a series of *Basic Course* student workbooks, as part of an overall instructional system, that will:

- raise the level of competence of entry level California peace officers,
- reduce agency and officer liability through proper training,
- be used in individual study and instructor-led situations,
- reduce classroom time spent on traditional lectures,
- take advantage of the latest learning technology, and
- be reasonable in cost.

SECTION III - PROPOSAL REQUIREMENTS

This section describes the format, rules, and other requirements for submitting an acceptable proposal. Responses to the RFP will be evaluated based on the total proposal. If a contract is awarded, it will be awarded to a single vendor.

A. Basic Requirements

The proposal must meet the following minimum requirements in order to be evaluated by the evaluation committee:

- The proposal must supply all of the information required by this section in the prescribed format.
- The proposal must provide a solution which substantially conforms with the system proposed in Section IV.
- The proposal must be received on time. Any late proposal will not be considered.

B. Format

The proposal must be prepared in the following format:

1. Cover Letter

A cover letter must be prepared and signed in accordance with paragraph G.9.e. of this section.

2. Minority, Women, and Disabled Veteran Business Enterprise (M/W/DVBE) Participation Requirement

California State law requires that State contracts have participation goals of 15% for minority business enterprises (MBEs), 5% for women business enterprises (WBEs), and 3% for disabled veteran business enterprises (DVBEs).

Please read the requirements in Appendix A carefully. FAILURE TO COMPLY WITH THE REQUIREMENTS MAY CAUSE YOUR BID/PROPOSAL TO BE DEEMED NON-RESPONSIVE AND YOUR FIRM INELIGIBLE FOR AWARD OF THE PROPOSED CONTRACT.

3. Vision

Describe the project including its overall look and feel, how it addresses the Commission's goals, how it

will meet the audiences' needs, and how the content will be handled.

4. Development Process

Show by charts and narrative how the *Basic Course* student workbooks will be developed.

5. Proposed Solutions

Describe how you will address the student workbook requirements as outlined in Section IV.

6. Personnel

Identify the specialized skills provided to do the proposed work and the specific individuals who will do it. Include resumes of key management and operational personnel in an appendix. All resumes should be of persons actually scheduled to do the work. POST recognizes the volatile demands of the business environment and is somewhat flexible in this regard. Replacement of project personnel is allowed only with prior approval by POST.

The vendor's project manager must be assigned full time to this project.

7. Experience

Briefly describe your organization's experience in developing the following:

- a. Interactive student workbooks
- b. Programmed instruction materials
- c. Cognitive learning materials
- d. Peace officer training, if applicable

Include the type and size of the company or organization for which the course was developed. (The name, address, and phone of the appropriate contact for each project will be required before final selection is made.) Describe the project scope and the team working on the project, including the way the project was managed. Describe the graphics and art work which were used, indicating if they were done in-house or through a vendor.

8. Work Plan

Present a schedule for developing the proposed student workbooks and delivering the products enumerated in

Section IV. Identify important tasks and events in the instructional design process and detail the assumptions on which they are based.

9. Cost

Include assumptions on which the costs are based. Cost must be submitted in a separate sealed envelope clearly marked with the vendor's name and labeled "COST INFORMATION: CONFIDENTIAL." All vendor costs associated with this contract, including travel, are to be included in this envelope.

Bidders are expected to submit proposals that require the developer to assume all costs not covered by POST's contribution to workbook development. Costs would be for development of six highly interactive student workbooks. POST's contribution would be to pay non-vendor related costs for convening curricula consultants as needed and to supply certain equipment and props (See Section IV, paragraph G).

The work to be performed will be authorized on a fixed cost basis. Payments for work completed will be negotiated and tied to deliverables.

C. Key Action Dates

The times and dates by which various activities must be completed are shown below. Any needed changes will be accomplished by addendum.

<u>Action</u>	<u>Time</u>	<u>Date</u>
1. Release of RFP		July 28, 1994
2. Vendor's Conference	9:00 a.m.	August 15, 1994
3. Submission of Proposals	4:30 p.m.	October 17, 1994
4. Evaluation Meeting	9:00 a.m.	October 28, 1994
5. Oral Presentations	9:00 a.m.	November 14, 1994
6. Request for Contract Approval by POST Commission		November 17, 1994
7. Notification of Intent to Award Contract		November 22, 1994
8. Protest Period Expires	5:00 p.m.	November 29, 1994
9. Final Contract Document Prepared and Signed		December 12, 1994
10. Final State Approvals		January 16, 1995
11. Beginning of Contract Period		February 1, 1995
12. Delivery (Ready-for-Use Date)		August 1, 1995

D. Copies

Seven copies of the proposal and one copy of the cost estimate (in a separate, sealed envelope) must be submitted to the departmental official specified in paragraph E below by the submission time and date shown in paragraph C above.

E. Delivery of Proposals

Proposals must be delivered or mailed to Terri Johns, Commission on Peace Officer Standards and Training, 1601 Alhambra Boulevard, Sacramento, California 95816-7083. Proposals must be received prior to the time and date shown for submission of proposals in paragraph C above.

Envelopes must be marked "confidential" and "final bid for the *Basic Course Student Workbook Project RFP.*"

F. Evaluation Process

1. Receipt of Proposal

A record will be made of the time and date on which each proposal is received at POST.

2. Evaluation Committee

POST will select an evaluation committee. The committee will meet on the date specified in paragraph C above for the evaluation committee meeting.

3. Minimum Requirements

On the day of the evaluation committee meeting, the committee's first task will be to reject those proposals which do not satisfy the following criteria:

- a. Supplies all of the required information in the format prescribed in this section. If the proposal is incomplete or ambiguous, the committee may reject the proposal or ask the vendor to supply the missing information in a timely manner. If the proposal substantially deviates from the required format, it will be rejected.
- b. Provides a solution which substantially conforms to the requirements in Section IV. If not, the committee will reject the proposal.

- c. Provides evidence that key personnel who will manage and perform the work are appropriately qualified to do so. If not, the committee will reject the proposal.

4. Evaluation Factors and Weights

The committee's second task will be to evaluate the remaining proposals by assigning one to five points (one low, five high) to each of the evaluation factors described below.

- a. Vision

The vendor shows a clear understanding of the range of problems the workbooks will address, including their use for both individual student learning and as a basis for classroom instruction, the need for on-going updating of materials, and the potential use of the workbooks in other POST-certified courses. The proposal discusses, at a high level, the overall look and feel of the workbook and solutions to these design and delivery challenges. (15%)

- b. Development Process

The proposal describes in complete detail the essential steps to be taken in the development of the student workbooks (including analysis, design, development, implementation, and evaluation). (15%)

- c. Proposed Solutions

The proposal clearly addresses the key points in Section IV, and the vendor presents realistic, innovative, and effective solutions. (25%)

- d. Personnel

The proposal identifies personnel with the appropriate skills to manage and perform the work proposed. (10%)

- e. Experience

The vendor documents prior interactive student workbook or textbook development experience which demonstrates an ability to properly analyze and

develop law enforcement student workbooks and manage complex projects. (25%)

f. Work Plan

The proposal includes a thorough, workable plan that assures the on-time delivery and testing of all proposed products. (10%)

g. Cost

The total point value will be adjusted using the vendor cost proposals and formula outlined below in the paragraph, Cost Adjustment Formula.

5. **Tentative Score**

A tentative score will be computed for each proposal by multiplying the points assigned to each factor by the factor's percentage weight and summing across factors.

6. **Oral Presentation**

Based on the tentative scores, the evaluation committee will invite the **top four ranking vendors** to make oral presentations on the date shown for oral presentations in paragraph C, Key Action Dates in this section. The committee may affirm or modify the points assigned to the proposal based on the vendor's oral presentation.

7. **Final Score**

a. Cost Adjustment Formula

The total points assigned to a proposal by the evaluation committee following the oral presentation will be adjusted according to the following formula:

Adjusted TP = $TP - (.25 \times TP \times (C - LC)/LC)$
Where: TP = total points assigned by committee
C = the cost of the proposal being evaluated
LC = cost of lowest proposal

In the application of the above formula, certified small business bidders shall be granted a preference consisting of five percent of the cost component of the highest scored proposal submitted by another bidder who is not certified as a small business.

b. Highest Point Count

The proposal with the highest adjusted total point value (highest score) will be awarded the contract.

8. **Award of Contract**

Assuming that the proposal selected according to the process described above meets all other administrative requirements, the evaluation committee's recommendation will be submitted to the Commission on Peace Officer Standards and Training for its decision on the award of the contract, except that the State reserves the right to reject any or all proposals at any time.

G. **Rules**

1. **General**

This RFP, the evaluation process, and the award of any contract will be made in conformance with current competitive bidding procedures as they relate to the procurement of goods and services by public bodies in the State of California. A vendor's proposal is an irrevocable offer for 30 days following the scheduled date for contract award specified in this section. A vendor may extend the offer in writing in the event of a delay caused by a protest of the intended award.

2. **Errors in the RFP**

This RFP contains an explanation of the State's needs and the prescribed format and content of the proposal. It also refers to supplemental sources of information, including a model personal services contract, which are to be examined by the vendor preparing a proposal. If a vendor discovers any ambiguity, conflict, discrepancy, omission, or other error, the vendor must immediately notify the State of such error in writing and request clarification or modification of the RFP. Any such clarifications or modifications will be accomplished by addendum. Insofar as practicable, the State will furnish such addenda to other interested parties, but the State will not be held responsible therefore.

If a vendor fails to notify POST of an error in the RFP known to him/her prior to the date fixed for submission of proposals, he/she shall bid at his/her own risk. If he/she is awarded the contract, he/she shall not be

entitled to additional compensation or time by reason of the error or its later correction.

3. Examination of the RFP

The vendor should carefully examine the entire RFP, any addenda thereto, and any related materials or information referenced therein.

4. Questions Regarding the RFP

Vendors with questions regarding the RFP can call Everitt Johnson (916-227-4261), or in his absence, Jody Buna (916-227-4262).

Questions about the RFP relating to any proprietary aspects of a vendor's proposal will be treated as confidential.

If a vendor believes one or more RFP requirements are unfair or impose unnecessary constraints, the vendor may propose a less costly or alternate solution. POST will review the request and if accepted, distribute the change as an addendum to the RFP.

Written questions received at least three working days prior to the conference date will be answered at the conference. Sources of these questions will not be revealed.

A vendor's conference will be held at Commission on POST, 1601 Alhambra Blvd., Sacramento, California 95816, Training Room "D" on the date shown in paragraph C above.

Oral questions will be accepted during the conference and an attempt will be made to answer them during the conference. Responses to unanswered questions will be mailed to attendees.

Correspondence relating to the proposal (but not the proposal itself) should be delivered to Jody Buna, or mailed to him at POST, 1601 Alhambra Boulevard, Sacramento, California 95816.

5. Copyright Information

- a. POST will be the sole owner of the finished product including all copyrights.
- b. All materials delivered to POST by vendor shall be free of copyright infringements.

- c. Any future marketing arrangements will be negotiated under a separate contract.

6. Reasons for Not Submitting a Proposal

The State is interested to know a vendor's reasons for not submitting a proposal, including unreasonable requirements, unusual terms and conditions, the amount of the contract or any other factor affecting a vendor's decision not to submit a proposal. Reasons for not submitting a proposal may be provided orally or in writing. The State will examine the stated reasons for not submitting a proposal and may amend the RFP if it is in the State's best interest to do so. Vendors are encouraged to notify the State as soon as possible of factors that are negatively affecting their decision to submit a proposal.

7. Addenda

The State may modify the RFP prior to the date fixed for the submission of a proposal by issuance of an addendum to all parties who are participating in the process at the time the addendum is issued.

8. Confidentiality of Proposals

Final proposals are public upon opening. However, the contents of all proposals, correspondence, or other writings which disclose any aspect of a vendor's proposal will be held in confidence until notice of intent to award.

9. Submission of Proposal

a. Preparation

Proposals should provide a concise description of how the requirements of the RFP will be satisfied. Expensive bindings, colored displays, and promotional materials are not necessary.

b. Vendor's Costs

Costs for developing a proposal are the responsibility of the vendor and are not chargeable to the State of California.

c. Complete Proposals

Proposals must be complete in all respects and conform with the requirements set forth in the RFP.

10. Evaluation of Proposal and Award of Contract

a. Evaluation and Selection Process

i. General

Proposals will be evaluated according to the procedures contained in the evaluation section.

ii. Vendor Presentations and Evaluation Questions

During the evaluation and selection process, the State may request the top four scoring vendors to make oral presentations or to answer specific questions, orally or in writing. Oral presentations have been scheduled for the date shown in paragraph C of this section.

b. Award of Contract

Award of contract will be based on an evaluation of the factors enumerated in this section.

11. Contractual Information

a. Contract Form

The vendor must agree to enter into a contract substantially in accordance with the State's personal services contract. Vendors interested in submitting a proposal can obtain a copy of the model contract from the departmental official identified in paragraph G.4 of this section.

b. Protests

Before a protest is submitted, a vendor must make timely use of the procedures described in this section for resolving any disagreements between the State and the vendor. Protests must be mailed or delivered to Chief of Procurement, State Office of Procurement, 1823 14th Street, P.O. Box 1612, Sacramento, California 95807.

Protests must be received as promptly as possible but no later than the time and date specified in paragraph C of this section.

c. Disposition of Proposals

All materials submitted in response to this RFP will become the property of the State of California. The master copy shall be retained for official files and will become public record after the date and time specified in paragraph C for submission of proposals.

SECTION IV - STUDENT WORKBOOK REQUIREMENTS

A. Workbook Design

1. Course Objectives

The majority of the performance objectives for the Basic Course were developed several years ago. These objectives have been revised on an on-going basis to reflect changes in the law and changes in the emphasis of various topics. All of the Learning Domains are reviewed for update purposes at least every other year, with some being reviewed annually. These performance objectives will be the basis for the content of the student workbooks. (Appendix C lists the most current performance objectives for the Basic Course.)

It is envisioned that the workbooks will go beyond meeting the minimal requirements for the concept-level and information objectives by providing exercises that deal with the effects these concepts and information have on officers' actions on the job. In addition, some new higher-level objectives should be devised by combining two or more lower-level objectives to provide realistic job-related learning.

2. Workbook Content

Extensive research should not be required to develop the workbook content since most of the content for the course is well established. The currently recommended content for each performance objective is included in the *Instructor Unit Guide* for each Learning Domain. Content for new objectives and for areas where the law has changed may need to be developed. The *Instructor Unit Guides* for the six designated learning domains may be obtained from the contacts listed in Section III, paragraph G.4.

Appendix D, *Workbook Specifications*, includes an outline of the required topics to be included in each workbook.

3. Workbook Format

The student workbooks must facilitate learning by trainees through use of a text formatting procedure that distills and organizes instructional content. An example of one such procedure, the Organized Content Technique (OCT) (Wright, E. and Pyatte, J.A., *Educational Technology*, 1983) can be seen in the study booklets for the POST IVD course *Law Enforcement Driver*

Training, 1992. Copies may be obtained from the contacts listed in Section III, paragraph G.4.

4. **Critical Design Features**

There are several design features that must be included in the student workbooks.

- a. **Modularity** - At least some of the student workbooks are likely to be used in other courses in addition to the *Basic Course*. While a particular performance objective addressed in these other courses is the same as the objective in the *Basic Course*, the objective may be taught in a different sequence or within a different context. This means that each student workbook must be designed so that the workbook can be used independently from other segments of the *Basic Course*.
- b. **Learner Control** - Each student workbook must be designed so that the user has complete control. While a student using a workbook for the first time may be advised to work through lessons in a set order, the same student must be able to access any desired topic in any order when reviewing.
- c. **Feedback to Exercises** - Once a student has answered a question, the student must have feedback as to whether the response is correct or incorrect. The feedback must indicate what the correct answer should be.
- d. **Look and Feel** - The *Basic Course* is the first course many beginning peace officers take. It is important that these new peace officers have a positive attitude toward the content of the course as well as toward the interactive student workbooks. Therefore, the vendor must design the "look and feel" of the student workbook so that students will have a positive learning experience.
- e. **Ease of Update** - Changes in federal and state law, updated arrest techniques, or new firearms tactics frequently occur. Therefore, student workbooks produced for the *Basic Course* will incorporate design techniques that minimize the cost and effort required for modification.

5. Testing

Performance-oriented testing methodology must be designed to effectively determine the ability of individual trainees to meet the performance objectives of the *Basic Course*. POST has the responsibility of developing and delivering paper-and-pencil tests to certify the entry level peace officer's mastery of the *Basic Course* objectives. These paper-and-pencil tests are currently in place as part of the POSTRAC system.

However, various exercises and assessment tools will be developed by the vendor for inclusion in the student workbooks to assist the students in "pre-assessing" mastery of the objectives. The end-of-lesson assessments must adequately measure student progress against the training objectives. These practice exercises and end of lesson assessments might include professional and ethical dilemmas or other devices which will prompt narrative responses with the goal of either assessing the student's critical thinking ability and understanding of the concepts presented and/or reinforcement of the student's understanding.

6. Media Mix

The media mix will be designed to optimize the attainment of the performance objectives. The vendor will select the mix of graphics, photographs, sketches, charts, or other media best suited to presenting content related to each objective.

B. Interim Deliverables

There will be a total of 11 deliverables. Nine are interim and two are final deliverables. The contents of each interim deliverable are listed below:

1. Macro Design Report

The macro design report will include the following:

- a. Audience description
- b. Course goals and high-level objectives
- c. Enabling objectives derived through further analysis of high-level objectives
- d. Exercise strategy

- e. Proposed course organization and sequencing of objectives
- f. Outline of content for each objective
- g. Proposed general plan for use of media (i.e., graphics, photographs, sketches, charts, type size and style, etc.)

2. Detailed Design Report

This report will include the following:

- a. Detailed content for each objective
- b. Instructional and interactive strategies for presentation of content, examples and exercises
- c. Sample practice and exercise items
- d. Plan for ways media will be used
- e. Preliminary specification of POST resources required
- f. Preliminary standards document for workbook text and graphics
- g. Plan for developing any necessary support materials, such as an instructor guide or instructor video tape, including content outline
- h. Quality control plan
- i. Formative evaluation plan
- j. Plan for conducting validation and field tests

3. Prototype Workbook

The purpose of the prototype is to illustrate the elements of the design as described in the Detailed Design Report. The prototype should illustrate various features, such as the overall workbook and lesson structures, graphics to be used and the "look and feel" of the proposed workbooks. The prototype should, at a minimum, illustrate the following:

- a. Workbook components (modules, lessons, glossaries, references, exercises, student instructions)

- b. Lesson/unit components (objectives, main content points, demonstrations and examples, practice exercises and feedback)
- c. Range of graphics to be used (sample fonts, illustrations, graphics, photographs, sketches, charts, or other media)
- d. Testing and scoring approach, if appropriate

4. Draft Workbooks

A draft workbook will be prepared for the two designated Learning Domains. The draft workbooks will be reviewed by POST and by Subject Matter Experts for both content and style.

5. Draft Instructor Guide

The draft Instructor Guide shall be developed to assist instructors in the integration of the student workbooks into the classroom setting. Various ways for involving a group of learners in interacting with the workbook material shall be specified in the instructor guide. The draft will be reviewed by POST and by Subject Matter Experts.

6. Revised Workbooks

The draft workbooks will be revised based upon feedback from POST and the Subject Matter Experts. Approval of the revised workbooks will be necessary prior to validation and field testing.

7. Revised Instructor Guide

The Instructor Guide will be revised based upon feedback from POST and the Subject Matter Experts.

8. Validation Report

This written report will present the findings of the tryouts of the student workbooks with students in controlled settings. POST will provide the students. In addition, recommendations for revisions will be made based on results of the tryouts. (May be combined with Deliverable # 9)

9. Field Test Report

This written report will present the findings of the field testing, including recommendations for revisions.

C. Final Deliverables

1. Camera-Ready Masters

Camera-ready masters of each student workbook and of the Instructor Guide will be required.

2. Electronic Copies

Electronic copies of each student workbook and of the Instructor Guide (in WordPerfect for DOS, Version 5.1 or 6.0) will also be required. Graphics will also need to be supplied in the WordPerfect format, rather than in the format of the application in which they were created.

3. Packaged Student Workbooks and Instructor Guides

The vendor will deliver 125 packages of the final workbook project to POST. Each package will include the camera ready masters of each workbook and instructor guide, and electronic copies of each workbook and instructor guide (on 3 1/2-inch, high density 1.44MB diskettes).

D. Project Milestones

Subject to negotiation with the vendor, submission of the interim deliverables will constitute major milestones of the project. (See the section below, Suggested Project Tasks.)

E. POST/Vendor Relationship

There will be a member of the POST Basic Training Bureau overseeing all phases of the project. The vendor will submit bi-weekly project status reports to POST and during certain periods will be in daily contact with the Basic Training Bureau staff via telephone and fax.

F. Suggested Project Tasks

The project tasks below are intended as an example to assist the vendor in developing a work plan and to show the way in which POST should be involved. For details of the workbook development process, see Appendix E.

1. POST and vendor meet to review contract.
2. Vendor submits final contract performance plan.

3. POST reviews and approves contract performance plan.
4. Project kickoff meeting.
5. Submit Macro Design Report (Deliverable # 1).
6. Develop content for each objective.
7. Submit Detailed Design Report (Deliverable # 2).
8. POST reviews Detailed Design Report.
9. Submit prototype workbook print material based upon one Learning Domains (Deliverable # 3).
10. POST reviews prototype workbook print material.
11. Conduct formative evaluation of selected design elements and make necessary revisions.
12. Develop draft workbook print materials for each of the six designated Learning Domains, submitting them to POST for review (Deliverable # 4).
13. Submit draft Instructor Guide to POST for review (Deliverable # 5).
14. Submit draft workbooks and Instructor Guide to Subject Matter Experts for review.
15. Revise draft workbooks and Instructor Guide based upon Subject Matter Expert feedback.
16. Submit revised workbooks to POST for review (Deliverable # 6).
17. Submit revised Instructor Guide to POST for review (Deliverable # 7).
18. POST reviews each revised workbook to ensure that it is ready for validation.
19. Conduct validation according to the plan previously developed. May be combined with step # 21, field testing.
20. Submit written report of results of validation to POST (Deliverable # 8). May be combined with step # 22, report of field testing.
21. POST and vendor meet to determine way in which to make revisions.

22. Make revisions as required.
23. Conduct field tests of workbooks at selected sites according to the plan previously developed.
24. Submit written report of field testing (Deliverable No. 9).
25. Make revisions as required.
26. Submit final workbooks and Instructor Guide to Subject Matter Experts for review.
27. Deliver final workbooks and Instructor Guide to POST.
28. POST reviews final workbooks and Instructor Guide and gives approval for duplication of camera ready masters and electronic copies.
29. Vendor has 125 copies of the camera ready masters and electronic copies duplicated and packaged; submits these to POST.

G. Resources from POST

1. Curricula Consultants

The vendor will work with curricula consultants, or subject matter experts, to develop examples, exercises and content for new objectives. These consultants will also be available for reviewing draft workbooks prior to pilot testing.

POST is prepared to underwrite the consultants' travel and per diem costs as often as needed.

2. Equipment and Props

POST will provide uniforms, law enforcement vehicles, and other law enforcement equipment required for any necessary photographs or other visual aids.

BASIC COURSE STUDENT WORKBOOK PROJECT

**LEARNING DOMAIN # 2
CRIMINAL JUSTICE SYSTEM**

I. SUMMARY

This learning domain provides an overview of the criminal justice system in California, including the various components of the criminal justice system and their goals, functions and interrelationships. The student is also presented with the structure of the California court system, the criminal complaint process and the functions of the probation and parole systems. The content includes rights which are protected by the U.S. Constitution.

The subject matter of this learning domain is primarily of a cognitive nature and will ultimately be tested by a POST-constructed written test. There are currently no required learning exercises or scenarios.

II. RECOMMENDATIONS**A. Intended Use**

This workbook should be considered as the primary medium for the presentation of this learning domain. It should be designed to be used for either pre-academy reading or independent study. Where appropriate, as outlined under Classroom Integration, classroom lecture and discussion should then be used to enhance and emphasize critical material presented in the workbook. The overall effect of the workbook, if used to prepare for classroom sessions, should be to significantly reduce the classroom lecture time expended on this learning domain.

B. Workbook Design

This workbook should be interactive, possibly incorporating pre-tests, organized content pages and examples, followed by exercises which prompt narrative responses by the student. These exercises should reinforce the student's learning of the material which will be subsequently tested by the POST-constructed test. Visual aids, such as graphics, diagrams and charts, should be included where appropriate.

C. Classroom Integration

Most of the performance objectives contained in this learning domain should be able to be adequately covered by the workbook alone, with either minimal or no classroom discussion, except where necessary to clarify

the criminal complaint process and to emphasize the importance of the preservation of constitutional rights.

The workbook should serve as the foundation for classroom discussion on the concept of constitutional rights and should include the presentation of discussion scenarios related to constitutional rights.

D. Workbook Scoring

This material should be adequately tested through the POST-constructed written test, therefore the workbook need not be "instructor scored". It is recommended that this workbook be scored by the exchange of workbooks with fellow students during classroom discussion. The workbook should prompt responses which will help to reinforce the student's understanding of the *California criminal justice system*, the *California court system* and the *criminal compliant process*, and the concepts of probation, parole, and constitutional rights.

III. INSTRUCTIONAL GOALS

The *Criminal Justice System* workbook, in conjunction with classroom discussion, should provide the law enforcement student with:

- A. An understanding of the components of the criminal justice system, their functions and how they interrelate; and
- B. Knowledge of the civil rights protected by the United States Constitution, especially those rights that may be compromised by the inappropriate actions of law enforcement officers.

IV. REQUIRED TOPICS

The following topics shall be covered:

- A. The components of the criminal justice system including goals, functions, staffing and interrelationships;
- B. Organization of the state court system;
- C. Steps involved in processing criminal complaints;
- D. Probation and parole;
- E. Constitutionally protected rights.

V. STUDENT PERFORMANCE OBJECTIVES

- A. Given one of the components of the criminal justice system (i.e., law enforcement, corrections or the courts), the student will identify which of the following positions belong to that component.
- Judge
 - Prosecuting Attorney
 - Defense Attorney
 - Probation Officer
 - Parole Officer
 - Correctional Officer
 - Police Officer
 - Deputy Sheriff
 - Office of Victim/Witness Services Personnel
 - State Traffic Officer
- B. The student will identify the following major goals of the criminal justice system:
- Guaranteeing due process
 - Crime prevention
 - Protection of life and property
 - Apprehension of offenders
 - Enforcement of law
 - Equal justice
 - Assure victim's rights
- C. The student will identify the primary law enforcement functions of the following federal and state agencies.
- California Highway Patrol (CHP)
 - Department of Motor Vehicles (DMV)
 - California Department of Justice, Division of Law Enforcement
 - Federal Bureau of Investigation (FBI)
 - Postal Service
 - Drug Enforcement Administration (DEA)
 - Secret Service
 - Immigration Service
 - Alcohol, Tobacco, and Firearms Division of Treasury Department
 - Military Police
 - U.S. Marshal Office
- D. The student will identify the primary responsibilities of the following California courts as they relate to criminal cases.

Trial Courts

- The justice courts have original trial jurisdiction over misdemeanors and infractions. They conduct arraignments and preliminary hearings in felony

cases, and they serve judicial districts of less than 40,000 people.

- The **municipal courts** also have original trial jurisdiction over misdemeanors and infractions, and they conduct arraignments and preliminary hearings in felony cases. However, municipal courts serve judicial districts of 40,000 people or more.
- The **superior courts** have unlimited trial jurisdiction over all cases except those assigned by statute to the municipal and justice courts. They try all felony cases, have exclusive jurisdiction over juvenile delinquency and child neglect cases, and hear appeals from the justice and municipal courts. There is a superior court in each of California's 58 counties.

Appellate Courts

- The **courts of appeal** have appellate jurisdiction over all cases appealed from the superior courts except in death penalty cases
- The **State Supreme court** has statewide appellate authority. It has discretionary appellate jurisdiction to hear cases pending or decided by the courts of appeal and must hear direct appeals from the superior courts in death penalty cases. They must also resolve conflicting opinions between courts of appeal. Death penalty appeals to the supreme court are called "automatic" appeals

E. Given a definition of one of the following terms, the student will identify the term which matches the definition.

- **Arraignment:** A legal procedure whereby a court informs defendants of the charges against them, ascertains whether defendants are the persons wanted, advises defendants of their legal rights, and asks for their pleas
- **Bail:** A security deposited with a competent court or magistrate that assures that the accused will appear for trial when summoned
- **Indictment:** A formal charge of a crime based on legal testimony of witnesses and the concurring judgment of the grand jury. If approved by the grand jury, it is presented to the court as a "true bill"
- **Preliminary hearing:** The hearing by a judge to determine whether a person charged with a crime

should be bound over for trial

- **Trial:** A judicial examination and determination of the issues between the parties to an action, whether they be issues of law or of fact

F. Given a direct question, the student will identify the following similarities and differences between parole and probation.

- A primary role of parole and probation is to protect the community from the future criminal acts of people who have been convicted of a crime
- Parole officers and probation officers are peace officers and may be armed
- **Parole** is a reduction in the parolee's sentence (after he/she has served time in state prison), while **probation** is a suspension of the probationer's incarceration (before he/she has served time)
- The Parole Division is a 24-hour-a-day operation and a parolee's status can be checked at any time, while the availability of information about probationer's during nonbusiness hours varies from county to county
- The conditions of parole are imposed by an administrative body, either the Department of Corrections or the Community Release Board, while the conditions of probation are imposed by the court in the county where the offense occurred
- In contrast to parole, there are two types of probation:

summary probation - an unsupervised probation period where the rules and conditions are determined by the imposing judge, and

formal probation - a supervised probation period with a formalized set of rules and conditions under which the probationer is compelled to comply

G. The student will identify the following rights protected by the U.S. Constitution.

- Freedom of religion
- Freedom of speech
- Freedom of the press
- Freedom of assembly

- Right to petition the government for a redress of grievances
- Freedom from unreasonable searches and seizures
- Right to be told of charges when arrested
- Freedom from being tried twice for the same crime
- Freedom from self-incrimination
- Right to due process before being deprived of life, liberty, or property
- Right to a speedy trial
- Right to a public trial by an impartial jury
- Right to confront witnesses
- Right to subpoena witnesses
- Right to counsel
- Freedom from excessive bail
- Freedom from cruel and unusual punishments
- Right to equal protection of the laws

BASIC COURSE STUDENT WORKBOOK PROJECT

**LEARNING DOMAIN # 32
PHYSICAL FITNESS & OFFICER STRESS**

I. SUMMARY

This learning domain is intended to provide the student with an understanding of **stress**, as it relates to law enforcement officers, and of how **physical fitness** can help to prevent stress related ailments. The subject matter includes *recognizing and reducing stress, common law enforcement physical and behavioral problems, the effects of drug use including alcohol and tobacco, disease prevention and physical conditioning principles.*

The subject matter of this workbook is primarily a combination of cognitive information and psychomotor skills. However, it is also affective as it is intended to impact the student's attitudes, beliefs and values as they relate physical fitness and healthy lifestyles. The material will ultimately be tested by a POST-constructed written test and by a POST-developed, or approved, physical abilities test.

II. RECOMMENDATIONS**A. Intended Use:**

The workbook should be the primary medium for the presentation of the cognitive portion of this learning domain. It should be designed to be used for either pre-academy reading or independent study. Only minimal classroom discussion should be necessary to emphasize critical material. The overall effect of the workbook should be to eliminate the need for classroom lecture time and allow for more "hands on" practice sessions.

B. Workbook Design:

This workbook should be interactive, possibly incorporating pre-tests, content pages and examples, followed by exercises which prompt narrative responses by the student. These exercises should reinforce the student's learning of the material which will be subsequently tested by the POST-constructed tests.

Visual aids, such as graphics, diagrams and charts, should be included where appropriate. Devices such as exercise logs or fitness logs might be particularly useful for measuring the student's progress toward

fitness goals. Illustrations of stretching exercises or similar illustrations would also be useful.

The workbook should prompt narrative responses which will help to reinforce the student's understanding of the common physical and behavioral problems faced by law enforcement officers, the relationship between stress and physical fitness and the benefits of a healthy lifestyle.

C. Classroom Integration:

The presentation of the cognitive portion of this learning domain should be primarily through the workbook, with either minimal or no classroom discussion. The skill portion of this learning domain will require "hands on" training and repetitive practice sessions throughout the academy program. The workbook should also serve as a resource for a review of the cognitive material by the student following the classroom sessions.

D. Workbook Scoring:

Since the workbook is intended primarily as a resource for the student to measure progress toward individual fitness goals and to review the material, the workbook need not be "instructor scored". However, the student's personal review of the workbook contents should be encouraged to provide for the most benefit to the student.

III. INSTRUCTIONAL GOALS

The *Physical Fitness & Officer Stress* workbook, in conjunction with classroom lectures and exercises, should provide the law enforcement student with:

- A. An understanding of the physical and behavioral ailments for which law enforcement officers may be at high risk;
- B. Knowledge of techniques for preventing common ailments including heart disease, stomach ulcers, and low-back injuries;
- C. The ability to recognize the symptoms of stress to make use of stress reduction techniques;
- D. Knowledge of techniques for managing body composition including diet and exercise;
- E. Knowledge of physical conditioning principles;
- F. An appreciation for a healthy life style including a regular program of physical exercise;

- G. The ability to perform the physically demanding tasks required of a law enforcement officer.

IV. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and reducing stress
- B. Physical and behavioral problems common to law enforcement officers
- C. The effects of drug use including alcohol and tobacco
- D. Disease prevention
- E. Body composition management - Diet and exercise
- F. Physical conditioning principles

V. STUDENT PERFORMANCE OBJECTIVES

- A. The student will identify the following techniques for combating the cumulative effects of stress:
 - Exercise
 - Diet
 - Change activity
 - Recreation
 - Flight (escape)
 - Prioritize work hours
 - Religious activity
 - Professional counseling
- B. The student will identify the following primary physical disablers of law enforcement officers:
 - Cardiovascular problems
 - Low back injury
 - Peptic ulcers
- C. The student will identify the following short-term effects of alcohol:
 - Intoxication

- Impairment of physical exertion
- D. The student will identify the following long-term effects of alcohol:
- Addiction
 - Chronic degenerative diseases, including cirrhosis of the liver, damage to the nervous system, and arteriosclerosis.
- E. The student will identify the following short-term physiological effects of tobacco use:
- Constriction of arteries
 - Changes in blood chemistry
- F. The student will identify the following long-term physiological effects of tobacco use:
- Addiction
 - Cardiovascular disease
 - Respiratory disease
 - Cancer
- G. The student will identify the following substances in addition to alcohol and tobacco which have the potential for abuse:
- Caffeine
 - Prescription drugs
 - Non-prescription drugs
 - Illegal drugs
- H. The student will identify the following elements of a program for preventing cardiovascular disease:
- Aerobic exercise
 - Weight control
 - Nutrition
 - Smoking cessation
 - Stress management

- I. The student will identify the following elements of a program directed to the prevention of stomach ulcers.
- Stress management
 - Nutrition
 - Aerobic exercise
- J. The student will identify the general effect the following basic food constituents have on body composition:
- Proteins
 - Carbohydrates
 - Fats
- K. The student will identify commonly eaten foods that are either high or low in:
- Proteins
 - Carbohydrates
 - Fats
- L. The student will identify the following principles of proper body composition management:
- Percent body fat
 - Nutrition
 - Physical activity
- M. The student will identify methods of self-evaluating personal fitness levels in the following areas:
- Cardiovascular fitness
 - Flexibility
 - Muscular strength
 - Muscular endurance
 - Body composition
- N. Given a direct question, the student will identify activities for each of the following elements of a personal physical fitness program that can be performed by an officer while off duty.

- Cardiovascular
 - Muscular strength
 - Flexibility
 - Muscular endurance
- O. The student will identify the following basic principles of conditioning:
- Progression
 - Specificity
 - Frequency
 - Overload
 - Duration
- P. The student will identify the following components of an exercise session:
- Warm-up
 - Conditioning period
 - Cool-down
- Q. The student will participate in the job-related program described in the POST Basic Academy Physical Conditioning Manual and will demonstrate acceptable physical readiness by successfully completing one of the following tests at the conclusion of the physical conditioning program-86)
- The POST job-related work sample test battery
 - A POST-approved job-related test

Training Center (SDRTC). Based on the success of the pilots, the Commission authorized the Executive Director to contract with SDRTC for four additional sessions which were delivered throughout the remainder of the 1993/94 fiscal year. Evaluations of these programs have remained consistently high.

The cultural diversity instructor program is a week long intensive experience which consists of 44 hours of instruction, several evening sessions, and a significant amount of pre-course reading. Participants gain an understanding of the general elements of culture, current and emerging cultural issues, backgrounds of prejudice and discrimination, and related historical perspectives. Trainees are also accorded the opportunity to refine their group facilitation skills, improve presentation techniques, and develop a team-teaching approach. Because of its intensive nature, enrollment has been limited. Approximately 100 students have participated in this training to date.

ANALYSIS

Since the cultural diversity training block was originally added to the Basic Course, the following issues have emerged which support a need to enhance and continue instructor training:

1. Penal Code Section 13519.6 was modified to require additional instruction in the Basic Course relative to hate crimes. Commissioners previously approved incorporating this training into Learning Domain #42 at their April 1994 meeting to be effective for Basic Course presentations beginning on or after June 1, 1994.
2. Penal Code Section 13519.7 was added to require instruction in the Basic Course relative to sexual harassment. Similarly, Commissioners approved incorporating this training mandate into Learning Domain #42 at the same time and with the same effective date.
3. Although cultural diversity training is not mandatory for in-service officers, it is one of the most critical and frequently expressed statewide training needs. Numerous requests have been received seeking permission for non-Basic course trainers to attend the instructor course.
4. Although law enforcement agencies throughout the state have been routinely utilizing Basic Academy instructors to present cultural diversity training to in-service officers, the number of available instructors is insufficient to effectively address this need.

The need for additional instructors is also influenced by the following:

- a. Cultural diversity training takes upwards of 24 hours to effectively present. Because this type of training takes so much time, it takes more instructors to deliver it.
- b. Class size must be limited due to the experiential nature of the instruction.
- c. Team-teaching has proven the most effective delivery strategy and this further taxes available instructional resources.
- d. Continued instructor development training opportunities are necessary to offset normal attrition of instructors precipitated by promotion and reassignment.

Cultural diversity training is inherently dynamic and is increasingly complex. The ability of a peace officer to effectively interact with cultural groups is of obvious concern to the legislature, the public, and to law enforcement agencies as well. Quality training of instructors however, is an expensive proposition which must be managed in a cost-effective manner.

Meeting the prevailing training needs

Two major training needs exist at this time:

1. To provide additional instruction to incumbent instructors regarding hate crimes and sexual harassment, since this material was developed after their initial training experience; and
2. To expand the cadre of instructors to meet the continuing basic course training need as well as pressing in-service training need.

In an effort to meet these training needs staff has updated the content of the existing instructor development course to include instruction related to hate crimes and sexual harassment. An outline of this program is incorporated as Attachment A.

Additionally, staff has developed a two day update program for instructors who previously attended a cultural diversity trainers course which did not address the hate crimes or sexual harassment training mandates. An outline of this program is incorporated as Attachment B.

It is further proposed that the cadre of basic course Instructors be expanded to address the statewide in-service need, rather than opening the course up to the general law enforcement population. This is recommended for several reasons:

1. Academies are already organized to draw instructor resources from a cross-section of the agencies representing their service area. The majority have formal regional advisory bodies in place.
2. Academies have the capability of pre-screening instructor candidates to determine if they possess the fundamental skills necessary to effectively deliver this type of instruction.
3. New instructors can be more readily mentored by veteran instructors while gaining experience.
4. Academies are strategically located throughout the state and are already organized to meet regional training needs by consolidating available local resources.
5. POST can more readily distribute information and monitor program quality through the existing Basic Course Consortium.

It is proposed that the San Diego Regional Training Center (SDRTC) provide this training under contract. SDRTC has been instrumental in supporting the delivery of the current cultural diversity instructor program as well as other POST programs involving experientially-based instruction.

It is proposed that SDRTC present four additional presentations of the 44-hour Basic Course Cultural Diversity Instructor Training Program at a total contract cost of \$41,200 (\$10,300 per session). Although this figure is slightly higher than the cost per presentation last year, this amount now includes meeting room rental and other expenses previously paid directly by POST.

Additionally, it is proposed that SDRTC present three two-day cultural diversity instructor update workshops at a contract cost of \$12,600 (\$4200 per session).

RECOMMENDATION

Authorize the Executive Director to contract with the San Diego Regional Training Center to provide four presentations of the Basic Course Cultural Diversity Instructor Training Program and three Basic Course Cultural Diversity Instructor Update Workshops during fiscal year 1994/95 for a cost not to exceed \$53,800.

**POST BASIC ACADEMY CULTURAL AWARENESS - TRAINING FOR TRAINERS
COURSE SUMMARY (REVISED)**

<u>Subject Matter</u>	<u>Activity</u>	<u>Time</u>	<u>Materials</u>	<u>Instructor</u>
DAY ONE				
Opening by Chief of Police	Presentation	1/2 hr		
Housekeeping Introductions Purpose/Process			Biographies Assumptions Bingo	Tucker
Self Assessment/Role v/v skills and attitude/ awareness	Lecture, discussion, instruments, small groups	3 hrs	Criteria for selection Life Assmnt I Promnt People Grote Div Profile	Tucker
Learning Contracts - Link to self Assessment		1 hr	Guidelines Form	Tucker
Basic Academy Curriculum Orientation ● Hate Crime addition ● Sexual Harassment addition	Lecture/discussion	1 & 1/2 hrs	Unit Guide 42 Cult Aw Telecrse "Boys/Hood" video	J. Tarver
Culture and subculture	Lecture/discussion	1 & 1/2 hrs	Bibliography	J. Tarver
Prejudice and Discrimination	Small groups/ report out	2 & 1/2 hrs	NPR Commntry	J. Tarver Tucker M. Tarver ?

<u>Subject Matter</u>	<u>Activity</u>	<u>Time</u>	<u>Materials</u>	<u>Instructor</u>
DAY TWO				
Adult Education ● Learning Styles ● Experiential Learning (Kolb) ● Student Presentation on Pre-course readings-connect to local new event/issue/dept. and why need for cultural awareness training	Lecture/discussion	4 hrs	Learning Theories Maslow Info Proc Model Cyclical Proc Instr Des Princ Instr Strategies Learning Style? L. Style Results Anger Scale	M. Tarver
Instructional Design ● Assign 2 person work teams to prepare 10 minute presentation of Basic Academy curriculum around 5 selected topics		4 hrs incl. 1 hr prep		M. Tarver Tucker J. Tarver
Contemporary Issues		2 & 1/2 hrs (evening)		J. Tarver Tucker
DAY THREE				
Team Presentations of Basic Academy Curriculum	10 minute presentation followed by instructor-led feedback and learning; allow total 20 minutes each. Break w/energizers such as videos, Diversity Bingo, Values Exercise, etc.	7 hrs		J. Tarver M. Tarver
Video Scenarios		1 & 1/2 hrs as available	Cultural Awareness Telecourse, Sexual Harassment telecourse tape	J. Tarver
Learning Groups		1 hrs	Hate Crime telecourse tape	J. Tarver

<u>Subject Matter</u>	<u>Activity</u>	<u>Time</u>	<u>Materials</u>	<u>Instructor</u>
DAY FOUR				
Group Facilitation Skills		4 hrs	Styles Inv	H. Martin
• Theory and Technique	Lecture		Poss Conflicts	C. Martin
• Assign 2 or 3 person teams to prepare group facilitation exercise around 6 selected topics		1 hr	Stages Change Trns State Char Resistance Mngng Resis Res Div Issus Org Reactions Stages Group Dev Johari Window Adult Learning Model Anger Cycle Feedback Guidelines Silence article	H. Martin
Student-led group exercises based upon Basic Academy curriculum	20 min. exercises followed by instructor-led feedback/learning; allow total 90 minutes each	3 hrs		H. Martin
Staff assessment of students	Meeting; review student contracts	2 hrs (evening) dinner plus 1 hour meeting with individual students		All

<u>Subject Matter</u>	<u>Activity</u>	<u>Time</u>	<u>Materials</u>	<u>Instructor</u>
DAY FIVE				
Student-led group exercises (continued)		4 hrs		H. Martin
Individual student assessments/ review of learning contracts	Instructor to student feedback and coaching; reconcile learning contracts	1 hr	H. Martin	J. Tarver Tucker C. Martin
Learnings Summary and Conclusions		1 hr		J. Tarver
Closing				
Graduation				
<ul style="list-style-type: none"> ● networking roster ● course evaluation 			Certificates Roster Evaluations	

**POST CULTURAL AWARENESS
INSTRUCTOR'S UPDATE**

<u>Subject Matter</u>	<u>Activity</u>	<u>Time</u>	<u>Materials</u>	<u>Instructor</u>
DAY ONE				
Introductions/Purpose	Exercise (interactive)	1 hr		
Survey of experience with Unit Guide #42 ● Basic Academy ● In-Service	small groups reporting out to whole group	2 hrs	Unit Guide #42	
Revisions to Unit Guide #42 ● Hate Crimes ● Sexual Harassment	Presentation/ Discussion	1 hr		
Review Instructional Design	Small/large group discussion	1 hr	Instruc Des Principles Instruc Strategies	
Self Assessments	Individual work/ discussion	1 1/2 hrs		
Determine Teams for Presentation		1/2 hr		
DAY ONE EVENING				
Preparation of Team Presentations	Small group with coaching by instructors	2 hrs		
DAY TWO				
Team Demonstrations of Curriculum	10 minute presentations with instructor-led feedback	4 hrs		
Learning Groups		1 hr		
Closing and Evaluation		1/2 hr		

2. Reformat the course into Learning Domains to maintain consistency with the Basic Course format adopted by the Commission. Replace the existing Functional Areas with the new Learning Domains.
3. Develop a Training Specifications document requiring instructional goals, topics, tests, and learning activities using the content of the Regular Basic Course and an analysis of the functions of state investigator's position as a model. Replace the existing Performance Objectives with the new Training Specifications.
4. Increase the minimum hours from 340 to 364 and make the 64-hour, P.C. 832 Laws of Arrest and Firearms Course a prerequisite for entry into the Specialized Basic Investigators Course.

An analysis of the existing curricula concluded that relevant Basic Course curriculum needed to be incorporated to the course and new instruction developed that focused on the job functions performed by state specialized peace officers.

This report concurs with the recommendations of the committee and proposes to amend Commission Procedure D-1-6 to eliminate the functional area and performance objective curricula format and adopt the learning domain format. It also proposes that the Commission adopt the document, *Training Specifications for Specialized Investigators' Basic Course*, for incorporation by reference into Regulation 1005 (a)(4). Major changes to the training requirements for state specialized peace officers include:

LEARNING DOMAINS

The committee developed Learning Domains that updated the course content to reflect emerging training issues and recent legislative mandates that have become a part of the Basic Course. Training in Tactical Communication, Cultural Diversity, Sexual Harassment, Liability/Risk Reduction, Persons with Disabilities, Health Maintenance, Use of Force, and Victim Assistance was incorporated into the curricula. Instruction from the POST Institute of Criminal Investigation in Case management and the Role of the Investigator was added to the course to focus on the needs of this group of peace officers.

Proposed Learning Domains and number of hours are:

<u>L/D</u>	<u>TOPIC</u>	<u>RECOMMENDED HOURS</u>	
1.0	Ethics, Professionalism, and Career Orientation	16	Hours
2.0	Cultural Diversity/Discrimination	24	Hours
3.0	General Law	24	Hours
4.0	Search and Seizure Issues	24	Hours
5.0	Investigative Techniques	34	Hours
6.0	Identification, Collection, and Preservation of Physical Evidence	12	Hours
7.0	Investigative Report Writing	32	Hours
8.0	Use of Force	8	Hours
9.0	Firearms/Chemical Agents	44	Hours
10.0	Field Procedures	48	Hours
11.0	Fitness and Arrest Methods	60	Hours
12.0	First Aid and CPR	21	Hours
13.0	Persons with Disabilities	6	Hours
	Examinations	11	Hours
	TOTAL	<u>364</u>	Hours

These domains concentrated on the knowledge, skill, abilities, and tasks required by the investigators. Based on the instructional goals and required topics covered within each Learning Domain, the committee recalculated and established the hours needed to effectively present the required material. The intent of the committee was to allow instructors enough time to use adult learning strategies and methodologies in their course presentations.

The Commission currently requires a minimum of 340 hours of instruction in the current Specialized Basic Investigators Course. The committees' recommendation of 364 hours is an attempt to match the current hours required by the Regular Basic Course especially in critical task areas. To eliminate redundant training, the committee further recommended that the P.C. 832 Laws of Arrest and Firearms Course be a prerequisite to completion of this course. According to the course presenters, the majority of the people entering the Specialized Basic Investigators Course have already completed 832 P.C. training. The Commission's goal of equal training between the Basic Course and Specialized Basic Investigators Course is accomplished by combining the training hours received in 832 P.C. Course and the minimum required training hours in the SBIC. There is an 88 hour net addition to the SBIC if this recommendation is approved.

TRAINING SPECIFICATIONS

Each Learning Domain includes instructional goals, required topics, minimum hours, test requirements and learning activities. Training specifications, as in the Regular Basic Course, were intentionally designed to eliminate the need for frequent modification. Necessary changes in the curriculum can be effected through an instructor guide that will be developed. If the Commission approves, the training specifications would be contained in a new document, *Training Specifications for the POST Specialized Investigators' Basic Course* (See Attachment A).

LEARNING ACTIVITIES

Learning Activities are designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis. Learning activities were proposed in domains that require the student to demonstrate skill as well as knowledge. Investigative Techniques is an example where a learning activity is required in the Training Specifications.

SUMMARY

The changes proposed in this report represent the collective thought of trainers and managers and are consistent with POST Regular Basic Course. The revised course should substantially improve the preparedness of state specialized peace officers to assume their important duties. Executives of the agencies served by the Specialized Basic Investigators Course were invited to attend a briefing on March 24, 1994 of the proposed course changes. The attending executives were supportive of the direction that staff was pursuing and offered feedback that was incorporated into the specification document. They felt the additional training was justified considering the increased responsibilities of their personnel.

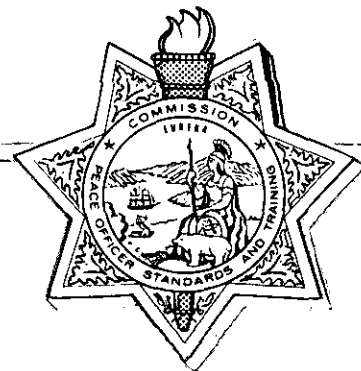
The impact of the proposed changes are substantial, particularly with respect to increased training hours. Because of this significant impact, it is suggested that public input be sought at a public hearing before changes are acted upon.

RECOMMENDATION

Approve the setting of a public hearing date for November 17, 1994 Commission meeting to receive testimony concerning the proposed changes to Regulation 1005 (a) (4) and Commission Procedure D-1-6.

DRAFT

**TRAINING SPECIFICATIONS
FOR THE
SPECIALIZED INVESTIGATORS'
BASIC COURSE**



POST COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING

STATE OF CALIFORNIA

FOREWORD

The increasing complexity of the Specialized Investigator's job and the advance of investigative technology require that instructional content and teaching methodologies in the Specialized Investigator's Basic Course be routinely updated. Effective initial training is crucial if a Specialized Investigator is to acquire the requisite knowledge, skills, and abilities to provide quality service to the public.

The objective of this document is to identify the instructional goals, required training topics, learning activities, tests and instructional hour standards that comprise the required content of the Specialized Investigator's Basic Course.

We sincerely appreciate the efforts and support of the subject matter experts, instructors, training managers and program coordinators who cooperated with POST in the development and refinement of these training specifications. We also wish to extend our gratitude to the law enforcement agencies and community colleges who allowed the participation of their personnel and instructors in this endeavor.

Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

NORMAN C. BOEHM
Executive Director

SPECIALIZED INVESTIGATOR BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #1
ETHICS, PROFESSIONALISM AND CAREER ORIENTATION

January 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on **Ethics, Professionalism and Career Orientation** are to provide students with:

- A. an understanding of the role, responsibilities, and job functions of a Specialized Investigator;
- B. an understanding of the concept of jurisdictional authority;
- C. an understanding of how professionalism, ethics, and moral standards relate to the pursuit of a law enforcement career;
- D. an understanding of the responsibility to intervene when the behavior of a fellow peace officer is unethical or unlawful; and
- E. an understanding of the *Law Enforcement Code of Ethics* and the *Code of Professional Conduct and Responsibilities for Peace Officers*.

II. REQUIRED TOPICS

- A. Historical development of the investigative function
- B. General duties, responsibilities, and jurisdictional authorities of a Specialized Investigator
- C. The job functions, roles, and career influences of the Specialized Investigator, including proper off-duty conduct
- D. Attributes of a effective investigator to include:
 - 1. Organizational ability
 - 2. Open mindedness
 - 3. Ability to cope with stress

4. Flexibility
 5. Communications skill
 6. Cognitive perception
- E. How professionalism, ethics, and moral standards relate to a law enforcement career
 - F. Positive organizational intervention techniques when confronted with unethical or criminal behavior on the part of fellow employees
 - G. Peace Officer Bill of rights
 - H. Legal and ethical responsibilities regarding the acceptance and investigation of citizen complaints

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion concerning jurisdictional authorities related to a series of hypothetical investigations.
- B. Participation in a facilitated discussion regarding the actions which are appropriate in a variety of simulated job-related ethical dilemmas.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on Ethics, Professionalism and Career Orientation.

VI. ORINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #2 CULTURAL DIVERSITY/DISCRIMINATION

January 1, 1995

I. INSTRUCTIONAL GOALS

CULTURAL DIVERSITY: The goals of **Cultural Diversity** training are to provide the student with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the benefits of valuing diversity both within a law enforcement organization and within the community it serves;
- D. information concerning the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts;
- E. an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups;
- F. an understanding of the difference between cultural stereotyping and law enforcement profiling;
- G. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups;
and
- H. an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural groups. Content is intended to compliment locally-developed training which specifically addresses the history, customs, religious conventions, or core

values of cultural groups within the community served.

SEXUAL HARASSMENT: The goals of **Sexual Harassment** training are to provide the student with:

- A. an understanding of the nature and historical perspectives associated with sexual harassment
- B. knowledge of state and federal laws which define sexual harassment;
- C. an understanding of behaviors which constitute sexual harassment;
- D. an understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and if necessary, how to initiate a sexual harassment complaint;
- E. and, an understanding of the state mandated sexual harassment complaint process guidelines, legal remedies available, and protection from retaliation against complainants of sexual harassment.

HATE CRIMES: The goals of **Hate Crimes** training are to provide the student with:

- A. knowledge of laws which define a hate crime;
- B. an understanding of the indicators of hate crimes;
- C. knowledge of the legal rights of, and remedies available to, victims of hate crimes;
- D. an understanding of the impact of hate crimes on victims, victim's families and the community; and
- E. an understanding of elements which comprise an effective law enforcement response to a hate crime;

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future

- D. Professional, personal, and organizational benefits of valuing cultural diversity
- E. Historical evolution of human rights in the United States
- F. Definitions of prejudice and discrimination, and the difference between the two
- G. Examples of recent local, regional, national, and international events impacting the attitudes of cultural groups towards law enforcement and towards other cultural groups
- H. The difference between cultural stereotyping and law enforcement profiling
- I. Principles of professional community contacts
- J. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- K. Strategies for effective cultural contacts
- L. State and Federal laws relating to sexual harassment to include:
 - 1. Title VII
 - 2. Government Code Section 12940 et. seq.
 - 3. Concept of Quid Pro Quo
 - 4. Hostile Work Environment
 - 5. Current Case Law
- M. Causes of Sexual Harassment
 - 1. Gender Issues
 - 2. Power Issues
- N. Examples of Sexual Harassment to include:
 - 1. Verbal
 - 2. Physical
 - 3. Visual
 - 4. Written material
 - 5. Sexual Favors
 - 6. Threats
 - 7. Hostile work environment
 - 8. Force

- O. How to respond to a complaint of sexual harassment
- P. State mandated sexual harassment complaint process guidelines
- Q. Legal remedies and protection from retaliation against complainants of sexual harassment
- R. Laws which define a hate crime
- S. Indicators that a crime is hate motivated
- T. Legal rights of, and remedies available to, victims of hate crimes
- U. Impact of hate crimes on victims, victim's families and the community
- V. Elements which comprise an effective law enforcement response to a hate crime

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a series of self-assessments to determine their personal level of cultural sensitivity and experience using diagnostic instruments, questionnaires, personal inventories or equivalent methods.
- B. Participation in a facilitated discussion evaluating the appropriateness and professional quality of a variety of simulated cultural contacts.
- C. Participation in a facilitated discussion regarding re-enactments depicting possible examples of sexual harassment.
- D. Participation in a facilitated discussion regarding re-enactments of possible hate crimes.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **24 hours** of instruction on cultural diversity/discrimination.

SPECIALIZED INVESTIGATOR BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #3
GENERAL LAW

January 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on **General Law** is to provide students with:

- A. knowledge of the concepts and terminology that is needed to understand the California criminal justice system;
- B. an understanding of specific California laws which relate to the job requirements of a Specialized Investigator;
- C. an understanding of the elements of major crimes which are likely to be encountered by a Specialized Investigator;
- D. knowledge of the laws relating to possession, sale, cultivation, manufacture, and transportation of controlled substances;
- E. knowledge of the ways in which different controlled substances are used (e.g. ingested, injected, inhaled);
- F. the ability to recognize controlled substances based on their appearance, odor and packaging;
- G. the ability to recognize the symptoms associated with the use of different controlled substances;
- H. an understanding of methods to reduce personal and agency liability;
- I. an understanding of mandatory reporting requirements that apply to a Specialized Investigator;
- J. an understanding of the psychological responses to stress and victimization;
- K. a knowledge of the California Crime Victims Assistance Act;
- L. the ability to provide assistance and pertinent information to crime victims; and,

- M. an understanding of California Welfare and Institutions Code requirements regarding arrest, protective custody and referral of juveniles.

II. REQUIRED TOPICS

- A. Types of laws which impact the job of the Specialized Investigator including:
 - 1. Constitutional law
 - 2. Statutory law
 - 3. Civil law (e.g. Business and Professions Code Section 17200)
 - 4. Case law
- B. Review of the laws of arrest including:
 - 1. Consensual encounters
 - 2. Reasonable suspicion/detention
 - 3. Probable cause/arrest
- C. Criminal intent, parties to a crime and criminal liability
- D. Elements and classifications of crimes commonly encountered by Specialized Investigators including:
 - 1. Fraud
 - 2. Perjury
 - 3. Theft/Embezzlement
 - 4. Child abuse
 - 5. Unlicensed activity
 - 6. Sex crimes/sexual misconduct
 - 7. Narcotics and drug Violations
 - 8. Manslaughter/wrongful death

9. Vice/organized crime
- E. Administrative law
 1. Differences in the admissibility of evidence is administrative versus criminal cases
 2. Differences in the burden of proof between administrative versus criminal cases
 - F. Recent court decisions related to federal and state civil liability and criminal negligence
 - G. Methods to reduce risk of officer and agency liability
 - H. Laws relating to the possession, sale, cultivation, manufacture, and transportation of controlled substances
 - I. Methods used to self-administer controlled substances
 - J. Appearance, odor, and packaging of controlled substances
 - K. Symptoms associated with the use of controlled substances
 - L. Mandatory reporting laws and situations which trigger mandatory reporting including:
 1. Child Abuse
 2. Elder/dependent adult abuse
 3. Domestic violence
 4. Sexual assault
 5. Missing persons
 - M. Victimology
 1. Psychodynamics of stress and victimization
 2. Provisions of the California crime victims Assistance
 - N. Juvenile law and procedure to include:
 1. Purpose of the juvenile court

2. Authority of the juvenile court
3. Taking a juvenile into custody
4. Advising juveniles of their constitutional rights
5. Segregating juveniles from adult prisoners
6. Contributing to the delinquency of a minor

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion regarding the professional quality and effectiveness of a variety of simulated contacts with crime victims

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **24 hours** on General Law.

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #4 SEARCH AND SEIZURE ISSUES

January 1, 1995

I. INSTRUCTIONAL GOAL

The goal of instruction on **Search and Seizure Issues** is to provide students with:

- A. an understanding of the protection provided by the United States and California Constitutions against unreasonable searches and seizures;
- B. an understanding of the circumstances under which searches and seizures can be conducted; and,
- C. the ability to generate a warrant affidavit which meets statutory requirements for sufficiency

II. REQUIRED TOPICS

- A. Constitutional protection and the exclusionary rule
- B. Definitions of search, seizure, probable cause, and scope
- C. Warrantless searches to include:
 - 1. Searches incident to a lawful arrest
 - 2. Searches pursuant to lawful consent
 - 3. Probable cause vehicle searches
 - 4. Exigent circumstances including pat searches.
 - 5. Statutorily authorized searches (e.g. inspections)
- D. Expectation of privacy and plain sight observations including use of sensory enhancement devices
- E. Probation and parole searches

- F. Use of force in the recovery of evidence
- G. Identification procedures including field showups, photographic and standup lineups
- H. Admissibility of hearsay evidence at preliminary and other hearings (e.g. administrative hearings)
- I. Types and characteristics of warrants including:
 - 1. Arrest warrants (including Ramey and Steagald warrants)
 - 2. Search warrants
 - 3. Inspection/administrative warrants
- J. Other administrative warrants and orders
 - 1. Subpoenas and Subpoena Duces Tecum
 - 2. Temporary restraining orders
 - 3. Licensing suspension and revocation orders
- K. Probable cause development for warrants
- L. Statutory requirements for warrant sufficiency
- M. Warrant affidavits
- N. Warrant preparation
- O. Warrant service limitations (e.g. authorized time of service)
- P. Warrant service mechanics (e.g. special master)

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Domain #4
- B. An exercise test where the student is required to prepare a search warrant affidavit

IV. REQUIRED LEARNING ACTIVITIES

-
- A. Generate a practice search warrant affidavit based upon a set of job-related facts provided by the instructor

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **24 hours** of instruction on Search and Seizure Issues.

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #5
INVESTIGATIVE TECHNIQUES

January 1, 1995

I. INSTRUCTIONAL GOAL

The goal of instruction on **Investigative Techniques** is to provide students with

- A. a knowledge of techniques for effective case management;
- B. a knowledge of effective interviewing and interrogation techniques;
- C. the ability to identify a variety of information sources;
- D. an understanding of the methodologies for conducting specific types of investigations;
- E. an understanding of case presentation fundamentals;
- F. an understanding of the elements of effective courtroom and administrative hearing demeanor and testimony; and,
- G. an understanding of the fundamentals of media relations.

II. REQUIRED TOPICS

- A. Setting priorities to effectively manage and organize investigative caseloads.
- B. Case planning, initial review and time management techniques
- C. Case notes and documentation procedures and methods
- D. Current Miranda requirements and case decisions affecting interviews and interrogations
- E. Development of an interview plan and strategy
- F. Fundamental techniques for conducting effective interviews and

interrogations

1. Self-assessment of the interviewer's strengths and weaknesses
 2. Various interview tactics for complainants, witnesses, victims, and subjects
 3. Development of rapport
 4. Effective questions
 5. Active listening
 6. Appropriate interview length
- G. Personality classifications, and their impact upon interviews and interrogations techniques.
- H. Techniques for recording and documenting interviews and interrogations
- I. Sources of information in the public and private sector, including:
1. Methods for obtaining the information
 2. Automated information
 3. Non-automated information
 4. Outside agency resources
- J. Types and usage of informants in investigations, including motivation and management techniques
- K. Techniques for investigating specific case types, including
1. Fraud
 2. Perjury
 3. Theft/embezzlement
 4. Child abuse
 5. Unlicensed activity

6. Sex crimes and sexual misconduct
 7. Narcotic and drug violations
 8. Manslaughter/wrongful death
 9. Vice/organized crime
- L. Essential principles and methods for effectively presenting completed criminal and administrative investigations to prosecutors
- M. Courtroom and hearing testimony, including
1. Pre-trial or hearing preparation
 2. Courtroom demeanor
 3. Methods and techniques of effective testimony
 4. Questioning styles likely to be encountered on the witness stand
- O. Media relations, including
1. Role of the media
 2. Legal authority for the media to gather information
 3. Common media procedures
 4. Use of the media to assist with investigations
 5. Basic techniques for responding to questions from the media

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a desktop case management exercise requiring the student to evaluate, prioritize, and develop a work plan based on a series of hypothetical criminal and/or administrative investigations
- B. Participation in a series of simulated interviews and interrogations

C. Participation in a simulated court trial or administrative hearing

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **34 hours** of instruction on Investigation.

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #6 IDENTIFICATION, COLLECTION, AND PRESERVATION OF PHYSICAL EVIDENCE

January 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on the **Identification, Collection, and Preservation of Physical Evidence** are to provide students with:

- A. an understanding of the legal and civil issues associated with the collection, retention, and disposal of physical evidence;
- B. an understanding of the concept of chain of custody;
- C. the ability to identify types of physical evidence which may be of potential value to an investigation; and,
- D. the knowledge and skills needed to safely and effectively identify, preserve, document, and collect physical evidence.

II. REQUIRED TOPICS

- A. Legal and civil issues affecting the collection, retention, and disposal of physical evidence
- B. Chain of custody
- C. Types and sources of evidence
 - 1. Types of physical evidence
 - 2. Considerations for determining what evidence should be collected
 - 3. Information available to the investigator as a result of forensic examination of evidence
- D. Documentation techniques

1. Scene Notes
 2. Sketching
 3. Audio documentation
 4. Photography and Videography
- E. Considerations for the recovery and retention of specific types of:
1. Computers, peripherals and other data processing materials
 2. Documents
 3. Controlled substances
 4. Perishable and fragile evidence
 5. Vehicles/vessels
- F. Evidence collection hazards and considerations for safe recovery and storage
1. Blood and other serological fluids
 2. Needles, razor blades, and edged weapons
 3. Firearms, ammunition, explosives, and incendiaries
 4. Hazardous and carcinogenic materials
- G. Evidence recovery techniques
1. Systematic searching for evidence
 2. Collection, marking, and packaging techniques

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to complete "chain of custody" forms
- B. An exercise test that requires the student to identify, either verbally or

in writing, proper procedures for recovery, marking, and packaging of various items of physical evidence

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion regarding physical evidence to include:
1. types of evidence of particular value to a Specialized Investigator to include controlled substances, documents, computers, magnetic media (e.g. tapes and diskettes) and other data processing materials;
 2. methods for properly documenting, recovering, marking and packaging various types of physical evidence; and,
 3. Potential hazards associated with the collection of various types of physical evidence.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on the Identification, Collection, and Identification of Physical Evidence.

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #7 INVESTIGATIVE REPORT WRITING

January 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on **Investigative Report Writing** are to provide students with:

- A. an understanding of the various uses of law enforcement report which include:
 - 1. Providing information to prosecutors, licensing bodies, defense attorneys, allied agencies, or other entities
 - 2. Assisting investigators in refreshing their memory before testifying
 - 3. Use at preliminary hearings to testify to statements made by victims, witnesses, and other involved parties
 - 4. Documentation of events which involve potential civil liability
- B. the ability to generate effective notes;
- C. the ability to reduce observations and other information to clear, concise, organized and complete investigative narratives that conform to accepted professional standards of quality; and,
- D. an understanding of the legal aspects associated with retention and release of investigative reports and notes.

II. REQUIRED TOPICS

- A. How reports are used by the criminal justice system and administrative bodies
- B. Notetaking
- C. Characteristics of an acceptable investigative report

- D. Organization and structure of report narratives
- E. Anticipating defenses which are likely to be asserted in court or in an administrative hearing
- F. General content requirements
- G. Elements of clear writing to include:
 - 1. Active versus passive voice
 - 2. First person versus third person
 - 3. Concrete versus abstract concepts
 - 4. Facts versus inferences
 - 5. Chronological sequencing of events
- H. Review of basic writing mechanics to include:
 - 1. Spelling
 - 2. Punctuation
 - 3. Grammar
 - 4. Word Choice
 - 5. Syntax
- I. Discovery and retention of notes and reports

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Students will be required to generate a minimum of five narratives based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related activities, or based upon equivalent simulations, roleplays, scenarios, video depictions or other stimulus material provided by the presenter.

The material selected should require narratives reflecting a progressive level of difficulty (e.g. from a simple unwitnessed event to more complex events involving the articulation of probable cause, justification for the use of force, information provided by multiple witnesses, etc.)

Each learning activity must incorporate:

1. Generation of appropriate notes
2. Generation of a narrative
3. Formal feedback to the student regarding the quality of the narrative. The purpose of the feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve their writing.

Assessment of the narratives reports should address:

- a. Fluency and command of the English language
- b. Use of active voice
- c. Use of first person
- d. Appropriate sequencing of events
- e. Organization of the narrative
- f. Inclusion of relevant information
- g. Reference to possible defenses that might be asserted
- h. Accuracy of all facts
- i. Appropriateness of any findings, if applicable
- j. Grammar, punctuation, spelling, word choice, and other mechanical elements that adversely impact the evidentiary value of the report

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **32 hours** of instruction on Investigative Report Writing

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #8
USE OF FORCE

January 1, 1995

I. INSTRUCTIONAL GOAL

The goals of instruction on **Use of Force** is to provide students with:

- A. an understanding of the important role that training plays in preparing students to cope with dangerous situations and to use reasonable force;
- B. an understanding of the liability associated with the use of force;
- C. knowledge of the conditions under which force can be lawfully used by a peace officer;
- D. knowledge of force options;
- E. the ability to make judgements concerning the level of force justified by a given set of circumstances;
- F. an understanding of the concept of fear and anger management;
- G. an understanding of the basic concept of intervention to prevent unreasonable use of force; and
- H. an understanding of the importance of effective tactical communication in use-of-force situations.

II. REQUIRED TOPICS

- A. The effects of training on the ability to cope with danger and the use of reasonable force
- B. Liability associated with the use of force
- C. Laws governing the use of force by a peace officer
- D. Force options (use-of-force spectrum)

- E. Justifiable homicide and the *sufficiency of fear* requirement
- F. Factors that must be considered in making the decision to use force
- G. Agency policies on the use of force
- H. Fear and anger management
- I. The concept of intervention
- J. Tactical communication as it relates to the use-of-force spectrum

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Domain #8
- B. A scenario test that requires the student to respond to simulated encounters with suspects under circumstances that justify varying levels of force

IV. REQUIRED LEARNING ACTIVITIES

Given a minimum of four video clips, re-enactments, simulations, role plays, word pictures, or other stimulus material provided by the instructor which depict different examples of use of force by a peace officer, the student will participate in a facilitated discussion whether or not:

- A. There was a legal authority for the use of force
- B. The force option selected was appropriate under the circumstances
- C. The amount of force used was objectively reasonable
- D. Intervention was appropriate

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on Use of Force

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #9
FIREARMS/CHEMICAL AGENTS

January 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on **Firearms** are to provide students with:

- A. an understanding of the operation and nomenclature of semi-automatic and revolver type handguns;
- B. an understanding of the operation and nomenclature of law enforcement shotguns;
- C. knowledge of the effective range and spread of different barrel and load combinations commonly used in law enforcement shotguns;
- D. the ability to use a handgun effectively in combat situations;
- E. the ability to use a shotgun effectively in combat situations; and,
- F. an understanding of the value of protective body armor.

The goals of instruction on **Chemical Agents** are to provide students with:

- A. an understanding of the legal aspects of using nonlethal chemical agent;
- B. the ability to use hand-held aerosol chemical agents safely and effectively; and,
- C. an understanding of the effects of nonlethal chemical agents.

II. REQUIRED TOPICS

- A. Nomenclature and operating characteristics of revolvers and semi-automatic handguns
- B. Nomenclature and operating characteristics law enforcement shotguns

- C. Care and cleaning of handguns and shotguns
- D. Handgun and shotgun marksmanship
- E. Shooting positions: handguns and shotguns
- F. Use of cover and concealment
- G. Principles of combat shooting and loading and assault survival tactics in simulated lighting and weather conditions
- H. Benefits and limitations of body armor
- I. Proper use and maintenance of body armor
- J. Evolution of chemical agents
- K. Orientation to chemical agent delivery methods
- L. Aerosol chemical agent deployment tactics
- M. Care and maintenance of aerosol chemical agent devices
- N. Disposal of aerosol chemical agent devices
- O. Physiological and psychological effects of nonlethal chemical agents
- P. Chemical agent personal decontamination procedures

III. REQUIRED TESTS

- A. An exercise test that requires the student to demonstrate loading, unloading, drawing, holstering and clearing malfunctions in a handgun
- B. An exercise test that requires the student to demonstrate loading, unloading, and clearing malfunctions in a shotgun
- C. An exercise test that requires the student to demonstrate care and cleaning of handguns
- D. An exercise test that requires the student to demonstrate good handgun shooting technique including stance, grip, breath control, sight alignment, trigger control and follow through.
- E. An exercise test that requires the student to demonstrate the following

handgun shooting positions: crouch, point shoulder, barricade, prone, and hip.

- F. An exercise test that requires the student to demonstrate good shotgun shooting technique including stance, breath control, point aiming, trigger control and follow through.
- G. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the certified presenter) under daylight conditions, on a handgun course consisting of single and multiple silhouette targets.
- H. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the certified presenter) under nighttime conditions, on a handgun course consisting of single and multiple silhouette targets.
- I. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the certified presenter), under daylight conditions, on a handgun combat range.
- J. An exercise test that requires the student to shoot a handgun combat range after being stressed by anaerobic physical activity and obtain an acceptable score (as determined by the certified presenter).
- K. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (as determined by the certified presenter) under nighttime conditions, on a handgun combat range.
- L. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (as determined by the certified presenter) on a shotgun course with single and multiple silhouette targets.
- M. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (as determined by the certified presenter) under nighttime conditions, on a shotgun course with single and multiple silhouette targets.

IV. REQUIRED LEARNING ACTIVITIES

- A. The student shall be exposed to a nonlethal aerosol chemical agent
- B. The student shall wear body armor during all firearms range training

activities and exercise testing

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **44 hours** of instruction on Firearms and chemical Agents

VI. ORIGINATION DATE

January 1, 1995

SPECIAL INVESTIGATOR BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #10
FIELD PROCEDURES

January 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on **Field Procedures** are to provide students with:

- A. an understanding of the type of information contained in state and national information systems which are available to California law enforcement agencies;
- B. knowledge of the minimum information requirements for generating a system inquiry;
- C. an understanding of the laws relating to access and dissemination of information from the systems;
- D. an understanding of the policies and procedures of the California Department of Justice governing use of criminal justice information systems
- E. an understanding of tactical communication and verbal persuasion concepts;
- F. the ability to use tactical communication techniques to diffuse conflict and obtain voluntary compliance from uncooperative persons;
- G. knowledge of the types of gangs in California;
- H. an understanding of gang culture;
- I. an understanding of the law enforcement methods that are useful in suppressing gang activity;
- J. knowledge of criteria which can assist in identifying suspected gangs, gang subgroups, gang crimes and individual gang members;
- K. knowledge of how to interpret graffiti and other gang communications;
- L. an understanding of how to identify gang territory;

- M. an understanding of the importance of appropriate and thorough documentation of both gang members and gang activities;
- N. an understanding of officer safety issues particular to gang contacts;
- O. knowledge of laws related to criminal gang activity;
- P. the skills needed to respond appropriately to different types of tactical situations (e.g. warrant services, suspect apprehensions, potentially violent confrontations, etc.);
- Q. the skills needed to effectively function as both a contact and cover officer;
- R. knowledge of current trends relating to peace officer assaults and other injuries to peace officers;
- S. an understanding of the roles and responsibilities of a peace officer when confronted with a hazardous materials emergency;
- T. the ability to recognize when a hazardous materials incident has occurred;
- U. an understanding of basic precautions, self-protective measures and safety procedures related to contact with hazardous materials;
- V. an understanding of the legal authorities and restrictions for conducting surveillance;
- W. an understanding of the basic methods for conducting surveillance;
- X. knowledge of techniques for conducting a safe and effective surveillance operation;
- Y. an understanding of the operation and capabilities of various types specialized surveillance equipment; and,
- Z. an understanding of the fundamentals of effective law enforcement radio communications.

II. REQUIRED TOPICS

- A. State laws and policies for obtaining, verifying, and disseminating telecommunication information including restricted and unrestricted information

- B. Statewide information systems directly accessible to California law enforcement agencies
- C. Information services available to law enforcement agencies from the following systems:
 - 1. California Law Enforcement Telecommunications system (CLETS)
 - 2. Criminal Justice Information System (CJIS)
 - 3. National Law Enforcement Telecommunications Systems (NLETS)
 - 4. National Criminal Information System (NCIC)
- D. The minimum information necessary to search criminal justice databases for information about persons, vehicles/vessels, property and firearms.
- E. General concepts of tactical communication, verbal persuasion and persuasive rhetoric to include:
 - 1. Communication and active listening skills
 - 2. Enhancing professionalism through effective communication
 - 3. Conditions when words fail
 - 4. The five-step process for obtaining voluntary compliance
 - 5. The eight-step process for conducting a vehicle or walking stop
 - 6. Techniques for deflecting verbal abuse
 - 7. Paraphrasing
 - 8. Nonverbal elements of communication
 - 9. Factors which inhibit effective communication
- F. Gang Awareness to include:
 - 1. Categories and types of gangs

2. How gangs attract and hold members
 3. Gang culture and characteristics
 4. Gangs and criminal activity
 5. Enforcement methods
 6. Gang identifications (subgroups and territory)
 7. Gang member identification
 8. How to interpret gang communications
 9. Safety considerations particular to gang contacts
 10. Laws related to gangs and gang activity
- G. Procedures and safety considerations for effectively handling high risk tactical incidents, including:
1. Warrant services
 2. Violent suspect apprehensions
 3. Contacts with hostile persons
 4. Potentially violent environments
 5. Armed suspects
- H. Roles and responsibilities of contact and cover personnel
- I. Current trends relating to peace officer assaults and other injuries to peace officers
- J. Methods and procedures to effectively mitigate peace officer assaults
- K. Violent assault survival tactics
- L. Hazardous materials awareness to include:
1. Federal and state laws regarding hazardous materials incident management
 2. Roles and responsibilities of peace officers when confronted with

a hazardous materials emergency

3. Recognition of a hazardous materials incident
4. Basic precautions, self-protective measures and safety procedures related to contact with hazardous materials.
5. Emergency actions when exposed to a hazardous substance

M. Legal issues associated with surveillance activities

1. Lawful intrusion into areas where an expectation of privacy exists
2. Creation of law enforcement files
3. Wiretaps (confidential communications)
4. Application of traffic laws

N. Surveillance types and methods

1. Moving versus static
2. Photographic/optical
3. Vision enhancement (e.g. night vision devices)
4. Auditory

O. Techniques for conducting a safe and effective surveillance operation

P. Use, care and operational capabilities of specialized surveillance equipment

Q. Resources available to support a surveillance operation

R. Fundamentals of effective law enforcement radio communications.

III. REQUIRED TESTS

POST-developed test for telecommunications

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion on how to use criminal justice

information systems to retrieve specific types of information. The instructor will describe a hypothetical investigation and the students will discuss how the systems could be used to retrieve information needed by investigators. A variety of methods (e.g. videotape depictions or simulations, etc.) can be used to present the hypothetical investigation to the students.

- B. Participate as a principal, or critique, a simulated contact with and uncooperative person where tactical communication skills are used to obtain voluntary compliance.
- C. Participate in a facilitated discussion of law enforcement contacts with the public which includes conditions when words fail, the five step process for gaining voluntary compliance, and the eight step process for conducting a vehicle or walking stop.
- D. Participation in a facilitated discussion regarding gang dynamics and criminal gang activity, concentrating on the emerging impact of gangs on the job of the Specialized Investigator.
- E. Participation in a walking surveillance simulation
- F. Participation in a moving surveillance simulation using vehicles

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **48 hours** of instruction on Field Procedures.

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #11 FITNESS AND ARREST METHODS

January 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on **Fitness** are to provide students with:

- A. an understanding of the physical and behavioral ailments for which peace officers may be at high risk;
- B. knowledge of techniques for preventing common ailments including heart disease, stomach ulcers, and low back injuries;
- C. ability to recognize the symptoms of stress and make use of stress reduction techniques;
- D. knowledge of techniques for managing body composition including diet and exercise;
- E. knowledge of physical conditioning principles;
- F. an appreciation for a healthy life style including a regular program of physical exercise; and,
- G. the ability to perform the fundamental physical tasks required of a Specialized Investigator (e.g. exhibit sufficient strength, dexterity and endurance to perform arrest and control techniques, and demonstrate proficiency with weaponry)

The goals of instruction on **Arrest Methods** are to provide students with:

- A. an understanding of how to conduct a person search including a search of a member of the opposite sex;
- B. an understanding of the use of restraint devices;
- C. an understanding of the methods to safely transport prisoners;
- D. the ability to use weaponless defense techniques to control a resisting prisoner or suspect;

- E. the ability to use a impact weapon to control a resisting prisoner or suspect;
- F. the knowledge and skill needed to act as a cover officer while another officer searches a suspect

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Methods of evaluating personal fitness
- B. Recognizing and reducing stress
- C. Physical and behavioral problems common to peace officers
- D. Effects of drug use including alcohol, tobacco and prescription medications
- E. Disease prevention
- F. Principles of proper body composition management
 - 1. Body fat percentages
 - 2. Proper nutrition and the effects of proteins, carbohydrates, and fats
 - 3. Regular physical activity
- G. Physical conditioning principles and elements of an effective personal fitness and conditioning program
- H. Effective methods of conducting pat and arrest searches
- I. Areas where suspects commonly conceal evidence, weapons, and contraband
- J. Use of restraint devices and effective methods and techniques of handcuffing single and multiple suspects
- K. Mechanics of selected control holds, takedowns, weapon retention techniques and armed assailant survival tactics
- L. Responsibility and duty to provide proper arrestee prisoner care and security including first aid

- M. Methods and techniques of conducting a thorough search of a person, including locations where weapons, evidence and contraband are likely to be concealed
- N. Searching a person of the opposite sex
- O. Providing cover for the person conducting the search
- P. Issues regarding the transportation of prisoners
- Q. Methods, techniques, types, and proper use of impact weapons

III. REQUIRED TESTS

- A. An exercise test that requires the student to act as a cover officer for another student searching a suspect
- B. An exercise test that requires the student to search a suspect
- C. An exercise test that requires the student to handcuff single and multiple suspects
- D. An exercise test that requires the student to position prisoners in a vehicle for transportation to another location
- E. An exercise test that requires the student to demonstrate a control hold
- F. An exercise test that requires the student to demonstrate a take down
- G. An exercise test that requires the student to demonstrate a front and rear gun take away from a suspect armed with a handgun
- H. An exercise test requires the student to demonstrate a gun retention technique with the officer's handgun in hand and in the holster
- I. An exercise test that requires the student to demonstrate the use of an impact weapon

IV. REQUIRED LEARNING ACTIVITIES

- A. Participate in a minimum of 22 one hour sessions of a physical conditioning program
- B. Participate in a variety of arrest control simulations while wearing body armor

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **60 hours** of instruction on Fitness and Arrest Methods

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATOR BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #12
FIRST AID AND CPR

January 1, 1995

I. INSTRUCTIONAL GOAL

The goal of instruction on **First Aid** and **CPR** is to provide students with the skills and knowledge needed to provide first aid treatment and cardiopulmonary resuscitation in situations likely to be encountered by peace officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Moving a sick or injured person
- B. Treating open wounds
- C. First aid for specific injuries
- D. Injuries to the bone, muscle, and joint
- E. Alcohol and drug toxicity
- F. Head injuries
- G. Diabetic emergencies
- H. Seizures
- I. Stroke
- J. Sudden unconsciousness
- K. Cardiac and respiratory emergencies
- L. Environmental emergencies
- M. Child birth emergencies
- N. Laws relating to first aid providers

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #12
- B. An exercise test that requires the student to demonstrate techniques for reducing the risk from infectious diseases
- C. An exercise test that requires the student to demonstrate how to bandage different injuries
- D. An exercise test that requires the student to conduct a primary and secondary survey
- E. An exercise test that requires the student to control bleeding
- F. An exercise test that requires the student to demonstrate basic life support techniques
- G. An exercise test that requires the student to demonstrate an understanding of the emergency medical services (EMS) system
- H. An exercise test that requires the student to treat for shock

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **21 hours** of instruction on first aid and CPR.

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #13 PERSONS WITH DISABILITIES

January 1, 1995

I. INSTRUCTIONAL GOAL

The goals of instruction on **Persons with Disabilities** are to provide students with:

- A. the ability to recognize the hearing and visually impaired and to respond appropriately;
- B. knowledge of laws relating to the hearing and visually impaired;
- C. the ability to recognize and respond appropriately to persons who are subject to detention under Section 5150 of the California Welfare and Institutions Code;
- D. the ability to recognize and respond appropriately to persons exhibiting behaviors indicative of a mental illness;
- E. the ability to recognize and respond appropriately to a person exhibiting behaviors indicative of developmental disability; and
- F. knowledge of community resources available to persons with a mental illness or developmental disability.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and communicating with the hearing impaired
- B. Recognizing and communicating with the visually impaired
- C. Provisions of law dealing with the hearing and visually impaired
- D. Section 5150 of the California Welfare and Institutions Code

E. Behaviors associated with mental illnesses

F Behaviors associated with developmental disabilities

III. REQUIRED TESTS

The following tests shall be administered:

W. The POST-constructed knowledge test for Domain #13

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on Persons with Disabilities.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

Deletion of Performance Objectives 7.1.1, 7.1.2, 7.2.1, 7.3.2, 7.3.3, and 7.3.4. in Learning Domain 20: Use of Force

Rationale: The terminal goals of training in the Use of Force Domain are to provide students with the knowledge they need to recognize when an officer is legally authorized to use force, select an appropriate use of force option, and use only a reasonable amount of force. These goals are captured in Performance Objective 7.2.5, which reads:

Given a word picture depicting a situation where an officer has used physical force, the student will identify if the amount of physical force used was reasonable. The authority for using physical force, the use-of-force options available to an officer and the factors that determine the amount of force to be used are listed below.

- A. Authority for an officer's use of physical force:
 - 1. For self-defense or in the defense of others
 - 2. To overcome resistance to a lawful process (e.g., to make an arrest, to disperse an unlawful assembly, to evict a tenant)
 - 3. To prevent an escape (e.g., apprehend a fleeing felon, prevent the escape of a prisoner)

- B. Use-of-force options available to an officer:
 - 1. Controlling force including strength and compliance techniques
 - 2. Chemical agents
 - 3. Impact weapons (e.g., baton)
 - 4. Firearm

- C. Factors influencing the amount of force that an officer may lawfully use:
 - 1. The amount and nature of the resistance that must be overcome
 - 2. The presence of a weapon and the type of weapon
 - 3. The nature and seriousness of the offense
 - 4. The person's age, history, and capabilities
 - 5. The officer's capability to overcome resistance (e.g., incapacity due to injury or other factors)
 - 6. The availability of assistance from other officers
 - 7. The location and surroundings including danger to bystanders
 - 8. Threats to life and property including their immediacy and probability

By contrast, the six performance objectives recommended for deletion call for the student to recall information that while relevant from an instructional standpoint, is not pivotal to the ultimate goal of the training (i.e., having students make appropriate use of force decisions). For example, objective 7.1.2 calls for the student to identify the possible criminal and civil liabilities that are attached to use of force situations in

law enforcement. While this is an important teaching point that is part of the required instruction in the use of force, the ability to recall this information indicates little, if anything, about one's decision making skills when confronted with use of force situations.

Similarly, objective 7.2.1 calls for the student to identify the "legal framework" for an officer's use of reasonable force when making an arrest; objective 7.3.2 requires the student to respond to direct questions regarding the factors required to establish the "sufficiency of fear" requirement for the use of deadly force in a justifiable homicide; objective 7.3.3 requires the student to respond to direct questions concerning what factors an officer should consider before using deadly force; and objective 7.3.4 requires the student to recall issues commonly addressed by law enforcement policies regarding use of deadly force. All of these are important, required topics of instruction in the Use of Force Domain. However, the ability to recall this information is not the ultimate goal of the instruction; the ultimate goal is to teach students to make appropriate use of force decisions.¹

The net effect of deleting these six performance objectives is that the POST-required paper-and-pencil test for this domain will be based exclusively on Performance Objective 7.2.5 (see above). That is, each question in the test will describe a specific use of force action taken by an officer, and the student will be required to indicate whether the officer's action was appropriate.²

Deletion of Performance Objective 8.38.1 in Learning Domain 24: Handling Disputes/Crowd Control

Rationale: The objective recommended for deletion, 8.38.1, requires the student to identify general background information about mutual aid. Whereas this information is an appropriate topic of instruction in the basic course, and will continue to be

¹The remaining objective recommended for deletion in this domain, objective 7.1.1, calls for the student to identify the effects that training has on a person's ability to respond to dangerous situations. While an important teaching point, a student's ability to recall this information bears no apparent relationship to his/her ability to perform as a peace officer.

²Statistical analyses of the current test questions for the six objectives recommended for deletion indicates that these test questions share very little common variance. This means that whether a student passes or fails the current paper-and-pencil test for this learning domain is largely a matter of chance. Deleting these test questions, and replacing them with questions based exclusively on Performance Objective 7.2.5 will increase the reliability and validity of the use-of-force test.

mandated per the training specifications for Learning Domain 24, recall of this information is not a prerequisite to performing the duties of a patrol officer, and the rudimentary concept of mutual aid as it is represented in this objective is not an adequate basis for constructing a test. These conclusions are reinforced by the fact that attempts to write test questions for this objective that have acceptable statistical characteristics have been uniformly unsuccessful.

**Addition of Performance Objective 3.23.7 to Learning Domain 39:
Crimes Against the Justice System**

Rationale: The intimidation of victims and witnesses is an increasingly common problem, and was added as a required topic in Learning Domain 39 at the April Commission meeting. The addition of objective 3.23.7 is recommended to permit testing of student understanding of this crime.

SUMMARY

Changes to the Performance Objectives. The proposed changes would add one objective and delete seven. Collectively, these changes would improve the quality of instruction and testing in the basic course. Attachment A contains the complete text of the proposed changes in underline-strikeout format.

RECOMMENDATIONS

Approve the proposed changes to the regular basic course performance objectives effective September 1, 1994.

ATTACHMENT A:

PROPOSED ADDITIONS AND DELETIONS TO THE REGULAR BASIC COURSE
PERFORMANCE OBJECTIVES

LEARNING DOMAIN #20:
USE OF FORCE

KNOWLEDGE TEST OBJECTIVES:

7.1.1 ~~Given a direct question, the student will identify the following effects that training has on the psychological and physiological forces which affect a person threatened with danger:~~

- ~~A. Confidence in one's abilities~~
- ~~B. Development of instinctive reaction~~
- ~~C. Mental alertness and concentration~~
- ~~D. Self control over emotions and body~~

7.1.2 ~~Given a direct question, the student will identify the possible criminal and civil liabilities that are attached through the use of force in a law enforcement situation. These include: (3 1 90)~~

- ~~A. Personal compensatory and punitive civil tort actions~~
- ~~B. Personal criminal actions for improper use of authority or force~~
- ~~C. Personal civil rights violations, both federal and state~~
- ~~D. Agency liability under the "master/servant" rule~~
- ~~E. Agency liability under federal civil rights laws~~
- ~~F. Agency liability under "failure to train" or "failure to supervise" tort theories~~

7.2.1 ~~Given a direct question, the student will identify the following legal framework for an officer's use of reasonable force in making an arrest: (7 1 92)~~

- ~~A. An officer who has reasonable cause to believe that a person has committed a crime may use reasonable force to make an arrest (Penal Code Section 835a)~~
- ~~B. An arrest is made by physically restraining the person to be arrested or by the arrested person submitting himself to the authority of the officer (Penal Code Section 835)~~
- ~~C. The person being arrested may not use force or a weapon to resist the arrest (Penal Code Section 834a)~~
- ~~D. If an officer uses excessive force in making an arrest, the person being arrested may lawfully resist with enough force to resist the officer's excessive force~~

~~E. In making an arrest, an officer need not retreat or desist in his efforts because of the resistance of the person being arrested (Penal Code Section 835a)~~

7.3.2 ~~Given a direct question, the student will identify the following factors required to establish the "sufficiency of fear" requirement for the use of deadly force in a justifiable homicide: (Penal Code Section 198) (3-1-90)~~

- ~~A. Circumstances must be sufficient to excite the fears of a reasonable person~~
- ~~B. Person acting must have acted under the influence of such fears alone~~
- ~~C. To save self or another from death or great bodily harm~~

7.3.3 ~~Given a direct question, the student will identify the following factors which an officer should consider before using deadly force: (3-1-90)~~

- ~~A. The type of crime and suspect(s) involved~~
- ~~B. The threat to the lives of other persons in the present situation and in future situations~~
- ~~C. The surrounding environment, background, buildings or vehicles~~
- ~~D. The legal basis and agency policy, if applicable~~
- ~~E. The officer's present capabilities~~
- ~~F. The suspect's capabilities, including potential use of weapons~~
- ~~G. The immediacy of the threat~~

7.3.4 ~~Given a direct question, the student will identify the following issues commonly addressed by law enforcement agency policies regarding the use of deadly force: (3-1-90)~~

- ~~A. Defense of self or others when immediate threat to life or threat of great bodily injury exists~~
- ~~B. Shooting at non-violent fleeing felons~~
- ~~C. Warning shots~~
- ~~D. Shooting at juveniles~~
- ~~E. Shooting at or from moving vehicles~~

**LEARNING DOMAIN #24:
HANDLING DISPUTES/CROWD CONTROL**

KNOWLEDGE TEST OBJECTIVES:

8.38.1 ~~Given a direct question, the student will identify those issues to be considered when responding to a mutual aid request. This will minimally include (1-1-86)~~

- ~~A. The distinction between mutual aid and outside agency assistance~~
- ~~B. The chain of command method of communication~~
- ~~C. Discretionary use of arrest and control during the incident~~
- ~~D. Reporting, booking, and custody procedures during the incident~~
- ~~E. Knowledge that restraint and limitations to independent action may be imposed by the local command~~

**LEARNING DOMAIN #39:
CRIMES AGAINST THE JUSTICE SYSTEM**

KNOWLEDGE TEST OBJECTIVES:

- 3.23.7 Given a word picture depicting possible intimidation of a victim or witness, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 136.1, 139 and 140)

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Revised Vision Screening Guidelines		Meeting Date July 21, 1994
Bureau Standards and Evaluation	Reviewed By	Researched By John Berner
Executive Director Approval <i>M. C. Boehm</i>	Date of Approval 5-31-94	Date of Report May 24, 1994
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Request for approval to distribute revised vision screening guidelines for the selection of entry-level patrol officers.

BACKGROUND

Current Commission vision (and hearing) screening guidelines were first published in 1985, and are intended to help local agencies make job-related decisions pursuant to Commission Procedure C-2-4, which requires local agency establishment of minimum employment standards for vision and hearing. The current guidelines are based on research conducted by POST in response to Penal Code Section 13510(b), which required, in part, that the Commission establish job-related vision standards for entry-level peace officers by January 1, 1985, if the results of research conducted by POST supported the establishment of such standards.

The Commission published guidelines in lieu of standards due to the equivocal nature of the research findings. Other factors which precipitated this action were the acknowledgment that: (1) the "burden of proof" necessary to sustain legal challenges to categorical medical disqualifications is great, (2) even in the form of guidelines, the Commission's recommendations would have a significant positive impact on the employment decisions of agencies in the POST program, (3) ultimately, vision-related employment decisions are issues of risk management, and as such should remain the purview of local agencies, and (4) the issuing of guidelines is consistent with the Commission's long-standing policy of providing local agencies with general medical screening recommendations, as opposed to imposing specific medical standards.

With contract assistance from Robert Goldberg M.D, Assistant Director of Occupational Health and Safety, City of Los Angeles, and a panel of prominent vision specialists, the vision screening guidelines have been revised to comport with up-to-date medical information and current labor law (most notably the Americans with Disabilities Act).¹

¹Work will begin shortly on revising the hearing screening guidelines.

ANALYSIS

The revised vision screening guidelines are attached. They provide general guidance with respect to a broad range of vision screening issues and criteria, including: Corrected and uncorrected far acuity, methods of correction (glasses, contact lenses, orthokeratology, and radial keratotomy), peripheral vision, binocular fusion, and color vision.

Table 1 compares the revised guidelines with the 1985 guidelines. As shown in the table, the revised guidelines are generally more specific, address a wider range of conditions, and in certain instances, are potentially more restrictive (see uncorrected far acuity recommendations for glasses wearers and soft contact lenses wearers).

The revised guidelines have been formatted for inclusion as a chapter in the POST Medical Screening Manual for California Law Enforcement. Pending Commission approval, they will be distributed to all agencies in the POST program.

RECOMMENDATION

Approve distribution of the revised vision screening guidelines for entry-level patrol officers.

Table 1: Comparison of 1985 and Proposed 1994 Vision Screening Guidelines

	1985	1994 (Proposed)
Corrected Far Acuity	20/20 (both eyes together)	Unchanged
Uncorrected Far Acuity for Glasses and Hard Contact Lens Wearers	20/80 (both eyes together)	20/40 to 20/100 (both eyes together), depending on agency-specific factors
Uncorrected Far Acuity for Soft Contact Lens Wearers	No requirement	No requirement or no more stringent than 20/200 (both eyes together), depending on agency-specific factors; soft contact lenses preferred over rigid gas permeable lenses due to concerns over particle entrapment and lens dislodgement
Orthokeratology	Permissible if far acuity (corrected and uncorrected) stable when tested 3 months apart	Soft contact lenses preferred over ortho-k lenses due to concerns over fluctuating vision, particle entrapment, and difficulty monitoring compliance; acceptable only if worn while on duty at all times and if able to meet all far acuity requirements for soft contact lens wearers
Peripheral Vision	Normal visual fields	Minimum 120 degrees of horizontal field each eye; Minimum 100 degrees of vertical field; No significant scotomas
Color Vision	Pass Farnsworth D-15 Test	Initial screen with Pseudoisochromatic Plates; If fail, pass Farnsworth D-15 Test
Binocular Fusion	Not addressed	Minimum stereopsis of at least 80 seconds of arc (score of at least 6 on Titmus Stereo Test)
Radial Keratotomy	Permissible if far acuity stable after surgery (no specific time interval recommended)	Last surgical procedure at least 6 months ago if under age 35, 12 months ago if age 35 or older; Able to meet all far acuity requirements at all times of day; No significant difficulty with glare or night vision based on records and history, or specialized testing results if available; No significant diurnal instability in visual testing or function; No indication that uncorrected far acuity will deteriorate below acceptable standards within next 2-3 years due to progressive hyperopia.

VISION GUIDELINES¹

I. INTRODUCTION

These guidelines serve as an update to the 1985 POST Vision Screening Guidelines. Although both editions address many of the same visual acuity issues, this update provides a more in-depth, literature-based approach to the evaluation of visual function, consistent with the type of guidance found throughout the rest of the Medical Screening Manual. This additional depth and detail is intended to enable physicians and hiring authorities to establish vision standards that are fair and consistent, and to allow for the individualized consideration of agency and candidate specifics.

A. PRE-EMPLOYMENT VISION SCREENING AND THE LAW

The importance of vision to the safety of the officer and the public is undisputed, yet pre-employment vision standards have been the subject of many legal challenges. Most commonly, agency vision standards have been assailed for: (1) lack of proven job relatedness; (2) failure to allow for reasonable accommodation; (3) inconsistency in standards across agencies; and (4) inconsistent enforcement of standards within an agency, particularly with respect to candidates versus incumbents.

- 1) Insufficient Job Relatedness. Not uncommonly, an agency's selection of vision standards is based on unsubstantiated suppositions rather than on research demonstrating job relatedness. The vision guidelines presented here are supported by detailed, quantitative summaries of the currently available literature. However, it is incumbent upon each agency to review these summaries as carefully as the guidelines themselves to ensure that the assumptions and findings are applicable to the job duties and circumstances in their jurisdiction.
- 2) Failure to Allow for Reasonable Accommodation. Another frequently adjudicated agency vision policy is the unilateral prohibition against the use of a visual correction device or procedure to accommodate poor visual acuity (e.g., glasses, contact lenses, radial keratotomy). Findings in favor of the candidate in these cases are not uncommon when the agency appears to have based its policy on

¹Authors: R. Leonard Goldberg, M.D. (City of Los Angeles); Shelley Weiss Spielberg, Ph.D. (POST) Specialist Review Panel: Ian Bailey, O.D.; James Bailey, O.D.; Michael Gordon, M.D.; Chris Johnson, Ph.D.; James Sheedy, O.D.; Stephen G. Weyers, M.D.

Publication Date: July, 1994

Note: These guidelines reflect the combined input of the vision expert panel; however, the viewpoints of individual panelists are not in all cases identical to the positions described herein.

unfounded concerns rather than factual evidence. Included in this section is a detailed discussion of the advantages and risks associated with each method of visual correction, along with guidance on how to use this information to make appropriate employment decisions.

- 3) **Inconsistency in Vision Standards Across Agencies.** While patrol officers across the state share many essential job functions, differences in job demands and environmental conditions do exist across agencies. Thus, the risk posed by an officer with decreased visual function (or the hardship caused by accommodating such individuals) may also vary across agencies. Throughout this section, the impact of site-specific factors are discussed to enable each jurisdiction to create vision standards that are appropriate for its specific agency.

- 4) **Inconsistent Enforcement of Agency Standards.** An agency's allegation that its vision standards are job-related is weakened if incumbent officers who no longer meet these standards are successfully performing the job. While at times judges have agreed with law enforcement agency assertions that experience can partially compensate for visual impairment (e.g., Padilla v. City of Topeka, 1985), other courts have ruled against law enforcement agencies who maintain stringent vision standards for applicants while failing to enforce these standards among its incumbent officers (e.g., Brown County v. LIRC, 1985). However, the stability of most visual functions makes this double standard issue largely moot. Except for near vision, the visual acuity of the vast majority of persons remains fairly stable with age. As evidence, the results of uncorrected vision testing among incumbents of the Los Angeles City Fire Department (Goldberg & Bible, 1993) showed that, after an average of 11 years of service, over 96% of the 1,111 firefighters tested still possessed uncorrected vision that met the pre-placement guideline of 20/40. Even in the class of Captain II, about 90% of the 164 incumbents still had 20/40 vision after an average of 23 years of service.

In summary, the intent of the research presented in this chapter is to enable agencies to develop reasonable vision standards which can both minimize safety risks and fair employment liability.

B. OUTLINE OF HIGHLIGHTED CONDITIONS

- 1) Far Acuity Deficiency**
 - Use of glasses
 - Use of contact lenses
 - Use of orthokeratology
- 2) Radial Keratotomy**
- 3) Visual Field Deficiency**
- 4) Binocular Fusion Deficiency**
- 5) Color Vision Deficiency**

A summary of the recommended evaluation criteria presented in this chapter begins on page XI-58.

C. IMPLICATIONS FOR JOB PERFORMANCE

In 1984, POST conducted a vision-oriented job analysis for the position of patrol officer (Briggs, 1984). After interviewing and observing officers in the field, a panel of vision experts developed a list of 17 relevant visual skills. The importance of these skills for patrol officer performance was then rated by 158 incumbent officers (average patrol experience = 5 years) who had been shown slides depicting and illustrating each of the 17 visual skills. The officers were also asked to provide detailed accounts of actual critical incidents based on their personal experiences. The officers produced a total of 1,291 incidents which involved at least one of the 17 visual skills. The results from both activities are reported in Table XI-1.

As indicated in Table XI-1, the officers rated dark adaptation as the most important visual skill, followed by peripheral vision. However, no skill was rated less than "important." The ability to identify objects was involved in the highest percentage of critical incidents (24.9%), followed by visual pursuit (21.1%), motion detection (17.9%), dynamic far acuity (15.6%), dark adaptation (15.5%), and peripheral vision (11.2%).

The usefulness of these results for establishing quantitative screening guidelines is limited by the large number of visual skills assessed, their interdependency, and (for many of the skills) the unavailability of practical tests for their measurement. Nonetheless, these results confirm the importance of virtually every visual capability in the safe performance of patrol officer duties.

TABLE XI-1
Patrol Officer Importance Ratings of 17 Visual Skills (N=158)

Visual Skill	\bar{X} Importance Rating*	% of the 1,291 Critical Incidents in Which Skill Was Involved
Dark Adaptation	4.50	15.5%
Peripheral Vision	4.34	11.2
Identify Objects	4.29	24.9
Motion Detection	4.13	17.9
Fine Details/Various Light Levels	4.03	9.1
Pursuit	3.95	21.1
Dynamic Near Acuity	3.93	2.5
Accommodation	3.87	4.3
Dynamic Far Acuity	3.81	15.6
Depth Perception	3.68	6.8
Light Adaptation	3.63	3.3
Glare Recovery	3.61	1.1
Glare Tolerance	3.59	9.8
Identify Large Forms	3.54	1.1
Static Far Acuity	3.54	3.8
Color Identification	3.53	5.8
Color Discrimination	3.30	1.2

*Rating scale values: 5 = critically important, 4 = very important, 3 = important, 2 = of some importance, 1 = of little importance

From Briggs, R. 1984. Visual skills job analysis and automated vision testing. Unpublished technical report for the Commission on Peace Officer Standards and Training.

II. MEDICAL EXAMINATION AND EVALUATION GUIDELINES

A. GENERAL SCREENING RECOMMENDATIONS

1) History:

All candidates should be questioned regarding use of glasses or contact lenses, visual loss, night blindness, refractive surgery and eye diseases (see Appendix C - Medical History Statement, Form #2-252).

2) Routine Testing:

a. FAR ACUITY

It is very important to use standardized charts and methods when measuring visual acuity. Non-standardized testing results in erroneous measurements and increased measurement variability.

Far acuity testing procedures:

1. Use only charts which meet ANSI Z80.21 (1992). To date, the Bailey-Lovie chart and the ETDRS chart meet this standard (Ferris, et al., 1982).
2. The chart should have relatively even luminance (brightness) across its surface - luminance should be 160 cd/m^2 , with an acceptable range between $80\text{-}320 \text{ cd/m}^2$.² This brightness can be accomplished by placing the chart immediately next to a window with moderately filtered light (e.g., arranging blinds so that direct sun does not hit the chart). Make sure that the candidate is not looking towards a window with direct sunlight that serves as a source of glare. In an otherwise darkened room, a 100-watt light bulb in an auxiliary lamp holder at about 2.5 feet from the chart will also provide this luminance level. Most fluorescent lit rooms, unless they are highly lit, will require some auxiliary lighting to accomplish 160 cd/m^2 .
3. Testing should be performed with the candidate at a distance of 20 feet from the chart. If the candidate is unable to discern the top row of letters at this distance, testing should be performed at 10 feet and the measurements adjusted appropriately (e.g., reading the 20/40 line at 10 feet is equivalent to 20/80).
4. Monocular testing should precede binocular testing.
5. Uncorrected acuities should be measured before corrected acuities.
6. The candidate's eyes should be carefully inspected to ensure that contact lenses are not worn during uncorrected testing.
7. An occluder should be used by the candidate on one eye while testing the other eye. The candidate can hold the occluder. The occluder can simply be an index card.
8. Candidates should be informed that they may not squint during the testing. The tester should observe the candidate to ensure compliance.
9. Candidates should read at least one acuity line in which they can identify all 5 letters. They should proceed to successively smaller acuity lines until they are unable to identify any letters on a line. They should be encouraged to guess when letter recognition becomes difficult.
10. Candidates should be given credit for each letter properly identified. The best method of scoring is to record the number of letters properly identified on each line attempted.

² This is equivalent to 25-100 foot-candles.

11. Visual acuity is scored by identifying the acuity line which was closest to being properly identified, and including a +/- notation to more precisely convey the number of letters properly identified. For example, if the candidate properly read the entire 20/30 line and one additional letter on the 20/25 line, the score would be 20/30+1. Identifying all of the 20/30 line and 3 of the 5 letters on the 20/25 line would result in a score of 20/25-2. Since the charts mentioned above have 5 letters per acuity line, the +/- value will never exceed a value of 2.
12. In scoring visual acuity, letters which are properly identified on a smaller line compensate for letters missed on a larger line. For example, if a candidate reads 4 out of 5 letters on the 20/30 line, and 2 of 5 on the 20/25 line, the score would be 20/30+1.
13. Measured acuity should meet or exceed the agency standard. For example, if a standard has been set at 20/40 then the measured acuity must be 20/40 or better (20/40-1 does not meet the standard).

b. COLOR VISION

A pseudoisochromatic plate (PIP) test should be administered to all candidates.

It is crucial that the test be administered under proper illumination conditions. All color vision tests are designed to be used with a standard source of illumination, one approximating standard illumination "C" of the CIE (International Commission on Illumination). Neither daylight nor incandescent lighting should be used. The standard illuminant should be the only source of illumination. However, illumination provided by ordinary daylight fluorescent lamps (15-watt type, providing 25 foot-candles of illumination) is a minimum substitute for CIE standard daylight with the Ishihara PIP plates. Better options include Hi-Lite fluorescent bulbs, the True Daylight Illuminator (available through Richmond Products), and the Verilux True Color Light fluorescent tube (F15T8VLK), available from Verilux Incorporated. A recent study by the Federal Aviation Administration (Milburn & Mertens, 1993) demonstrated that the inexpensive Verilux tube is an effective substitute for the now unavailable Macbeth Easel Lamp.

Tinted lenses effectively alter the standard illumination required for all color vision tests, thereby invalidating the results. Therefore, use of colored contact lenses (such as the X-Chrom) or tinted spectacle lenses should not be permitted for color vision tests.

Before administering the test, make sure that the candidate, test, and illuminant are properly positioned. The candidate should be seated a distance of 75 cm. (about 30 inches) from the test. The PIP plates should be supported and then tilted until they are perpendicular to the candidate's line of sight. The illuminant should be situated so that the illumination is direct and even, and is incident approximately at an angle of 45° to the plates. It is desirable to have a small

paint brush available for use as a pointer or for tracing symbols, numbers, or winding paths on the plates.

Before beginning, explain the testing procedures to the candidate; for example: "I am going to show you some colored numbers in this book. On each plate, you will see a one or two digit number, or none. Tell me what you see. If you are not sure, use the paint brush to trace over it."

Testing should begin with the presentation of the demonstration plates. If the candidate cannot read the demonstration plates, discontinue the test.

Present the remaining plates in steady, rapid succession. No more than 3-5 seconds should be allowed for a response to each plate.

Mark the plates which were read incorrectly on the score sheet and then determine if the total number of test errors exceeds the pass-fail standard established by the test publisher.

c. BINOCULAR VISION - STEREOPSIS

All candidates should be administered a binocular vision test. Candidates should be tested while wearing their visual correction (e.g., glasses, contact lenses). There are several satisfactory commercial tests available, such as the Titmus Industrial Screener, that are relatively inexpensive, easy to use, and readily available.

3) Examination:

Routine physical examination of the eyes is discussed in Chapter IX - Neurology. However, during the examination of the cornea, special attention should be given to detecting radial keratotomy incisions. In most cases, incisions can be readily detected using the +20 lens of the ophthalmoscope (black numbers) to focus on the cornea.

B. EVALUATION OF COMMON CLINICAL SYNDROMES

1) Far Acuity Deficiency:

a. GENERAL CONSIDERATIONS

Various methods have been used to determine the impact of far acuity deficiencies on performance as a patrol officer. The critical patrol officer functions studied include: (1) deciding whether to discharge a firearm; (2) facial recognition; and (3) license plate identification.

1. **"Shoot-No-Shoot" Decisions:** Deciding whether to discharge a firearm is one of the most critical tasks facing patrol officers. Unfortunately, in a number of jurisdictions, making this decision is not all that infrequent. For example, in 1986, approximately 1 out of 50 LAPD sworn officers discharged their weapon; 42% of these incidents resulted in a civilian being wounded or killed (Pate & Hamilton, 1991). Since this study included officers who do not work in the field, the firearm discharge rate among officers assigned to field duty would be expected to be higher.

A separate study of LAPD officer-initiated shootings during 1990-92 found that over 30% of the 519 incidents occurring during this period involved shooting at targets over 25 feet away. Moreover, 65% of officer-initiated shootings took place at night or at dawn/dusk (Spilberg, 1993).

An officer's ability to rapidly determine whether a suspect in the distance is holding a weapon is typically studied by using decorrection lenses in scenarios at distances varying from 7-25 yards. In a 1981 study by Giannoni, six California Highway Patrol (CHP) officers with 20/20 or better uncorrected vision were sequentially decorrected to 20/40, 20/80, and 20/200. During each visual condition, the officers were asked to identify whether a "suspect" was holding a gun or a comb at distances of 7, 15, and 25 yards. No errors were made with 20/20 vision, even at a distance of 25 yards (Table XI-2). With 20/40 vision, the officers correctly identified all of the objects at 7 yards, but misidentified 14% at 15 yards. With 20/80 vision, officers misidentified 8% of the objects at 7 yards and 22% of the objects at 15 yards.

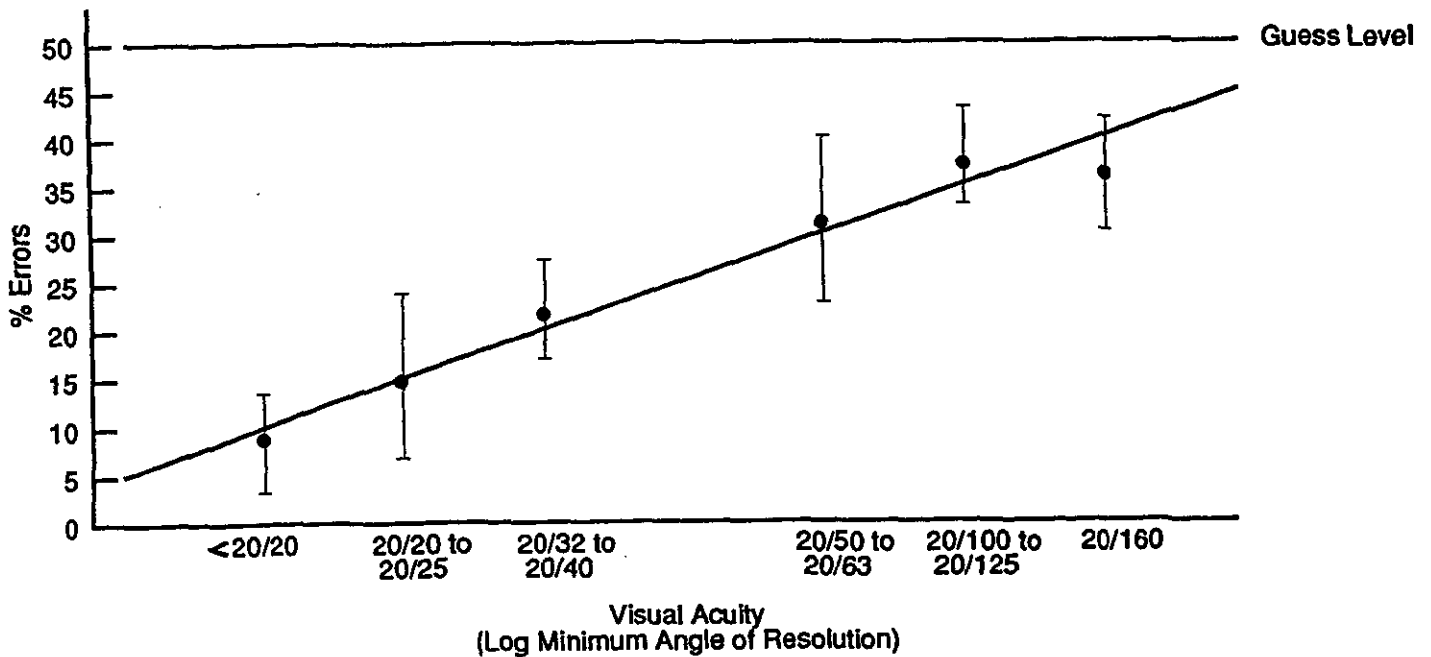
Good and Augsburg (1987) decorrected 50 patrol officers from Columbus, Ohio who had 20/20 vision or better and then asked them to identify whether a life-size target 20 feet away was holding a firearm. To simulate night conditions (when most shootings in Columbus were found to occur) the trials were conducted under low-light conditions (10 cd/m^2), making them more challenging than those used by Giannoni. This resulted in a task that was moderately difficult, even without decorrection. The officers participating in this study misidentified 5-15% of the 60 targets presented without decorrection (Figure XI-1). With vision between 20/30 - 20/40, the error rate increased to 15-25%. At 20/50 - 20/60, the error rate increased to 25-40%.

TABLE XI-2
Percentage Correct Identifications for "Shoot" and "No Shoot" Scenario

Candidates	25 Yard Distance				15 Yard Distance				7 Yard Distance				Combined Distances			
	20/20	20/40	20/80	20/200	20/20	20/40	20/80	20/200	20/20	20/40	20/80	20/200	20/20	20/40	20/80	20/200
Cell B																
1	100	50.0	50.0	50.0	100	50.0	50.0	50.0	100	100	50.0	50.0	100	66.7	50.0	50.0
2	100	50.0	50.0	66.7	100	83.3	50.0	66.7	100	100	100.0	100.0	100	77.8	66.7	77.8
3	100	100.0	50.0	50.0	100	83.3	83.3	66.7	100	100	100.0	66.7	100	94.4	77.8	61.1
Cell A																
4	100	100.0	16.7	50.0	100	100.0	83.3	83.3	100	100	100.0	100.0	100	100.0	66.7	77.8
5	100	100.0	83.3	50.0	100	100.0	100.0	66.7	100	100	100.0	83.3	100	100.0	94.4	66.7
6	100	100.0	50.0	33.3	100	100.0	100.0	33.3	100	100	100.0	100.0	100	100.0	83.3	55.5
Average	100	83.3	50.0	50.0	100	86.1	77.8	61.1	100	100	91.7	83.3	100	89.8	73.2	64.8

From Giannoni, B. Entry-level vision requirements validation study. Personnel Bureau, California Highway Patrol. October 1981.

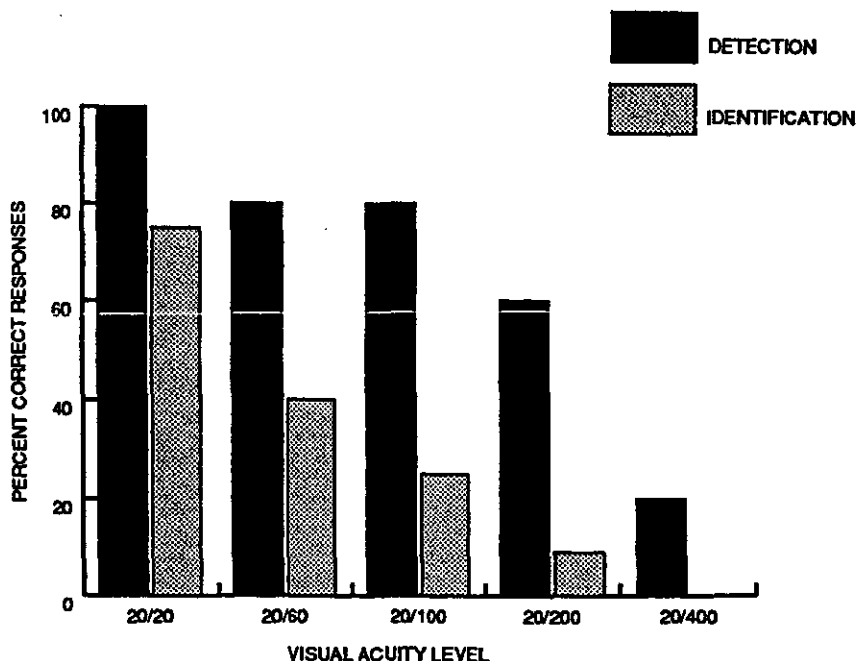
FIGURE XI-1
"Shoot-No-Shoot" Error Rates of Police Officers Tested at 20 Feet in Dim Light (N=60)



From Good, G.W. and Augsburger, A.R. 1987. Uncorrected visual acuity standards for police applicants. *J Police Sci Admin.* 15(1):18-23.

A third study involving weapon identification was conducted by Johnson and Brintz (1993) who decorrected six supervisors and counselors (with vision of 20/20 or better) from the California Youth Authority. The simulation was conducted under night lighting (5 to 7 cd/m²) in an open dormitory setting. Fifteen surrogate wards were situated 5-7 feet away from the participants. In each trial, one ward was holding either a weapon (knife or screwdriver) or a non-weapon (toothbrush or comb). The participants were tasked with detecting which ward was holding an object, and identifying whether the object was a weapon or non-weapon. At 20/20 visual acuity, there was 100% correct detection of the ward holding the object (Figure XI-2). Detection fell to 80% correct for the 20/60 and 20/100 acuity levels, 60% at the 20/200 level, and 20% at the 20/400 level. The ability to identify objects declined more rapidly with reductions in visual acuity. Correct identification at the 20/20 level was 75%, which degraded to 40% at 20/60, 25% at 20/100, less than 10% at 20/200, and 0% at 10/400.

FIGURE XI-2
Average Correct Responses for Object Detection and Weapon Identification as a Function of Visual Acuity.



From Johnson, C.A. and Brintz, N. 1993. Entry Level Vision Standards for Group Supervisors and Youth Counselors (draft). Sacramento: California Dept. of Youth Authority.

2. **Facial Recognition:** The recognition of a face or facial expression from a distance is critically important to the safety of a patrol officer. When pursuing or trying to recognize a suspect in a crowded area, only the suspect's face may be visible. Recognizing and recalling facial features is also important when identifying a suspect in a line-up or when testifying in court.³

Sheedy (1980) performed a self-assessment to determine the acuity level required for face and feature detection. At night, he viewed an illuminated, familiar person from 20 feet while using decorection lenses. Visual acuity of 20/30 enabled identification, while 20/40 visual acuity resulted in questionable identification. At 20/50, the subject's face became homogeneous and unidentifiable. The results of this study have been confirmed by Bullimore, et al. (1991), who investigated individuals with normal and reduced visual acuity. They observed a high correlation ($r=.87$) between letter chart acuity and the ability of individuals to correctly identify both individual faces and facial expressions associated with various emotional states (Table XI-3).

TABLE XI-3
Recognition of Faces and Facial Expressions as a Function of Visual Acuity

Visual Acuity	Distance at which 50% of faces and expressions can be identified in good illumination (100 cd/m ²)
20/20	14.0 yd.
20/30	8.3 yd.
20/40	5.9 yd.
20/50	4.4 yd.
20/80	2.5 yd.
20/200	0.7 yd.

From Bullimore, M.A., Bailey, I.L. and Wacker, R.T. 1991. Face recognition in age-related maculopathy. *Invest Ophthal Vis Sci.* 32:2020-2029.

³As with the other visual tasks discussed above, facial recognition at a distance or in poor illumination can be affected by numerous factors in addition to visual ability per se; for example, race (whites have difficulty identifying black faces; blacks recognize white and black faces equally well [Cross, et al., 1971]), age (less errors with subjects of same age [Mason, 1986], and gender (less errors with subjects of same gender [Ellis, et al., 1973]).

3. **License Plate Identification:** The ability to read and identify license plate numbers from a distance is another essential job function for patrol officers. For example, when in pursuit of a vehicle at 60 mph, maintenance of a safe distance (i.e., 6 car lengths) requires that the officer read the plate from a distance of 100 feet. Sheedy (1980) found that reading a license plate from this distance required 20/20 vision and good lighting conditions. By extrapolation, someone with 20/40 vision would be unable to read a license plate located more than 50 feet (3 car lengths) away (see Table XI-4). Sheedy noted that these distances assume no movement; under dynamic conditions, viewing distances would be even shorter.

SUMMARY: As Table XI-4 indicates, unimpaired visual acuity is required for many critical patrol officer duties that involve the quick identification of objects at varying distances. Therefore, **20/20 vision can be considered a justifiable qualification standard for patrol officers, assuming that their job duties include facial recognition, firing weapons at distant targets, or driving.** The need for unimpaired vision is even more compelling for officers who may be called upon to perform these duties at night. Johnson, et al. (1992) found that 20/20 vision is degraded to 20/60 under typical night lighting conditions (i.e., sodium vapor street lights); similarly, 20/60 vision is degraded to 20/200.

b. **FAR ACUITY STANDARDS FOR EACH EYE VS. BOTH EYES**

Although substantial evidence exists to support a stringent far acuity standard for patrol officers, separate issues must be addressed before deciding what standard should be applied to each eye separately vs. both eyes together. In order to justify an "each eye" standard, it must be shown that poor acuity in the weaker eye could have an adverse impact on the safe performance of patrol officer functions. Of relevance here is the likelihood that an officer's better eye would be temporarily unavailable or inoperative, such as in the following two situations:

Sighting around a barrier. Poor vision in one eye could force an officer to protrude his/her head beyond a barrier several centimeters further than would otherwise be necessary to make an observation. Theoretically, this could increase the risk of harm to the officer. However, each agency must evaluate how their officers actually peer around corners and other barriers to determine if this can be used as a basis for establishing a vision standard for each eye.

Trauma to one eye with sudden loss of vision. If there is a significant risk of an officer losing vision in one eye during a critical incident due to sudden trauma, a minimum far acuity requirement for both eyes would be justified. A recent review of LAPD worker's compensation records for the years 1987-1990 revealed that unilateral eye injuries during altercations occurred at an annual rate of approximately 1 per 300 officers assigned to field duty (Goldberg, 1993). Assuming that these injuries would completely impair vision in one eye, the risk of a functionally monocular LAPD officer losing the sight in his/her good eye during an altercation would be approximately 1/600 per year.

TABLE XI-4
Critical Task Performance vs. Far Acuity as Determined by Decorection Studies.

VISUAL
ACUITY

CRITICAL TASK PERFORMANCE

- 20/20
 - In good light, can consistently identify weapons at distances of up to 25 yards¹
 - In low light, will identify weapons correctly at 7 yards with an error rate of 5-15%²
 - Under night conditions, from 5-7 feet can detect whether an individual is holding an object with 100% accuracy and can identify object with 75% accuracy³
 - Facial identification with 50% accuracy at 14 yards⁴
 - License plate identification at 100 feet or 6 car lengths⁵

- 20/30
 - "Reliable" facial identification at 7 yards; 50% accuracy at 8 yards⁴

- 20/40
 - In good light, can consistently identify weapons at 7 yards, but error rate of 14% at 15 yards¹
 - In low light, can identify weapons at 7 yards with an error rate of 25%²
 - Legal limit for driving any vehicle
 - License plate identification at 50 feet (3 car lengths)⁵
 - Facial identification is "questionable" at 7 yards; 50% accuracy at 6 yards⁴

- 20/50
 - In low light, will misidentify weapons at 7 yards with an average error rate of >25%²
 - Cannot legally drive
 - Faces are "homogeneous" at 7 yards; 50% accuracy at 4.4 yards⁴

- 20/60
 - Under night conditions, from 5-7 feet can detect whether an individual is holding an object with 80% accuracy and can identify object with 40% accuracy³

- 20/80
 - In good light, can identify weapons at 7 yards with error rate of 8%; 22% error at 15 yards¹
 - In low light, will misidentify weapons at 7 yards with an average error rate of >30%²
 - Facial identification possible with 50% accuracy only at 2.5 yards⁴
 - License plate identification at 25 feet⁵

- 20/100
 - Under night conditions, from 5-7 feet, can detect whether an individual is holding an object with 80% accuracy and can identify object with 25% accuracy³

- 20/200
 - In good light, can identify weapons at 7 yards with error rate of 17%; 39% error at 15 yards¹
 - In low light, identifying weapons at 7 yards will be no better than guessing²
 - Under night conditions, from 5-7 feet, can detect whether an individual is holding an object with 60% accuracy and can identify object with less than 10% accuracy³
 - Facial identification is impossible beyond an arm's length⁴
 - License plate identification impossible at >10 feet⁵
 - Legal blindness as defined by the Social Security Administration and the IRS

¹Giannoni, 1981

²Good & Augsbuger, 1987

³Johnson & Brintz, 1993

⁴Bullimore, et al., 1991

⁵Sheedy, 1980

The uncertainty and low likelihoods associated with these situations do not lend strong support for a far acuity requirement for the weaker eye based solely on concerns about temporary loss of vision in the stronger eye. However, a certain degree of vision in each eye is necessary for adequate peripheral vision (discussed in section 3), and especially for binocular fusion and stereopsis (discussed in section 4). Adoption of these guidelines discussed in these sections will serve to ensure adequate visual acuity in the weaker eye.

c. METHODS OF CORRECTION

Although good far acuity has been shown to be essential for the safe performance of a number of patrol officer duties, the uncorrected vision of a significant proportion of the population falls short of 20/20. Among a sample of 200 LAPD applicants, for example, 32% were found to have uncorrected vision of less than 20/20; even a far acuity standard of 20/30 would eliminate 19% of this sample (Table XI-5).

A variety of methods exist for correcting vision, including glasses, contact lenses, orthokeratology, and radial keratotomy. Each method has its attendant advantages and risks. This section discusses factors for an agency to consider when determining the acceptability of each method as a reasonable accommodation for visually impaired candidates.

TABLE XI-5
Distribution of Uncorrected Vision in 200 LAPD Applicants. Best Vision With Both Eyes Open.

Uncorrected Vision*	Percent of Applicants With This Level of Vision or Better
20/20	68%
20/25	75%
20/30	81%
20/40	83%
20/50	86%
20/80	90%
20/200	94%

*Single character errors were ignored except at the 20/200 level; 20/40-1 was considered 20/40, 20/200-1 was considered to be worse than 20/200.

From Goldberg, R.L. 1993. Uncorrected vision of LAPD applicants. Unpublished data.

1. Glasses:

Whether glasses represent a reasonable accommodation depends on the consequences of their use for the safety of the candidate and others. Two interrelated risks must be assessed: (1) the probability that an officer would lose the use of his/her glasses during a critical incident; and (2) the likelihood that the loss of glasses during a critical incident would result in significant impairment and/or injury. These concerns, in turn, must be balanced against the potential benefits of the use of glasses, such as protection against thrown objects, sand, etc.

a. What is the probability of an officer losing the use of glasses while on duty, particularly during a critical incident?

During a critical incident, glasses can become dislodged and/or broken when an officer is assaulted by a resisting suspect, when an officer is pursuing a suspect, or when an officer is required to make a sudden vehicle stop. Moreover, climatic factors such as rain or snow may also suddenly deprive an officer of full visual correction.

Since the probability of these events may vary greatly across agencies, each agency needs to examine its own experience. Methods used to accomplish this have generally consisted of questionnaire surveys of incumbents, or reviews of eyeglass reimbursement requests. Unfortunately, both methods have their limitations. Questions posed by a questionnaire may be easily misinterpreted if the respondents are not personally interviewed (Holden, 1993). Reimbursement lists do not include all incidents in which glasses are lost, rather only those instances in which they are broken.

There are several questionnaire surveys that are noteworthy, however. In 1987, the City of Los Angeles asked 195 incumbent LAPD officers who wore glasses whether they had ever been involved in critical incidents where they needed to see without their glasses (Mancuso, 1987). Eighty-six officers (44%) answered affirmatively (Table XI-6). When asked how often these situations occurred, approximately 28% of the officers stated less than once per year, 45% stated 1-6 times per year, 13% stated 7-20 times per year, and 14% stated more than 20 times per year. Together, these 86 officers had to function in at least 386 critical incidents per year without their glasses. For the entire group (N=195), on average, each officer was required to function without glasses approximately twice per year during a critical incident.

A very similar questionnaire survey was conducted on 292 officers from the City of Columbus, Ohio (Good & Augsburger, 1987). Fifty-two percent of the officers reported that their glasses dislodged while performing police duties at least once in their career (average length of service = 15.7 years). The probability of dislodgement was 34% per year per officer. In another study (Holden, 1993), 52% of police executives queried at an FBI conference

TABLE XI-6
1987 LAPD Vision Questionnaire of Incumbent Police Officers

	Percent Answering Yes	
	Glasses	Contacts
Have you ever sustained an on-the-job injury specifically related to your wearing your corrective lenses?	5% (10/194)	0% (0/38)
Have you ever been involved in critical incidents, including but not limited to the apprehension of suspects, physical altercations, or vehicle pursuits, which necessitated that you see without your corrective lenses?	43% (83/195)	11% (4/38)
Has your wearing corrective lenses ever been an issue during a court appearance?	15% (27/184)	0% (0/36)
Do you believe that wearing corrective lenses presents an imminent hazard to your safety, that of your co-workers, or that of the public in any way?	6% (12/195)	0% (0/38)
Have you ever encountered any job safety problems caused by your corrective lenses?	28.9% (57/197)	2.6% (10/38)

Mancuso, R. 1987. Responses of myopic LAPD officers to a vision questionnaire. Unpublished study.

reported that they knew of incidents in which officers lost their corrective lenses in the course of duty.

The Ohio survey also examined the impact of climatic factors. Sixty-seven percent of officers reported that they have had to remove their glasses because of rain or snow at least once in their career; 56% reported removing their glasses due to fogging. Unfortunately, the survey did not inquire as to whether the officers were involved in critical incidents during any of these occurrences.

There have been two published studies of glasses reimbursement rates. Sheedy (1980) reported that during a two-year period the City of Columbus, Ohio reimbursed 8 officers for glasses broken during altercations. Giannoni (1981) reported that during fiscal year 1979-80 the CHP reimbursed 17 officers for glasses broken during altercations and 2 officers who lost their glasses during foot pursuits (Table XI-7). Unfortunately, neither study provided data on the total number of glasses-wearing officers to permit calculation of the relative rates of loss or breakage.

Dodson (1993) and others have argued that the risk of an officer losing his/her glasses can be virtually eliminated by use of military spectacles and other devices aimed at securing glasses to the head. Several combat spectacles and glasses-retaining devices were evaluated by the POST vision

TABLE XI-7

Number of Prescription Eyeglass Reimbursement Requests Submitted by CHP During 1979-80 by Job-Related Loss or Breakage Categories

Category	Number of Reimbursement Requests
1. Assault/resisting arrest	17
2. CHP patrol car/motorcycle accident	4
3. Removing debris on highways/ freeways	1
4. Accident investigations	3
5. Rescue/first aid	4
6. Foot pursuits	2
7. Operating motorcycle	2
8. Routine stop	5
9. Other*	9

*Fall on pavement, sparks from battery, etc.

From Giannoni, B. Entry-level vision requirements validation study. Personnel Bureau, California Highway Patrol. October 1981.

panel.⁴ Retaining devices such as straps and cords were found to be a potential safety hazard; during an altercation, they could be used to choke the officer. It was also determined that glasses held tightly by elastic, as is common with athletic eyewear, could be forcibly snapped back into the officer's face. Moreover, it was deemed unlikely that the tight elastic would be tolerated for an eight-hour shift.

Newer types of combat frames that are secured by a "D" shaped ear ring were also evaluated, but found to be uncomfortable when fitted tightly enough to avoid dislodgement during altercations -- a light tapping to the side of the frame caused severe pain to the bridge of the nose. Although more attractive than traditional military frames, the newer generation of combat spectacles were also found to be very conspicuous and relatively unattractive, which could have direct implications for their acceptance, use, and public reaction.

Note: All glasses worn by officers on duty should consist of polycarbonate lenses and frames that meet ANSI Z87.1 specifications. This will greatly reduce the likelihood and severity of injury to the officer.

⁴ Vision panel participants are listed in footnote 1, p. XI-1.

b. How often would the loss of glasses result in injury or other negative consequences?

It has been argued that losing one's glasses during a critical incident would be unlikely to result in negative consequences for all but the severely myopic, since a suspect is usually situated very close to the officer in these situations (Holden, 1993; Dodson, 1993). Situations such as these may be further mitigated by the presence of a partner and/or the potential availability of a spare pair of glasses. However, a recent study conducted for the California Youth Authority showed that refractive error affects the visual detection and identification of weapons even at distances as short as 5-7 feet (Johnson & Brintz, 1993). Even those who advocate this position acknowledge the seriousness of the consequences that could (and do) occur in these situations. Holden (1993) reports an incident in which the loss of glasses is believed to have contributed to the death of an FBI agent. Dodson (1993) recommends that myopic officers be required to wear combat glasses and be provided with handguns that have special high-visibility sights.

A survey conducted in 1984 by POST asked 53 glasses-wearing officers from various agencies to report on any negative experiences (including but not limited to impairment or personal injury) associated with wearing glasses while on duty. As indicated in Table XI-8, only four negative consequences were reported, three of which were associated with glasses dislodgement during altercations. This rate is equivalent to an annual risk per officer of approximately 1.1% (average length of service = 5 years).

TABLE XI-8
Reported Instances of Negative Consequences Resulting From Use of Corrective Lenses by Officers

Outcome	Lenses	Impairment	Circumstances
Failure to provide required duty	Glasses	Chemicals	Maced in combative situations--arrest delayed
Physical harm	Soft contacts	Fogged up	Lack of sleep prevented me from safely operating motor vehicle
Property damage	Glasses	Dislodged	Glasses dislodged and slipped off in altercation
Property damage	Glasses	Dislodged	Glasses broken as result of fight
Physical harm	Glasses	Dislodged	Glasses flew off in fight with suspect on PCP. As result I received minor injuries while wrestling on pavement

From Briggs, R. 1984. Visual skills job analysis and automated vision testing. Unpublished technical report for the Commission on Peace Officer Standards and Training.

The POST survey also asked a larger group of officers whether they knew of other officers who experienced the same array of negative consequences on the job due to use of glasses. Such questions generate a large number of anecdotal cases, but not incident rates. One hundred and forty respondents reported a total of 16 such incidents (Table XI-9). Thirteen of these incidents involved altercations; one involved glasses becoming fogged during an arrest.

In assessing risks, an agency may wish to examine the following agency-specific factors:

How often do officers patrol alone? The 1984 POST survey reported numerous incidents in which officers who lost their glasses required the immediate assistance of other officers to control a suspect and make an arrest (see Tables XI-8 & X-9). Holden (1993) reports an incident in which an officer who lost his glasses could not read the license number of an escaping suspect's vehicle.

How often do foot pursuits occur after altercations? In this situation, a distance is created between the officer and the suspect. An officer who has lost his/her glasses may subsequently misidentify the suspect in a crowd, overlook the suspect in hiding, or be unable to determine if the suspect is holding a weapon.

How often does an officer discharge a gun after an altercation, and what are the distances involved?

c. How often do glasses provide protection from hazards?

The 1984 POST survey also asked officers if glasses ever provided a beneficial effect. The 53 officers who wore glasses listed over 50 incidents in which they felt that glasses protected them from injury (Table XI-10). Some of these incidents involved confrontations with suspects who tried to disable the officer by throwing sand or other matter into the officer's face. Officers in the study who did not wear glasses also reported incidents in which they had observed the protective effect of glasses among their colleagues (Table XI-11).

An agency must balance the relative risks and benefits associated with wearing glasses when developing a standard on their use by officers. Since the degree of risk associated with wearing glasses is directly proportional to the candidate's degree of visual impairment (see Table XI-4), it is reasonable to conclude that glasses represent an acceptable accommodation for candidates with relatively mild degrees of visual impairment.

TABLE XI-9
Reported Instances of Negative Consequences Resulting from Corrective Lenses as Observed by
Other Officers

Outcome	Lenses	Impairment	Circumstances
"Other"	Glasses	Fogged	Cold to warm -- glasses fogged. Had to clean glasses before continuing duty
"Other"	Glasses	Fogged	Had to clean & therefore, out of service
Damage to property	Glasses	Dislodged	Officer's glasses broken in physical confrontation
Physical harm	Glasses	Dislodged	415 fight -- officer struck in face -- momentary daze - - unable to see target until suspect struck again
Property damage	Glasses	Dislodged	Suspect knocked deputy's glasses to ground & broke them
Failure to provide service. Physical harm, property damage	Glasses	Dislodged	During arrest, partner lost his glasses, cut his nose and broke his glasses
Physical harm Auto accident	Glasses	Dislodged	Altercation with suspect/frame pushed in eyes, glasses in eye
Physical harm	Glasses	Dislodged	Cut on face from glasses being forced into the face
Other (altercation resulted)	Glasses	Dislodged	Suspect subdued by other officers
Failure to provide service	Glasses	Fogged	Entered sauna to investigate case -- glasses fogged & unable to see
Failure to provide service Auto accident	Glasses	Dislodged	Pursuit of suspect
Physical harm	Glasses	Dislodged	Deputy hit in face by suspect -- glasses (frame) cut his face and fell off
"Other"	Soft contact lenses	Dislodged	Contact dislodged during search of prisoner
"Other"	Glasses	Dislodged	Officer's glasses dislodged in altercation -- suspect ultimately injured
Failure to provide service	Glasses	Fogged	Other officers had to assist in arrest
Physical harm	Glasses	Dislodged	Officer struck while wrestling with suspect -- Officer cut on forehead
Failure to provide service Damage to property	Glasses	Dislodged	Officer's glasses knocked off while attempting to make arrest

From Briggs, R. 1984. Visual skills job analysis and automated vision testing. Unpublished technical report for the Commission on Peace Officer Standards and Training.

TABLE XI-10
Reported Instances Where Corrective Lenses Provided Officers Protection

# Times	Lenses	Circumstances
1	Glasses	Broken windshield -- eyes protected from glass
5	Glasses	(1) Lead splatter at range (2) Wall particles -- removing evidence (3) Dura print fumes
4	Glasses	(1) Flying objects (2) Leaking chemicals in a fire
5	Glasses	Tear gas, objects thrown, struck in face, spit on
1	Glasses	Suspect threw sand -- glasses protected eyes
5	Glasses	Glasses protected eyes from thrown gravel
10	Glasses	Glasses acted as shield for eyes
10	Glasses	Prevented dust or hard objects from entering or harming my eyes
Many	Glasses	Objects thrown, i.e., dirt, sand, etc., by people and natural forces. Also limbs, branches, bushes scratched face but not eyes
	Glasses	Strong winds -- debris hit glasses
Several	Glasses	Protection from wind blown dust/dirt
3	Glasses	Blowing sand in two storms. Blowback from weapon on range
4	Glasses	Protection against blowing sand/debris from helicopter blade thrust
Many	Glasses	Sand/rocks/bugs while a motorcycle officer

From Briggs, R. 1984. Visual skills job analysis and automated vision testing. Unpublished Technical Report for Commission on Peace Officer Standards and Training.

In deciding upon an uncorrected vision standard for glasses-wearers, an agency may also want to consider that visual correction is often not sought until one's native vision deteriorates into the 20/40 range. This would indicate that 20/40 can serve as a threshold level for establishing functional impairment. Visual acuity of 20/40 or better is also required by the California Department of Motor Vehicles.

TABLE XI-11
Reported Instances Where Other Officers' Corrective Lenses Provided Protection

# Times	Lenses	Circumstances
3	Glasses	Thrown bottles -- shattered glasses
2	Glasses	Suspect pursuit -- glasses broken in fight
-	Hard contacts	No injury when struck in face (would have been injured w/glasses)
2	Glasses	Prevented injury to eyes by shielding object
1	Glasses	Outside mirror shattered by bullet, throwing glass in deputy's face
1	Glasses	Eyes protected from chemical agent thrown by suspect
Several	Glasses	Thrown sand & gravel & other objects
2	Glasses	Motor officer being hit in glasses by small objects
1	Soft contacts	Eyes protected when refueling patrol car with propane
2	Soft contacts	Dust blown/thrown objects
1	Glasses	Windshield shattered -- glasses protected eyes from glass
1	Glasses	Protection on range
1	Glasses	Airborne particles hitting glasses
2	Glasses	(1) Exploding battery (2) Glasses struck & broken by foreign object
1	Glasses	Suspect threw sand at officer
3	Glasses	Flying rocks, dust, etc. bouncing off passing vehicle, etc.
Several	Glasses	Protection from sand/bugs/gravel for motor officers
2	Glasses	Motorcycle officers being hit in glasses by small objects

From Briggs, R. 1984. Visual skills job analysis and automated vision testing. Unpublished technical report for the Commission on Peace Officer Standards and Training.

The differences in responses of mildly vs. moderately myopic LAPD officers, although not statistically significant, lend further support for a 20/40 uncorrected standard (Goldberg, 1987). In response to the question: "Do you believe that wearing corrective lenses presents an imminent hazard to your safety, that of coworkers, or that of the public in any way?," 13% of the 23 officers who knew that their uncorrected

vision in their better eye was worse than 20/40 answered affirmatively. This response compared to only 5% answering affirmatively among the other 172 less myopic officers.

SUMMARY: An uncorrected standard of 20/40 for glasses-wearing officers is reasonable for agencies where the essential job functions include the use of single-officer patrol units, involvement in altercations with suspects, or use of lethal force. A 20/40 standard also provides a margin of safety when working in low lighting conditions or inclement weather. At agencies where officers are rarely without support and are very unlikely to be subject to assault, a standard in the range of 20/50 to 20/100 is probably reasonable. Agencies who accept candidates with 20/200 vision or worse must do so with the awareness that the vision of these persons will be markedly impaired if they lose their glasses (Table XI-4).

The use of glasses (especially those with polycarbonate lenses and ANSI Z87.1 frames) is likely to reduce the overall incidence of unilateral eye injuries (see Tables XI-10 and XI-11). Moreover, sighting around a barrier is not an issue with glasses. Consequently, requiring an uncorrected minimum in the weaker eye of a person who wears glasses does not have strong support.

2. Contact Lenses:

Contact lenses can be classified by their rigidity. "Hard" lenses, made of polymethylmethacrylate (PMMA), are small, inflexible, and impermeable to oxygen. These were the original contact lenses developed decades ago. Advantages include easy care (no sterilization required) and the ability to correct astigmatic errors. Disadvantages include low comfort, easy dislodgement, high risk of particle entrapment and inappropriateness for overnight (extended) wear. Fully "soft" lenses were developed in the 1970's. These are large, flexible and permeable to oxygen. Advantages include high comfort, low risk of dislodgement, low risk of particle entrapment, and availability in extended wear varieties. Disadvantages include the need for regular cleaning/disinfection and the inability to correct for astigmatic error. The latter problem can be overcome with an expensive soft lens known as "Toric" which are somewhat thicker and weighted on one edge.

In the last decade, a new lens known as "semi-soft," "semi-rigid," "semi-permeable," or "gas-permeable" was developed. These are thinner hard lenses, made from materials permeable to oxygen. They are comfortable, can correct astigmatic error, and are associated with fewer complications than soft lenses (Key, 1990).

Two issues must be considered when determining whether contact lenses constitute a reasonable accommodation for visually impaired candidates: (1) safety, and (2) candidate compliance after hire.

a. **Safety.** Use of contact lenses could potentially create a safety hazard under certain circumstances:

(1) If both lenses were simultaneously lost during an altercation. Compared to glasses, this occurrence would be expected to be very rare. A phone survey was conducted on 12 optometrists in the Southern California area (Bible, 1993). The optometrists were selected randomly from a phone book, had an average of 2000 contact lens patients, and had been in practice for an average of 15 years. None of the optometrists could recall ever having a patient report losing both lenses simultaneously except during water sports. This result is not unexpected, since a direct blow to the eye may dislodge one lens, but would not affect the other.

While the loss of one lens would not affect vision in the other eye, this risk can be further reduced by prohibiting the use of hard lenses. Good & Augsburger (1987) asked 108 police officers who wore contacts if they had ever lost a contact lens while on duty; 18.8% of the 16 hard lens users answered affirmatively, compared to 10.5% of the 19 officers who used gas permeable lenses and 9.6% of the 73 officers who used soft lenses.

(2) Use of contacts in hazardous environments. During the 1960's and 1970's, recommendations were made to prohibit the use of contacts in hazardous environments due to concerns about absorption of chemicals and subsequent damage to the eye. However, these concerns were not based on controlled studies. Kok-van Aalphen (1985) and Royall (1977) found that candidates wearing soft contact lenses could actually tolerate tear gas for a slightly longer period of time. In fact, numerous published studies of both humans and animals exposed to a wide range of chemicals have found that contact lenses have either no effect or provide protection when the eye is exposed to toxins (Nilsson, et al., 1981; Nilsson & Andersson, 1982; Rengstorff & Black, 1974). Together, these studies have shown that absorption of some chemicals by soft lenses does occur, the lenses acting as a sponge to remove the chemicals from contact with the eye. There are no comparable studies on hard or semi-permeable lenses in toxic environments. However, since these smaller lenses do not completely cover the cornea, they would not be expected to provide the same protective benefit.

(3) Particle entrapment under a lens can result in a "contact lens attack" which is acutely painful and incapacitating. Vision in the non-affected eye is markedly impaired by sympathetic tearing and photophobia until the other lens is removed. Particle entrapment occurs when the lens slides over a particle or when tear fluid is exchanged from under the lens.

Although there are no published studies on the subject, many vision specialists agree that the risk of entrapment for hard and semi-permeable lenses is much greater than for soft lenses. Because they are smaller in diameter, hard and semi-permeable lenses slide on the cornea much more than do soft lenses. In addition, the rate of tear fluid exchange from

underneath these lenses is an order of magnitude greater than with soft lenses. For these reasons, the American Optometric Association has recommended against the use of hard and semi-permeable lenses in industrial environments (AOA, 1990). Similarly, these lenses are not recommended for military aviation due to the high levels of particulate in cabin air (Polse, et al. 1990).

The safety of contact lenses has also been addressed in several questionnaire surveys of patrol officers:

- The 1984 POST vision study asked 17 officers if they ever experienced negative consequences from their personal use of contacts (12 wore soft and 5 wore hard lenses). Only one incident (which was non-critical) was described (Table XI-8). One hundred and forty officers were also asked if they had ever observed others experiencing negative consequences due to problems with their contacts. Again, only a single incident was reported (Table XI-9). However, the officers did report several incidents in which contact lenses provided protection against hazards (Table XI-11).
- In 1987, the City of Los Angeles conducted a questionnaire survey of 38 officers who wore contact lenses (soft and hard). No officer reported having sustained an on-the-job injury due to wearing contacts (Table XI-6). Similarly, none believed that their use of contacts created an imminent safety hazard. Only 4 (11%) reported having been involved in critical incidents where they had to see without their correction. Of these four, one officer reported that this occurs less than once per year, another reported occurrences of only 1-6 times per year, and the remaining two officers reported occurrences of more than 6 times per year. Ten of the officers indicated that they had encountered job safety problems caused by the contact lenses, due mostly to lenses slipping/popping out, or to particle/hair entrapment.

The available evidence suggests that soft contact lenses can be used by patrol officers with minimal risks. Their use is preferable to hard or semi-permeable lenses, since wearers are less likely to be subject to sudden incapacitation due to particle entrapment.

b. **Compliance.** Compared to lens dislodgement, there is an arguably greater likelihood that individuals will discontinue wearing their lenses, either temporarily or permanently.⁵

(1) **Temporary Discontinuation:** How many days per year will a patrol officer be unable to wear SCLs due to eye infections, corneal abrasions, allergies, or other medical conditions? Nilsson and Lindh (1984) reported that temporary medical conditions resulted in an average of only 3 days of non-wear per year for daily-wear SCL users. Studies of extended wear SCLs have found that complication rates are significantly higher than with daily wear lenses (Kirn, 1987); however, this appears to occur primarily in the first year of use. Several studies have found that those who successfully complete 12 months of use have temporary and permanent discontinuation rates which are similar to that of daily-wear users (Nilsson & Persson, 1986; Binder, 1983).

In persons who have worn SCLs successfully for more than a year, motivational factors are probably responsible for more episodes of temporary discontinuation than are medical complications. Since 1988, the LAPD has hired over 300 officers who have worn SCLs successfully for at least one year and have signed a pre-placement agreement obligating them to wear SCLs whenever assigned to field duty. (See Figure XI-3 for a sample pre-placement agreement.) During five random department-wide eye inspections conducted between June 1990 and November 1991, the LAPD found non-compliance rates to vary between 2-8%, with an average rate of 5%. Thirty officers were found on duty without their SCLs on a total of 39 occasions; five officers were non-compliant twice, and two officers were found non-compliant three times. Medical reasons were cited for non-compliance in only 6 (15%) of the incidents. More commonly, officers said they forgot their contacts, lost one, or now prefer to wear glasses. Examining non-compliance as a function of time since hire revealed a slight, nonsignificant increase in non-compliance in officers who had been on the job for longer periods of time (Figure XI-4). To date, discipline has been limited to written reprimands, and quarterly eye inspections have not been conducted regularly. Therefore, it is probable that non-compliance among these patrol officers could be significantly reduced by providing stronger administrative controls.

(2) **Permanent Discontinuation:** Several studies involving users of daily-wear SCLs have found that quit rates are highest during the first year of use. In a retrospective study of 196 SCL users, Robbins (1977) found that 13% quit within the first year after the lenses were prescribed. In a similar retrospective study of 92 new SCL users, Broome and Classe (1979) observed a first year drop-out rate of 28%; quit rates during the first and second 6 months of wear were both equal to about 15%. Both studies found

⁵The following discussion is limited to soft contact lenses due to the considerations discussed earlier.

that drop-out rates significantly decrease after the first year. Combined drop-out rates in the second and third year of use were 5-7% (Table XI-12).

As with temporary discontinuation, a large percentage of participants quit because of poor motivation. In the Broome study, only 5% of the participants quit daily-wear SCL use on the advice of a doctor (Figure XI-5). This has been a general finding in many studies. In a three-year prospective study of 100 SCL wearers, Nilsson and Lindh (1984) found that only 2% discontinued daily-wear SCL use on a permanent basis due to medical complications. After one year of successful use, similar findings have been reported for extended-wear SCL users (Nilsson & Persson, 1986; Binder, 1983). To date, only one of the 300 LAPD officers has permanently discontinued SCL use due to medical complications.

SUMMARY: Based on these studies of safety and compliance, it would appear that the use of soft contact lenses can be considered a reasonable accommodation for candidates who have been successful SCL wearers for at least one year. However, before SCL candidates are granted waivers of uncorrected vision requirements, an agency should develop a program to ensure that these individuals will not go into the field without wearing their contact lenses.

With proper administrative controls in place, the likelihood of either noncompliance or SCL dislodgement (particularly double dislodgement) is quite low. Some agencies, nevertheless, may feel that the severity of the risk posed if an extremely myopic officer needed to perform without visual correction offsets even this low likelihood, and as a result provides ample justification for establishing an uncorrected vision standard. However, if an uncorrected standard is established, it is recommended that it be no more stringent than 20/200. Vision at this level, although severely limited⁶ (see Table XI-4), would be expected to allow some basic functional capacity as a patrol officer (under good lighting conditions). It must be noted, however, that upwards of 6% of the applicant population may be unable to meet even a 20/200 uncorrected standard (see Table XI-5).

⁶20/200 is the threshold for functional blindness as established by the Social Security Administration.

FIGURE XI-3
Sample Pre-Placement Agreement Involving Use of Soft Contact Lenses

SAMPLE

PRE-EMPLOYMENT NOTICE OF REASONABLE ACCOMMODATION REQUIREMENTS

Name: _____ Date of Hire: _____

Medical Condition: Poor uncorrected distance vision - myopia correctable with soft contact lenses.

I acknowledge that the medical condition noted above was present at the time that the (name of law enforcement agency) offered me employment. I affirm that I am currently, and have been for the past twelve months prior to employment, a bona fide, successful soft contact lens wearer. I also understand that my use of soft contact lenses is permitted as a reasonable accommodation for my distance vision myopia.

I understand that my ability to perform the duties assigned to me as a full-duty patrol officer may be contingent upon my ability to successfully wear soft contact lenses on duty, and I shall wear such lenses whenever I am on duty except when authorized by my supervisor (or the Employee Assistance Unit) to do otherwise. I also understand that it is my responsibility to notify my supervisor (or the Employee Assistance Unit) should I become unable to wear soft contact lenses while on full duty or should I take any other medical action which would otherwise affect my vision or my ability to wear soft contact lenses. I am aware that if I become unable to wear soft contact lenses while on full duty, I may be assigned to restricted duty assignments.

I have been informed that, as part of the reasonable accommodation to the medical condition noted above, my use of soft contact lenses may be candidate to verification by my employer and to such medical eye examination as necessary in the judgement of my employer's medical staff during the last month of my training at the Police Academy and thereafter, unless otherwise medically indicated.

By my signature below, I acknowledge that I have read and accept the conditions of this Notice.

SIGNATURE

DATE

FIGURE XI-4
Non-Compliance of LAPD Officers with Soft Contact Lenses Based on Time Since Hire (N=808)

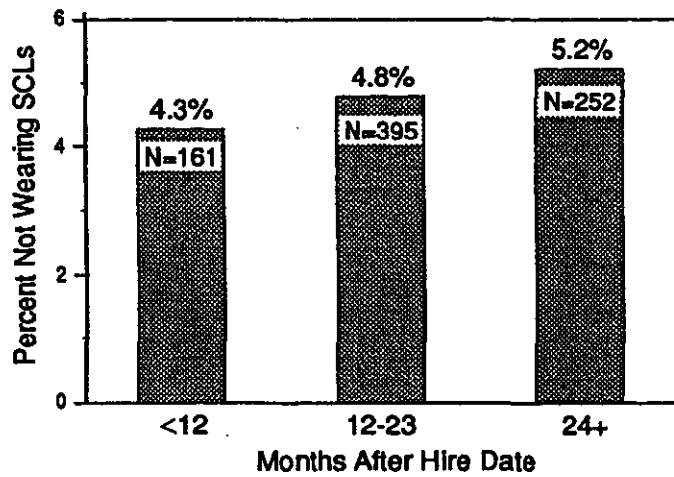
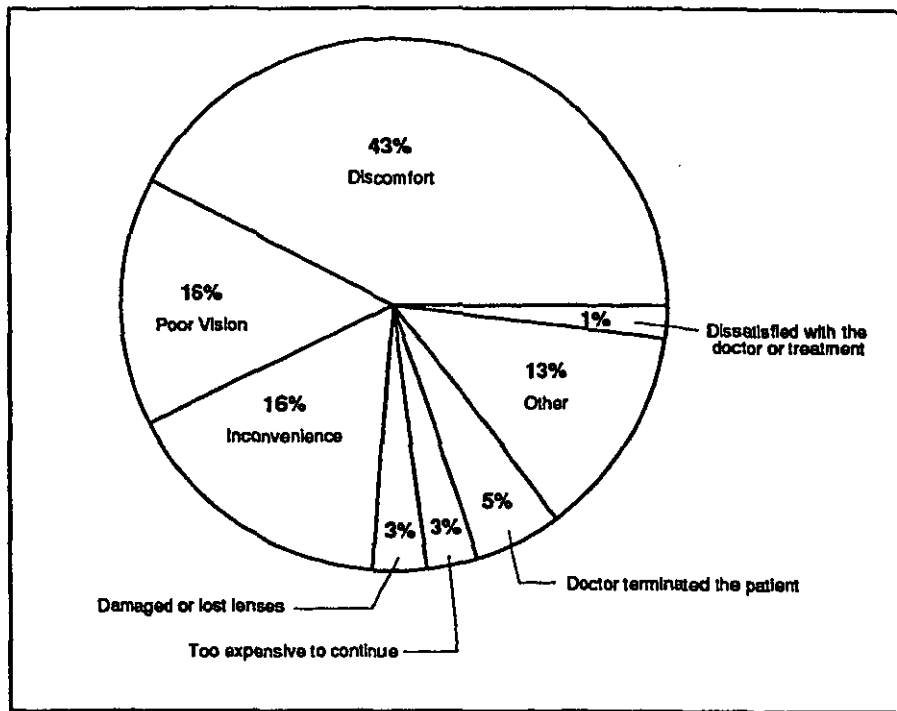


TABLE XI-12
Rates of Soft Contact Lenses "Drop-Out"

Time Period	Number Using SCLs at Beginning of Time Period	Percent Who Quit During Time Period (n)
0-12 Months	288	18% (51)
13-24 Months	136	5% (7)
25-36 Months	74	7% (5)

Combined data from: Broome, P.W. & Classe, J.G. 1979. Long-term success in contact lens wear. Contact Lens Forum (September):15-27; and Robbins, J.C. 1977. A three-year retrospective soft lens contact lens study. In Proc 2nd Natl Res Symp Soft Contact Lenses Int. Congr. Ser. No. 398:57-61. Excerpta Medica. Amsterdam.

FIGURE XI-5
Reasons for Discontinuing Contact Lens Wear (N=92)



Adapted from Broome, P.W. and Classe, J.G. 1979. Long-term success in contact lens wear. Contact Lens Forum (September): 15-27.

3. Orthokeratology:

Orthokeratology refers to the use of special hard contact lenses that "mold" the shape of the cornea to reduce myopia. The method is somewhat analogous to the use of orthodontics for realigning teeth. The individual may wear the lenses for a period of time, then remove them to enjoy a period of good vision without lenses. The lenses are put back into the eyes 1-3 days later when the individual's vision deteriorates. Some persons wear gas-permeable ortho-K lenses only while sleeping, and then sustain good vision without contacts the next day.

There are several concerns regarding the use of orthokeratology by patrol officers:

(a) Fluctuating vision: When the lenses are not worn, the wearer's vision slowly deteriorates. The individual reinserts the lenses when the poor vision is no longer tolerable. Since many find vision even in the 20/40 - 20/50 range tolerable, it is not unlikely that an officer would be on duty with vision in this range. It is unrealistic to expect an agency to perform vision testing at the beginning of each shift and at sufficiently frequent intervals thereafter to ensure vision (with or without the lenses) at or near 20/20.

(b) Compliance: Fluctuating vision could be eliminated by requiring the candidate to wear the lenses while on duty. However, it must be noted that orthokeratology lenses are frequently worn only while sleeping. (In fact, many orthokeratology users spend \$1,500-\$2,000 because they do not want to wear contact lenses all of the time.) Furthermore, since they do not comply with the cornea's natural contour, some individuals find these lenses quite uncomfortable.

(c) Particle Entrapment: Since orthokeratology lenses are either hard or semi-permeable, requiring constant use by an officer could create a similar risk of particle entrapment (see "Contact Lenses").

The unique advantage of orthokeratology is that visual acuity is maintained when the lenses are removed/dislodged. However, this benefit would require constant use while on duty, a practice that is contrary to the way these lenses are commonly used as well as unrealistic for those individuals who find the lenses uncomfortable. Moreover, these lenses create the same risk of sudden incapacitation due to particle entrapment as do hard or rigid gas permeable lenses.

Because of concerns over fluctuating vision, monitoring compliance, and particle entrapment, **the use of SCLs is preferred over ortho-k lenses for patrol officers**. Therefore, candidates should be encouraged to switch from orthokeratology lenses to soft contact lenses. At a minimum, before ortho-k wearers are accepted, they need to show a **history of problem-free, daily, daytime use of these lenses for a period of no less than one year**; furthermore, **strict administrative controls (including frequent lens checks) should be implemented to ensure that ortho-k wearers do not perform on duty without their lenses**.

d. FAR ACUITY SUMMARY

Based on available evidence, the following recommendations are made for establishing far acuity standards for entry level patrol officers:

Corrected Vision:

- Best corrected vision of 20/20.
- Best corrected vision should be assessed for **both eyes together**.

Use of Glasses: Due to the likelihood of dislodgement or breakage, candidates who wear glasses should meet an uncorrected far acuity standard of between 20/40 - 20/100. The exact far acuity standard selected should be based on agency-specific considerations such as:

- The likelihood and circumstances surrounding the use of firearms at that agency (e.g., distances of targets, frequency of foot pursuits in conjunction with weapon use)
- The likelihood of engaging in combative situations
- Deployment of one officer patrol units
- Inclement weather, night shift duty, and other environmental conditions that may affect visibility with glasses

Use of Contact Lenses:

- Use of soft contact lenses (SCLs) is permissible by candidates who have at least one year of successful SCL use, and provided that the agency uses pre-placement agreements and has a monitoring program in place.
- SCL use is preferred over the use of other types of contact lenses (i.e., rigid gas permeable or hard lenses) due to concerns of particle entrapment and dislodgement.
- The establishment of an uncorrected vision standard for SCL wearers should be an agency-specific risk management decision. However, should an agency decide to create an uncorrected standard, it is recommended that it be no more stringent than 20/200 (both eyes).

Use of Orthokeratology:

- Because of concerns over fluctuating vision, particle entrapment, and the inability to monitor compliance, SCLs are preferred over ortho-k lenses for patrol officers. At a minimum, ortho-k wearers should be required to always wear their lenses while on duty, and to meet the same visual acuity and compliance requirements as discussed above for SCL wearers.

e. RECOMMENDED EVALUATION PROTOCOL

Prior to evaluating candidates, the hiring agency should supply the vision specialist with a set of written guidelines which describe the accepted policies on corrected vision, uncorrected vision, contact lenses, and orthokeratology.

Procedures for testing far acuity are described under General Screening Recommendations.

CORRECTED VISION: The physician should seek an explanation if a candidate's corrected vision (or native vision if no corrective devices are used) is worse than 20/20 in each eye, regardless of the agency's corrected vision standard. While the most common cause is inadequate corrective lens prescription, poor corrected

vision may be indicative of serious eye disease which should be evaluated by a vision specialist. This possibility should be ruled out before a candidate is given a clearance.

UNCORRECTED VISION: In most cases, candidates who do not meet the uncorrected vision standard should have an opportunity to have their vision retested by their personal vision specialists. Unfortunately, measurement of uncorrected vision can vary with squinting, time of day, and the lighting conditions during testing. Consequently, physicians are commonly faced with the task of resolving discrepancies between the results of pre-employment vision testing and the results reported by a private specialist. To adequately resolve these discrepancies, the physician must understand a few basic concepts regarding the optics of corrective lenses:

Lenses with a spherical shape are used to correct either nearsightedness (myopia) or farsightedness (hyperopia). The "strength" or curvature of the required lenses is measured in units known as diopters (D). The diopter strength of a lens is always preceded by either a minus (-) or a plus sign (+) to denote concavity or convexity, respectively. Minus (-) lenses correct for myopia; plus (+) spherical lenses correct for hyperopia.

Astigmatism is an optical irregularity along an axis. Cylindrical lenses aligned along the same axis can correct this error. By convention, cylindrical correction is usually expressed as "minus" (-) diopters, followed by the axis of the cylinder expressed in degrees.

Eyeglass prescriptions are based on the subjective measurement of the individual's spherical and cylindrical refraction. When this is performed manually, it is known as the manifest refraction (MR). Refraction can also be conducted by an automated process, but it is not as accurate. The refraction is always expressed as the spherical correction followed by the cylindrical correction. For example, -1.50 -1.00 x 90 indicates that lenses must be made with a minus 1.5 diopter sphere combined with a 1.0 diopter cylinder aligned along an axis of 90 degrees. If someone has no astigmatism, the cylinder correction is omitted. If someone has only astigmatism, the spherical correction is designated as "plano" (for example, plano -4.50 x 135).

Knowing a candidate's MR can be very helpful in determining the likelihood that squinting occurred during private testing. Peter's Table (Table XI-13) can be used to predict the most probable distant acuity based on refraction. To use Table XI-13, first find the candidate's spherical correction along the far left side of the table. If there is no astigmatism, the predicted acuity is found in the first column to the right (minus cylinders = 00). For example, if the MR is [-1.25], distant acuity is most likely 20/70.

Note that predicted acuity in hyperopes decreases with age. For example, an MR of [+3.00] would indicate an acuity of 20/25 in a 15-year-old, but 20/200 in a 50-year-old. This age-related effect is due to the gradual loss of accommodative

power of the crystalline lens in the eye. In young persons, accommodation can completely compensate for mild hyperopia.

Cylindrical correction is found along the top of the table. For the purpose of estimating acuity, the axis of the cylinder can be ignored. Examples include: [plano -2.00 x 125] = 20/70; [+1.75 -1.25 x 275] in a 28 year-old = 20/30; [-0.25 -0.75 x 50] = 20/40.

Note that a small amount of astigmatism can actually improve the vision of older hyperopes. For example, a 45-year-old with an MR of [+3.00 - 2.00 x 45] is likely to have 20/80 vision, while a similar hyperopic 45-year-old without astigmatism (MR of [+3.00]) would probably have 20/200 vision.

Astigmatism must be expressed as "minus" cylinder when using Peter's Table. If the MR is written with "plus" cylinder, this can be converted to minus by adding the number of cylindrical diopters to the spherical correction (axial changes can be ignored). For example, an MR of [+1.00 +1.00] is equivalent to [+2.00 -1.00]; [-1.00 +1.00] = [plano -1.00]; [-.25 +3.75] = [+3.50 -3.75].

The following is presented as a suggested algorithm for evaluating candidates whose uncorrected distant acuity, as measured during the screening examination, is beyond the hiring agency's standards. Repeat testing by the agency's vision specialist should be performed on all such candidates (preferably with a different eye chart). The most favorable test results should be evaluated using the following guidelines.

GROUP I: UNCORRECTED ACUITY IS WORSE THAN THE AGENCY STANDARD BY ONLY ONE LINE

A "line" refers to the lines on a vision chart (e.g., the 20/40 line). These candidates should have the opportunity to submit the results of a current, private examination which includes the MR. The examination technique used should be the same as described in "General Screening Recommendations - Routine Testing." Past records of previous eye exams should be requested, since they may reveal the candidate's true vision when not motivated to squint.

- If past records and the current private exam indicate acceptable vision, the candidate is passed.
- If either the current private exam results or past records confirm unacceptable vision, the candidate should be restricted from performing vision-oriented essential job functions (e.g., driving, weapon use, etc.) Past records, unlike the results of a current private exam, are unlikely to be biased by squinting.⁷

⁷Note: Vision does not improve with age.

- If the current private exam is acceptable, but no past records are available, use the MR and Peter's Table (Table XI-13) to assess the likelihood of squinting.

GROUP II: UNCORRECTED ACUITY IS WORSE THAN THE AGENCY STANDARD BY TWO LINES OR MORE

Repeat testing by a private vision specialist is usually not helpful. These candidates should be restricted from involvement in critical situations which may result in loss of glasses. The use of soft contact lenses is generally an acceptable alternative for these candidates, except for those individuals who fail to meet an agency's uncorrected acuity standard for soft contact lens wearers (if any).

SOFT CONTACT LENSES: The physician should determine if the candidate has worn SCLs regularly and successfully for at least one year. To evaluate the candidates' past experiences with SCL use, and the existence of any contraindications to the continued successful use of SCLs, candidates should be asked to submit the results of a current contact lens examination by a vision specialist (see form provided as Figure XI-6), and a copy of their vision records.

There are several absolute and relative contraindications to the use of contact lenses. Diabetes can result in loss of corneal sensation which can decrease an individual's awareness of epithelial damage from the lens. Increased glucose concentrations in the tear fluid also serve to encourage infections. Other absolute contraindications include autoimmune disorders, which are commonly complicated by the sicca syndrome (dry eyes and mouth). These would include scleroderma, Sjorgen's syndrome, rosacea, rheumatoid arthritis, and lupus.

Relative contraindications to SCL use include a history of dry eyes, use of antihistamines (which decrease tear flow), or a history of medical complications from contact lens use. These include corneal abrasion, corneal infection, neovascularization of the cornea (often seen in post-radial keratotomy patients who wear contacts), and giant papillary conjunctivitis (GPC). GPC is a sterile inflammatory reaction of the upper eye lid caused by friction and irritation from repetitive blinking over the upper portion of the contact lens. This condition occurs more commonly with extended wear lenses. It is treated with steroids and discontinuation of contact lens use for a period of time.

Candidates who currently wear hard or semi-permeable lenses should be encouraged to be refitted with soft lenses. Those with astigmatism may have to purchase "toric" lenses at an increased cost. Complications such as neovascularization, superior limbic keratoconjunctivitis, GPC, corneal ulcers, and infections are more common with soft lenses (Key, 1990). For this reason, requiring some minimal period of use of SCLs, such as 6 months, would not be unreasonable for candidates who have an established history of success with hard or semi-permeable lenses and no prior negative experience with SCLs.

USE OF SCL AFTER RADIAL KERATOTOMY (RK): It is not uncommon for individuals to obtain SCLs when their post-surgical vision requires correction. Unfortunately, there is evidence that SCLs (especially extended-wear) can increase the risk of neovascularization of the surgical scars (Edwards & Schaefer, 1987). In the largest post-RK study, all participants who developed significant amounts of neovascularization 1-5 years after surgery had worn SCLs (Waring, et al., 1991). SCLs may also worsen a common complication of RK known as progressive hyperopia (Edwards & Schaefer, 1987). For these reasons, RK surgery should be considered a relative contraindication to the use of SCLs. In post-RK candidates with unacceptable uncorrected far acuity, the use of SCLs should not be considered a reasonable accommodation unless there is no evidence of significant neovascularization (i.e., vascularization of one or more scars for at least 25% of its length [Waring, et al., 1991]) or progressive hyperopia. Moreover, these candidates should be evaluated for diurnal variation as in any other post-RK candidate (see Section 2 - Radial Keratotomy).

ORTHOKERATOLOGY: Measuring "uncorrected acuity" in these candidates is difficult because their vision slowly deteriorates after their ortho-k lenses have been removed. For this reason, vision records which pre-date the initiation of ortho-k must be obtained to establish the candidates' "native" uncorrected vision. Candidates whose uncorrected vision does not meet the agency's standard should be encouraged to obtain SCLs. At a minimum, ortho-k wearers should be required to always wear their lenses while on duty and to meet the other criteria stipulated for SCL wearers.

TABLE XI-13
Peter's Relation of Error and Acuity

minus cylinders																	
Sphere	00	.25	.50	.75	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
-2.00	200	200	200	200	or poorer												
-1.75	100	100	100	200	or poorer												
-1.50	80-100	80-100	100	100	100	200											
-1.25	70	70	70	80	80	100	100	100	200								
-1.00	60	80	70	70	80	80-100	100	100	100	100-200	200						
-0.75	50	60	60-70	70	70-80	80	80	80-100	200								
-0.50	30-40	40	50	50	60	60-70	70	80	80	100	100	100	100	200			
-0.25	25	25-30	30-40	40	50	60	60-70	70	80	80	100	100	100	100	100-200	200	
00	20	20-25	25-30	30-40	40-50	50	60	70	70	80	80	80-100	100	100	100	200	
+0.25	20	20	25	25-30	30-40	40-50	50-60	60	70	80	80	100	100	100	100	100	100-200
+0.50	20	20	20	25	30	40	50	50-60	60	60-70	70	80	80	100	100	100	100
+0.75	20	20	20	25	25-30	30-40	40-50	50	60	60-70	70	70-80	80	80	100	100	100
+1.00	20	20	20	25	25	30	40	50	50-60	60	70	70	80	80	80-100	100	100
+1.25a	20	20	20	25	25-30	30	40	50	50-60	60	70	70	80	80	80-100	100	100
b	20	20	20	25	25-30	30	40	50	50-60	60	70	70	80	80	80-100	100	100
c	25	25	25	25-30	30	40	40-50	50	60	60-70	70	70-80	80	80	100	100	100
+1.50a	20	20	20	25	25	30	40	50	50	60	70	70	70	80	80	80-100	100
b	20	20	25	25	25-30	30	40	40-50	50	60	60-70	70	70-80	80	80	100	100
c	30	25-30	25-30	30	30-40	40	50	50	60	60-70	70	70-80	80	80	100	100	100
+1.75a	20	20	20	25	25	30	40	40	50	50	60	60	70	70-80	80	100	100
b	25	25	25	25	25-30	30	40	40-50	50	60	60	70	70	80	80	100	100
c	40	30-40	30	30-40	40	40-50	50	50-60	60	60-70	70	70-80	80	80	100	100	100
+2.00a	20	25	25	25	25	30	30-40	40	50	50-60	60	70	70	70	80	80	100
b	25	25	25	25	30	40	40-50	50	60	60	70	70	80	80	80	100	100
c	50-60	40-50	40	40	40-50	50	50-60	60	60-70	70	70	80	80	80-100	100	100	100
+2.25a	25	25	25	25	25	30	40	40	50	60	60	60-70	70	70	80	80	100
b	25	25	25	25-30	30	30-40	40	40-50	50	60	60	70	70	80	80	100	100
c	60-70	80	50	50	50-60	60	60-70	70	70	70-80	80	80	100	100	100	100	100-200
+2.50a	25	25-30	25	25	25-30	30	30-40	40	50	50-60	60	60-70	70	70	80	80	100
b	30	30	25	30	30	40	40	50	50	60	60	70	70	80	80	100	100
c	70-80	70	60	60	60	60	60-70	70	70	70-80	80	80	80-100	100	100	200	200
+2.75a	25	25	25	25	30	30	30-40	40	50	50-60	60	60-70	70	70	80	80	100
b	30	30	30	30	30-40	40	40-50	50	50-60	60	60-70	70	70	80	80	100	100
c	100	80	70-80	60-70	70	70	70	70-80	80	80	80	80-100	100	100	100	200	200
+3.00a	25	25	25	25	30	30	30-40	40	50	50-60	60	70	70	70	80	80	100
b	40	30-40	30	30-40	40	40	50	50	60	60	70	70	70-80	80	80	100	100
c	200	100	80	70-80	70-80	80	80	80	80	80-100	100	100	100	100	200	200	200
+3.25a	30	30	25	30	30	40	40	50	50	60	70	70	70	70-80	80	80-100	100
b	40-50	40	40	40	40	40-50	50	50-60	60	60-70	70	70	80	80	80-100	100	100-200
c	200	200	100	80	80	80	80-100	100	100	100	100	100-200	200	200	200	200	200
+3.50a	30	30	30	30	30	30	40	40-50	50	60	60-70	70	70	80	80	100	100
b	50	50	40-50	40	50	50	50-60	60	60	70	70	70-80	80	80-100	100	100	200
c	200	200	200	100	100	100	100	100	100	100	100-200	200	200	200	200	200	200
+3.75a	40	30-40	30	30	30	30	40	50	50-60	60	70	70	70-80	80	80-100	100	100
b	60	50-60	50	50	50	50-60	60	70	70	70-80	80	80	80	100	100	100-200	200
+4.00a	40-50	40	30	30	30	30-40	40-50	50	60	60-70	70	70-80	80	80-100	100	100	100-200
b	70	60	50-60	50	50-60	60	60	70	70	70-80	80	80	100	100	100-200	200	200
+4.25a	50	40-50	40	30	30	40	50	50-60	60	70	70-80	80	80	100	100	100-200	200
b	70-80	70	60	60	50-60	60	60-70	70	70	70-80	80	80	100	100	100-200	200	200
+4.50a	60	50	40	30	30-40	40-50	50	60	60-70	70	80	80	100	100	100-200	200	200
b	80-100	70-80	60-70	60	70	70	70	80	80	80	100	100	100-200	200	200	200	200
+4.75a	70	50-60	40-50	40	40	50	50-60	60-70	70	70-80	80	80-100	100	100	200	200	200
b	100-200	80-100	70-80	70	70	70-80	80	80	80-100	100	100	100-200	200	200	200	200	200
+5.00a	70	60-70	50	40	40-50	50-60	60	70	70-80	80	80-100	100	100	200	200	200	200
b	200	100	80	70-80	80	80	80-100	100	100	100-200	200	200	200	200	200	200	200

Composite chart of refractive state to V.A. Derived from Peter's multiple tables. All figures are the denominator of the Snellen Fraction, whose numerator is 20'. Where given, a indicates age group from 5 to 15; b indicates age group from 25 to 35; c indicates age group from 45 to 55. Where not indicated, data applies to all ages. Above +3.50 sphere, acuity for c group poorer than 20/200 for all errors.

From Borish, Irvin M. Visual Acuity. Clinical Refraction, 3rd ed. 1970. Butterworth-Heinemann. Stoneham, Mass.

FIGURE XI-6
Sample Soft Contact Lens Examination Form

SAMPLE

SOFT CONTACT LENS (SCL) DATA SHEET FOR PEACE OFFICER CANDIDATES

TO QUALIFY FOR THE JOB OF PATROL OFFICER, YOU MAY BE REQUIRED TO WEAR SCLs. WE DO NOT ACCEPT USE OF HARD OR "SEMI-RIGID" LENSES DUE TO GREATER RISK OF HAVING THE LENS POP OUT OF THE EYE. PLEASE SUBMIT A CURRENT EYE EXAMINATION (WITHIN THE LAST THREE (3) MONTHS) FROM YOUR PRIVATE OPTOMETRIST OR OPHTHALMOLOGIST THAT INCLUDES ALL OF THE FOLLOWING INFORMATION:

- a. When did patient begin using SCLs: _____
- b. Date last pair of lenses dispensed: _____
- c. Condition of current lenses: _____
- d. Is there a history of any difficulties with SCL use?: _____
- e. Date of last full examination of eyes: _____
- f. Uncorrected distant visual acuity: OD=20/ _____ and OS=20/ _____
- g. Corrected distant visual acuity with current contacts: OD=20/ _____ OS=20/ _____
- h. Refractive error: OD= _____; OS= _____
- i. Please list all prescription and OTC medications: _____
- j. Does the patient have any of the following conditions:
 - _____ Dry Eyes
 - _____ Scleroderma
 - _____ Sjorgen's Syndrome
 - _____ Diabetes
 - _____ Rosacea
 - _____ Rheumatoid Arthritis
 - _____ Lupus
 - _____ Epilepsy
- k. Statement of any medical contraindication to continued wearing of SCLs.

- l. Doctor's Name: _____
Doctor's Signature: _____
Office Address: _____ Phone Number: _____

2) RADIAL KERATOTOMY

a. GENERAL CONSIDERATIONS

Refractive surgery to correct myopia has been used as an alternative to lenses. Radial keratotomy (RK) is the most common technique; it involves cutting a set of 4-8 spoke-like shallow incisions on the cornea, beginning just outside the pupil and running out toward the limbus. The incisions weaken the sides of the cornea and make the central portion flatter.

Several long-term follow-up studies of this procedure have shown that most who have undergone this procedure are able to see adequately without correction. The largest study is the ongoing Prospective Evaluation of Radial Keratotomy (PERK) which has followed about 400 individuals for five years. At five years after surgery, 65% of PERK participants reported not needing to wear glasses (Waring, et al., 1991).

The acceptability of RK for patrol officer candidates depends on the following four considerations:

- 1) Post-RK impairment of visual function: About 3% of individuals experience a loss of two or more lines of best spectacle-corrected visual acuity (Waring, et al., 1991). However, candidates with unacceptable corrected vision can be readily identified during routine vision testing.

Of greater concern are problems that are difficult to detect with routine testing, such as glare disability and impaired vision under dim conditions (Atkin, et al., 1986). The prevalence and severity of these problems is unknown. In addition, many individuals report the presence of "starbursts" - radiating lines around focal light sources such as headlights or street lights. This is thought to be due to the scattering of light from the portion of the radial scars that extend over the dilated pupil (Waring, et al., 1991). Most individuals report that this does not interfere with their normal activities, but some have stated that it severely disrupts their night driving ability.

Candidates who have had RK should be carefully questioned regarding glare, starbursts, and difficulty with night vision. Specific tests of glare disability and contrast sensitivity exist, but are not as readily available nor as well standardized as those for far acuity. However, the optometric or ophthalmology department of any major university should be able to assist in locating a site where these tests are conducted.

- 2) Stability of the uncorrected vision within 2-3 years: Deterioration back to unacceptable levels within 2-3 years can occur due to either loss of surgical correction (increasing myopia) or surgical overcorrection (progressive hyperopia).

Significant loss of surgical correction ultimately occurs in about 25% of RK patients (Waring, et al., 1990). However, in 85% of these cases, the failure of the procedure is evident within the first six months after surgery (Waring, et al., 1990).

After six months, the probability of developing -1.00 D or more of myopic error is only 4% within the next 3.5 years (Waring, et al., 1990).

In contrast, surgical overcorrection does not usually begin to develop until 6-12 months after the procedure. Between 6-12 months, 22% of patients will have an MR change of +0.50 D or more (Waring, et al., 1985). From 1-4 years post-op, 15-31% of patients will experience a change of +1.00 D or greater (Waring, et al., 1990; Deitz, et al., 1986). It is not known whether progressive hyperopia ever ceases. For this reason, the PERK study was extended to 10 years.

Whether this progressive hyperopia will become clinically significant in the near future depends on the age of the candidate and how rapidly the hyperopia is developing. As illustrated in Table XI-13, the optic lens of younger persons can compensate for a large amount of hyperopia by increased accommodation. Consequently, it is very unlikely that persons under the age of 35 will have their far acuity impaired by progressive hyperopia. However, in older candidates, observation of the rate of progression can be used to estimate when the candidate would be expected to exceed a given uncorrected far acuity threshold. The accuracy of these estimates is questionable, however, since there is approximately a five line variation in far visual acuity for a given refraction in post-RK patients (Rice, et al., 1985).

- 3) Stability of the uncorrected vision during a work shift: For reasons that are not well understood, post-RK patients commonly complain that their vision becomes progressively worse later in the day. In the PERK study, 47% of the participants reported moderate-to-severe diurnal changes at one year after surgery (Schanzlin, et al., 1986). A later study found that diurnal fluctuation remained a problem even 2-4 years after surgery (Santos, et al., 1988).

Schanzlin, et al. (1986) studied 63 of the PERK participants who complained of diurnal variation by testing their MR, Snellen acuity, and corneal shape at both 7:00-8:00 a.m. and 7:00-8:00 p.m. at one year post-op. In 42% of the participants, MR changed by -0.50 D or more from morning to evening; 24% lost at least two lines of Snellen acuity, and in 39% the cornea was observed to be significantly steeper (0.50 D or more) in the morning. The authors were surprised to find one or more of these changes in only 63% of the participants, all of whom were symptomatic. This discrepancy indicated that traditional definitions of "clinically significant" changes may be too stringent in post-RK individuals. The authors also found no significant correlation between increased minus power of the MR and decreased visual acuity. This observation is consistent with that of Rice, et al. (1985) who noted that it is very difficult to predict visual acuity based on refraction in those who have undergone RK.

In summary, it appears that diurnal variation is very common in those who have undergone RK, and that screening for this complication using traditional cutpoints for clinically significant changes has a sensitivity of only 63% (24% if only a Snellen chart is used and a two-line difference is required). For this reason, record review is essential when evaluating this potential complication in an RK candidate. Any

complaints of diurnal variation reported to the candidate's private doctor can be taken as sufficient proof that this problem exists, even if not confirmed by objective testing.

- 4) Risk of significant eye trauma: RK incisions sever the stromal collagen fibrils and break their connection from limbus to limbus. Since the scars that heal the incisions do not reconnect the fibrils end to end, some authors have speculated that there may be a permanent loss of the structural integrity of the cornea. Although no formal studies of corneal rupture following RK have been conducted, there have been at least two cases of rupture during traffic accidents approximately two years after successful surgery (Schanzlin, et al., 1986). In a possibly related case, an individual complained of decreased visual acuity after being struck in both eyes during a fight (Waring, et al., 1991).

It is unknown whether the probability of corneal rupture with trauma is significantly elevated. However, since a rupture is a catastrophic injury, hiring agencies may wish to consider the frequency with which their officers are struck in the eye before adopting standards on RK.

SUMMARY: It appears that radial keratotomy should be considered an acceptable method of visual correction for candidates, except perhaps at agencies where officers experience an extremely high number of eye traumas. However, the studies cited above support requiring RK candidates to meet the following conditions:

- All post-op records must be submitted for review;
- No significant difficulty with glare or night vision;
- Minimum deferral of 6 months post-op for candidates < 35 years old, or 12 months for those age 35 or more;
- No indication that uncorrected far acuity will be significantly degraded within the next 2-3 years by progressive hyperopia;
- No significant diurnal instability in visual testing or function.

A final note on RK: The above cited studies are based on surgeries performed in the early and mid-80's. Subsequent improvements in surgical techniques may result in better prognoses. Additionally, new procedures are under development and may be widely available in the near future. For example, excimer lasers are now being used to precisely "shave" and sculpture the outer layer of the cornea. In another technique, solid state lasers can create vacuoles within the stroma, and depending on their controlled collapse, change corneal shape. These new procedures may result in more predictable results and fewer complications. However, this must be demonstrated by well-designed prospective studies.

b. RECOMMENDED EVALUATION PROTOCOL

The physician must carefully question the candidate about problems regarding glare, starbursts, night vision, and diurnal variation. Dates of surgeries and any repeat procedures ("touch-ups") should be noted. All records related to the surgery and follow-up care should be obtained.

All post-RK candidates should be required to submit the results of a recent eye examination from a private vision specialist. If possible, this exam should be conducted by the same individual who tested the candidate in the past. At a minimum, testing should include measurement of uncorrected and corrected far acuity, and manifest refraction in the early a.m. and late p.m. (O.S., O.D., O.U.). The candidate's vision should meet applicable standards at all times of day. Additional testing for glare disability and contrast sensitivity should be requested, if available. Candidates with hyperopia should have their near vision tested, especially if they are in their late 1930's to early 1940's.

After this information is obtained, the physician should evaluate whether the candidate fulfills all of the following criteria for unrestricted duty:

- **The last surgical procedure on either eye (including touch-ups) was at least 6 months ago for candidates <35 years old, or 12 months ago for those age 35 or older.**
- **The candidate currently meets all standards for objective testing of far acuity at all times of the day (see Far Acuity Deficiency).**
- **There is no significant difficulty with glare or night vision based on review of records and history or specialized test results if available.**
- **There is no significant diurnal instability in visual testing or function.** The generally accepted criteria for significant visual instability is either a change of greater than one line (or 5 characters) of far acuity, or a change of 0.50 D (or more) in an individual's MR. However, since these objective criteria have limited sensitivity in detecting even moderate to severe diurnal fluctuation in visual function (Schanzlin, et al., 1986), documentation of complaints in medical records should be given greater weight than the results of current testing.
- **Uncorrected far acuity will not deteriorate below acceptable standards within the next 2-3 years due to progressive hyperopia.** The physician can estimate the projected MR in 2-3 years by using measurements of the candidate's MR at a minimum of two points in time (three points are preferable) and assuming a straight-line function. Table XI-13 can be used to convert this projected MR into approximate far acuity.

Example: A 35 year-old candidate had RK in January, 1992. In the immediate post-RK period, he was undercorrected, but at six months post-op, his MR was [+0.25]. At twelve months post-RK, his MR was [+1.25] with an acuity of 20/20. The evaluating physician concludes that the candidate has progressive hyperopia, since a change in MR of 0.50 D or more has been documented. At this rate of change (+1.00 D/ 6 months), the physician estimates that the candidate's MR could potentially "overcorrect" to a level of [+4.25] to [+6.25] in the next 2-3 years. This level of hyperopia would likely correspond to an uncorrected far acuity of between 20/70 to > 20/200. If the hiring agency had an uncorrected standard of 20/40, it would be concluded that the candidate has a condition which is likely to cause significant impairment in the immediate future. However, the candidate is encouraged to seek a re-evaluation in six months. At that time, the physician would be able to reassess the progression of the hyperopia. If it has slowed significantly, the physician may be able to deem the candidate acceptable.

Note: Caution must be exercised when using these estimates, since there is approximately a five line variation in far visual acuity for a given refraction in those who have undergone RK (Rice, et al., 1985).

Candidates with unsuccessful RK who wish to apply for an SCL waiver should be evaluated using the agency standards for both RK and SCL use. Specific examination for neovascularization of the incisional scars should also be conducted. Vascularization of one or more scars for at least 25% of its length is considered significant (Waring, et al., 1991), and probably a contraindication to continued SCL use. Progressive hyperopia should also be considered a contraindication to SCL use, since this condition may be exacerbated by SCLs (Edwards & Schaefer, 1987).

3) VISUAL FIELD DEFICIENCY

a. GENERAL CONSIDERATIONS

Partial loss of visual field in one or both eyes affects about 3% of the population between the ages of 16 to 60 (Johnson & Keltner, 1983). The incidence rate increases to about 6% between the ages of 61 to 65, and to 13% in persons over the age of 65. A large number of eye conditions can cause loss of visual field, the most common being glaucoma.

The 1984 POST vision survey indicated that peripheral vision is one of the most important visual abilities for safe patrol officer performance (Table XI-1). Examples of critical situations in which peripheral vision would be important include:

- a suspect approaching the officer from the far right or left side;
- a hostile crowd surrounding an officer;
- an officer attempting to look out of the side of a patrol car to spot a suspect while still controlling the vehicle;
- driving under emergency conditions.

Several studies have examined the performance of persons with visual field defects in situations similar to those cited above. Johnson, et al. (1992) tested the impact of glasses that restrict peripheral vision on the ability of a correctional officer to detect suspicious behavior by inmates gathered in a day room. Restricting the binocular horizontal field to 120 degrees in each eye had no impact, but further restriction to 60 degrees significantly impaired performance.

Visual Field Defects in Both Eyes. Although research conducted in the 1960's and 1970's failed to show any relationship between visual field loss and driving safety, more recent studies using better testing techniques have yielded different results. Johnson and Keltner (1983) found that accident and conviction rates of drivers with visual field loss in both eyes were more than twice as high as those with normal visual fields. This finding is consistent with a study by Hedin and Lovsund (1987) who tested individuals with driving simulators. He found that 85% of 27 patients with a variety of field defects had significantly decreased reaction times to stimuli presented in visual areas of relevance to traffic safety. Even though participants were free to move their heads during testing, only 4 (15%) could compensate for their field defects. The Federal Department of Transportation currently requires commercial drivers to have a horizontal field of at least 140 degrees.

Visual Field Defects in One Eye. Johnson and Keltner (1983) found slight, but not significantly higher accident rates among drivers with unilateral field defects or monocular vision. However, these drivers' visual defects were rated as severe in only 13% of the drivers with unilateral defects. The results of studies that have focused on monocular drivers or those with gross reductions of the visual field on one side have

generally been significant. Kite and King (1961) observed a seven-fold increase in intersection crashes and pedestrian injuries. Keeney (1968) found that monocular vision was four times more common in those cited for multiple driving violations. Moreover, a pathology study found long-standing ocular lesions on the same side as seven fatal injuries in two drivers and five pedestrians killed in Maryland (Freytag & Sachs, 1969).

SUMMARY: The evidence indicates that the presence of either monocular vision or significant bilateral field defects in a patrol officer would create a direct threat of harm to self or others. Significant field defects would include cases in which horizontal binocular field is restricted to < 120 degrees in each eye, total vertical field is less than 100 degrees, or when large scotomas are present.

It is relevant to note that similar peripheral vision standards were upheld in a 1988 case heard by the California Fair Employment and Housing Commission involving a monocular police officer candidate (DFEH v. City of Merced PD, FEP85-86, 88-20). In finding for the city, the Commission agreed that "peripheral vision is among the most important visual abilities that a police officer needs to safely fulfill his or her duties," and that safety concerns were not mitigated by that candidate's seven years of prior experience as a patrol officer.

b. RECOMMENDED EVALUATION PROTOCOL

Due to their low sensitivity and specificity, pre-employment screening techniques for visual field defects cannot be recommended for routine testing. Clinical confrontation field testing has been shown to have a sensitivity of only 50% (Johnson & Baloh, 1991). Therefore, reliable detection of a visual field defect requires formal perimetry testing by a vision specialist, which would be expensive to administer to all candidates.

An alternative approach is to require formal perimetry testing only for candidates at high risk. This would include candidates with either a personal or family history of glaucoma, any eye problem other than refractive error, or decreased visual acuity (worse than 20/40) in either eye which cannot be corrected with lenses.

Candidates with monocular vision, <120 degrees of total horizontal field in each eye, <100 degrees of vertical field, or significant scotoma would create a direct threat of harm as patrol officers, and therefore should be restricted from field duty.

4) BINOCULAR FUSION DEFICIENCY

a. GENERAL CONSIDERATIONS

Normal binocular vision requires that both eyes be focused or fused on the same point in space. A strabismus is said to exist when the eyes are directed at different points. The resulting diplopia and visual confusion become the stimuli for suppression of the deviated eye, and if not treated at a young age, can result in permanent loss of vision in the deviated eye (amblyopia). The eye may be intermittently or constantly turned inward (esotropia), outward (exotropia), or even vertically deviated (hypertropia). Strabismus is observed in about 6-7% of children.

Stereopsis, which is a component of binocular fusion, is necessary for depth perception--an important visual ability for patrol officers (Table XI-1). Job-related tasks that involve stereopsis can include subduing combative suspects, driving, weapon loading under emergency conditions, and other tasks requiring judgement of the relative depth and location of objects, especially objects situated within 20 feet of the officer. It should be noted, however, that depth perception is possible using monocular clues only (Von Noorden, 1990). These cues include motion parallax (further objects move more than closer objects with head or eye motion), linear perspective (distant objects are smaller), the overlay of contours, the distribution of highlights and shadows, and the size of known objects (bigger means closer). What is not known, however, is the effectiveness of these cues in stressful situations. Using monocular cues involves judgement based on experience, and the cues must be present in abundance. Consequently, errors are possible.

There are no functional studies involving individuals with permanent loss of binocular fusion; therefore, the question of the degree to which experience can compensate for this visual defect remains largely unanswered. Sheedy, et al. (1986) addressed this issue experimentally by having individuals with normal stereopsis undergo binocular occlusion for a period of five days. He found that monocular performance of three visual-motor tasks (placing pointers into straws, needle-threading, and card filing) significantly improved with practice over the five day period; the binocular advantage in performing these tasks decreased from an average of 18% to 12.4% by the end of the five-day period for the pointers and straws and the needle-threading tasks. However, binocular performance remained better than monocular performance throughout the duration of the study.

Experimental studies involving individuals tested with one eye occluded have also found that adequate binocular fusion provides a "binocular summation" advantage for performing a number of tasks relevant to police work. For example, Jones and Lee (1981) found that detecting a camouflaged object required 55% longer when one eye was occluded. Tracking a moving target was 22% more efficient with both eyes open. Lack of balance, as measured by body sway when one foot is placed in front of another, was 38% greater with one eye closed. Jones and Lee also found that monocular impairment was somewhat greater in dim light. This latter finding is consistent with a study by Groome and Johnson (1993) who observed that individuals could detect an approaching pedestrian in simulated fog conditions 12% more quickly

with both eyes open, and especially by Rabin (1994) who found that binocular summation provides an increase in contrast sensitivity of approximately 40%.

SUMMARY: Loss of binocular fusion could potentially impair the performance of essential patrol officer duties, although it is not entirely clear to what extent persons with long-standing loss of fusion can compensate for this impairment. Therefore, although further research is needed, **there appears to be evidence for requiring candidates to have a minimum degree of binocular fusion and stereopsis of approximately 80 seconds of arc.**

b. RECOMMENDED EVALUATION PROTOCOL

Normal binocular vision is considered 40 seconds of arc or better, which corresponds to achieving correct responses on all 9 Titmus Stereo Test targets. However, given the uncertainty regarding compensatory mechanisms in individuals with binocular fusion deficiencies, the recommended criterion for passing is 80 seconds of arc, or dot #6.

Candidates who initially test at less than 80 seconds of arc should be evaluated by their private vision specialist to establish the reason for the deficit if it is not readily apparent. In some cases, correction of near vision may enable the candidate to pass the Titmus test. However, it is not uncommon for a candidate to test poorly for no apparent reason (i.e., no amblyopia, strabismus, or phoria). In these cases, it is recommended that judgment be used in the interpretation of Titmus test results.

5) COLOR VISION DEFICIENCY

a. GENERAL CONSIDERATIONS

- Relevance to Patrol Officer Duties:

In the 1984 POST vision study, incumbent officers rated color identification as being "important" to "very important" (Table XI-1). Color vision was cited as being involved in an estimated 6% of critical incidents. Steward & Cole (1989) found that the most common critical incidents cited by patrol officers that require color vision involve the identification of vehicles and clothing (Table XI-14).

TABLE XI-14
Breakdown of Critical Incidents Involving Color Identification

Object	N
Vehicle	46
Suspect clothing	16
License plate	3
Container	2
Traffic light	1
Residence	1

From Steward, J.M. & Cole, B.L. 1989. What do color vision defectives say about everyday tasks? *Optom. Vis. Sci.* 66(5):288-295.

Color identification, especially of cars and clothing, is an important component of almost all patrol officer communications. For example, when someone calls 911 and reports a suspect or vehicle, the dispatcher generally asks the caller to describe identifying colors. The subsequent radio call to a patrol car includes this information.

In many jurisdictions, patrol officers must be able to write legal reports and testify in court regarding their observations. A jury would likely discredit the information from a color vision deficient (CVD) officer who is uncertain as to whether he saw a green car or a brown car leaving the scene of a crime, or whether a suspect had a tan or pink shirt.

Beyond color identification, color vision is also important in the recognition of signal illumination. Questionnaire results document that many CVD persons have difficulty distinguishing the color of traffic signal lights, confuse traffic lights with street lights, and have trouble seeing brake lights on cars (Table XI-15; Steward & Cole, 1989). Although it has not been shown that CVD drivers have higher total accident rates (Verriest, et al., 1980; Norman, 1980), CVD drivers appear to have relatively more accidents on road crossings controlled by traffic lights, more rear-end collisions caused by overlooking red rear, stop or warning lights, and more accidents in wet or slippery conditions (Verriest, et al., 1980).

TABLE XI-15
Percentage of Candidates Reporting Difficulty With Color When Driving

Question	Dichromats (N=37)	Anomalous Trichromats (N=65)	Color Normals (N=102)
Have you ever had difficulty distinguishing the color of traffic signal lights?	49**	18*	0
Do you every confuse traffic lights with street lights?	33	31	2
Do you find brake lights on other cars difficult to see?	22	8	0
Do you find hazard or warning lights on temporary barricades difficult to see?	11	2	0
Do you find dashboard warning lights hard to see?	14	5	0
Do you find some road signs such as those on freeways or school crossings difficult to read?	5	11	0

Significant difference at *p < 0.05 or at **p < 0.01 using Yates χ^2 .

From Steward, J.M. & Cole, B.L. 1989. What do color vision defectives say about everyday tasks? *Optom. Vis. Sci.* 66(5):288-295.

- Classification of Color Vision Deficiencies:

The human eye has three different classes of cone photoreceptors, each with a unique photopigment that preferentially absorbs different wavelengths of light (red, green, and blue). The major classification of CVD depends on whether there is either: (1) an alteration of one of these pigments ("anomalous trichromats"); or (2) in worse cases, a total absence of a pigment ("dichromats"). CVD is further subclassified on the basis of which pigment is involved. "Protans" have a red receptor deficiency, "deutans" have a green receptor deficiency, and "tritans" have a blue receptor deficiency (Table XI-16).

For the vast majority of candidates with CVD, the condition will be of hereditary origin. However, CVD can be secondary to ocular/systemic disease (such as diabetes and glaucoma) or medications (Table XI-17). Clinical characteristics which suggest acquired CVD are presented in Table XI-18 (Bailey, 1991).

TABLE XI-16

Nomenclature, Classification, and Prevalence in Males (Females) of Different Types of Human Color Vision

Type		Percentage
Trichromatic		
Normal		92 (99.6)
Anomalous		
Protan (protanomalous)	} Red-green	1 (0.01)
Deutan (deutanomalous)		5 (0.25)
Tritan (tritanomalous)	Blue-yellow	Trace
Dichromatic		
Protan (protanopia)	} Red-green	1 (0.01)
Deutan (deutanopia)		1 (0.01)
Tritan (tritanopia)	Blue-yellow	0.002
Monochromatic		
S, M, or L cone (incomplete or atypical achromasy)		0.000001
Rod (typical achromasy)		0.003

From Bailey, J.E. Color vision. Chapter 13 In: Clinical Procedures in Optometry. J.B. Eskridge, J.F. Amos, J.D. Bartlett (eds). Lippincott, pp. 99-120, 1991.

TABLE XI-17

Examples of Some Commonly Prescribed Drugs Classified According to Color Deficiencies They Reportedly Induce

Blue Defect	Red-Green Defect
Chloroquine Indomethacin Phenothiazine Methimazole Trimethadione	MAO-inhibitors Chloramphenicol Oral contraceptives Ethambutol Digoxin

From Bailey, J.E. Color vision. Chapter 13 In: Clinical Procedures in Optometry. J.B. Eskridge, J.F. Amos, J.D. Bartlett (eds). Lippincott, pp. 99-120, 1991.

TABLE XI-18

Clinically Distinguishable Differences Between Acquired and Hereditary Color Vision Defects

Hereditary	Acquired
Always bilateral and equal	Usually more severe in one eye, often unilateral
Almost always a red-green deficiency; much more prevalent in males	Predominantly blue-yellow defects; males and females equally susceptible; can combine with hereditary defect
Other visual functions not affected	May affect visual acuity, visual fields, and other vision functions
Stable throughout life	Color vision varies with status of underlying condition; more stable if long-standing
Unambiguous color confusions on color vision tests	Often no clear-cut types of errors

From Bailey, J.E. Color vision. Chapter 13 In: Clinical Procedures in Optometry. J.B. Eskridge, J.F. Amos, J.D. Bartlett (eds). Lippincott, pp. 99-120, 1991.

- Assessing Functional Abilities:

The diagnostic classification of a CVD person has only limited usefulness in assessing functional capacities. About all that can be concluded is:

- 1) Persons who completely lack a pigment (dichromats) have more difficulty than those who have only a photopigment anomaly (anomalous trichromats); and
- 2) Protans appear to have more difficulty with driving than deutans (Verriest, et al., 1980; Cole & Vingrys, 1982).

Beyond these generalities, there exists a wide range of functional capacity among individuals within and between all classification groups. Consequently, the primary focus of most color vision tests is to individually assess functional capacity rather than to classify an individual's specific deficiency. The common tests include the following:

Pseudoisochromatic Plates (PIP): These tests require an individual to identify a number consisting of colored dots embedded in a background of different colored dots. The most common PIP test is the Ishihara test which consists of 15 plates. These tests are very good for quickly and accurately differentiating color "normals" from color "abnormals." One can reasonably conclude that the vast majority of persons who pass this test will not have any functional deficits. Unfortunately, 8% of male candidates will not pass this test. Assessing the functional ability of these individuals requires further testing.

Lantern Tests: These tests (such as the Farnsworth Lantern test) require the identification of small colored lights. They are commonly used to certify pilots and ship captains (Hackman & Holtzman, 1992). Some authors have advocated their use in determining whether CVD individuals should be allowed to drive commercially (Cole, 1991). However, the availability of testing equipment is extremely limited. Problems also exist with the establishment of pass-fail criteria for these tests.

Color Arrangement Tests: These tests require the individual to place colored samples (usually in the form of paper disks mounted in caps) in a logical color sequence. The most commonly used test is the Farnsworth D-15, which uses 15 caps. The advantages of this test are that it is well-standardized, readily available, inexpensive, relatively easy to administer and score, and has a high specificity. In fact, all or essentially all persons who fail the D-15 will have an impaired ability to name or distinguish differences in colors. The D-15 can also serve as a relatively good substitute for a Lantern test in evaluating driving safety. Hackman and Holtzman (1992) found that 354 of 377 persons who passed the D-15 also passed the Farnsworth Lantern, while all 23 persons who failed the D-15 also failed the Lantern test.

The major limitation of the D-15 is its low sensitivity. For example, a POST color vision study (1984) demonstrated that a significant proportion of CVD persons who pass the D-15 test will still have some degree of functional deficit of relevance to patrol officer duties. A color simulation test was conducted in which participants were shown slides and asked to name the colors of specific vehicles, suspects' clothing, traffic lights, license plates, and to determine whether vehicles' brake lights were on or off. The results indicated that persons who failed both the Ishihara test and the D-15 made significantly more errors than color normals in most color naming and all driving related color-dependent tasks (Table XI-19). Those who failed the Ishihara but passed the D-15 made fewer errors on all tasks than those who failed both tests; however, their error rate was almost twice that of color normals when naming the color of cars, and almost three times that of color normals when naming the color of clothing.

The results of the POST study are corroborated by experience at other institutions. At the U.C. Berkeley School of Optometry, it has been observed that some individuals who receive a borderline pass on the D-15 test have difficulty naming some pastel colors (Zisman & Adams, 1985). At the City of Los Angeles, candidates who pass the D-15 are asked to name colors from a paint catalog. Those who make errors on the paint test are taken outside and asked to identify the colors of approximately 25-40 common objects such as cars, clothes, and houses. Among twenty-four consecutive candidates tested, thirteen individuals (54%) have made more than 1 color-naming error; six of these candidates (25%) misidentified 8 objects or more within a testing period of approximately thirty minutes (Goldberg, 1994).

TABLE XI-19
POST Color Simulation Test

Color-Dependent Task	Color Normals (n=19)	Fail Ishihara Pass D-15 (n=6)	Fail Both Tests (n=6)
	Number of Slides Misidentified		
Color Naming:			
Vehicles (20)*	4.7	8.9**	11.0**
Clothing (11)	1.0	2.7**	5.8**
License plate (5)	1.8	1.4	2.5
Driving-Related:			
Brake lights (24)	2.7	4.4	7.4**
Traffic lights (20)	0.8	1.3	5.4**

*Total number of simulation slides; average number identified incorrectly is shown in table

**Significantly worse than normals by t-test

More complex and difficult color arrangement tests than the D-15 are available. The Farnsworth Munsell 100 Hue test, for example, can quantitatively score an individual's color aptitude. However, this test is normally used to demonstrate superior color aptitude among color normals rather than predict functional problems among those with color deficiencies. In addition, the test takes 45-60 minutes to administer and score.

Color Naming Tests: Color-naming tests offer the most content validity of any color vision test, since they directly assess a job skill. Unfortunately, the only commercially available color-naming test is the Dvorine test, which consists of a color wheel with just sixteen colors. The low number of colors limits the sensitivity of this test, and pass-fail criteria are not established. To increase sensitivity, the City of Los Angeles developed a color naming test in which candidates are asked to identify colors from an industrial paint catalog containing 120 colors. Although there are no strict pass-fail criteria, responses are compared to those of a group of 20 normal controls. Candidates are considered to be impaired if they demonstrate consistent and frequent errors. In borderline cases, the candidate is taken outside and asked to rapidly identify the colors of parked or passing cars and the colors of clothing worn by various pedestrians.

Although the addition of a color-naming test can improve the sensitivity of color vision assessment, the test's positive predictive value (i.e., the percent of individuals who fail the test and who truly have a functional problem) depends on how strictly the test is interpreted. It is imperative that the test results of CVD candidates be standardized against the responses of color normals. It is not uncommon for color normals to give varying responses to shades of certain colors.

SUMMARY: Patrol officers require adequate color vision in order to identify cars, clothing and other items, as well as to detect and distinguish traffic lights, street lights, and related highway lights. However, those with mild color vision deficiencies have been found to have sufficient color identification and discriminational skills to perform as a patrol officer. **Therefore, candidates who fail the PIP test should be administered the Farnsworth D-15. Those who fail the D-15 should be restricted from field duty requiring color identification and discrimination.**

The sensitivity of the D-15 can be improved by requiring additional testing of color-naming abilities. However, due to problems with standardization in test administration and score interpretation, use of in-house color naming tests is not recommended for most agencies.

- Corrective Lenses:

Some optometrists or physicians will dispense a rose-colored contact lens ("X-Chrom" lens) to persons with CVD. When worn in one eye, the lens will allow a person to pass a pseudoisochromatic plate test because the lens introduces a brightness difference between the figure and the background. The effect is equivalent to looking at the plates through a red filter and violates the basic illumination requirements for the test. In fact, Matsumoto, et al. (1983) found that performance on other color vision tests may be worse, discrimination of colors not previously confused may be poorer, and stereopsis impaired.

b. RECOMMENDED EVALUATION PROTOCOL

Candidates who fail the screening PIP test should undergo a detailed history and be administered a Farnsworth D-15 test.

HISTORY - An excellent set of questions can be found in Tables XI-15 and XI-20. Any admission by the candidate of color vision problems will lend support to a decision to assign job restrictions. However, a failure to acknowledge problems does not negate the findings of objective testing. A recent study found that 5% of dichromats and 25% of anomalous trichromats were not aware of their CVD (Steward & Cole, 1989). In certain cases, the physician may want to consider whether the CVD is non-hereditary and potentially reversible (see Tables XI-17 & XI-18). This is especially important if the CVD candidate is taking medication, female, or if the deficiency follows a tritanopic pattern.

D-15 TEST - Illumination is critical for this test and should be equivalent to that used for the PIP test (see Routine Testing - Color). The D-15 test should be illuminated from above at an angle of about 90°, and the viewing angle should be at about 60°. After opening the box containing the colored caps, the loose caps should be removed from the tray, placed in front of it, and then intermixed. Candidates should be observed during testing and should not be allowed to pre-sort the caps before placement in the testing tray.

The following set of instructions to the candidate is recommended: "Select the cap that looks most like this fixed cap (point to D-15 panel "pilot" cap) and place it next to it. Next, select from the remaining loose caps the one most like the cap you just placed in the tray and put it next to that one. Continue until all the caps are in the box. You may rearrange the caps, if you wish, so that a regular series is formed between the end caps."

Candidates should be allowed as much time as necessary to complete the test; however, it is helpful to suggest a time limit.

The conventional criteria for failing is two or more major crossings in approximately the same direction on the scoring diagram (see Figures XI-7 - XI-13). A major crossing requires that caps be placed at least four numbers apart, as would occur if cap 7 were placed next to 11. Normal patterns include no errors, or patterns in which caps are arranged in reverse order following a crossing (see Figures XI-7, XI-8, and XI-9). Candidates who fail the test should be allowed to immediately repeat it. The results should be fairly reproducible.

Candidates who consistently fail the D-15 and whose impairment is not reversible should not be permitted to perform tasks that require rapid and accurate color identification, nor allowed to engage in high-speed emergency driving.

TABLE XI-20

Percentage of Individuals Reporting Difficulty With Everyday Tasks That Involve Color

Question	Dichromats (N=37)	Anomalous Trichromats (N=65)	Color Normals (N=102)
Have you ever had any difficulty in selecting the colors of clothes, accessories, cars, paints, carpets, furniture, wallpaper, or cosmetics?	86**	66*	0
With craft work and hobbies, do you have any trouble distinguishing the colors of wires, threads, materials, wools, paints, or other things?	68***	23***	0
Do you find plant or flower identification difficult because of color?	57***	18***	0
Do you have any difficulty determining when fruits and vegetables are ripe by their color?	41*	22*	0
Can you determine if meat is cooked by its color?	35*	17*	0
Do you have any difficulties because of color as either a spectator or participant in sporting activities?	32	18	0
Do you find it difficult to adjust the color balance on a color TV satisfactorily?	27	18	2
Have you ever had difficulty in recognizing skin conditions such as sunburn and rashes?	27	11	0
Have you ever taken the wrong tablet or medicine because of difficulties with its color?	0	3	0

Significant difference between dichromats and anomalous trichromats at * $p < 0.05$ or at *** $p < 0.002$ using Yates χ^2 .

From Steward, J.M. & Cole, B.L. 1989. What do color vision defectives say about everyday tasks? *Optom. Vis. Sci.* 66(5):288-295.

FIGURES XI-7 -- XI-13 Normal and Color Defective Response Patterns on the Farnsworth D-15

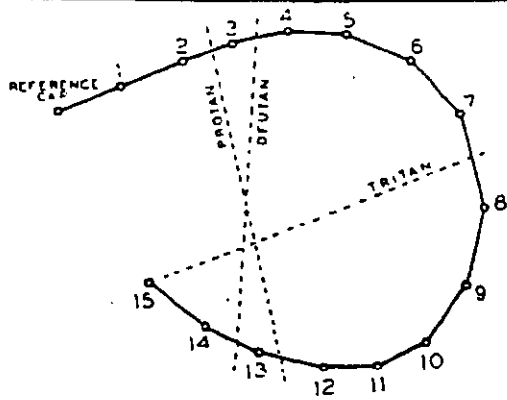


Figure XI-7 -- Normal Vision -- No Errors

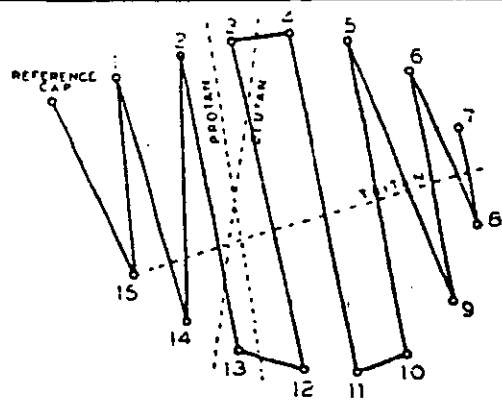


Figure XI-10 -- Defective Vision -- Red Blindness (Protanopia)

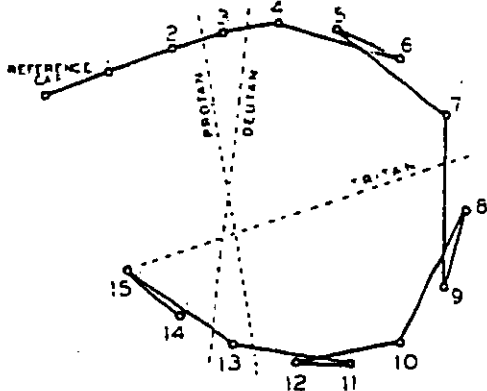


Figure XI-8 -- Normal Vision -- Minor Errors

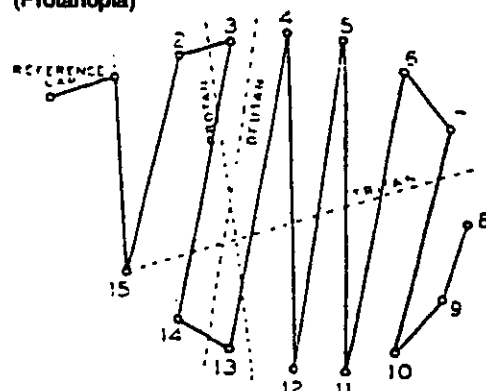


Figure XI-11 -- Defective Vision -- Green Blindness (Deuteranopia)

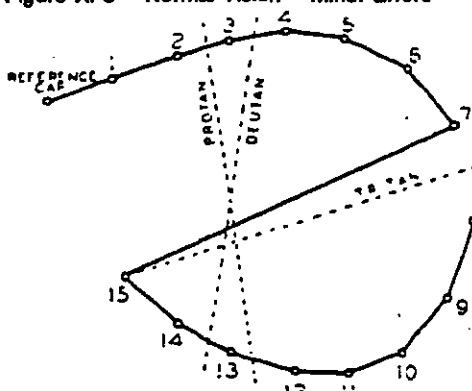


Figure XI-9 -- Normal Vision -- One Error (See Text)

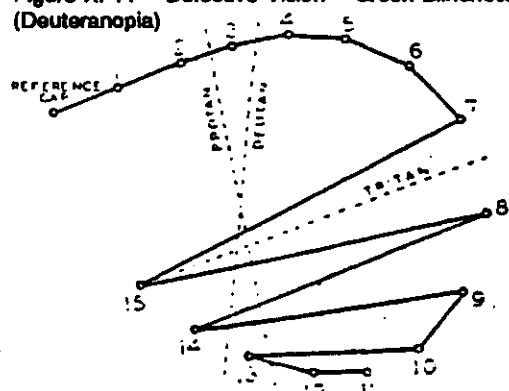


Figure XI-12 -- Defective Vision -- Blue Blindness (Tritanopia)

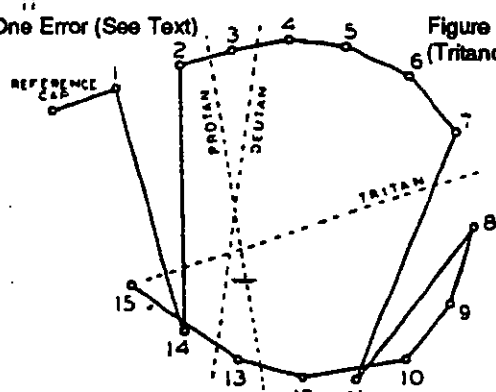


Figure XI-13 -- Anomalous Trichromatic Vision

From Farnsworth, Dean. 1947. The Farnsworth dichotomous test for color blindness panel D-15 manual. Psychological Corporation, NY.

SUMMARY OF VISION GUIDELINES

The vision guidelines are briefly summarized below. However, before using these guidelines in the development of agency-specific vision standards, it is important to read the discussion of these issues found in the respective section. Page numbers where these discussions are located are indicated in parentheses.

1. FAR ACUITY (XI-8 - XI-37)

Corrected Vision: (XI-8 - XI-14)

- Best corrected vision of 20/20.
- Best corrected vision should be assessed for **both** eyes together.

Use of Glasses: (XI-14 - XI-23)

- Due to the likelihood of dislodgement or breakage, candidates who wear glasses should meet an uncorrected far acuity standard of between 20/40 - 20/100. The exact far acuity standard selected should be based on agency-specific considerations such as:
 - The likelihood and circumstances surrounding the use of firearms at that agency (e.g., distances of targets, frequency of foot pursuits in conjunction with weapon use)
 - The likelihood of engaging in combative situations
 - Deployment of one officer patrol units
 - Inclement weather, night shift duty, and other environmental conditions that may affect visibility with glasses

Use of Contact Lenses: (XI-23 - XI-30)

- Use of soft contact lenses (SCLs) is permissible by candidates who have at least one year of successful SCL use, and provided that the agency uses pre-placement agreements and has a monitoring program in place.
- SCL use is preferred over the use of other types of contact lenses (i.e., rigid gas permeable or hard lenses) due to concerns of particle entrapment and dislodgement.
- The establishment of an uncorrected vision standard for SCL wearers should be an agency-specific risk management decision. However, should an agency decide to create an uncorrected standard, it is recommended that it be no more stringent than 20/200 (both eyes).

Use of Orthokeratology: (XI-30 - XI-31)

- Due to concerns over fluctuating vision, particle entrapment, and the inability to monitor compliance, the use of orthokeratology is not recommended.

(Evaluation Protocol: XI-31 - XI-38)

2) RADIAL KERATOTOMY (XI-38 - XI-43)

- All post-op records must be submitted for review.
- No significant difficulty with glare or night vision.
- Minimum deferral of 6 months post-op for candidates < 35 years old, or 12 months for those age 35 or more.
- No indications that uncorrected far acuity will be significantly degraded within the next 2-3 years by progressive hyperopia.
- No significant diurnal instability in visual testing or function.

3) PERIPHERAL VISION (XI-44 - XI-45)

- Formal perimetry testing should only be conducted on high risk candidates, such as those with either a personal or family history of glaucoma, eye problems other than refractive error, or decreased visual acuity in either eye which cannot be corrected with lenses.
- The results of those who undergo formal perimetry should indicate:
 - A minimum of 120 degrees of total horizontal field in each eye.
 - At least 100 degrees of vertical field.
 - No significant scotomas.

4) BINOCULAR FUSION (XI-46 - XI-47)

- Candidates should demonstrate a minimum stereopsis of at least 80" of arc by achieving a score of 6 or better on the Titmus Stereo Test.

5) COLOR VISION (XI-48 - XI-57)

- Candidates who fail the PIP test should be required to pass the Farnsworth D-15.
- Use of rose-colored lenses (i.e., "X-Chrom") should not be permitted during testing.

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ANALYSIS

In response to this enabling legislation, proposed Commission Regulation 1081(b) has been drafted (Attachment B). This regulation will provide agencies with a method for review and approval of previously completed training. Review will focus on comparison to ensure that agency training has substantially met the legislative requirement. When review shows the mandate was only partially met, allowances will be made for the missing component to be made up.

Training completed before the mandate up to three years prior to the date of application for equivalency will be considered. This time frame appears to be appropriate and is consistent with other time limitations on acceptance of prior training, including the Basic Course.

Agency requests for evaluation would consist of a letter from the agency head directed to the Executive Director accompanied by a course outline that specifies instructional goals, required topics, and instructional methodology.

POST will complete the request for equivalency review and notify the agency in writing within 30 days of the receipt of the agency request. Only one request per course will be needed to cover all officers trained consistent with the provisions of PC 13511.3. Only courses prescribed in Title 4, Chapter 1, beginning with Penal Code Section 13516 are considered under this regulation.

A Notice of Proposed Regulatory Action is recommended. Unless a public hearing request is made the regulation would become effective upon approval of the Office of Administrative Law.

RECOMMENDATION

Subject to the results of the public review process, approve the proposed Commission Regulation 1081(b), which provides for POST approval of equivalent training for specific legislative mandated requirements.

SEC. 2. Section 13511.3 is added to the Penal Code, to read:
13511.3. The commission may evaluate and approve pertinent training previously completed by any jurisdiction's law enforcement officers as meeting current training requirements prescribed by the commission pursuant to this chapter. The evaluations performed by the commission shall conform to the standards established under this chapter.

Commission on Peace Officer's Standards and Training

PROPOSED REGULATION: Addition of 1081 (b)

1081. Minimum Standards for Legislatively Mandated Courses

(b) Certain legislatively mandated courses, referred to as "approved" courses in Commission Regulations 1005 (g) and 1081 (a), that are specified in Title 4, Chapter 1, beginning with 13516 of the Penal Code, may be waived through a POST evaluation of previous training. The evaluation may indicate full or partial satisfaction of the mandated course's minimum content requirements.

(1) Requirements and Procedures for Evaluation

(A) Eligibility: An agency head desiring an evaluation of training to determine its satisfaction of the minimum content requirements of one of the mandated courses as described in 1081 (b) above, shall submit a written request to the POST Executive Director. The request for a training evaluation shall be accompanied by a training outline which specifies: dates of training, total hours trained, instructional goals, required topics, instructional methodology and testing requirements.

(B) Previous Training Restrictions: The completion date of the training that is the subject of the request for evaluation, cannot be more than three years prior to the date the request for evaluation is received by the Executive Director.

(C) Notification of Determination: Written notification stating if the evaluated training meets (all or partially) the minimum requirements of the mandated training, shall be mailed to the agency head within 30 days of receipt of the request. When partial satisfaction of the mandated course is determined, the notification shall indicate which minimum content requirements are satisfied and those that are not.

(D) Evaluation of Make-up Content: Whenever the evaluated training is deemed as partial satisfaction of the mandated course's minimum

content requirements, the missing course content may be presented and the department may request an evaluation as described in (A) above.

Note: Authority cited: Sections 13503, 13506, and 13510 and 13511.3, Penal Code. Reference: Sections 629.44(a) 832, 832.1, 832.2, 832.3, 832.6, 872(b), 12403, 12403.5, 13503(e), 13510, 13510.5, 13511.3, 13516, 13517, 13519, 13519.1, 13519.2, 13519.3, Penal Code; Section 607f, Civil Code; and Section 40600, Vehicle Code; Section 25755, Business & Professions Code; and Section 1797.187, Health and Safety Code.

The following describes, in summary fashion, discussions and review of these issues.

Use of Student Workbooks

The survey results indicated that 56% of the students surveyed seldom or never used the workbooks during class. Staff noted that with the exception of the first telecourse, the workbooks did not require student interaction and were more of a reference booklet. It was agreed that workbooks, reference booklets, and small ready-reference guides should continue to be produced as appropriate to the telecourse subject matter. However, use of these materials should probably be an option for the presenter agency.

Attendance by the Telecourse Coordinator

About 52% of the students surveyed responded that the coordinator was always present and about 16% said the coordinator was never present. Approximately 29% of the training managers and 36% of the coordinators surveyed leaned toward not continuing this practice. Fifty-six percent of the training managers and 60% of the coordinators leaned toward keeping the requirement. Staff feels that coordinators should be present when possible. It should be noted the significant role of the coordinator is to facilitate the instructional process. While the coordinator need not personally be always present, the coordinator should ensure that the presentation will be "monitored" (minimally includes introduction of the course, periodic observation of the students during presentation, and collection the roll at the end), preferably by a supervisor.

Viewing the Videotape in its Entirety in One Sitting

Ninety-three percent of all students surveyed indicated they had viewed the videotape in its entirety. However, in the comments section of the survey there was frequent mention that segmenting or the tapes should be allowed for obtaining CPT credit. A number of Chief Executives indicated the current requirement had a limiting effect on the number of officers trained and reduces the cost effectiveness of telecourse training. Staff noted that Training Program Services is striving to design natural breaks in the telecourse programs where possible. The latest four telecourses have, in fact, been so designed. However, not all subject matter is amenable to a short segment format. A reasonable adjustment to the viewing requirement may be to allow segmenting as long as the course was developed to be viewed in the segmented format.

Meeting the CPT Requirement by Exclusively Using Videotape

Many comments in the survey indicated this type of training was a good supplement to traditional instruction. Some comments suggested limitations on the number of CPT hours allowed from viewing telecourse videotape. Others felt that subject matter should be the determining factor in allowing CPT credit with this training methodology. Approximately 92% of the training managers and 80% of the coordinators surveyed "Agree or Strongly Agree" that telecourse videotape training is an appropriate medium for delivering CPT and meeting the CPT requirement. However, 56% of the training managers, 54% of the coordinators, and 43% of the chief executives expressed concerns over meeting all CPT requirement by viewing Telecourse tapes. Due to the difficult economic times and shrinking training dollars for most agencies statewide, staff feels this should probably be the department head's option. However, it would be prudent to revisit this issue as more experience is gained with this training medium.

Need for More Scenarios and Less Panel Discussion in Telecourses

Several student comments suggest that scenarios make telecourses more interesting and that the panel discussion often is viewed as program filler. Although panel discussion enhances the learning process by providing an opportunity to expand technical points and answer viewer questions, staff agreed that talking heads should be replaced with scenarios when possible and that panels should be used appropriately. Staff was previously aware of these issues and, to the extent possible, is already placing greater emphasis on scenarios, with a reduction of panel discussion.

Need for Subject Matter Expert During Videotape Presentation

In the survey, the training managers and coordinators were asked if absence of a subject matter expert to respond to questions or elaborate on the material detracted from the effectiveness of the training. About 81% of the training managers and 54% of the coordinators indicated this was not a factor in the overall effectiveness of the training. Staff feels the ideal situation is to have an SME present at every presentation; however this is probably not practical in most cases. POST should encourage the SME's presence when possible, but should keep to the current policy of **not** making this a requirement of videotape presentation.

Why Many Agencies Do Not Participate

It is believed that there are three primary reasons agencies do not participate in the formal presentation of telecourse videotapes for CPT credit.

- o The first reason is that they are satisfying their CPT requirement through the use of traditional training and only use the telecourses for in-service training or at roll call in segments.
- o The second reason is that some agencies can only use the telecourses in segments for roll call training due to budget and time restraints; and therefore are unable to comply with the POST protocol which reads, in part, "To receive Continuing Professional Training (CPT) credit for viewing a telecourse, a trainee must view an entire telecourse at one sitting."
- o The third reason was due to a lack of awareness or understanding of the program. This suggests that the field may need to be re-noticed on the availability of the program.

If the following recommendations are approved by the Commission, a POST Bulletin explaining the updated telecourse presentation protocols should be mailed out to all agencies in the POST program. The bulletin will also serve to reacquaint those agencies who are not yet certified presenters with the availability of CPT credit for viewing telecourse recordings.

RECOMMENDATIONS

Make the following adjustments in development and presentation of telecourse videotapes for CPT credit:

1. Use of workbooks, reference books, and ready-reference guides is optional. POST will continue to mail out a single copy to the presenters to use as they wish. These types of materials will only be developed in conjunction with the telecourse in cases where the subject matter is amenable to their use.
2. Attendance by a telecourse coordinator is still encouraged, but with allowance for the coordinator to designate another "responsible person", preferably a supervisor, to monitor the presentation. Monitoring the presentation minimally includes introduction of the course, periodic observation of the students during the training presentation and collection of the roll at the end of the course.
3. The telecourse videotapes may be viewed in segments for CPT credit, as long as the course was developed to be viewed in a segmented format.

4. Continue to allow the CPT requirement to be met by telecourses with no limitation, but revisit the issue when economic conditions improve.
5. Continue efforts currently in place to improve the quality of telecourse productions with a de-emphasis on panel discussions.
6. Continue to encourage, but not require, the presence of a subject matter expert to answer questions and lead discussion during the telecourse.

Refer to attachment "A" for the proposed new POST TELECOURSE CERTIFICATION CONDITIONS.

Attachment

POST TELECOURSE CERTIFICATION CONDITIONS

1. Each agency seeking certification as a POST telecourse presenter shall appoint a Telecourse Coordinator. The Telecourse Coordinator shall view POST's "Orientation for Telecourse Coordinators" before the agency is certified.
2. POST telecourses shall be presented in an environment that provides:
 - o Availability of sufficient workspace to permit each student to sit comfortably, review instructional materials and take notes.
 - o Freedom from outside distractions, thereby permitting students to concentrate and view telecourses without interruption.
 - o Televisions/monitors in sufficient size and number, and strategically placed, to allow adequate viewing by all students.
 - o Availability of sufficient heating, air conditioning and lighting.
3. The Telecourse Coordinator, or a person designated by the Coordinator, preferably a supervisor who has also viewed POST's "Orientation for Telecourse Coordinators", shall monitor ~~be present throughout the duration of the~~ each telecourse presentation. The monitor shall minimally introduce the course, periodically observe the students during the presentation, and collect the roll at the end. Presenters of telecourse training are encouraged to have a subject matter expert on site to answer questions and lead discussion during the telecourse when possible. The Telecourse Coordinator He/she shall be minimally responsible for:
 - o Reviewing the POST provided instructional materials and previewing each telecourse, whenever possible, prior to conducting a telecourse presentation.
 - o Ensuring that trainees attend the entire presentation and that they are properly attentive.

- o Ensuring that training is presented in a suitable learning environment, as described in Condition #2 above, and addressing any issues related to operation of viewing equipment.
 - o Maintaining attendance records for each telecourse presentation.
4. For each individually titled telecourse, POST will provide one videotape and one set of POST-developed instructional materials (workbooks, reference materials, etc.) to requesting presenters. Although use of the POST-developed instructional materials is optional, agencies are encouraged to ~~For each telecourse presentation, presenters are to make sufficient copies of the POST-developed instructional materials to ensure that each trainee receives a set for each trainee's individual use.~~
 5. With the exception of a short break (10 - 15 minutes), all telecourses will be shown in their entirety and may not be edited in any manner. To receive Continuing Professional Training credit (CPT) for viewing a telecourse, trainee's must view the telecourse in the manner in which it was intended for presentation. Only telecourses that were developed in a segmented format may be presented in segments for CPT credit. ~~a trainee must view the entire telecourse at one sitting.~~
 6. At the end of each calendar quarter (i.e., June 30, September 30, December 31 and March 30), Telecourse presenters shall submit a Telecourse Roster (POST TF-70) to POST for each individually titled telecourse attended by trainees during the quarter. Such rosters shall contain only the names of trainees who successfully completed each telecourse.
 7. POST telecourse presenters agree to assist POST, upon request, in evaluating the effectiveness of the POST telecourse pilot project.
 8. Award of Continuing Professional Training credit is solely limited to use of POST specified telecourses. CPT credit will not be awarded for viewing the same telecourse two or more times.
 9. POST reimbursement for travel and per diem expenses will not be provided for completion of POST-certified telecourses.

10. Training facilities, telecourse presentations, training records and adherence to these certification conditions are subject to review by POST. Failure to comply with these conditions may result in loss of all Continuing Professional Training credits accumulated throughout the pilot project by personnel who have attended telecourse presentations.

The Symposium will follow the successful Technology Workshop format hosted by the Commission in November 1993 with improvements from what was learned there. After opening remarks by legislative leadership and the Governor, there will be special presentations on technology and fast-paced demonstrations, opportunity for hands-on familiarization, and question and answer sessions.

The Commission has accomplished much in the way of improving training over the years. Technology is a new and important part of that progress. The Commission has also pushed the development of instructional design and presentational competencies for all instruction - whether technology-based, scenario, or classroom experience.

There will be a 30-minute live satellite program originating from the KPBS studios at San Diego State University. Live feed from the Sacramento Community Center, using a well known local news personality as anchor will be included in the broadcast. The program will follow the "bulletin board" format from November, and will include segments modeled after *PM Magazine* dealing with regional training centers located across California.

These broadcast segments may include EVOC and simulator usage, shooting judgment scenarios in a laser village, and use of technology in law enforcement training. The broadcast will also include brief video clips from recent award-winning POST telecourses on Gangs, Narcotics, Cultural Relations, Assault Weapons, Child Abuse, Domestic Violence, etc.

The technology demonstrations, which will also include hands-on opportunities for those in attendance, will include:

- o Model of a regional training center
- o Interactive Videodisc programs on Driver Training, First Aid/CPR, and Alcohol and Drugs, etc.
- o Interactive Multimedia Classroom
- o Video teleconferencing technology
- o Desktop Videoconferencing
- o AGC Driver Training Simulators
- o Conflict Management Training Simulation Program
- o Shooting Judgment Simulators

This Symposium will afford the Commission an opportunity to showcase what it has accomplished and provide a glimpse of what can be accomplished in the future. The Symposium occurs at a time when the new Legislature will be convened and the issue of stable and appropriate funding levels will be before the members.

POST will place special emphasis on many of the recommendations that were developed by the ACR 58 Study Committee and required by AB 492, including the regional training centers project. The Symposium will allow those attending to create their own vision of law enforcement training in California in the future. The making of a clear vision of possibilities, as well as review of some very impressive accomplishments, should make this an outstanding event.

Additional information will be provided to the Commission and its committees as it is finalized. This report is before the Commission for its information, as well as for suggestions or comments that may be helpful in planning this Symposium.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Report and Recommendation to Approve Continuation of AGC Simulation Driver Training Project		Meeting Date July 21, 1994
Bureau Learning Technology Resource Center	Reviewed By Ken Whitman	Researched By Ken Whitman
Executive Director Approval <i>Morgan C. Bohm</i>	Date of Approval 7-5-94	Date of Report June 15, 1994
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission continue the AGC Driver Training Simulation Pilot Project at selected sites for FY 1994/95 at a cost not to exceed \$259,818?

BACKGROUND

At its July 22, 1994³ meeting the Commission authorized the Executive Director to contract with three driver training presenters for the purpose of introducing the AGC Simulator systems as part of POST's driver training program. The simulator project was also one of the demonstration program and pilot projects being developed in conjunction with the recommendations outlined in AB 492 (Campbell, 1991).

The first phase of the project included purchasing and installing the simulators. Based on criteria approved by the Commission, the pilot sites were established at the San Bernardino County Sheriff's Department, the Los Angeles County Sheriff's Department, and the San Jose Police Department. Each of the pilot sites trained students on a regional basis, and each site had agreed to participate in the project for its duration.

Contracts were developed, signed, and eventually approved by the State Department of General Services after lengthy review. The contracts were for the period of October 1, 1993 through September 30, 1994. The systems were purchased by the individual agencies and delivered to the selected training sites between December 9, 1993 and April 7, 1994. Each site received a set of four simulators networked to each other and an instructor station. The individual contracts provided for the hardware purchase and the assignment of one full-time instructor at each site. In addition, one instructor was provided for six months at San Bernardino to perform scenario programming, debugging, and testing of the systems and scenarios.

Instructors and subject matter curriculum consultants are part of the Simulator Project Committee and have met several times since January 1994 to review scenarios, instructor manuals, system technical manuals, and evaluation strategies for this pilot program. To date program expenditures total \$673,449. Because two of the sites were not operational until early 1994, there have been some revenue savings from the current contract which expires on September 30, 1994. The exact amount of the savings will not be known until the final billings in September.

ANALYSIS

This pilot program has been fully operational at all sites since April 7, 1994. Between December 1993 and April 1994 the site administrators prepared their sites for the simulators, acquired the actual hardware from AGC Simulation and began to work with AGC professional staff to develop scenarios. Under the direction of Dr. Dennis Aronson from the Learning Technology Resource Center, and Dr. John Berner from Standards & Evaluation Bureau the Simulator Project committee members began to develop an evaluation instrument, and brought students into the simulator rooms for training.

Each site is using its simulator system in a slightly different manner. San Bernardino is using the simulator system in both the Basic Academy and in-service EVOC updates. Los Angeles County is using its simulator system as part of a structured eight-hour training program for in-service personnel. San Jose PD is using its simulator in four-hour blocks which do not incorporate any actual driving of police units.

The specific objectives of the project are:

- o Improve officers' judgment and decision-making skills in emergency response (Code 3) situations; and
- o Improve officers' judgment and decision-making skills during pursuits, including:
 - Determining when it is appropriate to initiate and abandon a pursuit.
 - Ensuring that officers are able to successfully perform the roles of primary and secondary officers.
 - Maintaining appropriate coordination and communication with other officers involved in multiple-unit pursuits.

This program has been well received at all three sites. An experienced group of instructors have been assigned at each agency to develop and deliver training using the simulators. As of this date, the three sites have provided training to over 1100 trainees in a variety of training sessions for both pre-service and in-service officers. Because of the time required to train the instructors, develop scenarios, and install the equipment, staff has not been able to evaluate this program to the degree that is necessary and required. Some cursory evaluation has been completed at each site, but a formalized evaluation instrument has just been completed for use at all three sites. A formalized program for each site has also been developed for comprehensive evaluation purposes.

Additional time is needed to effectively evaluate the entire driver training program, and to decide the best way to integrate the simulators into a comprehensive training program. A specific eight-hour course using the simulator has been developed for each site, and that course will be the focus of the evaluation effort. This program will involve scenarios built around the training scenarios in the Law Enforcement Driver Training interactive videodisc program. The Simulator Project committee will finalize all of the evaluation and course issues at their meeting on July 5-7, 1994.

The Commission and staff have commented on the current quality of the graphic environment. The simulators now use the first version of graphics, which have been found to be consistent with graphics found on many of the military simulators currently in use today. POST staff has found that once the trainees get involved in driving the scenarios, there has not been a concern about the graphics. The next generation of graphics, called "textured mapping" will be completely developed and ready for production in March or April 1995. With the new graphics comes the capability to move the refresh rate to more than five times its speed in the current version, which will further help with complex scenarios. The "textured mapping" concept will give greater detail to all of the driving environment. The refresh rate deals with the speed in which the computers move the graphics across the visual displays to the next segment of the scenario.

Once the new graphics simulation is fully developed, the Commission will seek to cooperatively work with AGC Simulation to make the California sites a beta test site for using the new graphics. The earliest the graphics hardware would be available is May 1995.

AGC has completed sales of the initial production run of 25 simulators. They are installed at sites in California, New Hampshire, North Carolina, Wyoming, Illinois, Ohio, Iowa, and

Louisiana. Another production run of 25 simulators is scheduled for August 1994 and will include the four simulators and mobile trailer that have been ordered by the Association of Bay Area Governments (ABAG) to train personnel from 22 cities in nine counties around the Bay area. Much of the interest in these simulators has been generated by the pilot sites established by the Commission in California.

COSTS

The costs for FY 1994-95 at each site are as follows:

o	San Bernardino County Sheriff's Department EVOC Facility		
	1. One instructor for full year	\$66,330	
	2. One instructor half-year**	\$33,165	
	3. Computer supplies	\$ 5,000	
			TOTAL \$104,495
o	Los Angeles County Sheriff's Department Emergency Vehicle Operations Unit		
	1. One instructor for full year	\$78,993	
	2. Computer supplies	\$ 5,000	
			TOTAL \$83,993
o	San Jose Police Department Driver Training Unit		
	1. One instructor for full year	\$66,330	
	2. Computer supplies	\$ 5,000	
			TOTAL \$71,330
			GRAND TOTAL \$259,818

** This position used for simulator scenario development for all three training sites to provide consistent effort.

This pilot simulator project has the potential to become an excellent training tool for decision-making and judgment. Testing on some scenarios is also focused on evaluating transference of skills from the simulator to the police vehicle.

The Learning Technology Resource Center and Standards & Evaluation Bureau have been in contact with the other training sites to correlate evaluation strategies and information.

A complete evaluation of the simulators still remains to be accomplished during the coming fiscal year. Once this comprehensive evaluation is completed POST will be in a much stronger position to recommend expanded use of the simulators.

RECOMMENDATION

Authorize the Executive Director to contract with the three current driver training presenters for the purposes of continuing with the AGC Driver Training Simulator pilot program for an additional year at a cost not to exceed \$259,818.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Supervisory Leadership Institute Pilot Presentation		Meeting Date July 21, 1994
Bureau Center for Leadership Development	Reviewed By <i>Robert L. Fuller</i>	Researched By Tom Hood
Executive Director Approval <i>Morgan L. Boehm</i>	Date of Approval 6-28-94	Date of Report June 27, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE:

This report is a follow-up report, as requested by the Commission in November 1993, on the Los Angeles Police Department/Los Angeles County Sheriff's Department Supervisory Leadership Institute Pilot.

BACKGROUND

Of the approximately 7000 supervisors employed in law enforcement agencies statewide, approximately 1850 work for either the Los Angeles Police Department or the Los Angeles Sheriff's Department. Thus, 25% of all law enforcement supervisors currently employed in California work for one of these two agencies.

At the April 1992, Commission meeting, pilot test outreach presentations of the Supervisory Leadership Institute (SLI) were approved. The first two pilot presentations differed from the traditional SLI in two ways. First, the residency requirement was waived and students commuted to and from the course site each day. Second, multiple students from the same agency were allowed to attend the Institute together. The intent was to evaluate the cost effectiveness of a commuter-based program and the overall impact of student staffing modifications.

The first SLI pilot (class 26) commenced in January 1993, and consisted of an equal number of students from the Los Angeles Police Department and the Los Angeles County Sheriff's Department. The second pilot (class 28) was held in Orange County and began in February 1993. This class consisted of students from both large and small agencies. The students worked for agencies within a 30 mile radius of the course site. A report was made to the Commission at the November 1993 meeting on the outcome of the first two pilot presentations.

The third pilot (class 33) started in October 1993 again consisting of equal number of students from the Los Angeles Police Department and

the Los Angeles County Sheriff's Department. All class sessions were held outside the Los Angeles area in San Diego.

ANALYSIS:

As reflected in the report presented to the Commission in November 1993, the first two commuter-based pilots did not work well. The lack of a residency requirement created attendance and attention problems. Course evaluations indicated that the vast majority of the class felt that they were being "cheated" or receiving the "Reader's Digest version" of the SLI. The specific intent of this pilot (class 33) was to field test the effectiveness of the course using students from only two agencies with the residency requirement in place.

One key component in the learning process is the ability of the class to informally network and reach closure on leadership issues. By continuing classroom discussions at breaks and meal times, many issues left "open" by the facilitators are often resolved as students exchange pertinent ideas and experiences. The residence requirement of the Institute is designed to create a "retreat" atmosphere that facilitates immersion into the realm of value-driven leadership. It also allows the course to be content driven (as opposed to time driven) fostering the development of strong formal and informal lines of communication by the students.

One of the strengths of the SLI is class bonding and the building of trust between students. This trust facilitates candid classroom discussions and provides an atmosphere for supportive confrontation and challenge of ideas. Having all the students from just two agencies presented a unique test for the facilitators. Getting the student to "open up" and actively participate in class discussions was more difficult. One initial concern was that students would be less apt to discuss sensitive issues with others from his/her agency in the same room. Another concern centered around how objective the students would be when presented with ethical dilemmas and value conflicts that required a group consensus to resolve.

Other than the student staffing, all the books, videos, handouts and exercises remained the same as the "traditional" SLI. Course evaluations were solicited after each session. The POST SLI coordinator attended each session and carefully monitored class activities.

Both the LAPD and the LASD are large enough to provide a diverse group of supervisors who, often, have never met each other. With a few exceptions, it did not appear as if multiple students from the same agency had a profound negative impact on group dynamics. While students tended to identify with their agencies culture and processes, significant learning took place. Exploration of abstract concepts and critical analysis of value-based issues and conflicts challenged the students to view their lives and jobs from new perspectives. The exchange of ideas and experiences enhanced their growth as individuals and leaders.

Overall, this pilot went very well. Other than a few instances where some students did not participate to their full potential, there was

little difference between this pilot and a "traditional" SLI class. Feedback provided by the agencies, students, instructional team and the POST coordinator showed that all involved considered the SLI a rich and rewarding experience.

CONCLUSION

There are several alternatives available at this time. One, would be to do nothing and continue the SLI with the traditional student staffing configuration (i.e., one student per agency per class). Another option would be to dedicate one of the existing SLI classes to an equal number of students from the Los Angeles Police Department and the Los Angeles County Sheriff's Department. A disadvantage of this option would be the negative impact it would have on those supervisors from other agencies currently waiting to attend the SLI. Reserving one existing class for the LAPD and the LASD would create an even longer wait.

A third alternative would be to authorize one additional class dedicated to students from the LAPD and the LASD. This would eliminate any negative impact on the current waiting list to attend the SLI. It would, however, result in an increase in the SLI budget of approximately \$83,000.

While it seems desirable to increase the number of SLI presentations to accommodate the leadership training needs of these two agencies, continued restraints on funding for the 1994/95 fiscal year does not make it appropriate to add another SLI presentation at this time. The Commission may consider adding one SLI presentation for this specific purpose in the future when funding improves.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Review of Bureau Training Programs		Meeting Date July 21, 1994
Bureau Center for Leadership Development	Reviewed By <i>Robert S. Fuller</i>	Researched By Bob Fuller
Executive Director Approval <i>Morgan C. Becken</i>	Date of Approval 7-6-94	Date of Report June 29, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Report on review of Center for Leadership Development training programs.

BACKGROUND

The Center for Leadership Development (CLD) is charged with the responsibility of enhancing the competence and abilities of California law enforcement supervisors, managers and executives. This is done by presenting programs such as the Command College, Executive Development Course, Supervisory Leadership Institute, Supervisory Course, Management Course and other related courses. During 1992, a study was conducted that focused on the Command College, the Executive Development Course and executive seminars.

At the January 21, 1993 meeting, the Commission reviewed and accepted the Executive Training and Command College Study. This study, conducted by CLD staff and a group of executive training experts, examined the content, principles and training approaches used in the Commission's executive training programs. As a result of the study, fifteen major recommendations were made to the Commission.

ANALYSIS

The CLD staff conducted a preliminary analysis of the recommendations made to the Commission. This internal review raised questions and identified issues that require additional study. For example, the study did not include supervisory or management training programs, nor did it consider the relationship between all CLD courses. This internal review has identified a need to further study CLD programs.

Two special study projects have been initiated. One study will focus on the Command College. The second project will review the supervisory, management and related executive courses and seminars. Both studies will include identifying contemporary training needs, goals and objectives, appropriate curriculum, methods of delivery (including technology and distance learning), relationships between

courses and other related issues. It appears desirable to design a Leadership Training and Development System (LTDS) that contains courses that build upon, and are interconnected with each other. Training effectiveness and cost efficiency are very important issues that will be studied. The recommendations made by the previous review committee will also be addressed. A brief description of each study follows.

COMMAND COLLEGE STUDY

The original Command College planning committee (1982) identified the three primary goals for the Command College program. They are described as follows:

- o develop a futures perspective of issues affecting law enforcement;
- o enhance problem-solving, decision-making, and leadership capabilities; and
- o provide a specific contribution to the body of knowledge and practice of law enforcement.

During the past several years, questions have been raised as to whether or not these goals are being accomplished. Even more importantly, we need to determine if the current program goals are appropriate. For example, it may be desirable to shift the program's primary focus to Leadership development while still retaining a Futures orientation, instead of the current focus on Futures with little emphasis on leadership.

Some of the perceived problems with the existing Command College program include the following:

- o the curriculum has become highly process oriented i.e., students (and staff) focus on rigid academic requirements rather than creativity and innovation;
- o the curriculum relies heavily on futures forecasting and strategic planning. Both disciplines are at least twenty years old and are becoming "suspect" in terms of contemporary management theory; and
- o the program is not entirely meeting its stated objectives.

In addition, there are numerous issues related to the program that need more immediate attention. Questions have been raised about the usefulness and need for the assessment center as a program selection process, the annual Graduate Update Seminar, and the one day Futures Seminars associated with each graduation. These issues are specifically addressed in reports to the Commission's Finance Committee.

The Command College is a valuable on-going program that must continue to evolve, and at the same time meet the needs of law enforcement professionals and their respective agencies. The Command College Study will include a committee similar to the original command college planning committee. This committee will provide input on the future direction and content of the program. It is important to determine if the curriculum in the command college is still "state-of-the-art" and on the "leading edge".

Additional committees will be convened to further explore the contemporary and future needs of law enforcement futures training in California. Committees will consist of stakeholders representing law enforcement executives, command college graduates, and others. Once data is collected and analyzed, the program will be appropriately modified to meet law enforcement needs. Examples of questions and issues that will be addressed include:

- o what can be done to ensure that the Command College program is "state of the art"?
- o who should be allowed to attend the Command College?
- o what type of selection process, if any, is appropriate?
- o is the curriculum up to date and appropriate?
- o can the program be shortened or condensed?
- o can program costs be reduced?
- o can technology be used to enhance student learning?
- o can the independent study projects be improved?, and
- o should "team" projects be allowed?

This is only a small sampling of the questions and issues that will be addressed during the study.

SUPERVISORY/MANAGEMENT PROGRAM STUDY

The Supervisory and the Management Courses have not been reviewed for some time. While portions of these courses have been reviewed annually, an in-depth review has not occurred in over eight years. Supervision and management practices have continually changed over the years. It is timely to conduct a study of these mandated courses to ensure that course content is contemporary and meets the needs of today's supervisors and managers. It is also important to determine if these courses are being delivered to the field in the most effective and cost efficient manner. The study is also designed to provide the information necessary to connect these courses with other CLD programs, a requirement if we are to develop a Leadership Training and Development System.

This study will include review and analysis of course curriculum and a study of alternative or supplemental presentation/delivery models, e.g., television and inter-active video. It will also explore the possibility of shifting to the concept of a career development training program that is prescriptive in nature.

One example might be the development of a core supervisory/management course that blends the conceptual and theoretical aspects of the current supervision course and management course into one course. A core course could be supplemented with two or three clusters of shorter length seminars. One cluster of seminars would focus on supervisory and management skills within a specific functional area of instruction, e.g., patrol, traffic, and investigations. A second cluster of seminars would focus on personal development topics such as writing, presentation skills, and problem-solving techniques. A third cluster could focus on leadership development courses.

This study will also determine to what extent the delivery of these courses via technology is appropriate. It is possible that many of the requirements for course completion could be satisfied through distance learning technologies.

Once both studies are complete, the knowledge gained will be used to design a Leadership Training and Development System that is more effective and cost efficient than current training delivery practices. Staff will continue efforts to improve these programs while the two studies are conducted. Approximately 10-12 months will be required to fully complete both studies.

RECOMMENDATION

It is recommended that the Commission approve proceeding with both studies with the understanding that interim progress reports will be made on a regular basis. A full report, including recommendations and an implementation plan will be brought to the Commission for review and approval at the July 1995 meeting.

Screening/Approval Process - The proposed screening/approval process involves nominations being initially screened by an appointed subcommittee of the POST Advisory Committee, review by the full Advisory Committee, and approval of recommended finalists by the Commission.

A draft description of the award, including application form, is attached.

RECOMMENDATION

Subject to recommendations of the full POST Advisory Committee, approve the proposed specifics of the Governor's Award and direct staff to begin immediate implementation.

Attachment



Governor
State of California

Governor's Award for Excellence In Peace Officer Training

Sponsored by
the
Commission on
Peace Officer Standards and Training



Governor's Award for Excellence In Peace Officer Training

Purpose

To encourage and foster innovation, persistence, clarity, and effectiveness of peace officer training by recognizing achievement with the Governor's Award for Excellence in Peace Officer Training.

Description

The Governor's Award is a beautiful perpetual trophy within an enclosed glass and wood case and stand. It will be permanently housed in the lobby of POST headquarters in Sacramento. Each year, the names of award recipients will be affixed to the award's base. Recipients receive a smaller replica of the trophy. A duplicate trophy will be provided to the employers of individual recipients. The awards are presented by the Governor or designee in a special ceremony.

Sponsor

Commission on Peace Officer Standards and Training.

Categories

There shall be no more than one award annually in each of the following categories. It is not mandatory that an award be given each year for each category.

■ Individual Achievement

Credentials for being nominated for the individual achievement award include a special action or accomplishment representing a singularly significant or extraordinary contribution to public law enforcement training. The contribution must be documented and must involve a demonstrably effective project, task, or assignment. Nomination narrative should concentrate on the innovative aspects of the accomplishment. The impact the achievement has had on law enforcement training at the organizational, local, or state levels and the benefits derived should be addressed and documented. Outstanding contributions would include, but are not limited to, innovative approaches in the preparation, presentation, application, implementation, evaluation, planning, and/or management of law enforcement training programs.

■ Lifetime Achievement

Those individuals being nominated for consideration based on "lifetime achievement" must have contributed to public law enforcement training over an extended period of time, attaining highly desirable benefits, maintaining highly creative efforts, or displaying exemplary service and leadership skills. Nominees should enjoy reputations as innovators and leaders in law enforcement training at the local, regional, and state levels. Their accomplishments must be documented with the quality and substance of their accomplishments as the essential factor. As with the individual achievement category, the narrative should focus on the innovative aspects of the nominee's accomplishments. The impact the nominee has had on law enforcement training within their own organization, and at the local, regional, and state levels should be documented. The number of years the nominee has been in the law enforcement training arena should also be documented, and the reputation and recognition the nominee enjoys among their peers should be addressed.

■ **Organizational Achievement**

The organization being nominated must be an organization whose training responsibilities and initiatives have resulted in substantial contributions to public law enforcement training and reflect high rates of training effectiveness. The contribution must be documented and involve a particular project, task, or program. Outstanding contributions would include, but are not limited to, innovative approaches in the analysis, design, development, implementation, evaluation, or delivery of law enforcement training programs conducted by or within the agency. Both quantum improvements and long term improvements or successes in training will be considered.

Eligibility

Individuals or organizations being nominated must have demonstrated skill and made contributions to the advancement of California law enforcement training at extraordinary levels. These qualities in skill, approach, energy, commitment, and intelligence must be documented. The documentation shall provide information on the financial, operational, or related benefit realized by California law enforcement as the result of the nominee's contribution or service. The quality and substance of the contributions are essential factors. Aspects of training to be considered will include, but not be limited to, innovations in preparation, presentation, application, implementation, evaluation, and management of training programs and methodologies.

Individual nominees may include, but not be limited to, law enforcement trainers, law enforcement personnel and department heads, trainers, and educators.

Organizational nominees may include law enforcement agencies, college or universities, private presenters or developers, or nonprofit foundations engaged in the training of peace officers.

Individual or organizational achievement can have occurred any year previous to the year in which application is made for the award.

Judging Criteria

Criteria that will be used in ranking candidates include: (a) Innovation, (b) Impact, and (c) Reputation/Recognition.

- **Innovation**

Nominees will be judged on the use of unique and innovative approaches in the design/development, implementation/presentation, and/or evaluation of law enforcement training programs. Innovation would include the introduction of new training methodologies or practices, creative/unique approaches to program delivery, or the introduction of new or creative use of existing technology leading to improved quality or delivery of law enforcement training. For organizational or special act recognition, the narrative should stress the uniqueness of the approach, practice being highlighted, and how it differs from current/past practices. Lifetime achievement narrative should focus on the same points, but discuss them in terms of accomplishments throughout the nominee's career in law enforcement training.

- **Impact**

The narrative should discuss the impact of the achievement(s) on law enforcement training in terms of their effectiveness. Are improvements, resulting from the accomplishment(s), limited to in-house organizational improvements? Have the improvement(s) impacted or do they have the potential to impact other law enforcement organizations in the local, regional, or state training community? Discuss any quality, cost-effectiveness, operational, or other related improvements derived or projected as the result of the accomplishment. Narrative for lifetime achievement should focus on the same points, but discuss them in terms of accomplishments throughout the nominee's career in law enforcement training. The number of years the nominee has been in the law enforcement training arena should also be documented.

- **Reputation/Recognition**

Nominees (individual and organizational) will be judged based on their reputation and standing in the law enforcement training community at the local, regional, or state levels. The narrative should stress the degree to which the nominee is utilized or called upon by peers within the training arena, the reputation the nominee enjoys as a leader and innovator in law enforcement training, and official recognition of the nominee by the individual's or organization's peers.

Submission of Nominations

Nominations must be submitted to:

**Governor's Award Screening Committee
c/o POST
1601 Alhambra Boulevard
Sacramento, CA 95816-7083**

Applications must be submitted and signed by the senior ranking agency official; i.e., agency head or chief executive officer of the nominating organization. Nominations with supporting documentation must be received at POST on or before November 1, 1994.

Awards Panel

An appointed subcommittee of the POST Advisory Committee will initially screen applications and make recommendations to the full POST Advisory Committee, which has broad-based organizational representation. A representative of the Governor's Office will be annually invited to participate in the screening process. The POST Advisory Committee will make recommendations to the POST Commission which will make final decisions on the selection of award recipients.

Application

To nominate an individual or organization, complete the appropriate nomination form and submit it along with supporting documentation. **Only nominations using the nomination forms provided herein, with narrative justification, of 1,000 words or less as called for on the back of the nomination form, will be considered for an award.** The senior ranking agency official; i.e., organization head or chief executive officers, must sign the nomination form in the space provided. Questions may be directed to (916) 227-2807.

**GOVERNOR'S AWARD FOR EXCELLENCE
IN PEACE OFFICER TRAINING**

Organizational Achievement Nomination Form

Organization Nominated: _____

Organization Head/Chief Executive Officer: _____

Address: _____

Telephone: _____

Name of Nominating Organization: _____

Address: _____

Organization Head/Chief Executive Officer: _____

Title: _____

Signature: _____

Telephone: _____

Covers Period From: _____ To: _____

Justification of Recommendation

A. Description of Organization's Purpose and Training Responsibility:

GOVERNOR'S AWARD FOR EXCELLENCE
IN PEACE OFFICER TRAINING

Individual Nomination Form

Category: Individual Achievement ____ Lifetime Achievement ____

Name of Nominee: _____

Title of Nominee: _____

Address of Nominee: _____

Nominee's Employer: _____

Number of Employees: _____

Name of Nominating Organization: _____

Organization Head/Chief Executive Officer: _____

Title: _____

Signature: _____

Telephone: _____

Covers Period From: _____ To: _____

Justification of Recommendation

A. Summarize Job Duties:



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

FINANCE COMMITTEE MEETING
July 20, 1994 - 2:00 P.M.
Red Lion Hotel
San Diego Room I
7450 Hazard Circle
San Diego, CA
(619) 297-5466

AGENDA

A. CALL TO ORDER

B. Year End Financial Report

Following completion of Fiscal Year 93-94, year end reports on revenue and expenditures will be provided at the meeting.

C. 1993-94 Budget Summary

As an update to the Committee meeting on June 29, a current budget summary handout will be provided at the Committee meeting. This will provide the Committee with the year end FY 93-94 expenditures and the status of the deficit.

D. FY 94-95 Governor's Budget

As of this date, the FY 94-95 Governor's Budget has not been signed. A copy will be provided for information and reference purposes as soon as it is available.

E. Options for Expenditure Reduction

At the June meeting the Committee reviewed a list of measures to be implemented at the start of the fiscal year to reduce expenditures and reduce the projected year end deficit. This list is being refined and updated based on Committee direction, and it will be available for the Committee's further consideration at the meeting.

F. FY 95-96 Budget Change Proposals

The five Budget Change Proposals (BCPs) for FY 95-96 given earlier approval are before the Committee for review. Four BCPs are for programs dealing with finishing the satellite and IVD network statewide, developing additional IVD/CBT programs, establishing two interactive electronic classrooms, and providing for on-going support, maintenance, and evaluation of certain demonstration programs. The fifth BCP is for a local assistance augmentation to provide additional funds for training reimbursements. All of these

BCPs are proposed to be funded by the General Fund or an additional share of the State Penalty Assessment Fund.

G. Options and Prospects for Enhancing Revenue

In June, the Committee gave consideration to recommending that the Executive Director again conduct briefing meetings on the financial status and needs of POST. This is again before the Committee. Additional materials will be provided at the meeting.

H. Review of Contract Proposals Before the Commission on the July 21, 1994 Agenda

- o Contract with the San Diego Regional Training Center to provide additional cultural diversity instructor training at a cost not to exceed \$53,800. (Tab G)
- o Contracts with three sites for driver training simulators from October 1, 1994 through September 30, 1995 at a cost not to exceed \$259,818. (Tab N)

I. Marketing Agreement for Interactive Courseware

At its January 1994 meeting, the Commission directed staff to prepare a proposal for marketing POST's interactive videodisc courses. A report on this matter will be provided for review at the meeting.

This item is on the agenda for discussion and recommendation to the full Commission.

J. Report on Contracts Entered Into During FY 93-94

Contracts and interagency agreements that exceed \$10,000 are approved by the Commission. The Executive Director has been delegated the authority to enter into contracts and agreements to a lesser amount. The total number of contracts and interagency agreements are annually reported to the Committee showing the purpose of each and the money encumbered. A list is provided under this tab for the Committee's review.

K. ADJOURNMENT

MEMORANDUM

To : Manuel Ortega, Chairman
Finance Committee

Date: July 13, 1994

From : NORMAN C. BOEHM
Executive Director
Commission on Peace Officer Standards & Training

Subject: UPCOMING FINANCE COMMITTEE MEETING - JULY 20, 1994

Enclosed is an updated agenda for the meeting that includes review of the Spanish Language item referred by the Long Range Planning Committee. Enclosed with the agenda are:

- o Minutes of June 29, 1994 meeting
- o Year-End Financial Report
- o Report on Emergency Spanish Language Training Program
- o Report on Marketing Agreement for Interactive Courseware

Please note that the financial report shows that our actual end-of-year deficit was reduced to approximately \$400,000. This was possible because:

- o Conservation measures previously approved by the Commission
- o We received the \$1.86 million augmentation from the General Fund
- o June payout for reimbursable claims was less than anticipated and the final total payout was \$800,000 less than projected

One other positive note is that the Governor has signed the 1994-95 budget and the POST budget does include a General Fund augmentation of \$1.45 million.

Enclosure

c: Finance Committee members

New amount \$269,000

COMMISSION ON POST
FISCAL YEAR 1994-95

BUDGET SUMMARY		CONTRACT SUMMARY	
RESOURCES	32,228,000		
Revenue Projection	30,775,000 (A)	BUDGETED TRAINING CONTRACTS	
Transfer from the General Fund	1,453,000	Management Course	308,892
EXPENDITURES:		Executive Training	534,453
ADMINISTRATION	9,946,000	Supervisory Ldrshp Inst	406,357
TRAINING CONTRACTS/LA	7,580,732	DOJ Training Center	927,884
Contracts	6,470,732 (B)	Satellite Video Tng	54,000
Letters of Agreement	1,000,000	Case Law Updates	52,000
Conf Room Rental	110,000	Telecourse Programs	530,000
TRAINING REIMBURSEMENT	18,280,202	Basic Course Prof Exam	37,290
Trainees: 54,982		Misc/reserves	139,124
Subsistence	9,084,435	Sub-total	2,990,000
Commuter meals	1,108,310	ADDITIONAL APPROVED TRAINING CONTRACTS	
Travel	2,958,985	1. Basic Narcotic, Motorcycle, and DT	2,343,413
Tuition	2,859,538	2. Master Instructor Program	90,513
sub-total	16,011,268	3. ICI Core Course	240,000
Available for	0	4. PC 832 IVD (2nd Year)	266,808
Training Development		5. POSTRAC	230,000
Training Presentation		6. PC 832 Exam	78,470
Satellite Antennas/IVD	0	7. ICI Instructor Update	45,000
REIMBURSEMENT CLAIMS FROM FY 93-4	288,934 (C)	8. Reserve for misc contracts	186,530
EXPENDITURES, TOTAL	33,806,934	Sub-total	3,480,732
RESERVES/DEFICIT	-1,578,934	Total, Approved Contracts	6,470,732
		ADDITIONAL REQUIREMENTS	
		1. Cultural Diversity Inst Tng (Jul)	53,800
		2. Driver Training Sims (Jul)	259,818
		3. Spanish Language Training	127,000
		4. Satellite Antennas/IVD Equip	742,000
		Sub-total	1,182,618

A - Projection for FY 94-5 equals the FY 93-4 actual

B - As was done in FY 93-4, an internal redirection of funds has been made to provide for additional training contract requirements.

C - Payment of FY 93-4 reimbursement claims in FY 94-5

8100 OFFICE OF CRIMINAL JUSTICE PLANNING—Continued

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

The Commission on Peace Officer Standards and Training (POST) is responsible for raising the level of competence of law enforcement officers in California by establishing minimum selection and training standards, improving management practices and providing financial assistance to local agencies relating to the training of their law enforcement officers.

SUMMARY OF PROGRAM REQUIREMENTS

	92-93	93-94	94-95	1992-93	1993-94	1994-95
10 Standards	24.1	24.5	24.5	\$3,611	\$4,508	\$4,649
20 Training	34.4	43.3	43.3	9,061	9,112	9,311
30 Peace Officer Training						
Reimbursement	-	-	-	25,295	20,696	19,578
40.01 Administration	42.3	45.8	45.8	3,119	3,283	3,360
40.02 Distributed Administration	-	-	-	-3,119	-3,283	-3,360
TOTALS, PROGRAMS	<u>100.8</u>	<u>113.6</u>	<u>113.6</u>	<u>\$37,967</u>	<u>\$34,316</u>	<u>\$33,538</u>
196 Asset Forfeiture Distribution Fund				456		
368 Peace Officers' Training Fund				37,511	34,316	33,538

10 STANDARDS

Program Objectives Statement

The standards program establishes job-related selection standards for peace officers and dispatchers. It also provides management consultation to local agencies. Activities include development of examinations and counseling local law enforcement agencies on ways to improve management practices. The Commission also develops professional standards for the operation of law enforcement agencies and administers an agency accreditation program.

Applied research is conducted in the areas of peace officer selection and training, operational procedures and program evaluation in order to meet statutory requirements and to provide management guidance to local law enforcement agencies. The program also provides local agencies with information and technical expertise in the development and installation of new programs.

Authority

Penal Code Sections 13503, 13512, 13513, and 13551.

20 TRAINING

Program Objectives Statement

POST's training program increases the effectiveness of law enforcement personnel by developing and certifying courses that meet identified training needs, by providing scheduling and quality control of such courses, and by assisting law enforcement agencies in providing necessary training and career development programs. POST assesses training on a continuing basis to assure that emerging needs are met. Courses are offered through local community colleges, four-year colleges, universities, police academies, private trainers and training centers. The curricula cover a wide variety of technical and special courses necessary for effectiveness in police work and address the training needs of recruit, officer, advanced officer, supervisor, manager, executive-level, and other law enforcement agency personnel. Curricula content is updated regularly. The Commission is increasing the use of proven advanced technologies such as satellite broadcast and computer/video interactive in the delivery of training. POST also presents advanced leadership training for law enforcement supervisors and executives through its Command College and the Supervisory Leadership Institute.

The Commission establishes the basic criteria that must be met by each course in order to obtain POST's certification. Assistance is given to applicable educators and police trainers in preparing and implementing courses and training plans. Evaluation mechanisms are employed to ensure that training instructors and coordinators are adhering to established course outlines and are meeting instruction standards. Failure to meet these standards may cause revocation of course certification.

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

Job-related selection and training standards for peace officers and dispatchers, established by the Standards Program, are enforced through compliance procedures. This is accomplished through inspections of local agencies receiving state aid to assure they are adhering to minimum state standards.

Major Budget Adjustments Proposed for 1994-95

An increase of \$101,000 and 0.9 personnel year to continue on a permanent basis the POST Instructor Development Program.

Authority

Penal Code Sections 13503 and 13508.

30 PEACE OFFICER TRAINING REIMBURSEMENT

Program Objectives Statement

The enforcement of laws and the protection of life and property without infringement on individual liberties is one of modern government's most pressing problems. Carefully selected, highly trained and properly motivated peace officers are important factors in the solution of this problem. To encourage and assist local law enforcement agencies to meet and maintain minimum standards in the selection and training of law enforcement officers, financial assistance is provided to all 88 counties, approximately 346 cities, numerous specialized districts and local agencies which have agreed to meet POST's standards. Each jurisdiction participating in the program is reimbursed from the Peace Officers' Training Fund in proportion to the number of officers who participate in reimbursable training.

Authority

Penal Code Sections 13500 to 13523, Health and Safety Code 11489.

PROGRAM BUDGET DETAIL

	1992-93	1993-94	1994-95
10 STANDARDS			
State Operations:			
268 Peace Officers' Training Fund.....	\$3,611	\$4,508	\$4,649
Totals, State Operations.....	\$3,611	\$4,508	\$4,649
20 TRAINING			
State Operations:			
268 Peace Officers' Training Fund.....	\$9,061	\$9,112	\$9,311
Totals, State Operations.....	\$9,061	\$9,112	\$9,311
30 PEACE OFFICER TRAINING REIMBURSEMENT			
State Operations:			
268 Peace Officers' Training Fund.....	\$75	\$86	\$86
Totals, State Operations.....	\$75	\$86	\$86
Local Assistance:			
196 Asset Forfeiture Distribution Fund.....	456	-	-
268 Peace Officers' Training Fund.....	24,764	20,610	19,492
Totals, Local Assistance.....	\$25,220	\$20,610	\$19,492
TOTAL EXPENDITURES			
State Operations.....	\$12,747	\$13,706	\$14,046
Local Assistance.....	25,220	20,610	19,492
TOTALS, EXPENDITURES.....	\$37,967	\$34,316	\$33,538

SUMMARY BY OBJECT

	92-93	93-94	94-95	1992-93	1993-94	1994-95
1 STATE OPERATIONS						
PERSONAL SERVICES						
Authorized Positions.....	100.8	119.4	118.4	\$4,551	\$5,399	\$5,388
Total Adjustments.....	-	-	1.0	-	135	383
Estimated Salary Savings.....	-	-5.8	-5.8	-	-277	-289
Staff Benefits.....	-	-	-	1,249	1,280	1,310
Totals, Personal Services.....	100.8	113.6	113.6	\$5,800	\$6,537	\$6,792
OPERATING EXPENSES AND EQUIPMENT.....				\$2,906	\$3,069	\$3,154
SPECIAL ITEMS OF EXPENSE (Training Contracts).....				4,041	4,100	4,100
TOTALS, EXPENDITURES.....				\$12,747	\$13,706	\$14,046

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

RECONCILIATION WITH APPROPRIATIONS

1 STATE OPERATIONS

268 Peace Officers' Training Fund

APPROPRIATIONS	1992-93	1993-94	1994-95
001 Budget Act appropriation	\$9,590	\$9,463	\$9,946
011 Budget Act appropriation (contractual services)	4,100	4,100	4,100
Allocation for employee compensation	-	143	-
Reduction per Section 3.60	-69	-	-
PLP Adjustments for Managers and Supervisors:			
Allocation for salary and staff benefits restoration (including retirement)	49	-	-
PLP Adjustments for Represented:			
Salary and staff benefits reduction (including retirement)	-94	-	-
Totals Available	\$13,576	\$13,706	\$14,046
Unexpended balance, estimated savings	-829	-	-
TOTALS, EXPENDITURES	\$12,747	\$13,706	\$14,046

SUMMARY BY OBJECT

2 LOCAL ASSISTANCE	1992-93	1993-94	1994-95
661701 Grants and Subventions (expenditures)	\$25,220	\$20,610	\$19,492

RECONCILIATION WITH APPROPRIATIONS

2 LOCAL ASSISTANCE

196 Asset Forfeiture Distribution Fund

APPROPRIATIONS	1992-93	1993-94	1994-95
101 Budget Act appropriation	\$456	-	-
102 Budget Act appropriation (transfer to the General Fund)	-	(\$711)	-
TOTALS, EXPENDITURES	\$456	-	-

268 Peace Officers' Training Fund

APPROPRIATIONS	1992-93	1993-94	1994-95
101 Budget Act appropriation	\$29,257	\$22,588	\$19,492
102 Budget Act appropriation (transfer to the General Fund)	-	(2,220)	-
Unexpended balance, estimated savings	-4,493	-1,978	-
TOTALS, EXPENDITURES	\$24,764	\$20,610	\$19,492
TOTALS, EXPENDITURES, ALL FUNDS (Local Assistance)	\$25,220	\$20,610	\$19,492
TOTALS, EXPENDITURES, ALL FUNDS (State Operations and Local Assistance)	\$37,967	\$34,316	\$33,538

FUND CONDITION STATEMENT

268 Peace Officers' Training Fund	1992-93	1993-94	1994-95
BEGINNING RESERVES	\$2,380	\$4,115	-
Prior year adjustments	410	-	-
Reserves, Adjusted	\$2,790	\$4,115	-
REVENUES AND TRANSFERS			
Receipts:			
Revenues:			
125600 Other regulatory fees	181	231	\$231
130700 Penalties on traffic violations	38,661	32,103	32,945 *
141200 Sales of documents	30	30	30
142500 Miscellaneous services to public	40	40	40
150300 Income from surplus money investments	273	275	275
161000 Escheat of unclaimed checks and warrants	18	17	17
Totals, Revenues	\$39,203	\$32,696	\$33,538

* Budgeted Penalty Assessment Fund revenues of \$32.945 million have been revised to \$31.492 million. The difference of \$1.453 million has been provided via a General Fund budget act augmentation. Total budget expenditure authority is \$33.538 million.

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

	1992-93	1993-94	1994-95
Transfers to Other Funds:			
800100 General Fund per Section 3.70, Budget Act of 1992 (Personal Leave Program savings)	- \$94	-	-
800100 General Fund per Section 14.75, Budget Act of 1992 (interest savings)	- 273	-	-
800100 General Fund per Section 13.50, Budget Act of 1993 (interest) ..	-	- 275	-
800100 General Fund per Item 8120-102-268, Budget Act of 1993	-	- 2,220	-
Totals, Transfers to Other Funds	- \$367	- \$2,495	-
Totals, Revenues and Transfers	\$38,836	\$30,201	\$33,538
Totals, Resources	\$41,626	\$34,316	\$33,538
EXPENDITURES			
Disbursements:			
8120 Commission on Peace Officer Standards and Training:			
State Operations	12,747	13,706	14,046
Local Assistance	24,764	20,610	19,492
Totals, Expenditures	\$37,511	\$34,316	\$33,538
RESERVES	\$4,115	-	-
Reserve for economic uncertainties	4,115	-	-

ALTERNATIVES FOR REDUCING FISCAL EXPENDITURES DURING FY 1994/95
 (All estimates are based on reductions being implemented effective September 1, 1994).

**Estimated
Cost Savings**

- | | | |
|----|--|--------------|
| 1. | Reduce travel and resident subsistence reimbursement by a percentage applied uniformly across all courses. | |
| | - 10% reduction | \$ 1,083,910 |
| | - 15% reduction | \$ 1,625,860 |
| | - 20% reduction | \$ 2,167,815 |
| | - 30% reduction | \$ 3,251,725 |

- M (2.) Reduce the resident subsistence rate from \$92 to \$82 and the Basic Course long-term subsistence rate from \$46 to \$41. Byrd
- \$ 891,185
- Individually, these changes will reduce subsistence 10.9% and reset the rates to January 1993 levels.

- M (3.) Discontinue reimbursement for resident lodging and meals associated with courses attended within 50 round trip miles of trainee's ~~home~~ department. } OK
- \$ 153,350

- M (4.) Reduce travel reimbursement by a percentage applied uniformly across all courses.
- | | | |
|-----------------|------------|--------|
| - 10% reduction | \$ 266,310 | } Byrd |
| - 15% reduction | \$ 399,465 | |
| - 20% reduction | \$ 532,620 | |
| - 30% reduction | \$ 798,930 | |

- (5.) For purposes of reimbursement, require that attendance at "road show" presentations be limited to trainees from within the region as defined by POST. } dc
- \$ 50,000

6. Work with presenters to expand "road show" presentations as a means to reduce trainee travel and per diem costs. \$ Unknown

- (7.) Reduce Letters of Agreement & meeting room rentals by 10%. \$ 120,000

- M (8.) Discontinue conducting the Command College Assessment Center as currently designed. \$ 40,000

- M (9.) Discontinue the Command College/Special Seminar on the Future (1 day) and Graduates' Annual Update Seminar (2-1/2 days). \$ 69,000

Handwritten notes:
 M
 M
 M

Estimated
Cost Savings

10. Defer work on improvements to the POSTRAC system for 12 months. \$ 230,000 } ok
11. Decertify all Team Building Workshops \$ 225,000
- As discussed in June, it would be possible to limit workshop approvals to new executives, agencies that have not had a workshop in several years and "crisis" situations.
Estimated cost savings: \$100,000. (M) next fiscal year
12. Establish a cap on the number of course hours POST will reimburse each eligible trainee per fiscal year.
- If cap set at:
- | | |
|-------------------------|--------------|
| 80 hours p/year maximum | \$ 1,567,390 |
| 64 hours p/year maximum | \$ 2,336,010 |
| 40 hours p/year maximum | \$ 3,958,100 |
| 24 hours p/year maximum | \$ 4,717,825 |
- Trainees enrolled in the following courses would be permitted to exceed the cap: all mandated courses, the Institute of Criminal Investigations, Supervisory Leadership Institute, Executive Development Course & Command College. Attendance at POST Special Seminars would not be counted towards the cap.
- Further staff study to resolve several policy and procedural issues is required prior to implementing this alternative.
13. Reduce tuition reimbursement by a percentage applied uniformly across all tuition and contract courses.
- | | |
|-----------------|--------------|
| - 10% reduction | \$ 840,510 |
| - 15% reduction | \$ 1,260,720 |
| - 20% reduction | \$ 1,179,090 |
| - 30% reduction | \$ 2,521,890 |
14. Suspend all tuition reimbursement except for Basic Training. \$ 3,351,690
15. Discontinue tuition reimbursement for categories of courses deemed not to be high priority. Not estimated
16. Discontinue reimbursement for Basic Course residence subsistence (lodging & meals). \$ 1,350,000

Estimated
Cost Savings

- | | |
|--|--------------|
| 17. Suspend reimbursement for all Basic training. | \$ 3,105,000 |
| 18. Suspend reimbursement for Field Management Training. | \$ 18,090 |
-

Through additional reductions in travel, subsistence and per diem, or through other program reductions, provide funds for training presentation reimbursement.

Estimate of minimal funding required: \$3,165,000*

* Estimate based on FY 91/92 agency presented training hours (1,582,790) at \$2.00 per hour.

The actual amount required in FY 94/95 will exceed \$3,165,580 as the number of agency presented courses has increased significantly in the past 12 - 15 months. It is anticipated that this trend will continue as a result of increased efforts to regionalize training presentations.

FY 95-6 PRELIMINARY BUDGET CHANGE PROPOSALS

1. INTERACTIVE MULTIMEDIA AND SATELLITE NETWORK

- | | | |
|----|----------------------------|-----------|
| 1. | 150 Additional IVD systems | \$745,950 |
| 2. | 150 Additional Satellites | \$237,770 |

Program Total \$983,720

Program is essential to complete network of Interactive multimedia platforms and satellite sites in each POST-participating agency.

2. COMPUTER-BASED MULTIMEDIA PROGRAM DEVELOPMENT

- | | | |
|----|-------------------------------|-----------|
| 1. | Develop 2 interactive courses | \$600,000 |
| 2. | Replication of courseware | \$200,000 |
| 3. | Develop 2 CBT prototypes | \$200,000 |

Program Total \$1,000,000

Program will allow for continuation of pilot projects and demonstration programs to bring training directly into the agencies using the existing IVD computer systems. These programs could be directed at Emergency Spanish language, cultural awareness, domestic violence, hazardous materials, etc.

3. INTERACTIVE MULTIMEDIA CLASSROOM DEVELOPMENT

- | | | |
|----|-----------------------------|-----------|
| 1. | Install 2 IMMC Prototypes | \$200,000 |
| 2. | Instructor Support/Training | \$100,000 |

Program Total \$300,000

Program will allow for the installation of two electronic classrooms for evaluation at selected local agency sites.

4. SUPPORT, MAINTENANCE AND EVALUATION PROGRAM

- 1. Funding for Program Revisions \$475,000
- 2. Evaluation of courseware \$150,000
- 3. Replication of Materials \$122,000

Program Total \$747,000

Program will allow for proper support, maintenance, and evaluation of on-going projects and new project proposed in this BCP.

5. AUGMENTATION FOR TRAINING REIMBURSEMENT

This proposal is to augment the local assistance item for Peace Officer Reimbursement by \$13 million from the General Fund. This amount is based on the FY 94-5 estimated year end deficit of \$6.5 million which would be carried over for payment in FY 95-6 along with a second year projection of the same deficit level.

Total, All BCPs \$16,030,720

*add Spanish language
BCP - \$13 million*

**VARIOUS ALTERNATIVES FOR LEGISLATION
TO RESTORE POST FUNDING
FOR LAW ENFORCEMENT TRAINING**

These alternatives were generated from wide-ranging fiscal discussions. The alternatives are for consideration; they are not proposals, nor have they been specifically endorsed by any organization. For the most part, these are supplemental funding alternatives; primary POST funding would continue to come from a portion of the State's penalty assessments.

Alternatives	Comments
<p>Alternative #1 - Reduce the present 30 percent currently going to the General Fund from State penalty assessments to 23.87 percent and adjust POST's percentage upward to 30.19 percent, increasing POST's revenue by \$12 million annually.</p>	<p>This is counter to the Governor's proposed budget; also, AB 2544 (Isenberg) calls for reduced State penalty assessments (from \$10 to \$7) with \$3 to remain at the county level for Trial Court Funding; this alternative would worsen the General Fund budget shortfall.</p>
<p>Alternative #2 - Redirect the high school driver training fund to the other major State penalty fund users on a proportionate basis; increasing POST's revenue by \$10-12 million annually.</p>	<p>This funding has been largely unused; the Governor has proposed redirection in his 1994/95 budget (now part of AB 38X - Speier), but it would permanently redirect all driver training revenue to the State's crime victim programs.</p>
<p>Alternative #3 - Redirect some revenue from the 911 Emergency Telephone Tax for the training of 911 Emergency Telephone Operators (call takers/dispatchers). POST currently expends approximately \$3 million annually on dispatcher training and services.</p>	<p>This proposal would detrimentally impact the State's General Fund. A pending bill (ACA 33 - Rainey) seeks a constitutional amendment requiring all this revenue be restricted to 911 purposes. Dispatcher training may be an allowable 911 expense.</p>
<p>Alternative #4 - Slightly increase the 911 Emergency Telephone Tax for the training of 911 Emergency Telephone Operators (call takers/dispatchers).</p>	<p>This proposal requires a two-thirds vote of the Legislature. Just \$.0015 per month per billing could raise the \$3 million necessary for call taker/dispatcher training.</p>

Alternatives - continued

Comments - continued

<p>Alternative #5 - Redirect a percentage (10%?) of punitive damage awards against cities and counties for actions of their peace officers; deposit into the Peace Officer Training Fund for law enforcement training purposes.</p>	<p>Similar proposals have been attempted unsuccessfully for other purposes. There would be considerable uncertainty about potential revenue from this source. It may just shift costs to local government if larger judgments against locals are awarded to offset the redirection.</p>
<p>Alternative #6 - Establish in law POST's authority to receive FTES (full-time equivalent student funding for community colleges) as if POST were a community college district for the purpose of reimbursing training presented by law enforcement agencies not affiliated with a community college.</p>	<p>This proposal would overcome existing inequities wherein law enforcement agencies must present training without benefit of community college funding.</p>
<p>Alternative #7 - Institute a small assessment on all home owners, business, and auto insurance policies to go to the Peace Officer Training Fund.</p>	<p>This proposal has the logical nexus between property protection and professional law enforcement. Research is needed to establish the level of revenue this would generate.</p>
<p>Alternative #8 - Institute a small fee on all sales of firearms and ammunition in California to go to the Peace Officer Training Fund.</p>	<p>This proposal has the logical nexus between firearms and public safety/law enforcement.</p>
<p>Alternative #9 - Institute a non-transferable tax on equipment purchased by law enforcement to go to the Peace Officer Training Fund.</p>	<p>The challenge would be to prevent the tax from being passed on to purchasers (law enforcement agencies).</p>
<p>Alternative #10 - Allow taxpayers to designate a portion of their tax refund for law enforcement training (check-off box on income tax form).</p>	<p>A number of check-offs already exist; uncertain revenue potential.</p>
<p>Alternative #11 - Raise alcohol taxes by a small amount to go to the Peace Officer Training Fund.</p>	<p>Alcohol is a factor in many crimes and related social problems.</p>

6/27/94

COMMISSION ON POST
EXPENDITURE SUMMARY

	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94	FY 94-95
EXPENDITURES:						
STATE OPERATIONS						
Support	7,515	7,686	7,896	8,706	9,606	9,946
(P.Y.)	(92.6)	(96.4)	(98.8)	(100.8)	(113.6)	(113.6)
Training Contracts	1,977	3,491	4,247	4,041	4,100	4,100
Sub-total, State Opns	9,492	11,177	12,143	12,747	13,706	14,046
LOCAL ASSISTANCE	32,000	33,495	23,852	24,764	20,610	19,492
TOTAL	41,492	44,672	35,995	37,511	34,316	33,538
PERCENTAGES:						
Support/Total	18.11%	17.21%	21.94%	23.21%	27.99%	29.66%
State Opns/Total	22.88%	25.02%	33.74%	33.98%	39.94%	41.88%
Local Asst/Total	77.12%	74.98%	66.26%	66.02%	60.06%	58.12%

Had
6/30/94

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Explanation of POST's Administrative Budget in Comparison to
Local Assistance Reimbursement

For the 1994-95 FY, POST's administrative budget for state operations is approximately \$9.9 million or 29.6% with the remaining \$23.9 million (70.3%) allocated for local assistance reimbursement and training contracts. Since 1990-91, POST has experienced budgeting pressures against local assistance. Under these pressures, the Commission consciously shifted costs for training to the administrative budget such as coordination of leadership training, telecourse and interactive video disc software preparation. In the final analysis, POST's administrative budget represents a deliberate increase of direct training services to law enforcement than in the past.

The administrative budget has grown as a percentage of the total POST budget from 18% to 29.6% since the 1990-91 FY for the following reasons:

1. **POST's overall revenue has declined from \$42.3 million in 1991-92 FY to \$33.5 million or 21% since the 1990-91 FY. However, it is anticipated that actual revenues will be closer to \$29 million in which case the percentage of reduction will be 31.5.**
2. **Some training programs are economically and practically feasible only if one presenter is involved. POST has assumed training coordination of programs as the Center for Labor Management Training, the Command College, the Supervisory Leadership Institute, Instructor Development, Robert Presley Institute of Criminal Investigation, etc. These represent direct services to the field with POST assuming the cost of presentation directly, rather than reimburing for it.**
3. **With the advent of technology based training systems (interactive video disc (IVD), driver training simulators, telecourse training, etc), POST of necessity has assumed responsibility for developing courseware to be used by peace officer trainees (e.g., IVD programs for driver training, PC 832 Course, and first aid for law enforcement.) In assuming this responsibility, these program costs are included in the administrative budget. Again, they are a direct benefit to law enforcement.**

The remainder of POST's administrative budget includes services and programs that are legislatively mandated, demanded by law enforcement, or critical to the overall role of POST to professionalize law enforcement. They include: 1) peace officer certificates, 2) management counseling, 3) training development and certification, 4) law enforcement agency compliance, 5)

publications, 6) standards research, 7) peace officer testing, 8) etc.

The Commission continuously strives to meet the needs of California law enforcement yet obviate the need for growth in administrative costs. Even with the growth of POST's administrative budget for the above reasons, POST personnel growth has only increased from 96.4 (1990-91 FY) to 113.6 (1994-95 FY) or 15%. Most of the growth has occurred due to increased responsibility of POST staff to design and coordinate key training programs.

OPTIONS FOR REDUCING EXPENDITURES DURING FY 1994/95

Est. Cost Savings

- | | | | |
|-----|---|----|-----------|
| 1. | Establish a cap on the number of course hours POST will reimburse each eligible trainee per fiscal year. | | |
| | <u> If cap set at:</u> | | |
| | 24 hrs. p/year maximum | \$ | |
| | 40 hrs. p/year maximum | \$ | |
| | 64 hrs. p/year maximum | \$ | |
| | 80 hrs. p/year maximum | \$ | |
| 2. | Prioritize a system of training courses for which only POST reimbursement will be paid. | \$ | |
| | | \$ | |
| | | \$ | |
| 3. | Discontinue reimbursement for lodging and meals associated w/courses attended within 50 round trip miles of trainee's home or department. | \$ | 170,400 |
| 4. | Reduce the residence subsistence rate from \$92 to \$82 and the Basic Course long-term subsistence rate from \$46 to \$41. (Resets amounts to January 1993 levels). | \$ | 1,108,301 |
| 5. | Establish, as Commission policy, the requirement that attendance at "on the road show" presentations shall be limited to trainees within the region as defined by POST. | \$ | 50,000 |
| 6. | Discontinue conducting the Command College Assessment Center as currently designed. | \$ | 40,000 |
| 7. | Discontinue the Command College/Special Seminar on the Future (1 day) and Graduates' Annual Update Seminar (2 1/2 days). | \$ | 69,000 |
| 8. | Defer work on improvements to the POSTRAC system for 12 months. | \$ | 230,000 |
| 9. | Reduce Letter of Agreement/meeting costs by 10%. | \$ | 120,000 |
| 10. | Decertify all Team Building Workshops. | \$ | 250,000 |
| 11. | Work with presenters to expand "on the road show presentations" as a means to reduce trainee travel and per diem costs. | \$ | Unknown |

12.	Reduce travel and per diem reimbursements by a percentage applied uniformly across all courses for the entire fiscal year.	
	- 10% reduction	\$ 1,315,200
	- 15% reduction	\$ 1,972,800
	- 20% reduction	\$ 2,630,300
	- 30% reduction	\$ 3,945,500
13.	Reduce tuition reimbursement by a percentage applied uniformly across all tuition & contract courses for the entire fiscal year.	
	- 10% reduction	\$ 933,900
	- 15% reduction	\$ 1,400,800
	- 20% reduction	\$ 1,310,100
	- 30% reduction	\$ 2,802,100
14.	Suspend all tuition reimbursement except for Basic Training.	\$ 3,724,100
15.	Discontinue reimbursement for Basic Course resident subsistence (lodging & meals).	\$ 1,500,000
16.	Suspend reimbursement for all Basic training.	\$ 3,450,000

FISCAL YEAR

BASIC
CERTIFICATES

RESERVE
CERTIFICATES

88-89

3091

199

89-90

4310

182

90-91

4891

255

91-92

4603

346

92-93

3255

315

93-94

1609

377

MEMORANDUM

To : Long Range Planning Committee Date: June 20, 1994

Norm

NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards and Training

Subject : PROPOSED SPANISH LANGUAGE TRAINING - PHASE 1

Background

At the April 21, 1994 Commission meeting an agenda item was before the Commission regarding emergency Spanish language training. The Commission's action was to refer the issue to the Long Range Planning Committee. As indicated in the agenda item, the concept recommended Spanish language training be delivered in three phases each bringing the officer to a higher level of language proficiency:

Phase 1	From	0	to	0+
Phase 2	From	0+	to	1
Phase 3	From	1	to	1+

The overall long-term goal is to have officers who need Spanish language training attain a 1+ level of proficiency in speaking and listening skills. Phase 1 training will bring an officer to the minimum level of 0+. This report further describes the elements of Phase 1 training.

Elements of Phase 1 Training

Classroom Instruction

Classroom training involves an instructor skilled in adult learning methodologies and current methods of language instruction. Adult learning methodologies ensure that training will be appropriate for the audience. Some examples of these methodologies include the following: ensuring the training is relevant and job-related; designing learning activities that involve the learner's own experience; and using a variety of learning activities incorporating various forms of media.

An example of a current method of language instruction is the Total Physical Response technique. This involves getting students physically involved with their learning. For example, the instructor might say in Spanish: "Stand up!" "Sit down." "Raise your hands!" By physically reacting to these commands, students will associate the words with the actions and more easily remember the phrases.

In the same way, role playing will be used to help students learn, practice, and remember tactical words and phrases for specific law enforcement situations. For example, students would reenact a felony car stop taking the roles of suspects and the officers. Vocabulary, phrases, and non-verbal cues pertinent to the particular situation would be rehearsed and reviewed.

A videotape will be used to help set up the particular law enforcement scenario for role playing. The videotaped scene will help bring a sense of realism and urgency to the role playing situation. This will motivate the officers to use what Spanish they know to apprehend the suspect, or save a child's life, for instance.

Workbooks will be used, for example, for fill-in-the-form exercises in which the instructor takes the role of a victim or suspect and the students question the instructor about the facts of a case in Spanish. Students then fill in the form (such as a field interview or citation) in their workbook.

Independent Learning

Audiotapes will be used during non-class hours to help the officer practice pronunciation and listening skills. The vocabulary and phrases used in each classroom session will be available for review as well as for preview before the next class. In addition to their use for practice and review during the initial training, these tapes can be used for on-going maintenance of pronunciation and listening skills.

Workbooks will be used in conjunction with an audiotape. For example, the audiotape will provide the Spanish dialogue of an officer and a victim where the officer is getting the initial facts about a case from a victim. The workbook asks particular questions (in English) about a suspect that the victim is describing in the dialogue. This exercise tests the officer's comprehension skills and also gives him/her an opportunity to hear and practice vocabulary and phrases used to describe a suspect. Again, workbooks will be used for both initial training and on-going maintenance of language skills.

One videotape will be developed for phase 1 consisting of 18 complete law enforcement scenarios lasting three to five minutes.

These taped scenarios give the officer an opportunity to see selected non-verbal cues important to communication as well as hear vocabulary and phrases within the context of law enforcement incidents. Decision points could be inserted at strategic points in the scenario to prompt the student to develop an appropriate response in Spanish.

Time Needed for Training

Language experts estimate classroom training to consist of three hours per week for 14 weeks for a total of 42 hours. Independent learning is also estimated at three hours per week. This is a recommended time only. Agencies are free to alter the individual classroom times to fit with their unique schedule demands.

Instructor Training

Since Phase 1 training is heavily dependent upon classroom-based interaction, it is imperative that the instructors be skilled in current language teaching methodologies. Some of the Spanish language classes currently offered across the state were begun by bilingual officers who have seen the tremendous need in their community for officers who are able to speak some Spanish. While these instructors know Spanish and most have first-hand knowledge about the job of a peace officer, many could benefit from instructor training that emphasizes language teaching.

To facilitate instructor training, there will be an initial "train-the-trainer" workshop where a small cadre of existing bilingual officer/instructors would be given a solid course in current language training methodologies pertinent to law enforcement training. These instructors would then be available to teach future instructors these same methodologies.

As for all POST courses, a unit guide will be developed which will include the goals of the course, a content outline, and any supporting materials and references.

Cost

Following are estimated development costs for the major elements of phase one Spanish language training.

Audiotape - 3 1-hour tapes	\$10,500
Videotape - 18 3- to 5-minute scenarios	\$65,000
Workbook - 75-page workbook	\$ 8,000
Unit Guide & Curriculum Development	\$15,000
Train-the-Trainer Workshop - 40 hours	\$16,000
Pilot Testing, Validation and Revisions	\$15,000
TOTAL	\$129,500

Cost estimates are based on the use of outside vendors for development of the audio and video tapes. All other development would be handled by POST staff and subject matter consultants. It is estimated that development would take approximately six months to complete. The estimated costs outlined above would include training support material development, the costs to complete the two pilot presentations and the train-the-trainer program, and validation and revision of materials if necessary.

There would be additional costs involved in delivering this course if the Commission elected to reimburse trainees for attending this training course. Given the limited financial resources for FY 1994/95, it may be appropriate to limit the development of this course through the pilot presentations. Once the pilot presentations have been completed and evaluated, the Commission will be in a much stronger position to make decisions on the future needs for this type of training, and how best to deliver it statewide.

Maintenance

The issue of how officers will maintain their language skills was raised at the April Commission meeting. Experts agree that if one does not use a language, one's skill level is rapidly reduced and is often lost. Some ideas for helping officers maintain their Spanish language skills include the following:

- Continuing formal language education through more advanced law enforcement Spanish language courses or a general Spanish course at a community college;
- Participating in a tutoring program in which an officer is paired with a Spanish speaking officer or a member from the community;
- Use of a maintenance guide that would direct the officer in refreshing his/her skills using the same media from the initial course;
- Using a computer-based training (CBT) program in which an officer can hear the previously learned vocabulary and phrases by a native speaker and has an opportunity to compare his/her pronunciation with the expert's.

The entire emergency Spanish language program agenda item is included under this tab for information.

Estimates for the proposed CBT program development range from \$50,000 - \$150,000. This cost estimate includes digitized audio but no video. The initial curriculum and support materials should be developed, and pilot presentations evaluated before any recommendation for a CBT program be considered.

Sometimes the success of training is influenced by organizational policies. One policy in many cities that is proving to be helpful is a pay incentive to employees who are able to speak Spanish. This pay incentive is motivating many officers to take Spanish language training. However, some employees only become proficient enough in the language to pass the test and earn the pay incentive but eventually are unable to even minimally function in the language.

Officers may be motivated to maintain or enhance their level of skill in Spanish by tying a "recertification" test to continuing the pay incentive. The materials developed for Phase 1 would lend themselves to support the officer's preparation for such a test, and to provide on-going maintenance of language skills.

This report is before the committee for information and input. The Commission may wish to develop all relevant curriculum and materials needed for Phase I of this program, including the train-the-trainer course, and provide for two pilot sites to deliver this initial training.

Assuming that the pilot programs are successful, the Commission may wish to 1) Certify the course as a model training program for statewide use; 2) Recommend agencies use this model program at their own expense with the Commission providing them with all of the support materials (audio and video tapes, workbooks etc.), and 3) defer decisions on Phase II or Phase III until pilot presentations and several agency presentations have been completed and evaluated.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Emergency Spanish Language Training Program		Meeting Date April 21, 1994
Bureau Learning Technology Resource Center	Reviewed By Ken Whitman	Researched By Jan Myyra
Executive Director Approval <i>Norman C. Bohner</i>	Date of Approval 4-7-94	Date of Report April 1, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve a conceptual plan for the development of emergency Spanish language training for peace officers?

BACKGROUND

The ability of law enforcement personnel to communicate with all segments of the population has become an issue of paramount importance in California. The 1990 U.S. Census indicated that nearly eight percent of California's population aged five and over speak a language other than English at home and do not speak English well if at all. The percentage of non-English speakers has increased sharply from a decade ago. There is reason to believe this trend will continue. Law enforcement personnel statewide need to communicate effectively with the non-English speaking public during initial routine and emergency contacts. If officers cannot communicate basic instructions or understand verbal responses, some contacts could result in deadly confrontations.

Seventy-four percent of those people whose principal language is not English, speak Spanish as their primary language. Some urban police departments report that 40 percent of their constituents are Spanish speaking. Others report that their officers can work an entire eight-hour shift in which they serve only the non-English speaking public. In order to meet the need of their officers for Spanish language skills, several academies and departments across the state have developed some form of language training for their personnel. Two academies have integrated up to 90 hours of Spanish language instruction into their basic course. Department- and presenter-developed courses for advanced officer training range from eight hours to 75 hours. POST currently has certified twelve of these courses. To encourage

the use and development of Spanish language skills, some cities and counties also offer pay incentives to officers who speak some degree of Spanish or Vietnamese. In addition, recent training needs assessments from two areas of the state identified emergency Spanish language training as one of the principal training needs.

Recognizing this need for emergency Spanish language training, POST staff undertook a comprehensive study to determine to what degree technology might be useful in delivering Spanish language training. The main goals of the study were to identify the content areas where Spanish language training was needed, the proficiency level required, and how best to deliver the needed training.

Staff identified 58 tasks performed by peace officers which would require the use of emergency Spanish language skills. These tasks form the foundation of the content for the proposed training. In addition to these specific language skills, content would include the exposure of officers to the cultural aspects of the language including some non-verbal communication associated with the language and an awareness of a variety of Spanish-speaking cultures and dialects.

Next, staff determined the level of Spanish language proficiency needed by an officer to perform these tasks safely. Proficiency in a language is characterized by four skill areas: 1) speaking, 2) listening/comprehension, 3) writing, and 4) reading. It was concluded that an officer would primarily need proficiency in speaking and listening skills. The absolute minimal level of proficiency in these skills for officers would be the 0+ level. This level of proficiency would provide the officer with key vocabulary and phrases for his/her immediate survival needs and help to minimize the number of dangerous confrontations faced by an officer and the public. The more desired, and highly recommended level of proficiency is the 1+ level where an officer would be able to understand and create simple questions and answers on defined topics related to his/her job.

Once the level of language proficiency was defined, staff determined what training would most efficiently meet the goal of moving an officer from a level 0 (no skill) proficiency in Spanish to the 1+ level of proficiency. The proposed training would consist of three distinct phases. Each phase would give the officer a greater degree of functionality in the language. See Attachment A under this tab for background information.

ANALYSIS

The proposed training plan is the compilation of the work of a group of experts experienced in Spanish language training and linguistics and represents our best estimates given the present state of technology and the ability to effectively deliver this highly specialized type of training. The plan should be

considered flexible, where lessons learned from the first phase serve as input to the revision of the plan and development of the subsequent phases.

The conceptual plan consists of developing emergency Spanish language training in three phases, each moving the officer to a higher level of proficiency. At the same time, the officer is moved from a classroom-based learning environment to a more independent mode of adult learning where the delivery of training can take advantage of the efficiencies of technology-based training. It was discovered that no stand-alone technology could deliver the initial phase of language training but technologies such as interactive videodisc and satellites or other distance learning technologies could play a significant role in subsequent phases.

Phase 1 would move the officer from a 0 level of proficiency to a 0+ level. The training would primarily consist of an instructor skilled in current adult language acquisition methodologies along with supplementary materials such as workbooks, audiotapes, and videotapes. Preliminary analysis indicates the classroom time for the course would be 40-54 hours. Individual study outside of class is estimated at 40-54 hours. It is recommended that the course be delivered over several weeks rather than intensely in a short period.

Materials POST would develop include a unit guide for the content, an instructor guide, and supplementary materials such as workbooks, audiotapes, and videotapes. In addition, staff recommends a train-the-trainer session to familiarize instructors with the current teaching methods appropriate to language training. Estimated costs for material development are \$120,000 - \$200,000. Completion of phase 1 is fundamental and the minimal level for all officers needing some degree of Spanish language proficiency.

Development of phases 2 and 3 for a higher level of Spanish language proficiency is highly recommended by our expert panel, and may be needed by many agencies. Phase 2 would move the officer from a 0+ level of proficiency to a level 1. The training would consist of an instructor-led classroom supplemented by audio-visual materials and computer-based CD-ROM training. Preliminary analysis indicates classroom time for the course would be 30-45 hours with individual study outside of class estimated at 40-60 hours. Materials POST would develop include a unit guide, instructor guide, workbook, audiotapes, videotapes, and a computer program. Estimated costs for developing these materials are \$320,000 - \$500,000.

Phase 3 would move the officer from a level 1 to a 1+ level of language proficiency. The training would consist of limited instructor-led classroom time supplemented with individual tutors from the community. Using a tutor would help the officer acquire language skills and at the same time may benefit

officer/community relations. Preliminary analysis indicates classroom time to be 12-24 hours, tutor-based training to be 10-18 hours, and individual study to be 24-48 hours. Materials POST would develop include a unit guide, workbook, audiotapes, and an interactive videodisc program. Estimated costs for material development are \$400,000 - \$600,000.

The Phase 1 course could be used as part of a trainee's pre-service curriculum and also used for in-service training leading to continuing professional training credit. POST would certify the courses for CPT credit. The Phase 2 and 3 courses would be used to maintain and increase the officer's skill level in the Spanish language. These subsequent courses are designed to be more independent. This was done to make the courses less instructor-dependent and to help the officer develop skills for self-directed learning. Language is a skill that needs constant maintenance or it will be lost. Teaching officers to become more independent learners helps officers to maintain their acquired language skills.

In each phase, costs for material development include content analysis, design and development of materials, pilot testing, evaluation, and revision of materials. Development of each phase would be done successively so that the results of one phase can feed into the analysis and subsequent development of the following phase. The instructional design of each phase, including the media selection, is open to revision based upon evaluation and feedback of prior phases.

This conceptual plan for the delivery of emergency Spanish language training allows for an orderly transition through the three-phase training program, and allows the Commission several options in implementing the various levels. This conceptual plan also allows for the Commission to establish a long-term plan to achieve the necessary level of training needed to address this statewide issue.

This agenda item is before the Commission for information and discussion. The Commission may wish to refer this training issue to the Long Range Planning Committee for review.

EMERGENCY SPANISH LANGUAGE TRAINING PROGRAM

Recognizing the need for Spanish language training, POST staff undertook a study to determine to what degree technology might be useful in delivering Spanish language training. The main goals of the study were to identify the content areas where Spanish language training was needed by law enforcement, the proficiency level needed, and how best to deliver the needed training.

To determine training needs and how best to meet those needs staff: 1) analyzed the tasks performed by an officer that require Spanish language skills, 2) convened a group of law enforcement personnel and linguistic experts involved in Spanish training, 3) reviewed existing Spanish language programs using various forms of media, and 4) interviewed developers of Spanish language programs.

Staff reviewed the job task analysis of peace officers done by the POST Standards and Evaluation Bureau consisting of over 329 tasks. Those tasks that could be handled by waiting for a bilingual officer or other translation service were deleted. Each of the remaining 105 tasks were then rated in terms of frequency and criticality determining how often an officer performs each task and how dangerous it was for the officer to perform the task without knowing Spanish. This resulted in 58 tasks being rated high in either frequency and/or criticality. These highly rated tasks form the scope of content for the proposed training in emergency Spanish language.

Next, staff determined the level of Spanish language proficiency needed by an officer to perform these tasks safely. Proficiency in a language is characterized by four skill areas: 1) speaking, 2) listening/comprehension, 3) writing, and 4) reading. It was concluded that an officer would need an intermediate or level 1+ out of 5 level of proficiency in speaking and listening skills in order to effectively and safely handle emergency situations and a novice level of 0+ in writing and reading skills in order to complete reports and assist in acquiring the language.

Once the level of language proficiency was defined, staff determined what training would most efficiently meet the goal of moving an officer from a level 0 (no skill) proficiency in Spanish to the 1+ level of proficiency. The proposed training would consist of three distinct phases. The first phase would increase the officer's proficiency from a level 0 to a level 0+.

This would enable the officer to use specific job-related vocabulary and phrases to deliver commands, ask closed-ended questions and understand only a minimal amount of responses from a Spanish speaker. The second phase would take the officer from level 0+ to level 1. This would enable the officer to use more vocabulary and phrases, to begin to discern the gist of what a Spanish speaker is saying in open-ended responses some of the time, and to begin to develop sentences of his/her own. The third phase would take an officer from level 1 proficiency to level 1+. At this level an officer would have a limited command of the language. He/she would be able to create sentences, use a greater variety of verb tenses, have more vocabulary at his/her disposal, and understand Spanish speakers more fully. In addition to specific language skills, officers will also be exposed to the cultural aspects of the language. This exposure to cultural clues is important to learning a language as language cannot be learned in a vacuum but must be learned within the context of culture. These cultural aspects should also include awareness of a variety of Spanish-speaking cultures and dialects along with non-verbal communication associated with the language.

Detailed Descriptions of the Proposed Phases

Phase 1 - Because of the need for immediate and specific feedback in initial language acquisition, it is imperative that phase 1 students have an instructor skilled in adult learning methodologies to lead the acquisition of Spanish language in a highly interactive classroom environment. In addition, the nature of the content and the need of officers to be actively involved in their learning makes it important that classroom time involve a significant amount of role playing situations and the reenactment of law enforcement scenarios. A classroom environment lends itself well to this methodology. This classroom training would be supplemented with workbooks, audiotapes and videotapes that would be used for study outside of class.

Phase 2 - Phase 2 students would continue to benefit from an in-class instructor and from classroom activities that use role playing to build their language skills under purposefully stressful situations. Since the students would have a foundation in the speaking and listening skills, a percentage of the initial language training could be delivered by other forms of media such as workbooks, audiotapes, and videotapes. Computer-based training could also be utilized to provide limited analysis of a student's learning needs, immediate feedback in the acquisition of vocabulary, and some initial training for verb conjugation,

and grammar structure. This training will make use of the computer's advantage over classroom training to individualize instruction and make training available for as long as the student desires.

Phase 3 - Phase 3 training would continue to use a minimal amount of classroom instruction. A technology option here would be to deliver this training via satellite with 2-way video and 2-way audio. Because of the highly interactive nature of the teaching methodology, this option would only be recommended for sites where classroom training would be unavailable (such as remote rural locations). In this phase, as the officer becomes more confident and skilled in the language, a greater percentage of the officer's time could utilize other media for independent learning. Workbooks and audiotapes may continue to be beneficial due to their portability and ease of use. Interactive videodisc programs focusing on specific law enforcement scenarios would be helpful in improving an officer's listening and comprehension skills. Scored, time-based exercises on the computer would help to add a degree of stress important to the learning process. Many officers trained in Spanish report that when in stressful situations, they completely forget their Spanish training. By practicing their Spanish skills in stressful situations, officers would be better prepared to deal with similar situations on the job. For cost efficiency, some of the classroom time could be replaced by tutors available through the community. This would build the officer's speaking and comprehension skills as well as aid officer/community relations.

Detailed Descriptions of the Proficiency Levels

The following pages describe the levels of proficiency of language skills. These levels are used by many federal agencies such as the Department of Defense, Department of State, Central Intelligence Agency, ACTION/Peace Corps, and Library of Congress in the development of numerous language programs. When talking about language proficiency it is important to have a common reference. Many cities and counties that give pay incentives for "bilingual" employees are often only testing for the 0+ or 1 level of language proficiency. The Defense Language Institute classifies a person as bilingual at level 3.

PROFICIENCY LEVELS

Novice 0 - 0+	Limited interaction. Behaves with considerateness. Resourceful in nonverbal communication, but is unreliable in interpretation of nonverbal cues. Is limited in language, as indicated under the listening and speaking skills. Lacks generally the knowledge of culture patterns requisite for survival situations.
Intermediate 1- 1+	Survival competence. Can deal with familiar survival situations and interact with a culture bearer accustomed to foreigners. Uses behavior acquired for the purpose of greeting and leave-taking, expressing wants, asking directions, buying food, using transportation, tipping. Comprehends the response. Makes errors as the results of misunderstanding; miscommunicates, and misapplies assumptions about the culture.
Advanced 2 - 2+	Limited social competence. Handles routine social situations successfully with a culture bearer accustomed to foreigners. Shows comprehension of common rules of etiquette, taboos and sensitivities, though home culture predominates. Can make polite requests, accept and refuse invitations, offer and receive gifts, apologize, make introductions, telephone, purchase and bargain, do routine banking. Can discuss a few aspects of the home and the foreign country, such as general current events and policies, as well as a field of personal interest. Does not offend the culture bearer, but some important misunderstandings and miscommunications occur, in interaction with one unaccustomed to foreigners. Is not competent to take part in a formal meeting, or in a group situation where several persons are speaking informally at the same time.
Superior 3 - 3+	Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar types of situations with ease and sensitivity, including some involving common taboos, or other emotionally charged subjects. Comprehends most nonverbal response. Laughs at some culture-related humor. In productive skills, neither culture predominates; nevertheless, makes appropriate use of cultural references and expressions. Generally distinguishes between a

ATTACHMENT A

formal and informal register. Discusses abstract ideas relating the foreign to the native culture. Is generally limited, however in handling abstractions. Minor inaccuracies occur in perception of meaning and in the expression of the intended representation, but do not result in serious misunderstandings, even by a culture bearer unaccustomed to foreigners.

Near-Native
Competence

4

Full social and professional competence. Fits behavior to audience, and the culture of the target language dominates almost entirely. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing. Can counsel, persuade, negotiate represent a point of view, interpret for dignitaries, describe and compare features of the two cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, current events, and national policies. Perceives almost all nonverbalized responses, and recognizes almost all allusions, including historical and literary commonplaces. Laughs at most culture-related humor. Controls a formal and informal register of behavior. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography and past events of significance.

Native
Competence

5

Examinee is indistinguishable from a person brought up and educated in the culture.

Level 0+	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Listening</p> <p>understands certain memorized utterances in areas of immediate needs with extralinguistic cues</p>	<p>Listening</p> <p>understands basic survival utterances, simple questions and answers on familiar topics, main ideas</p>	<p>Listening</p> <p>understands routine conversations and discourse about familiar topics; gleans all the facts</p>	<p>Listening</p> <p>understands essentials of all speech; grasps opinion and inferences</p>	<p>Listening</p> <p>understands all forms and styles of speech, even some non-standard dialects; develops and analyzes argumentation</p>	<p>Listening</p> <p>understands extremely difficult and abstract speech and how natives think as they create discourse</p>
<p>Reading</p> <p>reads alphabet or high frequency characters, recognizes some numbers and isolated words</p>	<p>Reading</p> <p>reads simple, predictable material in print or type; identifies general topics</p>	<p>Reading</p> <p>reads simple, authentic, straightforward material on familiar topics; uses contextual cues</p>	<p>Reading</p> <p>reads a variety of prose on unfamiliar subjects that may include opinions, hypothesis and analysis</p>	<p>Reading</p> <p>reads fluently and accurately all styles and forms; grasps full ramifications of texts within wider context</p>	<p>Reading</p> <p>reads very difficult and abstract prose</p>
<p>Speaking</p> <p>produces telegraphic utterances for immediate survival needs</p>	<p>Speaking</p> <p>maintains very simple conversations on familiar topics; cannot produce continuous discourse unless rehearsed</p>	<p>Speaking</p> <p>handles routine, high-frequency, limited interactions and conversations about current events, family and common topics</p>	<p>Speaking</p> <p>participates effectively in most formal and informal conversations about practical, social and professional topics within a shared context</p>	<p>Speaking</p> <p>uses the language fluently and accurately for all purposes</p>	<p>Speaking</p> <p>commands language with complete flexibility and intuition; pronunciation consistent with that of educated native speaker</p>

PROFICIENCY STANDARDS OVERVIEW

PROF LEVEL	<u>FUNCTIONS/TASKS</u>	<u>CONTEXT/TOPICS</u>	<u>ACCURACY</u>
5	All expected of an educated NS	All subjects	Accepted as an educated NS
4	Tailor language, counsel, motivate, persuade, negotiate	Wide range of professional needs	Speech is extensive, precise, and appropriate
3	Support opinions, hypothesize, explain, deal with unfamiliar topics	Practical, abstract, special interests	Errors never interfere with communication and rarely disturb
2	Narrate, describe, give directions	Concrete, real-world, factual	Intelligible even if not used to dealing with non-NS
1	Q and A, create with the language	Everyday survival	Intelligible with effort or practice
0	Memorized	Random	Unintelligible

TIME ON TASK

Instructional Option	Length of Program	"Class" Hours	Proficiency Level	Skills Acquired
Self Study and Other Introductory Programs	3 to 6 weeks	12 to 30	0 to 0+	Limited set of memorized words, phrases, and questions. Unable to comprehend most native speaker responses.
College Majors	4 to 5 years	960 to 990	1 to 2	Can create sentences and phrases. Ability to narrate and describe is emerging. Understands main ideas and some facts of native speakers conversations and broadcasts.
D.L.I. Basic Courses	25 weeks (Spanish) to 63 weeks (Arabic)	850 hours (Spanish) to 2142 hours (Arabic)	2 to 2+	Can create paragraph length narration and description. Comprehends all essential elements of information in extended discourse.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Spanish Needs Analysis Committee

Marriott Suites Hotel - San Diego, CA
March 29-30, 1994

Sergeant Frank Bucheit
San Diego Regional Trng. Ctr.

Officer Carlos Marquez
CHP Academy

Sergeant Nate Caplan
San Diego Police Department

Sergeant Ruben Padilla
Los Angeles Police Department

Officer Romulo Chavez
Houston Police Department

Frank Patino, Division Dean
Rio Hondo Regional Trng. Ctr.

Rafael Gomez, Ph.D.
Chairman, Spanish Department
Monterey Institute of
International Studies

Sergeant Bill Ross
Los Angeles Co. Sheriff's Dept
Advanced Training Bureau/RTB

Martha Herzog, Ph.D.
Dean, Curriculum & Instruction
Defense Language Institute
Foreign Language Center
Presidio of Monterey

Officer James Serrato
San Antonio Police Academy

Agent Armando Silva
FLETC - U.S. Border Patrol

Officer Margarita Jimenez-Hall
San Jose Police Department
Training Division

Deanna Tovar, Ph.D.
Department Chairman
Spanish Language Training
Defense Language Institute
Foreign Language Center
Presidio of Monterey


Glenn E. Lipskey, Ph.D., J.D.
Sacramento Police Dept.

Robert Wetherell
ALEOAC Arizona POST

M E M O R A N D U M

To : Finance Committee

Date: June 22, 1994


NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards and Training

Subject : MARKETING AGREEMENT FOR INTERACTIVE COURSEWARE

The Commission saw a demonstration of a preliminary version of the *Law Enforcement First Aid* interactive videodisc course at the January meeting even though the vendor, Industrial Training Corporation, had not finished the course ready for delivery. Following that demonstration, the Commission discussed marketing the course and asked staff to bring back a proposal for marketing the course and to determine the potential for selling it to the general public, as well as other public safety agencies.

The draft Request for Proposal (RFP) is based on the current marketing agreement POST has with Comsell, Inc. of Atlanta, Georgia for marketing the PC 832 *Introduction to Law Enforcement* course. This RFP would solicit proposals from qualified individuals and organizations for marketing, selling, and distributing level III interactive videodisc courses owned by the Commission. A draft RFP is included as Attachment A.

After considering the possibility of marketing other courses that POST is now in the process of developing (*Alcohol and Other Drug Recognition* and the updated PC 832 *Introduction to Law Enforcement*), staff recommends that the Commission consider contracting with a single organization to market all of the interactive videodisc courses, rather than entering into separate agreements for marketing each course. Attachment B provides an analysis of the issues involved in marketing POST's IVD courses.

Attachment B of the report mentions the difficulty in marketing IVD courses. The primary roadblock is that relatively few IVD playing units are available. The analogy would be trying to sell records to people who do not have record players. One suggested option would be for the vendor to propose selling a turn-key hardware system bundled with the IVD courseware. This would provide purchasing agencies with the ability to play the courseware. Attachment B addresses this option.

If the Commission decides to adopt the approach of selecting a single vendor for marketing more than one of the courses, the attached draft RFP would be released to approximately 115 vendors for response. Each vendor proposal would propose solutions on how they would market POST courseware based upon their analysis of the nationwide market. Each proposal would be evaluated based upon the vendor's proposed solution (weighted 60%) and the vendor experience (weighted 40%). Upon completion of the vendor evaluations staff would formalize recommendations for further Commission action.

This report is before the Finance Committee for information and discussion.

**REQUEST FOR PROPOSAL
FOR MARKETING, SELLING, AND DISTRIBUTING
LAW ENFORCEMENT INTERACTIVE COURSEWARE**

July 1994

**State of California
Commission on Peace Officer Standards and Training**

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1.0 - INTRODUCTION

1.1 Purpose of the RFP

The purpose of this Request for Proposal (RFP) is to solicit proposals from qualified individuals and organizations for marketing, selling, and distributing level III interactive videodisc courses owned by the California Commission on Peace Officer Standards and Training (POST). POST holds all the rights to each of the courses.

- *Law Enforcement First Aid/CPR* (delivered to POST in July 1994),
- *Alcohol and Other Drugs Recognition* (scheduled for delivery in December 1994)
- *Introduction to Law Enforcement* (scheduled for delivery in the summer 1995).

The relationship between POST and the distributor will be that of independent contractors. POST is not interested in any other type of relationship, such as partnership, joint adventurers, principal and agent, or employer and employee.

1.2 Course Descriptions

The *Law Enforcement First Aid/CPR* course delivered to POST in July 1994, was developed for use by law enforcement agencies throughout California. It is estimated that approximately 20,000 individuals will take the course each year. Some students will be learning the material for the first time (e.g., new recruits) and others will be taking the course to be recertified (e.g., in-service officers).

Students spend 12 to 21 hours to take all of the course components. There are four videodisc sides and computer exercises. The course also has a reference manual. The Appendix contains the table of contents from the reference manual to give potential offerers information about the scope of the course.

The course has been validated by POST and approved by the California Emergency Medical Services Authority (EMS).

The *Alcohol and Other Drugs Recognition* course will have four videodisc sides and extensive print materials. The course is divided into three separate courses, *Drug Identification and Influence*, *Driving Under the Influence*, and *Basic Narcotics Investigations*.

The *Introduction to Law Enforcement* course will have four videodisc sides and a student workbook dealing with arrest and firearms. Only those trainees whose agencies allow the use of firearms are required to take that portion of the course. This course will be a new version of an existing interactive videodisc course that is now used by approximately 10,000 students annually.

2.0 - REQUIREMENTS FOR MARKETING, SELLING, AND DISTRIBUTING THE COURSES

2.1 Required Activities

The successful bidder will agree to do the following:

- Market, promote, sell, and distribute the courses using a variety of means, including direct mail and direct contact with purchasers.
- Create advertising materials, including printed literature, brochures and videotape copies of selected portions of the courses at the sole expense of the distributor.
- Have the courses listed in catalogs received by potential purchasers of the courses.
- Each year during the term of the agreement, attend at least two major national conventions and two trade shows and promote the courses to potential customers at those meetings. These conventions and trade shows should include but not be limited to meetings of law enforcement officials.

2.2 Scope of Activities

The agreement will apply to distribution outside of California to both public and private agencies.

Within California, the distributor will not be allowed to advertise or market the courses to any public agency employing peace officers. The distributor will be allowed to promote and sell the courses within California to public agencies that do not employ peace officers and to private organizations.

2.3 Adding Distributor's Name to Materials

The distributor will have the right to add its name to the video, computer materials, and reference manuals.

2.4 Reproduction of Materials and Duration of Agreement

POST will grant to the distributor the rights to reproduce all of the course materials (videodiscs, diskettes, and reference manuals) for a period of three years with the option to renew the agreement for another three years. The distributor will bear all costs for reproducing course materials.

Upon signing an agreement with a distributor, POST will make available all of the camera-ready masters for the print material and the computer code for the software. POST will pay for the storage of the videodisc masters and pre-master tapes and authorize the company maintaining the video material to release these materials to the distributor when needed for making additional copies.

2.5 Dealers/Sub-distributors

The distributor will have the right to appoint dealers or sub-distributors subject to the approval of POST. POST must approve any sale, transfer, or assignment of the agreement. Similarly, POST will not sell, transfer, or assign the agreement without the permission of the distributor.

2.6 Financial Arrangements

The potential vendor should propose ways in which POST could receive payment (e.g., one-time licensing fees, royalties for each copy of a course sold, minimum annual royalty payments) with a recommended approach that would most benefit POST and the distributor.

POST is also interested in having potential vendors present creative turnkey options that might include renting, leasing, or selling the hardware needed to run the courses to agencies that currently do not have this equipment. POST is only interested in receiving payment for the courseware, not the hardware, that would be part of a turnkey system.

2.7 Reports

The distributor will submit quarterly reports to POST that will include the following:

- Details of distribution steps taken during the previous quarter such as meetings attended and advertising and other promotional efforts undertaken.
- Itemized statement of payments, including names of purchasers, and the amount of each purchase.
- Number of copies of each course sold.

3.0 - PROPOSAL REQUIREMENTS

The proposal must meet the following minimum requirements in order to be evaluated by the evaluation committee:

- Supplies all of the information specified in this section and in the format prescribed.
- Provides a plan for addressing the requirements in section 2.0.
- Is received on time. Any late proposal will not be considered.

3.1 Format

The proposal must include the items described in sections 3.2-3.4 below.

3.2 Cover Letter

A cover letter must be prepared and signed in accordance with section 6.8.5.

3.3 Proposed Solutions

Describe how you will address the requirements specified in Section 2.0 for marketing, selling, and distributing the courses. Include the estimated sales price for single and multiple copies of the courses and the proposed payments to be made to POST.

3.4 Experience

Describe your organization's experience in marketing, promoting, selling, and distributing training materials. Be sure to include what experience, if any, with the following:

- Interactive videodisc courses
- Computer-managed instruction

- Custom training software
- Peace officer training materials

3.5 Copies and Delivery of Proposals

Four copies of proposals must be delivered or mailed to Terri Johns, Commission on Peace Officer Standards and Training, 1601 Alhambra Boulevard, Sacramento, California 95816-7083. Proposals must be received prior to the time and date shown for submission of proposals in section 5.0.

Envelopes must be marked "confidential" and "Proposal for Marketing Law Enforcement Interactive Courseware."

4.0 - KEY ACTION DATES

The times and dates by which various activities must be completed are shown below. Any needed changes will be accomplished by addendum.

<u>Action</u>	<u>Time</u>	<u>Date</u>
1. Release of RFP		August 12, 1994
2. Submission of Proposals	4:30 p.m	September 23, 1994
3. Evaluation Meeting	9:00 a.m.	October 7, 1994
4. Request for Contract Approval by POST Commission		October 14, 1994
5. Notification of Intent to Award Contract		November 17, 1994
6. Protest Period Expires	5:00 p.m.	November 23, 1994
7. Final Contract Document Prepared and Signed		December 16, 1994

- 8. Final State Approvals
- 9. Beginning of Contract Period

January 6, 1995
February 1, 1995

5.0 - EVALUATION PROCESS

5.1 Receipt of Proposal

A record will be made of the time and date on which each proposal is received at POST.

5.2 Evaluation Committee

POST will select an evaluation committee that will meet on the date specified in Section 4.0 for the evaluation committee meeting.

5.3 Minimum Requirements

On the day of the evaluation committee meeting, the committee's first task will be to reject those proposals that do not satisfy the following criteria:

- Supplies all of the required information in the format prescribed in this section. If the proposal is incomplete or ambiguous, the committee may reject the proposal or ask the offeror to supply the missing information in a timely manner. If the proposal substantially deviates from the required format, it will be rejected.
- Provides a plan for marketing, selling, and distributing the courses that substantially conforms to the requirements in Section 2.0. If not, the committee will reject the proposal.
- Provides evidence that the organization is qualified to market, sell, and distribute the courses.

5.4 Evaluation Factors and Weights

The committee's second task will be to evaluate the remaining proposals by assigning one to five points (one low, five high) to each of the evaluation factors described below.

1. Plan for Marketing, Selling, and Distributing the Courses (60%)

The offeror shows a clear understanding of what is involved in marketing and distributing interactive courseware and presents a clear, detailed plan for the undertaking.

2. Experience (40%)

The offeror documents experience in marketing, selling, and distributing training materials.

5.5 Score

A score will be computed for each proposal by multiplying the points assigned to each factor by the factor's percentage weight and summing across factors.

The proposal with the highest adjusted total point value (highest score) will be awarded the contract.

6.0 - AWARD OF CONTRACT AND RULES

Assuming that the proposal selected according to the process described above meets all other administrative requirements, the evaluation committee's recommendation will be submitted to the Commission on Peace Officer Standards and Training for its decision on the award of the contract, except that the State reserves the right to reject any or all proposals at any time.

6.1 General

This RFP, the evaluation process, and the award of any contract will be made in conformance with current competitive bidding procedures as they relate to the procurement of goods and services by public bodies in the State of California. An offeror's proposal is an irrevocable offer for 30 days following the scheduled date for contract award specified in this section. An offeror may extend the offer in writing in the event of a delay caused by a protest of the intended award.

6.2 Errors in the RFP

This RFP contains an explanation of the State's needs and the prescribed format and content of the proposal. It also refers to supplemental sources of information, including a model personal services contract, which are to be examined by the offeror preparing a proposal. If an offeror discovers any ambiguity, conflict, discrepancy, omission, or other error, the offeror must immediately notify the State of such error in writing and request clarification or modification of the RFP. Any such clarifications or modifications will be accomplished by addendum. Insofar as practicable, the State will furnish such addenda to other interested parties, but the State will not be held responsible therefore.

If an offeror fails to notify POST of an error in the RFP known to him/her prior to the date fixed for submission of proposals, he/she shall bid at his/her own risk. If he/she is awarded the contract, he/she shall not be entitled to additional compensation or time by reason of the error or its later correction.

6.3 Examination of the RFP

The offeror should carefully examine the entire RFP, any addenda thereto, and any related materials or information referenced therein.

6.4 Questions Regarding the RFP

Offerors with questions regarding the RFP can call Kenneth L. Whitman (916-227-4550), or in his absence, Dennis Aronson (916-227-4545). Questions can also be mailed to POST at 1601 Alhambra Boulevard, Sacramento, California 95816.

If an offeror believes one or more RFP requirements are unfair or impose unnecessary constraints, the offeror may propose a less costly or alternate solution. POST will review the request and if accepted, distribute the change as an addendum to the RFP.

6.5 Reasons for Not Submitting a Proposal

The State is interested to know an offeror's reasons for not submitting a proposal, including unreasonable requirements, unusual terms and conditions, or any other factor affecting an offeror's decision not to submit a proposal. Reasons for not submitting a proposal may be provided orally or in writing. The State will examine the stated reasons for not submitting a proposal and may amend the RFP if it is in the State's best interest to do so. Offeror's

are encouraged to notify the State as soon as possible of factors that are negatively affecting their decision to submit a proposal.

6.6 Addenda

The State may modify the RFP prior to the date fixed for the submission of a proposal by issuance of an addendum to all parties who are participating in the process at the time the addendum is issued.

6.7 Confidentiality of Proposals

Final proposals are public upon opening. However, the contents of all proposals, correspondence, or other writings which disclose any aspect of an offeror's proposal will be held in confidence until notice of intent to award.

6.8 Submission of Proposal

1. Preparation

Proposals should provide a concise description of how the requirements of the RFP will be satisfied.

2. Offeror's Costs

Costs for developing a proposal are the responsibility of the offeror and are not chargeable to the State of California.

3. Complete Proposals

Proposals must be complete in all respects and conform with the requirements set forth in the RFP.

4. False or Misleading Statements

If, in the opinion of the State, the proposal contains false or misleading statements, it will be rejected.

5. Signature

A cover letter, which will be considered an integral part of the proposal, must be signed by an individual who is authorized to bind the submitting firm contractually.

6. Delivery of Proposals

Mail or deliver proposal to the departmental official listed in section 3.5. If mailed, use certified or registered mail with a return receipt requested.

Four copies of the proposal are required. They all must be in the prescribed format and be received on or before the time and date provided in section 4.0. One copy must be clearly marked "MASTER COPY." If discrepancies are found between two or more copies of the proposal, the master copy will be used to resolve discrepancies. If one copy of the proposal is not clearly marked "MASTER COPY," the State will, at its discretion, reject the proposal or select one copy to use as the master copy.

7. Withdrawal or Modification of Proposals

Offerors may withdraw their proposals at anytime by so notifying the State in writing, except as provided for in section 6.1. Offerors may modify their proposals by so notifying the State in writing prior to the time and date shown for submission of proposals in section 4.0.

8. Rejection of All Proposals

The State may reject any or all proposals.

6.9 Evaluation of Proposal and Award of Contract

Proposals will be evaluated according to the procedures contained in section 5.0. Award of contract will be based on an evaluation of the factors enumerated in section 5.4.

6.10 Contractual Information

1. Contract Form

The offeror must agree to enter into a contract substantially in accordance with the State's personal services contract. Offerors interested in submitting a proposal can

obtain a copy of the model contract from the departmental official identified in section 3.5.

2. Protests

Before a protest is submitted, an offeror must make timely use of the procedures described in this section for resolving any disagreements between the State and the offeror. Protests must be mailed or delivered to Chief of Procurement, State Office of Procurement, 1823 14th Street, P.O. Box 1612, Sacramento, California 95807.

Protests must be received as promptly as possible but no later than the time and date specified in section 4.0.

3. Disposition of Proposals

All materials submitted in response to this RFP will become the property of the State of California. The master copy shall be retained for official files and will become public record after the date and time specified in section 4.0 for submission of proposals.

APPENDIX

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Law Enforcement First Aid/CPR course**

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ANALYSIS OF MARKETING POST INTERACTIVE COURSEWARE

POST has been developing interactive multimedia courseware since 1986. The PC 832 *Introduction to Law Enforcement* courseware was released for use by training presenters in October 1989. This course was developed by Comsell, Inc. of Atlanta, Georgia and is wholly owned by POST. In 1988 the Commission signed a marketing agreement with Comsell to market this courseware to law enforcement and training presenters outside of California. The initial marketing agreement was for a period of three years, and Comsell had an option to renew the agreement for an additional three years, which was done in 1993.

In 1990 POST began development of the *Law Enforcement Driver Training* courseware with General Physics of Columbia, Maryland. The courseware was completed and delivered to POST in 1992.

In 1992 POST began the development of the *Law Enforcement First Aid/CPR* courseware with Industrial Training Corporation (ITC) of Herndon, Virginia. This course is in its final development stage, and should be ready for validation testing within the next two weeks. This course is wholly owned by POST and will be distributed to California law enforcement free of charge. Any use of this course outside of California would be handled under a marketing agreement between POST and an outside vendor.

The *Alcohol and Other Drugs Recognition* interactive course is scheduled for completion and delivery to POST in late 1994. This course is being developed by SWL, Inc. of Vienna, Virginia. This course will be wholly owned by POST and will also be delivered to California law enforcement free of charge. Course use outside the State would be handled under a negotiated marketing agreement between POST and an outside vendor.

The PC 832 *Introduction to Law Enforcement* course is currently undergoing upgrading under a contract with CAE-Link of Lemoore, California. This course will be delivered to the Commission in summer 1995. The course will be owned by POST and furnished to all POST-certified presenters of the PC 832 course. Any use of this course outside of the State would be covered under the terms of a negotiated marketing agreement between POST and an outside vendor.

The current marketing agreement is a standard State-approved agreement between POST and Comsell. This agreement was signed in October 1988. An additional three year extension was granted in October 1993. This marketing agreement essentially called for Comsell to market the course, and to pay POST 12 percent of the total sale price for each set of courses sold outside the State.

To date, POST has received royalties of approximately \$12,000. Recently, Comsell merged with Industrial Training Corporation. A review of records supplied by ITC/Comsell shows that no sales have been recorded for all of 1993 and nothing has been sold to date in 1994.

In discussions with members of General Physics about their marketing efforts for the *Law Enforcement Driver Training* course, POST learned that General Physics has completely disbanded its multimedia development group efforts and has turned to outside vendors for this type of work. General Physics staff informed POST that they went substantially over budget developing the LEDT course and that efforts to market the course had been a dismal failure. They employed four separate marketing companies and never sold one set of courseware.

General Physics generally credits its failure to successfully market this course to:

- The course as developed is "too California" specific in its treatment to be marketable to other states; and
- There is no large, installed hardware base to deliver any IVD courseware outside of California.

ITC/Comsell generally cited the same two areas in the assessment of the marketing failure. ITC/Comsell altered the second track of the PC 832 courseware to address regional concerns in Georgia and Florida. They were able to delete specific references to California penal code sections, and were able to market the courseware on a limited basis.

With the *POST First Aid/CPR* courseware nearing completion and release, and the *Alcohol and Other Drugs* course slated for release at the end of 1994, POST will certainly be faced with the same dilemma. There is a potential market for interactive multimedia courseware. California is the significant leader in developing courseware, and in establishing a network of hardware delivery platforms within the agencies through the IVD Reimbursement program. Illinois and Florida have developed IVD and CBT programs but do not have a marketing program in place.

The costs associated with obtaining the hardware delivery systems are significant because of the special graphics overlay cards and the laser players. These two items add approximately \$2800 to the cost of a personal computer. The total cost of the entire system is approximately \$5200. Because of the cost factor, coupled with a lack of familiarity with computer-based systems and applications may have contributed to the failure of agencies outside of California not moving into the multimedia training environment.

Even with the Commission reimbursement program, 106 agencies did not participate or acquire the hardware systems for a variety of reasons. Of the 106 agencies, 46 are police and sheriff departments.

The main reason for agencies opting not to participate in the reimbursement program was the inability to pay for the system from existing resources, even though they would receive a reimbursement from POST within 45-60 days. The lack of such a delivery system in agencies outside the state would seriously impact marketability of any interactive program that POST would develop and make available for out-of-state use.

The Commission currently has a marketing agreement that was developed in 1988. Many of the issues that have been included in the 1988 marketing agreement have been reviewed, updated, and strengthened where appropriate. Specific state contract language will address how the successful marketer will provide services to the Commission. The marketing agreement could be a master agreement covering all POST courseware. Any successful proposal from an outside vendor shall address the following areas:

- The agreement term shall be for a period of three years, with an option to renew for an additional three years based on performance;
- The agreement shall include financial arrangements proposed by the vendor that may include one-time licensing fees, royalties for each course copy sold, minimum annual royalty payments, etc.;
- The marketer shall be responsible for all costs of marketing, selling, leasing, renting, and distributing courseware, and should package the course with a turnkey computer system when necessary;
- POST and marketer shall determine the exact cost of single and multiple copies of courseware based on costs associated with duplication and distribution of the courses based upon vendor market analysis;
- Marketeer is free to sell courseware outside of the State to all private and public entities, but is restricted in sales inside California.

The current costs for duplicating a full set of the PC 832 Introduction to Law Enforcement courseware is \$520 per set. Comsell has been selling the PC 832 courseware for \$8000. The current cost for duplicating the Law Enforcement Driver Training courseware is \$101.50 per set for POST. General Physics had priced this courseware for \$2,995 per set, and did not sell even one set of the courseware.

The proposed marketing agreement will allow for the POST-owned courseware to be sold, leased, or rented and distributed to other state or private entities. The Commission may be able to recover part of the development costs from sales of the courseware.

Staff continues to be concerned that the established base of IVD systems in the law enforcement community and private sector outside of California will continue to impede the marketing of courseware. By adding the availability of a turnkey system in a complete package, courseware sales may increase. Successful distribution of the training material outside California may not be accomplished until the delivery system is acquired by many agencies that would like to take advantage of this type of training.

Another issue raised by the Commission is the possibility of marketing the POST courseware, such as the *First Aid/CPR* course, to the general public. Computer controlled videodisc technology has not been adopted widely by home users due to the specialized and expensive computer hardware and videodisc players required. In the future, as CD-ROM technology becomes established as the standard for home-based multimedia, there may be a possibility of home users being a market for selected CD-ROM courseware that POST develops.

COMMISSION ON PEACE OFFICER STANDARDS & TRAINING
 Summary of Administrative Contract Expenditures
 as of June 30, 1994

Contract Number	Name of Contractor and Services Provided	Amount of Contract	Expenditures to Date	Balance to be Paid
93-001-01	ALLEN'S PRESS CLIPPING BUREAU Provide newspaper clippings of articles relating to law enforcement. ISB-213 HAAKE	\$2,700.00	\$2,579.15	\$120.85
93-001-02	VANGUARD VAULTS Provide transportation, storage and security for computer tapes and word processing diskettes. ISB-433 NUSSBAUM	\$2,400.00	\$2,112.00	\$288.00
93-001-03	SIERRA PLANT RENTAL & DISPLAY CO. Provide weekly maintenance service to fifty (50) indoor plants. ASB-227 JOHNS	\$1,500.00	\$1,473.05	\$26.95
93-001-04	INGRES CORPORATION Provide maintenance in the INGRES Software. ISB-432 NUSSBAUM	\$8,553.20	\$7,938.00	\$615.20
93-001-05	DIALOG INFORMATION SERVICES, INC. Provide information retrieval services user material & system password.	\$2,500.00	\$2,099.71	\$400.29

ISB-418.01 HAAKE				
93-001-06	COURIER EXPRESS, INC. Provide overnight courier service. ASB-261 LIDDICOAT	\$1,800.00	\$1,202.46	\$597.54
93-001-07	STEPHEN P. TEALE DATA CENTER Provide 2 communication lines and 4 modems. ISB-434 NUSSBAUM	\$135,000.00	\$32,500.00	\$102,500.00
93-001-08	STATE CONTROLLER'S OFFICE Provide office and field auditing services. ASB-382.01 WILLIAMS	\$45,000.00	\$28,606.34	\$16,393.66
93-001-09	SCANTRON CORPORATION Provide maintenance services on the Scantron and Autofeed 200. S&E-227 NORBORG	\$440.00	\$440.00	\$0.00
93-001-10	RAXCO, INC. (paid) Provide maintenance on RAXCO Software ISB-227 NUSSBAUM	\$0.00	\$0.00	\$0.00
93-001-11	DEPARTMENT OF WATER RESOURCES Provide microfilming services. ISB-382.01 CAREY	\$9,950.00	\$2,443.08	\$7,506.92
93-001-12	TELOS FIELD ENGINEERING Provide maintenance coverage for the VAX 8350 Main Processor. ISB-432 NUSSBAUM	\$8,500.00	\$8,500.00	\$0.00
93-001-13	PITNEY BOWES Provide maintenance on Mail Opener and Mail Machine.	\$515.00	\$515.00	\$0.00

ASB-227 JOHNS

93-001-14	PITNEY BOWES Use of Postage Meter No. 1962 ASB-227 LIDDICOAT	\$775.80	\$737.04	\$38.76
93-001-15	DIGITAL EQUIPMENT CORP. Maintenance on the Digital software ISB 432 Nussbaum	\$9,500.00	\$9,413.16	\$86.84
93-001-16	CALTRONICS BUSINESS SYSTEMS Master service agreement on Xerox 1075 ASB-244 LIDDICOAT	\$4,419.42	\$4,395.38	\$24.04
93-001-17	CANON U.S.A., INC. Maintenance on the copier ASB 227 Johns	\$488.00	\$406.70	\$81.30
93-001-18	SAVIN CORPORATION To provide maintenance service ASB-244 Johns	\$1,045.00	\$918.83	\$126.17
93-001-19	NATIONAL COMPUTER SYSTEMS, INC. Provide maintenance service on Optical Scanner 3000 and Autofeed 250 S&E-227 NORBORG	\$580.80	\$580.80	\$0.00
93-001-20	COOPERATIVE PERSONNEL SERVICES Provide proctors to administer the Basic Course Proficiency Test S&E-418.01 HREPICH	\$24,984.95	\$20,772.17	\$4,212.78
93-001-21	NOT USED	\$0.00	\$0.00	\$0.00
93-001-22	STATE PERSONNEL BOARD (paid) Provide an annual subscription basis,	\$0.00	\$0.00	\$0.00

on-line access to Departmental Civil
Service Exams.

ASB-382.01 CRAMER

93-001-23	AB DICK COMPANY Master Service agreement for K627. ASB-244 LIDDICOAT	\$6,173.60	\$5,073.48	\$1,100.12
93-001-24	AIRBORNE EXPRESS, INC. Provide overnight courier service (Out-of-State) ASB-261 LIDDICOAT	\$1,300.00	\$727.05	\$572.95
93-001-25	HEALTH AND WELFARE DATA CENTER Furnish data processing services ASB-382.01 LIDDICOAT	\$14,000.00	\$13,274.04	\$725.96
93-001-26	CITY OF SAN JOSE (paid) To revise the existing Dispatcher Field Training Guide. TPS-418.01 BRAY	\$0.00	\$0.00	\$0.00
93-001-27	SCANTRON CORPORATION Perform maintenance service on the Scantron Scanner #8400. ISB-227 NUSSBAUM	\$990.00	\$742.50	\$247.50
93-001-28	MCAFFEE ASSOCIATES	\$430.00	\$427.41	\$2.59
93-001-29	NOT USED	\$0.00	\$0.00	\$0.00
93-001-30	TAYLOR MADE OFFICE SYSTEMS	\$240.00	\$166.48	\$73.52
93-001-31	COMPUTER TEACHING CORP. (paid)	\$0.00	\$0.00	\$0.00

To provide one lieutenant to serve
as a POST management fellow.
EX 418-01 Mitchum

93-001-32	NOT USED	\$0.00	\$0.00	\$0.00
93-001-33	BAY MICROFILM, INC. (paid) To photograph for POST Video Producers' Committee. TPS 418-01 Masters	\$0.00	\$0.00	\$0.00
93-001-34	DEPT. OF GENERAL SERVICES To provide television engineering services. TPS 418-01 Masters	\$433.00	\$0.00	\$433.00
93-001-35	WEST PUBLISHING CORP. To provide Software Products. ISB 435 Nussbaum	\$425.61	\$425.61	\$0.00
93-001-36	INTELLIGENT TECHNOLOGIES & SERVICES, INC. CSB 432 Coppin	\$999.00	\$0.00	\$999.00
93-001-37	MITI	\$2,451.00	\$2,451.00	\$0.00
93-001-38	VOICE R US	\$5,000.00	\$0.00	\$5,000.00
93-001-39	COMPUTER TEACHING CORP. To conduct a three-day workshop for up to six (6) POST staff.	\$3,750.00	\$3,750.00	\$0.00

93-001-40	LEGISLATIVE BILL DELIVERY SERVICE Provide legislative bill delivery service EXEC-418.01 RAMSEY	\$1,249.50	\$826.20	\$423.30
93-001-41	NOT USED	\$0.00	\$0.00	\$0.00
93-001-42	STATE CONTROLLER'S OFFICE To reimburse the S.C.O. for the development costs of a statewide leave accounting system. Admin 382-01 Cramer	\$2,000.00	\$2,000.00	\$0.00
93-001-43	GENERAL PHYSICS CORP. (paid) To revise the computer code for the interactive videodisc course. LTRC 435 Whitman	\$0.00	\$0.00	\$0.00
93-001-44	METROCALL To furnish on a rental basis, three (3) Motorola Bravo Plus pagers for POST. Exec 258 Roff	\$800.00	\$265.35	\$534.65
93-001-45	SCANTRON CORPORATION To perform maintenance services. Comp. Svcs. Coppin	\$990.00	\$495.00	\$495.00
93-001-46	EILEEN HARVEY To provide receptionist coverage. Admin. Kramer	\$975.00	\$878.00	\$97.00

93-001-47	STATE PERSONNEL BOARD Multidepartmental Clerical Exam. Program Admin. Krabbenhoft	\$375.00	\$0.00	\$375.00
93-001-48	COMPUTER TEACHING CORPORATION	\$520.00	\$520.00	\$0.00
93-001-49	EASTMAN KODAK COMPANY	\$5,360.00	\$1,409.65	\$3,950.35
93-001-50	DIALOG INFORMATION SERVICES, INC.	\$693.00	\$135.52	\$557.48
	GRAND TOTAL	\$309,806.88	\$161,200.16	\$148,606.72

Commission on Peace Officer Standards and Training
Summary of Training Contract Expenditures
Fiscal Year 93-94
as of June 30, 1994

Contract Number	Name of Contractor and Services Provided	Amount of Contract	Expenditures to Date	Balance to be Paid
93-011-01	SAN DIEGO REGIONAL TRAINING CENTER Provide faculty, facilitators, management consultants, materials, and training sites for executive/management training CLD-418.02 SHORT	\$397,300.00	\$319,036.49	\$78,263.51
93-011-02*	SUSAN AITKENS To provide five (5) hours of instruction at the Physical Training Course. S & E 418.02 Krueger	\$200.00	\$0.00	\$200.00
93-011-03	CSU, NORTHPIEDGE FOUNDATION Provide training for Management Course CLD 418.02 Hall	\$12,614.00	\$12,614.00	\$0.00
93-011-04	CSU, LONG BEACH FOUNDATION Provide training for Management Course CLD 418.02 Hall	\$74,239.00	\$40,347.00	\$33,892.00
93-011-05	CSU, HUMBOLDT STATE UNIVERSITY Provide training for Management Course CLD 418.02 Hall	\$26,978.00	\$26,978.00	\$0.00

93-011-06	SAN DIEGO REGIONAL TRAINING CENTER Provide training for Management Course CLD 418.02 Hall	\$46,314.00	\$43,875.00	\$2,439.00
93-011-07	SAN JOSE STATE UNIVERSITY FOUNDATION Provide training for Management Course CLD 418.02 Hall	\$38,659.00	\$23,986.61	\$14,672.39
93-011-08	DEPARTMENT OF JUSTICE TRAINING CENTER Provide certified training services to law enforcement personnel TDS-382.02 SPURLOCK	\$887,858.00	\$728,362.00	\$159,496.00
93-011-09	COOPERATIVE PERSONNEL SERVICES Administer and proctor the Basic Course BTB 418.02 Cassidy	\$3,000.00	\$416.09	\$2,583.91
93-011-10	COOPERATIVE PERSONNEL SERVICES Assist in administering PC 832 training S&E-418.02 KRUEGER	\$60,582.00	\$43,697.84	\$16,884.16
93-011-11	COOPERATIVE PERSONNEL SERVICES Provide administration of Entry-Level Law Enforcement Test Battery S&E-418.02 HONEY	\$71,544.10	\$42,256.64	\$29,287.46
93-011-12	SAN DIEGO STATE UNIVERSITY Develop and present three satellite teleconference training programs TPS-382.02 BRAY	\$480,000.00	\$403,572.89	\$76,427.11
93-011-13	CSU, LONG BEACH FOUNDATION Supervisory Leadership Institute CLD-418.02 Hood	\$341,357.00	\$239,170.15	\$102,186.85
93-011-14	SAN DIEGO STATE UNIVERSITY Provide telecommunications services for	\$54,000.00	\$41,264.51	\$12,735.49

video training tapes
TPS-382.02 MASTERS

93-011-15	NOT USED			
93-011-16	NOT USED	\$0.00	\$0.00	\$0.00
93-011-17	ALAMEDA COUNTY DISTRICT ATTORNEY Develop and present 24 videotaped training segments from 12 to 15 minutes in length TPS-418.02 MASTERS	\$25,000.00	\$22,918.00	\$2,082.00
93-011-18	GOLDEN WEST COLLEGE Develop and present 24 videotaped training segments from 12 to 15 minutes in length TPS-418.02 MASTERS	\$25,000.00	\$22,916.52	\$2,083.48
93-011-19	GAVILAN COLLEGE To present four (4) POST certified Basic Narcotics course presentations. TD&C 418-02 Rhodes	\$9,180.00	\$9,180.00	\$0.00
93-011-20	GORDON J. GRAHAM (paid) To provide instruction at the POST Basic Academy Physical Conditioning Instructors' Seminar S&E-418.02 KRUEGER	\$0.00*	\$0.00	\$0.00
93-011-21	CITY OF LOS ANGELES To assist in revising the existing vision and hearing guidelines. S&E-418.02 SPILBERG	\$9,999.00	\$1,883.20	\$8,115.80
93-011-22	SAN DIEGO SSHERIFF'S DEPT. To produce a video training tape for P.C. 832	\$9,999.00	\$9,953.00	\$46.00

* listed in Ferris Report #250.00

S&E-418.02 BURNETTE

93-011-23	NEWPORT BEACH POLICE DEPT. To produce nine (9) videos to be used as writing prompts for basic course. CLD-418.02 Hood	\$70,000.00	\$0.00	\$70,000.00
93-011-24	DR. TERRY W. MITCHELL (paid) To provide one day of training for S & E staff S&E-418.02 BERNER	\$0.00*	\$0.00	\$0.00
93-011-25*	CAE-LINK CORPORATION LTRC-418.02 Whitman	\$100,000.00	\$0.00	\$100,000.00
93-011-26	RIO HONDO COLLEGE To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$0.00	\$0.00	\$0.00
93-011-27*	COLLEGE OF THE REDWOODS To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$0.00	\$0.00	\$0.00
93-011-28	STATE CENTER REGIONAL TRAINING CENTER To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$150.00	\$0.00	\$150.00
93-011-29	OKHONE COMMUNITY COLLEGE To administer and proctor P.C. 832 exams. BTB-418.02 Cassidy	\$0.00	\$0.00	\$0.00
93-011-30	SAN BERNARDINO CO. SHERIFF'S DEPT. To administer and proctor P.C. 832 exams. BCT-418.02 CASSIDY	\$0.00	\$0.00	\$0.00
93-011-31	MARTINEZ ADULT SCHOOL To serve as a POST P.C. 832 Requalification	\$350.00	\$350.00	\$0.00

* Listed in Ferris Report #600.00

Testing Center.
BTB 418-02 Cassidy

93-011-32	CHRIS JOHNSON, PH.D. To update the vision guidelines for screening entry level patrol officer candidates. S&E-418.02 SPILBERG	\$999.00	\$499.00	\$500.00
93-011-33	JAMES BAILEY, O.D. To participate in a one day panel meeting. S&E-418.02 SPILBERG	\$999.00	\$630.00	\$369.00
93-011-34	SANTA ROSA JUNIOR COLLEGE (paid) To purchase and install a satellite antenna system for the telecourse training network BTB-418.02 FULLER	\$0.00*	\$0.00	\$0.00
93-011-35	MARTIN G. MAYER To provide a one day training on Liability of Negligent training. TDC-418.02 HONME	\$375.00	\$0.00	\$375.00
93-011-36	SAN MATEO POLICE DEPT. To present (3) POST certified 82-hr. Basic Motorcycle Course. TDC-418.02 RHODES	\$0.00	\$0.00	\$0.00
93-011-37*	ORANGE COUNTY SHERIFF'S DEPT. To present six POST certified 80-hr. Basic Narcotics Course TDC-418.02 Spurlock	\$24,804.00	\$0.00	\$24,804.00
93-011-38	LEFCO VIDEO SERVICES, INC. To provide training seminars for the purpose of improving the quality of videos. TPS-418.02 MASTERS	\$9,995.00	\$8,550.00	\$1,445.00

* listed in Ferris Report #2,377.00

93-011-39 CALIFORNIA PEACE OFFICERS ASSN. (paid) To produce one photo-ready master of the 1994 Legislative Update Workbook. BTB-418.02 MADEIRA	\$0.00*	\$0.00	\$0.00
93-011-40 COOPERATIVE PERSONNEL SERVICES To provide services in conjunction with the administration of POST's Public Safety Dispatcher Basic Equivalency Exam. Program S&E-418.02 WEINER	\$4,190.74	\$1,088.83	\$3,101.91
93-011-41* LOS ANGELES POLICE DEPT. To present three POST certified 80-hr Basic Motorcycle Training Course. TDC-4418.02 Homme	\$0.00	\$0.00	\$0.00
93-011-42 CALIFORNIA HIGHWAY PATROL To present 12 POST certified 82-hr Basic Motorcycle training Course. TDC-418.02 Farnsworth	\$24,002.00	\$15,274.60	\$8,727.40
93-011-43* LONG BEACH POLICE DEPT. To present 4 POST certified 80-hr Basic Motorcycle Training Course. TDC-418.02 Homme	\$0.00	\$0.00	\$0.00
93-011-44 SAN DIEGO POLICE DEPT. POST Certified 80 hour Basic Motorcycle Training presentations. TDC-418.02 Reed	\$20,718.00	\$0.00	\$20,718.00
93-011-45 SAN DIEGO REGIONAL TRAINING CENTER To conduct 4 presentations of the ICI Core Course. TPS-418.02 Zachary	\$118,940.00	\$117,316.00	\$1,624.00

*listed in Ferris Report #9999.00

93-011-46	SAN BERNARDINO SHERIFF'S DEPT. To present six (6) Basic Motorcycle Trng. Presentations and Forty two Driver Trng. Presentations. TDC-418.02 Chaney	\$232,671.00	\$0.00	\$232,671.00
93-011-47	SAN DIEGO REGIONAL TRAINING CENTER To provide Faculty, Facilitators, Instructional Technology consultants, Materials and Training sites. TPS 418-02 Moura	\$6,600.00	\$5,500.00	\$1,100.00
93-011-48	COUNTY OF SAN BERNARDINO to develop a law enforcement driver training simulator pilot project. LTRC 418-02 Whitman	\$294,600.00	\$246,867.50	\$47,732.50
93-011-49	SAN DIEGO REGIONAL TRAINING CENTER (paid) To provide faculty, facilitators instructional design, training site and materials for the pilot testing of the ICI Instructors Update Workshop TPS 418-02 Zachary	\$0.00*	\$0.00	\$0.00
93-011-50*	L.A. COUNTY- SHERIFF'S DEPT. Driver training simulator pilot project. LTRC 418-02 Whitman	\$271,330.00	\$205,000.00	\$66,330.00
93-011-51	SAN JOSE POLICE DEPT. To develop a driver training simulator pilot project. LTRC 418-02 Whitman	\$271,330.00	\$221,582.50	\$49,747.50
93-011-52	RAY GARUBO To provide training at a POST Special Seminar TDC-418.02	\$999.00	\$999.00	\$0.00

* listed in Ferris Report #9688.50

93-011-53*	SACRAMENTO PUBLIC SAFETY CENTER To conduct 4 presentations of the ICI Core Course in San Diego. TPS-418.02 Zachary	\$100,000.00	\$0.00	\$100,000.00
93-011-54	SAN DIEGO REGIONAL TRAINING CENTER To present 4 ICI Instructors' Workshops. TPS-418.02 Zachary	\$66,000.00	\$26,403.02	\$39,596.98
93-011-55	TERRY MITCHEL To review the development of a biographical questioner for dispatchers. S&E-418-02 Weiner	\$5,000.00	\$3,015.00	\$1,985.00
93-011-56	JUSTICE TRAINING INSTITUTE (paid) To plan and facilitate a problem-solving and planning workshop. MCB-418.02 DiMiceli	\$0.00*	\$0.00	\$0.00
93-011-57	PAUL COBLE To provide training on the subject of Negligence in Training Peace Officers. TDC-418.02 Chaney	\$375.00	\$0.00	\$375.00
93-011-58	MARTIN MAYER To provide a comprehensive legal update on sexual harassment law. BTB-418.02 Madeira	\$490.00	\$0.00	\$490.00
93-011-59	REDWOODS CENTER TDC-418.02 LOCKWOOD	\$650.00	\$0.00	\$650.00
93-011-60	LOS MEDANOS COLLEGE TDC-418.02 SORG	\$6,783.00	\$0.00	\$6,783.00

*listed in tennis Report # 2600.00

93-011-61	SAN FRANCISCO POLICE DEPT. To present Certified Basic Course Driver Training Presentation. TDC-418.02 Sorg	\$13,566.00	\$0.00	\$13,566.00
93-011-62*	SAN DIEGO REGIONAL TRAINING CENTER To present four Cultural Diversity for Basic Academy Trainers Presentations. BTB-418.02 Madeira	\$32,132.00	\$16,083.00	\$16,049.00
93-011-63	GORDON GRAHAM Four hour presentation to Recruit Training Officers. BTB-418.02 Madeira	\$490.00	\$490.00	\$0.00
93-011-64	CRAIG J. BIRKMAIER (paid) training seminar on "Video on the Desktop". TPS-418.02 Masters	\$0.00*	\$0.00	\$0.00
93-011-65	SACRAMENTO POLICE DEPARTMENT Certified Basic Course Driver Training Presentations. TDC-418.02 Spurlock	\$11,400.00	\$0.00	\$11,400.00
93-011-66	EVERGREEN VALLEY COLLEGE Certified Basic Course Driver Training Presentations. TOC-418.02 Rhodes	\$15,504.00	\$0.00	\$15,504.00
93-011-67	GAVILAN COLLEGE Certified Basic Course Driver training Presentations. TDC-418.02 Rhodes	\$3,230.00	\$0.00	\$3,230.00

* listed in Terri's report \$995.00

93-011-68	ALLAN HANCOCK COLLEGE Certified Basic Course Driver Training Presentations. TDC-418.02 Bennett	\$323.00	\$323.00	\$0.00
93-011-69	SAN DIEGO POLICE DEPT. Certified Basic Course Driver training Presentations. TDC-418.02 Reed	\$48,450.00	\$0.00	\$48,450.00
93-011-70*	VENTURA CO. CRIMINAL JUSTICE PLNG. TRNG. CTR. Certified Basic Course Driver Training Presentations. TDC-418.02	\$0.00	\$0.00	\$0.00
93-011-71	CALIFORNIA HIGHWAY PATROL ICI Vehicle Theft Investigation Course. TPS-418.02 Zachary	\$8,355.00	\$0.00	\$8,355.00
93-011-72	VIC THIES A four hour update on sexual harassment. BTB-418.02 Madeira	\$350.00	\$350.00	\$0.00
93-011-74	GORDON GRAHAM A four hour lecture on Civil Liability Issues. BTB-418.02 Madeira	\$490.00	\$490.00	\$0.00
93-011-75	CANCELLED			
93-011-76*	BUTTE CENTER Certified Basic Course Driver Training Presentations. TDC-418.02 Farnsworth	\$0.00	\$0.00	\$0.00
93-011-77	SAN DIEGO REGIONAL TRAINING CENTER	\$21,000.00	\$11,563.42	\$9,436.58

To develop the Master Instructor Program
 Class #2, Phase I & II.
 TPS-418.02 Moura

93-011-78	SANDY BOYD To train LAPD Training Managers in in Instruction techniques and Adult Learning Theories. TDC-418.02	\$187.50	\$187.50	\$0.00
93-011-79	GORDON GRAHAM To train training managers in the need for sound, reliable & variable trng. TDC-418.02	\$375.00	\$0.00	\$375.00
93-011-80	DICK STUDEBAKER Seminar on "Advanced Video Production techniques". TPS-418.02 Masters	\$700.00	\$0.00	\$700.00
93-011-82*	BRUCE RAYL Interactive Videodisc Train-the-trainer Presentations. TDC-418.02 Rhodes	\$7,200.00	\$0.00	\$7,200.00
93-011-83*	LINDA GIBBONS Interactive Videodisc Train-the-trainer Presentations. TDC-418.02 Rhodes	\$6,000.00	\$0.00	\$6,000.00
93-011-84*	JIM TUIE Interactive Videodisc train-the-trainer Presentations. TDC-418.02 Rhodes	\$6,000.00	\$0.00	\$6,000.00
91-011-53	INDUSTRIAL TRAINING CORP. to provide 692 sets of two double-sided	\$96,448.30	\$0.00	\$96,448.30

Laserdiscs.
LTRC-418.02 Whitman

92-001-31 COUNTY OF LOS ANGELES	\$113,210.93	\$0.00	\$113,210.93
To provide one Lieutenant from the L.A. County Sheriff's Dept. to serve as a management fellow. LTRC-418.02 Whitman			
* Pending			
Grand Total	\$4,591,585.57	\$2,914,990.31	\$1,676,595.26

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083**FINANCE COMMITTEE MEETING MINUTES**June 29, 1994
Newport Beach, CA

The Committee met Wednesday, June 29, 1994 in Newport Beach. In attendance were Committee Chairman Manuel Ortega, and Commissioners Lowenberg, Montenegro, Silva, and Stockton. Also present were POST staff members Norman Boehm, Glen Fine and Tom Liddicoat.

A. 1993-94 Budget Review; 1994-95 Preview

The Finance Committee reviewed the FY 94-95 budget as projected just prior to the 93-94 FY. The Committee also reviewed the status of the 94-95 budget which, at that time, was pending before the Legislature and the Governor. The 93-94 budget year was reported to reflect a \$2 million deficit, less than the \$4.2 million deficit projected earlier. This reduction was principally because of a \$1.86 million augmentation from the General Fund.

This deficit will carry over into FY 94-95 and be paid from the new Fiscal Year budget revenues. POST projects an approximate \$4 million deficit in FY 94-95. This, coupled with the approximate \$2 million carry over from 93-94, could mean a deficit as high as \$6 million by June 30, 1995, depending on revenues actually received and training volumes.

B. Further Cost Reduction Possibilities Considered

The Committee considered a series of recommendations to reduce the deficit by approximately \$2 million. The measures will be reviewed again, along with the final year end budget figures, at the July 20 Committee meeting. A full report of the finances and recommendations will be made by the Committee at the July 21 Commission meeting.

C. Audit of Courts Proposed

Among the recommendations will be that POST join with other penalty assessment fund users in contracting for the services of an auditor to audit accounting practices of the courts.

D. Need to Further Inform the Field, Legislature and Administration of POST Funding Needs

The Committee is preparing to recommend that the Commission again ask the Executive Director to meet with law enforcement groups and associations and individuals, as well as administrative and legislative officials, to explain the status of funding and the need for additional resources. The approach would be along the lines of last year's presentations throughout the state.

E. 1995-96 Budget Change Proposals

The Committee gave preliminary approval to several Budget Change Proposals, including \$13 million from the General Fund so that the Commission can implement its reimbursements system based on training development and training presentations.

F. Preliminary Actions to be Considered for Final Recommendations on July 20, 1994

The Committee viewed all actions as preliminary to be reconsidered and reviewed again at its meeting of July 20 where final recommendations will be formed for presentation at the July 21, 1994 Commission meeting.

All of the recommendations of the Committee are temporary and will be reviewed again as noted with a report to the Commission on July 21.

HAB "R" 11

FINANCE COMMITTEE MEETING MINUTES
July 20, 1994
San Diego, CA

The Committee met Wednesday, July 20, 1994 in San Diego. In attendance were myself and Commissioners Lowenberg, Montenegro, Silva, and Stockton. Also present were POST staff members Norman Boehm, Glen Fine, Tom Liddicoat, and Vera Roff.

In addition to matters already addressed on the agenda, the Committee discussed the following items:

1. Staff reported that the fourth quarter training volume and reimbursement expenditures continued at a rate less than initial fiscal year projections. This reduced trainee number served to mitigate the effect of the projected end-of-year budget deficit which has been discussed. The end-of-year deficit has been reduced to less than \$300,000. The reduction, from an earlier deficit projection of \$5.5 million, was facilitated by a number of factors:

- o Conservation measures previously approved by the Commission
- o We received the \$1.86 million augmentation from the General Fund
- o June payout for reimbursable claims was less than anticipated; the final total payout was \$800,000 less than projected
- o The final month's revenue of \$3.4 million was about one million above the average of previous months.

The result is we are able to enter the 94/95 FY without the burden of a large deficit.

2. The FY 1994-95 Governor's Budget has been signed. The allocated \$33.5 million appropriation includes a deficiency appropriation from the General Fund in the amount of \$1.45 million. Trainee volume for this fiscal year is anticipated to be approximately 56,000, or over 10,000 increase over fiscal year 1993-94. If that volume materializes, we could reach June 30, 1995 with a deficit of approximately \$1.6.

3. Until the financial projections are more favorable, the Committee recommends the continuation of suspension of reimbursement for the purchase of Satellite/IVD equipment and Training Presentation costs. In addition, the committee recommends the following reductions in program expenditures:

- o Discontinue reimbursement for lodging and meals associated w/courses attended within 50 round trip miles of trainee's home or department (\$170,000 savings).
- o Reduce Letter of Agreement/meeting costs by 10% (\$120,000 savings).
- o Limit attendance at road-show presentations of courses to trainees within the region as defined by POST (savings \$50,000). (Staff will continue to expand road-show presentations to minimize need for trainees to travel).
- o Defer work on previously authorized POSTRAC improvements (\$230,000 savings).

The Committee has also considered deletions or changes to the Command College assessment center graduation and update programs from both cost and program perspectives. The Committee recommends that staff, with appropriate input from Command College graduates and others, prepare a report on an alternative Command College selection process. They should also review the graduation/seminar on the future and the annual update program service. Reports on these matters should be brought back to the Commission at its November 17, 1994 meeting or at the January 12, 1995 meeting.

4. The Committee recommends approval of five Budget Change Proposals (BCPs) for FY 95-96. Four BCPs are for programs dealing with the completion of the Satellite/IVD Network statewide, developing additional IVD/CBT programs, establishing two interactive electronic classrooms, and providing for on-going support, maintenance and evaluation of certain demonstration programs. The fifth BCP is for a local assistance augmentation to provide additional funds for training reimbursements. All these BCPs are proposed to be funded by the General Fund or an additional share of the State Penalty Assessment Fund. The total sum of these BCPs is \$16,030,720.
5. The Committee recommends that the Commission approve the continuation of efforts by the Executive Director in providing briefing meetings on the financial status and needs of POST. The Committee believes, of course, that the Commission's overall objective remains to restore lost revenues.
6. At its July 7, 1994 meeting, the Long Range Planning Committee recommended that, contingent upon available funds, the Commission authorize staff to proceed toward the development of Phase I of the Emergency Spanish Language

Training Program. This training would provide officers a minimal level of proficiency. Estimated costs of the Phase I development is \$129,000. The Finance Committee recommends that the Commission approve the development of this program.

7. The Committee recommends that the Commission direct staff to release a RFP seeking a proposal for marketing POST's First Aid/CPR Interactive Videodisc Course and other IVD courses. The idea is to select one vendor to handle marketing of all the products. Interested vendors will be asked to propose the royalty percentage to be returned to POST.
8. Contracts and Interagency Agreements that exceed \$10,000 are approved by the Commission. The Executive Director has delegated the authority to enter into contracts and agreements to a lesser amount. The total number of contracts and interagency agreements are annually reported to the commission showing the purpose of each and the money encumbered. The Committee has reviewed these contracts and agreements and recommends their approval.

The meeting adjourned at 3:30 p.m.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**
Legislative Review Committee
Thursday, July 21, 1994
Red Lion Inn
Executive Board Room
San Diego, CA**AGENDA****9:00 a.m.****Attachment****A. Pending Legislation****A**

Senate Bill 1813 - California Museum of Science and Industry - Attachment A provides an analysis of this bill which proposes peace officer status to designated safety officers.

B. Discussion of Legislative Alternatives to Restore POST Funding**B**

Attachment B is a chart identifying alternatives to restore POST funding. The Committee may wish to identify one or more alternatives to pursue during the 1995 legislative session.

C. Legislative Ideas for 1995**C**

Attachment C identifies ideas for proposed 1995 legislation including:

1. Legislative resolution directing POST study of Law Enforcement Training System;
2. Public Safety Training Centers Act of 1995;
3. Redistribution of Driver Training Funds;
4. Funding for dispatcher training from the 911 Fund; and
5. Background investigation follow-up.

D. Status of Active Legislation**D**

Attachment D is a chart identifying the status of bills for which the Commission has taken positions. A verbal update will be given on key bills.

E. Status of Information Legislation**E**

Attachment E is a chart identifying the status of bills that are outside the scope of the Commission's interest in taking positions but are followed for their potential impact upon POST.

BILL ANALYSIS		State of California COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING 1601 Alhambra Boulevard Sacramento, California 95816-7083		Department of Justice	
TITLE OR SUBJECT California Museum of Science and Industry		AUTHOR Senator Hughes		BILL NUMBER SB 1813	
		RELATED BILLS		DATE LAST AMENDED 4/5/94	
SPONSORED BY					
BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)					
<u>GENERAL:</u>					
1. Authorize the executive director of the California Museum of Science and Industry to appoint other safety officers as peace officers. The bill provides that the granting of powers of peace officers to these safety officers shall be contingent upon the favorable recommendation of POST.					
<u>ANALYSIS:</u>					
The California Museum of Science and Industry, located in Los Angeles, is a state agency that has contracted with POST to perform a peace officer feasibility study to determine if safety officers of the Museum, other than the chief and assistant chief, should possess peace officer powers. The feasibility study is scheduled to begin this July. The author of this bill has recently amended it to make the granting of the powers contingent upon a favorable recommendation from POST.					
POST, by Commission policy, does not take positions on proposed legislation to confer peace officer powers on new groups when the group has complied with the feasibility study requirement. In this case, however, the study has not yet been completed. SB 1813 could be viewed as premature and, therefore, the recent amendment was taken to make the granting of peace officer powers contingent upon POST approval. The State Department of Personnel Administration is opposing the bill on this basis.					
SB 1813 would establish precedence and could have some negative consequences for POST. If the results of the feasibility study recommend against granting peace officer status, it is likely POST's feasibility study findings and processes would become debatable issues before subsequent legislative hearings. As it now stands, the results of POST's feasibility studies are now considered by the Legislature's committees along with other pertinent factors in making decisions about peace officer status bills.					
OFFICIAL POSITION					
ANALYSIS BY <i>Hal Snow</i>		DATE 6-30-94		REVIEWED BY	
EXECUTIVE DIRECTOR <i>Thomas C. Baker</i>		DATE 7-5-94		COMMENT	
				DATE	

COMMENTS:

SB 1813 appears to be premature and potentially hazardous to POST in subjecting it to unnecessary criticism and pressure in conducting objective peace officer feasibility studies. The bill should be withdrawn because it is premature. The purpose of the Penal Code Section 13540 feasibility study requirement is to allow the Legislature to review objectively derived data about such requests, not to defer that decision to POST.

RECOMMENDATION:

Oppose.

Introduced by Senator Hughes

February 24, 1994

An act to amend Section 4108 of the Food and Agricultural Code, and to amend Section 830.3 of the Penal Code, relating to peace officers, and making an appropriation therefor.

LEGISLATIVE COUNSEL'S DIGEST

SB 1813, as amended, Hughes. Peace officers.

Existing law authorizes the Executive Director of the California Museum of Science and Industry to appoint the chief and assistant chief of museum security and safety, who shall have the powers of peace officers, as specified.

This bill would authorize the executive director to appoint other safety officers, who shall also have the powers of peace officers, as specified. The bill would provide that the granting of the powers of peace officers to these safety officers shall be contingent upon the favorable recommendation of the Commission on Peace Officer Standards and Training. This bill would also make conforming changes.

The Public Employees' Retirement Law provides increased benefits and higher contribution rates for peace officer/firefighter members than those provided for state miscellaneous members. The state's employer contributions to the Public Employees' Retirement Fund are appropriated from the General Fund.

Since this bill would provide for the executive director to appoint safety officers who shall have the power of peace officers, thereby including these officers within the category of peace officer/firefighter members, it would make an appropriation by increasing the state's contributions to the Public Employees' Retirement Fund for these new state peace officer/firefighter members.

Vote: 2/3. Appropriation: yes. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

SECTION 1. Section 4108 of the Food and Agricultural Code is amended to read:

4108. (a) The Executive Director of the California Museum of Science and Industry may appoint the chief and assistant chief of museum security and safety, and other safety officers, who shall have the powers of peace officers as specified in Section 830.3 of the Penal Code.

These peace officers shall provide police and security services to keep order and preserve the peace and safety of persons and property at the California Museum of Science and Industry and at Exposition Park on a year-round basis.

(b) The granting of the powers of peace officers to safety officers, other than the chief and assistant chief of museum security and safety, pursuant to subdivision (a) shall be contingent upon the favorable recommendation of the Commission on Peace Officer Standards and Training pursuant to Article 4 (commencing with Section 13540) of Chapter 1 of Title 4 of Part 4 of the Penal Code.

SEC. 2. Section 830.3 of the Penal Code is amended to read:

830.3. The following persons are peace officers whose authority extends to any place in the state for the purpose of performing their primary duty or when making an arrest pursuant to Section 836 of the Penal Code as to any public offense with respect to which there is immediate danger to person or property, or of the escape of the perpetrator of that offense, or pursuant to Section 8597 or 8596 of the Government Code. These peace officers may carry firearms only if authorized and under those terms and conditions as specified by their employing agencies:

(a) Persons employed by the Division of Investigation

1 of the Department of Consumer Affairs and investigators
2 of the Medical Board of California and the Board of
3 Dental Examiners, who are designated by the Director of
4 Consumer Affairs, provided that the primary duty of
5 these peace officers shall be the enforcement of the law
6 as that duty is set forth in Section 160 of the Business and
7 Professions Code.

(b) Voluntary fire wardens designated by the Director
9 of Forestry and Fire Protection pursuant to Section 4156
10 of the Public Resources Code, provided that the primary
11 duty of these peace officers shall be the enforcement of
12 the law as that duty is set forth in Section 4156 of that
13 code.

(c) Employees of the Department of Motor Vehicles
14 designated in Section 1655 of the Vehicle Code, provided
15 that the primary duty of these peace officers shall be the
16 enforcement of the law as that duty is set forth in Section
17 1655 of that code.

(d) Investigators of the California Horse Racing Board
18 designated by the board, provided that the primary duty
19 of these peace officers shall be the enforcement of
20 Chapter 4 (commencing with Section 19400) of Division
21 8 of the Business and Professions Code and Chapter 10
22 (commencing with Section 330) of Title 9 of Part 1 of this
23 code.

(e) The State Fire Marshal and assistant or deputy
24 state fire marshals appointed pursuant to Section 13103 of
25 the Health and Safety Code, provided that the primary
26 duty of these peace officers shall be the enforcement of
27 the law as that duty is set forth in Section 13104 of that
28 code.

(f) Inspectors of the food and drug section designated
29 by the chief pursuant to subdivision (a) of Section 216 of
30 the Health and Safety Code, provided that the primary
31 duty of these peace officers shall be the enforcement of
32 the law as that duty is set forth in Section 216 of that code.

(g) All investigators of the Division of Labor Standards
33 Enforcement designated by the Labor Commissioner,
34 provided that the primary duty of these peace officers
35 shall be enforcement of the law as prescribed in Section
36 95 of the Labor Code.

(h) All investigators of the State Departments of
37 Health Services, Social Services, Mental Health,
38 Developmental Services, and Alcohol and Drug
39 Programs, the Department of Toxic Substances Control,
40 and the Office of Statewide Health Planning and
Development, and the Public Employees' Retirement
System, provided that the primary duty of these peace
officers shall be the enforcement of the law relating to the
duties of his or her department, or office.
Notwithstanding any other provision of law, investigators
of the Public Employees' Retirement System shall not
carry firearms.

(i) The Chief of the Bureau of Fraudulent Claims of
the Department of Insurance and those investigators
designated by the chief, provided that the primary duty
of those investigators shall be enforcement of Section 550
of the Penal Code.

(j) Employees of the Department of Housing and
Community Development designated under Section
18023 of the Health and Safety Code, provided that the
primary duty of these peace officers shall be the
enforcement of the law as that duty is set forth in Section
18023 of that code.

(k) Investigators of the office of the Controller,
provided that the primary duty of these investigators
shall be the enforcement of the law relating to the duties
of that office. Notwithstanding any other law, except as
authorized by the Controller, the peace officers
designated pursuant to this subdivision shall not carry
firearms.

(l) Investigators of the Department of Corporations
designated by the Commissioner of Corporations,
provided that the primary duty of these investigators
shall be enforcement of the provisions of law
administered by the Department of Corporations.
Notwithstanding any other provision of law, the peace
officers designated pursuant to this subdivision shall not
carry firearms.

(m) Persons employed by the Contractors' State

1 License Board designated by the Director of Consumer
2 Affairs pursuant to Section 7011.5 of the Business and
3 Professions Code, provided that the primary duty of
4 these persons shall be the enforcement of the law as that
5 duty is set forth in Section 7011.5, and in Chapter 9
6 (commencing with Section 7000) of Division 3, of that
7 code. The Director of Consumer Affairs may designate as
8 peace officers not more than three persons who shall at
9 the time of their designation be assigned to the special
10 investigations unit of the board. Notwithstanding any
11 other provision of law, the persons designated pursuant
12 to this subdivision shall not carry firearms.

13 (n) The chief and coordinators of the Law
14 Enforcement Division of the Office of Emergency
15 Services.

16 (o) Investigators of the office of the Secretary of State
17 designated by the Secretary of State, provided that the
18 primary duty of these peace officers shall be the
19 enforcement of the law as prescribed in Chapter 3
20 (commencing with Section 8200) of Division 1 of Title 2
21 of, and Section 12172.5 of, the Government Code.
22 Notwithstanding any other provision of law, the peace
23 officers designated pursuant to this subdivision shall not
24 carry firearms.

25 (p) The Deputy Director for Security designated by
26 Section 8880.38 of the Government Code, and all lottery
27 security personnel assigned to the California State
28 Lottery and designated by the director, provided that the
29 primary duty of any of those peace officers shall be the
30 enforcement of the laws related to assuring the integrity,
31 honesty, and fairness of the operation and administration
32 of the California State Lottery.

33 (q) Investigators employed by the Investigation
34 Division of the Employment Development Department
35 designated by the director of the department, provided
36 that the primary duty of those peace officers shall be the
37 enforcement of the law as that duty is set forth in Section
38 317 of the Unemployment Insurance Code.

39 Notwithstanding any other provision of law, the peace
40 officers designated pursuant to this subdivision shall not
1 carry firearms.

2 (r) The chief and assistant chief of museum security
3 and safety and other safety officers of the California
4 Museum of Science and Industry, as designated by the
5 executive director pursuant to Section 4108 of the Food
6 and Agricultural Code, provided that the primary duty of
7 those peace officers shall be the enforcement of the law
8 as that duty is set forth in Section 4108 of the Food and
9 Agricultural Code.

10 (s) Notwithstanding any other provision of this
11 section, a peace officer authorized by this section shall
12 not be authorized to carry firearms by his or her
13 employing agency until that agency has adopted a policy
14 on the use of deadly force by those peace officers, and
15 until those peace officers have been instructed in the
16 employing agency's policy on the use of deadly force.

17 Every peace officer authorized pursuant to this section
18 to carry firearms by his or her employing agency shall
19 qualify in the use of the firearms at least every six months.

**VARIOUS ALTERNATIVES FOR LEGISLATION
TO RESTORE POST FUNDING
FOR LAW ENFORCEMENT TRAINING**

These alternatives were generated from wide-ranging fiscal discussions. The alternatives are for consideration, they are not proposals, nor have they been specifically endorsed by any organization. For the most part, these are supplemental funding alternatives; primary POST funding would continue to come from a portion of the State's penalty assessments.

Alternatives	Comments
Alternative #1 - Reduce the present 30 percent currently going to the General Fund from State penalty assessments to 23.87 percent and adjust POST's percentage upward to 30.19 percent, increasing POST's revenue by \$12 million annually.	This is counter to the Governor's proposed budget; also, AB 2544 (Isenberg) calls for reduced State penalty assessments (from \$10 to \$7) with \$3 to remain at the county level for Trial Court Funding; this alternative would worsen the General Fund budget shortfall.
Alternative #2 - Redirect the high school driver training fund to the other major State penalty fund users on a proportionate basis; increasing POST's revenue by \$10-12 million annually.	This funding has been largely unused; the Governor has proposed redirection in his 1994/95 budget (now part of AB 38X - Speier), but it would permanently redirect all driver training revenue to the State's crime victim programs.
Alternative #3 - Redirect some revenue from the 911 Emergency Telephone Tax for the training of 911 Emergency Telephone Operators (call takers/dispatchers). POST currently expends approximately \$3 million annually on dispatcher training and services.	This proposal would detrimentally impact the State's General Fund. A pending bill (ACA 33 - Rainey) seeks a constitutional amendment requiring all this revenue be restricted to 911 purposes. Dispatcher training may be an allowable 911 expense.
Alternative #4 - Slightly increase the 911 Emergency Telephone Tax for the training of 911 Emergency Telephone Operators (call takers/dispatchers).	This proposal requires a two-thirds vote of the Legislature. Just \$.0015 per month per billing could raise the \$3 million necessary for call taker/dispatcher training.

Alternatives – continued

Comments – continued

<p>Alternative #5 – Redirect a percentage (10%?) of punitive damage awards against cities and counties for actions of their peace officers; deposit into the Peace Officer Training Fund for law enforcement training purposes.</p>	<p>Similar proposals have been attempted unsuccessfully for other purposes. There would be considerable uncertainty about potential revenue from this source. It may just shift costs to local government if larger judgments against locals are awarded to offset the redirection.</p>
<p>Alternative #6 – Establish in law POST's authority to receive FTES (full-time equivalent student funding for community colleges) as if POST were a community college district for the purpose of reimbursing training presented by law enforcement agencies not affiliated with a community college.</p>	<p>This proposal would overcome existing inequities wherein law enforcement agencies must present training without benefit of community college funding.</p>
<p>Alternative #7 – Institute a small assessment on all home owners, business, and auto insurance policies to go to the Peace Officer Training Fund.</p>	<p>This proposal has the logical nexus between property protection and professional law enforcement. Research is needed to establish the level of revenue this would generate.</p>
<p>Alternative #8 – Institute a small fee on all sales of firearms and ammunition in California to go to the Peace Officer Training Fund.</p>	<p>This proposal has the logical nexus between firearms and public safety/law enforcement.</p>
<p>Alternative #9 – Institute a non-transferable tax on equipment purchased by law enforcement to go to the Peace Officer Training Fund.</p>	<p>The challenge would be to prevent the tax from being passed on to purchasers (law enforcement agencies).</p>
<p>Alternative #10 – Allow taxpayers to designate a portion of their tax refund for law enforcement training (check-off box on income tax form).</p>	<p>A number of check-offs already exist; uncertain revenue potential.</p>
<p>Alternative #11 – Raise alcohol taxes by a small amount to go to the Peace Officer Training Fund.</p>	<p>Alcohol is a factor in many crimes and related social problems.</p>

State of California

Department of Justice

M E M O R A N D U M

To : Legislative Review Committee

Date: June 30, 1994


NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards and Training

Subject : LEGISLATIVE IDEAS FOR 1995

The Committee may wish to consider one or more of the following legislative ideas for the 1995 session:

1. Legislative Resolution Directing a POST Study on Law Enforcement Training System - A resolution similar to ACR 58 could be introduced to require POST to study the present system for delivery of entry-level peace officer training and education including the role played by the pre-service administration of justice programs in community colleges, the basic academies, and law enforcement field training programs. The purpose of the study would be to develop a recommended integrated system (including implementation legislation) that would enhance recruitment and training while minimizing present duplication. The resolution would require consultation with all concerned organizations including law enforcement, trainers, the Chancellor's Office of the Community Colleges, etc. The report would be due back to the Legislature on January 1, 1996.
2. Public Safety Training Centers Act of 1995 - Legislation is needed to implement the present study on regional skills centers. Draft legislation is being prepared that calls for a bond measure in the amount of \$500 million to build these centers.
3. Redistribution of Driver Training Funds - POST was unsuccessful with this year's AB 106X (Bowler) that would have redistributed the \$34 million driver training fund to POST and the other major penalty assessment users. The new proposed approach would be to redistribute only a portion of the driver training fund to POST and STC programs with the remainder staying in the driver training fund. Under this proposal, the crime victim programs would get no additional resources and POST would receive an additional \$10 million annually and STC a proportionately lesser amount.

4. Funding for Dispatch Training From the 911 Fund - Although previously attempted, this proposal would require that "X" percentage (approximately \$3 million annually) of the 911 fund would go to POST for the training of public safety dispatchers.
5. Background Investigation Follow-up - As follow-up to last year's successful SB 1097 (requires employers to release information to law enforcement agencies conducting background investigations on first-time peace officer applicants), this proposal would address three areas of concern from the California Association of Background Investigators. The three areas are: (1) non-compliance with the existing law by large financial institutions with regard to releasing information on previous or present employees, (2) need to eliminate the requirement to have waivers notarized, and (3) need for limited access to laterally transferring peace officer records.

With all of these legislative proposals, negotiations must occur with concerned groups about the details of legislative language. If the Committee and Commission support these proposals, it would be with the understanding that specific language would be developed in consultation, sponsors and authors would be secured, and that the Committee would review the specific language at the November 1994 meeting.

Commission on Peace Officer Standards and Training
Status of Legislation of Interest to POST
(1994)

KEY
P = Pending
F = Failed Passage/or 2 yr. bill
S = Suspense File
Revised 7/5/94

Bill No./ Author	Subject	Commission Position	Introduced	First Policy Committee	First Appropriations Committee (if applicable)	Floor of First House	Second Policy Committee (if applicable)	Second Appropriations Committee	Floor of Second House	To Governor for Action	Chaplered
AB 12 (Epple)	Grants immunity to dispatchers and employers for issuing prearrival medical instructions if training and guidelines followed.	Support if amended	1/27	-	-	-	X				
AB 38X (Speler)	Redistributes driver training funds to the state's crime victim programs.	Watch	2/1	X	(Referred to Interim Study)						(Dead)
ABX 106 (Bowler)	Redistributes the driver training funding to POST and other major penalty assessments.	None	2/28	X							(Dead)
ABX 148 (Caldera)	Reduces state and local penalty assessments on traffic offenses and limits total assessments to \$100/offense.	Oppose	5/17	X							
SB 281 (Ayala)	Grants authority to appoint volunteer school security reserve officers.	Neutral if amended	1/6	-	-	-	-	-	X		
AB 1329 (Epple)	POST Training: Authorizes POST to: 1) charge fees for the PC 832 exam and 2) waive legislative training requirements if peace officers have completed equivalent training. Establishes the Robert Presley Institute of Criminal Investigation. Postpones implementation date for the Law Enforcement Agency Accreditation Program until July 1, 1996.	Support	2/93	-	-	-	-	-	-	X	(Chapter # 94-0043)
SB 1713 (Hart)	Upgrades training and selection standards for private security officers. Requires Department of Consumer Affairs to consult with POST in developing standards.	Neutral	2/24	-	-	-	X				
SB 1874 (Ayala)	Enacts the Reserve Peace Officers Professional Standards Act of 1994 which would upgrade training standards for level I reserves.	Support if amended	2/25	-	-	-	-	X			
SB 1902 (Peace)	Renames the Dept. of Corrections-Dept. of Youth Authority Joint Apprenticeship Committee as the Commission on Correctional Peace Officer's Standards and Training (CPOST).	None	2/25	-	X						
AB 2544 (Isenberg)	Reduces state penalty assessments and increases local penalty assessments.	Watch	2/1	-	-	-	X				
AB 2964 (Horcher)	Grants peace officer status and public safety retirement for commissioners and deputy commissioners of the Board of Prison Terms.	Neutral	2/18	-	X						
HR 3272 (Johnston)	Establishes the "Law Enforcement and Correctional Officers Employment Registration Act of 1993".	Oppose Unless Amended	1/93	X							
AB 3551 (Caldera)	Reduces local penalty assessments on vehicle offenses from \$7 to \$5.60 and mandates courts to follow the uniform traffic penalty schedule.	None	2/25	X							
AB 3644 (Umberg)	Establishes a \$10 additional local penalty assessment on traffic offenses to be used by counties for law enforcement purposes.	Oppose	2/25	X							
AB 3822 (Isenberg)	Reduces state penalty assessments and increases local penalty assessments. Transfer some CYA commitment costs to counties.	Watch	3/1	-	-	X					

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Summary of Informational Bills of Interest to POST

(Revised June 29, 1994)

<u>Bill/Author</u>	<u>Description</u>
SB 12 Thompson	This bill establishes a new deferred payment/purchasing process for the State of California and uses the resulting cost savings to fund DOJ's Violent Crime Information Center. <u>Status:</u> Chaptered 93-0341
AB 14X Solis	This bill would allow peace officers employed by the Investigation Division of the Employment Development Department, as specified, to carry firearms if authorized and under those terms and conditions specified by the department. <u>Status:</u> Senate Committee on Judiciary
SB 20 Russell	Makes a "wobbler" if fleeing or eluding involves the pursued vehicle being driven at least 20 miles per hour beyond the declared maximum speed limit for a duration of at least one mile with the peace officer in pursuit and is displaying a red warning light and is sounding a siren, or both. <u>Status:</u> Secretary of the Senate
SCA 22 Maddy	This proposed California Constitutional amendment would state that the first responsibility of each city, county, or city and county shall be the protection of public safety; and the governing body of each city, county, or city and county shall give priority to the provision of adequate public safety by setting aside first from all revenues available an amount sufficient to fund adequate police, fire, and prosecution services. <u>Status:</u> Senate Committee on Constitutional Amendments
ACA 33 Rainey	This proposed constitutional amendment would require that all 911 revenue must be used for the establishment or maintenance of the 911 system. <u>Status:</u> Senate Committee on Constitutional Amendments

ACR 39
Aguiar

This measure would designate the week of May 2 through May 8, 1993 as Blue Ribbon Week, and would urge all citizens to observe these days of recognition and support for all peace officers and law enforcement agencies by wearing or displaying a blue ribbon.

Status: Chaptered 93-R-022

SB 48X
Kopp

This bill would add reserve officers of a community service district, as specified, and reserve officers of a police protection district, as specified, to the designation of peace officers with the full powers and duties of a peace officer, as specified.

Status: Assembly Committee on Public Safety

SB 49X
Calderon

This bill would revise existing law by establishing the Board of Victim Assistance, in the Youth and Correctional Authority, as specified, and require that board to assume the duties of the State Board of Control with respect to the indemnification of victims of crime. This bill would provide for the filling of vacancies, the removal of a member of the board under specified circumstances, and the appointment of staff, including an executive director.

Status: Senate Committee on Appropriations

SB 149
Boatwright

This bill extends the existing amnesty program for delinquent fines for Vehicle Code violations which is six months or more prior to the initial date of the amnesty program (April 1, 1991).

Status: Chaptered 93-1299

SB 162
Presley

This bill would transfer the responsibility for conducting peace officer memorial ceremonies on the grounds of the State Capitol from the Peace Officers Research Association to the California Peace Officers Memorial Foundation.

Status: Chaptered 93-0029

AB 167
Umberg

This bill would make it a felony instead of a wobbler for any person while operating a motor vehicle from willfully fleeing or otherwise attempting to elude a pursuing peace officer's motor vehicle with the intent to evade, if the peace officer's motor vehicle is exhibiting at least one lighted red lamp visible from the front

and the person either sees or reasonably should have seen the lamp, the peace officer's motor vehicle is sounding a siren as may be reasonably necessary, the peace officer's vehicle is distinctively marked, and the peace officer's vehicle is operated by a peace officer, as defined, and the peace officer is wearing a distinctive uniform.

Status: In Senate - Inactive File

AB 224
Speier

This bill revises the definition of peace officer and time duration for emergency protective orders obtained by law enforcement in domestic violence cases.

Status: Chaptered 93-1229

AB 315
Hauser

This bill would provide that any county with a population of 200,000 or less whose board of supervisors makes a public finding that the county is in an economic crises and that county revenues are inadequate to provide essential services to residents may petition the Governor for temporary suspension of compliance with state regulations and requirements that significantly impair the county's ability to deliver those essential services.

Status: Chaptered 94-0003

AB 317
Alpert

This bill would require the State Department of Education to develop, not later than December 31, 1995, a curriculum for preventing gun violence for use in public elementary schools, that would familiarize pupils with how to react when encountering a firearm, how to resist peer pressure to play with a firearm, how to distinguish between gun violence in the media and real gun violence, and how to utilize conflict management and resolution skills.

Status: Appropriations Suspense File

SB 323
Lewis

This bill exempts any fire fighter or peace officer from the \$50 community college fee.

Status: Assembly Committee on Higher Education

AB 331
Baca

This bill would exempt from the child abuse reporting requirement any injury caused by a peace officer acting within the course and scope of his or her employment as a peace officer.

Status: Chaptered 93-0346

AB 334
Friedman

This bill requires OCJP to select 3 cities, one of which shall be the City of Los Angeles, for community-based policing demonstration projects.

Status: Senate Committee on Judiciary

SB 477
Craven

This bill would revise existing training requirements for humane officers to specify that on and after January 1, 1994, all humane officers shall, within one year of appointment, provide evidence satisfactory to the society that he or she has successfully completed specified courses of training.

Status: Chaptered 94-0084

SB 489
Dedden

This bill would establish categorical funding for public safety courses.

Status: Secretary of the Senate

AB 529
Morrow

This bill would authorize port authorities to appoint reserve peace officers.

Status: Chaptered 93-0169

AB 578
Bowler

This bill would require that the agency retired officer certificate indicate on its face that the retired peace officer served as a peace officer for the agency and would require that the agency issue only one form of identification certificate to retired peace officers.

Status: Chaptered 93-0224

AB 581
Speier

This bill eliminates the current two-hour training requirement for citizens wishing to purchase, possess or use any tear gas or tear gas weapon. This bill also authorizes private citizens to purchase, possess or use oleoresin capsicum tear gas.

Status: Chaptered 93-0954

SB 594
Alquist

This bill requires suspension of authorization to carry firearms if a state agency peace officer fails to qualify or requalify for the use of firearms every six months. This bill also would grant peace officer status to correctional officers of the Santa Clara County Department of Corrections.

Status: Secretary of the Senate

SB 612
Hayden/Torres

This bill would declare that all persons have a right to be free from sexual harassment that consists of specified conduct that exploits a relationship between a provider of professional services and a client.

Status: Assembly Committee on Judiciary

AB 652
Speier

This bill would enact the Quality in Government Services Act that would require state agencies to annually survey its customers.

Status: Appropriations Suspense File

SB 800
Presley

This bill would remove the January 1, 1994 sunset of the authority in law for court-ordered interception of wire communications of individuals involved in narcotic violations.

Status: Chaptered 93-0548

SB 821
Lockyer

This bill would require any person employed as a school peace officer to complete the POST specified training course by January 1, 1996.

Status: Chaptered 93-0302

SB 832
Hayden

This bill would require that, on or after January 1, 1995, every computer video display terminal and peripheral equipment, as specified, that is acquired for, or used in any place of employment, conform to all applicable design and ergonomic standards.

Status: Secretary of the Senate

AB 841
Peace

This bill would all authorize a Transit Development Board to appoint transit police officers and contract for law enforcement services.

Status: Chaptered 93-0990

AB 855
Tucker

This bill would impose a \$50 penalty assessment on any person convicted of specified controlled substance offenses, in addition to any other fine, assessment, or imprisonment imposed, to be deposited by the county treasurer in the county drug program fund for the exclusive use for the county's drug program.

Status: Chaptered 93-0474

SB 1016
Hughes

This bill mandates local or regional poison control services as part of the 911 emergency telephone systems.

Status: Assembly Committee on Revenue and Taxation

AB 1047
Epple

This bill would extend from June 1, 1993 to June 1, 1995 for agents of the Department of Alcoholic Beverage Control to successfully complete the 4-week course on narcotics enforcement approved by POST.

Status: Chaptered 93-0353

AB 1074
McDonald

This bill would authorize a school district governing board to authorize members of a security or police department of the district to issue citations.

Status: In Senate--Second Reading File--Assembly Bills

SB 1093
Killea

This bill would provide qualified immunity from liability for public entities and certain personnel responding to the discharge, spill, or presence of hazardous substances if specified procedures are followed and responding personnel have been certified by OES

Status: Chaptered 93-1284

SB 1114
Maddy

This bill would state that the first responsibility of each city, county or city and county shall be the protection of public safety; and that the governing body shall give priority to the provisions of adequate public safety by setting aside first from all revenues available an amount sufficient to fund adequate police, fire, and prosecution services.

Status: Secretary of the Senate

SB 1206
Hurtt

This bill would provide that upon completion of a diversion program for specified controlled substance offenses, the arrest upon which the diversion was based shall be deemed to have never occurred for all purposes of employment, licensing, or certification. Law enforcement employment is specified as an exception.

Status: Chaptered 93-0785

SB 1251
Torres

This bill permits the Los Angeles General Service security officers to carry firearms during such times in which a state of local emergency has been declared and with the approval of the Mayor.

Status: Chaptered 93-0083

AB 1268
Martinez

This bill would provide for the confidentiality of all peace officers' home address, telephone number, occupation, etc. from voter registration information.

Status: Chaptered 93-1098

SB 1335
Marks

This bill would specify that harassment because of sex includes, for this purpose, "hostile work environment sexual harassment," as defined to mean unwelcome sexual conduct that a reasonable person of the same gender as the complainant would consider sufficiently severe or pervasive to alter the conditions of employment and create an abusive working environment.

Status: Assembly Committee on Labor and
Employment

SB 1460
Calderon

This bill would delete the exemption from disclosure of law enforcement records under the California Public Records Act. This bill would provide that all investigatory records compiled or maintained by any state or local law enforcement agency shall be made available for inspection and copying with specified exceptions.

Status: In Senate--Second Reading File--Senate
Bills

AB 1591
Knight

This bill would retitle the investigators, special agents and administrators that the Attorney General designates as peace officers.

Status: In Senate - Special Consent Calendar

AB 1610
Boland

This bill would provide that federal investigators and law enforcement officers are not California peace officers, but may exercise the powers of arrest for violations of state or local laws, provided that they are engaged in the enforcement of federal, state, and local, rather than federal, criminal laws and exercise the arrest powers only incidental to the performance of these, rather than their federal duties.

Status: Senate Committee on Judiciary

SB 1756
Johnston

This bill would require peace officers of the Department of Corrections or the Department of the Youth Authority who comprise transportation or escape details to carry firearms, in a manner prescribed by the Director of Corrections.

Status: Assembly Committee on Public Safety

SB 1813
Hughes

This bill would add public safety officers of the California Museum of Science and Industry to the category of state employees who are declared not to be peace officers but who may exercise the powers of arrest of peace officers and the power to serve warrants, as specified.

Status: Assembly Committee on Public Employees

AB 1850
Nolan

This bill would require a peace officer to arrest, without a warrant, and take into custody a person against whom a protective order has been issued if the person has notice of the order and has violated the order, whether or not the violation occurred in the officer's presence.

Status: Chaptered 93-0995

SB 2058
Watson

This bill would require a department or agency that employs peace officers to release to the complaining party a copy of his or her own statements upon the request of the complaining party or his or her attorney and to provide written notification to the complaining party of the disposition of the complaint, as specified, within 30 days of the disposition.

Status: Assembly Committee on Public Safety

SB 2083
Campbell

This bill would, in a county where the provisions are adopted by the board of supervisors, provide that any person who is employed as a peace officer, as defined, may transport any person who lacks evidence of any residence, as quickly as is feasible, to the nearest homeless shelter, if the homeless person does not object to the transportation. This bill also provide that any officer exercising ordinary care and precaution shall not be liable for any damages or injury incurred during transportation.

Status: Assembly Committee on Public Safety

AB 2250
Collins

This bill would require that domestic violence-related calls for assistance be supported with the written incident report form and expands the definition of "domestic violence."

Status: Chaptered 93-1230

AB 2308
Woodruff

This bill provides that investigators within the Toxic Substances Control Program are peace officers.

Status: Chaptered 93-0409

AB 2367

This bill would make the DMV confidentiality provisions applicable to employees of a city police department or county sheriff's office, and nonsworn personnel in local juvenile halls, camps, ranches and homes only if they submit agency verification that, in the normal course of their employment, they control or supervise inmates or are required to have a prisoner in their care or custody. The bill would add members of a city council, city attorneys, attorneys employed by city attorneys, and members of a board of supervisors, and California-based federal prosecutors, criminal investigators, law enforcement officers, and National park Service Rangers to the list of individuals whose records are confidential.

Status: Chaptered 93-1291

AB 2372
Vasconcellos

This bill would express the intent of the Legislature to make the necessary statutory changes to implement the Budget Act of 1993 relative to the California Community Colleges.

Status: Senate Committee on Health and Human Services

AB 2473
Bowler

This bill proposes to reduce from 90 percent to 80 percent of voting membership that must be law enforcement personnel as defined to be eligible to solicit membership, contributions, subscriptions, or advertisements for any nongovernmental organization that incorporates the term "peace officer", "police", or "law enforcement".

Status: In Senate--Consent Calendar--First Day

AB 2523
Bowen

This bill would require the Director of the Office of Information Technology, notwithstanding this prohibition, to develop a master plan by January 1, 1996 that provides for networking between all state agencies in order to enable these agencies to communicate with each other, share data where appropriate, and maximize public access to this network.

Status: Senate Committee on Governmental Organization

AB 2609
Bronshvag

This bill would require the Department of Justice, the State Public Defender's office, the Department of Corrections, and any other appropriate state agency or commission that is a part of the criminal justice system to design a comprehensive report detailing how much money allocated for criminal justice is spent in California.

Status: In Assembly - Inactive File

AB 2788
Brown

This bill would require, except as specified, every county, city and county, or city to fund all combined public safety services at a specified level. By imposing new duties regarding funding of public safety services on each county, city and county, or city, this bill would impose a state-mandated local program.

Status: Senate Committee on Local Government

AB 3343
Hannigan

This bill would authorize a county to refer specified fines, penalties, or forfeitures imposed for criminal offenses payable to the county to the Franchise Tax Board for collection. This bill contains other related provisions, as specified.

Status: Senate Committee on Rules

AB 3382
Bowen

This bill would authorize a judge, upon issuing an emergency protective order, or upon making a finding that the respondent to a nonemergency protective order poses a threat of physical danger to the petitioner, to order a law enforcement officer who is to serve the protective order to seize any firearm the respondent may own or possess, except as specified.

Status: Assembly Committee on Public Safety

AB 3531
Martinez

This bill would expand the classes of peace officers with respect to their injury, disability, or death outside of their jurisdictions or unsupervised within their jurisdictions, and that they shall be accorded all the benefits, including workers' compensation benefits, which they would have received had they been acting under the immediate direction of their employer.

Status: Senate Committee on Industrial Relations


COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee
Wednesday, July 20, 1994
Red Lion Inn
7450 Hazard Center Drive
San Diego, California 92108
Telephone: (619) 297-5466

AGENDA

10:00 a.m.

- | | |
|---|---------------|
| A. Call to Order | Chair |
| . Roll Call of Members | |
| . Introductions of Commissioners, POST Staff,
and Guests | |
| . Announcements | |
| B. Approval of Minutes of April 21, 1994 Meeting | Chair |
| C. Review of Report Writing Videos for Basic Course
Testing/Instruction | Staff |
| D. Report of Subcommittee to Develop Criteria for
Governor's Award for Excellence in Peace Officer
Training | Norm Cleaver |
| E. Review of Commission Meeting Agenda and Advisory
Committee Comments | Staff |
| F. Advisory Committee Member Reports | Members |
| G. Commission Liaison Committee Remarks | Commissioners |
| H. Old and New Business | Members |
| I. Adjournment | Chair |
| J. Next Meeting - November 16, 1994
Waterfront Hilton Hotel, Huntington Beach | |



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

**POST Advisory Committee Meeting
April 20, 1994, 10:00 a.m.
Hotel St. Claire
San Jose, California**

MINUTES

CALL TO ORDER

The meeting was called to order at 10:00 a.m. by Chairman Charles Brobeck.

ROLL CALL OF ADVISORY COMMITTEE MEMBERS

Present: Charles Brobeck, California Police Chiefs' Association
Don Brown, California Organization of Police
and Sheriffs
Charles Byrd, California State Sheriffs' Association
Jay Clark, California Association of Police Training
Officers
Norman Cleaver, California Academy Directors'
Association
Don Forkus, California Peace Officers' Association
Derald Hunt, California Association of Administration
of Justice Educators
Ernest Leach, California Community Colleges
Don Menzmer, California Highway Patrol

Absent:

Marie Danner, Public Member
Joe Flannagan, Peace Officers' Research Association of
California
Cecil Riley, California Specialized Law Enforcement
Judith Valles, Public Member

Commission Advisory Liaison Committee Members Present:

Jody Hall-Esser
Marcel Leduc

POST Staff Present:

Norman C. Boehm, Executive Director
Hal Snow, Assistant Executive Director
John Berner, Standards and Evaluations Bureau
Otto Saltenberger, Training Program Services Bureau
Carol Ramsey, Executive Secretary

ANNOUNCEMENTS

Chairman Brobeck announced that WPOA has recommended that Sergeant Alexia Vital-Moore, Los Angeles County Sheriff's Department, be appointed to fill the unexpired term of Alicia Powers on the POST Advisory Committee. It will be brought before the Commission at tomorrow's meeting.

Chairman Brobeck announced that Marie Danner, Public Member, has resigned her position on the POST Advisory Committee.

Chairman Brobeck announced we will be soliciting names of nominees for members whose terms will expire in September 1994.

APPROVAL OF MINUTES OF JANUARY 26, 1994 MEETING

The minutes of the January 26, 1994 meeting were approved as distributed.

POST REQUIREMENTS FOR INSTRUCTOR TRAINING AND CERTIFICATION

Staff reported the current status on instructor training and certification issues. As part of a report that previously went to the Commission's Long Range Planning Committee, it was pointed out that as a product of the Master Instructor Development Program two additional courses are being developed:

(1) Basic Instructional Skills Development Course and (2) 40-hour Instructional Skills Update Course. To date, the Master Instructor Development Course is in place. The first graduation was held in February 1994. Norm Cleaver supported the concept of instructor and instructional skills development since these are the skills which serve law enforcement well. There was consensus that additional work needs to be done prior to the proposal being presented to the Commission for approval.

STATUS OF P.C. 832 TESTING

Staff gave a report on the status of P.C. 832 testing. AB 1329 has been chaptered into law and authorizes POST to charge fees for certain individuals; i.e., non-peace officers or non-sponsored individuals, who take the P.C. 832 test. However, in response to concerns of CADA, POST came up with a solution, if the Commission agrees, which would preclude the need for POST to charge fees. This solution would be to turn over all test administration responsibilities to the trainers who would administer the written examination. The other change is that POST would not be issuing course completion certificates. If we go this route, it would require a public hearing to change our regulations. Norm Cleaver, on behalf of CADA, expressed appreciation for the compromise that was reached.

REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS

Staff reviewed the April 21, 1994 Commission agenda and responded to questions and discussion of the issues.

On Agenda Item G - Evaluation of Pilot Program to Award Continuing Professional Training (CPT) Credit for Viewing Videotape Recordings of POST Telecourses - Staff gave a brief background on this item.

On Agenda Item J - Proposal for Promoting Training and Implementation of Community-Oriented Policing - Chairman Brobeck asked if there is a liaison between Golden West College and the agency who is bringing these people on board to see if there is some success with these young people who are graduating. He asked if there is some way we can follow up with the recruits that are being hired by these agencies to see if there is a change. Executive Director Boehm commented we do not have a formal survey in mind but we certainly rely on feedback from the agencies.

On Agenda Item M - Report and Recommendation on Establishing Commission Sponsorship of an Annual Governor's Award for Excellence in Peace Officer Training - Chairman Brobeck complimented staff on the production of the award. Upon approval of this agenda item by the Commission, a subcommittee of the POST Advisory Committee will be established to help develop award criteria. Upon direction of Chairman Brobeck, Norm Cleaver will chair this committee which will consist of representatives of training organizations.

ADVISORY COMMITTEE MEMBER REPORTS

California Organization of Police and Sheriffs

Chairman Brobeck reported for Don Brown, who had to leave on an emergency, that COPS is holding their golf tournament in Palm Desert and they are all sold out.

California Association of Police Training Officers

Jay Clark reported the Regional Boards of Directors are meeting today and tomorrow for the semi-annual Board meeting at Embassy Suites, South Lake Tahoe. This location is the site of the CAPTO's 25th anniversary of the Annual Training Manager Update conference to be held October 26-28, 1994.

CAPTO membership is heading to the close of the current training year. The recently concluded rounds of training needs assessments throughout the state were preparatory for the planned training for the coming training year.

CAPTO is supportive of the efforts by POST and other agencies represented on this Committee to attempt to resolve the funding stability for the future of the Peace Officer Training fund and the distribution issues. CAPTO membership has been asked to take the message to their local elected representatives.

California Association of Administration of Justice Educators

Derald Hunt reported that CAAJE is looking forward to its 29th Annual Conference in San Francisco, April 28-30, 1994.

California Peace Officers' Association

Don Forkus reported that Region 8 hosted a workshop last Friday on the Polly Klaas case. The workshop reportedly went very well. A video tape is available if anyone is interested in it from a training standpoint. A copy of the video may be obtained by contacting Margie Smith at CPOA.

CPOA's Annual Conference will be held May 10-13 at the Hyatt Regency in Sacramento.

California Academy Directors' Association

Norm Cleaver reported that CADA will be recognizing a POST staff member with a special award and would like to have the opportunity to present it before the POST Commission. It was suggested that a period of time be set aside during Commission meetings to make this presentation and any future presentations of appreciation. Executive Director Boehm indicated that he would consider the matter.

California Police Chiefs' Association

Chairman Brobeck reported that CPCA's Annual Conference which was held in Monterey in February was very successful.

The CPCA Conference will be held in Sacramento on May 10-13 1994 in conjunction with CPOA. CPCA will meet on May 10 and Executive Director Boehm has been asked to attend as they are very concerned about POST funding. Members of the Board have been working diligently with members of the Assembly and Senate.

Legislative Day, which was hosted by CPCA, CPOA, and the California District Attorney's Association, was very successful. The California State Sheriffs' Association has been invited to join in hosting this event in 1995.

On May 5, 1994, CPCA is having its first annual golf tournament in Southern California.

Chairman Brobeck complimented POST for the participation of a POST staff member who was able to attend some of the meetings, more notably the Training Committee, and was also able to talk with some of the Chiefs. He would like to see this continue since the relationship with POST and the Chiefs is very important.

Chairman Brobeck expressed his compliments on the draft report on Restoring Law Enforcement Training in California.

OLD/NEW BUSINESS

Jay Clark commented that the POST Technology Symposium presented last November was very well received. We need to share this information again with more of our elected representatives to provide them with an opportunity to see, touch, and understand better what it is we are trying to do to enable them to be more understanding and supportive. It was motioned, seconded, and approved that a second Technology Symposium in Sacramento be recommended to the Commission. Chairman Brobeck will carry it tomorrow.

Sheriff Charles Byrd was presented with his POST emblem.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 12:20 p.m.

Carol Ramsey
Executive Secretary

**CALIFORNIA ASSOCIATION OF
POLICE TRAINING OFFICERS**

(C.A.P.T.O.)

**1225 FALLON ST RM 900
OAKLAND, CALIFORNIA 94612
510-272-6327**

March 25, 1994

Dear Sheriff Block,

In our past state board meeting of March 21, 1994, we at CAPTO are proud to once again nominate as our candidate for another term on the POST Advisory Board the name of Jay Clark.

We at CAPTO truly appreciate your continued leadership.

A handwritten signature in black ink, appearing to read 'Arthur L. Garrett', with a long horizontal stroke extending to the right.

**Arthur L. Garrett
Executive Secretary**



Peace Officers Research Association *of California*

April 28, 1994

Sherman Block, Chairman
Commission on Peace Officer
Standards and Training
1601 Alhambra Boulevard
Sacramento, California 95816-7083

Dear Sheriff Block:

I am responding to your correspondence of April 15, 1994, relative to the POST Advisory Committee.

PORAC has long been involved with POST at both the Advisory Committee level as well as the Commission and Executive levels, providing information and opinion relative to the training and standards for California's peace officers.

We have been pleased to have been able to designate Joe Flannagan as our representative to the POST Advisory Committee, and would again designate him for another term as PORAC's representative to the Committee.

If we can be of further assistance to you and/or the Commission, please feel free to contact us.

Sincerely,

SKIP MURPHY
President

cc: PORAC E-Committee



CALIFORNIA ASSOCIATION OF ADMINISTRATION OF JUSTICE EDUCATORS

June 27, 1994

Mr. Hal Snow
Commission on Peace Officer Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Re: CAAJE POST Committee
Nomination

Dear Mr. Snow:

The California Association of Criminal Justice Educators is pleased to renew the nomination of Derald D. Hunt to represent CAAJE on the POST Advisory Committee. His current term is due to expire in September, 1994.

Please excuse the delay in sending this nomination to you. We hope that this nomination will arrive timely so that the commission can act at its July meeting.

Very truly yours,

Marvin G. Engquist
CAAJE President - 1994/95

cc: Derald D. Hunt



California Peace Officers' Association

1455 Response Road, Suite 190, Sacramento, CA 95815
(916) 923-1825 FAX (916) 263-6090

June 20, 1994

BOARD OF DIRECTORS

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- TOM BOSWELL
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- LUCY CARLTON
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Chair, Region VIII
- NADINE DAVANIS
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- TIM GRIMMOND
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- DON HORSLEY
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- ED PECINOVSKY
Lieutenant, San Francisco P.D
- LARRY SCHALLER
Undersheriff, Shasta County
- LYMAN SCHAFFER
Pacific Gas & Electric
- SAM SPIEGEL
Chair, Region VI
- BILL STONICH
Chair, Region I
- • •
- Executive Director*
FRANK PIERINI

Marcel LeDuc, Chair
Commission on Peace Officers Standards and Training
1601 Alhambra Blvd.
Sacramento, CA 95816

Dear Mr. LeDuc:

The California Peace Officers' Association has selected Woody Williams, Deputy Chief, San Bernardino County Sheriff's Department as our representative to the POST Advisory Committee. Chief Williams has been chairman of our Training Services Committee for the past several years and has the unique law enforcement experience of having served as a municipal police chief and now Deputy Chief with a major Sheriff's Department.

Chief Williams will be an active participant and contribute to the POST Advisory Committee and has our Association's full support. He can be reached at:

San Bernardino Co. Sheriff's Dept.
655 East 3rd Street
San Bernardino, CA 92415
(909)387-3760
(909)387-3402 Fax

Should you have any questions regarding this selection or CPOA generally please call me directly at (916)657-7152.

Sincerely,

Maury Hannigan, President

cc: Norman Boehm, Executive Director, POST