

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING AGENDA
July 20, 1995 - 10:00 A.M.
Hyatt Regency Irvine
Salon E
17900 Jamboree Boulevard
Irvine, CA
(714) 975-1234

AGENDA

CALL TO ORDER

FLAG SALUTE

WELCOME TO NEW COMMISSIONER

- o Lester "Rick" TerBorch, Chief of Police,
Arroyo Grande Police Department

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTIONS

RECOGNITION OF ADVISORY COMMITTEE MEMBERS PRESENT

HONORING COMMISSIONER MARCEL L. LEDUC - CHAIRMAN APRIL 1994 TO
APRIL 1995

APPROVAL OF MINUTES

- A.1 Approval of the minutes of the April 20, 1995 regular
Commission meeting at the Holiday Inn On-The-Bay in San
Diego.
- A.2 Approval of the minutes of the May 15, 1995 special
Commission meeting held via telephone conference call.

CONSENT CALENDAR

B.1 Receiving Course Certification Report

Since the April meeting, there have been 57 new
certifications, 82 decertifications, and 57 modifications.

Also, five additional agencies have been certified for telecourse training, and three 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 Entries Into the POST Regular (Reimbursable) Program

The San Francisco County Coroner's Office and the Hawaiian Gardens Police Department have met the Commission's requirements and have 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 Parks Police and the Supreme Court of California Bailiffs have met the Commission's requirements and have 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 From the POST Specialized Program

The Lawrence Berkeley Laboratory Police Department has disbanded and has withdrawn from the program. In approving the Consent Calendar, the Commission takes note it is no longer part of the POST specialized program.

B.6 Approving a Resolution Commending Special Consultant Howard J. "Jim" Holts

In approving the Consent Calendar, your Honorable Commission adopts a Resolution commending Howard J. "Jim" Holts for his outstanding service to POST in completing a feasibility study for establishing regional skill training centers and an implementation plan for acquiring needed technology and facilities. Lieutenant Holts, of the Los Angeles County Sheriff's Department, served as a Special Consultant under the POST Fellowship Program from February 1, 1993 through July 31, 1995.

Basic Course but are not included in Reserve Training Modules A, B, and C. To ensure that students participate in learning activities and take required exercise tests, scenario tests, and physical abilities tests in Module D courses, it is recommended that Module D be certified only to presenters who are certified to deliver the Regular Basic Course and who have access to the POSTRAC Testing System. The tests will cover both instruction received in Module D and related instructional content in reserve Modules A, B, and C.

Subject to the results of the Public Hearing, and if the Commission concurs, the appropriate action would be a MOTION to adopt regulations to implement a reserve training program that will:

1. Add Module D under the Reserve Format as a bridging course for existing Level I reserve officers who have completed Reserve Training Modules A, B, and C and who voluntarily wish to satisfy the Regular Basic Course Training requirement; and
2. Approve a new document, *Training Specifications for Reserve Training Module D - 1995*, as the curriculum for reserve Module D training, subject to regulatory approval by the Office of Administrative Law as to conformance with California rulemaking law.

E. Receiving Testimony on a Proposal to Approve the Basic Course Transition Pilot Program and to Amend the Regulations Accordingly

The Commission currently has 36 certified basic academies which teach the Regular Basic Course of from 664 hours to over 1000 hours in length. The Commission earlier asked for options that might both reduce hours and increase training effectiveness and could be pilot tested side by side with the existing academy formats.

At its April 20, 1995 meeting, the Commission received a report on the concept of an alternative delivery model for the Regular Basic Course identified as the *Transition Program - Pilot Format*. The Commission rescheduled a public hearing in conjunction with the July 20, 1995 meeting on the proposal to change regulations to permit conducting a pilot of the new format.

The Basic Course *Transition Program - Pilot Format* divides the Regular Basic Course curriculum into a preparatory phase of instruction (*Pilot Format - Part 1*) which, in effect, becomes the prerequisite for admission to an application-oriented academy (*Pilot Format - Part 2*). POST minimum

instructional hour requirements are attached to each component. Upon completion of the preparatory training phase, the student must pass a POST comprehensive examination, administered by POST, before admittance into the shorter reconfigured law enforcement academy.

The program is an experimental alternative delivery model for basic training that will provide course presenters with greater flexibility in structuring their programs and improving basic training responsiveness to law enforcement agencies. There are several assumed benefits for the program which the pilot test would verify. Agencies will benefit from an increased pool of pre-trained applicants. Agency training costs will decrease since some students will complete their basic training requirements at their own expense. The reconfigured law enforcement academy is shorter and will result in significant dollar savings. The preparatory basic coursework curriculum will be presented with increased time and emphasis in the colleges.

Subject to the results of the public hearing, and if the Commission concurs, the appropriate action would be a MOTION to approve the Basic Course Transition Program for pilot presentations and amend Commission Procedure D-1 and Regulation 1005 as proposed subject to approval by the Office of Administrative Law as to conformance with California rulemaking law.

F. Receiving Testimony on Proposal to Augment Dispatcher Selection Standards

At its April 20, 1995 meeting, the Commission reviewed proposed amendments to public safety dispatcher selection standards, along with a proposal to implement a statewide testing program to provide local agencies a means of complying with the new standards. The Commission scheduled a public hearing concurrent with its July 20, 1995 meeting to receive testimony on the proposed amendments.

Proposed new Commission Regulation 1018(c)(4) would require that entry-level dispatcher candidates' verbal, reasoning, memory, and perceptual abilities (as defined) be evaluated before hire using a new test battery developed by POST or alternative job-related tests of these abilities. These abilities were identified in a POST-conducted statewide job analysis and subsequent empirical validation study as important for successful performance of dispatcher duties.

An exemption to the new requirements would be granted to individuals who: (1) have completed the Public Safety Dispatchers' Basic Course or have passed the POST Basic Dispatcher Training Equivalency Examination; and (2) have

successfully completed probation during previous employment as a dispatcher. The proposed new standards would not take effect until July 1997, thereby allowing agencies sufficient time to develop alternatives to the POST tests, if they choose to.

The proposed new regulation will require that POST maintain and make available the new POST Dispatcher Test Battery to all eligible agencies in the POST dispatcher program. The estimated annual costs to implement the testing program will be between \$40,000 and \$80,000, depending on the number of agencies using the tests.

During the interim two-year period until the proposed new regulation takes effect, it is proposed that agencies be charged for the use of the POST tests. This proposal is based in part on the Commission's current budget constraints and the fact that use of the tests during the interim period will be voluntary. Such charges would be for actual costs, amounting to approximately \$5.00 per candidate, plus a base charge of \$125 per test administration. An additional charge of approximately \$150 would be levied for test administrations in which POST provides proctoring services. These charges would offset the projected implementation cost. The new test battery is expected to be available for general use within the next few months.

Subject to the results of the public hearing process and if the Commission concurs, the appropriate action would be a MOTION to:

1. Approve the proposed new public safety dispatcher selection standards, subject to regulatory approval by the Office of Administrative Law as to conformance with California rulemaking law; and
2. Approve implementation of a statewide dispatcher testing program as proposed (i.e., with interim charges to test users to recover costs until such time as the new selection standards become effective).

BASIC TRAINING BUREAU

G. Report and Recommendation to Adopt Changes to Regular Basic Course Training Specifications Using the Notice of Proposed Action Process

As part of an ongoing review of the Regular Basic Course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled

workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, legislatively-mandated subject matter, changes in the law, or to improve student testing and evaluation.

The report under this tab proposes modifications to the training specifications for Learning Domain #28 (Traffic Enforcement) and Learning Domain #37 (Persons with Disabilities). The recommended modifications are based on proposed curricula enhancements, changes in testing standards, addition of supporting learning activities, or other editorial improvements.

Changes include:

- o Persons with Disabilities: Addition of instruction to provide the student with the ability to distinguish between a mental disorder, physical disability and developmental disability; and to choose an effective intervention strategy which effectively deals with the physical, emotional, or medical needs of victims, witnesses, or suspects. Instruction is enhanced regarding provisions of state and federal laws relating to persons with disabilities and identification of community resources.
- o Traffic Enforcement: Proposed changes to this domain would provide additional detail and clarity to existing instructional goals and required topics. Proposed modifications also reflect relocation of several minor subtopics to this domain and the replacement of exercise tests with learning activities.

The proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act. It is recommended that the Notice of Proposed Action 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 as to conformance with California rulemaking law.

The appropriate action, if the Commission wishes to make these changes, would be a MOTION to adopt the changes to the Regular Basic Course Learning Domains #28 and #37 as set forth in the report.

STANDARDS AND EVALUATION

H. Report and Recommendation to Adopt Proposed Changes to the Regular Basic Course Performance Objectives

Ongoing review of the Regular Basic Course performance objectives has identified a number of changes that would improve the quality of the domain tests. The proposed changes occur in Learning Domains #10 (Sex Crimes); #11 (Juvenile Law and Procedure); #12 (Controlled Substances); #28 (Traffic Enforcement); and #37 (Persons with Disabilities). The substantive changes are listed below.

- o Domain #10 - Sex Crimes. Delete one knowledge objective. The knowledge requirements of this objective have been incorporated in other objectives.
- o Domain #11 - Juvenile Law and Procedure. Delete one knowledge objective and modify another. The deleted objective requires students to identify the purposes of juvenile law as set forth by the Legislature in Section 202 of the Welfare and Institutions Code. Although these purposes form a suitable backdrop for teaching juvenile law and procedure, knowledge of these purposes is not needed to perform the duties of a patrol officer. The deletion of this objective will have no affect on the *training specifications* and the purposes of juvenile law will continue to be a required instructional topic.
- o Domain #12: Controlled Substances. Add two new knowledge objectives that address the manufacture of controlled substances. One objective requires students to recognize when controlled substances are being produced or manufactured; the other requires students to recognize chemicals that are intended for use in manufacturing a controlled substance.
- o Domain #28: Traffic Enforcement. Add one new knowledge objective that addresses warrantless arrests of drunk driving suspects. Replace four exercise objectives that involve specific tasks (i.e., directing traffic, placing traffic control devices, preparing a storage impound report) with learning activities.

The full text of all proposed changes, and the rationale for each, is provided in the full agenda item report and its attachments. The proposed changes have been endorsed by the academy directors and are consistent with the proposed changes to *Training Specifications for the Regular Basic Course - 1995*, as described in a preceding agenda item.

If the Commission concurs, the appropriate action would be a MOTION to accept the proposed changes to the Regular Basic Course performance objectives to become effective with academy classes beginning on or after October 1, 1995.

I. Report on Completion of Clearinghouse Publication on Worksite Health and Fitness Programs and Recommendation to Distribute the Clearinghouse Publication Upon Final Review by Legal Counsel

In November 1993, the Commission directed staff to prepare a publication on worksite health and fitness programs as part of the establishment of an information clearinghouse on the topic. The document has been prepared and is available for distribution pending a final review by legal counsel. The report under this tab describes the general content of the document and discusses the implications of the findings for future Commission actions.

The clearinghouse publication details the types of fitness programs that are currently in place among agencies in the POST program. It contains reviews of both the published literature on worksite fitness programs and the statute and case law germane to law enforcement fitness programs.

As reported in the clearinghouse publication (among others):

1. Only 22% of agencies have fitness programs - same percentage as ten years ago.
2. There is a shift from mandatory to voluntary programs.
3. Evaluations show mixed results.
4. There have been unanticipated costs due to injuries.
5. Research for private sector programs generally suffer from methodological flaws, making conclusions difficult.
6. There are often short term gains (i.e., reduction in medical care costs, absenteeism, etc.) which dissipate within a year of program inauguration.
7. Suspicion is that over the long pull, those who continue in a program would stay fit even if there were none.
8. Job relatedness issues are identified.

The Commission approved development of the clearinghouse publication with the understanding that the information obtained in preparing the document would also prove useful in determining the merits of Commission-sponsored original

research of fitness programs. Based on what has been learned, it is doubtful that POST-initiated research on voluntary programs would produce results other than those reported in the published literature (i.e., short-term reductions in absenteeism, drop off in participation rates within one year, etc.). Further, the kind of comparative study that would most directly bear on the issue of the relative utility of the three program types (i.e., no program, mandatory program, voluntary program) would be very costly to conduct and would most likely produce equivocal, program-specific results.

A less costly option would be research first suggested by the POST Advisory Committee at the time the Commission approved development of the clearinghouse publication, i.e., to collect follow-up physical abilities and work performance data for a group of approximately 400 who participated as academy cadets in a 1993 POST study. However, such a study would provide limited information about fitness programs per se, and given the unknown uses to which the results would be used, there is reason to question the expenditure of diminishing POST resources for this purpose.

If the Commission concurs, the appropriate action would be a MOTION to approve distribution of the clearinghouse publication (pending final review by legal counsel).

MANAGEMENT COUNSELING

J. Report on Proposed Guidelines for High Speed Vehicle Pursuits and Recommendation to Adopt the Guidelines and Approve the Commentary as a Reference Document for Training

At its April 1995 meeting, the Commission received public comment concerning the proposed guidelines for vehicle pursuits required by Penal Code Section 13519.8 (SB 601, Marks). Following the public comments, the Commission directed revision of the draft guidelines to include:

- o Revising the guidelines to eliminate the use of deadly force topic, but to address the topic in the training that is also required to be developed;
- o Reformatting the guidelines and the accompanying commentary, eliminating the commentary from the guidelines document, and using the commentary as a reference document for training; and
- o Presenting the revised, proposed guidelines for consideration and adoption at the July 20, 1995 meeting.

Since the April meeting, staff has worked with a committee of legal experts and law enforcement representatives to develop proposed revisions to the draft guidelines. The revisions under this tab appear to address all of the concerns expressed in written and oral presentations to the Commission and should be acceptable to law enforcement executives and professional organizations. The Long Range Planning Committee favorably considered the draft guidelines at its June 23 meeting.

Also, at the April meeting, the Commission adopted changes to Commission Regulations 1081 and 1005, to provide training standards on pursuits as required by Penal Code Section 13519.8. Work to develop curricula and the delivery method is progressing, and the commentary originally associated with the guidelines is being reformatted as reference material to support the training.

Due to widespread interest in this subject, individuals may wish to address the Commission. Even though this is not scheduled as a public input item, the Commission has, in the past, accommodated requests from those who wish to address a particular agenda item when circumstances warrant.

If the Commission concurs, the appropriate action would be a MOTION to adopt the guidelines and direct their distribution to local police and sheriffs' departments.

K. Report and Recommendations for an Approach to Increase the Availability of Training to Support Community-Oriented Policing

The report under this tab summarizes the increasing interest in training to support the implementation of community-oriented policing and the Commission's actions to date to provide that training. The report describes three alternative models to deliver increased training and concludes with recommendations for an approach to develop a comprehensive plan to increase the availability of training. The recommendations include:

1. Creating an ad hoc advisory committee to review training needs and delivery models, and to provide recommendations concerning training courses and curricula and delivery approaches;
2. Presenting a management-level orientation telecourse on community-oriented policing;
3. Continuing to seek alternative sources of funding to support community policing training; and

4. Reporting progress and recommendations for training to the Commission at the January 1996 meeting.

The recommendations were favorably considered by the Long Range Planning Committee at its June 23 meeting.

If the Commission concurs, the appropriate action would be, as a first step, a MOTION to approve the directions and authorize creation of the ad hoc committee.

TRAINING PROGRAM SERVICES

- L. Report on the Newly Developed Guidelines for the Development of Law Enforcement Agency Hate Crime Policies and Hate Crime Orientation Training and Recommendation to Authorize Their Distribution

In response to the passage of Assembly Bill 3407 of 1992, which created Penal Code Section 13519.6, POST was tasked with the responsibility to:

1. Develop and implement a hate crimes training curricula for the Regular Basic Course by July 1, 1994; and
2. Develop and distribute guidelines for law enforcement agency responses to hate crimes by December 31, 1993.

A comprehensive hate crimes training package was subsequently developed by the Basic Training Bureau, in cooperation with a Hate Crime Advisory Committee comprised of subject matter experts, instructors, and representatives of hate crime resource organizations. The curricula was approved by the Commission in April 1994 and was prescribed for Basic Course presentations beginning on or after June 1, 1994, slightly ahead of the required implementation date.

The required guidelines for law enforcement agency response to hate crimes was developed concurrently with the curriculum. However, both the California Attorney General's Office and the State Fair Employment and Housing Commission enacted new hate crimes response and reporting protocols which impacted local law enforcement agencies, and in turn, affected the proposed POST guidelines. As a result, the initially developed POST guidelines were revised to ensure their conformance to these changes in law and procedure. The guidelines under this tab are now before the Commission for approval and authorization to distribute.

If the Commission concurs, the appropriate action would be a MOTION to approve and authorize distribution of the proposed guidelines to law enforcement agencies in the POST program.

CENTER FOR LEADERSHIP DEVELOPMENT

M. Status of Management/Executive Training Program Review

At its July 1994 meeting, the Commission authorized two studies on existing programs. One project is focused on the Command College. The second project is focused on Supervisory and Management training. Both studies are nearing completion. While progress reports are normally not agenda items, the significance of this topic makes it prudent that the matter be brought forward for Commission review, comment, and direction as indicated prior to completion.

The Command College study has resulted in preliminary recommendations that will modify the course design and place emphasis on the following areas; leadership, course length, academic affiliations, and final projects. The Supervisory and Management course review has resulted in the development of draft concepts for delivery of supervisory and management training programs. Final reports on both studies will be submitted to the Commission at the November 1995 meeting.

The report under this tab describes progress as well as detailed proposals for change in the Command College. Recommendations on Supervisory/Management Training will be brought to the Commission in November.

TRAINING DELIVERY AND COMPLIANCE

N. Report and Recommendation to Approve the Revised and Updated POST Publication Voluntary K-9 Team Guidelines - 1995

In January 1993, POST published new *Voluntary K-9 Team Guidelines*. These guidelines were developed over a two-year period through a series of meetings and workshops with K-9 handlers, program managers, professional trainers, and attorneys. These guidelines were designed to provide standardized program development and management procedures to be used on a voluntary basis by law enforcement agencies as well as enhance liability protection and promote professionalism for K-9 programs.

In September 1994, an advisory committee was reconvened to review the guidelines after their first year of implementation. Based on input the committee had previously received from agencies and K-9 associations in their regional areas, the Committee analyzed the guideline document and made recommendations for improvement and clarification. Those changes are before the Commission as proposed for incorporation into the POST Voluntary K-9 Team Guidelines.

If the Commission concurs, the appropriate action would be a MOTION to approve the amended POST Voluntary K-9 Team Guidelines.

EXECUTIVE OFFICE

O. Review of Request to Expand Civilian Employee Training to Include Executive Secretaries

At its January 1995 meeting, the Commission heard an appeal from the California Police Chiefs' Association of a denial of course certification for an executive secretary course. The Commission decided to take no action at that time and instructed staff to include this issue in the POST Survey of Chief Executives. Survey findings indicated that law enforcement is split on the issue.

Prior to the April Commission meeting, staff discussed the findings with the Cal Chiefs' Training Committee Chairman. This discussion raised the possibility that an appropriate resolution may be to certify the course as a Plan N/A (no reimbursement). However, this would require a change in Commission policy to allow non-reimbursable certification of a new civilian training topic. This item was discussed at the April Commission meeting but a decision was deferred to this meeting.

If the Commission wishes to grant a non-reimbursable status to Chiefs'/Sheriffs' Executive Secretaries, a MOTION to modify existing policy accordingly would be necessary.

P. Report and Recommendation to Approve an Interagency Agreement with the Department of Water Resources for Microfilming Services

POST annually executes an interagency agreement with the Department of Water Resources (DWR) to microfilm critical POST records that require lengthy retention periods. In the past, this agreement has been about \$9,000 per year. This year, due to increased volume of POST records and increased costs, the agreement has been projected at \$15,000 maximum. This amount, being above the delegated contract authority of the Executive Director, requires Commission review and consideration.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to sign an Interagency Agreement with the Department of Water Resources for microfilming services for Fiscal Year 1995/96 in an amount not to exceed \$15,000.

COMMITTEE REPORTS

Q. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, will report on the Committee meetings held on June 27, 1995 and July 19, 1995.

R. Long Range Planning Committee

Chairman Rutledge, who also chairs the Long Range Planning Committee, will report on the Committee meeting held on June 23, 1995 in Monterey Park.

S. Legislative Review Committee

Commissioner Block, Chairman of the Commission's Legislative Review Committee, will report on the Committee meeting held July 20, 1995 in San Diego.

T. Advisory Committee

Judith Valles, Chair of the POST Advisory Committee, will report on the Committee meeting held July 19, 1995 in San Diego.

OLD/NEW BUSINESS

U. Appointment of Advisory Committee Members

The terms of the following Advisory Committee members are due to expire in September. Each has been recommended for reappointment by their respective constituent organization for a three-year term of office beginning in September 1995:

- o Norman Cleaver, representing California Academy Directors' Association (CADA);
- o Charles Brobeck, representing California Police Chiefs' Association (CPCA); and
- o Don Brown, representing California Organization of Police and Sheriffs (COPS).

Also, the term of Advisory Committee member Cecil Riley will expire in September. Mr. Riley currently fills the position allocated to California Specialized Law Enforcement. The California Union of Safety Employees (CAUSE) nominates its president, Alan Barcelona, for appointment to a three-year term of office beginning in September 1995 to fill the vacancy.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

November 9, 1995 - Hyatt Regency - Irvine
January 18, 1996 - U.S. Grant Hotel - San Diego
April 18, 1996 - Holiday Inn Center Plaza - Fresno
July 20, 1996 - San Diego

COMMISSION MEETING MINUTES
April 20, 1995
Holiday Inn on the Bay
San Diego, CA

The meeting was called to order at 10:05 a.m. by Chairman Leduc.

Commissioner Montenegro led the flag salute.

ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

Commissioners Present:

Marcel Leduc, Chairman
Sherman Block
George Kennedy
Ronald Lowenberg
Daniel E. Lungren, Attorney General
Raquel Montenegro
Manuel Ortega
Lou Silva
Dale Stockton

Commissioners Absent:

Cois Byrd
Collene Campbell
Jody Hall-Esser
Devallis Rutledge

POST Advisory Committee Members Present:

Judith Valles, Chair
Charles Brobeck
Jay Clark
Norm Cleaver
Alexia Vital-Moore

Staff Present:

Norman C. Boehm, Executive Director
Glen Fine, Deputy Executive Director
Hal Snow, Assistant Executive Director
John Berner, Bureau Chief, Standards and Evaluation
Alan Deal, Senior Law Enforcement Consultant, Management
Counseling Bureau
Mike DiMiceli, Bureau Chief, Management Counseling

Everitt Johnson, Bureau Chief, Basic Training Bureau
Dick Reed, Senior Law Enforcement Consultant, Training Delivery
and Compliance Bureau
Ken Whitman, Bureau Chief, Learning Technology Resource Center
Frederick Williams, Bureau Chief, Administrative Services
Vera Roff, Administrative Assistant

Visitor's Roster:

Ray Abbott, Ventura County Sheriff's Department
Stanley Bennett, Fontana Police Department
Don Chance, Cabazon Band of Mission Indians
Steve Cushing, Santa Clara County Sheriff's Department
Guy Eisenbrey, Montclair Police Department
Thomas Evans, San Diego County Sheriff's Department
Diana Field, Ferguson, Praet & Sherman
Gloria Fisher, San Bernardino County Sheriff's Department
Hugh Foster, Golden West College
Sue Freeman, El Dorado County Sheriff's Department
Gordon Graham, California Highway Patrol
Gary Creason, Southwestern College
Tim Grimmond, El Segundo Police Department
Lawrence C. Hamp, El Centro Police Department
Darrell Harness, Private Citizen
Barbara Harrison, San Diego Police Department
Ed Hendry, Orange County Sheriff's Department
John Hernandez, San Bernardino County Sheriff's Department
Julie Hume, Department of Justice
Ted Hunt, Los Angeles Police Protective League
John Jordon, El Centro Police Department
John Leas, San Diego Police Department
Ron Loss, Montclair Police Department
Martin J. Mayer, Mayer, Coble & Palmer
Kevin Mince, California Highway Patrol
Walt Mitchell, San Diego County Chiefs' and Sheriff's Assn.
Ronald Moen, Los Angeles Police Department
Tom Morris, University of California Police Department
Skip Murphy, Peace Officers' Research Association of California
Emilio Paerels, Torrance Police Department
John Plasencia, San Bernardino County Sheriff's Department
Jerry Powell, Los Angeles Police Department
Bruce Praet, Ferguson, Praet & Sherman
George Ramos, Laguna Beach Police Department
I.F. Patino, Rio Hondo College
Larry Roberts, Palomar College
Jonathan Rothman, California Highway Patrol
Vince Scally, Department of Justice
Elizabeth Scherider/Harness, Private Citizen
Ruby Schultz, Department of Public Safety
Laurie Smith, Santa Clara County Sheriff's Department
Ralph Song, San Bernardino County Sheriff's Department
Ben Soto, Cabazon Band of Mission Indians

Sam Spiegel, Corona Police Department
Bill Stearns, Seal Beach Police Department
Ken Thompson, Los Angeles County Safety Police
Mike Tuttle, San Bernardino County Sheriff's Department
Diana Wendell, San Diego Police Department
Merrill Wright, Fresno County Sheriff's Department

A. APPROVAL OF MINUTES

MOTION - Ortega, second - Montenegro, carried unanimously to approve the minutes of the January 12, 1995 regular Commission meeting at the Holiday Inn Capitol Plaza in Sacramento.

CONSENT CALENDAR

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

B.1 Receiving Course Certification Report

B.2 Receiving Financial Report - Third Quarter FY 1995/96

B.3 Receiving Information on New Entries Into the POST Regular (Reimbursement) Program

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

B.5 Receiving Information on New Entries Into the Public Safety Dispatcher Program

INFORMAL HEARING

C. Receiving Comment Relative to the Proposed Guidelines for High Speed Vehicle Pursuits

Staff reported that Penal Code Section 13519.8 requires the Commission to develop guidelines for voluntary use by California law enforcement agencies in reviewing or developing individual departmental policies regarding high speed vehicles pursuits.

At its January meeting, the Commission approved sending the proposed guidelines and accompanying commentary to affected agencies for review and scheduled a period for public comment on the guidelines at the April 20 meeting.

Key issues raised by correspondence from law enforcement agencies are concerns that the guidelines and commentary together increase liability, eliminate agency flexibility, are too lengthy, and exceed legislative mandate.

The purpose of the informal hearing was to receive public comment on the vehicle pursuit guidelines. Those who spoke in opposition to the proposed guidelines in their current format included:

Chief Bill Stearns, Seal Beach Police Department, representing California Police Chiefs' Association and the Orange County Police Chiefs' and Sheriff's Association.

Martin J. Mayer, Counsel of California Police Chiefs' Association

Chief Walt Mitchell, La Mesa Police Department, representing San Diego County Chiefs' and Sheriff's Association.

Kevin Mince, Assistant Chief, California Highway Patrol

Gordon Graham, representing California Highway Patrol

Skip Murphy, President, Peace Officers' Research Association of California

Chief Guy Eisenbrey, Montclair Police Department

Bruce Praet, Attorney and former police officer

Diana Field, State Chair, CPOA Police Legal Advisors' Committee

Lieutenant Emilio Paerels, representing Chief Joe De Ladurantey Torrance Police Department

Lieutenant Sam Spiegel, representing Chief John Cleghorn, Corona Police Department

Jonathan Rothman, General Counsel for California Highway Patrol

George Ramos, Laguna Beach Police Department

Consensus of those who spoke in opposition was in agreement with issues raised in the written opposition. There was also a general consensus thread throughout the testimony that the guidelines and commentary should be separated and that the commentary be incorporated into the training curricula. Those testifying recommended that the Commission defer action until further input can be obtained.

Those who spoke in favor of the guidelines as proposed included:

Elizabeth Scherider, private citizen, and Darrell Harness, private citizen, stated that the guidelines were needed and would help law enforcement obtain respect from the public.

Judith Valles, Chair of the Advisory Committee, reported that the Advisory Committee discussed this at its January 19, 1995 meeting and recommended that the guidelines be adopted, and the commentary be redesigned and incorporated into related training curricula.

Vince Scally, Deputy Attorney General, reported that there should be no legal bar to separating the guidelines from the commentary and still meet the legislative mandate.

After discussion and considering the input received, the following actions were taken:

MOTION - Block, second - Ortega, carried unanimously that the guidelines should follow explicitly those areas that are articulated in the legislation and exclude those not mandated, such as use of force.

MOTION - Lowenberg, second - Ortega, carried unanimously to defer any action until POST can confer with law enforcement executives, legal advisors, and other interested parties, and revise the guidelines and commentary in response to the concerns expressed today. The revised proposed guidelines and commentary should be considered for adoption at the July 20, 1995 meeting.

PUBLIC HEARINGS

The purpose of the public hearing was to receive testimony in regard to proposed amendments to Commission Regulations and Procedures. The hearing was divided into three parts:

- o Part I pertained to adoption of training requirements related to vehicle pursuits.
- o Part II pertained to implementation of Senate Bill 1874 and Level I reserve training standards.
- o Part III pertained to increase of required minimum instructional hours for the POST Regular Basic Course from 460 to 664.

The public hearing was held in compliance with requirements set forth in the Administrative Procedures Act to provide public input on the proposed regulatory actions.

PART I OF THE PUBLIC HEARING

D. Receiving Testimony on the Proposal to Adopt the Training Requirements Related to Vehicle Pursuits

Penal Code Section 13519.8 (SB 601, Marks), effective January 1, 1994, requires the Commission to prepare "...courses of instruction...for law enforcement officers...in the handling of high-speed vehicle pursuits..."

The law requires that instruction related to vehicle pursuits be included in the Basic Course and that supplemental training be provided to "All law enforcement officers who have received their basic training before January 1, 1995..." The law defines law enforcement officers, for the purpose of this instruction, as those officers employed by a local police or sheriff's department and the California Highway Patrol.

The Executive Director presented a summarization of written commentary received from the following:

Sheriff Brad Gates, Orange County Sheriff's Department, wrote that he would like the Commission to consider producing two videos for the supplemental training. His letter listed several advantages to this method of presentation.

After a summary of written commentary, the Chairman invited oral testimony from those in opposition. No one expressed an interest to testify.

The Chairman then invited oral testimony from those in favor.

Jerry Powell, representing the Los Angeles Police Department, requested that large agencies be allowed sufficient time for all officers to obtain the training. He expressed support for the telecourse concept.

There being no further testimony, Part I of the public hearing was closed.

In accordance with the California Code of Regulations, the Executive Director summarized responses to concerns expressed.

The response to Sheriff Brad Gate's recommendation for POST to produce two videos of the supplemental training on high-speed vehicle pursuits follows:

The delivery format for the supplemental training is not something that is addressed in the proposed regulations; therefore, the Commission is not requested to consider it at this hearing. As a side note, though, video delivery is being actively considered.

The response to Jerry Powell is that adjustments will be made to allow agencies enough time to meet the requirements. The telecourse format should allow the agencies to get this done in an expeditious manner.

There being no further testimony, Part I of the public hearing was closed.

The Advisory Committee reviewed the proposal at its meeting on April 19, 1995, and recommended approval of the proposed changes.

After discussion, the following action was taken:

MOTION - Block, second - Montenegro, carried unanimously to approve the recommended changes to Procedure D-1 and Regulations 1005 and 1081, effective July 15, 1995, subject to approval by the Office of Administrative Law as to conformance with California rulemaking law.

PART II OF THE PUBLIC HEARING

E. Receiving Testimony on Proposed Implementation of Senate Bill 1874 and Level I Reserve Training Standards

Senate Bill 1874 (Ayala), effective January 1, 1995, amended Penal Code Section 832.6. The amendments have a significant impact upon Level I reserve officer training requirements. Amendments to Commission Regulations 1005, 1006, 1007, and 1008 and Commission Procedures D-11, D-13, H-1, and H-3 include:

1. Change the training requirement for non-designated Level I reserves appointed after 1-1-97 to the Regular Basic Course.
2. Provide a process and conditions for agencies to request an approved exemption of the Regular Basic Course training requirement for their limited, non-designated Level I reserves.
3. Establish training requirements for limited, non-designated Level I reserves.

4. Specify that all Level I reserves shall satisfy the same Continued Professional Training requirements as are now required for regular and specialized officers.
5. Extend the granting of course completion time extensions to reserves.
6. Extend "waivers of attendance for the basic training requirement" to Level I reserves and require Level I reserves to requalify their basic training requirement if there is a three-year-or-longer break in service. Provide that for purposes of Regulation 1008, service for a Level I reserve will be considered only for a Level I reserve who serves an average monthly minimum of 16 hours.
7. Define "limited, non-designated Level I reserve."
8. Eliminate redundant language, and propose other technical, non-substantive changes.

The Executive Director presented a summarization of written commentary received from the following:

Alicia Powers, Chief of Police, Hercules Police Department, wrote that she believes the proposed changes will seriously impair law enforcement's ability to recruit and retain Level I reserves. Chief Powers believes that those willing to invest the time to attend a Basic Course, do so with the objective of becoming a full-time regular peace officer. This becomes a lost investment to the agency when the reserve program is used as a stepping stone to a regular position.

She also believes that the 24-hour CPT requirement will be a significant hardship for reserves who also have regular jobs. To lessen the hardship, Chief Powers recommends that the Commission consider altering the 50% limit on telecourse training. By removing the limitation for reserves, it would enable agencies to provide the required 24 hours during regular evening meetings.

Alex Smith, Reserve Captain, Contra Costa County Sheriff's Department, wrote recommending a change to the proposed text in Commission Procedure H-3-3. In the section specifying minimum hour requirements, he suggested adding language that clarifies that the regulation applies to limited, non-designated Level I reserves after January 1, 1997.

Charles Byrd, Sheriff-Coroner, Siskiyou County Sheriff's Department, wrote that if the current proposal is adopted, the agency's current Level I reserves would not be able to work by themselves performing general law enforcement duties without a POST certificate of completion (for basic training). He recommended that the Commission forego any changes to the current requirements, or at the very least, add provisions for "grandfathering."

After a summary of written commentary, the Chairman invited oral testimony from those in opposition.

Sue Freeman, Commander, El Dorado County Sheriff's Department, Reserve Force, stated that information concerning this issue was not received by her until the day before the hearing which did not allow enough time to prepare her remarks.

Commander Freeman spoke in opposition due to the lack of facilities in many counties to provide the basic training, as well as the cost of obtaining training. She stated she had several reserve officers who are basic POST trained and wanted to know how the three-year rule would affect them.

The Chairman then invited oral testimony from those in favor.

James Lombardi, Reserve Officer with the City of Los Angeles, and President of California Reserve Peace Officers' Association (CRPOA), stated that CRPOA sponsored this legislation. Although it may cause a hardship for reserves, CRPOA thought it important that levels of training be the same for regular and reserve officers because of the liability issues involved.

There being no further testimony, Part II of the public hearing was closed.

In accordance with the California Code of Regulations, the Executive Director summarized responses to concerns expressed:

The response to Chief Alicia Powers' concern over the proposed amendment to require the Basic Course as the minimum training requirement is as follows:

POST is proposing regulation changes to implement Penal Code Section 832.6(a)(1)(A). The law does not provide any latitude to lessen this requirement.

The response to Chief Powers' recommendation to alter the 50% limit on telecourses for reserves is as follows:

This recommendation is not directly related to the proposed amendments and cannot be considered at this time. The Commission may wish to consider this at a future meeting.

The response to Contra Costa County Reserve Captain Alex Smith's recommendation to amend language in Commission Procedure H-3-3 for purposes of clarity follows:

We agree with the proposed recommendation. Commission Procedure H-3-3 has been amended and now reads: Limited, non-designated Level I reserve with exemption after January 1, 1997. This is a technical change that does not change the requirements in this regulation.

The response to Siskiyou County Sheriff Byrd's concern that current reserves would be required to possess the Basic Certificate if proposed regulation amendments were adopted, is as follows:

There was a mis-communication to his staff relating to the proposed regulation changes. Actually, the basic training requirement has not changed for non-designated Level I officers appointed on or prior to January 1, 1997. Based on what is currently proposed, there is no need for "grandfathering" provisions. This misconception has been clarified with Sheriff Byrd who expressed satisfaction with the explanation.

The response to Commander Sue Freeman's concern over the proposed amendment to require the Basic Course as the minimum training requirement is the same as the response to Chief Powers. As was pointed out, another issue is that of equal training for equal work. Levels II and III will still require less training.

Information had been sent to all departments as required by law, and it was unfortunate that the material had not been forwarded to the Reserve Force office in a more timely manner.

The response to Commander Freeman concerning the three-year requalification rule, is that if Level I reserves work 16 hours per month, the rule would not apply.

After discussion, the following action was taken:

MOTION - Block, second - Silva, carried unanimously to adopt the proposed amendments to Commission regulations and procedures pertaining to Level I reserve officers, effective July 1, 1995 subject to approval by the Office of Administrative Law as to conformance with California rulemaking law.

PART III OF THE PUBLIC HEARING

F. Receiving Testimony on Proposal to Increase the Required Minimum Instructional Hours for the POST Regular Basic Course From 560 to 664

Minimum hours for the Regular Basic Course were last modified by the Commission in April of 1989. At that time, Regular Basic Course hours were increased from 520 to 560. Since 1989, a significant number of peace officer training mandates have been promulgated by the Legislature which have impacted the Regular Basic Course instruction. Additionally, a variety of other topics have been added to the Basic Course by the Commission in response to training needs.

The Executive Director presented a summarization of written commentary received from the following:

Alex C. Smith, Reserve Captain, Contra Costa Co. Sheriff's Department, wrote to "strongly oppose" any increase to the Basic Course that is not mandated by the State Legislature.

James C. Lombardi, President, California Reserve Peace Officers' Association (CRPOA), wrote to state that the CRPOA Board of Directors has taken a position to oppose the proposed increase in Basic Course hours. CRPOA believes that the increase is very untimely and needs more study. He cites three reasons the increase is untimely: (1) POST is conducting a study that will require academy applicants to possess college credits in criminal justice with the thought of reducing basic academy time; (2) POST may mandate a Field Training Program to determine if it would improve entry-level training and/or reduce the length of the Basic Course; and (3) due to SB 1874, the Basic Course will probably change dramatically.

He also stated that increasing the academy time by 104 hours and from nine months to twelve months will have a definite negative impact.

After a summary of written commentary, the Chairman invited oral testimony from those present.

James C. Lombardi, President, California Reserve Peace Officers' Association (CRPOA), spoke in opposition to the increase in hours for the reasons stated above.

John Desmond, Los Angeles Police Department, Reserve Academy, opposes the proposal for the same reasons stated by Mr. Lombardi. He also stated his concern for the amount of time it would take for a reserve to get the necessary training. If agencies start losing reserves' participation due to the investment of time required for the additional hours of training, the impact would be critical, particularly on smaller agencies. He stated that time would be better spent on in-service continuing professional education. He is in favor of 24 hours of mandated training and thinks that is the direction which would improve the quality of reserves.

There being no further testimony, Part III of the public hearing was closed.

In accordance with the California Code of Regulations, the Executive Director summarized responses to concerns expressed:

The response to Contra Costa County Reserve Captain Alex Smith's letter which opposes the proposal before us, is as follows:

There have been a significant number of legislative training mandates and other additions to the curriculum since minimum hours were last adjusted in April of 1989. The proposed increase is supported by a comprehensive time analysis to meet the instructional goals of the Regular Basic Course. The academy directors, who support this proposal have concluded that the Basic Course required topics, learning activities, and tests cannot be adequately covered in 560 hours. The majority of academies are currently presenting over 560 hours of instruction.

The response to CRPOA President James Lombardi's letter and his oral presentation which opposes the proposal before us, is as follows:

The three points made, relative to the untimeliness of the proposal, are in error, i.e., POST is not

conducting a study to require academy applicants to possess college credit (rather, the Commission will later in this agenda consider allowing some of the cognitive learning domains of the Basic Course to be taught in the community college justice programs as a pilot). POST is not conducting a study that will mandate field training, and the Regular Basic Course is not being changed dramatically as a result of SB 1874 s implementation.

The response to Mr. Lombardi's opposition with respect to the increase of 104 hours for the Basic Course, is as follows:

There have been a significant number of legislative training mandates and other additions to the curriculum since minimum hours were last adjusted in April of 1989. The proposed increase is supported by a comprehensive time analysis to meet the instructional goals of the Regular Basic Course. The academy directors, who support this proposal have concluded that the Basic Course required topics, learning activities, and tests cannot be adequately covered in 560 hours. The majority of academies are currently presenting over 560 hours of instruction.

The response to John Desmond, Los Angeles Police Department, concerning the time required by reserves to obtain training is as follows:

Although that is a technical question and not within the purview of the hearing, over a period of time the Commission has adjusted Basic Course hours to meet the needs of regular law enforcement officers. Since the last adjustment in 1989, needs have been demonstrated to require an additional 104 hours. The requirement on Level I reserves is driven by that.

After discussion, the following action was taken:

MOTION - Silva, second - Ortega, carried unanimously, to increase the required minimum hours of the Regular Basic Course to 664 hours, effective July 1, 1995, subject to approval by the Office of Administrative Law as to conformance with California rulemaking law.

BASIC TRAINING BUREAU

G. Report on Proposal to Adjust Reimbursement Levels for the Regular Basic Course, the Marshals' Basic Course, and the District Attorney Investigators' Basic Course

Following approval by the Commission of the previous item, it was proposed to increase reimbursable hours for the Basic Course to 664 hours, increase the Marshals' Basic Course from 486 to 590 hours, and the District Attorney Investigators' Basic Course from 462 to 566 hours.

The potential fiscal impact to the Regular Basic Course is estimated at \$512,000 annually. Reimbursement adjustments for Marshals' and District Attorney Investigators' Basic Courses are not expected to create a significant financial impact.

MOTION - Block, second - Montenegro, carried unanimously to:

1. Establish the maximum number of reimbursable hours for the Regular Basic Course as 664 hours, effective July 1, 1995.
2. Approve increasing the maximum reimbursement to 566 hours for the District Attorney Investigators' Basic Course, and to 590 hours for the Marshals' Basic Course.

H. Scheduling a Public Hearing on July 20, 1995 on the Proposal to Approve the Basic Course Transition Pilot Program and to Amend the Regulations Accordingly

The proposed program will test an alternative approach to delivering law enforcement basic course training. The *Basic Course Transition Program* separates knowledge-oriented instruction from the Regular Basic Course curriculum into a preparatory phase of instruction as part of a community college degree program. Students graduating from these programs would take a state comprehensive exam. Those who pass the exam are screened to then attend a shorter, reconfigured Basic Course.

The proposed program is to test an alternative delivery model for basic training. Input from an ad hoc committee has helped draft this proposal. There is great interest on the part of academy directors and law enforcement executives. A number of academies have already volunteered to conduct pilot offerings. The reconfigured law enforcement academy is shorter and will result in significant dollar savings. Colleges can take longer than POST's

minimums in the preparatory basic coursework curriculum, fostering deeper understanding of subject materials.

MOTION - Lowenberg, second - Montenegro, carried unanimously to schedule a public hearing for July 20, 1995 to receive comments on the proposed regulation changes which would effectuate the Basic Course Transition Pilot Program.

I. Report and Recommendation to Adopt Changes to Regular Basic Course Training Specifications Using the Notice of Proposed Action 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.

Proposed changes include:

- o Addition of topics to Learning Domain #5 (Introduction to Criminal Law) which specifically identify the concepts of the California criminal justice system to be included in instruction and a new topic to require instruction on a new law regarding the attempt to commit a crime.
- o Rename Learning Domain #6 (Crimes Against Property) "Property Crimes."
- o Move two topics regarding civil rights from Learning Domain #7 (Crimes Against Persons) to Learning Domain #15 (Laws of Arrest).
- o Add instruction to Learning Domain #8 (General Criminal Statutes) on a new law regarding peeping in bathrooms.

The proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act. It is recommended that the Notice of Proposed Action 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 (OAL) as to conformance with California rulemaking law.

MOTION - Montenegro, second - Lowenberg, carried unanimously to adopt the proposed changes to the Regular Basic Course Training Specifications, effective July 1, 1995 or upon OAL approval as noted.

J. Scheduling a Public Hearing on July 20, 1995 on the Proposal to Add a Module D to the Reserve Training Modules and approve a new document, Training Specifications for Reserve Training Module D.

Senate Bill 1874, effective January 1, 1995, requires POST to develop an optional bridging or supplemental course for existing Level I reserve officers who have completed Reserve Training Modules A, B, C, totaling 222 hours and who wish to satisfy the Basic Course requirement (a proposed minimum of 664 hours). POST is also required to ensure there is no unnecessary redundancy of training.

A bridging course can effectively be created by adding a Module D to the existing reserve training system. Module D would permit existing Level I's to satisfy the Regular Basic course training requirement. The existing training requirement for non-designated Level I's is completion of Reserve Training Modules A, B, & C which totals 222 hours. The minimum required hours for the Module D course is proposed to be 442 hours. Modules A, B, C, and D, if completed together, total 664 hours, the equivalent of the Basic Course.

A new document, *Training Specifications for Reserve Module D*, would specify the content, topics, and minimum hourly requirements of the course. The specifications include the topics, learning activities, and tests required for the Regular Basic Course, but not included in Reserve Training Modules A, B, & C. To ensure that students participate in learning activities and take required exercise tests, scenario tests, and physical abilities tests in Module D courses, it is recommended that Module D be certified only to presenters who are certified to deliver the Regular Basic Course. It was also proposed that a comprehensive exam be administered for addressing all cognitive aspects of the Basic Course (using POSTRAC).

MOTION - Ortega, second - Silva, schedule a public hearing for the July 20, 1995 meeting to consider adopting regulations to implement a reserve training program that would: (1) Add Module D as a bridge course for existing Level I officers who have completed Reserve Training Modules A, B, & C and who wish to satisfy the Basic Course training requirement; and (2) Adopt a new document, *Training Specifications for Reserve Training Module D*, as the curriculum for reserve Module D training.

STANDARDS AND EVALUATION

K. Approval to Adopt Proposed Changes to the Regular Basic Course Performance Objectives

Ongoing review of the Regular Basic Course performance objectives has identified a number of changes that would improve the quality of the domain tests. The proposed changes occur in learning domains #5 (Introduction to Criminal Law), #6 (Property Crimes), #7 (Crimes Against Persons), #8 (General Criminal Statutes), and #41 (Hazardous Materials Awareness), and are as follows:

Domain 5: Introduction to Criminal Law - Delete one knowledge objective and replace it with a new knowledge objective.

Domain 6: Property Crimes - Modify seven knowledge objectives to require that students also recognize when a specific property crime has been attempted, but not completed. Modify two other knowledge objectives by adding penal code sections.

Domain 7: Crimes Against Persons - Modify six knowledge objectives to require that students also recognize when a specific crime against a person has been attempted, but not completed. Move two other knowledge objectives to Domain 15, Laws of Arrest.

Domain 8: General Criminal Statutes - Delete one knowledge objective that will be addressed in Domains 5, 6, and 7 as a result of proposed changes to these domains. Modify one other knowledge objective by adding a penal code section.

Domain 41: Hazardous Materials Awareness - Delete two knowledge objectives for which we have been unable to write acceptable test questions. Delete one other knowledge objective which requires the student to use the *Emergency Response Guidebook* and replace it with four new knowledge objectives which would require students to more thoroughly demonstrate how to extract information from the *Guidebook*. Delete one exercise objective and replace it with a required learning activity.

MOTION - Silva, second - Block, carried unanimously to accept the proposed changes to the Regular Basic Course performance objectives to become effective with academy classes beginning on or after July 1, 1995.

L. Scheduling a Public Hearing on July 20, 1995 on the Proposal to Modify Public Safety Dispatcher Selection Standards Incorporating Testing

Staff reported that a job-related entry-level dispatcher selection test has been developed, as well as proposed language for a new Commission regulation, which would require that all public safety dispatcher candidates possess the abilities measured by the test (i.e., verbal ability, reasoning ability, memory ability, and perceptual ability). Individuals who have completed the Public Safety Dispatcher Basic Course and have successfully completed probation during previous employment would be exempt from the new requirements.

As proposed, the new regulation would require POST to maintain and make available the new test battery to interested agencies at an estimated annual cost of between \$40,000 and \$80,000. An effective date of July 1997 is recommended for the new regulation to allow agencies to conduct the research necessary to develop alternative job-related tests. Prior to this date, agencies would be charged to use the POST test battery. The charges would be to recover costs, and would be roughly \$5 per candidate, plus a base charge of \$125 per test administration. The test battery would be available for general use by September of this year.

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

1. Schedule a public hearing for July 20, 1995 to receive comment on the proposed new selection standards for public safety dispatchers; and
2. Approve implementation of a statewide dispatcher testing program as proposed (i.e., with interim charges to test users to recover costs, until such time as the new standards become effective), subject to the results of the public hearing.

TRAINING PROGRAM SERVICES

M. Report and Recommendation for a \$30,000 Augmentation to the CSU San Diego Contract to Cover the Cost of Extra Television/Video Work

In January, the Commission scheduled a technology symposium to include a report to the Legislature titled *Partnerships for a Safer California*. The scheduled symposium was cancelled due to a variety of compelling reasons. Subsequently, a short video was developed to highlight and

accompany the AB 492 report.

Funds for the completion of *Partnerships for a Safer California* came from the original telecourse/video production contract with KPBS-TV studios which was approved in April 1994. A contract amendment of \$30,000 will replenish the amount needed for the Commission's telecourse/video work for this fiscal year.

Due to lack of a quorum, this item was deferred for action until a special Commission meeting via telephone conference call on May 15, 1995.

MANAGEMENT COUNSELING

N. Report of Peace Officer Feasibility Study for the California Museum of Science and Industry, Department of Public Safety, and Recommendation to Submit the Report to the California Museum of Science and Industry and to the Legislature

Penal Code Sections 13540-42 require persons interested in being designated as peace officers to seek a feasibility study from POST. POST conducts such studies pursuant to contracts for recovery of costs. Completed studies are submitted to both the Legislature and the requesting party.

Rudy Schultz, Chief, Department of Public Safety, California Museum of Science and Industry (CMSI), requested a study concerning the designation of 25 Museum security officer positions in the Department of Public Safety as peace officers.

The report concludes that the work of the non-peace officer Museum security officers includes few duties and responsibilities that require peace officer authority. The report recommends those positions not be designated as peace officers. The report also recommends the Museum administration security officer positions be provided with limited peace officer powers described in Penal Code Section 830.11.

MOTION - Lowenberg, second - Ortega, carried unanimously to submit the completed feasibility study report, including recommendations, to the California Museum of Science and Industry and the Legislature.

O. Report of the Peace Officer Feasibility Study for the Cabazon Band of Mission Indians, Public Safety Department,

and Recommendation to Submit the Report to the Cabazon Band of Mission Indians and to the Legislature.

Penal Code Sections 13540-42 require persons interested in being designated as peace officers to seek a feasibility study from POST. POST conducts such studies pursuant to contracts for recovery of costs. Completed studies are submitted to both the Legislature and the requesting party.

Paul Hare, Chief of Public Safety, Cabazon Band of Mission Indians, requested a study concerning the designation as peace officers of 23 positions in the Cabazon Tribal Police Department.

The study concludes that the work of the non-peace officer Cabazon Tribal officers does not require peace officer authority. The report recommends those officer positions not be designated as peace officers.

MOTION - Lowenberg, second - Silva, carried unanimously to submit the completed feasibility study report, including recommendations, to the Legislature and the Cabazon Band of Mission Indians.

LEARNING TECHNOLOGY RESOURCE CENTER

P. Report on Alternative Plans for Symposium on Technology and Training

Alternative plans are being developed to accomplish some of the goals of the recently cancelled symposium. A short video presenting highlights of the AB 492 report has been produced and distributed to law enforcement chief executives and members of the Legislature. Additional alternatives include:

- o Provide members of the Legislature in key oversight committee and leadership positions with opportunities to visit one of the training sights to view trainees using the various systems.
- o Educate legislators about the Commission and what it does for the law enforcement community.
- o Work with CPCA, CSSA, and CPOA to identify chief executives who will meet with legislators and provide ongoing information and interaction on critical issues that impact law enforcement.
- o Invite legislators, along with sponsoring law enforcement leaders, to visit POST for a tour and briefing on various programs and services.

The Long Range Planning Committee reviewed the staff report at its March 6, 1995 meeting and recommended Commission approval.

MOTION - Montenegro, second - Ortega, carried unanimously to approve the staff recommendations.

Q. Request of a Marketing Agreement with Time Warner Interactive for Use of POST Driver Simulator Scenarios

The Commission has been working with Time Warner Interactive (TWI) on evaluation of the driving simulators at three fixed sites in California. The Commission has authorized and paid for the ongoing development of a series of driving scenarios that are being used at the three pilot sites, at the West Covina Police Department site, and by the Association of Bay Area Governments (ABAG) mobile training unit.

It was proposed that POST enter into a non-exclusive marketing agreement with TWI to license a package of driving scenarios that would be bundled into the instructor workstation sold to each simulator site. TWI proposes that a package of instructional materials priced at \$2500 be included with any system that is sold outside of California. The \$2500 would allow each simulator site to have the instructor manual and specific driving scenarios already loaded onto the system(s) when they are delivered. All of the \$2500 license fee for each site would come to POST. The package would be installed free into any POST-participating site established in the future.

TWI has projected sales at approximately 25 sites during the current year. Depending on sales, this would potentially provide the Commission approximately \$62,500. It would also provide TWI with a quality instructional package that can be bundled into the systems delivered and provide national exposure for POST-developed and tested scenarios.

Action on this item was deferred for action until a special Commission meeting via telephone conference call on May 15, 1995.

EXECUTIVE OFFICE

R. Report on Findings of Field Survey

As directed by the Commission, a survey was conducted of chief executives and training managers from POST-reimbursable agencies. Survey questionnaires were mailed to a total of 546 agencies. The overall response rate was 54.6% for chief executives and 52.0% for training managers.

The results indicate that POST programs are generally viewed favorably. All but four programs received an average importance rating of "3" or higher, with "3" representing "important" on the rating scale. Those programs considered most important relate to the Commission's responsibilities for establishing selection and training standards. For the most part, those programs rated least important are relatively new (e.g., agency accreditation, Labor/Management Institute, Master Instructor Program). Among the specific training programs rated, the Supervisory Leadership Institute and POST telecourses received the highest ratings.

The written comments generally reflected the ratings. The comments for the Command College were perhaps the most diverse. Many were of a very positive nature, but a considerable number made reference to need for change in the program, and a comparable number stated that the program is too expensive and/or benefits too few people. There were also a notable number of expressions of the need to improve the quality of the courses developed for interactive multi-media training (a program which also received many favorable comments). Approximately two-thirds of the comments for the lowest rated program, agency accreditation, suggested that the program is not necessary and/or should not be implemented unless additional funds become available. The study of officers killed and assaulted is viewed by many as a duplication of work being done by the FBI and others, and a number of respondents questioned the wisdom of Commission involvement in the Labor/Management Institute.

With respect to the downturn in POST funding, the majority of respondents indicated that it has had some impact on the frequency and availability of training for their officers, although a sizable number also reported that they have yet to experience much impact. Maintenance of the current system of reimbursing for travel, per diem, and tuition is perceived as being essential. With regard to reimbursement for the training of civilians, a clear majority of respondents believe this program should be continued, but there was an approximately 50-50 split with regard to whether the program should be expanded to include other civilian job classes. Ideas for generating additional revenues centered on either working with others to restore the lost POTF funding or seeking other revenue sources.

In total, the survey results should prove useful in guiding future Commission policy directions. The results also point out the need for improved communications.

MOTION - Lowenberg, second - Montenegro, carried unanimously to approve distribution of the report to survey respondents, provide copies to the CPOA/CSSA/CPCA Task Force, and

incorporate findings as stakeholder input in future strategic planning, and seek to clarify some program misunderstandings evidenced in the survey results.

S. Proposal to Expand Civilian Employee Training to Include Executive Secretaries

At its January 1995 meeting, the Commission heard an appeal from the California Police Chiefs' Association of a denial of course certification for an Executive Secretary Course. Certification had been denied because of long standing Commission policy that precludes certification of courses for civilian employees except in certain specified categories.

This item was deferred until the July 20, 1995 Commission meeting.

T. Proposal to Approve Contract for Consulting Services for Development of a Strategic Plan for POST

Considering a number of factors, it appears timely to develop a more formal strategic plan for POST. Though Commission actions throughout the years certainly reflect strategic thinking, a formal plan may serve to assemble widespread understanding and support through participation as the Commission describes future direction for its programs and services.

Action on this item was deferred for action until a special Commission meeting via telephone conference call on May 15, 1995.

COMMITTEE REPORTS

U. Finance Committee

Commissioner Ortega, Chairman of the Finance committee, reported that the Committee met on April 19, 1995 in San Diego. In addition to matters already addressed on the agenda, the Committee discussed the following items:

Financial Report - FY Third Quarter 1995/96

Staff reported that there has been a slight increase in reimbursed trainees and a corresponding increase in reimbursement through the third quarter, as compared to this time last year. Revenue has lagged by some \$1.2 million behind what was projected. However, because of uncommitted allocated training contract funds, current projections are that we will end the fiscal year with a balance between revenue and expenditures.

FY 1995/96 Governor's Budget

The FY 1995-96 Governor's Budget has not been signed. The budget has been heard in the Senate and is scheduled to be heard in the Assembly on April 25, 1995. Proposed spending authority is \$35.136 million, a \$1.598 million increase over the 33.538 appropriation for FY 94/95.

Marketing Agreement for POST Interactive Multimedia Courseware

The Committee recommends that consideration be given to SWL for the marketing rights to the POST Alcohol/Drugs IVD courseware.

Since July 1994, the Commission has been seeking a single vendor to market all of POST's IVD courseware. SWL, currently under contract to develop POST's IVD courseware on Alcohol and Other Drugs, is the only qualified bidder for marketing rights. SWL has proposed to aggressively market all POST training courseware over an initial three-year marketing agreement.

After discussion, the Committee proposed that the Executive Director be authorized to enter into a marketing agreement with SWL with the following specific terms and discussion.

- a. Agreement to be for the Alcohol and Other Drugs courseware only;
- b. Royalty to be paid to POST on all sales of courseware at 7% of gross sales per unit;
- c. SWL allowed to sell 25 components of Alcohol and Other Drugs courseware royalty free;
- d. Initial agreement to be for a two-year period; and
- e. SWL deliver an acceptable course to POST for marketing.
- f. 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 is annually reported to the Commission, showing the purpose of each and the money encumbered. On January 12, 1995, the Commission directed the Executive Director to negotiate the following contracts and agreements for the FY 1995/1996. The Committee reviewed the report

of these contracts and agreements and recommends approval.

Proposed Training, Standards, and Administrative Contracts for Fiscal Year 1995/96

Training Contracts

1. Contracts for the Management Course \$ 308,649
are 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 \$ 537,629
Training Center for support of
Executive Training (e.g., Command
College, Executive Seminars, and
Executive Development Course)
3. A contract with CSU Long Beach for \$ 473,320
support of the Supervisory Leadership
Institute
4. An Interagency Agreement with \$1,024,803
Department of Justice Training Center
for local law enforcement training
5. A contract for San Diego State \$ 60,000
University or other units of the
California State University System
for production of 12 satellite
video broadcasts
6. Contracts with Alameda County District \$ 52,000
Attorney's Office and Golden West
College for Case Law Update Video
Production
7. Interagency Agreement with San Diego \$ 530,000
State University for production of 12
telecourse programs
8. Contract with San Diego Regional \$ 90,513
Training Center for Master
Instructor Program

- | | | |
|-----|---|-------------|
| 9. | Contract with one or more vendors for the core course for the Robert Presley Institute for Criminal Investigation | \$ 300,000 |
| 10. | Contract with San Diego Regional Training Center to coordinate three Instructors' Update Workshops and six course evaluation meetings for the Robert Presley Institute for Criminal Investigation | \$ 46,000 |
| 11. | Contracts with various vendors for training of over 3,748 students in Basic Narcotics, Basic Motorcycle, and Basic Academy Driver Training Courses | \$1,657,876 |

Standards Contracts

- | | | |
|-----|---|-----------|
| 12. | An Interagency Agreement with Cooperative Personnel Services - Basic Course Proficiency Exam | \$ 45,000 |
| 13. | An Interagency Agreement with Cooperative Personnel Services - Entry-Level Reading and Writing Test Battery | \$ 94,000 |
| 14. | An Interagency Agreement with the Cooperative Personnel Services - P.C. 832 Written Examination | \$ 39,100 |

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 | \$ 65,000 |
| 17. | Contract with Computer Associates, Inc. for Ingres maintenance | \$ 12,800 |
| 18. | An Interagency Agreement with the Health and Welfare Data Center - CALSTARS Contract | \$ 25,000 |

This was favorably discussed by Commissioners present. Action was deferred until a special Commission meeting via telephone conference call on May 15, 1995.

V. Long Range Planning Committee

Chairman Leduc reported on the results of the Long Range Planning Committee meeting in Los Angeles on March 6, 1995. In addition to items previously addressed on the agenda, the Committee discussed:

o Possible Distance Learning Bachelor's Degree Program

The Executive Director briefed the Committee on a state university (Chico State) proposal to commence a distance learning bachelor's degree program. The program would be directed to California's law enforcement officers who could receive the programs at their agency via the POST satellite system.

There was consensus that the matter be pursued by sponsoring a meeting with law enforcement officials, to verify interest and feasibility with the understanding that POST would have no future financial involvement.

The Committee also raised a concern regarding FLSA requirements if off duty officers were viewing educational programs at department facilities. (POST's attorney has subsequently advised that such activities are permissible under the FLSA).

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

W. Legislative Review Committee

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

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

1. AB 26 (Willard Murray) - Peace Officer Disqualification for Felony Conviction in Another State. This bill would require POST to review peace officer applicants with a felony conviction in another state that is not a felony in California.
Position: Oppose

2. AB 52 (Johnson) - Verification of Sheriffs' Qualifications. This bill would require district attorneys, judges, and sheriffs to present documentation of the minimum qualifications at time of filing.
Position: Neutral
3. SB 132 (Watson) - Mandatory Domestic Violence Training. This bill would require law enforcement officers as defined to complete domestic violence training of unspecified length as determined by POST every two years.
Position: Neutral
4. AB 176 (Bowler) - Custodial Officers Required Tear Gas Training. This bill would require custodial officers who work jails to complete chemical agent training if they purchase, possess, transport, or use tear gas weapons.
Position: Neutral
5. AB 574 (Villaraigosa) - Safety Police Officers and Park Rangers of Los Angeles County. This bill would require POST to develop selection and training standards for this group and to reimburse for their training.
Position: Neutral
6. AB 854 (Hoge) - State Department of Insurance. This bill would extend peace officer status to the Insurance Commissioner and reclassify the Chief of the Fraudulent Claims of the Department of Insurance and designated investigators from Penal Code Section 830.3 to 830.2.
Position: Neutral
7. AB 858 (Isenberg) - Fines and Penalty Assessments. This bill would revise state and local penalty assessments and remove penalty assessment revenue for certain Vehicle Code violations going to the State Penalty Assessment Fund.
Position: Neutral
8. SB 932 (Polanco) - Law Enforcement Apprenticeship Program. This bill would establish the Law Enforcement Apprenticeship Program within the Office of Criminal Justice Planning.
Position: Neutral

9. SB 1008 (Costa) - Custodial Officers of Fresno County. This bill would provide peace officer status to custodial officers of Fresno County supervised by the Sheriff.
Position: Oppose
10. AB 1061 (Caldera) - Reduction of Penalty Assessments. This bill would reduce penalty assessments on criminal and traffic fines and abolish POST's special fund status.
Position: Oppose
11. SB 1134 (Hayden) - Health Facilities. This bill requires: (1) POST to develop guidelines and a course of training on responding to and enforcement of state and federal laws governing access and security of health care facilities and hospitals; and (2) the Basic Course to include adequate instruction relating to clinic violence.
Position: Neutral
12. SB 1204 (Hughes) - Peace Officers: California Museum of Science and Industry. This bill would authorize its executive director to appoint other peace officers.
Position: Oppose

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

X. Advisory Committee

Committee Chair Judith Valles reported on the results of the Committee meeting held April 19, 1995 in San Diego. In addition to items already addressed on the agenda, Chair Valles reported that the Committee met in March to review the first year's Governor's Award for Excellence in Peace Officer Training. The following recommendations were made:

- o Provide press coverage, including press releases developed by POST for distribution to the news services from the award recipients' area.
- o Extend invitations to the awards ceremony to state legislators who represent award recipients' area.
- o Hold awards ceremony at the annual CPOA conference which would facilitate the Governor personally presenting the awards.

- o Provide recipients an opportunity to make a statement following presentation of each award.
- o Continue to photograph and videotape award ceremony for presentation of copies to recipients.

There was consensus to accept the recommendations of the Advisory Committee.

OLD/NEW BUSINESS

Y. Report on Certificate Revocation Concerns of Labor Groups

Chairman Leduc reported that a meeting was held on March 10, 1995 in Irvine in a renewed effort to reach agreement with labor organizations on mutually acceptable directions on the certificate revocation issue.

The meeting led to a consensus action plan with the following elements:

- o POST suspend implementation of certificate regulation until Labor-Management Task Force makes its final recommendations to the POST Commission.
- o Create Labor-Management Task Force to address tasks enumerated below:
 - Composition: Labor, management, public, city/county agencies, Advisory Committee members, academia, POST Commissioner(s)
 - Selection Process: Members appointed by POST Advisory Committee, approved by Labor-Management Forum
 - Report Process: Task Force report submitted to POST Advisory Committee and Labor-Management Forum before action by POST Commission
 - Tasks:
 1. Create an interim hearing process which includes local involvement to handle any "felony misdemeanor" cases that occur prior to implementation of revised regulation (first priority).
 2. Design a survey process to gather opinions from the field about certificate issues such as licensing, revocation procedures, professional standards, "moral turpitude" criteria, POST's

role, local role, regulator parameters, management role, labor role, etc.

3. Make recommendations for changes in POST regulations and/or legislation proposals dealing with POST certificate criteria and procedures (including revocation).

It was recommended that the POST Advisory Committee Chair be asked to initiate the process by scheduling discussion of the Task Force members. Advisory Committee Chair Valles accepted the assignment on behalf of the Advisory Committee.

MOTION - Ortega, second - Montenegro, carried unanimously to approve the recommendations as outlined.

Z. Appointment of Advisory Committee Member

Chairman Leduc announced that the California Highway Patrol (CHP) has submitted the name of Chief Keith Miller to fill the unexpired term of Chief Donald Menzmer, who has been transferred to the CHP Northern Division office in Redding. The appointment will expire in September 1996.

MOTION - Lowenberg, second - Block, carried unanimously to accept the appointment of Keith Miller as a member of the Advisory Committee.

AA. Report of Nominating Committee for Election of Officers

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

MOTION - Lowenberg, second - Block, carried unanimously to approve the recommendations of the Nominating Committee.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

July 20, 1995 - Hyatt Regency - Irvine
November 9, 1995 - Hyatt Regency - Irvine
January 18, 1996 - San Diego
April 18, 1996 - Fresno/Bakersfield area

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING MINUTES
May 15, 1995
Telephone Conference Call
Originating from POST Headquarters
Sacramento, CA

The meeting was called to order at 2:04 p.m. by Chairman Rutledge. The Chairman reported that the teleconference meeting was to conduct business before the Commission at its April 20, 1995 meeting, in view of their being no quorum at one point in the meeting.

Public notice was given of the teleconference meeting and the public was invited to attend. No public members were present.

ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

Commissioners Present:

Devallis Rutledge, Chairman
Cois Byrd
Collene Campbell
George Kennedy
Jody Hall-Esser
Ronald Lowenberg
Bud Hawkins, representing
Daniel E. Lungren, Attorney General
Raquel Montenegro
Manuel Ortega
Lou Silva
Dale Stockton

Commissioners Absent:

Sherman Block

(The minutes note that Commissioner Block was available and standing by, but due to a numbering error was not connected to the conference call.)

Marcel Leduc - (Due to vacation)

Staff Present:

Norman C. Boehm, Executive Director
Vera Roff, Administrative Assistant

A. Report of Nominating Committee for Election of Officers

MOTION - Campbell, second - Hall-Esser, carried by ROLL CALL VOTE to approve the Nominating Committee's recommendation and elect Devallis Rutledge to serve as Chairman and Manuel Ortega as Vice Chairman. (Abstain: Rutledge; Ortega)

B. Approval to Adopt Changes to Regular Basic Course Training Specifications Using the Notice of Proposed Action 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.

The report under this tab proposes modifications to the training specifications for five learning domains. The recommended modifications are based on proposed curricula enhancements, changes to domain titles, or other editorial improvements.

Significant proposed changes include:

- o Addition of topics to Learning Domain #5 (Introduction to Criminal Law) which specifically identify the concepts of the California criminal justice system to be included in instruction and a new topic to require instruction on a new law regarding the attempt to commit a crime.
- o Rename Learning Domain #6 (Crimes Against Property) "Property Crimes."
- o Move two topics regarding civil rights from Learning Domain #7 (Crimes Against Persons) to Learning Domain #15 (Laws of Arrest).
- o Add instruction to Learning Domain #8 (General Criminal Statutes) on a new law regarding peeping in bathrooms.

All recommended changes have been reviewed and supported by members of the Basic Course Consortium.

The proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act. It is recommended that the Notice of Proposed Action 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 (OAL) as to conformance with California rulemaking law.

MOTION - Ortega, second - Montenegro, carried unanimously by ROLL CALL VOTE to adopt the proposed changes to the Regular Basic Course Training Specifications, effective July 1, 1995 or upon OAL approval as noted.

- C. Approval Granted to Submit the Peace Officer Feasibility Study Report for the California Museum of Science and Industry, Department of Public Safety, to the Legislature, as Required by Penal Code Sections 13540-42

The report concludes that the work of the non-peace officer Museum security officers includes few duties and responsibilities that require peace officer authority. The report recommends those positions not be designated as peace officers. The report also recommends the Museum administration security officer positions be provided with limited peace officer powers described in Penal Code Section 830.11.

MOTION - Lowenberg, second - Ortega, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to submit the report to the California Museum of Science and the Legislature.

- D. Approval Granted to Submit the Peace Officer Feasibility Study Report for the Cabazon Band of Mission Indians, Public Safety Department, to the Legislature, as Required by Penal Code Sections 13540-42

The study concludes that the work of the non-peace officer Cabazon Tribal officers does not require peace officer authority. The report recommends those officer positions not be designated as peace officers.

MOTION - Montenegro, second - Silva, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to submit the report to the Cabazon Band of Mission Indians and to the Legislature.

- E. Approval of a \$30,000 Augmentation to the CSU San Diego Contract to Cover the Cost of Extra Telecourse/Video Work

MOTION - Montenegro, second - Ortega, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign a contract amendment with CSU San Diego in the amount of \$30,000 for additional telecourse/video work.

F. Authorization Granted for a Marketing Agreement with Time Warner Interactive for Use of POST Driver Simulator Scenarios

MOTION - Montenegro, second - Ortega, carried by ROLL CALL VOTE to authorize the Executive Director to enter into a non-exclusive marketing agreement with Time Warner Interactive for the purposes of marketing POST-developed driver training scenarios outside the State of California. (Abstain: Byrd)

G. Report and Recommendation to Contract for Consulting Services for Development of a Strategic Plan for POST

It was proposed that the Commission contract with Carrera Consulting for provision of consulting services to assist with development of a strategic plan for POST. Carrera Consulting is one of eight firms on the State's Master Services Agreement for strategic planning services. The company has facilitated development of strategic plans for several public sector agencies.

Services of the firm would principally focus on the following:

- o Analysis of stakeholders;
- o Identification of external and internal factors that will affect POST's future;
- o Facilitating development of strategic issues and goals;
- o Facilitating implementation of the strategic plan; and
- o Otherwise providing consulting services throughout the development of the strategic plan.

MOTION - Byrd, second - Silva, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into a contract with Carrera Consulting in an amount not to exceed \$35,000 for consulting services to develop and implement a strategic plan for POST.

H. Marketing Agreement with SWL, Inc.

At the April 20, 1995 Commission meeting, the following occurred:

Commissioner Ortega, Finance Committee Chairman, reported the Committee met on April 19, 1995 and recommends that consideration be given to SWL for the marketing rights to the POST Alcohol/Drugs IVD courseware.

Since July 1994, the Commission has been seeking a single vendor to market all of POST's IVD courseware. SWL, currently under contract to develop POST's IVD courseware on

Alcohol and Other Drugs, is the only qualified bidder for marketing rights. SWL has proposed to aggressively market all POST training courseware over an initial three-year marketing agreement.

The Committee proposed that the Executive Director be authorized to enter into a marketing agreement with SWL with the following specific terms:

1. Agreement to be for the Alcohol and Other Drugs courseware only;
2. Royalty to be paid to POST on all sales of courseware at 7% of gross sales per unit;
3. SWL allowed to sell 25 components of Alcohol and Other Drugs courseware royalty free;
4. Initial agreement to be for a two-year period; and
5. Agreement conditional on SWL's delivery of an acceptable course to POST for marketing.

MOTION - Lowenberg - second, Hall-Esser, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into a contract with SWL as described.

I. Proposed Contracts for FY 1995/96

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 in a lesser amount. The total number of reoccurring contracts and interagency agreements are annually reported to the Commission, showing the purpose of each and the money encumbered. On January 12, 1995, the Commission directed the Executive Director to negotiate the contracts and agreements for the FY 1995/1996. The Finance Committee has reviewed the report of these contracts and agreements and recommends the approval of the following:

Training Contracts

1. Contracts for the Management Course \$ 308,649
are 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) \$ 537,629
3. A contract with CSU Long Beach for support of the Supervisory Leadership Institute \$ 473,320
4. An Interagency Agreement with Department of Justice Training Center for local law enforcement training \$1,024,803
5. A contract for San Diego State University or other units of the California State University System for production of 12 satellite video broadcasts \$ 60,000
6. Contracts with Alameda County District Attorney's Office and Golden West College for Case Law Update Video Production \$ 52,000
7. Interagency Agreement with San Diego State University for production of 12 telecourse programs \$ 530,000
8. Contract with San Diego Regional Training Center for Master Instructor Program \$ 78,839
9. Contract with one or more vendors for the core course for the Robert Presley Institute for Criminal Investigation \$ 300,000
10. Contract with San Diego Regional Training Center to coordinate three Instructors' Update Workshops and six course evaluation meetings for the Robert Presley Institute for Criminal Investigation \$ 46,000
11. Contracts with various vendors for training of over 3,748 students in Basic Narcotics, Basic Motorcycle, and Basic Academy Driver Training courses \$1,657,876

Standards Contracts

- | | | |
|-----|---|-----------|
| 12. | An Interagency Agreement with Cooperative Personnel Services - Basic Course Proficiency Exam | \$ 45,000 |
| 13. | An Interagency Agreement with Cooperative Personnel Services - Entry-Level Reading and Writing Test Battery | \$ 94,000 |
| 14. | An Interagency Agreement with the Cooperative Personnel Services - P.C. 832 Written Examination | \$ 39,100 |

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 | \$ 65,000 |
| 17. | Contract with Computer Associates, Inc. for Ingress maintenance | \$ 12,800 |
| 18. | An Interagency Agreement with the Health and Welfare Data Center - CALSTARS Contract | \$ 25,000 |

MOTION - Byrd, second - Montenegro, carried by ROLL CALL VOTE to authorize the Executive Director to sign the contracts on behalf of the Commission. (Abstain: Lowenberg #2; Rutledge #6).

J. Request to Augment 1994/95 Fiscal Year Contract for Administration of POST Entry-Level Reading and Writing Tests.

The Commission provides the POST reading and writing tests to agencies in the reimbursable program at no cost. POST contracts with Cooperative Personnel Services for printing, distribution, retrieval and storage of the test materials. The current fiscal year contract is for \$78,880.30, and assumes a total of 25,000 test candidates. Since January 1 there has been a dramatic increase in testing volume. If this trend continues in May and June the total candidate count for the fiscal year will be approximately 34,000. In order to accommodate the increased testing volume it will be necessary to augment the current contract by \$15,000.

MOTION - Silva, second - Lowenberg - carried unanimously by
ROLL CALL VOTE to increase the current fiscal year contract
with Cooperative Personnel Services for administration of the
POST reading and writing tests by an amount not to exceed
\$15,000.

ADJOURNMENT - 2:32 p.m.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Course Certification/Decertification Report		Meeting Date July 20, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Rachel S. Fuentes
Executive Director Approval <i>Manuel Belen</i>	Date of Approval	Date of Report June 30, 1995
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 checked="" 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 20, 1995 Commission meeting:

CERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1.	Driver Training - Simulator	West Covina P.D.	Technical	IV	\$38,544
2.	Hazardous Material Incident Commanders	C.S.T.I.	Technical	III	10,214
3.	Supervisory	Ventura CJTC	Supv. Trng.	IV	6,000
4.	Firearms-Long Rifle Instructor	Sacramento S.D.	Technical	IV	6,240
5.	Court Security	Santa Clara S.D.	Technical	IV	1,440
6.	Emergency Planning	Rio Hondo RTC	Technical	IV	8,640
7.	Firearms/Tactical Handgun	San Francisco P.D. Academy	Technical	IV	10,000
8.	Skills & Knowledge Modular Training	Santa Clara Co.	Technical	IV	-0-
9.	Plain Clothes Officer Safety	Sacramento PSC	Technical	IV	10,800
10.	Training Conference	Mill Valley P.D.	Technical	N/A	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
11.	Gang Awareness Upd.	Modesto P.D.	Technical	IV	\$ 5,280
12.	Training Conference	State Center RTF	Technical	N/A	-0-
13.	Training Conference	I.R.S.	Technical	N/A	-0-
14.	Military Support To Civil Authorities	Nat'l. I/A Counter Drug Institute	Technical	IV	16,000
15.	Drug Abuse Recognition - Intro.	Calif. Narc. Ofcr. Assn. (CNOA)	Technical	N/A	-0-
16.	Defensive Tactics Instructor Update	Sacramento PSC	Technical	IV	4,492
17.	Firearms Instructor Update	Sacramento PSC	Technical	IV	11,232
18.	Baton Instructor Update	Sacramento PSC	Technical	IV	4,492
19.	Arson/Explosives Inv.	State Fire Marshal	Technical	III	31,725
20.	Skills & Knowledge Modular Training	Alameda Co. S.D.	Technical	IV	1,600
21.	Skills & Knowledge Modular Training	Tuolumne Co. S.D.	Technical	IV	520
22.	Skills & Knowledge Modular Training	Pleasanton P.D.	Technical	IV	-0-
23.	Skills & Knowledge Modular Training	West Hills College	Technical	IV	2,952
24.	Skills & Knowledge Modular Training	Turlock P.D.	Technical	IV	240
25.	Fingerprint-Latent Dev. Techniques	FBI, San Francisco	Technical	IV	13,500
26.	Skills & Knowledge Modular Training	San Mateo P.D.	Technical	IV	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
27.	TBW	Royleen A. White	TBW	III	\$ 5,489
28.	TBW	Lucinda Freeman	TBW	III	5,489
29.	Arrest & Firearms (P.C. 832)	Taft College	P.C. 832	IV	-0-
30.	Peer Counseling Unit Supv./Mgr.	Hayward P.D.	Technical	IV	460
31.	Training Conference	CPOA	Technical	N/A	-0-
32.	Courtroom Testimony	Yuba College	Technical	IV	1,500
33.	Radar Operator/ Stationary	Milpitas P.D.	Technical	IV	-0-
34.	Narcotics Undercover Operations - Update	CNOA	Technical	N/A	-0-
35.	Firearms - Tactical Rifle	Kern Co. S.D.	Technical	IV	600
36.	Dispatcher Orientation	Shasta College	Technical	IV	320
37.	Communications Trng. Officer	San Jose P.D.	Technical	IV	-0-
38.	Traffic Control, Update Intensive	Cerritos College	Technical	IV	2,400
39.	Traffic Control - Extended	Cerritos College	Technical	N/A	-0-
40.	TBW	Armand E. R. Mulder, Ph.D.	TBW	III	5,489
41.	Tactical Critical Incident	Monterey Peninsula Col.	Mgmt. Trng.	IV	28,125
42.	Search Warrant	San Francisco P.D.	Technical	IV	3,840

CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
43. Traumatic Incident Assistance Team	Redwood City PD	Mgmt. Trng.	N/A	-0-
44. Gang Awareness Upd.	West Hills College	Technical	IV	1,560
45. Arrest & Firearms (P.C. 832)	San Joaquin Valley College, Inc.	P.C. 832	N/A	-0-
46. Supervisory Update	Richmond P.D.	Supv. Trng	IV	400
47. Skills & Knowledge Modular Training	Reedley P.D.	Technical	IV	3,200
48. Skills & Knowledge Modular Training	Milpitas P.D.	Technical	IV	-0-
49. Skills & Knowledge Modular Training	West Covina P.D.	Technical	IV	8,500
50. Skills & Knowledge Modular Training	Downey P.D.	Technical	IV	-0-
51. Officer Involved Shooting, Inv.	CHP, So. Div.	Technical	IV	768
52. Peer Counseling Upd.	CSU, Long Beach	Technical	III	14,120
53. Field Training Officer Update	Ventura P.D.	Technical	IV	6,720
54. Sexual Harassment Update	South Gate P.D.	Technical	IV	-0-
55. Computer Systems Update, L.E.	Kern Co. S.D.	Technical	IV	4,800
56. Instructor Development	San Francisco Academy	P.D. Technical	IV	-0-
57. Traffic Collision Inv. (Basic)	Orange Co. S.D.	Technical	IV	5,550

CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
58.-103.	45 additional IVD courses certified as of 6-30-95. To date 106 IVD certified presenters have been certified and 151 IVD courses certified.			
104.- 105.	2 additional Proposition 115 Hearsay Evidence Testimony Course Presenters have been certified as of 6-30-95. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 285 presenters of Proposition 115 have been certified.			
106.-437.	331 additional Telecourses certified as of 6-30-95. To date, 330 Telecourse presenters have been certified.			

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Motorcycle Trng.	San Mateo P.D.	Technical	IV
2.	Reserve Training Module A,B,C	Napa Valley Col.	Reserve Trng.	N/A
3.	Traffic Collision Inv.	Napa Valley Col.	Technical	IV
4.	Missing Persons/ Runaways	Napa Valley Col.	Technical	IV
5.	Tactical Comm.	Napa Valley Col.	Technical	IV
6.	Skills & Knowledge Modular Training	CYA	Technical	IV
7.	Skills & Knowledge Modular Training	Calif. Joint Powers Risk Mgmt Authority	Technical	IV
8.	Skills & Knowledge Modular Training	Contra Costa Co. Municipal Risk Mgt. Insurance Authority	Technical	IV
9.	Supervisory Update	Los Medanos Col.	Supv. Trng.	IV
10.	Reserve Coordinator	Los Medanos Col.	Technical	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
11.	Reserve Coordinator Seminar	Los Medanos Col.	Mgmt. Trng.	IV
12.	Dispatcher, Public Safety-Extended	Los Medanos Col.	P.S. Dispatcher	N/A
13.	Cultural Awareness. & Organiz. Eff.	San Bernardino Co. S.D.	Technical	IV
14.	Spanish for L.E.	Sacramento. P.D.	Technical	N/A
15.	Advanced Officer	Calif. State Police	AO	IV
16.	Supervisory Update	Calif. State Police	Supv. Trng.	IV
17.	Missing Persons/ Runaways	Calif. State Police	Technical	IV
18.	Specialized Inv. Basic	Sacramento PSC	Spec. Basic Inv.	IV
19.	Reserve Training, Module B	Sacramento PSC	Reserve Training	N/A
20.	Reserve Training, Module C	Sacramento PSC	Reserve Training	N/A
21.	Arrest & Firearms (P.C. 832.)	Butte Center	P.C. 832	IV
22.	Officer Safety Update	Butte Center	Technical	III
23.	Supervision, Employee Assist.	Natl Council on Alcoholism	Supv. Trng.	III
24.	Photography, Basic	FBI, San Diego	Technical	IV
25.	Reserve Training, Module A,B,C	Southwestern Col.	Reserve Training	N/A
26.	Special Weapons & Tactics	Shasta College	Technical	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
27.	Field Evid. Technician	Redwoods Center	Technical	IV
28.	Field Evid. Technician, Adv.	Redwoods Center	Technical	IV
29.	Missing Persons/ Runaways	Redwoods Center	Technical	IV
30.	Field Training Officer	Redwoods Center	Technical	IV
31.	Tactical Comm. Instructor	Santa Rosa Center	Technical	IV
32.	Supv. Field Training Officer	Santa Rosa Center	Supv. Trng.	IV
33.	Police Supv. & Mis- conduct	Calif. Public Management Inst.	Supv. Trng.	III
34.	Recruitment Techs. & Methods	Calif. Public Management Inst.	Technical	III
35.	Radar Operator	College of the Siskiyou	Technical	IV
36.	Traffic Collision Inv.	El Camino College	Technical	IV
37.	Video Workshop, Make a Training Film	CSU, San Jose	Technical	III
38.	Defensive Tactics Instructor	Sunnyvale DPS	Technical	IV
39.	Field Training Officer	Allan Hancock College	Technical	IV
40.	Critical Incident Resp. Update	Allan Hancock College	Technical	IV
41.	Civil Process	Allan Hancock College	Technical	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
42.	Advanced Officer	Allan Hancock College	AO	IV
43.	Records	Allan Hancock College	Technical	IV
44.	Driving Under Influence - DUI	Allan Hancock College	Technical	IV
45.	Field Training Officer	Kern Co. S.D.	Technical	IV
46.	DUI Detection-Field Sobriety	Kern Co. S.D.	Technical	IV
47.	Advanced Officer	Kern Co. S.D.	AO	IV
48.	Motivation and Leadership	Los Angeles P.D.	Supv. Trng.	N/A
49.	Bomb Technician Upd.	Los Angeles P.D.	Technical	IV
50.	First Aid/CPR Inst.	Santa Barbara S.D.	Technical	IV
51.	Dive Rescue, Adv.	Santa Barbara City College	Technical	IV
52.	Reserve Training, Module C	Santa Barbara City College	Reserve Training	N/A
53.	Advanced Officer	Santa Barbara City College	AO	IV
55.	Officer Update II	San Jose P.D.	Technical	IV
56.	Workers Comp/ADA/ Injury Prev.	San Jose P.D.	Supv. Trng.	IV
57.	Advanced Officer	San Jose P.D.	AO	IV
58.	Leading a Major Proj.	San Jose P.D.	Mgmt. Trng.	IV
59.	Video Workshop, EFP, Level I	Sony Institute	Technical	III



DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
60.	Video Workshop, EFP, Level II	Sony Institute	Technical	III
61.	Missing Persons/Runaways	Ventura Co. CJTC	Technical	IV
62.	Arson Investigation IA	Tuolumne Co. DA	Technical	IV
63.	Arson Investigation 1B	Tuolumne Co. DA	Technical	IV
64.	Fingerprint, Adv Latent	Modesto CJTC	Technical	IV
65.	Firearms - Intermediate	Modesto CJTC	Technical	IV
66.	Livestock Theft/Rural Investigation	Tulare-Kings Co. Peace Ofcr Trng. Academy	Technical	IV
67.	Orientation to Deafness	Perfection, Inc.	Technical	III
68.	IVD-Driver Training	Kern Co. Coroner	Technical	N/A
	69-82 Telecourses	Kern Co. Coroner	Technical	N/A

TOTAL CERTIFIED	<u>57</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>03</u>
TOTAL TELECOURSES CERTIFIED	<u>331</u>
TOTAL IVD COURSES CERTIFIED	<u>45</u>
TOTAL DECERTIFIED	<u>82</u>
TOTAL MODIFICATIONS	<u>57</u>

1,391 Skills & Knowledge Modules certified as of 6-30-95
 151 IVD Courses as of 6-30-95
 1,486 Other Courses certified as of 6-30-95

654 certified presenters

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title		Meeting Date
Financial Report - Fourth Quarter 1994-95		July 20, 1995
Bureau	Reviewed By	Researched By
Administrative Services Bureau	 Frederick E. Williams	Staff
Executive Director Approval	Date of Approval	Date of Report
	7-12-95	July 12, 1995
Purpose:		Financial Impact:
<input type="checkbox"/> Decision Requested	<input checked="" type="checkbox"/> Information Only	<input type="checkbox"/> Yes (See Analysis for details)
<input type="checkbox"/> Status Report		<input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p>This report provides financial information relative to the local assistance budget through June 30, 1995. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1994-5 budget to California cities, counties and districts.</p> <p><u>COMPARISON OF REVENUE BY MONTH</u> - This report, shown as Attachment 1A, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through June 30, 1995, we received \$30,375,000. The total is \$1,509,000 less than originally anticipated (see Attachment 1B) and is \$399,854 (1%) less than received for the same period last fiscal year.</p> <p><u>NUMBER OF REIMBURSED TRAINEES BY CATEGORY</u> - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 47,619 trainees reimbursed through the fourth quarter represents an increase of 1,961 compared to the 45,658 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)</p> <p><u>REIMBURSEMENT BY COURSE CATEGORY</u> - These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursements for courses (excluding salary and training aids technology) through the fourth quarter of \$14,441,832 represent a \$1,358,114 (10%) increase compared to last fiscal year. A small amount of residual reimbursement for previous year's salary and training aids technology (i.e. satellite antennas and IVD hardware) brings the total FY 94-5 reimbursement to \$14,459,419. (See Attachments 3A and 3B.)</p> <p><u>END OF YEAR REVIEW</u> - FY 1994/95 ended with revenue for the 12 month period of approximately \$30.4 million. This compares to \$30.8 million in revenue for the prior year. Revenues remain low; while training reimbursement expenditures are rising. A deficit was avoided due to a \$1.45 million augmentation approved by the Governor and the legislature, and through the achieving of savings in training contracts and in POST's general administrative costs.</p>		

File: 9495REV

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1993-94 AND 1994-95

1993-94

1994-95

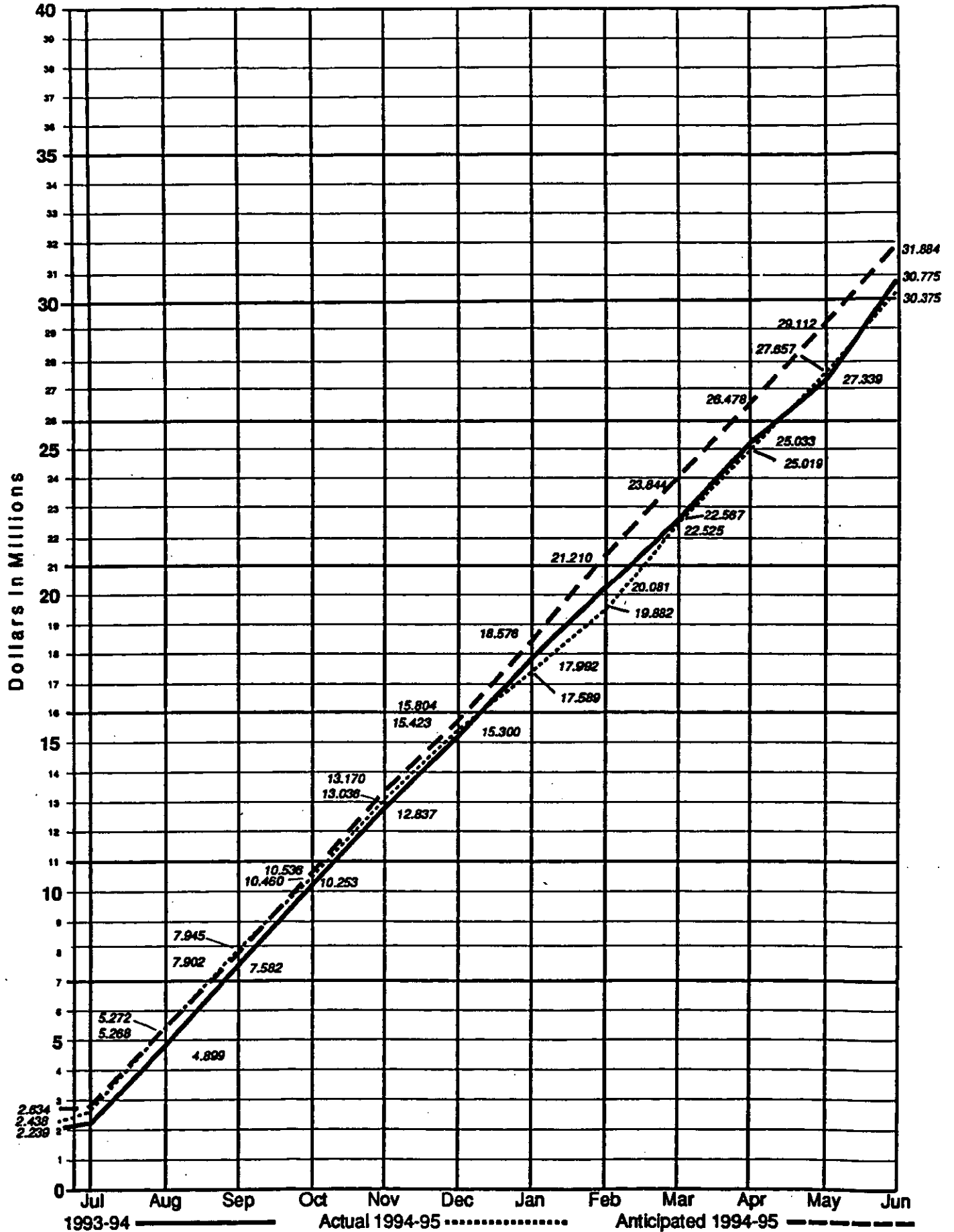
MO	PENALTY ASSESMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND						
JUL.	2,239,254		2,239,254	2,634,000	2,435,532	2,592		2,438,124	92.56%	2,438,124	92.56%
AUG	2,659,494		4,898,748	5,268,000	2,829,120	4,678		2,833,798	107.59%	5,271,922	100.07%
SEP	2,679,980	3,565	7,582,293	7,902,000	2,866,819	6,558		2,873,377	101.49%	7,945,299	100.55%
OCT	2,670,736		10,253,029	10,536,000	2,488,567	27,102		2,515,669	95.51%	10,460,968	99.29%
NOV	2,559,159	24,366	12,836,554	13,170,000	2,550,039	25,449		2,575,488	97.78%	13,036,456	98.99%
DEC	2,454,936	8,595	15,300,085	15,804,000	2,375,259	12,174		2,387,433	90.64%	15,423,889	97.59%
JAN	2,660,390	31,787	17,992,262	18,576,000	1,952,219	212,516		2,164,735	78.09%	17,588,624	94.68%
FEB	2,014,175	74,772	20,081,209	21,210,000	2,267,572	25,589		2,293,161	87.06%	19,881,785	93.74%
MAR	2,421,259	22,851	22,525,319	23,844,000	2,635,857	49,711		2,685,568	101.96%	22,567,353	94.65%
APR	2,493,236	14,001	25,032,556	26,478,000	2,438,613	13,444		2,452,057	93.09%	25,019,410	94.49%
MAY	2,216,512	89,476	27,338,544	29,112,000	2,609,646	27,795		2,637,441	100.13%	27,656,851	95.00%
JUN	3,389,329	46,981	30,774,854	31,884,000	2,496,727	221,422 *		2,718,149	98.06%	30,375,000	95.27%
TOT.	30,458,460	316,394	30,774,854	31,884,000	29,745,970	629,030		30,375,000	95.27%	30,375,000	95.27%

* - Includes a projection for interest income of \$162,138

** - Includes \$224,215 from coroner permit fees (per Ch 990/90)

Comparison of Revenue by Month

Fiscal Years 1993-94 and 1994-95



COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

JUNE 1995

COURSE	1993-94			1994-95		
	Actual Total For Year	Actual July-June	% of Total	Projected Total For Year	Actual July-June	% of Projection
Basic Course	695	695	100%	3,000	1,773	59%
Dispatchers - Basic	294	294	100%	304	334	110%
Advanced Officer Course	3,802	3,802	100%	10,000	3,791	38%
Supervisory Course (Mandated)	511	511	100%	625	490	78%
Management Course (Mandated)	174	174	100%	161	283	176%
Executive Development Course	480	480	100%	545	493	90%
Supervisory Seminars & Courses	3,123	3,123	100%	3,249	3,320	102%
Management Seminars & Courses	2,038	2,038	100%	2,128	1,883	88%
Executive Seminars & Courses	471	471	100%	523	481	92%
Other Reimbursement	33	33	100%	36	0	0%
Tech Skills & Knowledge Course	32,766	32,766	100%	33,040	33,370	101%
Field Management Training	37	37	100%	41	12	29%
Team Building Workshops	446	446	100%	471	527	112%
POST Special Seminars	704	704	100%	766	811	106%
Approved Courses	84	84	100%	93	51	55%
TOTALS	45,658	45,658	100%	54,982	47,619	87%

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

COURSE	1993-94		1994-95	
	Total For Year	Actual July-June	June	Actual July-June*
Basic Course	\$1,983,731	\$1,983,731	\$296,672	\$1,651,255
Dispatchers - Basic	138,496	138,496	42,291	239,027
Advanced Officer Course	523,729	523,729	33,200	243,688
Supervisory Course (Mandated)	352,124	352,124	55,433	319,135
Management Course (Mandated)	196,182	196,182	51,461	272,991
Executive Development Course	301,817	301,817	12,140	300,243
Supervisory Seminars & Courses	1,216,474	1,216,474	122,056	1,344,480
Management Seminars & Courses	685,805	685,805	74,629	617,117
Executive Seminars & Courses	153,935	153,935	10,356	158,388
Other Reimbursement	22,020	22,020	0	0
Tech Skills & Knowledge Course	8,792,138	8,792,138	997,532	8,907,986
Field Management Training	17,737	17,737	0	6,910
Team Building Workshops	174,125	174,125	4,977	228,547
POST Special Seminars	133,714	133,714	10,401	145,410
Approved Courses	14,232	14,232	928	7,377
Training Aids Technology	1,193,681	1,193,681	0	16,865
TOTALS	\$15,899,940	\$15,899,940	\$1,712,076	\$14,459,419

* - Does not include \$468,279.16 charged to FY 94-5 for FY 93-4 training

COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1993-94 Total	1993-94 July-June	1995 June	1994-95 July-June*
Resident Subsistence	\$7,228,607	\$7,228,607	\$921,983	\$7,827,698
Commuter Meal Allowance	580,798	580,798	\$124,066	\$858,755
Travel	2,347,212	2,347,212	\$308,040	\$2,595,716
Tuition	2,927,101	2,927,101	\$357,987	\$3,159,663
Salary	1,622,541	1,622,541	\$0	\$722
Training Aids Technology	1,193,681	1,193,681	\$0	\$16,865
TOTALS	\$15,899,940	\$15,899,940	\$1,712,076	\$14,459,419

* - Does not include \$468,279.16 charged to FY 94-5 for FY 93-4 training

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title NEW AGENCY - San Francisco County Coroner's Office		Meeting Date July 20, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen	Researched By Bob Spurlock
Executive Director Approval <i>Mouman C. Boehm</i>	Date of Approval 6-14-95	Date of Report June 5, 1995
Purpose: <input type="checkbox"/> Decision Requested <input checked="" 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.		
<p><u>ISSUE</u></p> <p>The San Francisco County Coroner's Office is seeking entry into the POST Reimbursable Program on behalf of its investigators.</p> <p><u>BACKGROUND</u></p> <p>The provisions of 830.35 Penal Code permit the Coroner's Department to employ sworn investigators and participate in the POST Reimbursable Program. The agency has submitted the proper documentation supporting POST objectives and regulations.</p> <p><u>ANALYSIS</u></p> <p>The San Francisco County Coroner's Office has 11 full-time investigators. The agency is complying with POST Regulations. Fiscal impact for reimbursement of training costs is approximately \$5,500 per year.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the San Francisco County Coroner's Office be admitted into the POST Reimbursement Program consistent with Commission Policy.</p>		

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - Hawaiian Gardens Police Department		Meeting Date July 20, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen <i>[Signature]</i>	Researched By Bob Spurlock
Executive Director Approval <i>[Signature]</i>	Date of Approval 6-14-95	Date of Report June 2, 1995
Purpose: <input type="checkbox"/> Decision Requested <input checked="" 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

The Hawaiian Gardens Police Department is seeking entry into the POST Reimbursable Program on behalf of its peace officers.

BACKGROUND

The department's officers are appointed pursuant to Section 830.1 of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.

ANALYSIS

The police department currently employs 23 peace officers.

Fiscal impact for reimbursement of training will cost approximately \$11,500 per year.

RECOMMENDATION

The Commission be advised that the Hawaiian Gardens Police Department be admitted into the POST Reimbursement Program consistent with Commission Policy.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date	
NEW AGENCY - Los Angeles County Parks Police		July 20, 1995	
Bureau	Reviewed By	Researched By	
Training Delivery & Compliance Bureau	Ronald T. Allen <i>RIA</i>	Bob Spurlock <i>PS</i>	
Executive Director Approval	Date of Approval	Date of Report	
<i>Monica C. ...</i>	6-14-95	June 9, 1995	
Purpose:		Financial Impact:	
<input type="checkbox"/> Decision Requested	<input checked="" type="checkbox"/> Information Only	<input type="checkbox"/> Yes (See Analysis for details)	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Status Report			

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

ISSUE

The Los Angeles County Parks Police is seeking entry into the POST non-Reimbursable Program on behalf of its officers.

BACKGROUND

The provisions of 830.31 (a) Penal Code permit the County to employ sworn officers. The County of Los Angeles has submitted the proper documentation supporting POST objectives and regulations.

ANALYSIS

The Los Angeles County Parks Police has 80 sworn officers. Adequate background investigations have been conducted and the agency is complying with POST Regulations. There will be no impact on the POST budget.

RECOMMENDATION

The Commission be advised that the Los Angeles County Parks Police be admitted into the POST non-Reimbursement Program consistent with Commission Policy.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title New Agency - Supreme Court of California		Meeting Date July 20, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By <i>R.T. Allen</i> Ronald T. Allen	Researched By <i>RS</i> Bob Spurlock
Executive Director Approval <i>William C. Spahr</i>	Date of Approval 6-26-95	Date of Report June 23, 1995
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.		
<p><u>ISSUE</u></p> <p>The Supreme Court of California is seeking entry into the POST non-Reimbursable Program on behalf of its bailiffs.</p> <p><u>BACKGROUND</u></p> <p>The provisions of 830.36(b) authorize the Supreme Court of California to appoint peace officer bailiffs. The Court has requested entry into the non-reimbursable program and has submitted the proper documentation supporting POST objectives and regulations.</p> <p><u>ANALYSIS</u></p> <p>The Supreme Court of California has three full-time bailiffs. The agency is complying with POST Regulations.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the Supreme Court of California bailiffs be admitted into the POST non-Reimbursable Program consistent with Commission Policy.</p>		

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Lawrence Berkeley Laboratory - Withdrawal from POST Specialized Program		Meeting Date July 20, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen <i>RA</i>	Researched By Bob Spurlock
Executive Director Approval <i>William C. ...</i>	Date of Approval 6-14-95	Date of Report June 7, 1995
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 checked="" type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>The Lawrence Berkeley Laboratory Police Department has been disbanded and law enforcement services are being provided by the University of California Berkeley Police Department.</p> <p><u>BACKGROUND</u></p> <p>The Lawrence Berkeley Laboratory Police Department is no longer eligible for POST membership. Documentation from Chief Victoria Harrison, University of California Berkeley Police Department, has been received advising POST of that fact.</p> <p><u>ANALYSIS</u></p> <p>The department had six sworn officers.</p> <p>This change will result in no changes to the POST budget.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the Lawrence Berkeley Laboratory Police Department has been removed from the POST Specialized Program.</p>		



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

WHEREAS, Howard J. "Jim" Holts is a Lieutenant with the Los Angeles County Sheriff's Department with impressive service in law enforcement; and

WHEREAS, Lt. Holts has served the Commission on Peace Officer Standards and Training in the capacity of a POST Special Consultant in the Management Fellowship Program, full time from February 1, 1993 through July 31, 1995; and

WHEREAS, Lt. Holts was the Project Manager for the Assembly Bill 492 legislative study, implementing Penal Code Section 13508 on advanced technology applications for law enforcement training, and the research and development of a plan for shared regional training facilities for public safety personnel statewide; and

WHEREAS, Lt. Holts coordinated the efforts of the Regional Centers Advisory Committee in developing a comprehensive plan and specific recommendations for shared training facilities based upon input from 574 law enforcement, 166 Corrections, and 990 Fire departments statewide; and

WHEREAS, Lt. Holts coordinated the writing of the comprehensive report *Partnerships for A Safer California* that was formally presented to the California Legislature in January 1995; and

WHEREAS, Lt. Holts' work on this critical and challenging project was exemplary in every respect; and

WHEREAS, The results of Lt. Holts' work will provide a tangible benefit to public safety personnel throughout California for many years to come, now therefore be it

RESOLVED, That the members of the Commission on Peace Officer Standards and Training commend Lieutenant Holts for a truly outstanding job, and be it

FURTHER RESOLVED, That the Commission extends its best wishes to Howard J. "Jim" Holts for continued service to the California law enforcement community.

Chairman

Executive Director

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Strategic Planning Update		Meeting Date July 20, 1995
Bureau Executive Office	Reviewed By Glen Fine	Researched By Holly Mitchum
Executive Director Approval <i>Monica C. Bodin</i>	Date of Approval 7-5-95	Date of Report June 30, 1995
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.		
<p><u>BACKGROUND</u></p> <p>At its April 20, 1995 meeting, the Commission directed staff to initiate a process to develop a strategic plan for POST. At the special Commission meeting on May 15, the Executive Director was authorized to contract with Carrera Consulting, via the State's Master Services Agreement, in an amount not to exceed \$35,000, for needed assistance in developing and implementing POST's strategic plan.</p> <p><u>ANALYSIS</u></p> <p>The Executive Director has met with representatives from several law enforcement associations, including the California Police Chiefs' Association, California State Sheriffs' Association, California Peace Officers' Association and Peace Officer's Research Association of California, to seek their support for the Commission's strategic planning efforts, and to obtain their collective input on how to best involve key stakeholders in the planning process.</p> <p>The associations overwhelmingly support the Commission's strategic planning efforts. Envisioned outcomes from the process include:</p> <ul style="list-style-type: none"> o Creating a shared vision within the law enforcement community as to future directions of the profession and how POST can be a responsive, effective partner in helping law enforcement achieve its envisioned future. o Reaching consensus, among all stakeholder, as to the "highest" and "best use" of POST. o Correlating the field's expectations of POST concerning the scope and quality of services it offers. 		

At the June 23, 1995 meeting of the Long Range Planning Committee, Tom Esenstein, Carerra Consulting, presented a proposed strategic planning process for the Committee's review and consideration. Key components of the proposal include (see Attachment):

- o Convening a Steering Committee to provide project oversight, make critical decisions and approve all recommendations submitted to the Commission for approval.
- o Gathering customer input, potentially through a series of regional meetings, regarding expectations of POST.
- o Performing an assessment of POST's present capabilities relative to meeting customers' expectations.
- o Identifying key strategic goals to close the gap between customer expectations and POST capabilities.
- o Developing proposed strategies to achieve the strategic goals and then obtaining approval by the steering committee and the Commission of such strategies.
- o Writing the final strategic plan and presenting it to the Commission for adoption. A communications strategy will be developed to share the plan with the law enforcement community and build customer support.

The proposed planning process was well received by the Long Range Planning Committee. It is estimated that POST's strategic plan can be developed and implementation initiated within six to eight months.

The Long Range Planning Committee recommends that the Strategic Plan Steering Committee be comprised solely of key constituents from the field, including representatives from CPOA, CSSA, CPCA, PORAC with the Governor's Office also being invited to be involved. Strategic Plan Steering Committee members will be invited to the Commission meeting so that they may be introduced to Commissioners and receive direction from them. Tom Esenstein will also be in attendance to address any questions Commissioners may have regarding the planning process.

This agenda item is before the Commission for discussion, information and comments.

CALIFORNIA COMMISSION ON PEACE OFFICER
STANDARDS AND TRAINING
STRATEGIC PLANNING PROCESS

INTRODUCTION

The last few years have brought tremendous changes to law enforcement in California. Some examples of these changes include: increased competition of limited financial resources; increased demand for law enforcement services coupled with increased levels of public dissatisfaction; public safety being pushed to the forefront of political debate; and growing interest in implementation of community policing practices for many communities. In the context of these changes, the question of "Why should POST undertake a strategic planning process?" has been asked. Some critical reasons include: a push from its customers to do so; a recognition that the continuing success of POST depends upon an active partnership with its customers; the need to effectively prioritize and manage future financial resources; and to ensure that there is a shared vision of what POST should be in the future. Accordingly, now is the time for POST to assess the range, type and quality of services provided.

ANTICIPATED OUTCOMES

Several important outcomes are envisions as a result of POST undertaking a strategic planning process. These outcomes include:

- A shared vision among all stakeholders of the "highest and best use" of POST
- Improved relationships with customers, law enforcement agencies, as indicated by their active support in ensuring adequate resources to support POST services
- An established set of priorities for existing and new services, with a full understanding of fiscal implications
- A continuing focus on "professionalism" in law enforcement
- A correlation of expectation among stakeholders, as indicated by specific performance measures to assess POST's effectiveness

THE STRATEGIC PLANNING PROCESS

This section will briefly described the proposed strategic planning process. This process will ultimately be reviewed and, as appropriate, modified by the ad hoc planning committee described in step 1 below.

STEP 1: Convene Ad Hoc Planning Committee - An ad hoc planning committee composed of key stakeholder representatives and POST staff will be established to provide oversight to the process, as well as make critical decisions and approve all recommendations submitted to the POST Commission for adoption. Committee members will include representatives of the POST Commission, CPOA, Cal Chiefs, Cal Sheriffs, PORAC, POST staff and other key stakeholder groups. An initial two day meeting will be convened to develop a committee charter, finalize the planning process, identify key issues to be addressed, set expectations regarding the final product, establish a project schedule and determine meeting logistics and schedule.

STEP 2: Gather Customer Input - A series of regional meetings will be held around the State to gather input from law enforcement agencies regarding their expectations of POST. Various individuals representing the diverse interests of POST's customer base will be invited. In addition, these meetings will be attended by members of the planning committee and POST staff to hear first hand expectations and concerns.

STEP 3: Analyze Customer Data - Input from the regional meetings will be collated for analysis. POST staff will conduct an independent analysis, and provide their assessment to the planning committee. The strategic planning consultant will conduct an independent analysis, and provide his assessment to the planning committee. The planning committee will meet to review the various information and formulate a single statement regarding customer expectations.

STEP 4: Assess POST's Capabilities - Several members of the planning committee will be asked to directly participate in an independent review of POST's present capabilities relative to meeting customer expectations. Specific areas that may be examined include: organization structure, financial resources, service delivery systems, program relevancy and quality, customer liaison systems, and allocation of resources among various programs. The members of the planning committee will be facilitated by the strategic planning consultant and supported by POST staff who will provide information and logistical assistance. A draft report summarizing findings will be prepared and submitted to the planning committee and POST. POST will be requested to conduct an independent staff review of the report and provide comments and requested changes. The planning committee will meet to review the report and POST's response.

STEP 5: Identify Key Strategic Opportunities - The planning committee will meet to define the gaps between customer expectations and the present capabilities of POST to meet these expectations. Based upon this gap analysis, the committee will, with the participation of POST staff, identify key strategic opportunities to close the gaps.

STEP 6: Develop Key Strategies - POST staff, with the assistance of the strategic planning consultant, will identify major strategies to address the strategic opportunities. Each strategy will be outlined. In addition, they will be prioritized in terms of importance and supported by a recommended implementation schedule. These strategies will be submitted to the planning committee for review.

STEP 7: Review and Approval of Strategies - The planning committee will meet to conduct a formal review of the proposed strategies. POST staff will be available to respond to questions and provide additional information as requested. The committee will modify strategies, reprioritize or change the implementation schedule as appropriate and then formally adopt the strategies. POST staff will finalize the document and present it, through the committee, to the full Commission for review and adoption.

STEP 8: Write Strategic Plan - Based upon comments and modifications by the full Commission, POST staff will write the final strategic plan. This plan will outline customer expectations, strategies to meet these expectations, resource requirements, time lines, and roles and responsibilities. The final plan will be presented to the full Commission for adoption. In addition, POST staff will propose an communications plan to share the results of the propose with the law enforcement community and build customer support.

ROLES AND RESPONSIBILITIES

There are four major participants in this process: the POST Commission, ad hoc planning committee, POST staff and the strategic planning consultant. Key responsibilities of each participant are outlined below.

POST COMMISSION

1. Review and approve all documents
2. Formally adopt the final plan
3. Provide some direct participation in the planning committee
4. Provide policy oversight and direction
5. Assist in communicating the results to customers

AD HOC PLANNING COMMITTEE

1. Represent the various customer interests
2. Directly oversee the planning process
3. Attend regional meetings for customer input
4. Review and approve all draft documents
5. Formally recommend draft plan to the full POST Commission
6. Assist in communicating the results to customers

POST STAFF

1. Provide staff and logistic support to planning committee
2. Attend regional meetings for customer input
3. Conduct independent staff analysis as indicated
4. Develop strategies to address strategic opportunities
5. Write final strategic plan
6. Assist in communicating results to customers
7. Build commitment to implementation within POST

STRATEGIC PLANNING CONSULTANT

1. Facilitate all meetings of planning committee and POST staff
2. Keep planning process on track and moving
3. Conduct independent analysis as indicated
4. Advice POST Executive Director
5. Be available to Full POST Commission for consultation
6. Assist POST staff in formatting final strategic plan

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Hearing on a Proposal to Add Module D to the Reserve Training Modules and Approve a New Document, Training Specifications for Reserve Training Module D - 1995		Meeting Date July 20, 1995
Bureau Basic Training Bureau	Reviewed By Everitt Johnson <i>EJ</i>	Researched By Steve Chaney
Executive Director Approval <i>William C. Bush</i>	Date of Approval	Date of Report June 27, 1995
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, subject to the public review process, regulatory amendments to implement modifications to the reserve training program that will: (1) Create Module D as a "bridging" course for existing Level I's who have completed Reserve Training Modules A, B, and C and who wish to satisfy the Regular Basic Course training requirement; (2) Adopt a new document, *Training Specifications for Reserve Training Module D 1995* (see Attachment A) as the curriculum for Reserve Training Module D.

BACKGROUND

Penal Code 832.6, amended January 1, 1995, requires POST to develop an optional bridging course for existing Level I reserve officers who have completed reserve training Modules A, B, and C (totaling 222 hours), and who wish to satisfy the Regular Basic Course requirement (664 hours). In developing the bridging course POST is to ensure that it does not include training that is unnecessarily redundant with Reserve Modules A, B, and C.

Adoption of the Module D into the existing reserve training system will effectively create a bridging course to comply with the legislative mandate. Module D will serve as a voluntary course that will allow existing Level I's (non-designated) to satisfy the regular basic course training requirement under the Reserve Format (Modules A, B, C, and D). The existing training requirement for non-designated Level I's is completion of Reserve Training Modules A, B, and C which totals 222 hours. The Module D course is comprised of 442 hours of curriculum. A new document, *Training Specifications for Reserve Module D - 1995*,

specifies the minimum requirements of the course. Each learning domain in the specifications will include hours, instructional goals, topics, learning activities, exercise, scenario, and knowledge domain tests that are required by the Regular Basic Course but not included in Reserve Training Modules A, B, and C. The minimum hours for the Regular Basic Course are 664 hours; therefore, the combined hours of Modules A, B, C, and D will equal the hours of the Regular Basic Course (222 + 442= 664).

ANALYSIS

The Existing Reserve Training Program

Penal Code Section 832.6 authorizes POST to establish minimum training standards for each reserve officer category. The minimum training required for each level of reserve officer must be completed prior to performance of the duties of that level. The minimum training standards for Levels I, II, and III are contained in the *POST Administrative Procedures Manual, Commission Procedure H-3*. The training standard for the designated Level I is the Regular Basic Course and can be found in section D-1.

The reserve modules must be completed in ascending order. To satisfy the training requirements of Penal Code Section 832.6, the training modules must be POST certified. Level III reserve officers are required to successfully complete Reserve Training Module A. Level II's must complete Module B and be provided informal field training on a continuous basis. Non-designated Level I reserve officers must either: (1) complete Modules A, B, C, and 200 hours of POST-structured field training; or (2) Complete the Regular Basic Course.

Reserve Training Module D Development Steps

The following steps were taken in the development of Module D:

1. Input and recommendations were solicited from reserve trainers, program coordinators, training providers, reserve officers, and law enforcement executives throughout the state;

2. The Regular Basic Course performance objectives not contained in Reserve Modules A, B, and C were identified for inclusion in Module D;
3. The minimum instructional hours of Module D were established by comparing the instructional hours in Modules A, B, and C to the hours required in the Regular Basic Course;
4. Once the performance objectives and instructional hours were established, staff relied upon the collective experience of the assembled ad hoc committee to develop the training specifications for Module D.

Step 1: Reserve Trainer and Executive Recommendations

POST staff assembled a committee comprised of reserve training managers, course presenters, reserve officers, and reserve trainers to assist in the development of Module D. The committee reviewed the content of the existing reserve Modules A, B, and C and concurred that a supplemental bridging course could be developed that would meet the Regular Basic Course training requirement. Some of the committee members participated in the development of the existing Reserve Modules A, B, and C. All members of the committee were familiar with the requirements of the Reserve Training Program.

The committee concurred that the Reserve Training Modules are based directly upon the content and prescribed training requirements of the Regular Basic Course. When the modules were assembled in 1988, a portion of the Regular Basic Course content was not included in the required training. A bridging course should consist of that portion of the Regular Basic Course that was not incorporated into the reserve modules and any new required topics and learning activities that have been added to the Regular Basic Course since 1988. The committee recommended that POST take the following actions:

1. Create Reserve Training Module D to bridge the gap between the reserve modules A, B, and C and the Regular Basic Course. The content of Modules A, B, C, and D should equate to the required instructional goals, topics, minimum hours,

learning activities, and testing requirements of the Regular Basic Course.

2. Format the bridging course into training specifications to maintain consistency with the Regular Basic Course. Correspondingly, the training specification document should specify the required instructional goals, topics, tests, learning activities, and hourly requirements of Module D based upon the requirements of the Regular Basic Course.

Step 2: Identifying Module D Performance Objectives

The reserve training modules are based upon Regular Basic Course functional areas and performance objectives. The performance objectives and instructional guides contained in the reserve training modules were taken directly from the Regular Basic Course. A committee of Reserve and Regular Basic Course trainers developed the Reserve curriculum to provide uniformity on a statewide basis. Each reserve module contains hourly requirements, performance objectives, expanded course outlines, unit guides, and test items based on the Regular Basic Course. Staff identified the current Regular Basic Course performance objectives that are not identified for Reserve Modules A, B, or C. These performance objectives form an outline of the content of Module D. The assumption is that a reserve officer who has successfully completed the performance objectives in Modules A, B, and C and those in Attachment B has met the Regular Basic Course training requirement without unnecessary redundancy.

Step 3: Establishing the Minimum Instructional Hours of Module D

Since development of the reserve modules, the Regular Basic Course has been converted from 12 Functional Areas to Training Specifications based on 41 Learning Domains. Reserve modules have remained in the Functional Area format. Comparison of the Reserve Modules to the current Regular Basic Course necessitated converting, for these purposes only, the existing 41 Regular Basic Course Learning Domains back into 12 Reserve Training Functional Areas. The Regular Basic Course training hours required for each Functional Area can be identified using the following chart. The Regular Basic Course minimum hours are 664; the minimum hourly requirements of Module D are as follows:

FUNCTIONAL AREA	A	B	C	A+B+C	664 BASIC	664 D
Professional Orientation	4	1	1	6	12	6
Community Relations	2		1	3	56	53
Criminal Law	12	4	24	40	84	44
Laws of Evidence	3		8	11	20	9
Communications	5	8		13	40	27
Vehicle Operation		8		8	24	16
Force and Weaponry	24	12		36	84	48
Patrol Procedures		42	24	66	95	29
Traffic		4	4	8	34	26
Criminal Investigation	2		4	6	46	40
Custody		1		1	4	3
Physical Fitness/ Defensive Techniques	10	8		18	100	82
Written Examinations	2	2	2	6	25	19
Scenario Tests					40	40
TOTAL	64	90	68	222	664	442

Step 4: Developing Module D Training Specifications

The Regular Basic Course has undergone extensive modification in recent years to reflect emerging training issues and legislative mandates. Unfortunately, the reserve modules have not been updated. Each Regular Basic Course Learning Domain includes instructional goals, required topics, minimum hours, test requirements, and learning activities. Training specifications for the Regular Basic Course are contained in a document entitled, *Training Specifications For the Regular Basic Course - 1995*. Training specifications are intentionally designed to eliminate the need for frequent modification. To ensure that content and minimum hours of Reserve Training Modules A, B, C, and D meet the Regular Basic Course requirement, the performance objectives were identified and matched to the training specifications of the Regular Basic Course in place as of June 1994. The ad hoc committee established the hourly requirements of each domain based on its collective experience with the reserve training program. Commission-approved modifications to

the Basic Course Training Specifications from June 1994 to April 1995 are also reflected, as applicable, in *The Training Specifications for Module D - 1995* (Attachment A).

There is a difference in the existing testing requirements for the Reserve Training system (Modules A, B, and C) and the Regular Basic Course. The Regular Basic Course requires students to pass POST-developed tests relating to specific topics covered during basic course instruction. These tests, called knowledge domain tests, are typically administered throughout the course as instruction on each domain is completed. Students must also participate in learning activities in some domains and are required to pass exercise tests, scenario tests, and physical ability tests.

The reserve modules have the following testing requirements:

1. Level 3 Reserve: Module A contains the Level 3 testing requirements (3 hours). They are the same as the PC-832 training and testing requirements. To complete Module A, students must take and pass the PC-832 test maintained by POST.
2. Level 2 Reserve: Module B requires a non-standardized testing requirement - 2 hours (minimum). Many of the providers are **not** Regular Basic Course presenters and do not have access to POST-developed test items.
3. Level 1 Reserve: Module C requires a non-standardized testing requirement - 2 hours (minimum). Like Module B, many of these providers are **not** basic course presenters and do not have access to POST developed (standardized) test items.

Module D will contain all of the curriculum, tests, and learning activities identified in the Regular Basic Course except for curriculum covered in Modules A through C. To complete Module D students must successfully pass the Regular Basic Course series of POST constructed knowledge domain tests.

Although students going through Module D will have already completed portions of the curriculum of the Regular Basic Course in Modules A, B, and C, they will not have been subjected to POST testing requirements for the Regular Basic Course curriculum.

Therefore tests administered during Module D will cover areas of instruction from all modules. Learning activities, exercise tests, scenario tests, and physical abilities tests are also not mandated in Modules A, B, and C.

To ensure that students participate in learning activities and are required to take and pass exercise tests, scenario tests, physical abilities tests, and knowledge domain tests in Module D courses, it is recommended that Module D only be certified to presenters who are concurrently certified to deliver the Regular Basic Course, who have access to the POSTRAC testing system, and who have the current facilities, equipment, and expertise to conduct all of the above mentioned tests.

SUMMARY

Penal Code 832.6 requires POST to facilitate the voluntary transition of reserve officers to regular officer positions without unnecessary redundant training. The bill states that POST shall develop a supplemental course to bridge the gap from the training required in Modules A, B, and C to the Regular Basic Course training requirement. The existing reserve modules are composed of portions of the Regular Basic Course and with the addition of Module D will satisfy the legislative mandate by creating another basic course delivery format *The Reserve Format*. The new document, *Training Specifications for Reserve Training Module D - 1995*, represents corresponding curriculum correlated through the collective analysis of reserve trainers and managers who work with reserve programs on a daily basis. The new Module D Course is intended to satisfy the requirements of Penal Code 832.6.

- Attachment A - Training Specifications for Module D - 1995
- Attachment B - Hourly Requirements for Module D
- Attachment C - Legislative Mandates for the Regular Basic Course
- Attachment D - Proposed revision to Commission Procedure D-1 (Proposal # 1).
- Attachment E - POST Regulation 1005-Minimum Standards for Training
- Attachment F - Informative Digest and Statement of Reasons

NOTE: The July 20, 1995 Public Hearing is a two-part hearing:
(1) to receive the staff report and hear testimony on the *Reserve Format (Module D combined with Modules A, B, C)* and *The Training Specifications for Module D - 1995* proposal; and (2) to receive the staff report and hear testimony on *The Transition Program -*

Pilot Format proposal. The reason for conducting the hearing in two parts is that both proposals amend the same Commission Procedure, Section D-1, and the proposed regulatory language is dependent on one or the other or both proposals being approved by the Commission. Therefore, the Commission will be requested to make a motion on each proposal to adopt, amend, or disapprove, as well as, a final motion to adopt (with or without amendments) one of three different versions of proposed regulatory language.

The Public Hearing to consider adopting Module D has been noticed as instructed by the Commission at the April 1995 meeting.

RECOMMENDATION

Subject to the results of the Public Hearing it is recommended that the Commission approve addition of *Module D* to the reserve training modules and adoption of the document, *Training Specifications Reserve Training Module D - 1995*, as the curriculum for reserve training *Module D* and amend Regulations 1005, and Commission Procedure D-1 (Proposal #1), to be effective January 1, 1996 upon approval of the Office of Administrative Law in conformance with California rule-making law.

**TRAINING SPECIFICATIONS
FOR THE
RESERVE TRAINING MODULE "D"**

1995



**THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING**

STATE OF CALIFORNIA

TRAINING SPECIFICATIONS FOR THE
RESERVE TRAINING MODULE "D"

1995

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

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FORWARD

The increasingly diverse challenges and changing service demands confronting law enforcement demand that the content and instructional methodologies of peace officer training be regularly evaluated and enhanced. Comprehensive training is crucial if an officer is to acquire the critical knowledge, skills, and abilities necessary to render high quality public service.

The objective of this document is to identify the instructional goals, training topics, learning activities, test descriptions, and instructional hour standards that comprise the required content of the POST Reserve Training Module "D" Course.

The Commission sincerely appreciates the efforts and support of the many subject matter experts, core instructors, program coordinators, and academy directors who worked with POST in the development and refinement of these specifications. POST also extends gratitude to law enforcement agencies that allowed participation of their officers 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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CONTENT AND HOURLY REQUIREMENTS

The content of the Regular Basic Course is specified by the learning domains listed below. The minimum hours of instruction that must be allocated to each domain is shown to the right of the domain.

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	History, Professionalism & Ethics	4
02	Criminal Justice System	2
03	Community Relations	9
04	Victimology/Crisis Interventions	6
05	Introduction to Criminal Law	1
06	Crimes Against Property	8
07	Crimes Against Persons	8
08	General Criminal Statutes	1
09	Crimes Against Children	4
10	Sex Crimes	4
11	Juvenile Law and Procedure	1
12	Controlled Substances	6
13	ABC Law	1
15	Laws of Arrest	6
16	Search & Seizure	7
17	Presentation of Evidence	2
18	Investigative Report Writing	27
19	Vehicle Operations	16
20	Use of Force	8
21	Patrol Techniques	2
22	Vehicle Pullovers	7
23	Crimes in Progress	8
24	Handling Disputes	5
25	Domestic Violence	2
26	Unusual Occurrences	4
27	Missing Persons	4
28	Traffic Enforcement	7
29	Traffic Accident Investigation	12
30	Preliminary Investigation	36
31	Custody	3
32	Physical Fitness/Officer Stress	40
33	Person Searches, Baton, etc.	42
35	Firearms/Chemical Agents	40
36	Information Systems	4
37	Persons with Disabilities	6
38	Gang Awareness	8
39	Crimes Against the Justice System	2
40	Weapons Violations	2
41	Hazardous Materials	4
42	Cultural Diversity/Discrimination	24
	Minimum Instructional hours	383
	TEST TYPE	HOURS
	Scenario Tests	40
	POST-Constructed Knowledge Tests	19
	Total Minimum Required Hours	442

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #01 HISTORY, PROFESSIONALISM & ETHICS

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the historical evolution of law enforcement in the United States and California; and
- B. an understanding of the ethical principles and professional obligations embodied in the *Law Enforcement Code of Ethics* and the *Code of Professional Conduct and Responsibilities for Peace Officers*.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Overview of the history of law enforcement in the United States and California to include:
 - 1. roots in English common law
 - 2. urbanization of America
 - 3. evolution of the automobile and increased public mobility
 - 4. advent of professionalism and the use of technology to improve communication and mobility
 - 5. establishment of California's first police academy
 - 6. reforms and innovations implemented by August Vollmer
 - 7. application of specialized technology (e.g. CAL ID, aviation patrol, crime analysis, etc.)
- B. Law Enforcement Code of Ethics and the Code of Professional Conduct and Responsibilities for Peace Officers

C. The concept of intervention (acting to prevent or stop the unethical or unlawful behavior of a fellow peace officer) to include:

1. the rationale for intervention
2. types and levels of intervention
3. legal basis for intervention
4. behaviors that prompt the needs for intervention
5. factors that can inhibit an officer from intervening
6. reasons why an individual officer should intervene

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

The student will be required to critique a series of reenactments/descriptions of possible unethical or unprofessional conduct by a peace officer and will be required to discuss the legal, professional and community relations consequences of the behavior.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on history, professionalism, and ethics

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #02
CRIMINAL JUSTICE SYSTEM

I. **INSTRUCTIONAL GOALS**

The goal of instruction on the **Criminal Justice System** is to provide students with knowledge of the probation and parole systems

II. **REQUIRED TOPICS**

The following topics shall be covered:

A. Probation

B. Parole

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 the criminal justice system

VI. **ORINATION DATE**

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #03
COMMUNITY RELATIONS

I. INSTRUCTIONAL GOALS

The goals of instruction on **Community Relations** are to provide students with:

- A. an understanding of tactical communication and verbal persuasion concepts;
- B. the ability to use tactical communication techniques to diffuse conflict and obtain voluntary compliance from uncooperative persons; and
- C. the ability to apply problem-solving concepts to a variety of law enforcement situations.

II. REQUIRED TOPICS

The following topic shall be covered:

- A. General concepts of tactical communication, verbal persuasion, and persuasive rhetoric
- B. The five-step process for obtaining voluntary compliance (as described in POST Regular Basic Course Instructor Unit Guide #3)
- C. Problem-solving models (e.g., the SARA model of scanning, analysis, response, and assessment as described in POST Regular Basic Course Instructor Unit Guide #3)
- D. Releasing information to the press

III. REQUIRED TESTS

- A. A scenario test involving a law enforcement contact other than a vehicle stop where tactical communication skills are used to obtain voluntary compliance of an uncooperative person

IV. REQUIRED LEARNING ACTIVITIES

- A. A learning activity involving a facilitated discussion of peace officer contacts with the public
- B. A learning activity involving a facilitated discussion of crime risks and crime prevention concepts
- C. A learning activity involving a facilitated discussion/critique of telephone contacts
- D. A learning activity involving a facilitated discussion of law enforcement contacts with the public which includes conditions when words fail, the five-step process for obtaining voluntary compliance, and the eight-step process for conducting a vehicle stop
- E. A learning activity involving a facilitated discussion based on a law enforcement-related problem in which the student is required to apply the SARA model to resolve the problem

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 9 hours of instruction on community relations

VI. ORINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #04
VICTIMOLOGY/CRISIS INTERVENTION

I. INSTRUCTIONAL GOALS

The goals of instruction on Victimology/Crisis Intervention are to provide students with:

- A. an understanding of the psychological responses to stress and victimization;
- B. the ability to recognize the symptoms of stress and defuse crisis situations;
- C. a knowledge of the provisions of the law relating to crime victims;
- D. the ability to provide pertinent information to crime victims; and
- E. an understanding of the impact crime can have on individuals and the community.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Psychodynamics of stress and victimization
- B. Provisions of California law relating to victim assistance
- C. Psychological impact of crime
- D. Reactions experienced by persons in crisis
- E. Techniques for defusing crisis reactions
- F. Providing information to crime victims regarding acquisition of law enforcement reports and expected follow-up activities
- G. Situations which are likely to elicit a strong psychological response

H. Situations which are likely to elicit a strong community response

III. REQUIRED TESTS

- A. A scenario test that requires the student to provide a crime victim with appropriate assistance, referral and support services
- B. A scenario test that requires the student to provide assistance, referral and support services to a person(s) in crisis

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion regarding law enforcement contact with a person in crisis
- B. Participation in a facilitated discussion regarding law enforcement contact with a crime victim

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 6 hours of instruction on victimology/crisis intervention

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #05 INTRODUCTION TO CRIMINAL LAW

I. INSTRUCTIONAL GOAL

The goal of instruction on **Introduction to Criminal Law** is to provide students with knowledge of the concepts and terminology that is needed to understand the California criminal justice system

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Distinction between criminal and civil law
- B. Criminal justice terminology
- C.. Intent and criminal negligence
 - 1. General intent
 - 2. Specific intent
 - 3. Transferred intent
 - 4. Criminal negligence
- D. Parties to crimes
 - 1. Principals
 - 2. Accessories
 - 3. Accomplices
- E. Entrapment
- F. Persons legally incapable of committing crimes
- G. Sources of the law

1. Constitution

2. Statutes

3. Case law

H. Classification of crimes

1. Infraction

2. Misdemeanor

3. Felony

I. Concept of corpus delicti

J. Concept of an attempt to commit a crime

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 5

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 1 hours of instruction on introduction to criminal law

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #06
PROPERTY CRIMES

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. Embezzlement
- D. Forgery
- E. Arson
- F. Possession of a firebomb
- G. Aid, counsel, or procure the burning of property or land
- H. Vehicle theft and joyriding

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning 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

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #07
CRIMES AGAINST PERSONS

I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against Persons** is to provide students with the ability to recognize when person 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. Extortion
- B. Infliction of corporal injury on a spouse or cohabitant
- C. Kidnapping and false imprisonment
- D. Murder
 - 1. Degrees
 - 2. Felony murder rule
- E. Excusable and justifiable homicide
- F. Manslaughter
 - 1. Voluntary
 - 2. Involuntary
 - 3. Vehicular
- G. Crimes against elders and dependent adults
- H. Child abduction

I. Stalking

J. Carjacking

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 7

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 8 hours of instruction on crimes against persons

IV. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #08 GENERAL CRIMINAL STATUTES

I. INSTRUCTIONAL GOAL

The goal of instruction on **General Criminal Statutes** is to provide students with the ability to recognize violations of the statutes, to identify the violations by their common crime names, and to classify them as either misdemeanors or felonies

II.

REQUIRED TOPICS

The following topics shall be covered:

- A. Solicitation to commit certain crimes
- B. Disturbing a public meeting
- C. Gambling
- D. Press access to closed areas

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 8

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 1 hour of instruction on general criminal statutes

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

**SPECIFICATIONS FOR LEARNING DOMAIN #09
CRIMES AGAINST CHILDREN**

I. INSTRUCTIONAL GOALS

The goals of instruction on **Crimes Against Children** is to provide students with:

- A. the ability to recognize crimes against children, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies;
- B. knowledge of California child abuse reporting requirements.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Possession or control of child pornography
- B. Unlawful sexual intercourse
- C. Child abuse reporting requirements

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 9

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on crimes against children

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #10
SEX CRIMES

I. INSTRUCTIONAL GOALS

The goals of instruction on **Sex Crimes** are to provide students with:

- A. the ability to recognize when sex crimes have been committed, to identify the crimes by their common names, and classify them as either misdemeanors or felonies; and
- B. knowledge of the conditions that require a person to register as a sex offender.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Assault with intent to commit certain felonies
- B. Registered sex offenders
- C. Spousal rape

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 10

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

**SPECIFICATIONS FOR LEARNING DOMAIN #11
JUVENILE LAW AND PROCEDURE**

I. INSTRUCTIONAL GOALS

The goal of instruction on **Juvenile Law and Procedure** is to provide students with the ability to recognize the crime of contributing to the delinquency of a minor, to identify it by its common name, and to classify it as a misdemeanor

II. REQUIRED TOPICS

The following topic shall be covered:

Contributing to the delinquency of a minor

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 11

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 1 hour of instruction on juvenile law and procedure

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #12
CONTROLLED SUBSTANCES

I. INSTRUCTIONAL GOALS

The goals of instruction on **Controlled Substances** are to provide students with:

- A. knowledge of the laws relating to the possession, sale, cultivation, manufacture, and transportation of controlled substances;
- B. knowledge of the ways in which different controlled substances are used (e.g., ingested, injected, inhaled);
- C. the ability to recognize controlled substances based on their appearance, odor and packaging; and
- D. the ability to recognize the symptoms associated with the use of different controlled substances.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Laws relating to the possession, sale, cultivation, manufacture and transportation of controlled substances
- B. Methods used to self-administer controlled substances
- C. Appearance, odor, and packaging of controlled substances
- D. Symptom associated with the use of controlled substances

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 12

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 6 hours of instruction on controlled substances.

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #13
ABC LAW

I. INSTRUCTIONAL GOAL

The goal of instruction on **ABC Law** is to provide students with the ability to recognize common violations of the Alcoholic Beverage Control Act and to identify violations by their common crime names

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Sale of alcoholic beverages without a license
- B. Furnishing alcoholic beverages to an intoxicated person
- C. Keeping or permitting a disorderly house

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 13

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 1 hour of instruction on ABC law

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #15 LAWS OF ARREST

I. INSTRUCTIONAL GOALS

The goals of instruction of **Laws of Arrest** are to provide students with:

- A. the ability to recognize when suspects must be provided their Miranda rights;
- B. knowledge of an officer's responsibility where the arrest was made by a private person; and
- C. knowledge of the elements required to establish reasonable suspicion and probable cause.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Miranda rights of detainees
- B. Arrest by a private person
- C. Reasonable suspicion and probable cause
- D. Consensual encounters
- E. Conspiracy to deprive a person of a civil right
- F. Deprivation of a civil right under color of law

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Learning Domain 15
- B. An exercise test that requires the student to approach, contact, interview, and interrogate a suspicious person

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 6 hours of instruction on laws of arrest

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #16 SEARCH AND SEIZURE

I. INSTRUCTIONAL GOALS

The goal of instruction on **Search and Seizure** is to provide students with the ability to properly conduct a field showup

II. REQUIRED TOPICS

The following topic shall be covered:

Field showups/eliminations

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 16

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 7 hours of instruction on search and seizure

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #17
PRESENTATION OF EVIDENCE

I. **INSTRUCTIONAL GOALS**

The goal of instruction on **Presentation of Evidence** is to provide students with knowledge of the terminology used by the criminal courts in dealing with different types of evidence

II. **REQUIRED TOPICS**

The following topic shall be covered:

Evidence terminology

III. **REQUIRED TESTS**

The POST-constructed knowledge test for Learning Domain 17

IV. **REQUIRED LEARNING ACTIVITIES**

None

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 2 hours of instruction on presentation of evidence

VI. **ORIGINATION DATE**

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #18 INVESTIGATIVE REPORT WRITING

I. INSTRUCTIONAL GOALS

The goal of instruction on **Investigative Report Writing** is to provide students with the ability to write reports that conform to accepted professional standards of quality (e.g., recording of all relevant information, use of first person, use of active voice, etc.)

II. REQUIRED TOPICS

The following topic shall be covered:

General content requirements of crime, incident, and arrest reports

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to prepare an arrest report as described below

Given a depiction of an arrest situation which is based upon a POST-developed video re-enactment or scenario, or an equivalent academy-developed video, simulation, or scenario, the student will write an acceptable report in class

To be of sufficient complexity, the report must reflect an arrest situation which minimally incorporates:

1. Elements of a crime
2. Probable cause to stop
3. Probable cause to search/seize
4. Recovery of evidence
5. Probable cause to arrest
6. Admonishment of the suspect, if appropriate

- B. An exercise test that requires the student to prepare an investigative report as described below

Given a depiction of a criminal investigation which is based upon a POST-developed video re-enactment or scenario, or an equivalent academy-developed video, simulation, or scenario, the student will write an acceptable report in class

To be of sufficient complexity, the report must reflect a criminal investigation which minimally incorporates:

1. Elements of a crime
2. Statements of victim(s) and/or witness(es)
3. Pertinent crime scene details
4. Physical evidence

To be considered acceptable, each of the reports must meet the following criteria:

1. The writing must be reasonably fluent, well developed, and well organized to clearly communicate to the reader
2. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report
3. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling, and word choice) that significantly diminishes its evidentiary value or usefulness
4. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

IV. REQUIRED LEARNING ACTIVITIES

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

- A. Students will be required to write five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the academy
- B. The events selected should require reports reflecting a progressive level of difficulty (e.g., from a simple incident or crime to more complex events)

involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)

C. Each learning activity must incorporate:

1. **Generation of appropriate field notes narrative**
2. **Formal feedback to the student regarding the quality of student writing. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve**

Assessment of the practice reports should address:

- a. **The adequacy of the decisions made by the cadet regarding the incident/crime. This includes:**
 - (1) **The determination of the existence or nonexistence of a crime**
 - (2) **If a crime has been committed, the proper identification of that crime**
 - (3) **The taking of proper safety measures**
 - (4) **The preservation of evidence**
 - (5) **The capturing of all essential information**
- b. **The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:**
 - (1) **The organization and development of the report**
 - (2) **The inclusion of relevant information**
 - (3) **The anticipation of possible defenses that might be asserted by the suspect**
 - (4) **The use of the active voice**

- (5) The use of the first person
- (6) The proper use of grammar, punctuation, spelling, and word choice

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 27 hours of instruction on report writing

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #19 VEHICLE OPERATIONS

I. INSTRUCTIONAL GOALS

The goals of instruction on **Vehicle Operations** are to provide students with:

- A. an understanding of the factors that contribute to traffic collisions and the principles of defensive driving;
- B. knowledge of the affect that speed has on stopping distance and turning radius;
- C. knowledge of the legal provisions relating to the operation of a law enforcement vehicle;
- D. the ability to safely operate a patrol vehicle while responding to a simulated emergency (i.e. with red light and siren);
- E. the ability to conduct a thorough pre-shift vehicle inspection
- F. a basic understanding of considerations regarding high-speed vehicle pursuits; and
- G. the ability to safely and effectively operate a patrol vehicle during a simulated pursuit of a vehicle.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Defensive driving
- B. Vehicle dynamics (e.g stopping distance, turning radius, weight shift, etc.)
- C. Vehicle code sections pertaining to the operation of law enforcement vehicle
- D. Pre-shift vehicle inspections

- E. Considerations regarding high-speed vehicle pursuits (Penal Code Section 13519.8)
1. When to initiate a pursuit
 2. The number of involved law enforcement units permitted
 3. Responsibilities of primary and secondary units
 4. Pursuit driving tactics to include:
 - a. Safety considerations
 - b. Legal considerations
 - c. Vehicle control considerations
 - d. Use of communications equipment
 6. Helicopter assistance
 7. Communications
 8. Capture of suspects
 9. Termination of a pursuit
 10. Supervisory responsibilities
 11. Blocking, ramming, boxing and roadblock procedures
 12. Speed limits
 13. Interjurisdictional considerations
 14. Conditions of the vehicle, driver, roadway, weather and traffic
 15. Hazards to uninvolved bystanders or motorists
 16. Reporting and post pursuit analysis
 17. Balancing the risk to officer/public safety against the need to apprehend

- F. "Code 3" driving to include:
 - 1. safety considerations
 - 2. legal considerations
 - 3. vehicle control considerations
 - 4. use of communications equipment

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to regain control of a patrol vehicle experiencing a front-wheel skid and a rear-wheel skid
- B. An exercise test that requires the student to regain control of a patrol vehicle experiencing an all-wheel, locked-brake skid
- C. An exercise test that requires the student to demonstrate positioning, weight transfer, throttle control, braking, and steering while putting a patrol vehicle through a series of maneuvers at the direction of an instructor
- D. An exercise test that requires the student to rapidly displace a patrol vehicle to the right, left, and stop
- E. An exercise test that requires the student to demonstrate threshold braking while entering a turn and while bring a patrol vehicle to a complete stop
- F. An exercise test that requires the student to operate a patrol vehicle under simulated emergence conditions
- G. An exercise test that requires the student to operate a patrol vehicle in the simulated pursuit of another vehicle

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 16 hours of instruction on vehicle operations

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #20
USE OF FORCE

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the liability associated with the use of force; and
- B. knowledge of the conditions under which force can be lawfully used by a peace officer
- C. an understanding of the concept of fear and anger management;
- D. an understanding of the basic concept of intervention to prevent unreasonable use of force; and
- E. an understanding of the importance of effective tactical communication in use-of-force situations.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Liability associated with the use of force
- B. Laws governing the use of force by a peace officer
- C. Agency policies on the use of deadly force
- D. Fear and anger management
- E. The concept of intervention
- F. 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 Learning 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

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 responsible
- D. Intervention was appropriate

V. HOURLY REQUIREMENTS

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

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #21 PATROL TECHNIQUES

I. INSTRUCTIONAL GOALS

The goals of instruction on **Patrol Techniques** are to provide students with:

- A. an understanding of how an officer prepares for a patrol shift;
- B. an understanding of how different patrol techniques can be used to prevent crime and apprehend offenders; and
- C. the skills required to perform common patrol tasks such as stopping a pedestrian, making a crime broadcast and handling field encounters with plainclothes officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Patrol techniques for preventing crime to include:
 - 1. business and residential patrol checks
 - 2. checks of suspicious persons
 - 3. varying patrol patterns
 - 4. maintenance of visibility
- B. Patrol techniques for apprehending offenders
- C. Components of directed enforcement (e.g. attention to specific violations or circumstances and geographic considerations)
- D. Advantages and disadvantages of various patrol methods (e.g. foot patrol, vehicular, bicycle, aircraft, mounted, etc.)
- E. Patrol patterns to include:

1. circular
2. double back
3. random

F. Factors for selecting a patrol strategy to include:

1. officer safety hazards
2. population distribution
3. need for directed enforcement
4. crime activity
5. geography/topography
6. locations/situations that require frequent checks (e.g. likelihood of a breach of the peace, anticipation of a criminal act or a hazard to public safety)

G. Elements of patrol preparation to include:

1. uniforms and supplies
2. equipment inspections
3. information acquisition

H. Patrol tactics to include:

1. eliminating silhouetting
2. noise minimization

I. Field encounters with plainclothes officers

J. Types of patrol to include:

1. preventative
2. apprehension

- K. Vehicle patrol techniques
- L. Effective use of law enforcement radio equipment

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to make a simulated crime broadcast based on a hypothetical set of observations while demonstrating proper radio techniques

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 hours of instruction on patrol techniques

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #22 VEHICLE PULLOVERS

I. INSTRUCTIONAL GOAL

The goals of instruction on **Vehicle Pullovers** are to provide students with:

- A. the knowledge and skills needed to conduct a safe, lawful, tactically sound vehicle pullover; and
- B. the knowledge and skills needed to conduct a safe and effective physical search of a vehicle.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Application of tactical communication techniques to violator/suspect contacts

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to conduct a search of a motor vehicle
- B. An exercise test that requires the student to determine the acceptability of various types of identification
- C. A scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours
- D. A scenario test that requires the student to make a simulated traffic enforcement stop during the hours of darkness
- E. A scenario test that requires the student to make a simulated high-risk stop and safely remove the occupants from the vehicle

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 7 hours of instruction on vehicle pullovers

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #23
CRIMES IN PROGRESS

I. INSTRUCTIONAL GOALS

The goals of instruction on **Crimes in Progress** are to provide students with:

- A. an understanding of the factors affecting an officer's response to a crime-in-progress call;
- B. the skills needed to respond appropriately to different types of crimes in progress;
- C. the skills needed to tactically respond to different high-risk situations;
- D. the skills needed to perform the role of contact officer and cover officer;
- E. an understanding of the capabilities and limitations of body armor;
- F. an understanding of the basic concepts of officer safety; and
- G. an understanding of current patterns related to deaths and assaults on peace officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. General factors affecting an officer's response to a crime-in-progress call to include:
 - 1. observed v. dispatched
 - 2. methods of response
 - 3. approach
 - 4. route selection
 - 5. distance from the call/time lag

6. nature of the crime
 7. geographic considerations
 8. impact of agency policy
- B. Crime-specific factors affecting an officer's response to specific types of crime-in-progress calls to include:
1. prowler calls
 2. burglary calls
 3. robbery calls
 4. shots-fired calls
- C. Considerations for tactically responding to specific high-risk situations to include:
1. barricaded suspects
 2. hostage situations
 3. sniper assaults
 4. firebomb assaults
 5. contacts with persons under the influence of alcohol/drugs
- D. Capabilities, limitations and proper use of body armor against firearms, knives and other penetrating weapons
- E. Roles and responsibilities of the contact officer and the cover officer to include:
1. designating the contact officer and the cover officers
 2. maintaining communication
 3. assuming and maintaining proper position
 4. appropriately delegating responsibilities

5. maintaining awareness of surroundings
- F. Basic aspects of officer safety to include:
1. current patterns related to deaths and assaults on peace officers
 2. the concept of "will to survive"
 3. officer actions after receiving a nonfatal wound
 4. officer actions in officer-taken-hostage incidents
 5. officer actions in officer-ambush incidents when officer is on foot
 6. officer actions in officer-ambush incidents when officer is in a patrol car

III. REQUIRED TESTS

The following tests shall be administered:

- A. A scenario test that requires the student to respond to a simulated prowler call
- B. A scenario test that requires the student to respond to a simulated burglary-in progress call
- C. A scenario test that requires the student to respond to a robbery-in-progress call
- D. A scenario test that requires the student to respond appropriately to an ambush
- E. An exercise test that requires the student to function as a contact officer
- F. An exercise test that requires the student to function as a cover officer

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a discussion/critique of law enforcement response to a variety of high-risk situations

- B. Identification, either verbally or in writing, of an effective tactical response and appropriate placement of perimeter resources based upon a series of descriptions of locations where a crime is allegedly in progress

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 8 hours of instruction on handling crimes-in-progress calls

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #24 HANDLING DISPUTES/CROWD CONTROL

I. INSTRUCTIONAL GOALS

The goals of instruction on **Handling Disputes** 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. 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 goal of instruction on **Crowd Control** is to provide students with:

- A. a basic understanding of the concept of law enforcement mutual aid;
and
- B. an understanding of the principles of crowd management and riot control.

I. REQUIRED TOPICS

The following topics shall be covered:

- A. Tactics for defusing, resolving, mediating disputes
- B. Arrest/rescue formations (e.g., circle)

II. REQUIRED TESTS

The following tests shall be administered:

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

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

III. REQUIRED LEARNING ACTIVITIES

Disputes

Given a role play, 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)

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 5 hours of instruction on handling disputes and crowd control

V. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #25
DOMESTIC VIOLENCE

I. INSTRUCTIONAL GOALS

The goals of instruction on **Domestic Violence** are to provide students with:

- A. an understanding of the psychosocial and other factors, including cultural issues, that influence the frequency and severity of domestic violence;
- B. knowledge of the domestic violence statutes and how they are applied by law enforcement officers when they respond to calls involving domestic problems; and
- C. interpersonal and tactical skills needed to safely and effectively handle calls involving domestic problems.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Extent and nature of domestic violence, particularly local statistics and experience
- B. Response to and preliminary investigation of a domestic violence incident including effective communication with all involved parties

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Learning Domain 25
- B. A scenario test that requires the student to handle a simulated domestic violence incident

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion relating to background, legal aspects, and legislative intent associated with domestic violence incidents
- B. Participation in a facilitated discussion relating to proper response to a domestic violence incident

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 hours of instruction on domestic violence

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #26
UNUSUAL OCCURRENCES

I. INSTRUCTIONAL GOAL

The goal of instruction on **Unusual Occurrences** are to provide students with:

- A. an understanding of peace officer responsibilities at the scene of a disaster or unusual occurrence;
- B. knowledge of how to effectively react to a bomb threat, suspected explosive device and an explosion scene;
- C. knowledge of how to effectively react to a fire emergency;
- D. knowledge of how to effectively react to a variety of unusual occurrences such as electrical wires down, road hazards, natural gas leaks, etc.;
- E. knowledge of how to effectively react to an aircraft crash incident; and
- F. a basic understanding of the Incident Command System (ICS).

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Peace officer responsibilities at the scene of a disaster or unusual occurrence to include:
 - 1. assumption of initial command
 - 2. establishing a perimeter/protecting the incident location
 - 3. isolating the hazard
 - 4. maintaining ingress/egress control
 - 5. initiation of appropriate notifications

B. Peace officer responsibilities to be covered for the following scenes of specific unusual occurrences to include:

1. aircraft crash (both civilian and military)
2. electrical power emergencies
3. hazardous road conditions (e.g. washout, landslide, flash flood)
4. damaged fire hydrant
5. gas leaks
6. traffic device malfunctions
7. earthquake
8. flood
9. animal control problems

C. Fire emergencies to include:

1. classes of fires
2. methods of extinguishing fires
3. safety considerations

D. Explosives incidents to include:

1. recognition of explosives/explosive devices
2. bomb threats
3. considerations regarding explosives and improvised explosive devices
4. explosion scenes

E. Incident Command System

1. responsibilities of the initial responding officer
2. basic components of the Incident Command System (ICS)

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 26

IV. REQUIRED LEARNING ACTIVITIES

Participation in a facilitated discussion relating to a proper law enforcement response to a variety of unusual occurrences to include aircraft crashes, earthquakes, floods, fires and explosive device incidents

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #27 MISSING PERSONS

I. INSTRUCTIONAL GOALS

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

- A. the knowledge needed to properly prioritize and respond to a missing person report;
- B. the knowledge and skills needed to conduct a thorough search for a missing adult or child in accordance with the requirements of law;
- C. the knowledge and skills needed to conduct a follow-up investigation in accordance with the requirements of law; and
- D. the knowledge required to prepare a missing person's report.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Priorities assigned to missing person's cases
- B. Conducting a search for a missing person
- C. Conducting a follow up investigation
- D. Reporting requirements
- E. Laws relating to missing person's cases

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 27

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #28 TRAFFIC ENFORCEMENT

I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic Enforcement** are to provide students with:

- A. knowledge of the traffic laws commonly enforced by patrol officers;
- B. the skills necessary to effectively direct and control traffic; and
- C. knowledge of laws and techniques related to driving-under-the-influence enforcement.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Unsafe vehicle violations
- B. Right-of-way violations
- C. Stopping and turning violations
- D. Passing a school bus with flashing lights
- E. Following too close
- F. Unsafe passing violations
- G. Unrestrained occupant
- H. Red signal violation
- I. Pedestrian violation
- J. Authority to remove vehicles from a roadway
- K. Preparing a storage and impound report

- L. Vehicle Code laws governing arrest
- M. Information necessary to complete a traffic citation
- N. Court procedures for processing a citation
- O. Purpose for violator's signature on citation

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Learning Domain 28
- B. An exercise test that requires the student to direct traffic using hand signals
- C. An exercise test that requires the student to direct traffic using a flashlight
- D. An exercise test that requires the student to determine the proper placement of warning devices at a simulated traffic incident

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a demonstration regarding the safe lighting and extinguishing of a highway flare
- B. The student will participate in a facilitated discussion regarding a simulated DUI investigation

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 7 hours of instruction on traffic enforcement

VI. ORINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #29 TRAFFIC ACCIDENT INVESTIGATION

I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic Accident Investigation** are to provide students with:

- A. an understanding of the basic concepts that underlie traffic collision scene management;
- B. the skills needed to manage the scene of a traffic collision;
- C. the knowledge and skills needed to investigate a traffic collision, collect evidence, and determine the cause of the collision; and
- D. the knowledge and skills needed to prepare a traffic collision sketch and report.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Traffic collision scene management
- B. Traffic collision investigation including the collection and preservation of evidence
- C. Preparing a traffic collision sketch
- D. Writing a traffic collision report

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to manage the scene of a simulated traffic collision, investigate the collision, and prepare a report

B. An exercise test that requires the student to prepare a traffic collision sketch based on a simulated traffic collision scene

C. An exercise test that requires the student to collect and preserve evidence from a simulated traffic collision scene

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 12 hours of instruction on traffic accident investigation

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #30 PRELIMINARY INVESTIGATION

I. INSTRUCTIONAL GOALS

The goals of instruction on **Preliminary Investigation** are to provide students with:

- A. the knowledge and skills needed to conduct a preliminary investigation of specific crimes such as child abuse, burglary, and grand theft;
- B. the knowledge and skills needed to conduct a preliminary investigation and assist survivors of a sudden infant death; and
- C. the knowledge and skills needed to provide effective courtroom testimony.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Initial actions to be taken when conducting a preliminary investigation including:
 - 1. generation of a crime scene broadcast
 - 2. controlling access to a crime scene
- B. *Courtroom demeanor and testimony*
- C. Techniques for investigating the following types of incidents:
 - 1. auto theft
 - 2. burglary
 - 3. child abuse, neglect, and sexual exploitation
 - 4. felony assault

5. grand theft
6. homicide
7. kidnapping
8. poisoning
9. robbery
10. sexual assault
11. sudden infant death
12. suicide
13. unattended death

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Learning Domain 30
- B. An exercise test which requires the student to identify the types of information and community resources that may assist SIDS survivors
- C. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a burglary
- D. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a grand theft
- E. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a felonious assault
- F. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a homicide
- G. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a suicide

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion relating to actions which should be taken during the preliminary investigation of a SIDS death
- B. Participation in a facilitated discussion relating to actions which should be taken during the preliminary investigation of a kidnapping
- C. Participation in a facilitated discussion relating to actions which should be taken during the preliminary investigation of a robbery.
- D. Participation in a facilitated discussion relating to actions which should be taken during the preliminary investigation of an unattended death
- E. Participation in a facilitated discussion relating to actions which should be taken during the preliminary investigation of an auto theft
- F. Participation in a facilitated discussion relating to actions which should be taken during the preliminary investigation of a poisoning
- G. Participation in a discussion/critique of one or more simulated interviews or interrogations
- H. Participation in a simulated criminal trial by providing or critiquing testimony

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 36 hours of instruction on preliminary investigation

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #31
CUSTODY

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the responsibilities of an officer taking a person into custody;
- B. an understanding of the custody process including booking and intake;
- C. knowledge of the laws relating to care, control, and treatment of prisoners;
- D. knowledge of legal requirements relating to physical, strip and body cavity searches;
- E. knowledge of laws governing prisoners rights; and
- E. an understanding of the need to notify custodial personnel when delivering persons who may require special care, classification or protection to local detention facilities.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Legal requirements for committing a person into custody to include:
 - 1. court documents (e.g. warrants, court orders, etc.)
 - 2. parole and probation commitments
 - 3. probable cause arrests
 - 4. enroute prisoners
- B. An officer's responsibilities during intake

- C. Laws governing the humane treatment of prisoners
- D. Prohibitions against assaulting prisoners
- E. Considerations for delivering persons to a local detention facility who may require special care, classification or protection to include:
 - 1. certain substance abusers (e.g. detoxing)
 - 2. suicide risks
 - 3. persons with disabilities
 - 4. sick and/or injured persons
 - 5. certain sex offenders (e.g. child molester)
 - 6. escape risks
 - 7. civil contempt prisoners
 - 8. homosexual prisoners
 - 9. known gang members
 - 10. other persons needing protective custody (e.g. police informants, diplomats)
- F. Considerations for securing weapons before entering a local detention facility
- G. Considerations for booking sick or injured persons into a local detention facility to include:
 - 1. evaluation by an approved medical practitioner
 - 2. acquisition of a medical clearance
 - 3. notification of detention facility staff
- H. Legal requirements for conducting physical, strip and body cavity searches to include:

1. types of searches permitted prior to completion of the booking process
2. circumstances and conditions when a strip search can be conducted
3. circumstances and conditions when a body cavity search can be conducted

- I. Statutory and constitutional rights of prisoners/arrested persons
- J. Arrested person's right to use telephone
- K. Arrested person's right to privileged communications
- L. Legal requirements relating to bringing weapons into a local detention facility

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 31

IV. REQUIRED LEARNING ACTIVITIES

Participation in a facilitated discussion relating to the responsibilities of a peace officer regarding the care and custody of an arrested person from the time of arrest until the responsibility for the person is transferred to a local detention facility

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 3 hours of instruction on custody.

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #32 LIFETIME FITNESS

I. INSTRUCTIONAL GOALS

The goals of instruction on **Lifetime Fitness** are to provide students 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 reducing the risk of developing debilitating physical ailments common to *peace officers*;
- C. knowledge of techniques for managing body composition including nutrition and exercise;
- D. knowledge of physical conditioning principles;
- E. the ability to perform the mentally and physically demanding tasks required of a law enforcement officer.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Physical disablers and illnesses common to law enforcement officers to include:
 - 1. cardiovascular disease (including risk factors)
 - 2. low back injury
 - 3. other emerging disablers (e.g. digestive disorders, cancer, etc.)
- B. The short-term and long-term effects of drug use including alcohol and tobacco substance use/abuse to include:
 - 1. alcohol

2. tobacco
 3. other substances capable of being abused (e.g. prescription and nonprescription drugs, caffeine, illegal drugs, etc.)
- C. Elements of a disease risk management program to include:
1. regular exercise
 2. body composition management
 3. proper nutrition
 4. no substance abuse
 5. management of stress
- D. Principles of body composition management to include:
1. body fat
 2. nutrition
 3. physical activity
- E. Principles of physical conditioning to include:
1. progressive overload
 2. specificity
 3. frequency
 4. duration/time
 5. intensity
- G. Techniques for stress management (e.g. exercise, professional counseling, relaxation)
- H. Methods of self-evaluating personal fitness levels in the following areas:
1. cardiovascular fitness

2. flexibility
3. muscular strength
4. muscular endurance
5. body composition

I. Elements of a personal fitness program to include:

1. cardiovascular
2. muscular strength
3. flexibility
4. muscular endurance

J. Basic principles of nutrition to include:

1. food constituents (e.g. proteins, carbohydrates and fats)
2. elements of a balanced diet (e.g. determining the proportion of calories that come from fat)
3. the effects of various foods on physical performance, body composition and general health

K. Components of an exercise session to include:

1. warmup/stretching
2. conditioning phase
3. cooldown/stretching
4. evaluation and treatment of training injuries

III. REQUIRED TESTS

The following test shall be administered:

The POST-developed physical abilities test or an equivalent physical abilities test approved by POST

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a structured POST-developed physical conditioning program
- B. Participation in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent instructional activity regarding health problems common to law enforcement officers and related risk reduction management techniques
- C. Participation in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent instructional activity regarding proper nutrition
- D. Participation in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent instructional activity regarding techniques used to evaluate physical fitness
- E. Participation in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent instructional activity regarding the principles of physical conditioning

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 40 hours of instruction on lifetime fitness. This includes time spent participating in the POST physical conditioning program.

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #33
PERSONS SEARCHES/BATON

I. INSTRUCTIONAL GOALS

The goals of instruction on **Person Searches/Baton** 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 how to use restraint devices;
- C. an understanding of how to position and transport prisoners;
- D. the ability to use weaponless defense techniques to control a resisting prisoner or suspect;
- E. the ability to use the baton to control a resisting prisoner or suspect; and
- F. the knowledge and skill needed to act as cover officer while another officer searches a suspect.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Conducting a person search
- B. Searching a person of the opposite sex
- C. Providing cover for the officer doing the search
- D. Use of restraint devices
- E. Transporting prisoners
- F. Weaponless defense
- G. Use of the baton
- H. Weapon retention

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to act as cover officer for another officer 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 the carotid restraint
- H. An exercise test that requires the student to demonstrate a front and rear gun take away from a suspect armed with a handgun
- I. An exercise test that requires the student to demonstrate a gun retention technique with the officer's handgun in hand and in the holster
- J. An exercise test that requires the student to demonstrate the use of the baton

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 42 hours of instruction on person searches and use of the baton.

V. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #35 FIREARMS/CHEMICAL AGENTS

I. INSTRUCTIONAL GOALS

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

- A. the ability to use a handgun effectively in combat situations; and
- B. the ability to use a shotgun effectively in combat situations.

The goals of instruction on **Chemical Agents** are to provide students with:

- C. the ability to use a gas mask safely and effectively; and
- D. an understanding of the effects of nonlethal chemical agents.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Handgun and shotgun marksmanship
- B. Shooting positions: handguns and shotguns
- C. Evolution of chemical agents
- D. Legal aspects of chemical agents
- E. Types of chemical agents
- F. Orientation to chemical agent delivery systems
- G. Aerosol chemical agent deployment tactics
- H. Care and Maintenance of aerosol chemical agents devices
- I. Disposal of aerosol chemical agent devices
- J. Physiological and psychological effects of nonlethal chemical agents

- K. Decontamination procedures
- L. Care and use of gas masks

III. REQUIRED TESTS

The following tests shall be administered:

- 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 malfunction in a shotgun
- C. An exercise test that requires the student to will demonstrate the following handgun shooting positions: crouch, point shoulder, barricade, prone, kneeling, and hip
- D. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the academy), under daylight conditions, on a handgun course consisting of single and multiple silhouette targets
- E. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a handgun course consisting of single and multiple silhouette targets
- F. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the academy), under daylight conditions, on a handgun combat range
- G. An exercise test that requires the student to shoot a handgun combat range after being stressed by an anaerobic physical activity and obtain an acceptable score (determined by the academy)
- H. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a handgun combat range
- I. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (determined by the academy) on a shotgun course with single and multiple silhouette targets

- J. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a shotgun course with single and multiple silhouette targets
- K. An exercise test that requires the student to safely and effectively use a gas mask

IV. REQUIRED LEARNING ACTIVITIES

- A. The student shall be exposed to a nonlethal, riot-control chemical agent
- B. The student shall be exposed to a nonlethal, aerosol chemical agent

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 40 hours of instruction on firearms and chemical agents

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #36 INFORMATION SYSTEMS

I. INSTRUCTIONAL GOALS

The goals of instruction on **Information Systems** are to provide students with:

- A. an understanding of the type of information contained in the state and national information systems 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 system; and
- D. an understanding of the policies and procedures of the Department of Justice governing use of the system.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California Penal Code and California Government Code sections governing access and dissemination of information from the system
- B. Department of Justice policies and procedures governing access, dissemination, and verification of system information
- C. National Crime Information Center (NCIC) policies and procedures governing access, dissemination, and verification of system information
- D. The minimum information needed to search the criminal justice database for information about persons, vehicles/vessels, property, and firearms

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 36

IV. REQUIRED LEARNING ACTIVITIES

Students shall participate in an instructor-led discussion of how to use the criminal justice information system to retrieve specific types of information. The instructor will describe a hypothetical investigation and the students will discuss how the system could be used to retrieve information needed by the investigators. A variety of methods (e.g., videotape depictions or simulations) can be used to present the hypothetical investigation to the students

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #37 PERSONS WITH DISABILITIES

I. INSTRUCTIONAL GOALS

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

- A. the ability to recognize hearing and visually impaired persons and to respond appropriately;
- B. knowledge of the laws relating to hearing and visually impaired persons;
- C. the ability to recognize and respond appropriately to persons who are subject to detention under Section 5150 of the Welfare and Institutions Code;
- D. the ability to recognize and respond appropriately to a person exhibiting behaviors characteristic of a mental illness;
- E. the ability to recognize and respond appropriately to a person exhibiting behaviors characteristic of a developmental disability; and
- F. the ability to recognize risk factors characteristic of postpartum psychosis and respond appropriately.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and communicating with hearing impaired persons
- B. Recognizing and communicating with visually impaired persons
- C. Provisions of law dealing with hearing and visually impaired persons
- D. Section 5150 of the Welfare and Institutions Code
- E. Behaviors associated with mental illnesses

F. Behaviors associated with developmental disabilities

G. Postpartum psychosis

III. REQUIRED TESTS

The following test shall be administered:

The POST-constructed knowledge test for Learning Domain 37

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. ORIGATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #38 GANG AWARENESS

I. INSTRUCTIONAL GOALS

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

- A. an understanding of gang culture and dynamics; and
- B. knowledge of criteria which can assist in identifying suspected gangs, gang subgroups, gang crimes, and individual gang members.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Gang culture and characteristics
- B. Gangs and criminal activity
- C. Identification of gang members and their associates

III. REQUIRED TESTS

An exercise test related to the interpretation of gang communications

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated group discussion concerning gang dynamics
- B. Participation in a facilitated group discussion concerning local/regional criminal gang activities

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 8 hours of instruction on gangs.

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #39 CRIMES AGAINST THE JUSTICE SYSTEM

I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against the Justice System** is to provide students with the ability to recognize when a crime against the justice system has occurred, to identify the crimes by their common crime names, and to classify them as either misdemeanors or felonies

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Perjury
- B. Unlawful assembly
- C. Rout, riot, and incitement to riot
- D. Providing false information to a peace officer
- E. Intimidation of a victim/witness
- F. Violation of a court order

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 39

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 hours of instruction on crimes against the justice system

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #40 WEAPONS VIOLATIONS

I. INSTRUCTIONAL GOAL

The goal of instruction on **Weapons Violations** is to provide students with the ability to recognize when a weapons violation has occurred, to identify the crimes by their common names, and to classify them as misdemeanors or felonies

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Shooting at an inhabited dwelling
- B. Manufacture, sale, possession, or import of a deadly weapon
- C. Possession of a firearm by certain prohibited persons
- D. Possession of tear gas/chemical agents
- E. Weapons on school grounds
- F. Exceptions to concealed firearm law
- G. Unsafe storage of a firearm

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain 40

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 hours of instruction on weapons violations

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #41 HAZARDOUS MATERIALS AWARENESS

I. INSTRUCTIONAL GOALS

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

- A. the ability to recognize what hazard materials are; the risks and negative outcomes hazardous materials incidents present; and describe the difference in roles between the First Responder at the Awareness and the First Responder at the Operational level
- B. the ability to recognize a hazardous materials incident through basic clues, warning signs, placards, labels, shipping papers and material safety data sheets; understand the need for a positive safety attitude; and describe a safe approach to a hazardous materials incident
- C. the ability to describe First Responder Awareness actions, understand the need for safety, isolation and making required notifications to mitigate a hazardous materials incident
- D. the ability to identify the purpose and need to safely initiate command; cite basic identification and assessment techniques; understand the use of the *Department of Transportation Emergency Response Guidebook* (current DOT ERG) for basic action planning

II. REQUIRED TOPICS

The following First Responder Awareness level topics shall be covered and the instruction shall be delivered by an instructor certified by the California Specialized Training Institute in accordance with Title 19 of the California Code of Regulations, Chapter 1, Subchapter 2, Section 2520(a)(6):

- A. Introduction of hazardous materials at the First Responder Awareness level to include:
 - 1. overview of local hazardous materials problems

2. differences between hazardous materials incidents and other emergencies
3. the federal agencies where definitions of hazardous materials, hazardous chemicals, hazardous substances and hazardous waste can be found
4. United Nations hazard classifications
5. multiple hazards and adverse effects of hazardous materials
6. common local hazardous materials spills, locations and response problems
7. primary first-responder role which shall include a safe and competent response to a hazardous materials incident within awareness level, resources and capabilities
8. definition of First Responder Awareness
9. definition of First Responder Operational
10. essential tactical operations for First Responder Awareness and Operations
11. overview of pertinent hazardous materials authorities and regulations

B. Hazardous materials recognition and safety to include:

1. ways hazardous materials incidents are reported
2. basic hazardous materials recognition clues
3. hazardous materials outward warning signs
4. locations where hazardous materials are manufactured, transported, stored, used and disposed
5. typical hazardous materials container shapes and packaging
6. DOT placard and labeling system

7. types, location and content of Material Safety Data Sheets (MSDS) and shipping papers
8. safety upon recognition, including positive safety attitudes and safe approach tactics
9. ways hazardous materials incidents can cause death or injury to hazardous materials personnel

C. Concepts of safety, isolation and notification to include:

1. First Responder Awareness and Operational level basic response requirements/first on scene safe initial actions
2. safe approach distance guides
3. how to conduct a safe assessment
4. essential field safety guides (do's and don'ts)
5. isolation and entry denial tactics
6. relationship of perimeters and zones to scene safety and isolation, including proper terms and differences
7. identification of hazardous materials resources needed for an emergency response
8. required notifications at hazardous materials incidents

D. Basic command, identification/hazard assessment and action plans to include:

1. necessity for establishing command
2. First Responder role in assuming command
3. relationship between identification and hazard assessment
4. identification and hazard assessment as the basis of the hazardous materials response

5. common information sources in identification and hazard assessment
 6. number of minimum information sources necessary to confirm identification and hazard assessment
 7. comprehensive review and use of the current DOT Emergency Response Guide
 8. familiarization with other hazardous materials reference materials
 9. review of First Responder Awareness role in local hazardous materials plan and the current DOT Emergency Response Guide
 10. recognized off-site hazardous materials information centers
 11. components of hazard assessment
 12. variables and modifying conditions of hazardous materials incidents
 13. concept of risk versus gain at a hazardous materials incident
 14. federal requirement for hazardous materials action plan
 15. complexity of identification and hazard assessment at hazardous materials incidents
- E. Basic considerations for conducting a preliminary investigation of a hazardous materials incident or environmental crime
- F. Basic legal aspects of hazardous materials incidents

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Learning Domain 41

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion relating to appropriate First Responder Awareness level actions at the scene of a hazardous materials incident
- B. Participation in a facilitated discussion relating to types of resources available for determining the hazard potential of a variety of suspected hazardous materials

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on hazardous materials awareness.

VI. ORIGINATION DATE

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #42 CULTURAL DIVERSITY/DISCRIMINATION

I. INSTRUCTIONAL GOALS

Cultural Diversity: 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;
- 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 is designed to provide fundamental training 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

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

- I. an understanding of the nature and historical perspectives associated with sexual harassment;
- J. knowledge of state and federal laws which define sexual harassment;
- K. an understanding of behaviors which constitute sexual harassment;
- L. an understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and how to initiate a sexual harassment complaint; and
- M. 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 instruction on Hate Crimes are to provide the student with:

- N. knowledge of laws which define a hate crime;
- O. an understanding of the indicators of hate crimes;
- P. knowledge of legal rights of, and remedies available to, victims of hate crimes;
- Q. an understanding of the impact of hate crimes on victims, victim's families and the community; and
- R. 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. Concept of 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

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

- 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

- B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact

Among the issues which should be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor

- C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of

simulations, scenarios, or video representations provided by the academy, the student must participate in a facilitated discussion which addresses the following:

1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
2. Professional, personal, and organizational impacts of the incident
3. Legal and administrative consequences of the behaviors observed
4. Whether or not state sexual harassment reporting guidelines apply to the situation

D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the academy, the student must participate in a facilitated discussion which addresses the following:

1. Whether or not the incident constituted a hate crime under the law
2. Impact of the incident on victims, victim's families and the community
3. Effectiveness of the law enforcement response
4. Legal rights of, and remedies available to the victim(s)

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 24 hours of instruction on cultural diversity/sexual harassment/hate crimes

VI. ORIGINATION DATE

MODULE "D"
MINIMUM HOURLY REQUIREMENTS

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	History, Professionalism & Ethics	4
02	Criminal Justice System	2
03	Community Relations	9
04	Victimology/Crisis Interventions	6
05	Introduction to Criminal Law	1
06	Crimes Against Property	8
07	Crimes Against Persons	8
08	General Criminal Statutes	1
09	Crimes Against Children	4
10	Sex Crimes	4
11	Juvenile Law and Procedure	1
12	Controlled Substances	6
13	ABC Law	1
15	Laws of Arrest	6
16	Search & Seizure	7
17	Presentation of Evidence	2
18	Investigative Report Writing	27
19	Vehicle Operations	16
20	Use of Force	8
21	Patrol Techniques	2
22	Vehicle Pullovers	7
23	Crimes in Progress	8
24	Handling Disputes	5
25	Domestic Violence	2
26	Unusual Occurrences	4
27	Missing Persons	4
28	Traffic Enforcement	7
29	Traffic Accident Investigation	12
30	Preliminary Investigation	36
31	Custody	3
32	Physical Fitness/Officer Stress	40
33	Person Searches, Baton, etc.	42
34	First Aid & CPR	0
35	Firearms/Chemical Agents	40
36	Information Systems	4
37	Persons with Disabilities	6
38	Gang Awareness	8
39	Crimes Against the Justice System	2
40	Weapons Violations	2
41	Hazardous Materials	4
42	Cultural Diversity/Discrimination	24
	Minimum Instructional hours	383
	TEST TYPE	HOURS
	Scenario Tests	40
	POST-Constructed Knowledge Tests	19
	Total Minimum Required Hours	442

LEGISLATIVELY MANDATED CURRICULUM

REFERENCE	SUBJECT	EFFECTIVE	RECOMMENDED HOURS
ACR 89- Chap 153	Visually/Hearing Impaired	9/21/89	1
PC 13519.1	Missing Persons	1/1/89	4
H&S 1797.187	Carcinogenic Materials	1/1/90	4
PC 13519.2	Developmental Disabilities/Mental Illness	7/1/90	4
SCR 39	Postpartum Psychosis	7/1/90	No rec.
PC 13519.3	Sudden Infant Death Syndrome (SIDS)	7/1/90	2
PC 13519.4	Racial/Cultural Diversity	8/1/93	16
PC 13519.6	Hate Crimes	7/1/94	4
PC 13519.7	Sexual Harassment	1/1/95	4
PC 13519.8	High Speed Vehicle Pursuits	1/1/95	Unknown at this time
IN-SERVICE REQUIREMENTS SATISFIED IN THE REGULAR BASIC COURSE			
PC 872 (b)	Hearsay Testimony	6/5/90	1
PC 13519.5	Gangs	7/1/91	4

TEXT PROPOSAL #1 - RESERVE MODULE FORMAT/ RESERVE MODULE "D" TRAINING SPECIFICATIONS

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) and that portion of the Reserve Officer Minimum Standards established in Section 1007(b) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, Specialized Investigators' Basic Course, Public Safety Dispatchers' Basic Course, and Coroners' Death Investigation Course.

Training Requirements

1-2. Requirements for Basic Training: 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 Investigators' Basic Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.

1-3. Regular Basic Course Definitions and Requirements: The terms used to describe testing and training requirements are defined in ~~paragraph~~ Section 1-3(a). Testing and training requirements vary by delivery format and are described in paragraph Section 1-3(b), standard format, and Section 1-3(c), reserve format. ~~Testing, training, content, and minimum hourly requirements are provided in detail in Training Specifications for the Regular Basic Course - July 1993 and the POST Basic Academy Physical Conditioning Manual.~~ Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

#2

(a) ~~Definitions of Terms Used to Describe Testing and Training Requirements~~ **Regular Basic Course Terminology**

- (1) **Learning Domain.** An instructional unit that covers related subject matter. ~~Each Regular Basic Course learning domain is described in Training Specifications for the Regular Basic Course - July 1993.~~ 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.
- ~~(5)~~(4) **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.
- (5) **Academy.** A state or local government agency certified by POST to present the Regular Basic Course.
- (6) **Delivery Format.** The formats for delivering the Regular Basic Course include the standard format and the reserve format.
 - (A) **Standard Format.** The Regular Basic Course is delivered in a one-part instructional sequence. Testing and training requirements are prescribed in Section 1-3(b). Except as provide for in Section 1-3(b)(9), the course shall be delivered by a single academy.
 - (B) **Reserve Format.** The Regular Basic Course is delivered in a four-part instructional sequence consisting of reserve training modules A, B, C, and D. Testing and training requirements are prescribed in Section 1-3(c).
- (47) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Four types of tests are used in the Regular 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) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual*.
 - (D) **Exercise Test.** Any test other than a POST-constructed knowledge test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals.
- (68) **Test-Item Security Agreement.** An agreement between a Regular Basic Course academy and POST that identifies the terms and conditions under which an academy 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 for the Standard Format**

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the standard format [defined in Section 1-3(a)(6)(A)].

- (1) **Topics.** Academies shall deliver instruction on all topicsAs specified in *Training Specifications for the Regular Basic Course - July 1993* and the *POST-Basic Academy Physical Conditioning Manual*.
- (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.
- (23) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, ~~parallel~~ alternate form of the same test. If a student fails the second test, the student fails the course unless the academy 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.
- (34) **Scenario Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, scenario tests are required in some, but not all, 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 academy. 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 academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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.
- (45) **Exercise Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, 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 academy. 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 academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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.

- (56) **Learning Activities.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, 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 academy 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.
- (67) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.
- (78) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students must pass a POST-developed physical abilities test battery as described in the *POST Basic Academy Physical Conditioning Manual*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.
- (9) **Single Academy.** The Regular Basic Course shall be completed under the sponsorship of one academy unless POST has approved a contractual agreement dividing responsibility for delivering the Regular Basic Course between an academy and other training presenters.
- (810) **Academy Requirements.** POST has established minimum, statewide training standards for the Regular Basic 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.

(c) Testing and Training Requirements for the Reserve Format

The testing and training requirements in this section apply to the four-part reserve format [as defined in Section 1-3(a)(6)(B)] for completing the Regular Basic Course. Successful completion of these four training modules fulfills the requirements for the Regular Basic Course.

- (1) Module A. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007.
- (2) Module B. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module A is a prerequisite to Module B.
- (3) Module C. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module B is a prerequisite to Module C.

(4) **Module D.** Course content is specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

(A) **Prerequisites**

1. Completion of reserve modules A, B, and C with a total of 222 minimum hours.
2. Satisfaction of the first aid and CPR requirements for public safety personnel set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, §100005-§100028.

(B) **Topics.** Academies shall deliver instruction on all topics specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

(C) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each domain is specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

(D) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Reserve Training Module "D" 1995,* POST-constructed knowledge tests are required in some, but not all, 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails Module D unless the academy 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 Module D.

(E) **Scenario Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995,* scenario tests are required in some, but not all, 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 academy. 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 Module D unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 Module D.

(F) **Exercise Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995,* exercise tests are required in some, but not

all, 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 academy. 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 Module D unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 Module D.

- (G) Learning Activities. As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, learning activities are required in some, but not all, 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 Module D unless the academy 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 Module D.
- (H) Physical Conditioning Program. Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.
- (I) Physical Abilities Test Battery. At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).

NOTE: This proposed amendment is part of Text Proposal #1 and #3.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PROPOSED REGULATION

1005. Minimum Standards for Training

(a)(1) through (j)(2) continued.

PAM section D-1-1 adopted effective September 26, 1990 and amended January 14, 1994, and * is herein incorporated by reference.

PAM section D-1-2 adopted effective September 26, 1990 and amended January 11, 1992, and January 14, 1994, and * is herein incorporated by reference.

PAM section D-1-3 adopted effective April 15, 1982, and amended January 24, 1985, September 26, 1990, January 14, 1994, July 16, 1994, and December 16, 1994, and * is herein incorporated by reference.

PAM section D-1-4 adopted effective April 27, 1983, and amended January 24, 1985, September 26, 1990, and January 14, 1994 is herein incorporated by reference.

PAM section D-1-5 adopted effective April 27, 1983, and amended January 24, 1985, September 26, 1990, and January 14, 1994 is herein incorporated by reference.

PAM section D-1-6 adopted effective October 20, 1983, and amended September 26, 1990, October 27, 1991 and January 14, 1994 is herein incorporated by reference.

PAM section D-1-8 adopted effective February 4, 1993 is herein incorporated by reference.

PAM section D-2 adopted effective April 15, 1982, and amended January 24, 1985 is herein incorporated by reference.

PAM section D-3 adopted effective April 15, 1982, and amended October 20, 1983 and January 29, 1988 is herein incorporated by reference.

PAM section D-4 adopted effective April 15, 1982 is herein incorporated by reference.

PAM section D-13 adopted effective June 15, 1990 is herein incorporated by reference.

PAM section H-3 adopted effective June 15, 1990, and amended effective July 1, 1992, is herein incorporated by reference.

The POST Field Training Guide (1988) (A Model POST Field Training Program), Section II, pages II-1 through II-39, is herein incorporated by reference effective June 15, 1990.

The POST Basic Academy Physical Conditioning Manual (February 1990) adopted effective September 26, 1990 is herein incorporated by reference.

The document, *Training Specifications For the Regular Basic Course - July 1993* adopted effective January 14, 1994 and amended July 16, 1994 and December 16, 1994 is herein incorporated by reference.

The document, *Performance Objectives for the POST Specialized Basic Investigators Course - 1991* adopted

effective October 27, 1991 is herein incorporated by reference.

The Training Specifications for the Reserve Training Module "D" - 1995 adopted effective *
is herein incorporated by reference.

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

Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13520, and 13523, Penal Code.

*To be filled in by OAL.

Commission on Peace Officer Standards and Training

NOTICE OF PUBLIC HEARING

REGULATORY ACTION: AMENDMENT OF REGULATION 1005 AND COMMISSION PROCEDURE D-1 TO ADD: 1) A NEW DELIVERY FORMAT FOR THE REGULAR BASIC COURSE REFERRED TO AS THE "RESERVE FORMAT" and ADOPTION OF RESERVE MODULE "D" TRAINING SPECIFICATIONS, and 2) A NEW DELIVERY FORMAT FOR THE REGULAR BASIC COURSE REFERRED TO AS THE "TRANSITION PROGRAM -PILOT FORMAT"

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Penal Code Section 13503 (authority to develop and implement programs to increase effectiveness of law enforcement), Penal Code Section 13506 (authority to adopt regulations) and Penal Code Section 832.6 (authority to develop a supplemental course for existing Level I reserve officers desiring to satisfy the basic training course for deputy sheriffs and police officers) and in order to interpret, implement and make specific Penal Code Section 13510 (rules of minimum standards), Penal Code Section 13510.5 (rules of minimum standards for certain peace officers) and Penal Code Section 832.6 (same as stated above) proposes to adopt, amend or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations. A public hearing to adopt the proposed amendments will be held before the Commission on:

Date: July 20, 1995
Time: 10:00 a.m.
Place: Hyatt Regency
17900 Jamboree Blvd.
Irvine, CA 92714

Notice is also hereby given that any interested person may present oral or written statements or arguments, relevant to the action proposed, during the public hearing.

INFORMATIVE DIGEST

Prologue:

The July 20, 1995 Public Hearing will be a two-part hearing: first, to receive the staff report and hear testimony on the Reserve Format/Reserve Module D Training Specifications proposal, and second, to receive the staff report and hear testimony on the Transition Program - Pilot Format proposal. The reason for conducting the hearing in two parts is that both proposals amend the same Commission Procedure, Section D-1, and the proposed regulatory language is dependent on one or the other or both proposals being approved by the Commission. Therefore, the Commission will be requested, after the hearing, to make a motion on each proposal to adopt, amend, or disapprove, as well as, a motion to adopt (with or without amendments) one of three different versions of proposed regulatory language. The three versions of proposed regulatory language are described as follows:

Text Proposal #1- In underline strikeout format, this proposal describes the proposed regulation/procedure language for the amendments relating to the **Reserve Format/ Reserve Module D Training Specifications only**. Proposal #1 would be the adopted language if the Commission approves **Reserve Module Format/Reserve Module D Training Specifications only**.

Text Proposal #2 - In underline/strikeout format, this proposal describes the proposed regulation/procedure language for amendments relating to the **Transition Program - Pilot Format proposal only**. Proposal #2 would be the adopted language if the Commission approves the **Transition Program - Pilot Format proposal only**.

Text Proposal #3 - In underline strikeout format, this proposal describes the proposed language for amendments relating to **both the Transition Program - Pilot Format and Reserve Format/ Reserve**

Module D Training Specifications proposals. Proposal #3 would be the adopted language if the Commission approves both proposals.

Because it cannot be determined prior to the July 20, 1995 Commission Meeting which text proposal will be adopted, anyone requesting the text for any of the above described proposals will receive all three sets of text proposals.

Informative Digest for *The Reserve Format and Reserve Module "D" Training Specifications* proposal:

Penal Code 832.6 requires POST to establish minimum training standards for each reserve officer category. The current minimum training standards as specified in the POST Regulation 1007 are: Level III (Reserve Module A); Level II (Reserve Modules A/B, and a continuous field training course); Level I "non-designated" (Reserve Modules A/B/C, plus 200 hours of Field Training) and Level I "designated" (Regular Basic Course). Recent amendments (1-1-95) to Penal Code 832.6 require that non-designated, Level I reserves appointed after 1-1-97 meet the basic training requirement specified for regular officers (Regular Basic Course). Those amendments also require POST to develop a supplemental course for existing non-designated, Level I reserves who choose to voluntarily satisfy the basic training requirement. The Penal Code directs the Commission to develop the supplemental training in such a way as to avoid "unnecessary redundancy" of training already instructed in Modules A, B, and C. Existing regulations and procedures do not provide a supplemental course for Level I reserves.

In response to the changes in PC 832.6, the Commission is proposing to amend Commission Procedure D-1, and adopt a new training specification document entitled *Training Specifications for Reserve Training Module "D" - 1995*. This proposal will provide language for the testing, training and minimum hour requirements for a supplemental (bridging) course, identified as *Reserve Module "D"*. The supplemental course, Module "D" (approximately 442 hours), when combined with Modules A, B, and C (combined minimum hours of 222), will satisfy the Regular Basic Course training requirement (minimum hours 664).

The "*Training Specifications for Reserve Training: Module D*" were developed in conjunction with existing training specifications for the Regular Basic Course. Post staff and a committee comprised of reserve training managers, course presenters, reserve officers, and reserve trainers worked together to draft the proposed document. In a comparative analysis the committee contrasted the curriculum of the Regular Basic Course against curriculum currently required in Modules A, B, and C. Basic Course curriculum not covered in the A, B, and C Modules was identified and incorporated into the proposed training specifications for *Reserve Module "D"* (442 hrs).

The proposed language in Commission Procedure D-1 includes the following changes:

- Describes a new delivery format for the Regular Basic Course referred to as the Reserve Format, a four-part instructional sequence (Modules A, B, C, and D).
- Adds testing, training and minimum-hour requirements for the Reserve Format.
- Specifies that Module "D" shall be delivered by academy presenters certified to present the Regular Basic Course.
- Adds prerequisite requirements for Reserve Module "D" training.

This proposal adds a new delivery format for completing the Regular Basic Course. The Module "D" training is **voluntary** for those non-designated Level I Reserve Officers desiring to meet the basic training requirement. It does not impose a new requirement to complete Module "D" on non-designated Level I Reserve Officers hired on or prior to 1-1-97.

Informative Digest for *The Basic Course Transition Program - Pilot Format* proposal:

It has long been recognized that POST-certified Basic Courses and community college Administration of Justice (AJ)/Criminal Justice (CJ) courses overlap with similar training in some subject areas. The Commission has recognized the problem that individuals aspiring to become peace officers are required, by Commission Regulation 1005, to successfully complete the basic training requirement (Regular Basic Course, 664 hours) regardless of their community college training.

The Commission is proposing to adopt a new delivery method for the Regular Basic Course. This new delivery format is the proposed *Transition Program - Pilot Format*. The proposed delivery model will use a two-part format. Part 1 integrates Regular Basic Course knowledge-development specifications (approximately 264 hours) into the formal community college educational program. Upon completion of *Part 1* the student is eligible to take a POST-constructed and administered comprehensive examination and a report writing test. Upon successful completion of the tests, the student may be admitted into *Part 2*, a 400-hour law enforcement academy. *Part 2* focuses on knowledge application and skill development. Completion of Parts 1 and 2 satisfy the Regular Basic Course training requirement specified in Regulation 1005.

Certified Basic Course presenters will continue to meet the certification requirements specified in Commission Regulations 1052, 1053, and 1055. The pilot phase of this new delivery format is expected to run a minimum of two years. The Commission recognizes that regulations and procedures will most likely require amendments after experience with the Pilot phase. Any amendments will be subject to the requirements of the rulemaking process.

Proposed amendments to Commission Procedures D-1-2 through D-1-3 add:

- Definitions of terms related to the *Transition Program - Pilot Format* for Basic Course delivery.
- Testing and training requirements for the *Transition Program - Pilot Format*.
- Specification of the Regular Basic Course learning domains that will be instructed in Parts 1 and 2 of the *Transition Program - Pilot Format*.

This proposal provides individuals with another alternative for completing the POST basic training requirement specified in Regulation 1005. Those individuals choosing to complete a community college AJ/CJ program could simultaneously complete training necessary for an AA/AS degree while completing portions of the Regular Basic Course. Upon completion of the AJ/CJ program, the full requirements of the Regular Basic Course could be satisfied with completion of a shortened law enforcement academy, thus eliminating unnecessary redundant training.

PUBLIC COMMENT

The Commission hereby requests written comments on the proposed actions. All written comments must be received at POST no later than 4:30 p.m. on **July 10, 1995**. Written comments should be directed to Norman C. Boehm, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Blvd., Sacramento, CA 95816-7083.

ADOPTION OF PROPOSED REGULATIONS

Following the close of the public comment period, the Commission may adopt the proposal substantially as set forth without further notice or may modify the proposal if such modifications remain sufficiently related to the text as described in the Informative Digest. If the proposed text is modified prior to adoption and the change is related but not solely grammatical or nonsubstantive in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to all persons whose comments were received by POST during the public comment period, and all persons who request notification from POST of the availability of such changes. A request for the modified text should be addressed to the agency official designated in this notice. The Commission will accept written comments

on the modified text for 15 days after the date of which the revised text is made available.

TEXT OF PROPOSAL

Copies of the Statement of Reasons and exact language of the proposed action may be obtained by submitting a request in writing to the contact person at the address below. This address is also the location of all information considered as the basis for these proposals. The information will be maintained for inspection during the Commission's normal business hours (8 a.m. to 5 p.m., Monday through Friday).

ESTIMATE OF ECONOMIC IMPACT

Fiscal Impact on Public Agencies Including Costs or Savings to State Agencies or Costs/Savings in Federal Funding to the State: None

Nondiscretionary Costs/Savings to Local Agencies: None

Local Mandate: None

Costs to Any Local Agency or School District for Which Government Code Section 17561 Requires Reimbursement: None

Declaration Relating to Impact on All California Businesses Including Small Businesses: The Commission on Peace Officer Standards and Training, in the development of the proposed regulation, has assessed the potential for adverse economic impact on businesses in California and has found that the proposed amendments of Regulation 1005 and Commission Procedure D-1 will have no effect. This finding was based on the determination that the proposed amendments to Regulation 1005 and Commission Procedure D-1 in no way apply to businesses including the ability of California businesses to compete with businesses in other states.

Costs Impact on Private Persons or Entities: None

Housing Costs: None

ASSESSMENT

The adoption of the proposed amendments to this regulation will neither create nor eliminate jobs in the state of California, nor result in the elimination of existing businesses or create or expand businesses in the state of California.

CONSIDERATION OF ALTERNATIVES

In order to take this action, the Commission must determine that no alternative considered by the Commission would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons than the proposed action.

CONTACT PERSON

Inquiries concerning the proposed action and requests for written material pertaining to the proposed action should be directed to Anna Del Porto, Associate Governmental Program Analyst, Commission on Peace Officer Standards and Training, 1601 Alhambra Boulevard, Sacramento, CA 95816-7083, or by telephone at (916) 227-4854.

Commission on Peace Officer Standards and Training

REGULATORY ACTION: AMENDMENT OF REGULATION 1005 AND COMMISSION PROCEDURE D-1 TO ADD: 1) A NEW DELIVERY FORMAT FOR THE REGULAR BASIC COURSE REFERRED TO AS THE "RESERVE MODULE FORMAT" AND ADOPTION OF "TRAINING SPECIFICATIONS FOR RESERVE MODULE D - 1995" AND 2) A NEW DELIVERY FORMAT FOR THE REGULAR BASIC COURSE REFERRED TO AS THE "TRANSITION - PILOT FORMAT".

INITIAL STATEMENT OF REASONS :

I) FOR THE RESERVE MODULE FORMAT AND TRAINING SPECIFICATIONS FOR RESERVE MODULE D.

Problem Statement :

Existing regulations and procedures do not provide a process for Level I reserves who have completed Reserve Modules A, B, and C to take additional training that when combined with those modules will satisfy the Basic Course training requirement for police and sheriff officers. Amended January 1, 1995, Penal Code Section 832.6(c)(5) requires the Commission on POST to develop a supplemental training course for "existing Level 1 reserve officers" ("Non-designated" - those reserves who have completed modules A, B, and C) to satisfy the requirements of the Regular Basic Course. Furthermore, POST is required to ensure that this new training is not unnecessarily redundant to training provided for in the existing reserve training modules.

Proposed Solution :

Existing law under Penal Code 832.6 authorizes POST to establish minimum training standards for each reserve officer category. The minimum training standards for Level III (Module A): Level II(Module A/B): and Level I "non-designated" (Module A/B/C) are contained in POST Administrative Manual Section H-3. The highest level reserve training standard is for "Designated" Level I reserves which requires completion of the existing Regular Basic Course.

A supplemental "bridging" course, identified as *Reserve Module D*, as proposed, will provide this training course. To facilitate this course curriculum the Commission is proposing to adopt a new document "Training Specifications for Reserve Training: Module D - 1995" that specifies the required topics, learning goals and activities, hourly requirements and tests for *Module D*. These training specifications were developed in an analysis of the existing training specifications for the Regular Basic Course.

Post staff and a committee comprised of reserve training managers, course presenters, reserve officers, and reserve trainers worked together to draft the proposed document. In a comparative analysis the committee contrasted the curriculum of the Regular Basic Course against curriculum in Modules A,B, and C. Curriculum not provided for in the A -C Modules was identified and incorporated into the training specifications for the *Module D* (442hrs). Additionally the content of the specification document were reviewed by POST staff and curriculum consultants who are experts in their field. This process provides a framework so that a Non-designated Level I reserve officer who successfully completes *Module-D* will meet the Regular Basic Course (664hrs) training requirement without unnecessary redundancy.

The testing process for this supplemental bridging course requires successful passing of a series of POST constructed knowledge tests (a paper-and pencil test that measures acquisition of knowledge required to achieve one or more instructional goals). Proposed language that identifies the training and testing requirements has been developed and is presented under POST Regulation 1005 and Commission Procedure D-1. To ensure that students participate in learning activities and are required to

take and pass exercise tests, scenario tests, and physical abilities tests in *Module D* courses, it is proposed that the *Module D* course only be certified to presenters who are also currently certified to deliver the Regular Basic Course.

The testing and training requirements for completing the Regular Basic Course utilizing *Module D* is based on the four part *Reserve Format* that is formulated on prerequisite progression through Modules A, B, C, and the proposed D. Successful completion of these four training modules and commensurate tests fulfills the requirements for the Regular Basic Course.

JUSTIFICATIONS FOR PROPOSED ACTIONS

The reserve training modules are based upon Regular Basic Course "functional areas". The curriculum for the reserve training modules was taken directly from the Regular Basic Course. A committee of reserve and Regular Basic Course trainers developed the Reserve curriculum to provide uniformity on a statewide basis. Each reserve module contains hourly requirements, instructional goals, expanded course outlines, unit guides, and test items based on the Regular Basic Course. As stated, POST staff identified the current Regular Basic Course curriculum that is not identified in Reserve Modules A, B or C. That curriculum formed an outline for the content of Module D. The assumption is that a reserve officer who has successfully completed the curriculum in Modules A, B, & C, and those in the following chart have met the Regular Basic Course training requirement without unnecessary redundancy.

Since development of the reserve modules, the Regular Basic Course has been converted to Training Specifications based on 41 Learning Domains. The existing 41 Basic Course Learning Domains were converted, for this program, into 12 Reserve Training Functional Areas. The content of both courses is the same and the Basic Course training hours required for each Functional Area were correlated. As the Regular Basic Course minimum hours are established at 664, the minimum hourly requirements of Module D (442) are as follows:

FUNCTIONAL AREA	A	B	C	A+B+C	664 BASIC	664 D
Professional Orientation	4	1	1	6	12	6
Community Relations	2		1	3	56	53
Criminal Law	12	4	24	40	84	44
Laws of Evidence	3		8	11	20	9
Communications	5	8		13	40	27
Vehicle Operation		8		8	24	16
Force and Weaponry	24	12		36	84	48
Patrol Procedures		42	24	66	95	29
Traffic		4	4	8	34	26
Criminal Investigation	2		4	6	46	40
Custody		1		1	4	3

Physical Fitness/ Defensive Techniques	10	8		18	100	82
Written Examinations	2	2	2	6	25	19
Scenario Tests					40	40
TOTAL	64	90	68	222	664	442

The ad hoc committee established the hourly requirements of each domain based on their collective experience with the reserve training program. The required topics, minimum instructional hours, learning goals, activities and test requirements for Module D are contained in the new document, "Training Specifications for Reserve Training: Module D - 1995".

PROPOSED REVISION TO COMMISSION PROCEDURE D-1

THE RESERVE FORMAT

If the Commission approves the *reserve format* but not the *transition program-pilot format*, the Commission will be adopting the changes to Commission Procedure D-1 that are shown in Attachment 1 and justified below.

Proposed Amendments to Commission Procedure D-1

Amend Section 1-1 of Commission Procedure D-1 as shown below.

1-1. Basic Training Specifications: This Commission procedure implements that portion of the Minimum Standards for Training established in Section 1005(a) and that portion of the Reserve Officer Minimum Standards established in Section 1007(b) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, Specialized Investigators' Basic Course, Public Safety Dispatchers' Basic Course, and Coroners' Death Investigation Course.

The new *reserve format* will allow level 1 reserve officers to satisfy the requirements for the Regular Basic course by completing Reserve Module D. The training standards for Reserve Module D are set forth in Section 1007(b) of the Commission's regulations. The proposed changes to D-1 will implement these training standards, and therefore, the reference to Section 1007(b) needs to be in Section 1-1.

Amend Section 1-2 of Commission Procedure D-1 as shown below.

1-2. Requirements for Basic Training: 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 Investigators' Basic Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.

The new *reserve* format will make it possible to satisfy the Regular Basic Course requirements by completing reserve modules A, B, C, and D. Each of these modules may be delivered by a different training presenter. Therefore, the provision in Section 1-2 requiring the Regular Basic Course to be completed under the sponsorship of one training presenter needs to be removed.

Amend Section 1-3 of Commission Procedure D-1 as shown below.

1-3. Regular Basic Course Definitions and Requirements: The terms used to describe testing and training requirements are defined in ~~paragraph~~ Section 1-3(a). Testing and training requirements vary by delivery format and are described in ~~paragraph~~ Section 1-3(b), standard format, and Section 1-3(c), reserve format. ~~Testing, training, content, and minimum hourly requirements are provided in detail in Training Specifications for the Regular Basic Course - July 1993 and the POST Basic Academy Physical Conditioning Manual.~~ Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

Two of the proposed changes to Section 1-3 are substantive. First, language was added to make clear that there will be two formats for delivering the basic course and each format will have its own testing and training requirements. Second, the references to *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual* were deleted from this section. These documents are referenced instead in later sections of D-1 where they are immediately applicable. Other changes are nonsubstantive and are proposed to improve consistency.

Amend Section 1-3(a) of Commission Procedure D-1 as shown below.

~~Definitions of Terms Used to Describe Testing and Training Requirements~~
Regular Basic Course Terminology

Section 1-3(a) will be retitled to reflect the fact that the terms defined in this section are not limited to those used to describe testing and training requirements but also include terms such as "academy" and "delivery format."

Amend Subsection 1-3(a)(1) of Commission Procedure D-1 as shown below.

Learning Domain. An instructional unit that covers related subject matter. ~~Each Regular Basic Course learning domain is described in Training Specifications for the Regular Basic Course - July 1993.~~ 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.

The sentence referring to *Training Specifications for the Regular Basic Course - July 1993* will be struck because separate training specification documents were developed for the *standard* format, referenced in Section 1-3(b), and the *reserve* format, referenced in Section 1-3(c).

Amend Section 1-3(a) of Commission Procedure D-1 by adding Subsection 5 as shown below.

(5) Academy. A state or local government agency certified by POST to present the Regular Basic Course.

State or local government agencies certified by POST to present the Regular Basic Course are referred to as "academies." Their training facilities are periodically inspected by POST to ensure that they have the personnel and other training resources to properly deliver the training prescribed in *Training Specifications for the Regular Basic Course - July 1993*. The term "academy" is used repeatedly in D-1 and this

definition will be added to improve clarity.

Amend Section 1-3(a) of Commission Procedure D-1 by adding Subsection 6 as shown below.

(6) Delivery Format. The formats for delivering the Regular Basic Course include the standard format and the reserve format.

(A) Standard Format. The Regular Basic Course is delivered in an uninterrupted instructional sequence. Testing and training requirements are prescribed in Section 1-3(b). Except as provide for in Section 1-3(b)(9), the course shall be delivered by a single academy.

(B) Reserve Format. The Regular Basic Course is delivered in a four-part instructional sequence consisting of reserve training modules A, B, C, and D. Testing and training requirements are prescribed in Section 1-3(c).

Penal Code Section 832.6(c)(5), as amended January 1, 1995, requires POST to develop a training course for existing level 1 reserve officers that will satisfy the requirements of the Regular Basic course while avoiding unnecessarily redundant training. Section 1-3(a)(6) defines a second delivery format -- the reserve format -- that satisfies the requirements of the Regular Basic Course. The addition of this format will implement Penal Code Section 832.6(c)(5).

Amend Section 1-3(b) of Commission Procedure D-1 as shown below.

Testing and Training Requirements for the Standard Format

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the standard format [defined in Section 1-3(a)(6)(A)].

The proposed change identifies Section 1-3(b) as containing the testing and training requirements for the *standard* format as distinguished from the requirements for the *reserve* format. Amend Subsection 1-3(b)(1) of Commission Procedure D-1 as shown below.

Topics. Academies shall deliver instruction on all topicsAs specified in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*.

Although there is an expectation that academies will deliver instruction on all topics specified in *Training Specifications for the Regular Basic Course - July 1993*, there is no explicit requirement to do so. The proposed change will explicitly require academies to deliver instruction on all topics specified in *Training Specifications for the Regular Basic Course - July 1993*. It will also strike the reference to the *POST Basic Academy Physical Conditioning Manual* because the topics related to physical conditioning are enumerated in *Training Specifications for the Regular Basic Course - July 1993*, not the *Basic Academy Physical Conditioning Manual*.

Amend Section 1-3(b) of Commission Procedure D-1 by adding Subsection 2 as shown below.

(2) Hourly Requirements. The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.

Although the minimum number of hours of instruction that must be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*, this requirement is not

explicitly stated in Commission Procedure D-1. The proposed change will explicitly require academies to deliver the minimum number of hours of instruction for each domain that is specified in *Training Specifications for the Regular Basic Course - July 1993*.

Amend Subsection 1-3(b)(3) as shown below.

- (23) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, ~~parallel~~ alternate form of the same test. If a student fails the second test, the student fails the course unless the academy 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.

The proposed changes are to improve clarity. A comma is needed to set off the interrupting phrase: "established by the academy." The word "alternate" was substituted for "parallel" because parallel has a technical meaning not intended here.

Amend Section 1-3(b) of Commission Procedure D-1 by adding Subsection 9 as shown below.

- (9) Single Academy. The Regular Basic Course shall be completed under the sponsorship of one academy unless POST has approved a contractual agreement dividing responsibility for delivering the Regular Basic Course between an academy and other training presenters.

In order to control the quality of Regular Basic Course instruction when it is delivered in the *standard* format, POST has required that it be delivered by one academy (unless POST has approved a different arrangement). This requirement was removed from Section 1-2 because it does not apply to the *reserve* format, and it is added here because it does apply to the *standard* format.

Add Section 1-3(c) to Commission Procedure D-1 as shown below.

- (c) Testing and Training Requirements for the Reserve Format

The testing and training requirements in this section apply to the four-part reserve format [as defined in Section 1-3(a)(6)(B)] for completing the Regular Basic Course. Successful completion of these four training modules fulfills the requirements of the Regular Basic Course.

This new section sets forth the testing and training requirements for fulfilling the requirements of the Regular Basic Course in the *reserve* format.

Add Subsection 1-3(c)(1) to Commission Procedure D-1 as shown below.

- (1) Module A. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007.

This subsection identifies the location of the Module A training requirements in regulatory law.

Add Subsection 1-3(c)(2) to Commission Procedure D-1 as shown below.

- (2) Module B. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module A is a prerequisite to Module B.

This subsection identifies the location of the Module B training requirements in regulatory law.

Add Subsection 1-3(c)(3) to Commission Procedure D-1 as shown below.

- (3) Module C. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module B is a prerequisite to Module C.

This subsection identifies the location of the Module C training requirements in regulatory law.

Add Subsection 1-3(c)(4) to Commission Procedure D-1 as shown below.

- (4) Module D. Course content is specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

This subsection indicates that the course content of Module D is specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

Add Subsection 1-3(c)(4)(A) to Commission Procedure D-1 as shown below.

(A) Prerequisites

1. Completion of reserve modules A, B, and C.
2. Satisfaction of the first aid and CPR requirements for public safety personnel set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, §100005-§100028.

This subsection prescribes the prerequisites for Module D training. Penal Code Section 832.6(c)(5) requires POST to develop a course for existing level 1 reserve officers that will satisfy the requirements for completing the Regular Basic Course without unnecessarily redundant training. Since level 1 reserves are required by law to complete reserve modules A, B, and C and satisfy the first aid and CPR training standards promulgated by the Emergency Medical Services Authority -- these prerequisites simply follow the contours of the requirements imposed on POST by Penal Code Section 832.6(c)(5).

Add Subsection 1-3(c)(4)(B) to Commission Procedure D-1 as shown below.

(B) Topics. Academies shall deliver instruction on all topics specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

The topics enumerated in *Training Specifications for the Reserve Training Module "D" - 1995* are topics that are covered in the Regular Basic Course but that either are not covered at all or are not covered to the same extent in modules A, B, or C. Therefore, these topics must be covered in Module D to ensure that those who complete Module D have the knowledge and skills required to perform the duties of a patrol officer and to meet the requirements set forth in Penal Code Section 832.6(c)(5).

Add Subsection 1-3(c)(4)(C) to Commission Procedure D-1 as shown below.

- (C) Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each domain is specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

Modules A, B, and C require a total of 222 hours of instruction. The Regular Basic Course requires 664 hours of instruction. To make the training in the *reserve* format comparable to training in the *standard* format requires that Module D include at least 442 hours of instruction (i.e., $664 - 222 = 442$). These 442 hours of instruction were allocated to the learning domains in Module D based on the discrepancy between the training students receive in modules A, B, and C and what they would have received in the Regular Basic Course delivered in its *standard* format.

Add Subsection 1-3(c)(4)(D) to Commission Procedure D-1 as shown below.

- (D) POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Reserve Training Module "D" 1995*, POST-constructed knowledge tests are required in some, but not all, 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails Module D unless the academy 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 Module D.

This subsection requires Module D students to take the same POST-constructed knowledge tests as students in the *standard* format.

Add Subsection 1-3(c)(4)(E) to Commission Procedure D-1 as shown below.

- (E) Scenario Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, scenario tests are required in some, but not all, 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 academy. 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 Module D unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 Module D.

This subsection requires Module D students to take the same scenario tests that are administered to students taking the regular basic course in the *standard* format.

Add Subsection 1-3(c)(4)(F) to Commission Procedure D-1 as shown below.

- (F) Exercise Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, exercise tests are required in some, but not all,

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 academy. 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 Module D unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 Module D.

This subsection requires Module D students to take the same exercise tests that are administered to students taking the Regular Basic Course in the *standard* format.

Add Subsection 1-3(c)(4)(G) to Commission Procedure D-1 as shown below.

(G) Learning Activities. As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, learning activities are required in some, but not all, 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 Module D unless the academy 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 Module D.

This subsection requires Module D students to participate in the same learning activities that students taking the Regular Basic Course in the *standard* format are required to participate in.

Add Subsection 1-3(c)(4)(H) to Commission Procedure D-1 as shown below.

(H) Physical Conditioning Program. Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.

This subsection requires Module D students to participate in the same physical conditioning program that *standard* format students participate in.

Add Subsection 1-3(c)(4)(I) to Commission Procedure D-1 as shown below.

(I) Physical Abilities Test Battery. At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).

This subsection requires Module D students to pass the same physical abilities test battery that *standard* format students must pass.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title PUBLIC HEARING ON A PROPOSAL TO ADD A NEW DELIVERY FORMAT FOR THE REGULAR BASIC COURSE REFERRED TO AS THE "TRANSITION PROGRAM-PILOT FORMAT" AND RECOMMENDATION TO CONDUCT PILOT PRESENTATIONS		Meeting Date July 20, 1995
Bureau Basic Training Bureau	Reviewed By Everitt Johnson	Researched By Steve Chaney
Executive Director Approval <i>Thomas C. Belton</i>	Date of Approval 7-5-95	Date of Report June 30, 1995
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 checked="" 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, subject to the public review process, the Basic Course Transition Program as an alternative delivery model for the Regular Basic Course and authorize the pilot testing of the program.

BACKGROUND

At its April 20, 1995 meeting, the Commission approved an alternative format for delivery of the Regular Basic Course and scheduled a public hearing in conjunction with the July 20th meeting. The hearing is to receive testimony on proposed regulation changes which will allow the new format to be used.

The alternative delivery model is proposed to be described in regulations as the "Transition Program - Pilot Format." The format will divide the current Basic Course. It is proposed that the division be described as Part #1 (delivered by colleges) and Part 2 (delivered by current Basic Course presenters. These terms are used throughout this report to describe the program. In the future, assuming success of proposed pilots, these terms may be changed to more appropriate descriptions of an institutionalized program.

The Basic Course Transition Program is an option for delivering law enforcement Basic Course training. An alternative model, it utilizes college level educational programs to deliver some of the knowledge-oriented instruction required in the Regular Basic Course.

In the proposed alternative model, the Basic Course curriculum is integrated with educational subject matter to form a preparatory basic coursework curriculum. This curriculum is established in The Transition Program under proposed regulations as the Pilot Format-Part 1. Students graduating from this program only require a shorter, reconfigured law enforcement academy. The model is in addition to the current Basic Course certified formats. The model is designed to supplement existing basic training programs and possibly lead to a Associate Arts college degree (see Attachment A). It is planned to be easily accessible and readily transferrable without redundant training requirements.

An ad hoc committee of academy directors, law enforcement executives, community college officials, and training managers (see Attachment B) was assembled to provide recommendations for the development of this model. The committee identified potential benefits of the Basic Course Transition Program as follows:

Program Features

- o Reduces redundancy of instruction between educational programs and law enforcement academies. By encouraging transferability and eliminating duplication there is more efficient use of educational funds.
- o Allows a student to fulfill POST training requirements while receiving educational credit. This system is flexible and is expected to appeal to entry-level college students. A student can satisfy vocational educational requirements while completing coursework toward a degree.
- o Gives basic training presenters more flexibility to design training options for regular officers, reserves and students.
- o Reduces training costs.
- o Increases the pool of pretrained officers.
- o Provides an experimental alternative method to deliver basic training that is beneficial to students.

ANALYSIS

The Basic Course Transition Program utilizes certain curriculum from the Regular Basic Course that effectively blends into the preparatory phase of instruction (Pilot Format - Part 1) in the reconfigured college Administration of Justice (AJ/CJ) courses. This will permit a shorter Basic Course (Pilot Format- Part 2) as recruits will be more knowledgeable upon entry. POST minimum instructional hours requirements are attached to both the preparatory instruction and the reconfigured Part 2 academy for the purposes of the pilot period. Upon completion of the preparatory training phase, the student must pass a State comprehensive examination and report writing test before admittance into a shorter reconfigured application-oriented law enforcement academy.

Content of Basic Course Transition Program

The content of the program includes 264 hours of subjects currently taught in basic academy curricula that can be effectively taught in college courses as preparatory learning. The reconfigured basic academy course will then require 400 hours of instruction. The charts and text which follow outline the content and minimum instructional hours for both the Part 1 and Part 2 Pilot Format as proposed. The preparatory instruction is as follows:

PILOT FORMAT - PART 1		
DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	History, Ethics & Professionalism	8
02	Criminal Justice System	4
05	Introduction to Criminal Law	6
06	Crimes Against Property	10
07	Crimes Against Persons	10
08	General Criminal Statutes	4
10	Sex Crimes	6
39	Crimes Against the Justice System	4
11	Juvenile Law and Procedure	6
09	Crimes Against Children	6

13	ABC Law	4
40	Weapons Violations	4
12	Controlled Substances	12
15	Laws of Arrest	12
31	Custody	4
16	Search & Seizure	12
17	Presentation of Evidence	8
03	Community Relations	12
04	Victimology/Crisis Intervention	6
38	Gang Awareness	8
42	Cultural Diversity/Discrimination	24
37	Persons with Disabilities	6
18	Investigative Report Writing	40
36	Information Systems	4
34	First Aid & CPR	21
Minimum Instructional Hours		241
TEST TYPE		HOURS
Scenario Tests		0
Knowledge Tests		23
Total Minimum Required Hours		264

The Transition Program divides the remaining Regular Basic Course curriculum into a 400 (minimum) hour application-oriented academy. (The 264 preparatory hours and the 400 application hours are based on the Regular Basic Course minimum hours of 664 hours.)

The 400-hour program represents the POST minimum required instructional hours in the application phase (Pilot Format - Part 2). Law enforcement trainers recognize the need to reconfigure the Regular Basic Course curriculum to provide an effective training course based upon local training needs. There may be some degree of redundant or reinforcing instruction between the preparatory training and the reconfigured Basic Course. This is by design both to meet local agency training needs and to assure trainees are able to apply what they have learned academically to practical solutions.

It is anticipated that the shorter reconfigured law enforcement academy would serve the needs of other groups including reserve officers. The shorter academy will immediately benefit law enforcement agencies by requiring fewer mandated hours of instruction. The agency presenters should benefit from recruiting efforts by new criminal justice programs and the graduates that will be looking for law enforcement academies.

The application-oriented reconfigured course is proposed as follows:

PILOT FORMAT - PART 2		
DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
19	Vehicle Operations	24
20	Use of Force	12
35	Firearms/Chemical Agents	72
33	Person Searches, Baton, etc.	60
21	Patrol Techniques	12
22	Vehicle Pullovers	14
23	Crimes in Progress	16
24	Handling Disputes	12
25	Domestic Violence	8
26	Unusual Occurrences	4
27	Missing Persons	4
28	Traffic Enforcement	22
29	Traffic Accident Investigation	12
41	Hazardous Materials	4
30	Preliminary Investigation	42
32	Physical Fitness/Officer Stress	40
Minimum Instructional Hours		358
TEST TYPE		HOURS
Scenario Tests		40
POST-Constructed Knowledge Tests		2
Total Minimum Required Hours		400

Presenters of the Pilot Format-Part 1 are responsible for developing course descriptions, expanded course outlines, hourly distributions, instructors resumes and certification documents that will provide POST with a method to track the content of the courses. POST would ensure compliance with existing training standards based upon the standardized documents provided by the community colleges and on-site audit of program management and course presentations. Upon successful completion of both phases of The Transition Program, students would receive an academy completion certificate and college credit leading toward an AA/AS Degree.

Testing

Upon completion of the Pilot Format Part 1 a student must pass a POST-constructed comprehensive test before advancing to the Pilot Format- Part 2 law enforcement academy. The POST-constructed comprehensive test would assess knowledge of any of the topics specified for the Part 1 phase. The test will be administered and scored by POST. Students completing the preparatory phase will also be required to pass a POST-developed report writing test. The test will assess the knowledge and skills required to write law enforcement reports. This comprehensive test will likewise be administered and scored by POST. It will be the student's responsibility to prepare for these examinations. All learning activities and exercise testing will be the responsibility of the training presenter(s) in both Part 1 and Part 2 of the Pilot Format. All scenario testing will be the responsibility of the second phase Part 2 presenter.

POST regulations for the Regular Basic Course state that students who do not earn a passing score on the POST-constructed knowledge exam fail the basic course. Students who complete the preparatory training and who fail the POST comprehensive test should be denied a completion certificate for Part 1, and should be denied entry into the Part 2 law enforcement academy, but should not be viewed as failing the educational course for degree purposes.

Pilot Presentations

A pilot presentation will be accomplished with modification to existing regulations. Commission Procedure D-1, as proposed reflects modification to incorporate the Basic Transition Program as an optional method for presenting the Regular Basic Course

(see Attachment C). Testing regulations concerning the State comprehensive test are also incorporated in Procedure D-1. Regulation 1005 will also require minor modification (see Attachment D).

Rio Hondo, Los Medanos/DVC, San Bernardino County Sheriff's Department Academy/San Bernardino Valley College, Evergreen Valley College, Golden West College, Santa Rosa Training Center, Sacramento Public Safety Center, Butte College, and Cerritos College have volunteered to pilot test the model. The Los Angeles Sheriff's Department is also considering a pilot test. Operational issues, to include presentation approval, number of pilot presenters, and evaluation criteria, will be developed prior to implementation. However, the piloting should proceed on an incremental basis with presentations staggered at intervals established by POST to facilitate realistic oversight and formative evaluations as well as corresponding program adjustments. POST will need to consider both immediate and long-term staffing requirements commensurate with the pilot phase as well as the progressive program expansion (in the statewide AJ/CJ college curriculum) if the limited pilot presentations are found to be successful.

AA/AS Degree

Committee members were unanimous in their support of enhanced educational requirements for law enforcement officers. They were reluctant to recommend that POST mandate an associate level college degree as a prerequisite to finishing The Transition Program at this time. It may be a requirement in the future; but for the present, POST and presenters should only advise, counsel, and encourage the attainment of a college degree. Attachment E is an example of how POST training requirements could be integrated into a degree program.

Pre-Enrollment Screening

Students will be advised of the strict requirements of a law enforcement career before they begin the Pilot Format - Part 1 of the training process. Current college academy practices include a pre-academy orientation on admission guidelines which include fingerprinting, physical conditioning, a modified background evaluation, and a preentry interview. This pre-screening process can be incorporated into the application training portion of the program.

College presenters of the Part 1 preparatory coursework must evaluate their students based upon the student's ability to successfully complete the academic program and would have difficulty imposing the same restrictive pre-screening requirements imposed by law enforcement academies. However, a modified academy pre-screening process can be incorporated into the Part 1 training program before a student is admitted. The committee agreed that such a process is important in that it would be inappropriate to create unrealistic career expectations for students who would never be employed by a law enforcement agency. Agency academies participating in the Pilot Format - Part 2 would have fewer restrictions on imposing entrance requirements into their academies than is the case with college-operated academies.

SUMMARY

The Basic Course Transition Program - Pilot Format is an alternative delivery model for basic training that will provide course presenters with greater flexibility in structuring their programs and improving basic training responsiveness to law enforcement agencies. Agencies will benefit from an increased pool of pretrained applicants. Agency training costs will decrease since some students will complete their basic training requirements at their own expense.

Training presenters will have greater flexibility to design training options that meet specific needs of regular officers, reserves and criminal justice students. Students will have available options that allow them to meet their needs without exposure to redundant training. The reconfigured law enforcement academy is shorter and will result in significant dollar savings. The preparatory training can be presented with increased time and emphasis in the colleges.

- o Attachment F is the Informative Digest and the Intial Statement of Reasons for The Transition Program - Pilot Format.
- o Attachment C (Proposal #2) is one version of the D-1 regulations that incorporates only those changes in regulatory language to reflect addition of The Transition Program - Pilot Format.
- o Attachment G (Proposal #3) is the combined version of the D-1 regulations that reflects the interjection of both The Module D

Program language and The Transition Program language.

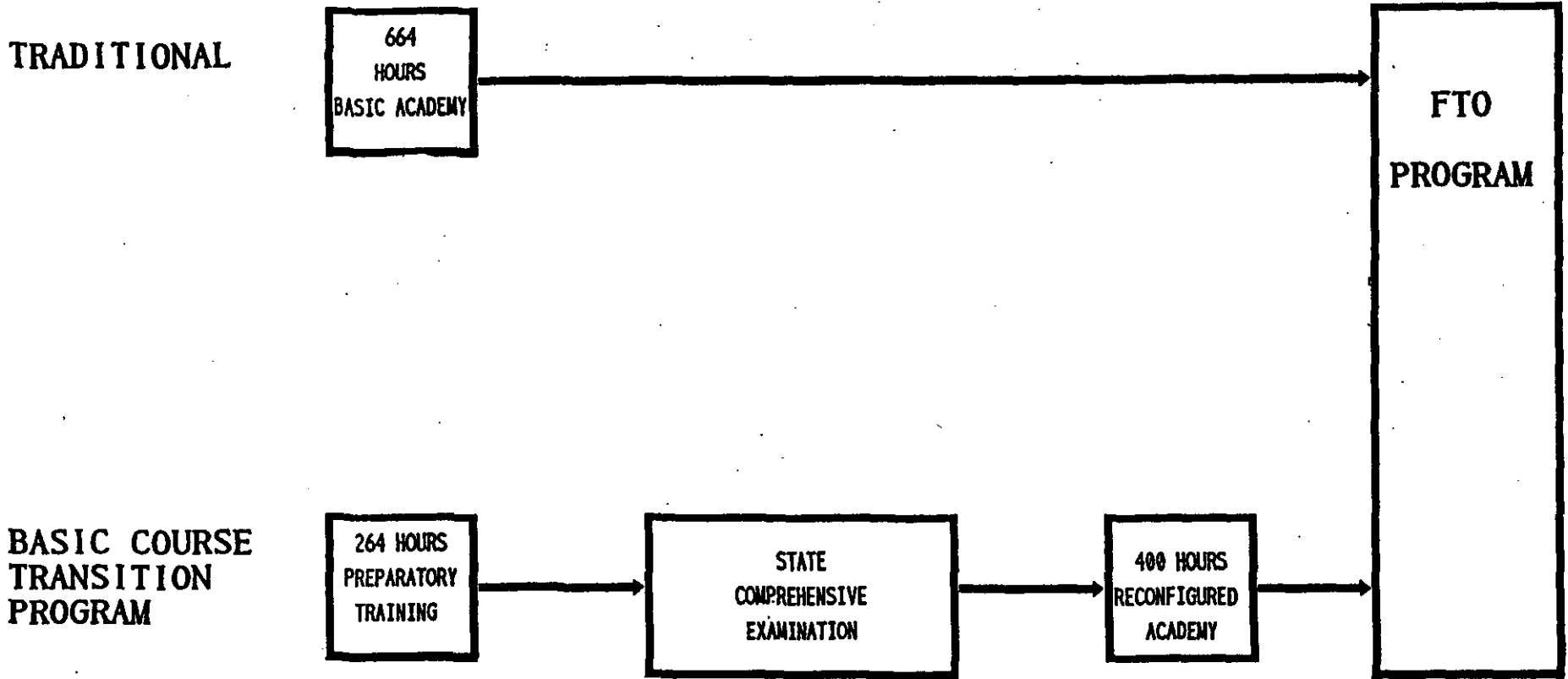
NOTE: The July 20, 1995 Public Hearing is a two-part hearing: first, to receive the staff report and hear testimony on the Reserve Module D Program and Reserve Module D Training Specifications proposal, and second, to receive the staff report and hear testimony on The Transition Program - Pilot Format proposal. The reason for conducting the hearing in two parts is that both proposals amend the same Commission Procedure, Section D-1, and the proposed regulatory language is dependent on one or the other or both proposals being approved by the Commission. Therefore, the Commission will be requested to make a motion on each proposal to adopt, amend, or disapprove, as well as, a final motion to adopt (with or without amendments) one of three different versions of proposed regulatory language.

Commission approval is necessary to proceed with pilot presentations.

RECOMMENDATION

Subject to the results of the public hearing, it is recommended that the Commission approve the Basic Course Transition Program for pilot presentations and amend Commission Procedure D-1 (Proposal#2) and Regulation 1005 with the appropriate proposed language; and if the Module D Program is also approved then the combined language (Proposal #3) would be the appropriate language to adopt. Said language to be effective upon approval by the Office of Administrative Law.

**POST BASIC PEACE OFFICER TRAINING
COMBINED OVERVIEW**



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TEXT PROPOSAL #2 - TRANSITION PROGRAM - PILOT FORMAT

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 Investigators' Basic Course, Public Safety Dispatchers' Basic Course, and Coroners' Death Investigation Course.

Training Requirements

1-2. Requirements for Basic Training: 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 Investigators' Basic Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.

1-3. Regular Basic Course Definitions and Requirements: The terms used to describe testing and training requirements are defined in ~~paragraph Section~~ 1-3(a). Testing and training requirements vary by delivery format and are described in paragraph Section 1-3(b), *standard format*, and Section 1-3(c), *transition program-pilot format*. ~~Testing, training, content, and minimum hourly requirements are provided in detail in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*.~~ Requirements for reporting successful course completion are contained in Commission Regulation 1055(i). For course approval, presenters of the Regular Basic Course must meet the requirements specified in Regulations 1052, 1053, 1055, and 1056.

(a) ~~Definitions of Terms Used to Describe Testing and Training Requirements~~ Regular Basic Course Terminology

- (1) **Learning Domain.** An instructional unit that covers related subject matter. Each Regular Basic Course learning domain is described in *Training Specifications for the Regular Basic Course - July 1993*. 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.
- (5)(4) **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.
- (5) **Academy.** A state or local government agency certified by POST to present the Regular Basic Course.
- (6) **Delivery Format.** The formats for delivering the Regular Basic Course include the standard format and the transition program-pilot format.
 - (A) **Standard Format.** The Regular Basic Course is delivered in a one-part instructional sequence. Testing and training requirements are prescribed in Section 1-3(b). Except as provide for in Section 1-3(b)(9), the course shall be delivered by a single academy.
 - (B) **Transition Program-Pilot Format.** The Regular Basic Course is delivered in a two-part instructional sequence. Part 1 is a series of administration of justice (AJ) or criminal justice (CJ) courses delivered by a California community college. Part 2 is instruction delivered by an academy. Testing and training requirements are prescribed in Section 1-3(c).
- (47) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. ~~Four~~ Depending on the delivery format, five types of tests are may be used in the Regular 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) **POST-Constructed Comprehensive Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge in multiple learning domains.
 - (BC) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills *required to achieve one or more instructional goals.*
 - (GD) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual.*
 - (DE) **Exercise Test.** Any test other than a POST-constructed knowledge test, POST-constructed comprehensive test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals. There are two kinds of exercise tests: (1) A POST-developed report writing test which is administered and scored under POST's direct supervision, and (2) All

All other exercise tests which are administered and scored by the training presenters.

(68) **Test-Item Security Agreement.** An agreement between a Regular Basic Course academy and POST that identifies the terms and conditions under which an academy 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 for the Standard Format**

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the *standard format* [defined in Section 1-3(a)(6)(A)].

- (1) **Topics.** Academies shall deliver instruction on all topicsAs specified in *Training Specifications for the Regular Basic Course - July 1993* and the *POST-Basic Academy Physical Conditioning Manual*.
- (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.
- (23) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, ~~parallel~~ alternate form of the same test. If a student fails the second test, the student fails the course unless the academy 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.
- (34) **Scenario Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, scenario tests are required in some, but not all, 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 academy. 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 academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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.
- (45) **Exercise Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, 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 academy. 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 academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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.

- (56) **Learning Activities.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, 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 academy 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.
- (67) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.
- (78) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students must pass a POST-developed physical abilities test battery as described in the *POST Basic Academy Physical Conditioning Manual*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.
- (9) **Single Academy.** The Regular Basic Course shall be completed under the sponsorship of one academy unless POST has approved a contractual agreement dividing responsibility for delivering the Regular Basic Course between an academy and other training presenters.
- (810) **Academy Requirements.** POST has established minimum, statewide training standards for the Regular Basic 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.

(c) Testing and Training Requirements for the Transition Program-Pilot Format

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the two-part, *transition program-pilot format* [defined in Section 1-3(a)(6)(B)]. Successful completion of part 1 and part 2 fulfills the requirements for the Regular Basic Course.

- (1) **Topics.** Instruction shall be delivered on all topics specified in *Training Specifications for the Regular Basic Course - July 1993* as described below:
 - (A) **Part 1.** Instruction on topics specified in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, and 42 shall be delivered in AJ or CJ courses [as defined in Section 1-3(a)(6)(B)].
 - (B) **Part 2.** Instruction on topics specified in learning domains 19 through 30, 32, 33, 35, and 41 shall be delivered by an academy.
- (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.
- (3) **Paper-and-Pencil Tests**
 - (A) **Knowledge Tests Administered During Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, a POST-constructed knowledge test is required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 1 through 13, 15 through 18, 31, 36 through 40, or 42, these required tests are waived in lieu of the POST-constructed comprehensive test that must be passed before entering part 2 of the instructional sequence. However, during part 1, students must pass an instructor-developed, paper-and-pencil test on learning domain 34, first aid & CPR, that meets the requirements of the Emergency Medical Services Authority for public safety personnel as set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, First Aid Standards for Public Safety Personnel, §100005 - §100028. Alternatively, the first aid & CPR instructor, at his or her option, may arrange for an academy to administer the POST-constructed knowledge test for domain 34. Students who fail the first aid & CPR 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 course instructor, to prepare for a retest; and (c) be provided with an opportunity to be retested with an alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.
 - (B) **POST-Constructed Comprehensive Test.** Students who complete the instruction specified in Section 1-3(c)(1)(A) must pass a POST-constructed comprehensive test [as defined in Section 1-3(a)(7)(B)] before advancing to part 2 of the instructional sequence. The POST-constructed comprehensive test may assess knowledge of any of the topics specified in learning domains 1 through 13, 15 through 18, 31, 36 through 40, and 42. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-constructed comprehensive test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

(C) **POST-Constructed Knowledge Tests Administered During Part 2 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 19 through 30, 32, 33, 35, or 41, it shall be administered by an academy during part 2 of the instructional sequence. Students must earn a score on each knowledge test that is 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails part 2 of the instructional sequence unless the academy 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 part 2 of the instructional sequence.

(4) **Other Tests.**

(A) **POST-Developed Report Writing Test.** Students who complete the instruction specified in Section 1-3(c)(1)(A) shall be required to pass a POST-developed report writing test before advancing to part 2 of the instructional sequence. The report writing test assesses the knowledge and skills required to write law enforcement reports. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-developed report writing test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-developed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

(B) **Scenario Tests Administered During Part 2 of the Instructional sequence.** 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 academy. 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 part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 part 2 of the instructional sequence.

- (C) **Exercise Tests Administered During Part 1 of the Instructional sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, or 42, it shall be administered in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. On each required exercise test, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency shall be determined by the course instructor. 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 cannot advance to part 2 of the instructional sequence unless the instructor determines that there were extenuating circumstances or the student performed marginally (as determined by the instructor), 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 cannot advance to part 2 of the instructional sequence.
- (D) **Exercise Tests Administered During Part 2 of the Instructional sequence.** Where an exercise test is required in learning domains 19 through 30, 32, 33, 35, or 41, it shall be administered by an academy. On each required exercise test, 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 academy. 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 part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 part 2 of the instructional sequence.
- (5) **Learning Activities in Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, learning domains. Where a learning activity is required in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, or 42, the opportunity to participate in that activity shall be provided in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. 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 cannot advance to part 2 of the instructional sequence.
- (6) **Learning Activities in Part 2 of the Instructional Sequence.** Where a learning activity is required in learning domains 19 through 30, 32, 33, 35, or 41, the opportunity to participate in that activity shall be provided by an academy during

part 2 of the instructional sequence. A student who does not participate in a learning activity when given the opportunity fails part 2 of the instructional sequence unless the academy 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 part 2 of the instructional sequence.

- (7) **Physical Conditioning Program.** Students shall complete the POST physical conditioning program at an academy during part 2 of the instructional sequence. Requirements for completing the program are described in the *POST Basic Academy Physical Conditioning Manual*.
- (8) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).
- (9) **Additional Criteria for Entering Part 2 of the Instructional Sequence.** POST has established minimum requirements for entering part 2 of the instructional sequence; however, academies may establish additional criteria for entering part 2 of the instructional sequence.
- (10) **Additional Requirements for Completing Part 2 of the Instructional Sequence.** POST has established minimum, statewide training standards for completing the Regular Basic Course in the *transition program-pilot format*. 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.
- (11) **Administration, Scoring, and Processing of the POST-Constructed Comprehensive Test and the POST-Developed Report Writing Test.** The procedures for taking the POST-constructed comprehensive test and the POST-developed report writing test are described below.
 - (A) **Requirements for Taking the Tests.** To be eligible to take the POST-constructed comprehensive test and the POST-developed report writing test, students must successfully complete part 1 of the instructional sequence. Successful completion of part 1 is defined as a community college transcript showing that the student received credit for all courses included in the part 1 curriculum and an attestation by the community college that these courses met or exceeded the part 1 testing and training requirements specified in Sections 1-3(c)(1) to 1-3(c)(5), inclusive.
 - (B) **Application to Take the Tests.** A request to take the tests must be submitted to POST in writing. The request must include the applicant's full name, mailing address, and telephone number. The request must also include the name of the community college where the part 1 curriculum was completed and the dates of attendance. The applicants must arrange for the community college to send the applicant's community college transcript directly to POST. The transcript must include or be accompanied by an attestation that the courses shown in the transcript met or exceeded the part 1 testing and

training requirements. Receipt by POST of the written request and the applicant's transcript completes the application process.

- (C) **Notification of Eligibility.** POST shall notify applicants that they are either eligible or ineligible to take the tests within 30 calendar days of the day on which the application process was completed. If the applicant is not eligible to take the test, the notification shall state the reasons for the applicant's ineligibility.
- (D) **Scheduling.** Applicants who are eligible to take the tests shall be scheduled for the tests within 90 calendar days of the day on which the application process was completed. Applicants shall be notified of the time and date of the tests at least 30 calendar days prior to the day on which the tests will be administered.
- (E) **Notification of Test Results.** Examinees shall be notified in writing of their test results, pass or fail, within 30 calendar days of taking the tests. For examinees who failed the test, POST shall identify those areas where the examinee's performance was below average.
- (F) **Failure on the First Attempt.** Examinees who fail either or both tests on their first attempt may submit a written request to POST to be retested. The request must include the applicant's full name, mailing address, and telephone number. The request must also include the date and location where the examinee was originally tested.
- (G) **Retesting.** POST shall retest examinees who fail a test on their first attempt no sooner than 30 calendar days after failing the test and no later than 90 calendar days after the examinee has submitted a written request to be retested.
- (H) **Notification of Retest Results.** Examinees shall be notified in writing of their test results, pass or fail, within 30 calendar days of the day on which they were retested.
- (I) **Failure on the Second Attempt.** Examinees who fail either test on their second attempt shall not be retested and cannot advance to part 2 of the instructional sequence.

1-4. ***

NOTE: This proposed amendment is part of Text Proposal #2.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PROPOSED REGULATION

1005. Minimum Standards for Training

(a)(1) through (j)(2) continued.

PAM section D-1-1 adopted effective September 26, 1990 and amended January 14, 1994, and * is herein incorporated by reference.

PAM section D-1-2 adopted effective September 26, 1990 and amended January 11, 1992, and January 14, 1994, and * is herein incorporated by reference.

PAM section D-1-3 adopted effective April 15, 1982, and amended January 24, 1985, September 26, 1990, January 14, 1994, July 16, 1994, and December 16, 1994, and * is herein incorporated by reference.

PAM section D-1-4 adopted effective April 27, 1983, and amended January 24, 1985, September 26, 1990, and January 14, 1994 is herein incorporated by reference.

PAM section D-1-5 adopted effective April 27, 1983, and amended January 24, 1985, September 26, 1990, and January 14, 1994 is herein incorporated by reference.

PAM section D-1-6 adopted effective October 20, 1983, and amended September 26, 1990, October 27, 1991 and January 14, 1994 is herein incorporated by reference.

PAM section D-1-8 adopted effective February 4, 1993 is herein incorporated by reference.

All incorporation by reference statements continued to Regulation 1006.

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

Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13520, and 13523, Penal Code.

*To be filled in by OAL.

Associate of Science Degree

AREA A		
	English Communication Courses List	6.0
Req.		
1.	English 1A-English Composition <u>and one of the following</u>	3.0
2.	Comm. Studies 10-Interpersonal Comm.	3.0
3.	Comm. Studies 35-Inracultural Comm.	3.0
AREA B		
	Physical and Biological Sciences List	3.0
Req.		
1.	Select any one (1) course with lab.	3.0
AREA C		
	Arts and Humanities List	6.0
Req.		
1.	Sub-Area 1 (Select 1 course) <u>and one of the following</u>	3.0
2.	English 1B-English Composition	3.0
3.	Philos. 60-Logical & Critical Reasoning	3.0
4.	VDIS 60-Critical Thinking	3.0
5.	Spanish 1A-Elementary Spanish	5.0
AREA D		
	Social/Behavioral Sciences List	6.0
Req.		
1.	History 1-Survey of American History	3.0*
2.	Political Science 1-American Govt.	3.0*
	or	
3.	History 17A-History of U.S.	3.0
4.	History 17B-History of U.S.	3.0
AREA E		
	Lifelong Understanding & Self-Development	5.0
Req.		
1.	Family Consumer Studies 50-Life Mgmt.	3.0
2.	PE 31-Lifetime Fitness/Personal Appraisal	2.0
ADDITIONAL PROGRAM REQUIREMENTS		
A.	Complete any two courses from the following:	6.0
Req.		
1.	Computer Information Systems 1-Computer Concepts	3.0
2.	Psych 10-General Psychology	3.0
3.	Psych 99-Abnormal Psychology	3.0
4.	Soc. 10-Introduction to Sociology	3.0
5.	Soc. 11-Social Problems	3.0
6.	Soc. 96-Perspectives on Sex Roles	3.0
7.	Sign Language 1A-Intro. American Sign	3.0

B. Complete on (1) course from the following.
Must be a course about a culture other than
your own.

3.0

Req.

- | | | |
|----|---------------------------------------|-----|
| 1. | Soc. Sci. 20-Afro-American Culture | 3.0 |
| 2. | Soc. Sci. 30-Mexican-Amer. Culture | 3.0 |
| 3. | Soc. Sci. 40-Vietnamese-Amer. Culture | 3.0 |
| 4. | Soc. Sci. 42-Asian-American Culture | 3.0 |

C. Complete each of the following:

	POST Required Training	Prerequisite(s)
1.	Introduction to Criminal Justice Administration	3.0 None
2.	Criminal Legal Procedures	3.0 None
3.	Contemporary Multicultural Issues	3.0 None
4.	California Criminal Codes I	3.0 None
5.	California Criminal Codes II	2.0 Cal. Crim Code I
6.	Written and Interpersonal Communications	3.0 Cal. Crim Code I Cal. Crim. Code II English 1A
7.	Special Law Enforcement Topics	Cal. Crim. Code I

Commission on Peace Officer Standards and Training

NOTICE OF PUBLIC HEARING

REGULATORY ACTION: AMENDMENT OF REGULATION 1005 AND COMMISSION PROCEDURE D-1 TO ADD: 1) A NEW DELIVERY FORMAT FOR THE REGULAR BASIC COURSE REFERRED TO AS THE "RESERVE FORMAT" and ADOPTION OF RESERVE MODULE "D" TRAINING SPECIFICATIONS, and 2) A NEW DELIVERY FORMAT FOR THE REGULAR BASIC COURSE REFERRED TO AS THE "TRANSITION PROGRAM -PILOT FORMAT"

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Penal Code Section 13503 (authority to develop and implement programs to increase effectiveness of law enforcement), Penal Code Section 13506 (authority to adopt regulations) and Penal Code Section 832.6 (authority to develop a supplemental course for existing Level I reserve officers desiring to satisfy the basic training course for deputy sheriffs and police officers) and in order to interpret, implement and make specific Penal Code Section 13510 (rules of minimum standards), Penal Code Section 13510.5 (rules of minimum standards for certain peace officers) and Penal Code Section 832.6 (same as stated above) proposes to adopt, amend or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations. A public hearing to adopt the proposed amendments will be held before the Commission on:

Date: July 20, 1995
Time: 10:00 a.m.
Place: Hyatt Regency
17900 Jamboree Blvd.
Irvine, CA 92714

Notice is also hereby given that any interested person may present oral or written statements or arguments, relevant to the action proposed, during the public hearing.

INFORMATIVE DIGEST

Prologue:

The July 20, 1995 Public Hearing will be a two-part hearing: first, to receive the staff report and hear testimony on the Reserve Format/Reserve Module D Training Specifications proposal, and second, to receive the staff report and hear testimony on the Transition Program - Pilot Format proposal. The reason for conducting the hearing in two parts is that both proposals amend the same Commission Procedure, Section D-1, and the proposed regulatory language is dependent on one or the other or both proposals being approved by the Commission. Therefore, the Commission will be requested, after the hearing, to make a motion on each proposal to adopt, amend, or disapprove, as well as, a motion to adopt (with or without amendments) one of three different versions of proposed regulatory language. The three versions of proposed regulatory language are described as follows:

Text Proposal #1- In underline ~~strikeout~~ format, this proposal describes the proposed regulation/procedure language for the amendments relating to the **Reserve Format/ Reserve Module D Training Specifications only**. Proposal #1 would be the adopted language if the Commission approves **Reserve Module Format/Reserve Module D Training Specifications only**.

Text Proposal #2 - In underline/~~strikeout~~ format, this proposal describes the proposed regulation/procedure language for amendments relating to the **Transition Program - Pilot Format proposal only**. Proposal #2 would be the adopted language if the Commission approves the Transition Program - Pilot Format proposal only.

Text Proposal #3 - In underline ~~strikeout~~ format, this proposal describes the proposed language for amendments relating to **both the Transition Program - Pilot Format and Reserve Format/ Reserve**

Module D Training Specifications proposals. Proposal #3 would be the adopted language if the Commission approves both proposals.

Because it cannot be determined prior to the July 20, 1995 Commission Meeting which text proposal will be adopted, anyone requesting the text for any of the above described proposals will receive all three sets of text proposals.

Informative Digest for *The Reserve Format and Reserve Module "D" Training Specifications* proposal:

Penal Code 832.6 requires POST to establish minimum training standards for each reserve officer category. The current minimum training standards as specified in the POST Regulation 1007 are: Level III (Reserve Module A); Level II (Reserve Modules A/B, and a continuous field training course); Level I "non-designated" (Reserve Modules A/B/C, plus 200 hours of Field Training) and Level I "designated" (Regular Basic Course). Recent amendments (1-1-95) to Penal Code 832.6 require that non-designated, Level I reserves appointed after 1-1-97 meet the basic training requirement specified for regular officers (Regular Basic Course). Those amendments also require POST to develop a supplemental course for existing non-designated, Level I reserves who choose to voluntarily satisfy the basic training requirement. The Penal Code directs the Commission to develop the supplemental training in such a way as to avoid "unnecessary redundancy" of training already instructed in Modules A, B, and C. Existing regulations and procedures do not provide a supplemental course for Level I reserves.

In response to the changes in PC 832.6, the Commission is proposing to amend Commission Procedure D-1, and adopt a new training specification document entitled *Training Specifications for Reserve Training Module "D" - 1995*. This proposal will provide language for the testing, training and minimum hour requirements for a supplemental (bridging) course, identified as *Reserve Module "D"*. The supplemental course, Module "D" (approximately 442 hours), when combined with Modules A, B, and C (combined minimum hours of 222), will satisfy the Regular Basic Course training requirement (minimum hours 664).

The "*Training Specifications for Reserve Training: Module D*" were developed in conjunction with existing training specifications for the Regular Basic Course. Post staff and a committee comprised of reserve training managers, course presenters, reserve officers, and reserve trainers worked together to draft the proposed document. In a comparative analysis the committee contrasted the curriculum of the Regular Basic Course against curriculum currently required in Modules A, B, and C. Basic Course curriculum not covered in the A, B, and C Modules was identified and incorporated into the proposed training specifications for *Reserve Module "D"* (442 hrs).

The proposed language in Commission Procedure D-1 includes the following changes:

- Describes a new delivery format for the Regular Basic Course referred to as the Reserve Format, a four-part instructional sequence (Modules A, B, C, and D).
- Adds testing, training and minimum-hour requirements for the Reserve Format.
- Specifies that Module "D" shall be delivered by academy presenters certified to present the Regular Basic Course.
- Adds prerequisite requirements for Reserve Module "D" training.

This proposal adds a new delivery format for completing the Regular Basic Course. The Module "D" training is **voluntary** for those non-designated Level I Reserve Officers desiring to meet the basic training requirement. It does not impose a new requirement to complete Module "D" on non-designated Level I Reserve Officers hired on or prior to 1-1-97.

Informative Digest for *The Basic Course Transition Program - Pilot Format* proposal:

It has long been recognized that POST-certified Basic Courses and community college Administration of Justice (AJ)/Criminal Justice (CJ) courses overlap with similar training in some subject areas. The Commission has recognized the problem that individuals aspiring to become peace officers are required, by Commission Regulation 1005, to successfully complete the basic training requirement (Regular Basic Course, 664 hours) regardless of their community college training.

The Commission is proposing to adopt a new delivery method for the Regular Basic Course. This new delivery format is the proposed *Transition Program - Pilot Format*. The proposed delivery model will use a two-part format. Part 1 integrates Regular Basic Course knowledge-development specifications (approximately 264 hours) into the formal community college educational program. Upon completion of Part 1 the student is eligible to take a POST-constructed and administered comprehensive examination and a report writing test. Upon successful completion of the tests, the student may be admitted into Part 2, a 400-hour law enforcement academy. Part 2 focuses on knowledge application and skill development. Completion of Parts 1 and 2 satisfy the Regular Basic Course training requirement specified in Regulation 1005.

Certified Basic Course presenters will continue to meet the certification requirements specified in Commission Regulations 1052, 1053, and 1055. The pilot phase of this new delivery format is expected to run a minimum of two years. The Commission recognizes that regulations and procedures will most likely require amendments after experience with the Pilot phase. Any amendments will be subject to the requirements of the rulemaking process.

Proposed amendments to Commission Procedures D-1-2 through D-1-3 add:

- Definitions of terms related to the *Transition Program - Pilot Format* for Basic Course delivery.
- Testing and training requirements for the *Transition Program - Pilot Format*.
- Specification of the Regular Basic Course learning domains that will be instructed in Parts 1 and 2 of the *Transition Program - Pilot Format*.

This proposal provides individuals with another alternative for completing the POST basic training requirement specified in Regulation 1005. Those individuals choosing to complete a community college AJ/CJ program could simultaneously complete training necessary for an AA/AS degree while completing portions of the Regular Basic Course. Upon completion of the AJ/CJ program, the full requirements of the Regular Basic Course could be satisfied with completion of a shortened law enforcement academy, thus eliminating unnecessary redundant training.

PUBLIC COMMENT

The Commission hereby requests written comments on the proposed actions. All written comments must be received at POST no later than 4:30 p.m. on July 10, 1995. Written comments should be directed to Norman C. Boehm, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Blvd., Sacramento, CA 95816-7083.

ADOPTION OF PROPOSED REGULATIONS

Following the close of the public comment period, the Commission may adopt the proposal substantially as set forth without further notice or may modify the proposal if such modifications remain sufficiently related to the text as described in the Informative Digest. If the proposed text is modified prior to adoption and the change is related but not solely grammatical or nonsubstantive in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to all persons whose comments were received by POST during the public comment period, and all persons who request notification from POST of the availability of such changes. A request for the modified text should be addressed to the agency official designated in this notice. The Commission will accept written comments

on the modified text for 15 days after the date of which the revised text is made available.

TEXT OF PROPOSAL

Copies of the Statement of Reasons and exact language of the proposed action may be obtained by submitting a request in writing to the contact person at the address below. This address is also the location of all information considered as the basis for these proposals. The information will be maintained for inspection during the Commission's normal business hours (8 a.m. to 5 p.m., Monday through Friday).

ESTIMATE OF ECONOMIC IMPACT

Fiscal Impact on Public Agencies Including Costs or Savings to State Agencies or Costs/Savings in Federal Funding to the State: None

Nondiscretionary Costs/Savings to Local Agencies: None

Local Mandate: None

Costs to Any Local Agency or School District for Which Government Code Section 17561 Requires Reimbursement: None

Declaration Relating to Impact on All California Businesses Including Small Businesses: The Commission on Peace Officer Standards and Training, in the development of the proposed regulation, has assessed the potential for adverse economic impact on businesses in California and has found that the proposed amendments of Regulation 1005 and Commission Procedure D-1 will have no effect. This finding was based on the determination that the proposed amendments to Regulation 1005 and Commission Procedure D-1 in no way apply to businesses including the ability of California businesses to compete with businesses in other states.

Costs Impact on Private Persons or Entities: None

Housing Costs: None

ASSESSMENT

The adoption of the proposed amendments to this regulation will neither create nor eliminate jobs in the state of California, nor result in the elimination of existing businesses or create or expand businesses in the state of California.

CONSIDERATION OF ALTERNATIVES

In order to take this action, the Commission must determine that no alternative considered by the Commission would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons than the proposed action.

CONTACT PERSON

Inquiries concerning the proposed action and requests for written material pertaining to the proposed action should be directed to Anna Del Porto, Associate Governmental Program Analyst, Commission on Peace Officer Standards and Training, 1601 Alhambra Boulevard, Sacramento, CA 95816-7083, or by telephone at (916) 227-4854.

INITIAL STATEMENT OF REASONS

II) THE BASIC COURSE TRANSITION PROGRAM - PILOT FORMAT

Problem Statement:

Currently there is a certain degree of redundancy in law enforcement training between college (criminal justice) educational programs and law enforcement (POST) academies. Additionally there is no transferability of the curriculum/ training between the two educational delivery systems. Students can not receive credit towards the POST academy training requirements from the criminal justice college curriculum. Conversely not all academy curriculum is credited towards a college degree program. Flexibility for basic academy course presenters is limited when trying to provide alternative training delivery methods for regular officers, reserves, and students. While funding for law enforcement training has become more limited the need for hiring pools of qualified applicants has significantly increased.

Proposed Solution(s):

An alternative law enforcement training model called the *Basic Course Transition Program* is proposed to incorporate the college educational system to deliver some segments of the knowledge-oriented instruction that is required in the POST Regular Basic Course. This proposed alternative model will utilize a "*Pilot Format*" that integrates the Basic Course Curriculum into the formal educational program to achieve a preparatory basic coursework curriculum. Students graduating from this program will only require a shorter, reconfigured law enforcement academy. This model does not eliminate the current basic course certified formats, nor does it attempt to change the way academies currently operate. The model is designed to supplement existing basic training programs as an optional delivery format.

An ad hoc committee of academy directors, law enforcement executives, community college officials, and training managers were assembled to provide recommendations for the development of this model. After several developmental workshops, a final meeting was held on February 9, 1995. The committee identified the framework and potential benefits of the *Basic Course Transition Program* as follows:

- o The program eliminates redundancy of instruction between educational programs and law enforcement academies. By encouraging transferability and eliminating duplication there is more efficient use of educational funds.
- o The program allows a student to fulfill POST training requirements while receiving educational credit. This system is flexible and is expected to appeal to entry-level college students. A student can satisfy vocational educational requirements while completing coursework toward a degree.
- o Basic training presenters will have more flexibility to design training options for regular officers, reserves and students.
- o A shorter, reconfigured law enforcement academy will reduce training costs.
- o Law enforcement agencies will benefit from an increased pool of pre-trained officers. A larger pool of qualified recruits will, over time, result in fewer vacancies.

The *Basic Course Transition* program is designed to divide the Regular Basic Course curriculum into two

"Pilot Format" phases. The first phase of the *Pilot Format -Part 1* is a preparatory component of instruction that focuses solely on knowledge development without the skills application components that are currently blended into the existing (undivided) Regular Basis Course format. The second phase of the *Pilot Format-Part 2* is a reconfigured and shortened academy that focuses on knowledge application. POST minimum instructional hour requirements are identified in both the Part 1 preparatory phase (college) and the Part 2 (shortened) application phase (academy). Upon completion of the preparatory training phase the student is eligible to take a POST state comprehensive examination that includes a report writing test. Upon successful completion that student may be admitted into the shortened law enforcement academy.

The *Basic Course Transition Program* as divided will be :

- 1) **Pilot Format -Part 1** : 264 hours of subjects currently taught in the basic academy curricula that can be effectively taught in college courses as preparatory learning.
- 2) **Pilot Format - Part 2** : 400 hours of instruction would then remain to be taught in the reconfigured basic academy

Colleges approved to present this *Pilot Format - Part 1* will be required to develop course descriptions and certification documents that will provide POST with a method to track the content of the courses. POST will ensure compliance with existing training standards based upon the certification documents submitted by the presenters and commensurate review of their courses. Students who successfully complete both phases of *The Basic Course Transition Program* may receive an academy completion certificate and college credits leading toward an AA/AS Degree.

Content of Basic Course Transition Program

The content of the program includes 264 hours of subjects currently taught in basic academy curricula that can be effectively taught in college courses as preparatory learning (*Pilot Format - Part 1*). The reconfigured basic course would then require 400 hours of instruction (*Pilot Format - Part 2*). The charts and text which follow outline the content and minimum instructional hours for both the preparatory and basic course as proposed for the pilot. The preparatory instruction is as follows:

PILOT FORMAT - PART 1		
DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	History, Ethics & Professionalism	8
02	Criminal Justice System	4
05	Introduction to Criminal Law	6
06	Crimes Against Property	10
07	Crimes Against Persons	10
08	General Criminal Statutes	4
10	Sex Crimes	6
39	Crimes Against the Justice System	4
11	Juvenile Law and Procedure	6

09	Crimes Against Children	6
13	ABC Law	4
40	Weapons Violations	4
12	Controlled Substances	12
15	Laws of Arrest	12
31	Custody	4
16	Search & Seizure	12
17	Presentation of Evidence	8
03	Community Relations	12
04	Victimology/Crisis Intervention	6
38	Gang Awareness	8
42	Cultural Diversity/Discrimination	24
37	Persons with Disabilities	6
18	Investigative Report Writing	40
36	Information Systems	4
34	First Aid & CPR	21
Minimum Instructional Hours		241
TEST TYPE		HOURS
Scenario Tests		0
Knowledge Tests		23
Total Minimum Required Hours		264

The delivery model divides the remaining Regular Basic Course curriculum into a 400 minimum-hour application-oriented academy. In the *Pilot Format* the 264 preparatory hours (*Part 1*) and the 400 application hours (*Part 2*) are based on the Regular Basic Course minimum hours - 664 hours.

The 400 hour program represents the POST minimum required instructional hours in the *Pilot Format - Part 2*. Law enforcement trainers recognize the need to reconfigure the Regular Basic Course curriculum to provide an effective training course based upon local training needs. There may be a small degree of redundant or reinforced instruction between *Part 1* training and the *Part 2* basic course depending upon local training needs.

It is anticipated that the shorter reconfigured law enforcement academy would serve the needs of other

groups including reserve officers. The shorter academy will immediately benefit law enforcement agencies by requiring fewer mandated hours of instruction. The agency presenters should benefit from recruiting efforts by new criminal justice programs and the graduates that will be looking for law enforcement academies.

The application-oriented reconfigured course is proposed as follows:

PILOT FORMAT - PART 2		
DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
19	Vehicle Operations	24
20	Use of Force	12
35	Firearms/Chemical Agents	72
33	Person Searches, Baton, etc.	60
21	Patrol Techniques	12
22	Vehicle Pullovers	14
23	Crimes in Progress	16
24	Handling Disputes	12
25	Domestic Violence	8
26	Unusual Occurrences	4
27	Missing Persons	4
28	Traffic Enforcement	22
29	Traffic Accident Investigation	12
41	Hazardous Materials	4
30	Preliminary Investigation	42
32	Physical Fitness/Officer Stress	40
Minimum Instructional Hours		358
TEST TYPE		HOURS
Scenario Tests		40
POST-Constructed Knowledge Tests		2
Total Minimum Required Hours		400

Presenters of the *Pilot Format - Part 2* preparatory phase of instruction are responsible for developing course descriptions and all certification documents currently required by the basic academies that will provide POST with a method to track the content of the courses. POST would ensure compliance with existing training standards based upon the certification documents provided by the community colleges and overall program review comparative to current basic course certification review processes. Upon successful completion of both phases of the program, students would receive an academy completion certificate and college credit leading toward an AA/AS Degree.

Testing

Upon completion of the preparatory training (*Part 1*) a student must pass a POST-constructed comprehensive test before advancing to a law enforcement academy. The POST-constructed comprehensive test will assess knowledge of any of the topics specified for the preparatory phase. The test will be administered and scored by POST. Students completing the preparatory phase will also be required to pass a POST-developed report writing test. The test will assess the knowledge and skills required to write law enforcement reports. This test may be administered and scored by POST. It will be the student's responsibility to prepare for these examinations. Learning activities and exercises will occur during both *Part 1* and *Part 2* of the *Transition Program*. All scenario testing will be the responsibility of the academy presenters and is designed to occur in the latter stages of the *Part 2* course.

II) THE BASIC COURSE TRANSITION PROGRAM-PILOT FORMAT

If the Commission approves the *transition program-pilot format* but not the *reserve format*, the Commission will be adopting the changes to Commission Procedure D-1 that are shown in Attachment 2 and justified below.

PROPOSED AMENDMENTS TO COMMISSION PROCEDURE D-1

THE TRANSITION PROGRAM - PILOT FORMAT

Amend Section 1-2 of Commission Procedure D-1 as shown below.

1-2. Requirements for Basic Training: 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 Investigators' Basic Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.

The new *transition-program pilot format* will make it possible to satisfy the Regular Basic Course requirements by completing a two-part instructional sequence. Each part may be delivered by a different training presenter. Therefore, the provision in Section 1-2 requiring the Regular Basic Course to be completed under the sponsorship of one training presenter needs to be removed.

Amend Section 1-3 of Commission Procedure D-1 as shown below.

1-3. Regular Basic Course Definitions and Requirements: The terms used to describe testing and training requirements are defined in paragraph Section 1-3(a). Testing and training requirements vary by delivery format and are described in paragraph Section 1-3(b), standard format, and Section 1-3(c), transition program-pilot format. ~~Testing, training, content, and minimum hourly requirements are provided in detail in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*.~~ Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

Two of the proposed changes to Section 1-3 are substantive. First, language was added to make clear that there will be two formats for delivering the basic course and each format will have its own testing and training requirements. Second, the references to *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual* were deleted from this section.

These documents are referenced instead in later sections of D-1 where they are immediately applicable. Other changes are nonsubstantive and are proposed to improve consistency.

Amend Section 1-3(a) of Commission Procedure D-1 as shown below.

~~Definitions of Terms Used to Describe Testing and Training Requirements~~ Regular Basic Course Terminology

Section 1-3(a) will be retitled to reflect the fact that the terms defined in this section are not limited to those used to describe testing and training requirements but also include terms such as "academy" and "delivery format."

Amend Section 1-3(a) of Commission Procedure D-1 by adding Subsection 5 as shown below.

(5) Academy. A state or local government agency certified by POST to present the Regular Basic Course.

State or local government agencies certified by POST to present the Regular Basic Course are referred to as "academies." Their training facilities are periodically inspected by POST to ensure that they have the personnel and other training resources to properly deliver the training prescribed in *Training Specifications for the Regular Basic Course - July 1993*. The term "academy" is used repeatedly in D-1 and this definition will be added to improve clarity.

Amend Section 1-3(a) of Commission Procedure D-1 by adding Subsection 6 as shown below.

(6) Delivery Format. The formats for delivering the Regular Basic Course include the standard format and the transition program-pilot format.

- (A) Standard Format. The Regular Basic Course is delivered in an uninterrupted instructional sequence. Testing and training requirements are prescribed in Section 1-3(b). Except as provide for in Section 1-3(b)(9), the course shall be delivered by a single academy.**
- (B) Transition Program-Pilot Format. The Regular Basic Course is delivered in a two-part instructional sequence. Part 1 is a series of administration of justice (AJ) or criminal justice (CJ) courses delivered by a California community college. Part 2 is instruction delivered by an academy. Testing and training requirements are prescribed in Section 1-3(c).**

This section defines a second format for delivering the Regular Basic Course. This format will eliminate the redundancy in law enforcement training that occurs when students take AJ or CJ courses and then enter an academy. Current regulations require these students to repeat instruction at an academy that they already received in their AJ or CJ courses. The addition of the *transition program-pilot format* will permit AJ and CJ students who take certain courses to complete a shorter academy (400 hours instead of 664 hours) where the redundant instruction has been removed.

Amend Subsection 1-3(a)(7) of Commission Procedure D-1 and renumber as shown below.

(47) Test. An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. ~~Four~~ Depending on the delivery format, five types of tests are may be used in the Regular 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) POST-Constructed Comprehensive Test. A POST-constructed, paper-and-pencil test that measures acquisition of knowledge in multiple learning domains.**
- (BC) Scenario Test. A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.**

(GD) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual*.

(DE) **Exercise Test.** Any test other than a POST-constructed knowledge test, POST-constructed comprehensive test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals. There are two kinds of exercise tests: (1) A POST-developed report writing test which is administered and scored under POST's direct supervision, and (2) All other exercise tests which are administered and scored by the training presenters.

The proposed change adds a fifth type of test (a POST-constructed comprehensive test) to the tests that may be used in the Regular Basic Course. Students who complete the required AJ or CJ courses will be administered a comprehensive test to ensure that they have acquired the knowledge required to enter a shortened (i.e., 400-hour) academy.

Amend Section 1-3(b) of Commission Procedure D-1 as shown below.

Testing and Training Requirements for the Standard Format

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the *standard format* [defined in Section 1-3(a)(6)(A)].

The proposed change identifies Section 1-3(b) as containing the testing and training requirements for the *standard format* as distinguished from the requirements for the *transition program-pilot format*.

Amend Subsection 1-3(b)(1) of Commission Procedure D-1 as shown below.

Topics. Academies shall deliver instruction on all topicsAs specified in *Training Specifications for the Regular Basic Course - July 1993* and ~~the *POST Basic Academy Physical Conditioning Manual*~~.

Although there is an expectation that academies will deliver instruction on all topics specified in *Training Specifications for the Regular Basic Course - July 1993*, there is no explicit requirement to do so. The proposed change will explicitly require academies to deliver instruction on all topics specified in *Training Specifications for the Regular Basic Course - July 1993*. It will also strike the reference to the *POST Basic Academy Physical Conditioning Manual* because the topics related to physical conditioning are enumerated in *Training Specifications for the Regular Basic Course - July 1993*, not the *Basic Academy Physical Conditioning Manual*.

Amend Section 1-3(b) of Commission Procedure D-1 by adding Subsection 2 as shown below.

(2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.

Although the minimum number of hours of instruction that must be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*, this requirement is not explicitly stated in Commission Procedure D-1. The proposed change will explicitly require academies to deliver the minimum number of hours of instruction for each domain that is specified in *Training Specifications for the Regular Basic Course - July 1993*.

Amend Subsection 1-3(b)(3) as shown below.

(23) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel alternate form of the same test. If a student fails the second test, the student fails the course unless the academy 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.

The proposed changes are to improve clarity. A comma is needed to set off the interrupting phrase: "established by the academy." The word "alternate" is substituted for "parallel" because parallel has a technical meaning not intended here.

Amend Section 1-3(b) of Commission Procedure D-1 by adding Subsection 9 as shown below.

- (9) Single Academy.** The Regular Basic Course shall be completed under the sponsorship of one academy unless POST has approved a contractual agreement dividing responsibility for delivering the Regular Basic Course between an academy and other training presenters.

In order to control the quality of Regular Basic Course instruction when it is delivered in the *standard* format, POST has required that it be delivered by one academy (unless POST has approved a different arrangement). This requirement was removed from Section 1-2 because it does not apply to the *transition program-pilot format*, and it is added here because it does apply to the *standard* format.

Add Section 1-3(c) to Commission Procedure D-1 as shown below.

(c) Testing and Training Requirements for the Transition Program-Pilot Format

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the two-part, *transition program-pilot format* [defined in Section 1-3(a)(6)(B)]. Successful completion of part 1 and part 2 fulfills the requirements of the Regular Basic Course.

This new section sets forth the testing and training requirements for fulfilling the requirements of the Regular Basic Course delivered in the *transition program-pilot format*. As described above, this format will eliminate the redundancy in law enforcement training that occurs when students take AJ or CJ courses and then enter an academy.

Add Subsection 1-3(c)(1) to Commission Procedure D-1 as shown below.

- (1) Topics.** Instruction shall be delivered on all topics specified in *Training Specifications for the Regular Basic Course - July 1993* as described below:
- (A) Part 1.** Instruction on topics specified in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, and 42 shall be delivered in AJ or CJ courses [as defined in Section 1-3(a)(6)(B)].
- (B) Part 2.** Instruction on topics specified in learning domains 19 through 30, 32, 33, 35, and 41 shall be delivered by an academy.

This new section requires instruction on all topics specified in *Training Specifications for the Regular Basic Course - July 1993*. It also specifies where (i.e., in part 1 or part 2) the topics associated with each learning domain must be covered.

Add Subsection 1-3(c)(2) to Commission Procedure D-1 as shown below.

- (2) Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.

Although the minimum number of hours of instruction that must be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*, this requirement is not

explicitly stated in Commission Procedure D-1. The proposed change will explicitly require community colleges and academies to deliver the minimum number of hours of instruction for each domain that is specified in *Training Specifications for the Regular Basic Course - July 1993*.

Add Section 1-3(c) to Commission Procedure D-1 as shown below.

(3) Paper-and-Pencil Tests

This section of D-1 describes the paper-and-pencil tests that will be administered during part 1 and part 2 of the two-part, instructional sequence.

Add Subsection 1-3(c)(3)(A) to Commission Procedure D-1 as shown below.

- (A) Knowledge Tests Administered During Part 1 of the Instructional Sequence.**
As specified in *Training Specifications for the Regular Basic Course - July 1993*, a POST-constructed knowledge test is required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 1 through 13, 15 through 18, 31, 36 through 40, or 42, these required tests are waived in lieu of the POST-constructed comprehensive test that must be passed before entering part 2 of the instructional sequence. However, during part 1, students must pass an instructor-developed, paper-and-pencil test on learning domain 34, first aid & CPR, that meets the requirements of the Emergency Medical Services Authority for public safety personnel as set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, First Aid Standards for Public Safety Personnel, §100005 - §100028. Alternatively, the first aid & CPR instructor, at his or her option, may arrange for an academy to administer the POST-constructed knowledge test for domain 34. Students who fail the first aid & CPR 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 course instructor, to prepare for a retest; and (c) be provided with an opportunity to be retested with an alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

With one exception, the paper-and-pencil tests that would be required if the course were delivered in the *standard format* are waived in part 1. Instead, students must pass a POST-constructed comprehensive test before entering part 2 of the instructional sequence. The one exception is domain 34, first aid & CPR. During part 1, students must pass an instructor-developed, paper-and-pencil test on learning domain 34 that meets the requirements of the Emergency Medical Services Authority. This test is imposed by another state agency and cannot be waived by POST.

Add Subsection 1-3(c)(3)(B) to Commission Procedure D-1 as shown below.

- (B) POST-Constructed Comprehensive Test.** Students who complete the instruction specified in Section 1-3(c)(1)(A) must pass a POST-constructed comprehensive test [as defined in Section 1-3(a)(7)(B)] before advancing to part 2 of the instructional sequence. The POST-constructed comprehensive test may assess knowledge of any of the topics specified in learning domains 1 through 13, 15 through 18, 31, 36 through 40, and 42. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-constructed comprehensive test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

Before advancing to part 2 of the delivery sequence, students will be required to pass a POST-constructed comprehensive test. The purpose of the test is to ensure that students who have completed the AJ or CJ courses required by part 1 have acquired the knowledge needed to succeed in part 2 (i.e., a shortened, 400-hour academy). Students who are unable to pass the comprehensive test after being given two

opportunities are not adequately prepared for a shortened academy and will not be allowed to advance to part 2 of the instructional sequence.

Add Subsection 1-3(c)(3)(C) to Commission Procedure D-1 as shown below.

(C) POST-Constructed Knowledge Tests Administered During Part 2 of the Instructional Sequence. As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 19 through 30, 32, 33, 35, or 41, it shall be administered by an academy during part 2 of the instructional sequence. Students must earn a score on each knowledge test that is 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails part 2 of the instructional sequence unless the academy 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 part 2 of the instructional sequence.

The POST-constructed knowledge tests that will be administered during part 2 of the instructional sequence will be the same tests administered under the same conditions as those administered to students taking the Regular Basic Course in the *standard format*.

Add Subsection 1-3(c)(4) to Commission Procedure D-1 as shown below.

(4) Other Tests.

This section of D-1 describes the tests – other than paper-and-pencil tests -- that will be administered during part 1 and part 2 of the two-part, instructional sequence.

Add Subsection 1-3(c)(4)(A) to Commission Procedure D-1 as shown below.

- (A) POST-Developed Report Writing Test.** Students who complete the instruction specified in Section 1-3(c)(1)(A) shall be required to pass a POST-developed report writing test before advancing to part 2 of the instructional sequence. The report writing test assesses the knowledge and skills required to write law enforcement reports. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-developed report writing test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-developed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

Before advancing to part 2 of the delivery sequence, students will be required to pass a POST-developed report writing test. The purpose of the test is to ensure that students who have completed the AJ or CJ courses required by part 1 have acquired the report writing skills needed to succeed in part 2 (i.e., a shortened, 400-hour academy). Students who are unable to pass the report writing test after being given two opportunities are not adequately prepared for a shortened academy and will not be allowed to advance to part 2 of the instructional sequence.

Add Subsection 1-3(c)(4)(B) to Commission Procedure D-1 as shown below.

- (B) Scenario Tests Administered During Part 2 of the Instructional Sequence.** 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 academy. 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 part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 part 2 of the instructional sequence.

The scenario tests that will be administered during part 2 of the instructional sequence will be the same tests administered under the same conditions as those administered to students taking the Regular Basic Course in the *standard format*.

Add Subsection 1-3(c)(4)(C) to Commission Procedure D-1 as shown below.

- (C) Exercise Tests Administered During Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, or 42, it shall be administered in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. On each required exercise test, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency shall be determined by the course instructor. 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 cannot advance to part 2 of the instructional sequence unless the instructor

determines that there were extenuating circumstances or the student performed marginally (as determined by the instructor), 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 cannot advance to part 2 of the instructional sequence.

The exercise tests that will be administered during part 1 of the instructional sequence will be the same tests administered under the same conditions as those administered to students taking the Regular Basic Course in the *standard format*.

Add Subsection 1-3(c)(4)(D) to Commission Procedure D-1 as shown below.

- (D) Exercise Tests Administered During Part 2 of the Instructional Sequence.** Where an exercise test is required in learning domains 19 through 30, 32, 33, 35, or 41, it shall be administered by an academy. On each required exercise test, 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 academy. 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 part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 part 2 of the instructional sequence.

The exercise tests that will be administered during part 2 of the instructional sequence will be the same tests administered under the same conditions as those administered to students taking the Regular Basic Course in the *standard format*.

Add Subsection 1-3(c)(5) to Commission Procedure D-1 as shown below.

- (5) Learning Activities in Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, learning domains. Where a learning activity is required in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, or 42, the opportunity to participate in that activity shall be provided in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. 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 cannot advance to part 2 of the instructional sequence.

This subsection requires that for those domains covered during part 1 of the instructional sequence, students must participate in the same learning activities that *standard format* students must participate in.

Add Subsection 1-3(c)(6) to Commission Procedure D-1 as shown below.

- (6) Learning Activities in Part 2 of the Instructional Sequence.** Where a learning activity is required in learning domains 19 through 30, 32, 33, 35, or 41, the opportunity to participate in that activity shall be provided by an academy during part 2 of the instructional sequence. A student who does not participate in a learning activity when given the opportunity fails part 2 of the instructional sequence unless the academy 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 part 2 of the instructional sequence.

This subsection requires that for those domains covered during part 2 of the instructional sequence, students must participate in the same learning activities that *standard format* students must participate in.

Add Subsection 1-3(c)(7) to Commission Procedure D-1 as shown below.

- (7) Physical Conditioning Program.** Students shall complete the POST physical conditioning program at an academy during part 2 of the instructional sequence. Requirements for completing the program are described in the POST Basic Academy Physical Conditioning Manual.

This subsection requires that during part 2 of the instructional sequence, students must participate in the same physical conditioning program that *standard format* students must participate in.

Add Subsection 1-3(c)(8) to Commission Procedure D-1 as shown below.

- (8) Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).

This subsection requires that students pass the same physical abilities test battery that students taking the Regular Basic Course in the *standard* format are required to pass.

Add Subsection 1-3(c)(9) to Commission Procedure D-1 as shown below.

- (9) Additional Criteria for Entering Part 2 of the Instructional Sequence.** POST has established minimum requirements for entering part 2 of the instructional sequence; however, academies may establish additional criteria for entering part 2 of the instructional sequence.

POST sees its role as setting minimum selection and training standards that have statewide applicability. It is recognized that local conditions may justify additional requirements or higher requirements than those mandated by POST. This subsection allows local agencies to add to the criteria used to admit students to part 2 of the instructional sequence.

Add Subsection 1-3(c)(10) to Commission Procedure D-1 as shown below.

- (10) Additional Requirements for Completing Part 2 of the Instructional Sequence.** POST has established minimum, statewide training standards for completing the Regular Basic Course in the transition program-pilot format. 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.

As described above, POST sees its role as setting minimum selection and training standards that have statewide applicability. This subsection permits local agencies to add training requirements and/or raise minimum performance standards above those established by POST.

Add Subsection 1-3(c)(11) to Commission Procedure D-1 as shown below.

- (11) Administration, Scoring, and Processing of the POST-Constructed Comprehensive Test and the POST-Developed Report Writing Test.** The procedures for taking the POST-constructed comprehensive test and the POST-developed report writing test are described below.

This subsection describes the procedures for administering, scoring, and processing the POST-constructed comprehensive test and the POST-developed report writing test.

Add Subsection 1-3(c)(11)(A) to Commission Procedure D-1 as shown below.

(A) Requirements for Taking the Tests. To be eligible to take the POST-constructed comprehensive test and/or the POST-developed report writing test, students must successfully complete part 1 of the instructional sequence. Successful completion of part 1 is defined as a community college transcript showing that the student received credit for all courses included in the part 1 curriculum and an attestation by the community college that these courses met or exceeded the part 1 testing and training requirements specified in Sections 1-3(c)(1) to 1-3(c)(5), inclusive.

As described above, before advancing to part 2 of the instructional sequence, students who have successfully completed part 1 will be required to pass a POST-constructed comprehensive test. This subsection defines success in part 1 as a community college transcript showing that the student received credit for all courses included in the part 1 curriculum and an attestation by the community college that these courses met or exceeded the part 1 testing and training requirements.

Add Subsection 1-3(c)(11)(B) to Commission Procedure D-1 as shown below.

(B) Application to Take the Tests. A request to take the tests must be submitted to POST in writing. The request must include the applicant's full name, mailing address, and telephone number. The request must also include the name of the community college where the part 1 curriculum was completed and the dates of attendance. The applicants must arrange for the community college to send the applicant's community college transcript directly to POST. The transcript must include or be accompanied by an attestation that the courses shown in the transcript met or exceeded the part 1 testing and training requirements. Receipt by POST of the written request and the applicant's transcript completes the application process.

This subsection requires students to submit a written request to POST to take the comprehensive test and the report writing test after they have completed their part 1 training and are ready to take the two tests. The information that students must supply with their requests is needed to schedule them for the tests and to match each request with a transcript. The transcripts and the attestation are needed to verify that students received the part 1 training specified in Sections 1-3(c)(1) to 1-3(c)(5), inclusive.

Add Subsection 1-3(c)(11)(C) to Commission Procedure D-1 as shown below.

(C) Notification of Eligibility. POST shall notify applicants that they are either eligible or ineligible to take the tests within 30 calendar days of the day on which the application process was completed. If the applicant is not eligible to take the test, the notification shall state the reasons for the applicant's ineligibility.

Thirty days will provide the time needed to match requests to take the tests with each student's transcripts and the attestation from the college. Transcripts will be reviewed to ensure that students have received credit for each of the courses needed to satisfy the part 1 training requirements.

Add Subsection 1-3(c)(11)(D) to Commission Procedure D-1 as shown below.

(D) Scheduling. Applicants who are eligible to take the tests shall be scheduled for the tests within 90 calendar days of the day on which the application process was completed. Applicants shall be notified of the time and date of the tests at least 30 calendar days prior to the day on which the tests will be administered.

Ninety days will provide the time needed to locate an appropriate testing site and arrange for proctors to administer the two tests. Arrangements must also be made for specially trained readers to score the report writing test after it is administered.

Add Subsection 1-3(c)(11)(E) to Commission Procedure D-1 as shown below.

(E) Notification of Test Results. Examinees shall be notified in writing of their test results, pass or fail, within 30 calendar days of taking the tests. For examinees who fail the test, POST shall identify those areas where the examinee's performance was

below expectations.

Thirty calendar days will provide the time needed to process the results of the comprehensive test including: (a) collecting the answer sheets, (b) processing the answer sheets using an optical mark reader and a computer to convert the marks on the answer sheets to usable information, (c) notifying students who passed the test that they were successful, and (d) preparing a custom report for each student who failed the test showing the areas where that student's test performance was below expectations (i.e., below the average score of students who passed the test). The report writing test will be scored by specially trained readers. After the report writing tests are scored, successful students will be so notified and a custom report will be prepared for each student who failed the test identifying the reason for the student's failure.

Add Subsection 1-3(c)(11)(F) to Commission Procedure D-1 as shown below.

(F) Failure on the First Attempt. Examinees who fail either or both tests on their first attempt may submit a written request to POST to be retested. The request must include the applicant's full name, mailing address, and telephone number. The request must also include the date and location where the examinee was originally tested.

The information that examinees are required to provide in their request to be retested is needed to match the examinees with their test results and schedule them for a retest.

Add Subsection 1-3(c)(11)(G) to Commission Procedure D-1 as shown below.

(G) Retesting. POST shall retest examinees who fail a test on their first attempt no sooner than 30 calendar days after failing the test and no later than 90 calendar days after the examinee has submitted a written request to be retested.

The scores of students who take two similar tests in quick succession may be inflated by their recall of similar or even identical problems that they solved on the first test. The 30-day waiting period will prevent this type of undesirable score inflation. The 90-day limit will provide adequate time for POST to make the test administration arrangements described above.

Add Subsection 1-3(c)(11)(H) to Commission Procedure D-1 as shown below.

(H) Notification of Retest Results. Examinees shall be notified in writing of their test results, pass or fail, within 30 calendar days of the day on which they were retested.

As described above, the 30-day time limit will give POST adequate time to score tests and notify examinees of their test results.

Add Subsection 1-3(c)(11)(I) to Commission Procedure D-1 as shown below.

(I) Failure on the Second Attempt. Examinees who fail either test on their second attempt shall not be retested and cannot advance to part 2 of the instructional sequence.

In a high-stakes tests, such as the POST-constructed comprehensive test and the POST-developed report writing test, examinees who fail should be given a second opportunity to pass the test. The principal reason for providing this second opportunity is that all test scores are affected by measurement error. Therefore, some examinees obtain lower test scores than they should given their true level of achievement. A second test provides examinees who received spuriously low test scores on their first test to earn a score that is more reflective of their true achievement level.

Conversely, some examinees obtain higher test scores than they should given their true level of achievement. The more opportunities that these low achieving examinees have to take the test, the more likely it is that they will obtain an inflated test score that allows them to pass the test in spite of their low level of achievement. Therefore, offering more than one opportunity to retake the test would unnecessarily increase the likelihood of low achievers obtaining a passing score.

III) RESERVE MODULE FORMAT AND TRANSITION PROGRAM-PILOT FORMAT

If the Commission approves both the *reserve format* and the *transition program-pilot format*, the Commission will be adopting the changes to Commission Procedure D-1 that are shown in Attachment 3. These changes were justified separately for the two new formats and will not be repeated here. The testing and training requirements for the *standard format* will appear in Section 1-3(b), for the *reserve format* in Section 1-3(c), and for the *transition program-pilot format* in Section 1-3(d).

TEXT PROPOSAL #3 - COMBINED, RESERVE FORMAT/MODULE "D" TRAINING SPECIFICATIONS AND TRANSITION PROGRAM - PILOT FORMAT

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) and that portion of the Reserve Officer Minimum Standards established in Section 1007(b) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, Specialized Investigators' Basic Course, Public Safety Dispatchers' Basic Course, and Coroners' Death Investigation Course.

Training Requirements

1-2. Requirements for Basic Training: 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 Investigators' Basic Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.

1-3. Regular Basic Course Definitions and Requirements: The terms used to describe testing and training requirements are defined in paragraph Section 1-3(a). Testing and training requirements vary by delivery format and are described in paragraph Section 1-3(b), standard format, Section 1-3(c), reserve format, and Section 1-3(d), transition program-pilot format. ~~Testing, training, content, and minimum hourly requirements are provided in detail in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*.~~ Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

(a) ~~Definitions of Terms Used to Describe Testing and Training Requirements~~ **Regular Basic Course Terminology**

- (1) **Learning Domain.** An instructional unit that covers related subject matter. ~~Each Regular Basic Course learning domain is described in *Training Specifications for the Regular Basic Course - July 1993*.~~ 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.
- (5)(4) **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.
- (5) **Academy.** A state or local government agency certified by POST to present the Regular Basic Course.
- (6) **Delivery Formats.** The formats for delivering the Regular Basic Course include the standard format, the reserve format, and the transition program-pilot format.
 - (A) **Standard Format.** The Regular Basic Course is delivered in a one-part instructional sequence. Testing and training requirements are prescribed in Section 1-3(b). Except as provide for in Section 1-3(b)(9), the course shall be delivered by a single academy.
 - (B) **Reserve Format.** The Regular Basic Course is delivered in a four-part instructional sequence consisting of reserve training modules A, B, C, and D. Testing and training requirements are prescribed in Section 1-3(c).
 - (C) **Transition Program-Pilot Format.** The Regular Basic Course is delivered in a two-part instructional sequence. Part 1 is a series of administration of justice (AJ) or criminal justice (CJ) courses delivered by a California community college. Part 2 is instruction delivered by an academy. Testing and training requirements are prescribed in Section 1-3(d).
- (47) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Four Depending on the delivery format, five types of tests are may be used in the Regular 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) **POST-Constructed Comprehensive Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge in multiple learning domains.
 - (BC) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.

(GD) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual*.

(DE) **Exercise Test.** Any test other than a POST-constructed knowledge test, POST-constructed comprehensive test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals. There are two kinds of exercise tests: (1) A POST-developed report writing test which is administered and scored under POST's direct supervision, and (2) All other exercise tests which are administered and scored by the training presenters.

(68) **Test-Item Security Agreement.** An agreement between a Regular Basic Course academy and POST that identifies the terms and conditions under which an academy 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 for the Standard Format**

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the standard format [defined in Section 1-3(a)(6)(A)].

(1) **Topics.** Academies shall provide instruction on all topics as specified in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*.

(2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.

(23) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel alternate form of the same test. If a student fails the second test, the student fails the course unless the academy 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.

(34) **Scenario Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, scenario tests are required in some, but not all, 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

academy. 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 academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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.

(45) **Exercise Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, 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 academy. 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 academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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.

(56) **Learning Activities.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, 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 academy 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.

(67) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.

(78) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students must pass a POST-developed physical abilities test battery as described in the *POST Basic Academy Physical Conditioning Manual*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.

(9) **Single Academy.** The Regular Basic Course shall be completed under the sponsorship of one academy unless POST has approved a contractual agreement

dividing responsibility for delivering the Regular Basic Course between an academy and other training presenters.

- (§10) **Academy Requirements.** POST has established minimum, statewide training standards for the Regular Basic 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.

(c) Testing and Training Requirements for the Reserve Format

The testing and training requirements in this section apply to the four-part reserve format [as defined in Section 1-3(a)(6)(B)] for completing the Regular Basic Course. Successful completion of these four training modules fulfills the requirements for the Regular Basic Course.

- (1) Module A. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007.
- (2) Module B. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module A is a prerequisite to Module B.
- (3) Module C. Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module B is a prerequisite to Module C.
- (4) Module D. Course content is specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

(A) Prerequisites

1. Completion of reserve modules A, B and C.
2. Satisfaction of the first aid and CPR requirements for public safety personnel set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, §100005-§100028.

(B) Topics. Academies shall deliver instruction on all topics specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

(C) Hourly Requirements. The minimum number of hours of instruction that shall be delivered for each domain is specified in *Training Specifications for the Reserve Training Module "D" - 1995.*

(D) POST-Constructed Knowledge Tests. As specified in *Training Specifications for the Reserve Training Module "D" 1995.* POST-constructed knowledge tests are required in some, but not all, 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails Module D unless the academy 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 Module D.

- (E) **Scenario Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, scenario tests are required in some, but not all, 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 academy. 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 Module D unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 Module D.
- (F) **Exercise Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, exercise tests are required in some, but not all, 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 academy. 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 Module D unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 Module D.
- (G) **Learning Activities.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, learning activities are required in some, but not all, 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 Module D unless the academy 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 Module D.

- (H) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.
- (I) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).

(d) Testing and Training Requirements for the Transition Program-Pilot Format

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the two-part, *transition program-pilot format* [defined in Section 1-3(a)(6)(C)]. Successful completion of part 1 and part 2 fulfills the requirements for the Regular Basic Course.

- (1) **Topics.** Instruction shall be delivered on all topics specified in *Training Specifications for the Regular Basic Course - July 1993* as described below:
 - (A) **Part 1.** Instruction on topics specified in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, and 42 shall be delivered in AJ or CJ courses [as defined in Section 1-3(a)(6)(C)].
 - (B) **Part 2.** Instruction on topics specified in learning domains 19 through 30, 32, 33, 35, and 41 shall be delivered by an academy.
- (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.
- (3) **Paper-and-Pencil Tests**
 - (A) **Knowledge Tests Administered During Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, a POST-constructed knowledge test is required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 1 through 13, 15 through 18, 31, 36 through 40, or 42, these required tests are waived in lieu of the POST-constructed comprehensive test that must be passed before entering part 2 of the instructional sequence. However, during part 1, students must pass an instructor-developed, paper-and-pencil test on learning domain 34, first aid & CPR, that meets the requirements of the Emergency Medical Services Authority for public safety personnel as set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, *First Aid Standards for Public Safety Personnel, §100005 - §100028*. Alternatively, the first aid & CPR instructor, at his or her option, may arrange for an academy

to administer the POST-constructed knowledge test for domain 34. Students who fail the first aid & CPR 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 course instructor, to prepare for a retest; and (c) be provided with an opportunity to be retested with an alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

(B) POST-Constructed Comprehensive Test. Students who complete the instruction specified in Section 1-3(c)(1)(A) must pass a POST-constructed comprehensive test [as defined in Section 1-3(a)(7)(B)] before advancing to part 2 of the instructional sequence. The POST-constructed comprehensive test may assess knowledge of any of the topics specified in learning domains 1 through 13, 15 through 18, 31, 36 through 40, and 42. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-constructed comprehensive test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

(C) POST-Constructed Knowledge Tests Administered During Part 2 of the Instructional Sequence. As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 19 through 30, 32, 33, 35, or 41, it shall be administered by an academy during part 2 of the instructional sequence. Students must earn a score on each knowledge test that is 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 academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails part 2 of the instructional sequence unless the academy 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 part 2 of the instructional sequence.

(4) Other Tests.

(A) POST-Developed Report Writing Test. Students who complete the instruction specified in Section 1-3(c)(1)(A) shall be required to pass a POST-developed report writing test before advancing to part 2 of the instructional sequence. The report writing test assesses the

knowledge and skills required to write law enforcement reports. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-developed report writing test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-developed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

(B) Scenario Tests Administered During Part 2 of the Instructional sequence. 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 academy. 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 part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 part 2 of the instructional sequence.

(C) Exercise Tests Administered During Part 1 of the Instructional sequence. As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, or 42, it shall be administered in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. On each required exercise test, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency shall be determined by the course instructor. 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 cannot advance to part 2 of the instructional sequence unless the instructor determines that there were extenuating circumstances or the student performed marginally (as determined by the instructor), 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 cannot advance to part 2 of the instructional sequence.

(D) Exercise Tests Administered During Part 2 of the Instructional sequence. Where an exercise test is required in learning domains 19 through 30, 32, 33, 35, or 41, it shall be administered by an academy.

On each required exercise test, 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 academy. 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 part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), 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 part 2 of the sequence.

- (5) Learning Activities in Part 1 of the Instructional Sequence.** As specified in Training Specifications for the Regular Basic Course - July 1993, learning activities are required in some, but not all, learning domains. Where a learning activity is required in learning domains 1 through 13, 15 through 18, 31, 34, 36 through 40, or 42, the opportunity to participate in that activity shall be provided in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. 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 cannot advance to part 2 of the instructional sequence.
- (6) Learning Activities in Part 2 of the Instructional Sequence.** Where a learning activity is required in learning domains 19 through 30, 32, 33, 35, or 41, the opportunity to participate in that activity shall be provided by an academy during part 2 of the instructional sequence. A student who does not participate in a learning activity when given the opportunity fails part 2 of the instructional sequence unless the academy 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 part 2 of the instructional sequence.
- (7) Physical Conditioning Program.** Students shall complete the POST physical conditioning program at an academy during part 2 of the instructional sequence. Requirements for completing the program are described in the POST Basic Academy Physical Conditioning Manual.
- (8) Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).
- (9) Additional Criteria for Entering Part 2 of the Instructional Sequence.** POST has established minimum requirements for entering part 2 of the instructional

sequence; however, academies may establish additional criteria for entering part 2 of the instructional sequence.

- (10) **Additional Requirements for Completing Part 2 of the Instructional Sequence.** POST has established minimum, statewide training standards for completing the Regular Basic Course in the *transition program-pilot format*. 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.
- (11) **Administration, Scoring, and Processing of the POST-Constructed Comprehensive Test and the POST-Developed Report Writing Test.** The procedures for taking the POST-constructed comprehensive test and the POST-developed report writing test are described below.
- (A) **Requirements for Taking the Tests.** To be eligible to take the POST-constructed comprehensive test and the POST-developed report writing test, students must successfully complete part 1 of the instructional sequence. Successful completion of part 1 is defined as a community college transcript showing that the student received credit for all courses included in the part 1 curriculum and an attestation by the community college that these courses met or exceeded the part 1 testing and training requirements specified in Sections 1-3(c)(1) to 1-3(c)(5), inclusive.
- (B) **Application to Take the Tests.** A request to take the tests must be submitted to POST in writing. The request must include the applicant's full name, mailing address, and telephone number. The request must also include the name of the community college where the part 1 curriculum was completed and the dates of attendance. The applicants must arrange for the community college to send the applicant's community college transcript directly to POST. The transcript must include or be accompanied by an attestation that the courses shown in the transcript met or exceeded the part 1 testing and training requirements. Receipt by POST of the written request and the applicant's transcript completes the application process.
- (C) **Notification of Eligibility.** POST shall notify applicants that they are either eligible or ineligible to take the tests within 30 calendar days of the day on which the application process is completed. If the applicant is not eligible to take the test, the notification shall state the reasons for the applicant's ineligibility.
- (D) **Scheduling.** Applicants who are eligible to take the tests shall be scheduled for the tests within 90 calendar days of the day on which the application process was completed. Applicants shall be notified of the time and date of the tests at least 30 calendar days prior to the day on which the tests will be administered.
- (E) **Notification of Test Results.** Applicants shall be notified in writing of their test results, pass or fail, within 30 calendar days of taking the

tests. For examinees who failed the test, POST shall identify those areas where the examinees' performance was below average.

- (F) **Failure on the First Attempt.** Examinees who fail either or both tests on their first attempt may submit a written request to be retested. The request must include the applicant's full name, mailing address, and telephone number. The request must also include the date and location where the examinee was originally tested.
- (G) **Retesting.** POST shall retest examinees who fail a test on their first attempt no sooner than 30 calendar days after failing the test and no later than 90 calendar days after the examinee has submitted a written request to be retested.
- (H) **Notification of Retest Results.** Examinees shall be notified of their test results within 30 calendar days of the day on which they were retested.
- (G) **Failure on the Second Attempt.** Examinees who fail either test on their second attempt shall not be retested and cannot advance to part 2 of the instructional sequence.

1-4. ***

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Hearing: To Consider Modification of Dispatcher Selection Standards		Meeting Date July 20, 1995
Bureau Standards and Evaluation Services	Reviewed By John Berner <i>[Signature]</i>	Researched By John Weiner <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval 6-27-95	Date of Report June 14, 1995
Purpose: <input checked="" 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, subject to the public hearing process, modification of Commission Regulation 1018(c) to augment current selection standards for public safety dispatchers?

BACKGROUND

At its April 20, 1995 meeting, the Commission reviewed proposed amendments to public safety dispatcher selection standards, along with a proposal to implement a statewide testing program to provide local agencies a means of complying with the new standards. The Commission scheduled a public hearing for July 20, 1995 to receive testimony on the proposed amendments.

The current selection standards for entry-level dispatchers were established by POST in 1989, pursuant to Penal Code Section 13510(c).¹ The standards were established by an ad hoc committee with the proviso that a job analysis and validation research be conducted to serve as the basis for further development of dispatcher selection standards.

POST completed a statewide job analysis in 1991 in which important job duties performed by a majority of dispatchers in California were identified, as were the knowledge, skills, abilities and traits that are essential for successful performance of these duties. In 1992, POST developed an experimental battery of selection tests to assess many of the identified essential cognitive abilities. During the period spanning 1993 to 1995, POST conducted an empirical validation study of the test battery, the results of which further demonstrated the importance of cognitive abilities for successful performance of dispatcher duties and support the use of tests of these abilities to select entry-level dispatchers. The test battery (POST Entry-Level Dispatcher Selection Test Battery) is described in Attachment 1. The validation research is briefly summarized in Attachment 2.

¹The standards specify that public safety dispatcher candidates must undergo: (1) a background investigation, (2) a medical examination, and (3) an assessment of oral communication skills.

ANALYSIS

Proposed New Regulation

The proposed new regulation augments the current entry-level dispatcher selection standards to include pre-employment assessment of the cognitive abilities that were identified in the job analysis and subsequent empirical validation study as important for successful performance of dispatcher duties. Specifically, proposed new Commission Regulation 1018(c)(4) requires that entry-level dispatcher candidates' Verbal, Reasoning, Memory, and Perceptual abilities (as defined) be evaluated before hire using the POST test battery or alternative job-related tests of these abilities. The proposed new regulation is shown in Attachment 3. Documentation submitted to the Office of Administrative Law in support of the proposed new regulation is contained in Attachment 4.

The language of the proposed new regulation is analogous to that of Regulation 1002(a)(9), which requires that peace officer applicants be able to read and write at the levels necessary to perform the job, as determined by use of either the POST Reading and Writing Test Battery, or other job-related tests of reading and writing.

The proposed new regulation will require that POST maintain and make available the new test battery to all eligible agencies in the POST dispatcher program. This intention was articulated in the July 1992 and April 1995 reports to the Commission.² Based on current cost projections, the annual costs to implement such a testing program will range from \$40,000 to \$80,000, depending on the number of agencies using the tests.³

²As described in the July 1992 Commission report and reiterated in the April 1995 report, the dispatcher testing program would be similar to the reading and writing testing program for peace officers, and would include the following activities: (1) development and printing of all test forms, answer sheets, and related materials, (2) distribution of test and related materials to local agencies, (3) scoring and reporting of test results to local agencies, (4) maintaining computer data files containing examinee and test item information, (5) continuous development of new test forms, and (6) monitoring examinee performance and periodically evaluating the standards.

An optional component of the program may include POST providing proctors to administer the tests for local agencies on a limited basis.

³These estimates assume that 80 to 160 agencies (approximately 25% to 50% of the 325 agencies in the POST dispatcher Program) would use the tests annually, and that an average of 75 candidates would be tested per agency.

The new selection standards would become effective in July 1997. This will provide agencies with the time needed to develop alternatives to the POST dispatcher test battery. Similar actions were taken by the Commission when it established reading and writing ability requirements for peace officers.⁴

Exemption. As specified in the proposed new regulation in section 1018(c)(4)(B), an exemption to the new selection standard requirements would be granted to experienced dispatchers who: (1) have successfully completed the Public Safety Dispatcher's Basic Course or have passed the POST Basic Dispatcher Training Equivalency Examination, and (2) have successfully completed probation during previous employment as a dispatcher.⁵ This is also consistent with current Commission Policy G2, which exempts basic course graduates from the reading and writing testing requirement.

Interim Testing Program

While the proposed new standards for dispatchers will not take effect until July 1997, many agencies in the dispatcher program are eager to begin using the new test battery. It is estimated that the tests will be ready for statewide use by the fourth quarter of this year, and there is little doubt that agencies would benefit by the earliest possible availability of the tests. However, in light of current fiscal constraints, it is proposed that agencies be charged for the use of the POST tests until such time as the proposed new standards become effective (July 1997). Such charges would be for actual costs, amounting to approximately \$5.00 per candidate, plus a base charge of \$125 per

⁴The Commission first acted to establish a reading requirement for peace officers in 1975. The effective date of the requirement was to be January 1977. At its January 1977 meeting, the Commission declared an open-ended moratorium on enforcement of the standard pending the availability of a job-related test. The Commission lifted the moratorium upon completion and availability of a POST-developed test of reading ability in January 1982.

The writing ability requirement was established in January 1984, upon completion a two year project to develop a POST test of writing ability, and nine years after the Commission first announced its intention to establish a writing requirement.

⁵The results of the empirical validation study support this approach in that the tests were found to be significantly predictive of academy performance irrespective of previous dispatching experience, while prediction of job performance by the battery was generally limited to entry-level dispatchers (those with 12 months or less experience when tested); i.e., highly experienced dispatchers' job performance ratings were not as well predicted by the tests.

administration.⁶ An additional charge of approximately \$150 would be levied for test administrations in which POST provides proctoring services.

Summary

New dispatcher selection standards specified in proposed new Commission Regulation 1018(c)(4) are set forth for Commission approval, contingent upon the results of a public hearing. The new standards would become effective July 1997. POST would be required to maintain and make available the new POST dispatcher test battery to interested agencies as a vehicle for complying with the new standards. The estimated annual costs to administer the testing program will be between \$40,000 and \$80,000, depending on the number of agencies that elect to use the tests. Prior to the proposed July 1997 effective date of the new standards, agencies would be charged for the use of the tests, with such charges not to exceed actual costs. Agencies are expected to benefit from the tests through increased employee retention and productivity, as well as reduced training costs.

RECOMMENDATION

Subject to the public hearing results,

1. Approve the proposed new public safety dispatcher selection standards; and
2. Approve implementation of a statewide dispatcher testing program as proposed (i.e., with interim charges to test users to recover costs, until such time as the new selection standards become effective).

⁶Using these figures for a candidate group of 25, the cost would be \$250; for a group of average size (75 candidates), the cost would be \$550; and for a large group (500 candidates), the cost would be \$2,625.

Attachment 1

Overview of Dispatcher Selection Tests

The POST Entry-Level Dispatcher Selection Test Battery was designed to measure cognitive abilities that are both important for successful performance of dispatcher duties statewide and necessary for job candidates to possess before hire. These include: **Verbal** ability (written and oral comprehension, and written expression); **Reasoning** ability (deductive reasoning and information ordering); **Memory** (the ability to store and retrieve facts, details, and other information); and **Perceptual** ability (speed and accuracy, and time sharing).

The battery is comprised of eleven separately timed multiple-choice tests. Six of the tests are traditional paper-and-pencil format, while the remaining five incorporate an audio tape format where information is presented orally and examinees answer questions or perform tasks that require a multiple-choice response. All of the tests employ a machine-scorable answer sheet so that the battery may be administered in a large group setting.

Table 1 below lists the abilities that are measured by the tests and summarizes the test formats.

Table 1

Overview of Dispatcher Selection Tests

ABILITY	TEST	PROTOCOL
VERBAL	<i>READING COMPREHENSION</i>	Read a brief passage, then answer m/c questions regarding facts & meaning of written information.
	<i>EVALUATING FACTS</i>	Read set of facts & then determine whether statements that follow are true, false, or cannot be determined on the basis of the facts.
	<i>CLARITY</i>	Identify which of 2 sentences is written more clearly.
REASONING	<i>CALL-TAKING</i>	Listen to 3 brief simulated calls while taking notes; examinees given time to review notes; then answer m/c questions regarding facts and meaning of what transpired. (audio tape)
	<i>FOLLOWING ORAL DIRECTIONS</i>	Listen to lengthy simulated call from officer giving series of instructions, while taking notes; examinee given time to review notes; then answer m/c questions regarding actions to be taken and order of activities. (audio tape) .
	<i>ASSIGNING FIELD UNITS</i>	Apply set of rules to determine which field unit(s) to assign to various "incidents"; m/c response format.
	<i>SETTING PRIORITIES</i>	Apply set of rules to prioritize events, 3 at a time; m/c response format.
MEMORY	<i>PUBLIC SAFETY BULLETIN</i>	Study bulletin describing several events; then answer factual m/c questions based solely on memory.
	<i>RECALLING FACTS & DETAILS</i>	Listen to simulated call from citizen; <i>no</i> notes; then answer factual m/c questions. (audio tape)
PERCEPTUAL	<i>CHECKING & LISTENING</i>	Compare list of names, license numbers & addresses with a "hot sheet" & identify exact matches; at the same time listen to simulated radio transmissions from several units & record each unit's status on a "radio log"; after info presented, answer m/c questions re: unit status changes. (audio tape)
	<i>CHECKING CODED INFORMATION</i>	Listen to random number-letter codes & quickly identify each code from among several printed alternatives. (audio tape)

Attachment 2

Overview of Validation Research

The validation research entailed administering the test battery to several hundred students in the Public Safety Dispatcher's Basic Course at 13 academies between April 1993 and May 1994. The students included entry-level dispatchers, experienced dispatchers, and non-affiliates totalling over 680. The battery has also been administered to over 1,000 job applicants under real-stakes testing conditions. The job applicant scores will be used to assemble norms that will aid in the interpretation of scores on the battery.

Several specially developed measures of the students' performance in the Basic Course and later job performance were then collected. The performance criterion measures were developed by POST specifically for the validation research and included:

1. **Basic academy performance:** (a) instructor ratings of demonstrated knowledge and skills, and (b) overall successful completion vs. failure to complete the Dispatcher's Basic Course. Academy test scores were collected for approximately 100 CHP students in lieu of instructor ratings.
2. **Supervisor ratings:** Those students who were employed as dispatchers at the time they were tested in the academy were later rated by their immediate supervisors at the end of probation using POST-developed rating scales which covered: (a) the dispatcher's **effectiveness** in performing important job duties, as identified in the statewide job analysis, (b) instances of **commendable performance**, (c) **complaints regarding poor performance**, and (d) instances where the dispatcher was **unable to perform a critical job duty**. Supervisor ratings were obtained for over 150 entry-level dispatchers from dozens of agencies.
3. **Self-Ratings:** Those dispatchers who were rated by their supervisors were asked to rate themselves using the same job effectiveness scales. The ratings were made under conditions of strict confidentiality.
4. **Probation Success/Failure (Turnover):** This was represented by a dichotomous index (scored 1/0) identifying those dispatchers who successfully completed probation and those who resigned or were

terminated. The general reasons for failure were obtained and used to identify students who performed poorly for reasons that would be expected to be relevant to the test (e.g., inadequate job knowledge, skills or abilities). Turnover data were obtained for over 230 dispatchers.

Product-moment correlation coefficients were then computed between test scores and the academy/job performance measures as a means of examining the predictive validity of test scores. Overall, the results indicated that test scores are significantly predictive ($p < .05$) of performance in basic training, subsequent job performance, and employee retention (probation success/failure).

Attachment 3

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
PROPOSED REGULATORY LANGUAGE

1018. Public Safety Dispatcher Programs.

(a-b continued)

(c) Minimum Selection Standards for Public Safety Dispatchers.

Every public safety dispatcher candidate shall be subject to the following requirements:

(1-3 continued)

(4) Verbal, Reasoning, Memory, and Perceptual Abilities Assessment (as defined in section (A)1-4 below): These abilities shall be evaluated before hire to assure the presence of ability levels commensurate with the performance of dispatcher duties, as measured by the POST Entry-Level Dispatcher Selection Test Battery or alternative job-related tests of these abilities.

(A) Ability Definitions:

1. Verbal ability includes written and oral comprehension (the ability to read passages and listen to orally imparted information and retrieve facts, draw conclusions, and derive meaning); and written expression (the ability to use language to convey information clearly in writing).
2. Reasoning ability includes at least one of the following: (1) deductive reasoning (the ability to apply general rules to specific problems to attain logical answers); or (2) information ordering (the ability to correctly follow a given rule or set of rules to arrange things or actions in a certain order).
3. Memory ability includes the capacity to store and retrieve facts, details, and other information.
4. Perceptual ability includes speed and accuracy (the ability to quickly and accurately compare letters and numbers presented orally and in written form); and time sharing (the ability to shift back and forth between two or more sources of information, both written and orally imparted, in performing a task or set of tasks).

(B) Exemption. Any candidate who has: (1) successfully completed the Public Safety Dispatcher's Basic Course or passed the POST Basic Dispatcher Training Equivalency Examination (Commission Procedure F-5), and (2) completed probation as a dispatcher during previous employment shall be exempt from the requirements set forth in section 1018(c) (4).

(d-f continued).

Authority: PC 13503, 13506, 13510
Reference: PC 13510

Attachment 4

Commission on Peace Officer Standards and Training

PUBLIC HEARING: PROPOSAL TO ADOPT TO SELECTION STANDARDS FOR
PUBLIC SAFETY DISPATCHERS

INITIAL STATEMENT OF REASONS

Public safety dispatchers play a vital role in the delivery of law enforcement and other emergency services in California. Dispatchers must obtain, evaluate, and disseminate important and sensitive information regarding crimes and requests for emergency services; and they must facilitate an appropriate and timely response by law enforcement and other public safety personnel. The speed and effectiveness with which dispatchers perform their duties is often critical to the safety of both the public and field personnel.

Due to the critical, demanding, and highly visible nature of the dispatcher position, there has been increasing recognition of the need for standardization of hiring procedures and training curricula for entry-level dispatchers. This need is underscored by the chronically high rate of employee turnover that is associated with the dispatcher position.¹

In 1988, legislation was enacted requiring POST to establish selection and training standards for the purpose of raising the level of competence of California's public safety dispatchers. Accordingly, POST established the voluntary Public Safety Dispatcher Program and Specialized Public Safety Dispatcher Program in 1988 with the implementation of Regulation 1018.²

Commission Regulation 1018(c) contains the current dispatcher selection standards which specify that public safety dispatcher candidates must undergo: (1) a background investigation, (2) a medical examination, and (3) an assessment of oral communication

¹In 1990, POST conducted a statewide survey of over 100 dispatching agencies and found that over 40% of newly hired entry-level dispatchers failed to complete probation, on average.

²"Public safety dispatcher" is defined in Regulation 1001(t) as "...a non-peace officer who is employed full-time or part-time to perform duties which include receiving calls for law enforcement service and/or dispatching law enforcement personnel."

skills. These standards were established by an ad hoc committee with the proviso that a job analysis and validation research be conducted to serve as the foundation for the development of more comprehensive dispatcher standards.

POST completed a statewide job analysis in 1991 in which important job duties performed by a majority of dispatchers in California were identified. The job analysis further identified a number of cognitive abilities that are both essential for successful performance of dispatcher duties and necessary for entry-level candidates to possess before hire; viz., Verbal, Reasoning, Memory, and Perceptual abilities.³

POST has developed a series of written and audio performance tests measuring these essential dispatcher abilities: The POST Entry-Level Dispatcher Selection Test Battery. The test battery was recently the subject of a two-year criterion-related predictive validation study, the results of which provide empirical support for the tests as measures of aptitude to learn and perform dispatcher work.⁴

The Commission proposes to amend Regulation 1018(c) on the basis of the recently completed validation research. New Commission Regulation 1018(c)(4) requires participating agencies to evaluate entry-level dispatcher candidates' Verbal, Reasoning, Memory, and Perceptual abilities (as defined) before hire.

The POST Entry-Level Dispatcher Selection Test Battery will be made available to participating agencies in order to assess these essential abilities, or agencies may elect to assess these abilities using alternative job-related tests.

Regulation 1018(c)(4) will apply only to agencies participating in the voluntary POST public safety dispatcher program and contains an exemption for qualified candidates.

JUSTIFICATIONS:

Regulation 1018(c):

For clarity, the word candidate has been added because the

³The methodology and results of the job analysis are fully described in a technical report available from POST [Weiner, J. (1991). Public Safety Dispatcher Job Analysis. Sacramento: Commission on Peace Officer Standards and Training].

⁴A technical validation report is in press.

selection standards specified in 1018(c) apply to individuals that are under consideration for hire.

Regulation 1018(c)(4):

Paragraph c-4 describes entry-level dispatcher selection standards that are intended to augment existing selection standards set forth in Regulation 1018(c)(1-3). The additional standards specified in paragraph c-4 require that entry-level candidates be evaluated before hire with respect to demonstrated levels of Verbal, Reasoning, Memory, and Perceptual abilities, as they are operationally defined. These abilities were identified as important or critical for successful performance of dispatcher duties in the 1991 statewide job analysis, wherein hundreds of job experts independently rated the criticality of each ability element using numeric scales. Moreover, the empirical validation research recently completed by POST indicates that POST's tests of these abilities are statistically significant ($p < .05$) predictors of quantitative indices of performance in the Public Safety Dispatcher's Basic Course, subsequent effectiveness in performing dispatcher job duties, and overall success or failure in carrying out the duties of a dispatcher as required to complete probation (i.e., turnover).

As indicated in the last clause in paragraph c-4, the POST Entry-Level Dispatcher Selection Test Battery will be made available to participating agencies as a means of complying with the new standards. Agencies may elect to use the POST tests or may use alternative job-related tests of the same abilities.

Paragraph c-4A contains definitions of the abilities to be evaluated: Verbal, Reasoning, Memory, and Perceptual abilities. These definitions are based upon a well-established taxonomy of abilities published in the psychological testing and measurement literature;⁵ they served as a basis for the 1991 Dispatcher Job Analysis, as well as the development of specifications for the POST Entry-Level Dispatcher Selection Test Battery. The definitions are provided to ensure that participating agencies understand the nature of these essential dispatcher abilities and to ensure a degree of uniformity in the implementation of the standards should a participating agency elect to use an alternative job-related test, other than the POST Entry-Level Dispatcher Selection Test Battery.

Paragraph c-4B is an exemption to the evaluation requirement, as

⁵Fleishman, E. & Quaintance, M. (1984). Taxonomies of Human Performance. Orlando: Academic Press, Inc.

prescribed in c-4, for job candidates who have previously completed dispatcher basic training or passed the equivalency examination that POST offers to qualified dispatchers in lieu of basic training, and have successfully completed probation. The purpose of this exemption is to avoid imposing a testing requirement upon individuals who have already proven their ability to learn and successfully perform dispatcher duties; for example, in making a "lateral hire."⁶

⁶The empirical validation research recently completed by POST supports this approach in that tests of Verbal, Reasoning, Memory, and Perceptual abilities (the POST battery) were found to be significantly predictive of basic academy performance irrespective of previous experience, while prediction of job performance was generally limited to entry-level dispatchers (those with 12 months or less experience); experienced dispatchers' job performance was less well predicted.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to Basic Course Training Specifications		Meeting Date July 20, 1995
Bureau Basic Training Bureau	Reviewed By <i>EJ</i> Everitt Johnson	Researched By Jody Buna
Executive Director Approval <i>Thomas C. Cochran</i>	Date of Approval 6-27-95	Date of Report June 15, 1995
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, subject to a public review process, changes to basic training specifications as enumerated in this report?

BACKGROUND

As part of an ongoing review of basic course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, legislatively-mandated subject matter, changes in the law, or to improve student testing and evaluation.

Proposed changes to the training specifications for Learning Domains 28 and 37 impact one or more of the following elements of the domain:

- ◆ Required topics
- ◆ Domain title
- ◆ Required tests
- ◆ Required learning activities

ANALYSIS

Following is a summary of proposed changes to the training specifications. The complete text of these proposed changes can be found in Attachment A.

- ◆ Learning Domain #37 (Persons with Disabilities)

It is proposed that modifications be made to this domain to enhance required instruction in the mandates of state and federal laws related to Persons with Disabilities. Knowledge of the

physical, emotional, and medical needs of this group are required in a variety of law enforcement situations including contacts, arrests, and detention. In addition to the reorganization of curriculum, changes designed to improve law enforcement's response in this area are proposed as follows:

Changes to Instructional Goals

Specific instructional goals were enhanced or added to provide the student with the ability to:

1. Distinguish between a mental disorder, physical disability or developmental disability and choose an effective intervention strategy to effectively deal with the physical, emotional, or medical needs of victims, witnesses, or offenders.
2. Comply with the provisions of state and federal laws relating to persons with disabilities.
3. Identify and utilize community resources available to persons with disabilities.

Changes to Required Topics

A number of changes are proposed to the required topics to:

1. Modify existing major topic headings to include topics that are contemporary and technically correct including the legal requirements and rights of persons detained under the provisions of Section 5150 of the Welfare and Institutions Code. The provisions of the Americans with Disabilities Act, Lanterman-Petris-Short Act, Lanterman Developmental Disabilities Services Act, and the Rehabilitation Act of 1973, etc., are proposed additions.
2. Add specific topic descriptions regarding communicating with persons with mental disorders, developmental disabilities, or physical disabilities. Topics requiring instruction in effective intervention strategies and state and local resources are proposed.

Testing Requirements

No change to the reference to the POST-constructed knowledge test is proposed, and the student will continue to be required to successfully pass a scenario test.

Addition of a Learning Activity

A learning activity requiring participation in a facilitated critique following a series of simulate incidents regarding effective law enforcement intervention techniques with persons exhibiting behavior which may be indicative of a disabilities is proposed.

o Learning Domain #28 (Traffic Enforcement)

Proposed changes to this domain would provide additional detail and clarity to existing instructional goals and required topics. Proposed modifications also reflect relocation of several minor subtopics to this domain.

Changes to Instructional Goals

It is also proposed that a minor modification be made to an instructional goal relating to the wording used in the specification to reflect contemporary language. Substitution of the word "procedures" for the word "techniques" and eliminating a redundant reference to "patrol officers" provides desirable clarity which strengthens the credibility of the instruction. An instructional goal on misdemeanor citations is added to specify instruction for three existing topics.

Changes to Required Topics

A number of changes are proposed to the required topics to add and delete detail from existing major topic headings. This will enhance clarity and strengthen the training specifications by adding more precise descriptions. This does not, however, add or delete any material from the Basic Course.

Changes to Testing Requirements

References to the POST-constructed knowledge test and the required field sobriety exercise test do not change. It is proposed that exercise test requirements regarding use of hand signals, directing traffic with a flashlight, placement of warning devices and preparation of a storage impound report be converted to learning activities. This is desirable because the nature of subject matter inherently fails to provide consistent evaluative criteria upon which a reliable "pass/no pass" judgment can be made. These skills, however, can be practiced, subjectively observed, and improved through participation in the proposed learning activities.

Addition of a Learning Activities

As mentioned above, a learning activity regarding traffic control techniques is proposed which will replace a currently-mandated exercise test. Further two other learning activities requiring the student too properly complete storage reports and traffic citations are proposed. Classroom time required to administer exercise tests can be more effectively can be used to enhance instruction and practice in these areas.

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 Notice of Proposed Action 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. Pursuant to Commission Regulation 1005, *Training Specifications for the Regular Basic Course* be amended to include the recommended revisions.

Proposed changes to training specifications are included in Attachment A and a copy of Regulation 1005 is included as Attachment B.

RECOMMENDATION

Subject to the results of the proposed Notice of Regulatory Action Process, approve the revisions to *Training Specifications for the Regular Basic Course - 1995* and amendment to Commission Regulation 1005.

ATTACHMENT A

PROPOSED CHANGES TO TRAINING SPECIFICATIONS

LEARNING DOMAINS #28 AND #37

SPECIFICATIONS FOR LEARNING DOMAIN #28: TRAFFIC ENFORCEMENT

~~July 15~~October 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic Enforcement** are to provide students with:

- A. an understanding of the purpose of traffic laws and traffic law enforcement;
- B. knowledge of the commonly-enforced traffic laws ~~commonly-enforced by patrol officers~~;
- C. the skills necessary to effectively direct and control traffic;
- D. knowledge of laws and ~~techniques~~procedures related to driving under the influence enforcement; ~~and~~
- E. knowledge of laws related to the storage and impound of vehicles; and
- F. knowledge of laws and procedures governing arrest, citation and release.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Vehicle code definitions
- B. Vehicle registration violations
- C. Unsafe vehicle violations
- D. Hit and run lawsviolations
- E. ~~Violations of~~ traffic controls and devices violations
- F. Right-of-way violations

- G. Failing to yield to an emergency vehicle violations
- H. ~~Stopping and~~ turning and signaling violations
- I. Speed laws violations
- J. Passing a stopped school bus ~~with flashing lights~~ violation
- K. Stop violations
- L. Equipment violations
- M. Following too closely violation
- N. Vehicle Code ~~P~~ public offenses
- O. Unsafe passing violations
- P. ~~Failure~~ to obey an officer's lawful orders
- Q. Unrestrained occupant violations
- ~~R. Red signal violation~~
- ~~S~~ R. Pedestrian violations
- ~~T~~ S. Officer's duties to a DUI suspect
- ~~U~~ T. Driving under the influence (DUI)
- ~~V~~ U. Possession of an ~~open~~ alcoholic beverage in a vehicle
- ~~W~~ V. Authority to remove vehicles ~~from a roadway~~
- ~~X~~ W. Traffic direction hand signals
- ~~Y~~ X. Traffic direction using a flashlight
- ~~Z~~ Y. Traffic control devices

- AAZ. Preparing a storage and impound report
- BBAA. Drivers license violations
- CCBB. Vehicle Code laws governing arrest
- DDCC. Lighting and extinguishing a highway flare
- EEEDD. Concepts of traffic enforcement
- FFEE. Information necessary to complete a traffic citation
- GGFF. Court procedures for processing a citation
- HHGG. Purpose for violator's signature on citation

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #28
- B. An exercise test that requires the student to conduct a field sobriety test
- ~~C. An exercise test that requires the student to direct traffic using hand signals~~
- ~~D. An exercise test that requires the student to direct traffic using a flashlight~~
- ~~E. An exercise test that requires the student to determine the proper placement of warning devices at a simulated traffic incident~~
- ~~F. An exercise test that requires the student to prepare a storage/impound report~~

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a demonstration regarding the safe lighting and extinguishing of a highway flare.
- B. The student will participate in a facilitated discussion regarding a simulated DUI investigation
- C. The student will participate in a facilitated discussion, video presentation, or other activity regarding techniques to effectively direct and control traffic using hand signals, flashlight and warning devices
- D. The student will properly complete a storage/impound report
- E. The student will properly complete a Notice to Appear

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **22 hours** of instruction on traffic enforcement.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

June 1, 1994
December 1, 1994
July 15, 1995
October 1, 1995

SPECIFICATIONS FOR LEARNING DOMAIN #37: PERSONS WITH DISABILITIES

October ~~4~~ July 15, 1995

I. INSTRUCTIONAL GOALS

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

- ~~A. the ability to recognize hearing and visual impaired persons and to respond appropriately;~~
- ~~B. knowledge of the laws relating to hearing and visually impaired persons;~~
- ~~C. the ability to recognize and respond appropriately to persons who are subject to detention under Section 5150 of the Welfare and Institutions Code;~~
- DA. the ability to recognize persons with a mental disorder and to respond appropriately and effectively to a person exhibiting behaviors characteristic of a mental illness;
- EB. the ability to recognize persons with a developmental disability and to respond appropriately and effectively to a person exhibiting behaviors characteristic of a developmental disability;
- FC. the ability to use knowledge of the community state and local resources available to a person with a mental illness disorder, physical disability, or developmental disability; and
- GD. the ability to recognize risk factors characteristic of postpartum psychosis and respond appropriately and effectively;
- E. the ability to recognize persons with other types of physical disabilities and to respond appropriately and effectively; and
- F. knowledge of state and federal laws relating to persons with disabilities.

II. REQUIRED TOPICS

The following topics shall be covered:

- ~~A. Recognizing and communicating with hearing impaired persons~~
- ~~B. Recognizing and communicating with visually impaired persons~~
- ~~C. Provisions of law dealing with hearing and visually impaired persons~~

DA. Provisions of Section 5150 of the Welfare and Institutions Code regarding:

1. legal requirements for detention
2. rights of persons detained
3. confiscation and custody of deadly weapons from persons subject to detention

EB. Behaviors associated with persons with mental illnesses/disorders to include:

1. thought disorders
2. mood disorders
3. postpartum psychosis

FC. Behaviors associated with persons with developmental disabilities to include:

1. mental retardation
2. cerebral palsy
3. epilepsy
4. autism
5. other related disabling conditions defined as developmental disabilities under prevailing state and federal laws

D. Behaviors associated with persons with physical disabilities to include:

1. deafness and hearing impairments

2. blindness and visual impairments
3. acquired neurological disorders (e.g. Alzheimer's Disease and stroke)
4. traumatic neurological disorders (e.g. traumatic brain injury and spinal cord injuries)
5. additional physical impairments (e.g. amputations or other conditions which affect physical functions)

E. State and federal laws relating to persons with disabilities to include:

1. The Americans with Disabilities Act (42 U.S.C. 2101 et seq.)
2. Lanterman-Petris-Short Act (Welfare and Institutions Code 5150, Penal Code Section 1370 et seq.)
3. Lanterman Developmental Disabilities Services Act (Welfare and Institutions Code 4500 et seq.)
4. Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.)
5. Vehicle Code Section 21963
6. White Cane Law (Civil Code Sections 54, 54.1, 54.2, 54.4)
7. Penal Code Section 365.5

F. Safety considerations related to contacts, detentions and arrests of persons with disabilities

~~G. Postpartum psychosis~~

G. Strategies and communication techniques for dealing with persons with disabilities

~~H. Confiscation and custody of deadly weapons from persons who are subject to detention under Section 5150 of the Welfare and Institutions Code~~

H. Use of state and local resources available to persons with disabilities

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #37
- B. A scenario test that requires the student to respond appropriately to a person simulating a mental illness disorder

IV. REQUIRED LEARNING ACTIVITIES

None

Participation in a facilitated critique following a series of simulated incidents regarding effective law enforcement intervention techniques with persons exhibiting behavior which may be indicative of a disability

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on persons with disabilities.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

March 1, 1994

July 15, 1995

October 1, 1995

LEARNING DOMAIN #37
Persons With Disabilities

LEARNING ACTIVITY:

13.37.01 Given a series of situational reenactments, roleplays, videos depictions, word pictures, or other representations of law enforcement contacts with persons exhibiting unusual behavior, the student will participate in a facilitated critique regarding the overall effectiveness of the contact. At a minimum, the depictions should involve persons exhibiting behaviors characteristic of a:

1. Mental disorder
2. Physical disability
3. Developmental disability

The critique should address the following issues as they pertain to the contact:

1. The types of behaviors exhibited by the person contacted
2. Possible causes of the behaviors
3. The tactical safety measures employed by the responding officer(s), if applicable
4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
5. Overall effectiveness of the contact

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
PROPOSED REGULATION

1005. Minimum Standards for Training.

(a)(1) through (j)(2) continued.

Continued - All incorporation by reference statements in between (j)(2) and the following:

The document *Training Specifications For The Regular Basic Course - July 1993* adopted effective January 14, 1994 and amended July 16, 1994, and December 16, 1994, is herein incorporated by reference. This document was republished in 1995 as *Training Specifications For The Regular Basic Course - 1995 effective* * , and amended * , * , * , * , and * and is herein incorporated by reference.

***** continued.

NOTE: Authority cited: Sections 13503, 13506, and 13510, Penal Code. Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13520, and 13523, Penal Code.

* Dates to be filled in by OAL.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to the Regular Basic Course Performance Objectives		Meeting Date July 20, 1995
Bureau Standards and Evaluation	Reviewed By John G. Berner <i>JGB</i>	Researched By Jim Norborg <i>JNA</i>
Executive Director Approval <i>William C. Boehm</i>	Date of Approval 6-29-95	Date of Report June 16, 1995
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 changes to the Regular Basic Course performance objectives as described in this report?

BACKGROUND

The performance objectives for the Regular Basic Course serve as blueprints for the Commission-mandated tests that must be passed by all students. Commission Policy C13 requires that all substantial changes to the performance objectives (i.e., additions and deletions) be approved by the Commission prior to adoption.

This report describes proposed changes to the performance objectives in five learning domains: #10 (Sex Crimes); #11 (Juvenile Law and Procedure); #12 (Controlled Substances); #28 (Traffic Enforcement); and #37 (Persons with Disabilities). The proposed changes address knowledge objectives and exercise objectives.¹ Attachments to the report show all planned changes to the performance objectives in these domains (including minor changes which do not require Commission approval), along with a brief description of the rationale for each planned change. This additional information has been included in the belief that it will provide the Commission with a better understanding of the totality of what is being proposed.

All proposed changes to the performance objectives are the result of ongoing review by POST and academy staff to keep the Regular Basic Course curriculum and tests up to date and technically sound. The proposed changes have been approved by the consortium of basic academy

¹Knowledge objectives are performance objectives which require the student to demonstrate knowledge and are evaluated using POST-developed paper-and-pencil tests. Exercise objectives are performance objectives which require the student to demonstrate knowledge and/or skills and are evaluated with tests other than POST-developed paper-and-pencil tests or job-simulation tests.

directors and are consistent with changes to the *Training Specifications for the Regular Basic Course - 1995*, as described in a previous agenda item report.

ANALYSIS

The proposed changes are summarized below:

Domain 10: Sex Crimes

Knowledge objectives. There are currently ten knowledge objectives in this domain. The objectives require students to recognize and name various sex crimes when their commission is depicted in a test item. The proposed changes would delete one objective (3.20.2) that requires students to identify certain "attempt" crimes (e.g., assault with intent to commit mayhem, rape, sodomy, etc.).² One reason for deleting this objective is that mayhem is covered in another domain (i.e., Domain 7, Crimes Against Persons). Another reason is a recently established practice of explicitly including (where appropriate) the crime of attempt in the same objective with the crime itself. So, for example, the same objective that requires students to recognize when a burglary has been committed now also requires students to recognize when a burglary has been attempted. In accordance with this practice, the proposed changes would add the crime of attempt (as codified in Penal Code Section 220) to objectives 3.28.3 (oral copulation), 3.28.4 (sodomy), 3.29.1 (rape) and 3.29.3 (penetration by a foreign object). Attachment 1 shows the full text of the proposed changes to the performance objectives in Domain 10 and provides a brief explanation of the rationale underlying each change.

Domain 11: Juvenile Law and Procedure

Knowledge objectives. There are currently six knowledge objectives in this domain. With one exception (3.41.1), these objectives require students to answer questions about the legal status of juveniles depicted in word-picture test items. The proposed changes would delete one objective (3.41.1) and modify another (3.41.5). Objective 3.41.1 requires students to identify the purposes of juvenile law as set forth by the legislature in Section 202 of the Welfare and Institutions Code. Although these purposes form a suitable backdrop for teaching juvenile law and procedure, knowledge of these purposes is not needed to perform the duties of a patrol officer, and therefore should not be assessed as part of a high-stakes test. The deletion of objec-

²"Attempt" requires "intent" coupled with an overt act (assault) in furtherance of a crime (See Black, H. C., *Black's Law Dictionary*, Fifth Edition, West Publishing Company, 1979, page 116).

tive 3.41.1 would have no effect on the *training specifications* and the purposes of juvenile law would continue to be a required instructional topic. The other proposed change, modification of objective 3.41.5, simply adds language clarifying the conditions under which juveniles can be detained. Attachment 2 shows the full text of the proposed changes to the performance objectives in Domain 11 and provides a brief explanation of the rationale underlying each change.

Domain 12: Controlled Substances

Knowledge objectives. There are currently 24 knowledge objectives in this domain. With one exception (3.32.11), these objectives require students to identify drugs, drug users, and violations of the controlled substances laws from the circumstances depicted in word-picture test items. Objective 3.32.11 requires students, when asked a direct question, to identify the common methods of using different controlled substances (e.g., swallowing, snorting, injecting, etc.). The proposed changes would add two new objectives (3.35.2 and 3.35.3) that deal with the manufacture of controlled substances. Objective 3.35.2 requires students to recognize when a controlled substance is being produced or manufactured. Objective 3.35.3 requires students to recognize chemicals that are intended for use in manufacturing a controlled substance. Attachment 3 shows the full text of the proposed changes to the performance objectives in this domain and provides a brief explanation of the rationale underlying each change.

Domain 28: Traffic Enforcement

Knowledge objectives. There are currently 25 knowledge objectives in this domain. With two exceptions (9.2.1 and 9.16.1), these objectives require students to identify vehicle code violations depicted in word-picture test items. Objective 9.2.1 requires students to identify vehicle code terms when given their definitions, and objective 9.16.1 requires students to identify whether an appearance before a magistrate is mandatory or optional based on the circumstances depicted in word-picture test items. The traffic enforcement test is unique in that it is an "open-book" test. That is, students have access to a Vehicle Code while they are taking the test.

Other than adding a new knowledge objective to address warrantless arrests of drunk driving suspects (9.16.2), the proposed changes to the knowledge objectives are technical rather than substantive. Most changes involve deleting references to vehicle code sections that provide the penalties for violations. For example, objective 9.3.2 presently requires students to identify violations of Vehicle Code Section 14601. Section 14601(a) prohibits a person whose driving privilege has been suspended or revoked from driving a motor vehicle. This section

is violated when a person with a suspended or revoked license drives a motor vehicle on a public road. In contrast, Vehicle Code Section 14601(b) prescribes the possible penalties for violating Section 14601(a). Therefore, with respect to objective 9.3.2 - which requires students to identify a violation - only Section 14601(a) should be cited. Attachment 4 shows the full text of the proposed changes to the knowledge objectives in this domain and provides a brief explanation of the rationale underlying each change.

Exercise objectives. Exercise objectives require students to demonstrate the acquisition of knowledge and/or skills in a hands-on format that is less elaborate than a full-blown job-simulation test. Exercise tests are particularly appropriate for assessing complex skills such as those involved in shooting, driving, and writing a report. In an exercise test, each student is evaluated separately and graded on a pass-fail basis.

In the opinion of the subject matter experts who reviewed the traffic enforcement objectives, four of the five exercise objectives involve simple tasks (i.e., directing traffic, placing traffic control devices, and preparing a storage impound report) that don't need to be evaluated in a formal test. They recommended replacing these four objectives with learning activities wherein students practice the tasks while being coached by an instructor. The tasks can be practiced individually or in groups, and therefore, a learning activity is much less costly and burdensome than administering a test. Attachment 4 shows the full text of the proposed changes to the exercise objectives in this domain and provides a brief explanation of the rationale underlying each change.

Domain 37: Persons with Disabilities

Knowledge objectives. There are currently nine knowledge objectives in this domain. The proposed changes were suggested by subject matter experts and are intended to either increase clarity and/or replace outdated language with more acceptable terminology. No objectives have been added or deleted.

Overall Impact of Proposed Changes:

The overall impact of the proposed changes is relatively minor - though not unimportant. Most of the proposed changes involve fine tuning the objectives. The most substantive changes are proposed in the traffic enforcement domain where four exercise tests will be replaced by learning activities if the changes are approved.

RECOMMENDATION

Approve the proposed changes to the Regular Basic Course performance objectives and learning activities effective for all academy classes that start on or after October 1, 1995.

ATTACHMENT 1

LEARNING DOMAIN #10: SEX CRIMES

KNOWLEDGE TEST OBJECTIVES:

~~3.20.2 Given a word picture depicting a possible assault with the intent to commit certain felonies, 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 Section 220)~~

Problem. This objective requires students to identify when certain felonies, enumerated in Penal Code Section 220, have been attempted.¹ However, Penal Code Section 220 includes "mayhem," a crime covered by another objective (3.19.1) in another domain (Domain 7, Crimes Against Persons). Moreover, a recently established practice requires explicitly including (where appropriate) the crime of attempt in the same objective with the crime itself.

Recommendation. Delete objective 3.20.2. Incorporate the relevant provisions of Penal Code Section 220 into objectives 3.28.3, 3.28.4, 3.29.1 and 3.29.3

3.28.1 Given a word picture depicting ~~possible~~ indecent exposure, 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 Section 314.1)

Recommendation. Make language change to improve consistency.

3.28.3 Given a word picture depicting oral copulation or an assault with intent to commit oral copulation, 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 220, 288a(b)(1), 288a(c), 288a(d), ~~288(e)~~, 288a(f), 288a(g), and 288a(i))

Problems. Penal Code Section 288(c) (lewd and lascivious acts on a child under 14) is covered by another objective (3.21.5) in another domain (Domain 9, Crimes Against Children). In contrast, Penal Code Sections 220 (assault with intent to commit oral

¹"Attempt" requires "intent" coupled with an overt act (assault) in furtherance of a crime (See Black, H. C., *Black's Law Dictionary*, Fifth Edition, West Publishing Company, 1979, page 116).

copulation) and 288a(d) (aiding and abetting oral copulation) are relevant statutes that are not covered here or elsewhere.

Recommendation. Modify this objective by deleting the reference to Penal Code Section 288(c) (lewd and lascivious acts on a child under 14) and by adding Penal Code Sections 220 (attempted oral copulation) and 288a(d) (aiding and abetting oral copulation).

3.28.4 Given a word picture depicting sodomy or an assault with intent to commit sodomy, 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 220, 286(b)(1), 286(c), 286(d), 286(f), 286(g) and 286(i))

Problem. This objective omits Penal Code Sections 220 and 286(d). Penal Code Section 220 makes assault with intent to commit sodomy a crime, and Penal Code Section 286(d) makes helping another person to commit sodomy a crime. According to subject matter experts, these sections are important and should be included in the objective.

Recommendation. Add Penal Code Sections 220 and 286(d) to the objective.

3.28.9 Given a word picture depicting possible incest, 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 Section 285)

Recommendation. Make language change to improve consistency.

3.28.12 Given a word picture depicting the circumstances surrounding a sex offender's registration status, situation where an officer encounters a person who is required to register as a sex offender, the student will identify if the offender is registered as required by law by Penal Code Section 290(a). If the offender is not registered as required by law, the student will identify the crime classification of the registration violation. (Penal Code Section 290(g)). These registration requirements for convicted sex offenders are as follows:

- A. Registration with the chief of police or sheriff within 14 days of moving to a new jurisdiction (290(a))
- B. Registration with the chief of police or sheriff within 10 days of changing addresses within the same jurisdiction (290(f))
- C. Annual registration within 10 days of the offender's birthday (290(a))

Problem. Item writers have had difficulty writing test items for this objective because it does not clearly describe how the items should be written.

Recommendation. Modify this objective (as shown above) to improve clarity and reflect recent amendments to Penal Code Section 290.

3.29.1 Given a word picture depicting ~~a possible rape or assault with intent to commit rape~~, 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 220, 261(a)(2), 261(a)(3), and 261(a)(4)).

Problem. This objective omits Penal Code Sections 220. Penal Code Section 220 makes assault with intent to commit rape a crime. According to subject matter experts, this section is important and should be added to the objective.

Recommendation. Add Penal Code Section 220 to the objective.

3.29.2 Given a word picture depicting ~~a possible spousal rape~~, 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 Section 262)

Recommendation. Make language change to improve consistency.

3.29.3 Given a word picture depicting ~~a possible penetration of genital or anal openings~~ by a foreign object or assault with intent to commit penetration by a foreign object, 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 220, 289(a), 289(b), 289(d), 289(e), ~~(j)~~).

Problem. This objective omits Penal Code Sections 220. Penal Code Section 220 makes assault with intent to penetrate with a foreign object a crime. According to subject matter experts, Section 220 is important and should be added to the objective. In contrast, Section 289(j) is less relevant for basic patrol officers and should be deleted.

Recommendation. Add Penal Code Section 220 to the objective, and delete Penal Code Section 289(j) from the objective.

3.29.4 Given a word picture depicting ~~a possible sexual battery~~, 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 243.4(a) and 243.4(d)).

Recommendation. Make language change to improve consistency.

ATTACHMENT 2

LEARNING DOMAIN #11: JUVENILE LAW AND PROCEDURE

KNOWLEDGE TEST:

- ~~3.41.1 Given a direct question, the student will identify the following purposes of the juvenile court law: (Welfare and Institutions Code Section 202)~~
- ~~A. To provide for the protection of the public and each minor under the jurisdiction of the juvenile court~~
 - ~~B. To preserve and strengthen the minor's family ties whenever possible, removing the minor from the custody of his or her parents only when necessary~~
 - ~~C. To reunify families when a minor has been removed from the home by the juvenile court~~
 - ~~D. To provide the minor with care and discipline equivalent to that which should have been provided by his or her parents~~
 - ~~E. To affirm a parent's responsibility to financially support a minor removed from the parent's custody by the juvenile court~~

Problem. This objective requires students to identify the purposes of juvenile law as set forth by the legislature in Section 202 of the Welfare and Institutions Code. Although these purposes form a suitable backdrop for teaching juvenile law and procedure, knowledge of these purposes is **not** needed to perform the duties of a patrol officer. The inclusion of nonjob-related test items in a high-stakes tests violates both professional and legal standards of test use and could form the basis for a legal challenge to POST's testing requirements. The deletion of this objective will have no effect on the training specifications and the purposes of juvenile law will continue to be a required instructional topic.

Recommendation. Delete this objective.

- 3.41.2 Given a word picture depicting a juvenile who may require the supervision or protection of the juvenile court, the student will identify if the juvenile is subject to the court's jurisdiction based on the following factors:
- A. has suffered or there is a substantial risk that the minor will suffer serious physical harm from his parents or guardian (Welfare and Institutions Code Section 300(a))
 - B. has suffered or there is a substantial risk that the minor will suffer serious physical harm or

- illness due to the parent or guardian's inability to provide appropriate supervision, protection, food, clothing, shelter, or medical treatment (Welfare and Institutions Code Section 300(b))
- C. is suffering or is at substantial risk of suffering serious emotional damage due to the conduct of the parent or guardian, or due to the parent or guardian's inability to provide appropriate care (Welfare and Institutions Code Section 300(c))
 - D. has been sexually abused or there is a substantial risk the minor will be sexually abused by his or her parent or guardian or another member of the household (Welfare and Institutions Code Section 300(d))
 - E. his or her parents are incarcerated or institutionalized and cannot arrange for the care of the minor (Welfare and Institutions Code Section 300(g))
 - F. habitually refuses to obey the reasonable orders or directions of his or her parents, guardian, or custodian or violates a local, age-based curfew (Welfare and Institutions Code Section 601(a))
 - G. is habitually truant or habitually refuses to obey the reasonable orders of school authorities (Welfare and Institutions Code Section 601(b))
 - H. violates any law or ordinance other than an age-based curfew (Welfare and Institutions Code Section 602)

Recommendation. No change.

3.41.3 Given a word picture depicting a minor's behavior or environment, the student will identify if the conditions exist which would allow the officer to take the minor into temporary custody. These conditions are listed below. (Welfare and Institutions Code Section 305 and 625)

- A. The minor is habitually disobedient or truant
- B. The minor violates any law or ordinance
- C. The minor has violated an order of the juvenile court or has escaped from a commitment ordered by the juvenile court
- D. The minor has a history of being abused or neglected and is at immediate risk of physical or emotional harm, or sexual abuse
- E. The minor has a history of being abused or neglected and the minor is at immediate risk because of the physical environment or a lack of adequate supervision

- F. The minor is hospitalized and release of the minor to a parent poses an immediate danger to the child's health or safety
- G. The minor is found in a street or public place suffering from any sickness or injury requiring care or treatment

Recommendation. No change.

- 3.41.4 Given a word picture depicting a minor who is taken into temporary custody for one of the following reasons, the student will identify if the conditions are present that would require the officer to advise the minor of his or her constitutional rights (i.e., Miranda). (Welfare and Institutions Code Section 625)

Advisement is required under the following conditions (Welfare and Institutions Code Sections 601-602):

- A. The minor was habitually disobedient or truant
- B. The minor violated a law or ordinance
- C. The minor violated an order of the juvenile court
- D. The minor escaped from a commitment ordered by the juvenile court

Advisement is NOT required under the following conditions:

- A. The minor has a history of being abused or neglected and is at immediate risk of physical or emotional harm, or sexual abuse
- B. The minor has a history of being abused or neglected and the minor is at immediate risk because of the physical environmental or a lack of adequate supervision
- C. The minor is hospitalized and release of the minor to a parent poses an immediate danger to the child's health or safety
- D. The minor is found in a street or public place suffering from any sickness or injury requiring care or treatment
- E. All noncustodial contacts

Recommendation. No change.

- 3.41.5 Given a word picture depicting a child in the care or custody of the juvenile court or a law enforcement officer, the student will identify if the surrounding conditions are consistent with the law requirements of the Welfare and Institutions Code as described below: (Welfare and Institutions Code section 206, 207, 207.1 and 208)

- A. Dependent children of the court (Welfare and Institutions Code Section 300) may not be detained in a secure facility where they may come into contact with delinquents brought into direct contact with delinquents (Welfare and Institutions Code Sections 601 or 602)
- B. Juveniles must be separated from adult prisoners at all times. Minors (dependent children of the court and delinquents) A minor may be held in temporary custody in a building which contains a jail or lockup for the confinement of adults only if the minor is under the continuous supervision of a peace officer and is not allowed to come into contact with adult prisoners
- C. Status offenders (601 WIC) and law violators (602 WIC) may not have direct contact in a secure facility

Problem. This objective does not clearly describe the conditions prescribed by the Welfare and Institutions Code for the detention of juveniles, and it omits the prohibition against contact between status offenders and law violations.

Recommendation. Modify the objective (as shown above) to improve clarity and completeness.

3.41.8 Given a word picture depicting ~~the possible~~ contributing to the delinquency of a minor, 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 Section 272)

Recommendation. Make language change to improve consistency.

ATTACHMENT 3

LEARNING DOMAIN #12: CONTROLLED SUBSTANCES

KNOWLEDGE TEST:

3.31.1 Given a word picture depicting a ~~possible~~ possession of a controlled substance, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. These will include:

- A. 11350 H & S - Possession of controlled substance (heroin and cocaine, et. al.)
- B. 11357 H & S - Unauthorized possession; prior conviction, possession in school (marijuana and concentrated cannabis)
- C. 11377 H & S - Unlawful possession of specified substances (methamphetamine/amphetamine, PCP, LSD, et. al.)

Recommendation. Make language change to improve consistency.

3.31.2 Given a word picture depicting a ~~possible~~ possession of a controlled substance for sale, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. These will include:

- A. 11351 H & S - Possession or purchase for sale of controlled substance (heroin, cocaine (HCL), et. al.)
- B. 11351.5 H & S - Possession of cocaine base for sale
- C. 11359 H & S - Possession for sale (marijuana and concentrated cannabis)
- D. 11378 H & S - Possession for sale (amphetamine, methamphetamine, LSD, et al.)
- E. 11378.5 H & S - Possession for sale of designated substances (PCP)

Recommendation. Make language change to improve consistency.

3.31.3 Given a word picture depicting the ~~possible~~ sale of a controlled substance or the transportation of a controlled substance, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. These will include:

- A. 11352 H & S - Transport, sale, giveaway, etc. of controlled substances (heroin and cocaine, et al.)

- B. 11360 H & S - Transport, sale, import, giveaway of controlled substances (marijuana and concentrated cannabis)
- C. 11379 H & S - Transport, sale, furnish controlled substances (amphetamine, methamphetamine, LSD, et al)
- D. 11379.5 H & S - Transport, sale, furnish controlled substances (PCP)

Recommendation. Make language change to improve consistency.

- 3.31.4 Given a word picture depicting a ~~possible~~ possession of paraphernalia for the unlawful use of a controlled substance, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Health and Safety Code Section 11364 and Business and Profession Code Section 4149)

Recommendation. Make language change to improve consistency.

- 3.31.5 Given a word picture depicting a person ~~possible violation of~~ being present where controlled substances are being used, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Health and Safety Code Section 11365)

Recommendation. Make language change to improve consistency.

- 3.32.1 Given a word picture depicting a situation where LSD is present in one of its common forms, the student will identify the substance as LSD. The most common forms are blotter paper, windowpane, microdots, and clear liquid.

Recommendation. No change.

- 3.32.2 Given a word picture depicting a situation where peyote is present in one of its common forms, the student will identify the substance as peyote. The most common forms are seed pods, buttons, or clear gelatin capsules containing a brown powdery or granular substance.

Recommendation. No change.

- 3.32.3 Given a word picture depicting a situation where PCP is present in one of its common forms, the student will identify the substance as PCP. The most common forms are liquid adulterated cigarettes, white powder or crystals in hand-rolled cigarettes, a leafy substance which appears to have been laced with a liquid. A strong chemical odor may be present.

Recommendation. No change.

- 3.32.4 Given a word picture depicting a situation where psilocybin is present in its common form, the student will identify the substance as psilocybin. The common form is long stemmed mushrooms, fresh or dried, packaged in clear plastic baggies.

Recommendation. No change.

- 3.32.5 Given a word picture depicting a situation where depressants or tranquilizers are present in one of their common forms, the student will identify the substance as depressants or tranquilizers. The most common forms are colorful capsules, tablets and pills with the manufacturers' marks (e.g., Xanax, Valium and Librium), packaged in plastic baggies, tinfoil, bindles, or vials.

Recommendation. No change.

- 3.32.6 Given a word picture depicting a situation where amphetamines or methamphetamine are present in one of their common forms, the student will identify the substance as amphetamines or methamphetamine. Amphetamines may be white double-scored tablets packaged in aluminum foil, vials, or clear plastic baggies. Methamphetamine takes many forms including a yellow to white powder packaged in clear plastic baggies or bindles, crystals resembling rock candy or shards of glass, or a yellowish-brown, oily substance.

Recommendation. No change.

- 3.32.7 Given a word picture depicting a person exhibiting the symptoms of hallucinogen use, the student will identify that the person may be under the influence of a hallucinogenic substance (e.g., LSD, peyote, psilocybin). These symptoms may include dilated pupils, excessive sweating, hallucinations and an increased respiratory and heart rate.

Recommendation. No change.

- 3.32.8 Given a word picture depicting a person exhibiting the symptoms of PCP use, the student will identify that the person may be under the influence of PCP. These symptoms may include high pain tolerance, great physical strength, hallucinations, unpredictability, aggressive and extremely violent behavior, excessive sweating, drowsiness, nystagmus, paranoia, confusion, blank stares, muscle rigidity, unusual gait or convulsions and a possible chemical odor on the breath or

body.

Recommendation. No change.

- 3.32.9 Given a word picture depicting a person exhibiting the symptoms of stimulant use, the student will identify that the person may be under the influence of a stimulant (e.g., cocaine, amphetamines or methamphetamine). These symptoms may include restlessness, talkativeness, trembling, dilated pupils, sleeplessness, hyperactivity, and an increased respiratory and heart rate.

Recommendation. No change.

- 3.32.10 Given a word picture depicting a person exhibiting the symptoms of depressant use, the student will identify that the person may be under the influence of a depressant (e.g., barbiturates, sedatives, tranquilizers). These symptoms may include slurred speech, poor coordination, unsteadiness, intoxicated behavior with no odor of alcoholic beverages, nystagmus, and decreased respiratory and heart rate.

Recommendation. No change.

- 3.32.11 Given a direct question, the student will identify ~~the most~~ common methods of using the following drugs and narcotics.

- A. Hallucinogens - swallowed
- B. PCP - smoked
- C. Amphetamine - swallowed
- D. Heroin - injected
- E. Cocaine hydrochloride - snorted/injected
- F. Cocaine base - smoked
- G. Methamphetamine - snorted/injected/smoked
- H. Depressants and tranquilizers - swallowed
- I. Cannabis - smoked

Problem. The intent of the objective is to require students to identify common methods of using different controlled substances, not the most common method.

Recommendation. Delete "the most," which modifies "common methods," and add "smoked" to the common methods of using methamphetamine.

- 3.33.2 Given a word picture depicting a situation where heroin is present in one of its common forms, the student will identify the substance as heroin. The common forms are a black tar-like substance or a white to dark brown granular powder, packaged in very small toy balloons,

plastic baggies, condoms, tin foil, cellophane or paper bindles.

Recommendation. No change.

- 3.33.3 Given a word picture depicting a situation where cocaine-hydrochloride is present in its common form, the student will identify the substance as cocaine-hydrochloride. The common form is a white to yellowish, shiny crystalline powder, packaged in bindles, glass vials or sealable plastic baggies.

Recommendation. No change.

- 3.33.5 Given a word picture depicting a person exhibiting the symptoms of opiate use, the student will identify that the person may be under the influence of an opiate (e.g., heroin). The symptoms may include constricted pupils, drowsiness, slow and deliberate speech, droopy eyelids, raspy voice, tendency to scratch and itch, decreased respiration and heart rate, and puncture wounds on the body.

Recommendation. No change.

- 3.33.6 Given a word picture depicting a situation where cocaine base is present in one of its common forms, the student will identify the substance as cocaine base. The most common forms are small "rocks" which are usually white or off-white and vary in shape and size. These rocks may be carried loose (unpackaged) or packaged in small sealable plastic baggies, tinfoil, vials, bindles, or wrapped in paper or cellophane.

Recommendation. No change.

- 3.34.1 Given a word picture depicting a situation where cannabis is present in one of its common forms, the student will identify the substance as cannabis. The concentrated forms of cannabis are hashish and hash oil which range in color from yellow to green and from brown to black. The other form of cannabis is the leaves, flowers, stems and seeds of the marijuana plant. This latter form is commonly packaged in plastic bags.

Recommendation. No change.

- 3.34.2 Given a word picture depicting the possible cultivating or harvesting of Marijuana, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Health and Safety Code Section 11358)

Recommendation. Make language change to improve consistency.

3.34.3 Given a word picture depicting a person exhibiting the symptoms of marijuana use, the student will identify that the person may be under the influence of marijuana. These symptoms may include reddening of the eyes, lack of ocular convergence, diminished inhibitions, body tremors, eyelid tremors, dry mouth, debris in mouth, difficulty of concentration, disorientation, impaired time/distance perception, increased appetite, and odor of burning marijuana.

Problem. One of the symptoms of marijuana use -- failure of the eyes to converge -- was erroneously omitted from this objective.

Recommendation. Add "lack of convergence" to the list of the symptoms of marijuana use.

3.35.1 Given a word picture depicting ~~the possible~~ ingestion or inhalation of a volatile or poisonous substance, 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 Section 381 and Business and Professions Code Section 4160)

Recommendation. Make language change to improve consistency.

3.35.2 Given a word picture depicting the manufacture or production of controlled substances, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (11379.6 H&S)

Problem. There is currently no objective covering the manufacture or production of controlled substances (Health and Safety Code Section 11379.6).

Recommendation. Add objective to 3.35.2 on the manufacture and production of controlled substances.

3.35.3 Given a word picture depicting possession of chemicals with intent to manufacture controlled substances, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (11383 H&S)

Problem. There is currently no objective covering possession of chemicals with intent to manufacture controlled substances (Health and Safety Code Section 11383).

Recommendation. Add objective to 3.35.3 on possession of chemicals with intent to manufacture controlled substances.

ATTACHMENT 4

LEARNING DOMAIN #28: TRAFFIC ENFORCEMENT

KNOWLEDGE TEST:

9.2.1 Given a Vehicle Code and a definition of one of the following terms, the student will identify the term that matches the definition.

- A. Alley (110 V.C.)
- B. Street (590 V.C.)
- C. Freeway (332 V.C.)
- D. Roadway (530 V.C.)
- E. Sidewalk (555 V.C.)
- F. Crosswalk (275 V.C.)
- G. Limit line (377 V.C.)
- H. Intersection (365 V.C.)
- I. Highway (360 V.C.)
- J. Darkness (280 V.C.)
- K. Vehicle (670 V.C.)

Recommendation. No change.

9.3.1 Given a Vehicle Code and a word picture depicting a possible registration violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 4000(a), 4159, 4454(a), 5200, 5201 and 5204(a))

Recommendation. Make language change to improve consistency.

9.3.2 Given a Vehicle Code and a word picture depicting a possible driver licensing violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 12500, 12951, 14601(a), 14601.1(a), 14601.2(a), 14601.2(b), 14601.5(a), 14601.5(b) and 14603)

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.1 Given a Vehicle Code and a word picture depicting an possible unsafe vehicle or a vehicle not safely loaded, or the unlawful operation after notice by a peace officer, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 24002 and 24004)

Recommendation. Make language change to improve consistency.

9.4.2 Given a Vehicle Code and a word picture depicting a possible hit and run accident, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number and crime classification. (Vehicle Code Sections ~~20000~~, 20001(a), and 20002(a), and 20002(b))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.3 Given a Vehicle Code and a word picture depicting a possible violation of official traffic control signals and devices, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21460(a), 21460.5(ac), and 21461(a))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.4 Given a Vehicle Code and a word picture depicting a possible ~~vehicle~~ failure to yield the right-of-way violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21800(a), 21800(b), 21800(c), 21800(d), 21801(a), 21802(a), 21803(a) and through 21804(a))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.5 Given a Vehicle Code and a word picture depicting a possible failure to yield to an emergency vehicle, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Section 21806(a))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.6 Given a Vehicle Code and a word picture depicting a possible turning violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 22100, 22100.5, 22101(d), 22102, 22103, ~~22104~~ 22105, 22106, 22107 ~~22108~~)

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.7 Given a Vehicle Code and a word picture depicting a possible speed violation, the student will identify if a violation has occurred, and if it has occurred, identify it by its common name or section number. (Vehicle Code Sections 21654(a), 22349, 22350 and 22400(a))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.9 Given a Vehicle Code and a word picture depicting a possible vehicle passing a stopped school bus which has its red lights flashing, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Section 22454(a))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.10 Given a Vehicle Code and a word picture depicting a possible required stop violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 22450(a))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.11 Given a Vehicle Code and a word picture depicting a possible vehicle equipment violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 24400, 24603(a), 24603(b), 24603(e), and 27150(a))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.12 Given a Vehicle Code and a word picture depicting a possible vehicle following another vehicle too closely, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Section 21703)

Recommendation. Make language changes to improve clarity and to follow the language of Vehicle Code Section 21703.

9.4.13 Given a Vehicle Code and a word picture depicting a possible public offense, the student will identify if a violation has occurred, and if it has occurred, will

identify it by its common name or section number.
(Vehicle Code Sections 23103(a), 23103(b), 23109(a),
23109(b), 23109(c) and 23110)

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.14 Given a Vehicle Code and a word picture depicting an possible overtaking, passing or unsafe lane change violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21650, 21651(a), 21651(b), 21658(a), 21752, and 21755)

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.15 Given a Vehicle Code and a word picture depicting a possible person's failure to obey the lawful orders of a peace officer or a driver crossing a flare and/or a cone pattern violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 2800, 2800.1, 2800.2, 2800.3 and 2818)

Recommendation. Make language changes to improve clarity.

9.4.16 Given a Vehicle Code and a word picture depicting a possible personal safety equipment violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 23116(a), 27315(d), 27315(e), 27315(f), and 27360, and 27360.5)

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.17 Given a Vehicle Code and a word picture depicting a possible red signal light violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Section 21453 and 21457(a))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.4.18 Given a Vehicle Code and a word picture depicting a possible pedestrian violation, the student will

identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21950, 21951, and 21954)

Recommendation. No change.

9.5.1 Given a word picture depicting a person driving under the influence of alcohol, drugs or combination thereof, the student will identify a course of action consistent with the following responsibilities of an officer making an arrest for driving under the influence: (Vehicle Code Sections 23157 and 23158.5(a)(b))

- A. The officer must inform the driver of the choice between a blood, breath, or urine test
- B. The officer must inform the driver of the penalties for failure to submit to a chemical test
- C. The officer must inform the driver of not being entitled to an attorney before or during the chemical test
- D. The officer must inform the driver that the driver must submit to a secondary test of blood or urine if drugs are suspected
- E. The officer may order a chemical test on a driver who is deceased, unconscious or otherwise incapable of refusing a test
- F. The officer shall serve a notice of suspension personally on the arrested person as appropriate of the person's privilege to operate a motor vehicle (Admin Per Se)

Recommendation. No change.

9.5.2 Given a Vehicle Code and a word picture depicting a driver who is possibly under the influence of alcohol, drugs, or a combination thereof, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number and crime classification. (Vehicle Code Sections 23140, 23152, 23153, and 23175)

Recommendation. No change.

9.5.3 Given a Vehicle Code and a word picture depicting the possible consumption and/or possession of alcoholic beverages in a motor vehicle, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 23220, 23221, 23222(a), 23223, 23224, 23225 and through 23226, ~~23229 and 23229.1~~)

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.15.1 Given a Vehicle Code and a word picture depicting a situation where an officer may have the authority to remove a vehicle, the student will identify, if the authority exists, and if it exists, will identify the Vehicle Code Section which authorizes the removal.

These sections are as follows:

- A. Vehicle is abandoned (Vehicle Code Section 22669(a))
- B. Vehicle is a traffic hazard (Vehicle Code Section 22651(b))
- C. Incident to an arrest (Vehicle Code Section 22651(h))
- D. Vehicle is stored for safekeeping (Vehicle Code Section 22651(g))
- E. Vehicle is stolen, recovered, and not released in field (Vehicle Code Sections 22651(c) and 22653(a))
- F. Vehicle is held for investigation (Vehicle Code Section 22655.5)
- G. Vehicle is involved in hit and run (Vehicle Code Sections 22655(a) and 22653(b))
- H. Vehicle is held because the driver is unlicensed (Vehicle Code Section 22651(p))
- I. Vehicle is held because the vehicle is not registered (Vehicle Code Section 22651(o))

Recommendation. Remove references to vehicle code sections that contain definitions, penalties, or other supporting material, and cite only sections that refer to actual vehicle code violations.

9.16.1 Given a Vehicle Code and a word picture depicting an possible arrest situation, the student will identify whether ~~or not an appearance before a magistrate is optional or a mandatory or an optional appearance is required~~ according to the provisions of the Vehicle Code. (Vehicle Code Sections 40301, 40302 and 40303)

- A. Optional Appearance (Vehicle Code Section 40303)
 - 1. Injuring or tampering with a vehicle (Vehicle Code Sections 10852 or 10853)
 - 2. Reckless driving (Vehicle Code Section 23103) or reckless driving: bodily injury (Vehicle Code Section 23104)
 - 3. Duty where property damaged (Vehicle Code Section 20002) or Duty upon injury or death (Vehicle Code Section 20003)
 - 4. Speed contests (Vehicle Code Section 23109)
 - 5. Driving when privilege suspended or revoked (Vehicle Code Sections 14601 and 14601.1) Driving when privilege suspended revoked for driving under the influence (Vehicle Code Section 14601.2)

6. Riding bicycle under the influence of alcohol or drugs (Vehicle Code Section 21200.5)
7. When the person arrested has attempted to evade arrest

B. Mandatory Appearance (Vehicle Code Section 40302)

1. When the person arrested fails to present his/her driver's license or other satisfactory evidence of his/her identify for examination
2. When the person arrested refuses to give his/her written promise to appear in court
3. When the person arrested demands an immediate appearance before a magistrate
4. When the person arrested is charged with violating 23152 VC
5. When the person arrested has committed a felony (Vehicle Code Section 40301)

Problem. This objective is not detailed enough to guide test item development.

Recommendation. Add additional detail as shown above.

9.16.2 Given a Vehicle Code and a word picture depicting a person possibly under the influence of alcohol, drugs, or a combination thereof, who is involved in a traffic collision or observed in or about a vehicle obstructing a roadway and the officer has reasonable cause to believe the person was driving, the student will identify if an arrest without a warrant is justified. (Vehicle Code Section 40300.5)

Problem. None of the knowledge objectives cover the warrantless arrest of a person involved in a traffic accident and for whom there is reasonable cause to believe that the person was driving while intoxicated (Vehicle Code Section 40300.5). Subject matter experts expressed the opinion that this knowledge was important and should be assessed in the traffic enforcement test.

Recommendation. Add knowledge objective 9.16.2.

EXERCISES:

9.5.4 The student will administer a field sobriety examination.

Recommendation. No change.

~~9.12.1 The student will demonstrate the following recognized traffic hand signals for a driver to:~~

- ~~A. Stop~~
- ~~B. Turn right~~

- ~~C. Turn left~~
- ~~D. Start~~
- ~~E. Keep moving~~

Problem. The need for students to be able to use hand signals to direct traffic does not justify the use of a formal test. According to academy instructors, students never fail this test.

Recommendation. Delete this objective and replace it with learning activity 13.28.3.

~~9.12.3 The student will demonstrate an acceptable method for using the flashlight to direct traffic in the hours of darkness.~~

Problem. The need for students to be able to direct traffic with a flashlight does not justify the use of a formal test. According to academy instructors, students never fail this test.

Recommendation. Delete this objective and replace it with a learning activity 13.28.4.

~~9.12.4 Given an audio visual presentation, transparency picture, handout, or exercises depicting an accident scene, the student will mark where to place particular types of traffic control devices that will best protect persons and property with regard to the presence of flammable materials and traffic flow.~~

Problem. The need for students to know how to select and place traffic control devices does not justify the use of a formal test. According to academy instructors, students never fail this test.

Recommendation. Delete this objective and replace it with a learning activity 13.28.5.

~~9.15.2 Given a practical exercise, the student will prepare a storage or impound report.~~

Problem. The need for students to be able to prepare a storage or impound report does not justify the use of a formal test. According to academy instructors, students never fail this test.

Recommendation. Delete this objective and replace it with a learning activity 13.28.6.

LEARNING ACTIVITIES:

13.28.1 The student will participate in a learning activity that involves the safe lighting and extinguishing of a highway flare.

Recommendation. No change.

13.28.2 The student will participate in a learning activity that involves a simulated DUI investigation.

Recommendation. No change.

13.28.3 The student will demonstrate the following recognized traffic hand signals for a driver to:

- A. Stop
- B. Turn right
- C. Turn left
- D. Start
- E. Keep moving

Recommendation. Replace objective 9.12.1 with learning activity 13.28.3.

13.28.4 The student will demonstrate an acceptable method for using the flashlight to direct traffic in the hours of darkness.

Recommendation. Replace objective 9.12.3 with learning activity 13.28.4.

13.28.5 Given an overhead transparency, handout, or another medium depicting an accident scene, the student will mark the placement and type of traffic control devices needed to protect persons and property with due regard for the presence of flammable materials and traffic flow.

Recommendation. Replace objective 9.12.4 with learning activity 13.28.5.

13.28.6 The student will prepare a storage or an impound report.

Recommendation. Replace objective 9.15.2 with learning activity 13.28.6.

ATTACHMENT 5

LEARNING DOMAIN #37: PERSONS WITH DISABILITIES

KNOWLEDGE TEST:

- 5.7.1 Given a word picture depicting a person who may be deaf or hearing impaired (see list of cues), the student will identify an appropriate response (see list of appropriate responses for communicating with deaf or hearing impaired persons).
- A. The following cues signal that a person may be deaf or hearing impaired:
1. Signing
 2. Speaking with difficulty
 3. Reaching for a pad and pencil
 4. Pointing to the ear and then the lips
 5. Pointing to the ear and shaking the head negatively
 6. Failing to answer questions or failing to obey instructions
 7. Using prosthetic devices such as hearing aids or artificial speech synthesizers
 8. Attempting to gain attention by touching, foot stomping, hand waving, or other body movements
- B. The following responses are appropriate for communicating with deaf or hearing impaired persons:
1. Use the sign for driver license (palms out, tips of thumbs touching, index fingers extended upward) to request identification
 2. Make a "C" with your right hand over your heart to identify yourself as an officer if you are not in uniform
 3. Use a pad and pencil to ask questions and receive answers (use common words and simple sentences)
 4. Give Miranda warnings and interrogate only with the assistance of a qualified sign language interpreter
 5. Arrange for the use of a TTY or TDD device if an arrested person cannot use a standard telephone due to a hearing impairment. (Note: A TTY or TDD device allows deaf persons to transmit typewritten messages over standard telephone lines.)

Recommendation. No change.

- 5.7.2 Given a word picture depicting a person who may be blind or visually impaired (see list of cues), the student will identify an appropriate response (see list of appropriate responses) for communicating with blind or visually impaired persons.

- A. The following cues signal that a person may be blind or visually impaired:
1. Using seeing eye dog and/or cane (all white or metallic color - with or without red tip, collapsible or noncollapsible)
 2. Jerky motion of the eyes
 3. Milky coloration of the eyes
 4. Person appears to be tracking the sound of someone's voice or is unable to maintain eye contact
 5. Rocking motion of body
 6. Unusual head motion or position of head
 7. Getting unusually close to printed material or objects
 8. Using bioptic lens and/or thick clear lenses or sunglasses
 9. Holding onto arm of sighted guide
(NOTE: Eighty percent of the "blind" population have partial vision and may not be identifiable using these cues.)
- B. The following responses are appropriate for communicating with blind or visually impaired persons:
1. Identify yourself by saying "I'm a police officer. My badge number is __. Are you blind?"
 2. Allow the blind person to feel your badge or handcuffs if he/she seeks confirmation of your identity
 3. Help a blind person cross an intersection by introducing yourself and asking if he/she needs assistance
 4. When guiding a blind person, let that person hold your elbow or shoulder so that he/she can more easily follow your body movements
 5. Walk normally when guiding a blind person; don't pull or push the person along
 6. Talk directly to the blind person in a normal manner (they are blind, not deaf)

Recommendation. No change.

5.7.3 Given a direct question, the student will identify the following provisions of law which apply to the a person who is deaf or hearing impaired or and a person who is blind or visually impaired persons.

- A. Vehicle Code Section 21963 entitles a pedestrian who is ~~totally or partially~~ blind or visually impaired and who is carrying a white canes or using a guide dog to have the right-of-way
- B. Civil Code Section 54.1 ("White Cane Law") entitles a person who is ~~totally or partially~~ blind persons and deaf persons or visually impaired or a person who is deaf or hearing

- impaired to full and equal access to public streets and byways, buildings, facilities, modes of transportation, lodging, amusement and other places to which the public is invited
- C. Civil Code Section 54.2 ("White Cane Law") entitles ~~totally or partially blind persons and deaf or hearing impaired persons~~ a person who is blind or visually impaired or a person who is deaf or hearing impaired to be accompanied by a guide dog, signal dog, or service dog in any of the places specified in Section 54.1
 - D. Civil Code Section 54.4 ("White Cane Law") entitles ~~totally or partially blind persons~~ a person who is blind or visually impaired to the same rights and privileges conferred by law upon other persons in any of the places, accommodations, or conveyances specified in Sections 54 and 54.1 with or without white cane or guide dog
 - E. Penal Code Section 365.5 provides that ~~blind or deaf persons~~ a person who is physically disabled and who ~~are~~ is a passenger on a public conveyance has the right to have specially trained guide, signal, or service dogs, and to be admitted to places of public accommodation. Guide dogs are not permitted in zoos. Anyone who prevents a ~~blind or deaf person~~ who is physically disabled from exercising these rights is guilty of an infraction

Problem. In writing and speaking about persons who have disabilities, current practice is to put the person before his or her disability. For example, "a person who is blind" is preferred to "a blind person."¹

Recommendation. Make the language changes shown above which put people first and their disabilities second.

8.36.2 Given a description of a situation involving a person exhibiting unusual behavior, the student will identify whether the person can be lawfully detained under the provisions of Section 5150 of the Welfare and Institutions Code. The student will be minimally required to respond to descriptions of situations where the following conditions exist:

- A. A person is mentally ill and a danger to himself
- B. A person is mentally ill and a danger to others
- C. A person is mentally ill and incapable of providing for his own needs

¹See, for example, *Publication Manual of the American Psychological Association*, Fourth Edition, American Psychological Association, Washington, DC, 1994, pages 53-60.

- D. A person is not mentally ill but is a danger to himself or others
- E. A person is mentally ill but is not a danger to himself, a danger to others, or incapable of providing for himself

Recommendation. No change.

8.36.6 Given a description of a person exhibiting unusual behavior or appearance, the student will identify whether the behavior is most likely to be related to mental disorders ~~illness~~, a developmental disabilities or a ~~neurologic disorder~~ neurologically based physical disabilities.

- A. Mental illnesses disorders
 - 1. Thought disorders = ~~(t)~~The behaviors may include hallucinations, delusions, disorganized speech patterns, impaired self-care, bizarre behavior, disorientation
 - 2. Mood disorder = ~~(t)~~The behaviors may include impaired self-care, depression and thoughts of death and suicide, anxiety, excitability, impulsive, erratic actions
- B. Developmental disabilities
 - 1. Autism = ~~(t)~~The behaviors may include interpersonal communication difficulties, inability to relate well with people, nonresponsiveness to sounds, lack of interest in nearby persons, fixation on objects, lack of meaningful speech, echoing another person's words, self-endangering actions, purposeless repetitive movements, an aversion to being touched
 - 2. Mental retardation = ~~(t)~~The behaviors may include actions which are not age-appropriate, subaverage intellectual functioning child-like behavior, deficits in adaptive behavior and self-care, difficulty understanding complex instructions
 - 3. Cerebral palsy = ~~(t)~~The behaviors may include a loss or difficulty with ~~of~~ motor/muscle control, muscular spasms or somewhat spasmodic but repetitive movements, slurred speech, but usually no impairment of mental ability
 - 4. Epilepsy = ~~(t)~~The behaviors may include obvious or subtle seizures followed by disorientation, confusion, lethargy, slurred speech and staggering which collectively resemble intoxication or substance abuse
- C. ~~Neurologic disorder~~ Neurologically based physical disabilities
 - 1. Alzheimer's Disease = ~~(t)~~The behaviors usually involves some level or degree of cognitive

impairment, most commonly include confusion and loss of memory ~~—the disease~~ and usually affects persons over 40 but more commonly over 60

2. Traumatic Brain Injury (TBI) - or acquired brain injury ~~(These include stroke as well as accidental injuries. The behaviors may most commonly involves some level or degree of cognitive impairment, such as difficulties with short term memory, slow/labored speech, difficulty verbally responding to an officer's questions by answering with inapplicable words resemble developmental disabilities or substance abuse~~

Problem. According to subject matter experts, some of the terminology used in this objective is dated and imprecise.

Recommendation. Make the language changes shown above.

- 8.36.9 Given a description of a detention under Section 5150 of the Welfare and Institutions Code, the student will identify if the detaining officer(s) followed the appropriate procedures to safeguard the rights of the person detained.
- A. The circumstance under which the person's condition was called to the officer's attention and the observation constituting probable cause for detention must be recorded on the Application for 72-Hour Detention For Evaluation and Treatment
 - B. Reasonable precaution must be made to safeguard personal property in the possession of or on the premises occupied by the person
 - C. The person must be informed of the officer's name and agency, and the reason the person is being detained
 - D. If taken into custody at a residence, inform person of personal items that may be brought along, right to a telephone call, and right to leave a note to friends or family

Recommendation. No change.

- 8.36.10 Given a word picture depicting behavior which does NOT qualify for involuntary detention under Section 5150 of the Welfare and Institutions Code, the student will identify appropriate alternative response for handling the situation. These responses are:
- A. Urgent medical attention
 - B. Arrest
 - C. Referral for mental health services
 - D. Referral to local developmental disabilities agency

- E. No arrest action required
- F. Appropriate social resource referral

Recommendation. No change.

8.36.11 Given a description of a situation involving a woman who has given birth within the last 12 months and who displays one or more of the following risk factors, the student will identify that the woman may be suffering from postpartum psychosis.

Risk Factors:

- A. Insomnia
- B. Agitation
- C. Hyperactivity
- D. Severe depression
- E. Confusion
- F. Hallucinations
- G. Delusions
- H. Violent or bizarre behavior (directed toward child or self)
- I. Fearful thoughts concerning child's safety
- J. Physical appearance and behavior appear to be normal (moods may rapidly change)

Recommendation. No change.




8.36.12 Given a description of a situation involving a woman who might be suffering from postpartum psychosis, the student will identify an appropriate course of action from the following options:

- A. Involuntary detention under Section 5150 of the Welfare and Institutions Code
- B. Referral for mental health services, and notify family members or other concerned parties
- C. Report to child protective services
- D. Arrest
- E. Emergency medical care
- F. No arrest action required

Recommendation. No change.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Report on Completion of Clearinghouse Publication on Worksite Health and Fitness Programs		July 20, 1995
Bureau	Reviewed By	Researched By
Standards and Evaluation	John Berner 	Ken Krueger 
Executive Director Approval	Date of Approval	Date of Report
	7 5 - 95	July 5, 1995
Purpose		Financial Impact:
<input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<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 completion of information clearinghouse publication on health and fitness programs and implications of key findings for future Commission actions.

BACKGROUND

In July 1993, pursuant to a request from the Advisory Committee, the Commission directed staff to prepare a proposal for conducting original research to monitor and evaluate the impact of changes in officers' physical capabilities over time. The results were to be used to further evaluate the adequacy of POST's current basic academy physical testing requirement, and to assess the need for, and potential utility of, in-service fitness programs.

In November 1993, in response to the Commission's directive, staff reported that original research would be difficult and potentially costly to conduct, and that even if the results provided compelling evidence that law enforcement fitness programs are cost effective over the intermediate term (i.e., 3-5 years), there was reason to question whether local agencies would have the resources necessary to initiate programs. Accordingly, staff recommended, and the Commission approved, several less costly actions that would provide local agencies with useful information, and would permit further analysis of the merits of conducting original research. Specifically, approval was granted for staff to:

- (1) Survey agencies in the POST program to capture updated information on the prevalence and nature of fitness/wellness programs among California law enforcement agencies;
- (2) Conduct reviews of the published literature and relevant case law on workplace health/wellness programs;
- (3) Document the results of the survey and the literature and case law reviews in a publication that would be made available to local agencies as part of an information clearinghouse function

established within POST; and

- (4) Based on the information gleaned in preparing the clearinghouse publication, report back to the Commission as to the merits of conducting original research to empirically evaluate the effectiveness of law enforcement health/fitness programs.¹

These activities have been completed, and a final draft of the publication developed for distribution to POST agencies will be forwarded to the Commission under separate cover.² This report summarizes the contents of the publication, and discusses the implications of the key findings for potential future Commission-sponsored research.

ANALYSIS

Survey of California law enforcement agencies regarding existing fitness/wellness programs:

All 560 law enforcement agencies in the POST program were contacted by mail in December 1993 and asked to return a brief response card indicating whether they have a fitness/wellness program. Phone contacts were made to all agencies that responded affirmatively to gather detailed information about the programs.

Because a similar survey was conducted by POST in 1986, it was possible to compare the current results with the 1986 results. Some of the more salient findings were as follows:

- o The percentage of departments that have a program has remained essentially unchanged (23.2% versus 22.8% in 1986).³
- o Whereas the majority of programs in 1986 were mandatory (i.e., participation is mandatory), almost two-thirds (65%) of the current programs are voluntary. Current programs also more frequently include physical ability testing, exercise programs, and health education than

¹The Commission further directed that staff contact eight California colleges and universities identified by Commissioner Hall-Esser to explore the possibility of obtaining student research assistance. All eight institutions were contacted, and none expressed interest in providing assistance unless financial support was provided by POST.

²Final draft to be reviewed by legal counsel.

³Percentages are for responding police and sheriffs' departments only.

was the case in 1986.

With reference to current programs only:

- o Seventy-one percent have one or more positive incentives; 31% have one or more negative incentives; 17% have no incentives. Volunteer programs tend to have positive incentives only; mandatory programs frequently have both positive and negative incentives.

The most common positive incentives are money (38% of programs with positive incentives), paid time off (28%), ability to exercise on duty (19%), and paid membership in an exercise facility (19%). The average monetary payout is 2.9% of yearly income. Paid time off averages 40 hours per year. On duty exercise time averages 2.5 hours per week. Average exercise facility membership fees are \$360 per year.

The most common negative incentives are loss of job (30% of programs with negative incentives), and some form of job restriction (16%). No agency has yet to terminate an employee for failure to meet the program requirements.

- o The most frequently cited reasons for program implementation were:

- Improve officer health/fitness (67% of programs)
- Reduce injuries/workers' compensation claims (49%)
- Improve job performance (45%)
- Reduce disability retirements (40%)
- Reduce sick leave (20%)

- o Program-related injuries are not uncommon, occur more frequently in mandatory programs and in programs that include physical testing, and often require significant time off for recovery. The frequency and cost of program-related injuries has resulted in one agency suspending its program and two agencies converting their mandatory programs to voluntary programs. Several other agencies are exploring ways to reduce program-related costs due to injuries, including limiting liability for injuries sustained by officers during off-duty physical activities.

- o The most frequently mentioned program strengths were:

- Improved officer health/fitness (36% of programs)
- Monetary incentives (19%)
- Improved morale (19%)

The most frequently mentioned program weaknesses were:

Inability to reach those who would benefit from the program (36%)

Program-related injuries (16%)

Lack of accountability (16%)

Low participation rate (14%)

- o Few departments have attempted to evaluate the impact of their programs, and while evaluation information is currently being collected by a number of departments, it is by design program-specific and therefore unlikely to add to what is generally known about the benefits of work-site fitness programs based on the current published literature. Among those departments that have collected program evaluation "data":

A department with 53 officers reported a three-year savings of \$376,000;⁴

Program-related injuries costing \$2.7 million over a three-year period resulted in a large department (over 1000 officers) replacing a mandatory program with a voluntary program;

Similarly, a department with 54 officers reported a one year reduction in workers' compensation claims and program administration costs totalling \$69,000 upon replacing its mandatory program with a voluntary program;

A department with 10 officers reported that its injury rate has decreased since instituting a mandatory program (no figures provided); and

Two departments (19 officers and 154 officers) reported that based on informal observations, sick leave and time off for injuries have decreased since institution of their programs (no data provided).

By far the largest agency that has had a mandatory program in place for some time is the California Highway Patrol. They report that both disabling back injuries and incidents of coronary heart disease have decreased since adoption of the program approximately ten years ago. However, they also

⁴Savings were for a city-wide employee assistance program that includes mandatory medical screening for all employees, and mandatory physical testing for police and fire department personnel.

report unanticipated costs due to program-related injuries.

Review of Published Literature on Workplace Programs:

Over 300 articles were reviewed, including several that are themselves reviews of the literature. The vast majority of the published research is on private sector worksite programs, which are almost exclusively voluntary in nature.

Unfortunately, although the published literature is extensive, it contains few studies that permit definitive conclusions about the effects of worksite fitness programs. In the words of Warner (1988), who has published extensively in the area:

...a conceptually and empirically sound understanding of the basic behavioral effects of work place health promotion programs is sorely lacking. In the majority of program areas, assessment of the behavioral impact of interventions is primarily anecdotal or based on research that cannot meet minimum standards of scientifically valid evaluation.

These shortcomings aside, there is general consensus among the "experts" that in the short term, those who participate in voluntary worksite programs exhibit reductions in absenteeism, turnover and medical care costs. It is also generally reported that initial participation rates in such programs vary from 20% to 30%, drop below 10% within six months, and that those who continue beyond this time are often individuals who would continue to be physically active irrespective of their participation in a worksite program.

Very little is known about the long term effects of worksite programs, although at least one noted author (Shephard, 1992) has cautioned that savings resulting from a healthier work force may be offset by increased retirement costs due to longer life expectancies.

Review of Statutory and Case Law:

General conclusions drawn from the review of the statutory and case law are as follows:

- o Law enforcement agencies can and have been held liable for injuries to others as a result of officers not being in adequate physical condition.
- o Any injury sustained by an officer who participates in an agency-sponsored program is covered by workers' compensation, regardless of whether the program is voluntary or mandatory, and regardless of whether the injury occurs on duty or off duty, if it can be shown

that the officer reasonably believed that the activity resulting in the injury was expected by the agency.

- o The terms of agency-sponsored fitness programs have generally been found to be subject to the meet and confer requirements of public employee collective bargaining law.
- o If challenged, any agency-sponsored fitness program that adversely affects an officer's terms and conditions of employment must be shown to be job related and consistent with business necessity. Such challenges may be made on the basis of race, religion, color, national origin, gender, age, or physical handicap.
- o Any medical information collected from participants in an agency-sponsored program must be job-related and consistent with business necessity, must be collected and maintained on separate forms, and must be treated as confidential.
- o Fitness program standards based on separate norms defined by race, gender, etc., are prohibited pursuant to the 1991 Civil Rights Act. (Many tests of general physical fitness are scored on the basis of separate norms by age group and/or gender.)

Summary and Conclusions:

A publication was prepared for distribution to agencies in the POST program as part of the establishment of an information clearinghouse on physical fitness programs. The publication details the types of programs currently in existence among agencies in the POST program (including summary information for each program, and the name and phone number of an agency contact person), a review of the published literature on workplace fitness programs, and a review of the statute and case law which bears on fitness programs.

As reported in the clearinghouse publication, the percentage of California law enforcement agencies that have programs has remained essentially unchanged from 1986 (approximately 22%), although there has been a gradual shift away from mandatory programs to voluntary programs, and the programs of today more often include physical ability testing, exercise programs, and health education. Very few agencies have attempted to systematically evaluate the impact of their programs, and the results have been mixed. A number of agencies have experienced unanticipated costs due to program-related injuries, resulting in either suspension or replacement of the program with a voluntary program, and a number of other agencies are actively seeking ways

to reduce such costs.

The published research literature on worksite fitness programs is focused almost exclusively on voluntary programs in the private sector. Much of the research suffers from methodological flaws which makes it difficult to draw meaningful interpretations, especially with respect to the impact of specific program elements on specific aspects of employee health and productivity. Nevertheless, it is generally recognized that worksite programs often result in short term "gains" attributable primarily to reductions in medical care costs, absenteeism and turnover. It is also generally recognized that participation rates in voluntary programs drop significantly within six months to a year, and that many of those who continue beyond this time would remain physically active in the absence of the program. Far less research has been conducted on the long term "gains" of worksite programs. Interestingly, the issue of great concern to a number of California law enforcement agencies - the costs of program-related injuries - has received scant attention in the published literature.

The results of the legal review indicate that law enforcement agencies may be held liable for the actions of officers who are knowingly unprepared to perform the physical demands of the job. At the same time, fitness programs which adversely affect any term or condition of an officer's employment may be challenged under a variety of federal and State labor laws, and if challenged, must be shown to be job-related and consistent with business necessity.

Implications for Future Commission Actions:

When the Advisory Committee first approached the Commission about conducting a longitudinal study to track the nature and impact of changes in officers' fitness levels, there was general consensus among the committee members that the Commission should do whatever it could to call attention to the need for officers to maintain their physical fitness. Staff had just completed a study which showed that students' scores on the Commission-mandated physical abilities test in the basic academy (i.e., POST Work Sample Test) were correlated with subsequent performance during field training and probation, and some sentiment was expressed for periodically evaluating the test and job performance of the approximately 400 individuals who participated in this study. Staff concluded that while such a study could be conducted, it would provide limited information about the effectiveness of worksite fitness programs, and that a better design for addressing this issue would be to collect test and job performance data for officers from each of three agency types: (1) agencies that have no fitness program, (2) agencies that have a mandatory program, and (3) agencies that have a voluntary program. Staff further concluded that this type of study would

be difficult and quite costly to conduct, and questioned whether positive results would compel agencies to implement programs in today's fiscal environment. Accordingly, staff recommended, and the Commission approved, the lesser activities described in this report, with the understanding that decisions concerning POST involvement in future research would be deferred until completion of these activities.

Distribution of the clearinghouse publication will undoubtedly serve to achieve the desired goal of maintaining awareness among California law enforcement as to the work-related benefits of physical fitness programs. With regard to possible future actions, there is no apparent reason to expect that results from POST-initiated research on voluntary programs would run contrary to those reported in the published literature (i.e., short term reductions in absenteeism, drop off in participation rates within one year, etc.), and the substantial costs to conduct the kind of comparative study that would most directly bear on the issue of the relative utility of the three program types (i.e., no program, mandatory program, voluntary program) would almost certainly equal or exceed what they would have been in 1993. Furthermore, the survey results suggest that mandatory programs are threatened by the escalating costs of program-related injuries, and the just completed literature review suggests that a single, carefully designed study will produce equivocal, program-specific results.

A far less costly action would be to monitor the group of approximately 400 officers as suggested by the Advisory Committee, and if the Commission wishes to explore this option further, staff can report back in November with a detailed cost estimate. However, as mentioned previously, such a study would provide limited information about fitness programs per se. Furthermore, given the unknown uses to which the results would be used, there is reason to question whether diminishing POST resources should be devoted to such an effort.

RECOMMENDATION

Approve distribution of the clearinghouse publication (pending final review by legal counsel).

ANALYSIS

On June 8 and 9, staff met with law enforcement representatives, legal advisors and other interested parties, Attachment B, to revise and reformat the guidelines as directed. The revised guidelines were then reviewed again by the group for final comments.

Comments from the committee members indicate that the revised, draft guidelines appear to satisfy the legislative direction to the Commission, adequately address the concerns expressed to the Commission at the April meeting, and should be acceptable to law enforcement executives and professional organizations.

The Long Range Planning Committee considered the draft guidelines and suggested minor changes in some language at its June 23 meeting. Suggestions from the Commissioners at that meeting have been incorporated in the final draft of the guidelines.

The revised draft guidelines also reflect Commission direction to delete a previously proposed guideline concerning use of deadly force. Proposed revised guidelines are Attachment C. Also, as the Commission instructed, the commentary originally associated with the guidelines is being reformatted as reference material to support the training.

RECOMMENDATION

The matter is before the Commission, as directed, to consider adoption of the guidelines and to direct their distribution to local police and sheriffs' departments.

Attachments

PENAL CODE SECTION 13519.8

SECTION 1. Section 13519.8 is added to the Penal Code, to read:

13519.8. (a) The commission shall implement, on or before November 1, 1994, a course or courses of instruction for the training of law enforcement officers in the handling of high-speed vehicle pursuits and shall also develop uniform minimum guidelines for adoption by California law enforcement agencies for response to high-speed vehicle pursuits. The guidelines and course of instruction shall stress the importance of vehicle safety and protecting the public at all times, include a regular assessment of law enforcement's vehicle pursuit policies, practices, and training, and recognize the need to balance the known offense and the need for immediate capture against the risks to officers and other citizens of a high-speed pursuit.

As used in this section, "law enforcement officer" includes any officer or employee of a local police or sheriff's department or the California Highway Patrol.

(b) The course or courses of basic training for law enforcement officers and the guidelines shall include adequate consideration of each of the following subjects:

- (1) When to initiate a pursuit.
- (2) The number of involved law enforcement units permitted.
- (3) Responsibilities of primary and secondary law enforcement units.
- (4) Driving tactics.
- (5) Helicopter assistance.
- (6) Communications.
- (7) Capture of suspects.
- (8) Termination of a pursuit.
- (9) Supervisory responsibilities.
- (10) Blocking, ramming, boxing, and roadblock procedures.
- (11) Speed limits.
- (12) Interjurisdictional considerations.
- (13) Conditions of the vehicle, driver, roadway, weather, and traffic.
- (14) Hazards to uninvolved bystanders or motorists.
- (15) Reporting and post pursuit analysis.

(c) All law enforcement officers who have received their basic training before January 1, 1995, shall participate in supplementary training on high-speed vehicle pursuits, as prescribed and certified by the commission.

Local law enforcement agencies are encouraged to include, as part of their advanced officer training program, periodic updates and training on high-speed vehicle pursuit. The commission shall assist where possible.

(d) The course or courses of instruction, the learning and performance objectives, the standards for the training, and the guidelines shall be developed by the commission in consultation with appropriate groups and individuals having an interest and expertise in the field of high-speed vehicle pursuits. The groups and individuals shall include, but not be limited to, law enforcement agencies, police academy instructors, subject matter experts, and members of the public.

The commission, in consultation with these groups and individuals, shall review existing training programs to determine the ways in which high-speed pursuit training may be included as part of ongoing programs.

(e) It is the intent of the Legislature that all local law enforcement agencies adopt the minimum guidelines on high-speed vehicle pursuit developed by the commission.

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I. When to Initiate a Pursuit

Guideline: The policy should define a "pursuit," articulate the reasons for which a pursuit is authorized and identify the issues that should be considered in reaching the decision to pursue.

Discussion:

The policy should describe the things to be considered in the decision to initiate a pursuit. It should remain consistent with applicable Federal and State case law relative to law enforcement pursuits. If the agency wishes to avail itself of the immunity of Vehicle Code Section 17004.7, the policy must be sufficiently descriptive to meet the requirements of that section. Case law interpreting Section 17004.7 has upheld a number of policies which include a list of factors for officers to consider when initiating a pursuit.

Pursuit and Failure to Yield

In order to fall within the applicable statutes and immunities, consideration should be given to defining a pursuit and describing those circumstances when a situation actually becomes an agency-defined "pursuit."

Reasons for Initiating a Pursuit

The policy should address the importance of protecting the public, and continuously balancing the known and/or reasonably suspected offense, and the apparent need for immediate capture against the risks to officers and others.

An officer's reasonable suspicion must be based upon the facts reasonably perceived by the officer at that time.

A Sampling of Factors to be Considered:

- Public Safety;
- Officer Safety;
- Vehicle Code requirements;
- Nature of offense and apparent circumstances;
- Non-peace officer in officer's vehicle (e.g., citizen, witness, prisoner);
- Pedestrian and vehicular traffic patterns and volume;
- Other persons in or on pursued vehicle (e.g., passengers, co-offenders, hostages);
- Location of the pursuit (e.g., school zone, playground, residential, downtown);
- Time of day;
- Speeds of the pursuit;
- Weather and visibility;
- Road conditions;
- Identity of offender (if known); offender can be located at a later time;
- Capabilities of law enforcement vehicle(s) and officer(s) driving;
- Availability of additional resources;
- Whether supervisory approval is required;
- Officer's/supervisor's familiarity with the area of the pursuit; and
- Quality of radio communications (e.g., out of range, garbled, none).

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

II. Number of Involved Law Enforcement Units Permitted and Responsibility of Primary and Secondary Units

Guideline: The policy should establish the authorized number of law enforcement units and supervisors who may be involved in a pursuit. It should describe the responsibility of each authorized unit and role of each officer and supervisor.

Discussion:

The policy should describe the number and types of law enforcement vehicles authorized to engage in pursuit at any one time and the responsibility of each authorized unit engaged in pursuit. Such units may include the primary, secondary, supervisor and other agency authorized units. If the agency wishes to avail itself of the immunity of Vehicle Code Section 17004.7(c)(1) and (2) (Public Agency Immunity), the policy must be sufficiently descriptive to meet the requirements of that section.

Vehicle Code Issues

Section 17004 V.C. (Authorized Emergency Vehicle) and Section 17004.7(c)(1) and (2) V.C. (Public Agency Immunity) describe the requirements an agency must address to establish employee and agency immunity.

The requirements may be partially addressed by:

- Designating the primary pursuit vehicle or unit;
- Determining the total number of vehicles to be permitted to participate at one time in a pursuit; and
- Defining the role of the primary unit, secondary unit, supervisor unit and any additional units.

A Sampling of Factors to be Considered:

- **Role of each officer/supervisor regarding:**
 - **Initiating a pursuit;**
 - **Taking over a pursuit as the primary unit;**
 - **Joining a pursuit in progress; and**
 - **Communicating with other officer(s), dispatch and supervisor(s).**
- **Type of units authorized to participate in a pursuit;**
- **Total number of units authorized to participate in a pursuit;**
- **Types of units confined to limited roles;**
- **Types of units prohibited from participating; and**
- **Tactics and techniques authorized for units approved to "trail" or parallel a pursuit (e.g., traffic control in advance of the pursuit).**

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

I. Communications

Guideline: The policy should describe the communications procedures associated with a pursuit.

Discussion:

The policy should describe the procedures to be followed regarding communication during a pursuit. It should describe management and control information. It should describe assignment of communications responsibility by unit and organizational entity.

The agency policy should describe communications requirements related to initiating a pursuit. The information available from each authorized unit, supervisor, dispatch center and such other units that may have additional, critical information should be described in the policy. The policy should describe usual information available during the initial stages of a pursuit, appropriate update information and information required when a pursuit ends.

Pertinent information relevant to a pursuit may include such things as those described in the box at the right.

Communication information may include:

- Notification of the communications center of the initiation of a pursuit;
- Initial information broadcast by primary unit; the initial information may include:
 - Unit identification;
 - Location, direction of travel and speed;
 - Initial reason(s) for the pursuit;
 - Description of pursued vehicle, including license number, if known;
 - Traffic and weather conditions; and
- Other pertinent information as it becomes available.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

IV. Supervisory Responsibilities

Guideline: The policy should describe the role of the supervisor in managing and controlling a pursuit.

Discussion:

The policy should describe the procedures for assigning supervisory responsibility for the management and control of a pursuit, assessment of a pursuit, and assessing risk factors associated with a pursuit. If the agency wishes to avail itself of the immunity of Vehicle Code Section 17004.7(c)(1) (Public Agency Immunity), the policy must be sufficiently descriptive to meet the requirements of that section.

Vehicle Code Issues

Section 17004.7(c)(1) V.C. (Public Agency Immunity) describes issues to be considered when developing the component of the policy that addresses supervisory control of the pursuit. The statute acknowledges that a supervisor may not always be available.

Initial Involvement

The manner and methods in which management and control of a pursuit is assigned to the supervisor should be described in the agency's policy. As with any critical law enforcement incident, it should not be necessary for the supervisor to be at the scene to begin exercising management and control of a pursuit.

NOTE: Active participation may refer to monitoring the pursuit from another location or participating in the pursuit as an authorized unit.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

Driving Tactics

Guideline: The policy should address driving tactics and the circumstances under which the tactics may be appropriate.

Discussion:

In drafting the policy one should consider driving tactics which may be utilized during a pursuit. The decision to use or not use specific driving tactics requires the same assessment considerations discussed in the guidelines concerning pursuit initiation and termination. It represents balancing what is known and/or reasonably suspected and the need for immediate capture against the risks to the public and officers.

Sections 21055 V.C. (Exemption of Authorized Emergency Vehicles), 21056 V.C. (Effect of Exemption), 21806 V.C. (Authorized Emergency Vehicle), and 21807 V.C. (Effect of Exemption) identify issues to be considered when developing and applying a pursuit policy related to driving tactics. These sections describe the exemptions conferred upon authorized emergency vehicles engaged in specific activity; provide for exemption to the rules of the road under certain circumstances; and place limits on the various exemptions.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

VI. Blocking, Ramming, Boxing and Roadblock Procedures

Guideline: The policy should describe authorized pursuit intervention tactics. The policy should describe the circumstances and conditions in which each tactic is authorized to be used.

Discussion:

The policy should describe the factors to be considered by officers and supervisors in making the decision to apply authorized intervention tactics. It should recognize the risks to the public and officers in the application of these tactics, and the application of each authorized tactic should be reasonable in light of the circumstances confronting the decision-maker(s) at the time of the decision.

Policy considerations concerning the approval of specific tactics to terminate a pursuit should include balancing the potential hazards arising from the use of each tactic and the possible risks to the public, officers and persons in or on the pursued vehicle. Statutory and case law concerning the use of these tactics should be considered in the development this section of the policy.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

II. Speed Limits

Guideline: The policy should describe factors to be considered by an officer and supervisor in determining speeds throughout a pursuit.

Discussion:

Reasonableness is recognized as a *general standard* for guiding officers' discretion concerning the speeds of a pursuit. One consideration is how to provide guidance to officers, supervisors and managers to support decisions regarding speeds throughout a pursuit.

Factors which may be considered by the officers and supervisor to determine "reasonable speeds" in view of the circumstances and environment of each pursuit may be referenced in Guideline I: *When to Initiate a Pursuit*, and Guideline IX: *Termination of a Pursuit*.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

VIII. Air Support

Guideline: Where air support is available during a pursuit, the policy should contain procedures to facilitate coordination by the air unit and the ground law enforcement units.

Discussion:

Aircraft can provide valuable assistance to the units and supervisor involved in a pursuit. This assistance includes coordinating the activities of resources on the ground, reporting information concerning the progress and conduct of the pursuit, and providing officers and supervisors with information to evaluate whether or not to continue the pursuit.

An aircraft is not defined as an authorized emergency vehicle in the California Vehicle Code and should not be described as a pursuit vehicle.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

Termination of a Pursuit

Guideline: A balancing test should be incorporated into the policy for an ongoing assessment, weighing the risk to the public and officers against the law enforcement interest in apprehension. The policy should clearly describe factors to be considered when determining whether to terminate or discontinue a pursuit.

Discussion:

The policy should describe the things to be considered by an officer and supervisor in the decision to discontinue or terminate a pursuit. It should remain consistent with applicable Federal and State case law relative to law enforcement pursuits. If the agency wishes to avail itself of the immunity of Vehicle Code Section 17004.7(c)(4) (Public Agency Immunity), the policy must be sufficiently descriptive to meet the requirements of that section.

Setting Agency Guidelines

The policy should address the importance of protecting the public, and continuously balancing the known and/or reasonably suspected offense and the apparent need for immediate capture against the risks to the public and officers.

The policy should describe the factors to be continually assessed by both the officer(s) and supervisor involved in a pursuit. It should provide a sampling of guiding factors and circumstances for consideration in determining when to terminate or discontinue a pursuit. Case law provides many examples of policies meeting the legal requirements (of Vehicle Code Section 17004.7(c)(4)) for guiding officers and supervisors in the decision to discontinue or terminate a pursuit. Some examples are provided in the text box.

A Sampling of Factors to be Considered:

- Risk to public or the pursuing officer(s);
- Benefit of immediate apprehension weighed against the risks of injury or death of any person;
- Vehicular and/or pedestrian traffic safety is unreasonably compromised;
- Nature of offense and apparent circumstances;
- Poor weather conditions;
- Traffic condition;
- Speeds dangerously exceed the normal flow of traffic;
- Availability of Air Support;
- Offender(s) identified and may be apprehended at a later time;
- Vehicle capability (offender(s) and officer(s))
- Loss of communications capability, emergency lights or siren;
- Officer(s) no longer in immediate proximity of offender(s) vehicle;
- Unfamiliarity with the area of the pursuit;
- Pursuing on the wrong side of a divided highway or freeway against traffic;

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

X. Capture of Suspect(s)

Guideline: The policy should describe the issues associated with taking an offender(s) into custody following a pursuit.

Discussion:

The safety of the public and officers during the law enforcement effort to capture an offender is a consideration when a pursuit concludes. The apprehension and capture of a suspect must be done in accordance with State and Federal law as well as department policies and procedures.

The policy should identify the person in command at the apprehension location. The policy may also designate the persons responsible for quickly removing the offender from, and restoring order to, the scene of the pursuit termination or the location where the offender is taken into custody.

NOTE: The policy-maker may consider prohibiting uninvolved units from responding to the termination point unless requested by an officer or supervisor responsible for control of the incident.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

I. Interjurisdictional Considerations

Guideline: The policy should describe procedures to facilitate effective coordination, management and control of interjurisdictional pursuits.

Discussion:

The policy should describe the things to be considered by an officer and supervisor related to involvement in interjurisdictional pursuits and requesting interjurisdictional law enforcement resources during a pursuit. If the agency wishes to avail itself of the immunity of Vehicle Code Section 17004.7(c)(3) (Public Agency Immunity), the policy must be sufficiently descriptive to meet the requirements of that section.

Considerations

The policy should describe procedures which guide officers' and supervisors' decisions when faced with the need or a request for interjurisdictional cooperation during a pursuit. It may cover the following issues:

- Supervisory management and control of a pursuit that enters another jurisdiction;
- Communications and notifications among the agencies involved;
- Assistance available from the agency into whose jurisdiction the pursuit enters;
- Responsibility of an officer or employee who becomes aware of an outside jurisdiction conducting a pursuit within the employee's jurisdiction;
- Procedures for the agency to provide assistance, including assuming control of a pursuit;
- Any agency limits prohibiting involvement in an outside-agency pursuit;
- Any limits on the number of agencies and/or units allowed in pursuit at one time;
- Coordination, management and control at the termination of an interjurisdictional pursuit;
- Responsibility for any arrest(s) when the offender(s) is captured;

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

- Factors which might warrant relinquishment of a pursuit to another jurisdiction (e.g., unfamiliarity with the area, loss of radio communications or interagency agreement); and
- Procedures for post-pursuit reporting and review by each agency.

Interjurisdictional Agreement

Developing an interjurisdictional pursuit agreement that addresses the above considerations, and others unique to a county or region, may facilitate awareness by officers and supervisors of the pursuit procedures that may be used by other agencies.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

XII. Reporting and Post-Pursuit Analysis

Guideline: The policy shall provide procedures for reporting of pursuits pursuant to Section 14602.1 V.C. and may allow for post-pursuit analysis, review and feedback.

Discussion:

Should an agency choose to engage in post-pursuit analysis, it may assist in the overall management of pursuits, policy development and implementation, and identify trends and training needs.

This guideline is not intended to be a standard for any agency. Each agency should adopt and follow its own policy in accordance with existing law and the jurisdiction it serves.

The most significant recommendations included:

- The Commission taking a leadership and coordinating role in developing training programs and identifying successful strategies;
- Assisting agencies in the transition to community policing and problem-solving;
- Developing a resource center and clearinghouse function;
- Using existing and new training delivery systems to support the community policing philosophy throughout law enforcement;
- Incorporating community policing philosophy and skills in all certified training;
- Developing training on community policing for law enforcement executives and the local government counterparts; and
- Seeking federal funds to support the implementation of community policing.

Also in 1994, the Attorney General's Office, Crime Prevention Center, with assistance of POST staff, conducted a statewide survey concerning the implementation of community policing. The survey included questions concerning training and other resources that may be necessary to support community policing. Responses from 203 police and sheriffs' departments indicated that 146 agencies (69%) are implementing the concepts, philosophy and programs of community policing, while another 36 agencies (17%) are planning to move into community policing. Respondents indicated the need for related training in the basic academy, in-service training for officers, supervisors and managers, and some training for community members and agencies.

Regional training needs assessments in 1994 and 1995 identified community policing as a training topic of increasing high priority. As a result of the increased interest, several introductory courses on community policing were certified in FY 94/95. In addition, a management level course on community policing has been certified to the DOJ, Advanced Training Center, for FY 95/96. In March 1995, the Basic Academy Consortium completed a survey of training needs related to community policing. The majority of academy directors who participated in the survey indicated their interest in expanding existing training and developing new training to support community policing. In view of the apparent success of the Golden West College pilot course, concepts of community policing and problem-solving methods have been added to the curriculum for Learning Domain #3, Community Relations. Of course, this introductory material may be

expanded in individual academies, as local conditions and interest requires.

Finally, federal grants for law enforcement officers administered by the new COPS office at the Department of Justice require a commitment to community policing and the use of grant-funded positions to implement those programs. Recognizing the federal interest in community policing, staff has initiated discussions with the COPS director (former Hayward Chief Joseph Brann) concerning possible federal funding to support a telecourse related to community policing.

ANALYSIS

The substantial interest in and consensus on the need for training to support community policing suggests an increased role for POST resources and certified training. Some concern has been expressed related to the efficacy of presenting training about community policing in view of the variety of "definitions" and implementation strategies that exist. However, the definition, principles, strategies, and techniques described in the Attorney General's COPPS publication (developed with the assistance of POST staff) are sufficiently comprehensive to guide the development of training courses.

Several models were considered by which to develop and deliver training to support community policing. In examining the models, consideration was given to the extended time required for planning and implementation of community policing. Responses to the field survey consistently reiterated that several years are required to develop the conceptual and philosophical basis for community partnership and shared problem-solving, and to develop the internal agency plans, resources and skills to implement the concepts.

Alternative training models the Commission may consider that will support community policing implementation include:

1. Train the Trainer (Agency Team)

In this model, a single agency team, consisting of management, supervisory, and line officers will attend a training course that is intended to prepare the team to teach the philosophy, concepts, and skills of community policing when they return to the home agency. The team will attend a comprehensive introductory course that provides technical information, resources and methodologies for training and use in the home agency.

This training course model may identify other specific training topics that may be required to expand or reinforce necessary concepts, skills, and methods.

Initial development costs for a 40-hour course are estimated at \$10,500. Tuition for the course may be \$400 - \$600; travel and subsistence reimbursement costs for 20 students are estimated to be approximately \$8,000 to \$10,000 per course presentation.

Total annual cost for this course, estimated at six presentations, is \$50,500 to \$65,500. Development costs are estimated to be an additional \$10,500.

2. Phased Training

The phased training model consists of a series of courses presented in discreet units to permit agency personnel to attend in phases, consistent with the planning and implementation of community policing within the home jurisdiction. Phase 1 training would focus on agency executive and management staff, and consist of orientation to the concept and philosophy of community policing, and methods to develop agency and community training needs, and an implementation plan. Phase 2 training would consist of specific training courses, for personnel at all levels and assignments, as determined by each agency. Phase 3 training would be attended by selected personnel and focus on techniques to resolve implementation problems within the agency or to strengthen specific skills required for implementation. Phase 4 training would provide techniques and skills for the assessment and evaluation of community policing efforts and for increasing community interaction.

Conceptually, this model involves significant direction and coordination by POST staff to: a) develop the detailed plan for the phased training; b) identify the specific training courses and presenters that are required; and c) oversee the course development and certifications consistent with the phased training concept. Costs to develop this phased training approach have not been estimated.

3. General Certification

This model requires only that POST certify a variety of training courses related to community policing (e.g., concepts, skills and techniques, community organization). Participation in the individual training courses will determine which courses will continue to be certified beyond the first year.

Costs to develop this training will be minimal because individual presenters will prepare curricula with little or no requirement for assistance from POST staff. Staff will, however, suggest training topics and minimum curriculum specifications.

Reimbursement costs could be substantial if the training cannot be presented without tuition and in a format to minimize the requirement for subsistence. Annualized costs for this model have not been estimated.

In addition to training courses, additional POST resources can be utilized to develop and present an introductory telecourse and to support an ad hoc advisory committee that will assist in ensuring that training curricula reflect contemporary information, methods, and skills.

- A. A telecourse that provides orientation to community policing concepts, philosophy, methodologies and skills, and scenarios to demonstrate implementation success is appropriate for managers and executives. Both the field survey and informal discussions have identified a telecourse as a desirable means to present training on community policing.

The cost of developing and broadcasting one telecourse is estimated to be approximately \$45,000, and will require approximately four to six months to produce.

- B. An ad hoc advisory committee, consisting of executive officers, is desirable to identify training needs, recommend an appropriate delivery model, ensure the content of training is contemporary, assess the continuing need for and level of interest in training, and offer recommendations for modifications to the training model. Although consisting primarily of California agencies, some out-of-state representatives may be necessary to ensure that broad-based experience and expertise is available to guide the continued development of training.

The cost to support a committee, for three meetings during the first year of development, is estimated to be approximately \$24,000.

CONCLUSIONS

Estimated annual costs to develop, present, and reimburse for community policing training are dependent upon the delivery model that is finally adopted.

Creation of an ad hoc advisory committee and presentation of a telecourse will require approximately \$69,000 in the first fiscal year. Development of a train-the-trainer course and six presentations in the same year are estimated to require (including reimbursement) approximately \$60,500 to \$75,500.

Following the analysis of need, costs, and training models, the following steps could be considered:

- A. Create an ad hoc, executive-level advisory committee to review the training needs and delivery models, recommend a comprehensive approach, and participate in development of the training course(s);
- B. Develop and present a telecourse for managers and executives to describe the concepts, philosophy, methods, and skills related to community policing;
- C. Explore alternative sources of funding to support the continued presentation of training related to community policing; and
- D. Report on the status of the project to the Long Range Planning Committee in six months.

The Long Range Planning Committee considered and approved the approach described above at its June 23, 1995 meeting.

RECOMMENDATION

If the Commission concurs, authorize the Executive Director to implement the actions described and report on progress and recommendations for training at the January 1996 meetings.

ANALYSIS

Training Development

In response to the requirements of the law, a comprehensive curricula package was developed by Basic Training Bureau Staff, in cooperation with a number of academy instructors and subject matter experts. This enhanced hate crimes training curricula served to expand and consolidate hate crime-related training which was previously contained in the Basic Course in several different learning domains.

The enhanced training package also included the development of supporting materials for video-based interactive student learning activities. This element was intended to satisfy the specific requirement of Penal Code Section 13519.6 that hate crimes instruction make "maximum use of audio and video communications and other simulation methods".

Requisite modifications to Basic Course Training Specifications were presented to the Commission and approved at the April 1994 meeting. The new material was added to Basic Course Learning Domain #42 (Cultural Diversity/Discrimination) effective June 1, 1994, slightly ahead of the prescribed implementation date.

It is important to mention that the approach of this training is deliberately "generic". Whereas the training emphasizes victim contact skills, investigative considerations and applicable legal statutes, the matter of specific local policies and reporting procedures cannot be effectively addressed. As a result, initial training should be complemented by supplemental instruction or an appropriate orientation provided by the peace officer's own agency.

Guideline Development

Per the requirements of the law, Training Program Services Bureau Staff solicited additional input from the original Hate Crime Advisory Committee regarding:

- general issues associated with effective law enforcement responses to hate crimes;
- recommendations concerning the development of agency hate crime response and reporting policies, and;
- suggestions for agency-specific training or orientation related to hate crimes.

This input was intended to form the basis for the development of a series of broad guidelines which would serve to improve the effectiveness of agencies in responding to and managing a hate crime incident. A significant element of the guidelines is the

recognition of the substantial impact these offenses have upon individual victims and the community-at-large.

At this same time, however, both the California Attorney General's Office and the state Fair Employment and Housing Commission were developing their own standards and procedures concerning law enforcement hate crime response and reporting protocols. Their efforts were expected to directly impact local law enforcement agency practices, and in turn, would impact the content of the proposed POST Guidelines.

The Fair Employment and Housing Commission was directed by the legislature to prepare a brochure describing victim rights under FEHC regulations, and to develop a resource list identifying available victim support services. The intent of the legislature was for this document to be distributed to hate crime victims by local law enforcement agencies. For convenience and consistency, this information was appended to the POST guideline document and proposed guideline text was modified to acknowledge and conform to this process.

Similarly, the California Attorney General's Office made procedural changes impacting local law enforcement responses to hate crimes. The AG developed a structured hate crime review and reporting process. As with the FEHC changes, it was desirable to append this information to the POST document, modifying proposed guideline text to ensure consistency with the new procedures and ensure its utility for impacted agencies.

These procedural changes, however, delayed finalization of the proposed POST guidelines. The final text of the eight proposed "Guidelines for the Development of Law Enforcement Agency Hate Crime Policies and Hate Crime Orientation Training" are incorporated as Attachment C. The guideline statements are specifically directed to law enforcement agency administrators. As a result, they emphasize management issues such as agency value statements, local policy development, prevention efforts, internal program assessment and implementation of agency-specific training or orientation.

It is important to emphasize that Penal Code Section 13519.6 does not require law enforcement agencies to implement a hate crime response/reporting policy, nor does it mandate presentation of hate crimes training to in-service peace officers. Whereas all students attending a POST-certified Basic Course starting after June 1, 1994 will be provided with comprehensive instruction on this subject, in-service training remains voluntary.

It is anticipated, however, that a significant number of agencies will elect to adopt the proposed guidelines and will establish their own in-service training and orientation program. POST-developed materials (e.g., Basic Course Instructor Unit Guide #42

and the 1992 Hate Crimes Telecourse video) will be made available to support these endeavors:

RECOMMENDATION

Approve the proposed Guidelines for Law Enforcement Agency Design of Hate Crime Policies and Training for publication and distribution to law enforcement agencies.

HATE CRIME ADVISORY COMMITTEE

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Police Department

Kim Lawrence, Jewish
Federation, Sacramento

Morris Casuto, Anti
Defamation League, San Diego

Christopher Loop, Glendale
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Octavia Collins, San Diego
Sheriff's Department

Robert Maginnis, Chief of
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Jim Day, US Attorney
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Ann Noel, State of
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Peter Frank, Ph.D., San
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Richard Shiraishi,
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PENAL CODE SECTION 13519.6

Hate Crimes: Training courses and Guidelines

(a) The commission shall, on or before December 31, 1993, develop guidelines and a course of instruction and training for law enforcement officers who are employed as peace officers, or who are not yet employed as a peace officer but are enrolled in a training academy for law enforcement officers, addressing hate crimes. "Hate crimes," for purposes of this section, means any act of intimidation, harassment, physical force, or the threat of physical force directed against any person, or family, or their property or advocate, motivated either in whole or in part by the hostility to the real or perceived ethnic background, national origin, religious belief, sex, age, disability, or sexual orientation, with the intention of causing fear and intimidation.

(b) The course shall make maximum use of audio and video communication and other simulation methods and shall include instruction in each of the following procedures and techniques:

- (1) Indicators of hate crimes.
- (2) The impact of these crimes on the victim, the victim's family, and the community.
- (3) Knowledge of the laws dealing with hate crimes and the legal rights of, and the remedies available to, victims of hate crimes.
- (4) Law enforcement procedures, reporting, and documentation of hate crimes.
- (5) Techniques and methods to handle incidents of hate crimes in a noncombative manner.

(c) The guidelines developed by the commission shall incorporate the procedures and techniques specified in subdivision (b).

(d) The course of training leading to the basic certificate issued by the commission shall, not later than July 1, 1994, include the course of instruction described in subdivision (a).

(e) As used in this section, "peace officer" means any person designated as a peace officer by Section 830.1 or 830.2. (Added by Stats.1992, c. 1239 (A.B.3407), § 1.)

ATTACHMENT C

HATE CRIME GUIDELINES

HATE CRIME POLICY AND TRAINING ORIENTATION GUIDELINES

These guidelines consist of eight recommendations to be considered when developing hate crime policy and training. The recommendations will assist local agency executives and their training coordinators to develop and deliver effective training. These guidelines are consistent with the principles that shaped the POST Cultural Awareness Training Program.

The guidelines should be considered by the law enforcement executive before specific hate crime training objectives are developed. The guidelines are department-wide in nature and reflect the value-driven, top-down process that reflect successful responses to law enforcement's response to hate crime.

Guideline #1:

THE LAW ENFORCEMENT EXECUTIVE IS RESPONSIBLE FOR PROVIDING THE LEADERSHIP AND VALUES WHICH DRIVE THE LAW ENFORCEMENT AGENCY'S RESPONSE TO HATE CRIME.

The law enforcement executive is primarily responsible for providing the leadership and values for the organization which, in turn, are the foundation upon which hate crime policy is based.

Employees will respond appropriately to hate crime if the executive effectively conveys those values to the organization.

Guidelines #2:

DEVELOP A HATE CRIME POLICY FOR YOUR AGENCY.

The law enforcement executive is primarily responsible for providing the leadership and values which drive the development and implementation of a hate crime policy.

Scores of California law enforcement agencies have developed cultural diversity programs. In most cases, a Cultural Awareness Facilitator (CAF) has been appointed to assist the chief executive officer in the development of cultural diversity programs for those agencies. Additionally, many of these agencies have Community Training Mentors (CTM), members of the community who volunteer to help develop and deliver cultural training. The CAF and CTM could be of assistance in the development and delivery of hate crime training.

It is important that the CEO be personally involved in the initial development of the policy and visible in its implementation in the field.

The policy should include a two-tier review procedure for all hate crimes and incidents as recommended by the California Department of Justice and the Federal Bureau of Investigation.

Guideline #3:

THE LAW ENFORCEMENT EXECUTIVE SHOULD ADVOCATE THAT SIMILAR VALUE-DRIVEN POLICIES BE DEVELOPED AND IMPLEMENTED BY THEIR CITY/COUNTY GOVERNMENTS.

The policies should be anti-discrimination and conflict resolution oriented. The law enforcement executive should be an advocate for these policies within the management team of the city/county.

Guideline #4:

DEVELOP AND IMPLEMENT A COOPERATIVE HATE CRIME PREVENTION EFFORT WITH OTHER LAW ENFORCEMENT AGENCIES.

Cooperation among area law enforcement agencies to share information and training is vital and reflects an agency's professionalism. Interacting with the appropriate law enforcement intelligence networks may enhance the ability of the agency to anticipate potential targets of hate crime.

Guideline #5: DEVELOP AND IMPLEMENT COOPERATIVE HATE CRIME PREVENTION EFFORTS WITH THE COMMUNITY.

Consistent cooperation with community groups before major hate crimes occur will provide powerful leverage with the community to prevent hate crimes, increase trust in the department, and assist in investigations when hate incidents do occur. Other benefits include increased information sources and collaborative programs.

Community groups should be encouraged to report all hate crimes and incidents. They should also be informed when a community group has been the target of a hate crime.

Guideline #6:

DEVELOP AND IMPLEMENT COOPERATIVE HATE CRIME PREVENTION EFFORTS WITH SCHOOLS.

Work cooperatively with schools to develop a prevention plan and response plans to be used when hate crimes or incidents occur. Schools should be encouraged to report all hate crimes and incidents to the appropriate law enforcement agency.

Guideline #7:

CONDUCT AN ANNUAL ASSESSMENT OF YOUR HATE CRIME PROGRAM.

An annual assessment could include identifying the number of hate crimes reported, cases closed, and prosecution results. This management information could be coupled with a review and update of the agency's hate crime policy. Publication of this assessment could yield positive public relations results.

Guideline #8:

DEVELOP AND IMPLEMENT A HATE CRIME TRAINING/ORIENTATION PROGRAM FOR ALL AGENCY PERSONNEL.

A. The training should include the following:

1. Definition of hate crimes and hate incidents
2. Identification of victims of hate crimes
3. Special considerations of the needs of victims and witnesses of hate crimes
4. Appropriate interaction with local community groups
5. Understanding of proper crime/incident reporting
6. The role of responding officers, reviewing or supervising officers, and ranking officers as they relate to agency response to hate crimes/incidents
7. Understanding of California law
8. Understanding California Department of Justice reporting requirements

B. The orientation should include the following:

1. Agency reporting policy
2. Local prosecuting agency charging policy

C. The development and delivery of the training/orientation should involve the following individuals:

1. The Chief Executive Officer
2. A community 'advocate' of hate crime victims or community human rights organization involved in the issue of hate violence
3. A prosecuting attorney to ensure that prosecutorial requirements are included

California), committee members from other disciplines were asked to work with POST staff to help develop a training model.

The project steering committee has addressed topics such as training needs and goals, competencies, skills, and presentation format. Based on the work to date, a draft of a systems design is being finalized that will provide the student with the best combination of personal development and skills training as related to Supervisory, Management, and Leadership Development.

In addition, alternative course delivery models are being identified that will include the appropriate use of adult learning theory and technology. To date, two basic program models are in the final stages of development. One or both of these models will be presented to the Commission at the November 1995 meeting for concept approval. Additional time will be required to implement the approved concept.

COMMAND COLLEGE STUDY

No significant structural changes have been made to the program since it began. There were some changes in the sequence of presentation of content and slight modifications to the work required of the students. The expected outcome of the student's work remained essentially the same, which was to produce an Independent Study Project (a technical report), a "publishable" Journal Article, and an Abstract.

The original design consisted of ten separate workshops over a two-year period with the students attending between 32 to 40 hours per workshop. Between the workshops, students were required to complete Intersession assignments. That design is still in place. Instructional methodology also remained as when it first began; lectures augmented by overhead transparencies, slides, videos, a 16mm film, and liberal use of breakout groups.

The most significant change to the program has been the relationship with Cal-Poly, Pomona. Beginning with Class Eleven, retroactive to Class Six, students had the option of enrolling in a Masters of Science in Management degree program, earning 36 of a 45-unit requirement towards that degree. Many of the students completed the Command College and were well on their way to earning a Masters Degree. Up to 75% of the students in the most recent classes have chosen to enroll in the Cal-Poly program.

Information used to help evaluate the effectiveness of the Command College was collected from the program's graduates throughout the state. Interviews were conducted with experts from a variety of disciplines, and a graduate student was used for data collection and analysis of various Command College related material. All of those activities clearly indicated the need to take the Command College in a new direction. In light of the amount of work that remained in the course review process and new program design, it was determined that the start of new Command College classes should be delayed approximately six months. A new and improved course design would place emphasis on the following areas:

- 0 Leadership - Leadership development is viewed as a continual process, of which the Command College should be a vital link. More Command College activities will be devoted to issues of leadership. These activities will include outside reading, classroom discussion, and other experiential learning exercises.
- 0 Systems Approach - The Command College should be part of, and complemented by, other POST leadership training and development programs such as the Supervisory Leadership Institute, the Management Course, and the Executive Development Course.
- 0 Useful Project by Student - Options to the Independent Study Project will be explored. Publishable articles, video tapes, telecourses, and other innovative products of the student's efforts will be examined. In some instances, studies may be conducted based on the need and request by the sponsoring agency.
- 0 Affiliation with a College/University - The design of the Command College will be based on the most effective methods of educating adults. The structure and content will not be influenced by the desire to be associated with a university or college. Units earned will be between the students and the college/university of their choosing.

Through these and additional efforts, it is believed that the program will not only be improved, but some of the associated costs will be reduced. Recommendations forthcoming that will positively impact both quality and costs include:

- 0 A strong likelihood that POST will disassociate itself from the Master's program.
- 0 Designing the program to be presented in a shorter period of time, reducing it from 24 months to a period of 12 to 18 months.
- 0 Reducing overall the hours of instruction by focusing more on leadership issues and less on research and process.
- 0 Maximizing the use of adult learning theories and minimize the use of lecture time.
- 0 Developing a variety of delivery systems that maximize available technology.
- 0 Requiring student pre-reading and other activities that enhance personal accountability in the learning process.
- 0 Eliminating the assessment center and requiring agency executive to appoint candidates.

The following actions have been taken to step up the pace of making the necessary revisions to the Command College program, starting with the week of July 9, 1995:

The start date of Class 24 which was scheduled for July 9, 1995, has being delayed for about six months. Classes 21, 22, and 23 are still in session.

Class 24 will be convened on July 9 for a two-day, problem-solving workshop. Class members will be asked for input that will be used in the design of a course they will eventually attend.

A Command College Advisory Committee has been established (see roster attached). The Committee will meet July 12-13, following Class 24. Information obtained from this group will be used for course design and content. (An oral presentation on the recommendations of this group will be available at this Commission meeting.)

Staff will use the balance of the week to complete work that will lead to a final report and recommendations for the Commission.

The goal is to design a program that is an integral part of a leadership development system that is beneficial for the future of law enforcement leadership. In that regard, POST will bring final recommendations and new program design for the Command College back to the Commission in November for approval and implementation.

RECOMMENDATION

It is recommended that the Commission approve the continuation and finalization of the Center for Leadership Development Training Programs Review with a final report to be submitted to the Commission at its November 1995 meeting for approval and implementation.

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COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT			
Agenda Item Title		Meeting Date	
Agency K-9 Team Guidelines		July 20, 1995	
Bureau	Reviewed By	Researched By	
Training Delivery & Compliance Bureau	Ronald T. Allen, Chief	Steve Chaney	
Executive Director Approval	Date of Approval	Date of Report	
<i>Morgan C. Beckler</i>	7-5-95	June 30, 1995	
Purpose:		Financial Impact:	
<input checked="" type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input type="checkbox"/> Yes (See Analysis for details)	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Status Report			
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.			
<p><u>ISSUE</u></p> <p>Should the Commission approve revised guidelines for K-9 teams to be used voluntarily by law enforcement agencies?</p> <p><u>BACKGROUND</u></p> <p>In December 1991, a statewide group of K-9 handlers, managers, trainers, and attorneys representing various law enforcement agencies approached the Commission to request that POST establish voluntary guidelines for K-9 teams and commensurate program administration. They suggested that such guidelines would be of benefit by providing statewide continuity in program management, training, enhanced liability protection, and professionalism.</p> <p>In response to this request, POST brought representatives of 26 law enforcement agencies together through a series of statewide workshops over a two-year period. Based on these meetings, POST published voluntary K-9 team Guidelines in January 1993. Performance evaluation standards were developed in areas of obedience, search, apprehension, handler selection, and team evaluation. Testing scenarios were developed and an evaluator course was designed to train persons to evaluate K-9 teams. Based on recommendations, the evaluation guidelines were designed to be used by agencies to evaluate performance of new teams before they were assigned to work in the field.</p> <p><u>ANALYSIS</u></p> <p>In September 1994, a K-9 program committee composed of handlers, administrators, trainers, and legal representatives who had previously been involved in the development of the guidelines, were reconvened to review the guidelines. Based on the committee's analysis, the following changes to the POST Voluntary K-9 Team Guidelines are proposed:</p> <ul style="list-style-type: none"> • Increase the minimum experience to attend the K-9 Evaluator Course to five years (from two years) as a handler or trainer, and a minimum of two hundred hours of documented training in 			

the area they will be evaluating/testing. This enhancement is done to ensure that the evaluators who enter and complete the course have a stronger base of experience to assess the strengths and weaknesses of K-9 teams they are testing. Also, to increase their credibility with agency administrators and during courtroom testimony.

- Restrict the owner(s), supervisor(s), or trainer(s), from evaluating K-9 teams with which they have such proprietary relationships. This modification is recommended to avoid allegations of subjectivity and potential perception of conflict of interest.
- Allow for the option of presumptive field tests for narcotics used in K-9 team evaluations if narcotic sample test confirmations are not available quickly from a certified lab. This option is suggested to provide an alternative when regional laboratories are periodically backlogged, which is becoming a more frequent problem.
- Clarify that the handler is to advise the evaluator of his/her canines methods of alert and notify the evaluator when the canine has alerted. This clarification language is to avoid confusion that has occasionally occurred during the actual tests.
- In narcotics testing only, require one find of two samples of a controlled substance (instead of two of three samples). The advisory committee, representing input from agencies and associations in their regional areas, suggested that the proposed single find of each of the identified narcotic tests was adequate.
- In the vehicle search for narcotics require a third vehicle to act as "control test." Also recommended is a minimum distance between substance samples to enhance the evaluative confidence in the finds.
- The student must successfully demonstrate evaluator skills as a final test by properly applying the POST K-9 Team Guidelines to the satisfaction of the course provider. This was determined to be a weakness in the initial curriculum during the first year of course presentations. Agencies place significant weight on the initial and annual assessments of the contract evaluators.
- In the Evaluator Course, emphasize that existing and potential presenters must submit and obtain approval of course safety guidelines prior to authorization for course presentations.

If the Commission approves these proposed revisions they will be incorporated into the attached document *POST Voluntary K-9 Team Guidelines - 1995* and distributed to all participating law enforcement agencies and certified presenters of the Canine Evaluator Course.

RECOMMENDATION

Approve the publication and distribution of the revised K-9 Team Voluntary Guidelines to continue to be used on a voluntary basis by the 200 plus law enforcement agencies that have K-9 programs.

DRAFT

POST

VOLUNTARY

K-9 TEAM

GUIDELINES

1995

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Norman C. Boehm

Executive Director

PREFACE

In 1991 a group of K-9 Officers, Law Enforcement Managers, and K-9 Trainers from throughout the state met to discuss the need for K-9 Team Standards in California. The group believed that local liability would be reduced if statewide K-9 Team Standards were available. They further believed that these standards, to be acceptable and have impact, should be supported by POST.

In February 1992, POST brought this committee and other interested experts together and they agreed to develop guidelines for standards in the areas of Obedience, Search, Apprehension, Handler Protection, Handler Selection, and Evaluation. After initial development work and following several reviews which resulted in consensus, the proposed guidelines were submitted to and approved by the POST Commission in July 1992.

Following Commission action, POST brought the subject matter experts together again and developed suggested scenarios to test the recommended minimum K-9 Team Standards contained within the approved guidelines. POST developed a one-day Evaluators' Course and accompanying evaluation forms to train the officers who will evaluate the K-9 Teams.

The guidelines in this document are for the voluntary use of law enforcement agencies and are intended to assist those agencies in assuring minimum levels of performance by K-9 teams. The guidelines are sufficiently general to accommodate differing agencies' policies regarding operational deployment of K-9 teams.

This document contains:

1. The Voluntary K-9 Team Guidelines established by the Commission on Peace Officer Standards and Training.
2. Suggested Scenarios for K-9 Team Testing.
3. K-9 Team Evaluation Forms.
4. Course Outline for One-day Evaluators' Course.

The Commission on Peace Officer Standards and Training is deeply grateful to the many law enforcement managers and K-9 experts who assisted in the development of this voluntary program. Bruce Praet, an Attorney in Orange County and a former K-9 Officer, deserves particular thanks for his leadership role in this endeavor.

Questions regarding the POST Voluntary K-9 Team Guidelines should be directed to the Training Delivery and Compliance Bureau at POST (916) 227-4862.

NORMAN C. BOEHM
Executive Director

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K-9 TEAM GUIDELINES

OBEDIENCE:

The handler ~~shall~~ will demonstrate the ability to control the canine during an obedience performance test. Testing will be conducted using reasonable job related distractions.

1. The canine will perform a basic routine of left, right, and about turns, both slow and quick pace, and both on and off leash.
2. The handler ~~shall~~ will "down" the canine in motion and then recall the dog to a heel position from a distance.
3. The handler ~~shall~~ will "down" the canine from a distance and then recall the dog to a heel position.

SEARCH:

Under the direction and reasonable control of the handler, the canine will locate a hidden person in a structure or building, and in an outdoor area within a reasonable period of time. The dog will "alert" the handler after finding the person. The "alert" will be a recognized signal from the dog to the handler which indicates the presence of a hidden person. The handler will notify the evaluator of the recognizable signal prior to testing.

1. In a structure or building of at least 2,500 sq. ft., with multiple rooms and hiding places, the dog will locate a hidden person and "alert" the handler.
2. In an outdoor area, at least one acre in size with multiple hiding locations, the dog will locate a hidden person and "alert" the handler.

APPREHENSION:

Under the direction of the handler and while off leash, the canine will pursue and apprehend a person acting as a suspect.

1. On command from the handler the canine will pursue and apprehend the suspect.
2. From a reasonable distance and on verbal command only, the canine will cease the apprehension.

3. The K-9 team ~~shall~~ will demonstrate a pursuit and call off prior to apprehension.

HANDLER PROTECTION:

The canine will demonstrate the ability to defend the handler during a physical attack.

1. During a testing scenario simulating an attack on the handler, the canine will defend the handler against the physical attack.
2. On verbal command from the handler, the canine will cease physical contact with the attacking person.

K-9 HANDLER SELECTION:

The following guidelines are recommended for consideration in the selection of a K-9 handler.

1. Strong character traits such as:
 - Maturity
 - Patience
 - Initiative
 - Flexibility
 - Dependability
 - Enthusiasm
 - Emotional stability
 - Communication skills (verbal and written)
2. Good physical condition
3. Good physical health
4. Should be comfortable with and have an understanding of dogs
5. Good interpersonal relationships with the public and other employees
6. Home life should be compatible with canine
7. Possess a POST Basic Certificate

EVALUATION:

The K-9 Team shall be evaluated by a POST approved K-9 Team Evaluator prior to general law enforcement deployment and at least once annually. If the K-9 Team fails testing, the retest shall not be retaken on the same day.

MINIMUM REQUIREMENTS FOR LAW ENFORCEMENT K-9 EVALUATOR

1. The K-9 Team Evaluator should have a minimum of ~~two~~ five years experience as a Law Enforcement K-9 Handler or Law Enforcement K-9 Trainer; and a minimum of two hundred hours of documented training in the area of testing/evaluation.
2. Must attend a one day POST-certified K-9 Team Evaluators Course. (Student must provide verification of course prerequisites prior to the beginning of the course)
3. In order to preserve the highest standards of professionalism and to avoid any perceived conflict of interest between the Evaluator and the K-9 Team, the evaluator:
 - A. Cannot have a monetary interest in training of the K-9 Team being evaluated.
 - B. Cannot be the owner, handler, supervisor, or trainer of the dog/handler being evaluated dog's handler.
 - C. ~~Cannot be the trainer for the dog or the handler.~~

NARCOTICS DETECTION K-9 TEAM GUIDELINES

SEARCH:

While demonstrating reasonable control and coordination between the handler and canine used in narcotics detection, the canine must find a minimum of three different types of narcotics (Heroin, Cocaine, and Marijuana) within a reasonable period of time in three different types of locations.

1. Building search
2. Vehicle search
3. Outside area search

The narcotics used in testing ~~shall~~ should be obtained from or certified by a certified lab; or if not available in a timely manner then validated by a field presumptive test. Failure of any portion of the narcotics evaluation mandates a complete retest.

SUGGESTED SCENARIOS FOR K-9 TEAM TESTING

OBEDIENCE

The handler will report to the evaluator with his/her dog on leash. At the direction of the evaluator the team will complete the following exercises as called for by the evaluator. During the exercises the dog shall be under the handler's control at the "heel" position, neither lagging behind, or forging ahead of, the handler.

At the "forward" direction of the evaluator, the handler will proceed ahead with his/her dog at the "heel" position at a normal walking pace. The evaluator will direct the handler-canine team through a series of turns and movements including the following:

On leash:

- 1) Two right turns
- 2) Two left turns
- 3) Two about-turns
- 4) Two stop/sits

Off leash (with distraction)

- 1) Two right turns
- 2) Two left turns
- 3) Two about-turns
- 4) Two stop/sits
- 5) Down in motion:
While jogging forward, the handler will "down" the dog on the evaluator's command, and continue to jog forward until reaching a designated point (at least 30 paces away). The handler will then turn and face the dog. At the evaluator's command, the handler will recall the dog to his/her location by means of voice and/or hand signal(s), to a finish "heel" position.
- 6) With the dog in a stand/stay OR sit/stay position, the handler, from a location at least 30 paces away, will face the dog, wait for the evaluator's command, then "down" the dog by means of voice and/or hand signals. The handler will then recall the dog upon command of the evaluator.

The obedience exercises should be conducted in an environment closely simulating realistic job conditions and distractions, such as, but not restricted to, the following:

Heeling through a group of 4 or more individuals moving and or talking in an animated manner;

The team's patrol vehicle standing nearby with radio and/or emergency lights on, with one or more doors standing open;

A "jogger" or other non-threatening individual passing in close proximity to the exercise area.

SEARCH

Upon command of the evaluator the K-9 team will approach the designated search area on foot. At the handler's direction and command, the dog shall actively and systematically search the test area until the suspect is located or the evaluator terminates the exercise.

There shall be a recognized signal, ("alert"), from the dog to the handler which indicates that the dog has located a hidden person. The handler must be able to interpret the dog's "alert" clearly enough to be able to inform the evaluator of the "suspect's" location. Once the dog handler has signaled the "alert"of his/her canine to the evaluator the exercise is complete. The handler shall demonstrate the ability to control the dog fully throughout all phases of the search.

APPREHENSION
(Without contact)

The K-9 team will begin the exercise "off-leash" from a designated starting position. The handler will ensure that the dog remains with him/her and may hold the dog's collar to do so. Upon the evaluator's signal, a "suspect" will present him/herself visually at a reasonable distance (25 -30 yards) from the K-9 team, and begin running away. The handler will verbally order the suspect to stop. The "suspect" will ignore the order and continue flight. The handler will then send the dog in pursuit of the suspect, and should join in the pursuit, to ensure full view of the dog and suspect. Allowing a reasonable distance (20-30 yards), the suspect will stop in mid-flight at the evaluator's command and stand still. At this time the handler will verbally order the dog to abandon the apprehension. The dog must not physically contact the suspect after the "call off" command from the handler.

APPREHENSION
(With Contact)

This exercise will duplicate the above procedure, except in this scenario the suspect will not stop and the handler will send the dog to pursue, contact, and apprehend the "suspect." The handler may join in the pursuit. The dog ~~shall~~ will contact and control the suspect until called off by the handler.

After the apprehension and on verbal command only from the handler, the dog ~~shall~~ will "call off" from contact.

HANDLER PROTECTION

The K-9 team, in a patrol vehicle, pulls up to the location of a "suspicious person call". The handler exits the vehicle (with or without the dog at the option of the agency involved), approaches an individual standing nearby, and initiates a "field interview" contact. After approximately 30 seconds the subject suddenly physically assaults the handler. The dog shall react to the attack by either of the following actions:

1. "Conditioned" defense of handler, no command given;
2. Respond when called upon by the handler's verbal command.

The dog ~~shall~~ will defend the handler by making physical contact with the aggressive suspect. The dog must "call off" upon a verbal command by the handler. Upon release, the dog ~~shall~~ will remain under control of the handler.

The evaluator ~~shall~~ will be fully apprised of the pertinent agency policies and regulations prior to commencement of the exercise. The "correct" response or reaction of the handler, the dog or the two acting together, may differ from agency to agency, based on prevailing department policy.

NARCOTICS DETECTION

While demonstrating reasonable control and coordination between the handler and canine used in narcotics detection, the canine must find a minimum of three different types of narcotics (Cocaine, Heroin, Marijuana) within a reasonable period of time in three different types of locations in order to successfully complete this scenario.

There shall be a recognized signal (alert) from the dog to the handler which indicates that the dog has located the controlled substance. The handler must be able to interpret the dog's "alert" clearly enough to be able to inform the evaluator of the substance location. Once the handler has signaled his/her canines alert to the evaluator the exercise is complete. The handler must demonstrate the ability to control the dog fully throughout all phases of the search.

Each location will contain ~~three~~ two hidden controlled substance samples. The canine team must detect a minimum of ~~two~~ one of the ~~three~~ two hidden samples during each test. With regard to the building search, it is recommended that one sample be located at least six feet above floor height. It is also recommended that the controlled substance samples be placed a reasonable distance apart to insure distinctive separate alerts for each find. With regard to the vehicle search, there should be three vehicles used. One vehicle containing an exterior sample; and the third vehicle acting as a "control test."

To assure adequate scent dispersion, setup time for each sample shall be a minimum of at least 25 30 minutes prior to the actual search. Controlled substance samples should be ~~of a minimum purity level of 60 percent~~ weigh no less than one five grams, and no more than one kilogram of any named substance.

It is further recommended that a canine team trained to detect other controlled substances be evaluated in the same manner as outlined above.

K-9 TEAM EVALUATION

NAME OF AGENCY _____

NAME OF HANDLER _____

NAME OF K-9 _____

NAME OF EVALUATOR _____

EQUIPMENT USED _____

DATE _____

SEARCH TEST

CRITICAL TASKS: Reasonable Control, Locate Suspect, Signal Recognition

1. BUILDING SEARCH PASS _____ FAIL _____

Control---Locate---Recognition---Reasonable Search Time---

2. OUTDOOR SEARCH PASS _____ FAIL _____

Control---Locate---Recognition---Reasonable search Time---

COMMENTS: _____

K-9 TEAM EVALUATION

NAME OF AGENCY _____

NAME OF HANDLER _____

NAME OF K-9 _____

NAME OF EVALUATOR _____

EQUIPMENT USED _____

DATE _____

APPREHENSION TEST

CRITICAL TASKS: Control, Pursuit, Contact, and Call off

1. APPREHENSION WITHOUT CONTACT PASS _____ FAIL _____

Control---Pursuit on Command---Call off without Contact---

2. APPREHENSION WITH CONTACT PASS _____ FAIL _____

Control---Pursuit on Command---Contact---Call off---

COMMENTS: _____

NARCOTICS K-9 TEAM EVALUATION

NAME OF AGENCY _____

NAME OF HANDLER _____

NAME OF K-9 _____

NAME OF EVALUATOR _____

EQUIPMENT USED _____

DATE _____

NARCOTICS SEARCH TEST

CRITICAL TASKS: Reasonable Control, Find ~~Two~~ One of the ~~Three~~ Two Narcotics in each of the three types of locations.

1. BUILDING SEARCH PASS _____ FAIL _____
Heroin _____ Cocaine _____ Marijuana _____

2. VEHICLE SEARCH PASS _____ FAIL _____
Heroin _____ Cocaine _____ Marijuana _____

3. OUTSIDE AREA SEARCH PASS _____ FAIL _____
Heroin _____ Cocaine _____ Marijuana _____

4. OTHER SEARCH PASS _____ FAIL _____

COMMENTS: _____

CANINE TEAM EVALUATORS' COURSE
(8 hours)

OBJECTIVES

1. Train the student how to evaluate a canine team's performance under POST guidelines.
2. Train the student how to interpret and apply a reasonable and uniform evaluation of standards set forth in POST guidelines for patrol/narcotic detection dogs.
3. Demonstration of Evaluator Skills as a final test. At course completion the student must have demonstrated the ability to properly apply POST K-9 team guidelines in the evaluation process to the satisfaction of the course provider.

EXPANDED COURSE OUTLINE

I INTRODUCTION

- A. Objectives
- B. Overview of course
- C. Review POST K-9 Team Guidelines

II DEMONSTRATION

- A. Demonstrate a canine team completing scenarios that meet recommended guidelines.
- B. POST approved video demonstrations may be used.

III SCENARIOS

- A. Equipment
 1. Use actual field equipment deployed by agency being evaluated throughout the testing process.
 - a. Dog
 - b. Handler
 - c. Training
 - d. Materials needed for evaluation (narcotic aids, etc.)
- B. Use of agitators/assistants
 1. Agency being tested will provide assistants and/or agitators to work under direction of the evaluator.

2. Evaluator to provide clear directions
- C. Site selection
 1. Select area conducive to testing
 2. Tested agency selects site, subject to approval of evaluator
- D. Reasonable test conditions
 1. All testing scenarios should be designed to reasonable working conditions
 2. Extreme testing situations should be avoided
- E. Safety considerations
 1. Apply POST Specific Safety Policy for canine training. (NOTE: SAFETY GUIDELINES MUST BE SUBMITTED AND APPROVED BY POST PRIOR TO COURSE PRESENTATIONS.)
 2. Canine First Aid

IV UNIFORM APPLICATION OF STANDARDS

- A. Definition of terms
 1. See glossary
- B. POST voluntary guidelines
 1. These are NOT the evaluator's guidelines

V LOCAL CONSIDERATIONS

- A. Prior to testing
 1. The evaluator should become familiar with the agency's policies, procedures, and standards
 2. The evaluator should know, prior to testing, what field equipment is normally used by the agency
- B. During evaluation process
 1. The evaluator should make reasonable accommodations to the agencies K-9 Team being tested without deviating from POST guidelines
 2. Test only those topics within the guidelines that are applicable to the agency being evaluated

VI TESTING

- A. How to use the scenarios
 - 1. Refer to "Suggested Canine Team testing scenarios"
- B. Evaluator's discretion
 - 1. Minor mistakes (second commands, etc.)
 - 2. Second command Reasonable Time
 - 3. Test Termination
- C. Failure of test
 - 1. Must wait at least 24 hours before retesting
 - 2. Test only the major topic failed
 - 3. Failure of any required portion of narcotics evaluation mandates a complete retest for that substance.

VII EVALUATION FORMS

- A. How to use forms
- B. Use comments section only if there is failure
 - 1. Write brief comments
 - 2. Avoid training recommendations
- C. Signed evaluation forms are to be left with the agency being evaluated
- D. Indicate on the evaluation form the type of agency equipment used during the testing process

VIII REASONABLE APPLICATION OF POST GUIDELINES

- A. DO NOT dictate agency policy
- B. Work with agency policy

GLOSSARY

DEFINITION OF TERMS

ALERT

A recognized signal from the dog to the handler.

CALL OFF

A voice, hand or combination command, from handler to dog, which results in the dog ceasing an activity.

CONDITIONED RESPONSE

An aggressive, defensive or protective action initiated by the dog without command by the handler.

FIELD EQUIPMENT

That equipment used by the dog or the handler while performing their normal duties.

HANDLER

The person that deploys the dog as part of the canine team.

TOPICS

Limited to headings of Obedience, Search, Apprehension, Handler protection and Narcotics search.

(Individual tests of standards within topics should not be eliminated)

TRAINER

Current trainer of canine team designated by employing agency.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title POST Certification for a Law Enforcement Executive Secretary Course		Meeting Date July 20, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen	Researched By Gary C. Sorg
Executive Director Approval <i>Moussa E. Coleman</i>	Date of Approval 6-14-95	Date of Report June 5, 1995
Purpose: <input checked="" 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 checked="" type="checkbox"/> No

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

ISSUES

Should the Commission change its existing policy to allow certification of the "Law Enforcement Executive Secretary Course" as a non-reimbursable course?

BACKGROUND

At the January, 1995 Commission meeting, the California Police Chiefs' Association appealed the denial of certification of the "Executive Secretary Course." Denial was based on a long standing Commission policy regarding certification and reimbursement of certain civilian training classes. At its January meeting, the Commission asked that this matter be addressed in the "POST Survey of Chief Executives."


ANALYSIS

The field survey has been completed and the "Executive Secretary Course" was used as an example in gathering opinions regarding expanding reimbursable civilian training. The question posed was "What are your views concerning expanding the civilian job classes eligible for reimbursement to include such positions as executive secretary and administrative assistant?" The survey findings indicated that law enforcement agencies were split on this issue. (See Attached).

This issue has been further discussed with James Nunes, Chief of Pleasant Hill Police Department, Chairman of the California Chiefs' Training Committee. Chief Nunes believes an appropriate resolution would be to certify the "Executive Secretary Course" with no reimbursement for agencies. This appears to be an appropriate resolution and seems consistent with the survey responses. However, the Commission's current policy will need to be revised to allow staff to certify the training, even though it is a non-reimbursable course.

RECOMMENDATION

Allow POST certification of the requested course, but without reimbursement until such time as the Commission believes funds are available for this purpose.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

FINANCE COMMITTEE MEETING
July 19, 1995 - 1:30 P.M.
Hyatt Regency Irvine
Imperial Room
17900 Jamboree Boulevard
Irvine, CA
(714) 975-1234

AGENDA**COMMITTEE MEMBERS**

Manuel Ortega, Chairman
Cois Byrd
Jody Hall-Esser
Ron Lowenberg
Dale Stockton
Lou Silva
Rick TerBorch

A. Call to Order**B. Year-End Financial Report**

A report summarizing year-end revenue and expenditures for Fiscal Year 1994-95 will be provided at the meeting.

C. FY 1995-96 Governor's Budget

FY 95/96 Governor's Budget has not been signed. POST is budgeted for \$33.356 million.

Notwithstanding this budgeted amount, revenue projections for FY 95/96 is estimated to be \$30.5 million. With our current level of expenditures, and given the potential for increased reimbursed trainees, coupled with an anticipated revenue shortfall, a significant deficit could result. Projections will be provided at the meeting.

D. Options For Expenditure Reductions

At the June 27, 1995 meeting the Committee reviewed a list of measures that could be implemented to reduce expenditures and reduce the projected FY 1995-96 deficit. The list is under this tab and before the Committee for further consideration.

E. Review of Previously Approved Budget Change Proposals

Last year the Committee approved BCP's totalling \$19 million (summary under tab). These are still unmet needs and are brought before the Committee for purposes of revisiting the issues involved.

F. Review of Contract Proposals Before the Commission on the July 20, 1995 Agenda

Interagency Agreement with the Department of Water Resources for microfilming services for FY 1995-96 at a cost not to exceed \$15,000. (Under Tab P of Commission agenda)

G. Report on Driver Training Simulator Program and Continuation of the Simulator Pilot Sites

At its July 22, 1993 meeting, the Commission authorized contracting with three driver training presenters for the purposes of introducing the Time Warner Interactive Simulation Products (formerly AGC Simulation) system as part of POST's driver training program. The simulator project was one of the pilot demonstration programs being developed in response to Assembly Bill 492 and Penal Code Section 13508.

In July 1994 the Commission again approved contracts with the three driver training presenters to continue the use of the simulators at the pilot sites. Trainees were using the simulators in a variety of training programs ranging from basic driver training in the academy to four-hour and eight-hour in-service and update training.

Since the simulators became fully operational in early 1994, there have been 2,960 trainees using the simulators as part of a variety of training programs. Evaluations have been on-going, and a data bank of information to support that evaluation process has been implemented. A comprehensive evaluation report will be completed on October 1, 1995 and a report delivered to the Commission at its November 1995 meeting.

Additional evaluation and study in the area of motion cues and a motion-based platform and "simulator disorientation" (motion sickness) is needed. In light of the marketing agreement for scenarios that was recently approved by the Commission, support for continuing development of training scenarios and on-going maintenance of those in use is necessary. The release of new chip technology scheduled in December 1995 will provide a new graphic environment. The impact of improved graphics on the simulator motion disorientation issue needs to be evaluated at the pilot sites.

For a variety of these reasons, it is desirable to continue the simulator program at the three pilot sites for an additional year. The costs to sustain the simulator project at the sites from October 1, 1995 to September 30, 1996 is \$260,907. Prospects for a successful evaluation and training program appear positive.

This matter is before the Committee for consideration of expenditure of the stated amount.

H Internal POST Audit

POST has requested the State Department of Finance to conduct an audit of our operations. Such audits are normally done periodically, but there has been considerable passage of time since POST has been audited. Department of Finance has notified POST that the cost of a full audit would be \$40,000. The cost of an abbreviated audit would be \$20,000.

This matter is before the Committee for decision as to the choice of level of expenditure for an audit. A memorandum from the Department of Finance outlining the options for the study is enclosed.

I. Mather Study

This matter is before the Committee for approval of expenditure of \$33,551.21, which is POST's share of cost borne by the Sacramento County Sheriff's Department for a feasibility study of our joint occupancy of a portion of the defunct Mather Airforce Base. A report concerning this matter is under this tab.

J. Reports on Contracts Entered Into During FY 1994-95

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

Options For Reduction in Expenditures

SUBJECT	POTENTIAL ACTION	ESTIMATED SAVINGS
POSTrac Testing Program	Continue to suspend contract action to upgrade this system	\$ 230,000
Reading and Writing Testing	Require locals to pay for the service	\$ 94,000 (CPS Contract)
Team Building Workshops	Suspend any new approvals for FY 95-96	\$ 235,000 of \$250,000 allotment is committed
Telecourse Program	Reduce number of presentations (12 per year, @\$50,000 each)	\$ 50,000 for each course deleted
Master Instructor Course	Suspend any future classes; suspend 95-6 contract	\$ 70,359
Command College	Suspend new offerings 95-6	\$ 280,948
Supervisory Leadership Institute	Suspend new offerings 95-6	\$ 532,977
Driver Training Simulation Sites	Cease supporting this project with POST funds	\$ 260,000

Options For Reduction in Expenditures

SUBJECT	ACTION	ESTIMATED SAVINGS
Reduce travel and resident subsistence reimbursement by a percentage applied uniformly across all courses	10% reduction	\$ 1,083,091
	15 % reduction	1,625,860
	20 % reduction	2,167,815
	30 % reduction	3,251,725
Reduce the resident subsistence rate and the Basic Course long-term subsistence rate	\$92 to \$82 and \$46 to \$41, respectively	\$ 891,185
Reduce travel reimbursement by a percentage applied uniformly across all courses	10% reduction	\$ 266,310
	15 % reduction	399,465
	20 % reduction	532,620
	30 % reduction	798,930
Road Shows	Require that attendance at presentations be limited to trainees from within the region as defined by POST	\$ 50,000
Establish a cap on the number of course hours POST will reimburse each eligible trainee per fiscal year **	80 hours max per year	\$ 1,567,390
	64 hours max per year	2,336,010
	40 hours max per year	3,958,100
	24 hours max per year	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, and Command College. Attendance at POST Special Seminars would not be counted towards the cap.

Options For Reduction in Expenditures

SUBJECT	ACTION	ESTIMATED SAVINGS
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	1,681,020
	30 % reduction	2,521,890
Tuition Reimbursement	Suspend except for Basic Training	\$ 3,351,690
Basic Course residence subsistence (lodging and meals)	Discontinue reimbursement	\$ 1,350,000
Basic Training	Suspend/discontinue reimbursement	\$ 3,105,000
Reduce all training contracts	5 % reduction	\$ 296,250

OTHER ISSUES:

1. Geographical limits on training reimbursement
2. Graduated reimbursement on travel and per diem costs
3. Discontinue tuition reimbursement for categories of courses deemed not to be high priority

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 projects 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.

6. SPANISH LANGUAGE TRAINING

This proposal would provide for the development and implementation of the Emergency Spanish Language Training Program.

Program Total \$3,000,000

TOTAL, ALL BCPS \$19,030,720

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Attachment A

You have just received training on a driving simulator that is being field tested as part of a program sponsored by the Commission on Peace Officer Standards and Training (POST). Because participation in the program is limited, it is extremely important that we learn your views concerning the training. To encourage candid feedback, a postage-paid envelope is provided to return your completed questionnaire directly to POST. Responses will be combined for reporting purposes and all individual responses will be kept confidential.

Using the scale below, indicate the extent to which you agree with each of the following statements:

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

- The briefing I received before I began driving the simulator was helpful 5.2
- The orientation scenarios were sufficient for me to "get the feel" of the simulator 4.9
- I would have learned more by repeating a scenario until I mastered it before going on to a different one 3.5
- As a result of the simulator training I have a better understanding and appreciation of:
 - The dangers associated with pursuit/emergency response driving 5.3
 - The common critical decision points in pursuit/emergency response driving 5.3
 - Basic pursuit/emergency response driving policies 5.1
 - My own limitations in pursuit/emergency response driving situations 4.6
- At the conclusion of the training I was confident in my ability to perform the following functions on the simulator:

Steer <input type="checkbox"/> 4.5	Judge Speed <input type="checkbox"/> 4.1	
Corner <input type="checkbox"/> 4.4	Operate Radio <input type="checkbox"/> 4.4	
Stop <input type="checkbox"/> 4.5	Operate Emergency Equipment (Lights, Siren, etc.) <input type="checkbox"/> 5.1	
Judge Distances ... <input type="checkbox"/> 3.8	Make Emergency Decisions <input type="checkbox"/> 4.9	
- The instructor did a good job of providing feedback on my performance on the simulator 5.5
- What I learned on the simulator will help me in real life vehicle pursuit/emergency driving situations 4.9
- I had adequate opportunity to correct my mistakes on the simulator 4.6
- The simulator training was stressful 3.1
- The effectiveness of the simulator training was limited by:
 - The quality/realism of the graphics 4.0
 - The content of the scenarios 3.0
 - The handling characteristics of the simulator 4.0
 - Equipment failure/malfunction 2.3
 - Other (Specify: _____)
- The simulator training was well integrated with other driver training (classroom, behind-the-wheel, etc.) 4.9
- I would have benefitted by more time on the simulator 4.3
- The simulator training was effective 5.0

Over

ATTACHMENT B

The costs associated with a year-long contract at the three Driver training simulator sites for October 1, 1995 - September 30, 1996 is as follows:

o	Los Angeles County Sheriff's Department EVOC Unit		
	1. One instructor for full year	\$78,993	
	2. One instructor half-year **	\$34,254	
	3. Computer related supplies	<u>\$ 5,000</u>	
		TOTAL	\$118,247
o	San Bernardino County Sheriff's Department EVOC Unit		
	1. One instructor for full year	\$66,330	
	2. Computer related supplies	<u>\$ 5,000</u>	
		TOTAL	\$71,330
o	San Jose Police Department Driver Training Unit		
	1. One instructor for full year	\$66,330	
	2. Computer related supplies	<u>\$ 5,000</u>	
		TOTAL	\$71,330
	TOTAL FOR FY 1995-96 PROGRAM SUPPORT		\$260,907

** This position used for simulator scenario development for all three training sites to provide consistent efforts.


State of California

Department of Justice

M E M O R A N D U M

To : Finance Committee

Date: July 5, 1995


NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: REPORT ON DRIVER TRAINING SIMULATOR PROGRAM AND CONTINUATION OF THE SIMULATOR PILOT SITES

At its July 1993 meeting the Commission approved a pilot law enforcement driver training program using Time Warner Interactive (formerly AGC Simulation) simulators at three sites statewide. The simulators were placed at the Los Angeles County Sheriff's Department, the San Bernardino County Sheriff's Department, and at the San Jose Police Department. The simulator project was one of the demonstration program and pilot projects being developed in conjunction with Penal Code 13508.

In July 1994 the Commission again approved contracts with the three driver training presenters to continue the use of the simulators at the pilot sites and to allow for development and implementation of a comprehensive evaluation strategy of the trainees using the simulators in a variety of ways at each training site.

The evaluation strategy has been developed and data is currently being gathered from trainees that are using the simulators at all three sites. Data will have been gathered at all three sites for a full year on October 1, 1995. From the initial data being collected the trainees generally have been favorable in their evaluations of the training that they have received. Attachment A is the evaluation instrument completed by each trainee that uses the simulator. The hand written numbers are the average ratings for a group of approximately 560 trainees. A comprehensive report will be provided to the Commission at the November 1995 meeting. The program has the potential to become an excellent training tool for decision-making and judgment.

Since the simulators became fully operational in early 1994, there have been 2,960 trainees put through a variety of basic and EVOC update training events at the pilot sites. Over 11,376 hours of training and 1500 hours of scenario development have been completed during the term of the contract.

Additional work on instructor competencies in the evaluation of trainees needs to be completed, and there is a need for

continued development of new scenarios and maintenance of developed computer-based scenarios, especially in light of the recent Commission decision to market these scenarios nationwide with Time Warner Interactive. Time Warner has also supplied newer versions of the software that operates the systems, and time and resources need to be applied to integrate them into the three pilot sites.

The evaluation of the driver training simulator program will be completed on October 1. POST will be in a much better position to decide the best way in which to integrate and support the simulators into an overall driver training program. To further this goal, the Simulator Project committee will be looking at a variety of evaluation scenarios and evaluations that have been completed at a scheduled meeting on August 21-25, 1995 at Time Warner Interactive's lab in Milpitas.

The Commission and staff have commented on the current quality of the graphics environment. A new version of the graphics will be ready to be placed into simulators at the three sites in December 1995. Once they are released, the Commission will seek to cooperatively work with Time Warner to make the California sites a beta test site for using the new graphics. These improvements, as well as an approach to evaluation of motion and simulator disorientation, would make it desirable to extend contracts at each of the three sites for an additional year.

The contracts with the three driver training presenters expire on September 30, 1995. The current costs to provide the services associated with the simulators is \$259,818. The composite cost for the next 12 month period is \$260,907 as indicated in Attachment B.

This matter was discussed by the Long Range Planning Committee at their June 23, 1995 meeting. The LRPC recommended that support of the pilot program at the three sites be continued subject to Finance Committee determination of available funding.


State of California

Department of Justice

Memorandum

To: Enrique G. Farias, Chief
Office of State Audits and Evaluations
Department of Finance

Date: January 6, 1995

From: 
NORMAN C. BOEHM, Executive Director
Commission on Peace Officer Standards and Training

Subject: Internal Control Audit

According to our records, the last internal control structure audit for the Commission on Peace Officer Standards and Training (POST) was for the period ending June 9, 1989. Attached is a copy of that report dated January 30, 1990. Though management has continually reviewed POST's internal control structure, it is felt that a formal audit is due.

We are not aware of deficiencies other than the current need to update our inventory and maintain separation of duties with a small staff. I am, however, of the firm belief that periodic outside audits by professionals is a good practice.

Please schedule POST for such an audit at your earliest convenience. We are in the process of completing a 100% property inventory and reviewing a previously approved separation of duties exemption request. Both should be done by the end of February. Any time after that would be fine for the audit.

Please feel free to call me at (916) 227-2802 if you have any questions and to schedule the audit.

Attachment

DEPARTMENT OF FINANCE

1515 L STREET
SACRAMENTO, CA 95814-4998

April 21, 1995

Norman C. Boehm, Executive Director
Commission of Peace Officer Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Dear Mr. Boehm:

INTERNAL CONTROL STRUCTURE AUDIT

As requested, we prepared an audit estimate for an internal control structure audit of the Commission of Peace Officer Standards and Training (POST). At this time, we believe a full scope audit of your agency would be beneficial.

We suggest an Interagency Agreement between the Office of State Audits and Evaluations and the POST with the total cost of the 800 hour review estimated at \$40,000.

We contacted Tom Liddicoat, of your staff, and discussed the scheduling of the audit for sometime after May 15, 1995. Upon approval of our proposal and the processing of an interagency agreement, we will schedule the audit as soon as staff are available.

Normally, when we contract with other State agencies we provide an audit scope statement to the client to include in the agreement. Enclosed is such a statement for your review.

If you have any questions, please call me at 322-2917 or contact Carol Close, Manager, at 322-2985 ext. 66.

Sincerely,

A handwritten signature in cursive script that reads "Carol Close".

for
Enrique G. Farias, Chief
Office of State Audits and Evaluations
(916) 322-2917

Attachment

ATTACHMENT 1

SCOPE OF WORK - DEPARTMENT OF FINANCE

1. Perform an internal control review of the Commission and update, as necessary, the Commission's most recent risk assessment. Planned audit coverage will be based on this risk assessment.
2. Review recent audit reports and verify corrective action on recommendations.
3. Audit testing, based on current knowledge of inherent risks, will include all elements and cycles of the internal control structure and will be performed using the Finance internal control audit guide, as amended to fit the particular needs and risks in evidence at the Commission. Cycles include the following:
 - A. Expenditure cycle accounting and administrative controls including controls over contracting.
 - B. Income cycle accounting and administrative controls including controls over accounts receivable collections and revenue recording and remittance.
 - C. Fixed asset accounting and administrative controls including controls to assure determination of property ownership and proper disposition.
 - D. Budget cycle administrative and accounting controls.
 - E. Other areas to be reviewed will be based on a current risk assessment, and may include the following: EDP controls, accounts receivable, cash disbursements, personnel and payroll, financial reporting, cash receipts, purchasing, revolving fund, fixed assets and contracts.
4. A draft report, comprising an opinion as to the Commission's overall controls and an itemization of findings and recommendations for corrective action, will be issued upon the completion of fieldwork. The Commission's responsive comments and agreed upon changes will be incorporated into the final audit report, to be issued prior to the end of the contract period.

DEPARTMENT OF FINANCE

STREET
SACRAMENTO, CA 95814-4998

June 14, 1995

Norman C. Boehm, Executive Director
Commission of Peace Officer Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Dear Mr. Boehm:

RISK ASSESSMENT/LIMITED INTERNAL CONTROL REVIEW

As requested, we prepared a revised estimate for a risk assessment/limited internal control review of the Commission of Peace Officer Standards and Training (POST). Because at this time it is infeasible to conduct a full internal control audit, we believe a risk assessment would still benefit your agency. While the limited internal control review is not intended to replace the full scope audit, it will provide management with limited assurance that minimal controls are in place and functioning. In addition, where a weakness is noted or risk is high, work may be expanded to test and to quantify the extent of the weakness. The results of the review will serve as the basis of our management letter. Please refer to Attachment 1 which more fully describes the scope of our review.

We suggest an interagency agreement between the Office of State Audits and Evaluations and the POST with the total cost of the 400 hour review estimated at \$20,000.

We contacted Tom Liddicoat, of your staff, and discussed the scheduling of the review for sometime after July 1, 1995. Upon approval of our proposal and the processing of an interagency agreement, we will schedule the review as soon as staff are available.

If you have any questions, please call me at 322-2917 or contact Carol Close, Manager, at 322-2985 ext. 66.

Sincerely,

A handwritten signature in black ink, appearing to read "Enrique G. Farias".

Enrique G. Farias, Chief
Office of State Audits and Evaluations
(916) 322-2917

**OFFICE OF STATE AUDITS AND EVALUATIONS
RISK ASSESSMENT/LIMITED INTERNAL CONTROL**

Then, our goal is to provide limited assurance that:

- Management is aware of the condition of accounting and administrative controls related to business operations.
- At least minimal controls are in place and functioning.
- Reconcilements are current.

REVIEW SCOPE

Therefore, the scope of the review is:

- To assess the auditability of the records, elements, accounts, management assertions, and compliance items affecting the entity's state funds.
- To determine that internal controls, as classified in the following categories exist for:
 - Budgeting and financial management (includes financial reporting)
 - Administration and program management (includes reconcilements)
 - Information resource management and electronic data processing
 - Property and equipment management, acquisitions and disposals
 - Revenue and cash receipts
 - Purchases and cash disbursements (includes contracts)
 - Personal services and payroll (includes elements of contracts)
 - Trust funds
 - Local assistance programs (grants, loans, etc)
 - Other

The scope does not extend to the financial statements taken as a whole and does not provide for detailed evaluation and quantification of all findings. Testing is minimal but enough to determine that the objectives have been met.

State of California

Department of Justice

M E M O R A N D U M

To : Finance Committee

Date: July 6, 1995

NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: PAYMENT OF OUTSTANDING DEBT TO SACRAMENTO COUNTY FOR
CONSULTING SERVICES ASSOCIATED WITH MATHER AFB PROJECT

From September 1990 through January 1995, POST participated in a five agency consortium (comprised of Sacramento Police and Sheriff's Departments, Department of Justice - Advanced Training Center, Los Rios Community College and POST) for the purpose of establishing a regional public safety skills training center at Mather AFB, decommissioned as part of the Base Closure and Realignment Act.

Last January, chief executives from the consortium agencies elected to abandon plans for establishment of the center after 23 of 52 acres to be conveyed to the consortium were instead granted to the Veteran's Administration. This action came as a complete surprise to the consortium and effectively usurped the "Record of Decision for Disposal and Reuse of Mather AFB" (ROD), issued by the Department of Defense on March 31, 1993. The ROD specified that the consortium receive the 52 acre navigator education complex, via public benefit conveyance (no cost), for the sole purpose of establishing a regional skills training center to serve the public safety community.

Presently, POST has an unpaid financial "obligation" to the County of Sacramento, in the amount of \$30,551.21, for consulting services required to support establishment of the regional center. These services included:

- o Development of cost sharing/debt disbursement formulas in support of a five-year business plan.
- o Completion of a detailed facility assessment of 28 buildings in the education complex (28) as to their structural integrity; seismic, fire and life safety; energy efficiency; and adequacy of plumbing, electrical, heating, air conditioning and ventilating systems.
- o Oversight by the county's Public Works Department.

This work was undertaken to determine the long-range financial commitment that was going to be required of each agency; comply with structural upgrade requirements imposed by the state; and meet financing requirements imposed by the county.

Sacramento County had agreed to fund required capital improvements, with the debt to be repaid via monthly installments, provided that the consortium demonstrate ability to repay the loan. To demonstrate repayment ability, the consortium was asked to develop of a detailed, 5-year business plan that included an analysis of required capital improvements, operating expenses and projected revenues.

While attempting to identify required capital improvements, the State Office of Real Estate and Design Services (OREDS) informed the consortium that use of the education complex by POST and DOJ would likely be disapproved unless all buildings were brought up to current building codes prior to occupancy. This triggered the need for a detailed assessment of each structure. Completion of the assessment was crucial as it was estimated that upgrade costs could approach several million dollars and a realistic business plan simply could not be formulated without full knowledge of these costs. As the county was unable to provide persons with appropriate expertise to complete the structural assessments, OREDS recommended that the work be contracted out, with oversight by the county public works department.

Due to time lines imposed by DOD, the consortium was pressured to complete the business plan and facility survey. As a service to the consortium, Sheriff Glen Craig elected to let contracts for the required work from the sheriff's department budget. This action was initiated with the verbal understanding that each of the five participating agencies would be responsible for 1/5th of the contract costs. These costs were to be repaid as part of the monthly installments to service the loan after the training center became operational.

The Commission is not legally obligated to reimburse the county Sheriff's Department for these expenses. However, it seems both fair and appropriate that POST do so. The sheriff elected to front the cost for needed consultants in the spirit of cooperation and as a service to the consortium. He initiated this action on the belief that the center would be established, as the property had been conveyed for that purpose, with costs to eventually be recovered via monthly payments. The consortium never foresaw that DOD's Record of Decision would be usurped, nor was it understood that this could even occur.

Commission on Peace Officer Standards and Training
 Summary of Training Contract Expenditures
 Fiscal Year 94/95
 as of June 30, 1995

Contract Number	Name of Contractor and Services Provided	Amount of Contract	Expenditures to Date	Balance to be Paid
94-011-01	SAN DIEGO REGIONAL TRAINING CENTER Provide faculty, facilitators, management consultants, materials, and training sites for executive/management training CLD-418.02 SHORT	\$534,453.00	\$391,741.19	\$142,711.81
94-011-02	MARTIN MAYER To provide a six (6) hour presentation to POST academy directors. BTB-418.02 MADEIRA	\$490.00	\$0.00	\$490.00
94-011-03	CSU, NORTHRIDGE FOUNDATION Provide training for Management Course CLD 418.02 Hall	\$28,622.00	\$14,311.00	\$14,311.00
94-011-04	CSU, LONG BEACH FOUNDATION Provide training for Management Course CLD 418.02 Hall	\$80,695.00	\$56,486.00	\$24,209.00
94-011-05	CSU, HUMBOLDT Provide training for Management Course CLD 418.02 Hall	\$63,636.00	\$43,752.00	\$19,884.00
94-011-06	SAN DIEGO REGIONAL TRAINING CENTER Provide training for Management Course CLD 418.02 Hall	\$81,255.00	\$60,126.00	\$21,129.00

94-011-07	SAN JOSE STATE UNIVERSITY FOUNDATI Provide training for Management Course CLD 418.02 Hall	\$57,188.00	\$40,393.48	\$16,794.52
94-011-08	DEPARTMENT OF JUSTICE TRAINING CEN Provide certified training services to law enforcement personnel TDS-382.02 SPURLOCK	\$950,528.00	\$874,083.00	\$76,445.00
94-011-09	COOPERATIVE PERSONNEL SERVICES Administer and proctor the Basic Course BTB 418.02 Cassidy	\$3,000.00	\$319.66	\$2,680.34
94-011-10	COOPERATIVE PERSONNEL SERVICES Assist in administering PC 832 training S&E-418.02 KRUEGER	\$42,873.63	\$42,815.69	\$57.94
94-011-11	COOPERATIVE PERSONNEL SERVICES Provide administration of Entry-Level Law Enforcement Test Battery S&E-418.02 HONEY	\$93,880.30	\$75,019.90	\$18,860.40
94-011-12	SAN DIEGO STATE UNIVERSITY Develop and present twelve satellite teleconference training programs TPS-382.02 BRAY	\$560,000.00	\$503,976.72	\$56,023.28
94-011-13	CSU, LONG BEACH FOUNDATION supervisory leadership institute trng CLD-418.02 Hood	\$406,357.00	\$250,318.90	\$156,038.10
94-011-14	SAN DIEGO STATE UNIVERSITY Provide twelve videotape training programs for law enforcement TPS-382.02 MASTERS	\$54,000.00	\$49,731.33	\$4,268.67
94-011-15	ALAMEDA COUNTY SHERIFF'S DEPT. Present two POST certified basic course driver training presentations TDC-418.02 Sorg	\$22,610.00	\$7,429.00	\$15,181.00

94-011-16	SAN DIEGO REGIONAL TRAINING CENTER Cultural diversity training for trainers presentation. BTB-418.02 Madeira	\$53,799.00	\$20,592.00	\$33,207.00
94-011-17	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	\$25,000.00	\$0.00
94-011-18	GOLDEN WEST COLLEGE Develop and present 24 videotaped training segments from 12 to 15 minutes in length TPS-418.02 MASTERS	\$25,000.00	\$24,999.84	\$0.16
94-011-19	GAVILAN COLLEGE To present two POST certified 80-hour Basic Narcotics Course Presentns TD&C 418-02 Rhodes	\$33,660.00	\$0.00	\$33,660.00
94-011-20	INTERNATIONAL COMPUTERS	\$99,381.00	\$0.00	\$99,381.00
94-011-21	GORDON J. GRAHAM To conduct a two hour presentation on POST Basic Academy Physical program S&E-418.02 KRUEGER	\$250.00	\$250.00	\$0.00
94-011-22	SUSAN AITKINS To conduct five hours of Physical Trng. Instructor's Course. S&E-418.02 KRUEGER	\$200.00	\$200.00	\$0.00
94-011-23	NANCY J. COOKE, PH.D. A tow-day seminar on Cognitive Task Analysis. S&E-418.02 BURNETTE	\$999.00	\$999.00	\$0.00

94-011-24	SAN DIEGO REGIONAL TRNG. CENTER To provide faculty, facilitators and materials for courses and workshops TPS-418.02 MOURA	\$90,513.00	\$42,098.57	\$48,414.43
93-011-25*	CAE-LINK CORPORATION To provide an Interactive multimedia Training Course. LTRC-418.02 WHITMAN	\$266,806.00	\$27,700.00	\$239,106.00
94-011-26	RIO HONDO COLLEGE To administer and proctor P.C. 832 exams. BTB-418.02 CASSIDY	\$2,000.00	\$0.00	\$2,000.00
94-011-27	COLLEGE OF THE REDWOODS To administer and proctor P.C. 832 exams. BTB-418.02 CASSIDY	\$2,000.00	\$0.00	\$2,000.00
94-011-28	STATE CENTER REGIONAL TRAINING CEN To administer and proctor P.C. 832 exams. BTB-418.02 CASSIDY	\$2,000.00	\$0.00	\$2,000.00
94-011-29	OHLONE COMMUNITY COLLEGE To administer and proctor P.C. 832 exams. BTB-418.02 Cassidy	\$2,000.00	\$350.00	\$1,650.00
94-011-30	SAN BERNARDINO CO. SHERIFF'S DEPT. To administer and proctor P.C. 832 exams. BTB-418.02 CASSIDY	\$2,000.00	\$0.00	\$2,000.00
94-011-31	MARTINEZ ADULT SCHOOL To serve as a POST P.C. 832 Requalification Testing Center. BTB 418-02 Cassidy	\$2,000.00	\$350.00	\$1,650.00
94-011-32	BRUCE RAYL Four Interactive videodisc Train the Trainer presentations for law enforce- ment personnel. TDC-418.02 RHODES	\$960.00	\$960.00	\$0.00

94-011-33	JAMES TUIE Four Interactive Videodisc Train-the-Trainer presentations. TDC-418.02 RHODES	\$960.00	\$960.00	\$0.00
94-011-34	LINDA GIBBONS Four Videodisc Train-the-Trainer presentations. TDC-418.02 RHODES	\$960.00	\$960.00	\$0.00
94-011-35	OAKLAND POLICE DEPT. To present two POST certified basic course driver training presentations TDC-418.02 HOMME	\$30,400.00	\$0.00	\$30,400.00
94-011-36	SAN MATEO POLICE DEPT. To present two POST certified basic motorcycle course. TDC-418.02 RHODES	\$55,660.00	\$0.00	\$55,660.00
94-011-37	ORANGE COUNTY SHERIFF'S DEPT. To present five POST certified basic narcotics course. TDC-418.02 Spurlock	\$59,625.00	\$25,281.00	\$34,344.00
94-011-38	LEFCO VIDEO SERVICES, INC.			
94-011-39	CALIFORNIA PEACE OFFICERS ASSN. To produce one photo-ready master of the 1994 Legislative Update Workbook. BTB-418.02 BUNA	\$9,999.00	\$9,999.00	\$0.00
94-011-40				

94-011-41

94-011-42	CALIFORNIA HIGHWAY PATROL To present 12 POST certified 82-hr Basic Motorcycle training Course. TDC-418.02 Farnsworth	\$196,380.00	\$12,328.30	\$184,051.70
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94-011-43

94-011-44	SAN DIEGO POLICE DEPT. POST Certified 80 hour Basic Motorcycle Training presentations. TDC-418.02 Reed	\$69,060.00	\$14,617.70	\$54,442.30
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94-011-45	SAN DIEGO REGIONAL TRAINING CENTER To conduct four Robert Presley ICI Core Course in the Sn. Diego area. TPS-418.02 Zachary	\$105,756.00	\$79,317.00	\$26,439.00
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94-011-46	SAN BERNARDINO SHERIFF'S DEPT. To present six (6) Basic Motorcycle Trng. Presentations and forty two driver trng. presentations. TDC-418.02 Chaney	\$644,196.00	\$180,389.00	\$463,807.00
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94-011-47	SIBILLE TORBER To conduct a seminar on Non Liner Editing. TPS-418.02 MASTERS	\$800.00	\$800.00	\$0.00
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94-011-48	COUNTY OF SAN BERNARDINO To develop a driver training simulator pilot project. LTRC-418.02 Whitman	\$104,495.00	\$49,474.00	\$55,021.00
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COMMISSION ON PEACE OFFICER STANDARDS & TRAINING
Summary of Administrative Contract Expenditures
as of June 30, 1995

<u>Contract Number</u>	<u>Name of Contractor and Services Provided</u>	<u>Amount of Contract</u>	<u>Expenditures to Date</u>	<u>Balance to be Paid</u>
94-001-01	ALLEN'S PRESS CLIPPING BUREAU Provide newspaper clippings of articles relating to law enforcement. ISB-213 HAAKE	\$2,700.00	\$2,084.00	\$616.00
94-001-02	ARCUS DATA SECURITY, INC. Provide transportation, storage and security for computer tapes and word processing diskettes. CSB- COPPIN	\$1,800.00	\$1,222.70	\$577.30
94-001-03	CREATIVE PLANT DESIGNS Provide weekly maintenance service to fifty (50) indoor plants. ASB-227 JOHNS	\$1,300.00	\$1,298.00	\$2.00
94-001-04	COMPUTER ASSOCIATES Provide maintenance in the INGRES Software. ISB-432 NUSSBAUM	\$12,070.64	\$12,070.64	\$0.00
94-001-05	DIALOG INFORMATION SERVICES, INC. Provide information retrieval services user material & system password. ISB-418.01 HAAKE	\$2,800.00	\$1,134.28	\$1,665.72
94-001-06	COURIER EXPRESS, INC. Provide overnight courier service.	\$1,300.00	\$1,252.16	\$47.84

ASB-261 LIDDICOAT

94-001-07

94-001-08	STATE CONTROLLER'S OFFICE Provide office and field auditing services. ASB-382.01 LIDDICOAT	\$45,000.00	\$32,207.28	\$12,792.72
94-001-09	SCANTRON CORPORATION Provide maintenance services on the Scantron and Autofeed 200. S&E-227 NORBORG	\$460.00	\$460.00	\$0.00
94-001-10	RAXCO, INC. Provide maintenance on RAXCO Software ISB-227 NUSSBAUM	\$1,071.00	\$1,071.00	\$0.00
94-001-11	DEPARTMENT OF WATER RESOURCES Provide microfilming services. ISB-382.01 CAREY	\$9,950.00	\$2,229.90	\$7,720.10
94-001-12	DIGITAL EQUIPMENT CORP. Provide maintenance coverage for the VAX 8350 Main Processor. ISB-432 NUSSBAUM	\$8,500.00	\$6,176.40	\$2,323.60
94-001-13	PITNEY BOWES Provide maintenance on Mail Opener and Mail Machine. ASB-227-LIDDICOAT	\$540.00	\$515.00	\$25.00
94-001-14	PITNEY BOWES Use of Postage Meter No. 1962 ASB-227 LIDDICOAT	\$830.75	\$830.72	\$0.03

94-001-15	DIGITAL EQUIPMENT CORP. Maintenance on the Digital software ISB 432 Nussbaum	\$9,413.04	\$7,844.30	\$1,568.74
94-001-16	CALTRONICS BUSINESS SYSTEMS Master service agreement on Konica 6090 ASB-244 LIDDICOAT	\$4,813.00	\$4,794.96	\$18.04
94-001-17	CANON U.S.A., INC. To provide maintenance on copier ASB-227 LIDDICOAT	\$488.00	\$366.03	\$121.97
94-001-18	SAVIN OF SACRAMENTO To provide maintenance service ASB-244 LIDDICOAT	\$1,045.00	\$926.67	\$118.33
94-001-19	NATIONAL COMPUTER SYSTEMS, INC. To provide maintenance on sentry scanner. S&E-227 NORBORG	\$638.88	\$638.88	\$0.00
94-001-20	COOPERATIVE PERSONNEL SERVICES Provide proctors to administer the Basic Course Proficiency Test S&E-418.01 HREPICH	\$39,753.61	\$30,279.37	\$9,474.24
94-001-21	LEGI-TECH Provide electronic legislative bill tracking services. EXEC-418.01 Snow	\$3,740.00	\$679.96	\$3,060.04
94-001-22	STATE PERSONNEL BOARD Provide an annual subscription basis, on-line access to Departmental Civil Service Exams. ASB-382.01 KRABBENHOFT	\$3,350.00	\$3,350.00	\$0.00
94-001-23	AB DICK COMPANY Master Service agreement for K627. ASB-244 LIDDICOAT	\$6,362.56	\$4,123.89	\$2,238.67

94-001-24	AIRBORNE EXPRESS, INC. Provide overnight courier service (Out-of-State) ASB-261 LIDDICOAT	\$1,408.34	\$258.00	\$1,150.34
94-001-25	HEALTH AND WELFARE DATA CENTER Furnish data processing services ASB-382.01 LIDDICOAT	\$16,000.00	\$11,112.95	\$4,887.05
94-001-26	PITNEY BOWES To provide maintenance and repair services. ASB-227 LIDDICOAT	\$1,057.00	\$1,057.00	\$0.00
94-001-27	SCANTRON CORPORATION Perform maintenance service on the Scantron Scanner #8400. ISB-227 NUSSBAUM	\$1,020.00	\$1,020.00	\$0.00
94-001-28	MCAFEE ASSOCIATES License to use Virus Scan Software CSB-432 NUSSBAUM	\$2,031.09	\$2,021.67	\$9.42
94-001-29		\$0.00	\$0.00	\$0.00
94-001-30	TAYLOR MADE OFFICE SYSTEMS Maintenance for copier ASB-244 LIDDICOAT	\$240.00	\$161.25	\$78.75
94-001-31	COMPUTER TEACHING CORP. To provide one lieutenant to serve as a POST management fellow. EX 418-01 Mitchum	\$850.00	\$850.00	\$0.00
94-001-32	DUST-TEX SERVICES, INC. To provide mats at the entry way, upstairs and downstairs lounges. ASB-344 CONWAY	\$319.00	\$238.00	\$81.00
94-001-33	BAY MICROFILM, INC. To provide preventative maintenance calls for equipment	\$350.00	\$350.00	\$0.00

ASB-227 HAAKE

94-001-34	DEPT. OF GENERAL SERVICES To provide maintenance on equipment located at S&E CSB-434 NUSSBAUM	\$433.00	\$0.00	\$433.00
94-001-35				
94-001-36				
94-001-37				
94-001-38	TEMPS TO GO To provide two full-time clerical support personnel ASB-213 KRABBENHOFT	\$9,999.00	\$8,980.74	\$1,018.26
94-001-39	DEPT. OF PERSONNEL ADMINISTRATION To provide various training services ASB-382.01 Cramer	\$9,999.00	\$0.00	\$9,999.00
94-001-40	LEGISLATIVE BILL DEL. SERV. To provide delivery of all bills & amendments passed by the legis. EXEC-418.01 Snow	\$918.00	\$530.30	\$387.70
94-001-41		\$0.00	\$0.00	\$0.00
94-001-42	STATE CONTROLLER'S OFFICE To reimburse the S.C.O. for the development	\$480.00	\$480.00	\$0.00

costs of a statewide leave accounting
 system.
 ASB-382.01 KRABBENHOFT

94-001-43		\$0.00	\$0.00	\$0.00
94-001-44	METROCALL To provide three (3) motorola pagers. ASB-244 Liddicoat	\$500.00	\$464.85	\$35.15
94-001-46	PIONEER NEW MEDIA TECH., INC. To provide glass mastering, laser disc replication, labeling & storage of alcohol & other drugs courseware. LTRC-418.01 Whitman	\$35,165.00	\$0.00	\$35,165.00
94-001-47	BAY ARE DATA SUPPLY, INC. To provide diskette replication labeling & packaging. LTRC-418.01 Aronson	\$16,520.00	\$0.00	\$16,520.00
94-001-48	NET COMMUNICATION ENGINEERING Provide packaging cases for interactive videodiscs courseware. LTRC-418.01 Whitman	\$5,165.00	\$5,165.00	\$0.00
94-001-49	EASTMAN KODAK CO. To provide maintenance for copier. ASB-244 LIDDICOAT	\$16,080.00	\$10,274.09	\$5,805.91
94-001-50				

GRAND TOTAL

\$276,460.91

\$158,519.99

\$117,940.92

COMMISSION ON POST
FISCAL YEAR 1994-95
(as of 6-30-95)

9/6/95

EXPENDITURE SUMMARY		CONTRACT SUMMARY	
RESOURCES	31,828,000		
Revenue Projection	30,375,000 (A)	<u>APPROVED TRAINING CONTRACTS</u>	
Transfer from the General Fund	1,453,000	Management Course	311,396
		Executive Training	534,453
EXPENDITURES:		Supervisory Ldrship Inst	406,357
ADMINISTRATION	9,500,000	DOJ Training Center	950,528
TRAINING CONTRACTS/LA	6,147,299	Satellite Video Tng	54,000
Contracts	5,237,299 (B)	Case Law Updates	50,000
Letters of Agreement	800,000	Telecourse Programs	560,000
Conf Room Rental	110,000	Basic Course Prof Exam	42,874
		Misc Contracts	67,660
TRAINING REIMBURSEMENT	14,927,698	Sub-total	2,977,268
Trainees: 47,619		<u>ADDITIONAL APPROVED TRAINING CONTRACTS</u>	
Subsistence	7,827,698	1. Basic Narcotic, Motorcycle, and DT	1,513,441
Commuter meals	858,755	2. Master Instructor Program	90,513
Travel	2,595,716	3. ICI Core Course	214,356
Tuition	3,159,663	4. PC 832 IVD (2nd Year)	266,806
Misc	17,587	5. POSTRAC	(230,000)*
sub-total	14,459,419	6. PC 832 Exam	93,880
Available for	0	7. ICI Instructor Update	45,000
Training Development		8. Misc Contracts	159,386
Training Presentation		9. Cultural Diversity Inst Tng	53,799
Satellite Antennas/IVD	0	10. Driver Training Sims	259,818
		11. Spanish Language Training	(127,000)*
REIMBURSEMENT CLAIMS FROM FY 93-4	468,279 (C)	Sub-total	2,696,999
EXPENDITURES, TOTAL	30,574,997	Total, Approved Contracts	5,674,267
RESERVES/DEFICIT	1,253,003	Potential Contract Savings	436,968
		Total, Contract Expenditures	5,237,299

A - Projection for FY 94-5 based on actual revenue received through June plus an estimate for interest

B - As was done in FY 93-4, an internal redirection of funds has been made to provide for additional training contract requirements that have been approved by the Commission.

C - Payment of FY 93-4 reimbursement claims in FY 94-5

Reserve
As noted earlier,
was due to \$1.45 million
augmentation from Gen fund
and savings on training
contracts and general
administrative costs

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
REIMBURSED TRAINEES

COURSE CATEGORY	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	(A) 1995-96 PROJECTION	(B) 1995-96 PROJECTION	(C) 1995-96 PROJECTION
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL			
BASIC COURSE	3,731	3,179	4,438	2,121	1,159	695	1,773	2,000	2,500	3,000
DISPATCHERS BASIC		793	814	614	490	294	334	330	350	400
ADVANCED OFFICER	16,987	14,394	18,672	18,045	15,935	3,802	3,791	3,810	4,000	4,500
SUPERVISORY COURSE	866	975	1,200	735	748	511	490	450	500	600
SUPERVISORY SEMINARS	1,742	2,071	3,088	3,471	3,298	3,123	3,320	3,500	3,700	3,900
MANAGEMENT COURSE	366	315	384	311	220	174	283	300	350	400
MANAGEMENT SEMINARS	2,887	2,096	2,882	2,366	2,235	2,038	1,883	2,000	2,200	2,500
EXEC DEVELOPMENT COURSE	547	453	443	708	511	480	493	580	600	750
EXECUTIVE SEMINARS	290	254	155	625	548	471	481	500	530	600
OTHER REIMB COURSES	6,761	1,517	570	258	204	33	0	0	20	50
TECHNICAL SKILLS	23,524	26,249	30,901	29,295	27,324	32,766	33,370	34,000	35,000	36,500
FIELD MANAGEMENT TRNG	56	61	27	24	30	37	12	20	30	40
TEAM BLDG WORKSHOPS	541	1,035	544	536	410	446	527	600	600	650
POST SPECIAL SEMINARS	855	805	935	873	839	704	811	850	900	1,000
APPROVED COURSES	56	16	69	73	64	84	51	60	100	110
TOTALS	59,209	54,213	65,122	60,055	54,015	45,658	47,619	49,000	51,380	55,000

COMMISSION ON POST
 REIMBURSEMENT BY CATEGORY OF EXPENSE
 FY 95-96 REIMBURSEMENT PROJECTION
 (INITIAL)

FILE: 956PROJ1

COURSE CATEGORY	## OF TRAINEES	RESIDENT SUBSIST	CMTR MEAL ALLOWANCE	TRAVEL	TUITION	TOTAL
BASIC CRS	2,000	592,952	447,287	314,046	538,884	1,893,170
DISPATCHERS BASIC	330	174,801	16,551	44,813	0	236,165
AO COURSE	3,810	96,739	100,984	46,461	0	244,184
SUPV CRS	450	229,174	14,263	49,646	0	293,083
SUPV SEM & CRS	3,500	706,819	15,172	334,886	382,127	1,439,003
MANAGEMENT CRS	300	241,319	2,852	44,934	0	289,105
MGMT SEM & CRS	2,000	250,032	11,522	109,719	301,239	672,512
EXEC DEV COURSE	580	261,709	602	91,827	0	354,139
EXEC SEM & CRS	500	110,657	1,056	31,719	22,485	165,917
OTHER REIMB CRS	0	0	0	0	0	0
TECH SKILLS	34,000	5,228,953	297,153	1,566,052	2,103,045	9,195,203
FIELD MGMT TNG	20	13,530	0	6,560	0	20,090
TEAM BLDG WKSHPs	600	101,233	3,252	5,647	159,078	269,210
SPECIAL SEMINARS	850	92,188	4,352	55,864	0	152,404
APPROVED COURSES	60	4,604	2,193	1,882	0	8,679
TOTAL	49,000	8,104,710	917,239	2,704,056	3,506,858	15,232,863
Inc due to inc in Basic Crs hours		322,920	362,080			685,000
		8,427,630	1,279,319	2,704,056	3,506,858	15,917,863

COMMISSION ON POST
FISCAL YEAR 1995-96
(INITIAL)

EXPENDITURE SUMMARY		CONTRACT SUMMARY	
RESOURCES	31,753,003		
Revenue Projection	30,500,000 (A)	<u>APPROVED TRAINING CONTRACTS</u>	
Prior Year Savings	1,253,003	Management Course	308,649
EXPENDITURES:		Executive Training	537,629
ADMINISTRATION	10,180,000	Supervisory Ldrship Inst	473,320
TRAINING CONTRACTS/LA	6,835,000	DOJ Training Center	1,024,803
Contracts	5,925,000	Satellite Video Tng	60,000
Letters of Agreement	800,000	Case Law Updates	52,000
Conf Room Rental	110,000	Telecourse Programs	530,000
TRAINING REIMBURSEMENT	15,917,863	Basic Course Prof Exam	45,000
Trainees: 49,000		Basic Narcotic, Motorcycle, and DT	1,657,876
Subsistence	8,427,630	Master Instructor Program	78,839
Commuter meals	1,279,319	ICI Core Course	300,000
Travel	2,704,056	POSTRAC	230,000
Tuition	3,506,858	PC 832 Exam	39,100
sub-total	15,917,863	ICI Instructor Update	46,000
Available for	0	Driver Training Sims	260,000
Training Development		Spanish Language Training	127,000
Training Presentation		Entry level reading/writing	94,000
Satellite Antennas/IVD	0	Misc Contracts	60,784
EXPENDITURES, TOTAL	32,932,863	Total	5,925,000
RESERVES/DEFICIT	-1,179,860		

A - Projection for FY 95-6 based on 12 months FY 94-5 revenue plus an estimate for interest income.
(FY 95-6 revenues, as reflected in the Governor's Budget, were initially budgeted at \$34.584 million.
This was revised to \$33.356 million.)

COMMISSION ON POST
 REIMBURSEMENT BY CATEGORY OF EXPENSE
 FY 95-96 REIMBURSEMENT PROJECTION
 (INITIAL)

FILE: 956PROJ1

COURSE CATEGORY	## OF TRAINEES	RESIDENT SUBSIST	CMTR MEAL ALLOWANCE	TRAVEL	TUITION	TOTAL
BASIC CRS	2,500	741,190	559,109	392,558	673,605	2,366,462
DISPATCHERS BASIC	350	185,395	17,554	47,529	0	250,478
AO COURSE	4,000	101,564	106,020	48,778	0	256,361
SUPV CRS	500	254,638	15,848	55,162	0	325,648
SUPV SEM & CRS	3,700	747,208	16,039	354,022	403,962	1,521,232
MANAGEMENT CRS	350	281,539	3,327	52,423	0	337,289
MGMT SEM & CRS	2,200	275,035	12,674	120,690	331,363	739,763
EXEC DEV COURSE	600	270,734	623	94,994	0	366,351
EXEC SEM & CRS	530	117,296	1,120	33,622	23,834	175,872
OTHER REIMB CRS	20	20,000	1,500	6,000	0	27,500
TECH SKILLS	35,000	5,382,746	305,893	1,612,112	2,164,899	9,465,650
FIELD MGMT TNG	30	13,530	0	6,560	0	20,090
TEAM BLDG WKSHPs	600	101,233	3,252	5,647	159,078	269,210
SPECIAL SEMINARS	900	97,611	4,608	59,150	0	161,369
APPROVED COURSES	100	7,673	3,655	3,137	0	14,465
TOTAL	51,380	8,597,391	1,051,221	2,892,385	3,756,742	16,297,739
Inc due to inc in Basic Crs hours		403,650	452,600			856,250
		9,001,041	1,503,821	2,892,385	3,756,742	17,153,989

EXPENDITURE SUMMARY		CONTRACT SUMMARY	
RESOURCES	31,753,003		
Revenue Projection	30,500,000 (A)	APPROVED TRAINING CONTRACTS	
Prior Year Savings	1,253,003	Management Course	308,649
EXPENDITURES:		Executive Training	537,629
ADMINISTRATION	10,180,000	Supervisory Ldrship Inst	473,320
TRAINING CONTRACTS/LA	6,835,000	DOJ Training Center	1,024,803
Contracts	5,925,000	Satellite Video Tng	60,000
Letters of Agreement	800,000	Case Law Updates	52,000
Conf Room Rental	110,000	Telecourse Programs	530,000
TRAINING REIMBURSEMENT	17,153,989	Basic Course Prof Exam	45,000
Trainees: 51,380		Basic Narcotic, Motorcycle, and DT	1,657,878
Subsistence	9,001,041	Master Instructor Program	78,839
Commuter meals	1,503,821	ICI Core Course	300,000
Travel	2,892,385	POSTRAC	230,000
Tuition	3,756,742	PC 832 Exam	39,100
sub-total	<u>17,153,989</u>	ICI Instructor Update	46,000
Available for	0	Driver Training Sims	260,000
Training Development		Spanish Language Training	127,000
Training Presentation		Entry level reading/writing	94,000
Satellite Antennas/IVD	0	Misc Contracts	60,784
EXPENDITURES, TOTAL	<u><u>34,168,989</u></u>	Total	<u>5,925,000</u>
RESERVES/DEFICIT	<u><u>-2,415,986</u></u>		

A - Projection for FY 95-6 based on 12 months FY 94-5 revenue plus an estimate for interest income.
(FY 95-6 revenues, as reflected in the Governor's Budget, were initially budgeted at \$34.584 million.
This was revised to \$33.356 million.)

Expenditures
 34.1
 Deficit
 2.4 million

COMMISSION ON POST
 REIMBURSEMENT BY CATEGORY OF EXPENSE
 FY 95-96 REIMBURSEMENT PROJECTION
 (INITIAL)

FILE: 956PROJ1

COURSE CATEGORY	## OF TRAINEES	RESIDENT SUBSIST	CMTR MEAL ALLOWANCE	TRAVEL	TUITION	TOTAL
BASIC CRS	3,000	889,428	670,931	471,069	808,326	2,839,754
DISPATCHERS BASIC	400	211,880	20,062	54,319	0	286,261
AO COURSE	4,500	114,259	119,272	54,875	0	288,406
SUPV CRS	600	305,565	19,018	66,195	0	390,778
SUPV SEM & CRS	3,900	787,598	16,906	373,158	425,798	1,603,461
MANAGEMENT CRS	400	321,758	3,802	59,912	0	385,473
MGMT SEM & CRS	2,500	312,540	14,403	137,148	376,549	840,640
EXEC DEV COURSE	750	338,417	779	118,742	0	457,938
EXEC SEM & CRS	600	132,788	1,267	38,063	26,982	199,101
OTHER REIMB CRS	50	50,000	3,500	15,000	0	68,500
TECH SKILLS	36,500	5,613,435	319,003	1,681,203	2,257,680	9,871,321
FIELD MGMT TNG	40	13,530	0	6,560	0	20,090
TEAM BLDG WKSHPs	650	109,669	3,523	6,118	172,335	291,644
SPECIAL SEMINARS	1,000	108,456	5,120	65,723	0	179,298
APPROVED COURSES	110	8,440	4,020	3,451	0	15,911
TOTAL	55,000	9,317,765	1,201,605	3,151,536	4,067,671	17,738,576
Inc due to inc in Basic Crs hours		484,380	543,120			1,027,500
		9,802,145	1,744,725	3,151,536	4,067,671	18,766,076

55,000 trainees
 18,766,076 reimbursement

EXPENDITURE SUMMARY		CONTRACT SUMMARY	
RESOURCES	31,753,003		
Revenue Projection	30,500,000 (A)	<u>APPROVED TRAINING CONTRACTS</u>	
Prior Year Savings	1,253,003	Management Course	308,649
EXPENDITURES:		Executive Training	537,629
ADMINISTRATION	10,180,000	Supervisory Ldrship inst	473,320
TRAINING CONTRACTS/LA	6,835,000	DOJ Training Center	1,024,803
Contracts	5,925,000	Satellite Video Tng	60,000
Letters of Agreement	800,000	Case Law Updates	52,000
Conf Room Rental	110,000	Telecourse Programs	530,000
TRAINING REIMBURSEMENT	18,766,076	Basic Course Prof Exam	45,000
Trainees: 55,000		Basic Narcotic, Motorcycle, and DT	1,657,876
Subsistence	9,802,145	Master Instructor Program	78,839
Commuter meals	1,744,725	ICI Core Course	300,000
Travel	3,151,536	POSTRAC	230,000
Tuition	4,067,670	PC 832 Exam	39,100
sub-total	18,766,076	ICI Instructor Update	46,000
		Driver Training Sims	260,000
Available for	0	Spanish Language Training	127,000
Training Development		Entry level reading/writing	94,000
Training Presentation		Misc Contracts	60,784
Satellite Antennas/IVD	0	Total	5,925,000
EXPENDITURES, TOTAL	35,781,076		
RESERVES/DEFICIT	-4,028,073		

A - Projection for FY 95-6 based on 12 months FY 94-5 revenue plus an estimate for interest income.
(FY 95-6 revenues, as reflected in the Governor's Budget, were initially budgeted at \$34.584 million.
This was revised to \$33.356 million.)

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

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.

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.

Authority

Penal Code Sections 13503 and 13508.

30 PEACE OFFICER TRAINING

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 58 counties, approximately 346 cities, and numerous specialized districts and local agencies which have agreed to meet POST's standards. Financial assistance to participating jurisdictions is provided for the purchase of training courses and related tasks of course development and evaluation. Funding is also provided for the cost of student travel and per diem associated with training presentations.

Authority

Penal Code Sections 13500 to 13523, Health and Safety Code 11489.

PROGRAM BUDGET DETAIL

PROGRAM REQUIREMENTS

10 STANDARDS

	1993-94	1994-95	1995-96
State Operations:			
268 Peace Officers' Training Fund.....	\$3,263	\$3,798	\$3,849
Reimbursements.....	64	-	-
Totals, State Operations.....	<u>\$3,327</u>	<u>\$3,798</u>	<u>\$3,849</u>

PROGRAM REQUIREMENTS

20 TRAINING

State Operations:			
268 Peace Officers' Training Fund.....	\$11,950	\$10,247	\$10,343
Reimbursements.....	96	-	-
Totals, State Operations.....	<u>\$12,046</u>	<u>\$10,247</u>	<u>\$10,343</u>

PROGRAM REQUIREMENTS

30 PEACE OFFICER TRAINING

State Operations:			
268 Peace Officers' Training Fund.....	\$77	\$87	\$88
Totals, State Operations.....	<u>\$77</u>	<u>\$87</u>	<u>\$88</u>
Local Assistance:			
001 General Fund.....	1,866	1,453	-
268 Peace Officers' Training Fund.....	12,207	18,039	25,856
Totals, Local Assistance.....	<u>\$14,073</u>	<u>\$19,492</u>	<u>\$25,856</u>

TOTAL EXPENDITURES

State Operations.....	\$15,450	\$14,132	\$14,280
Local Assistance.....	14,073	19,492	25,856
TOTALS, EXPENDITURES.....	<u>\$29,523</u>	<u>\$33,624</u>	<u>\$40,136</u>

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

SUMMARY BY OBJECT

1 STATE OPERATIONS

	93-94	94-95	95-96	1993-94	1994-95	1995-96
PERSONAL SERVICES						
Authorized Positions	115.0	119.5	119.5	\$5,461	\$5,702	\$5,751
Total Adjustments	-	-	-	-	86	173
Estimated Salary Savings	-	-5.8	-5.8	-	-220	-269
Net Totals, Salaries and Wages	115.0	113.7	113.7	\$5,461	\$5,568	\$5,655
Staff Benefits	-	-	-	1,443	1,310	1,310
Totals, Personal Services	115.0	113.7	113.7	\$6,904	\$6,878	\$6,965
OPERATING EXPENSES AND EQUIPMENT				\$2,653	\$3,154	\$3,215
SPECIAL ITEMS OF EXPENSE (Training Contracts)				3,893	4,100	4,100
TOTALS, EXPENDITURES				\$15,450	\$14,132	\$14,280

RECONCILIATION WITH APPROPRIATIONS

1 STATE OPERATIONS

268 Peace Officers' Training Fund

	1993-94	1994-95	1995-96
APPROPRIATIONS			
001 Budget Act appropriation	\$9,463	\$9,946	\$10,180
011 Budget Act appropriation (contractual services)	4,100	4,100	4,100
Allocation for employee compensation	143	86	-
Transfer from Local Assistance	2,890	-	-
Totals Available	\$16,596	\$14,132	\$14,280
Unexpended balance, estimated savings	-1,306	-	-
TOTALS, EXPENDITURES	\$15,290	\$14,132	\$14,280
995 Reimbursements			
Reimbursements	\$160	-	-
TOTALS, EXPENDITURES, ALL FUNDS (State Operations)	\$15,450	\$14,132	\$14,280

SUMMARY BY OBJECT

2 LOCAL ASSISTANCE

	1993-94	1994-95	1995-96
661701 Grants and Subventions (expenditures)	\$14,073	\$19,492	\$25,856

RECONCILIATION WITH APPROPRIATIONS

2 LOCAL ASSISTANCE

001 General Fund

	1993-94	1994-95	1995-96
APPROPRIATIONS			
111 Budget Act appropriation (transfer to Peace Officers' Training Fund)	-	\$1,453	-
Allocation for contingencies or emergencies	\$1,866	-	-
TOTALS, EXPENDITURES	\$1,866	\$1,453	-

196 Asset Forfeiture Distribution Fund

	1993-94	1994-95	1995-96
APPROPRIATIONS			
102 Budget Act appropriation (transfer to the General Fund) (expenditures)	(\$711)	-	-

268 Peace Officers' Training Fund

	1993-94	1994-95	1995-96
APPROPRIATIONS			
101 Budget Act appropriation	\$22,588	\$19,492	\$25,856
102 Budget Act appropriation (transfer to the General Fund)	(2,220)	-	-
Transfer to State Operations	-2,890	-	-
Totals Available	\$19,698	\$19,492	\$25,856

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

	1993-94	1994-95	1995-96
Less funding provided by the General Fund.....	-	-\$1,453	-
Unexpended balance, estimated savings.....	-\$7,491	-	-
TOTALS, EXPENDITURES.....	\$12,207	\$18,039	\$25,856
TOTALS, EXPENDITURES, ALL FUNDS (Local Assistance).....	\$14,073	\$19,492	\$25,856
TOTALS, EXPENDITURES, ALL FUNDS (State Operations and Local Assistance).....	\$29,523	\$33,624	\$40,136

FUND CONDITION STATEMENT
268 Peace Officers' Training Fund

	1993-94	1994-95	1995-96	REVISED 4-25
BEGINNING BALANCE.....	\$4,115	\$5,350	\$5,552	
Prior year adjustments.....	259	-	-	
Balance, Adjusted.....	\$4,374	\$5,350	\$5,552	
REVENUES AND TRANSFERS				
Receipts:				
Revenues:				
125600 Other regulatory fees.....	172	175	175	
130700 Penalties on traffic violations.....	30,459	32,038	34,249	33,021
141200 Sales of documents.....	21	23	23	
142500 Miscellaneous services to public.....	35	35	35	335
150300 Income from surplus money investments.....	93	95	95	
161000 Escheat of unclaimed checks and warrants.....	6	7	7	
Totals, Revenues.....	\$30,786	\$32,373	\$34,584	33,356
Transfers to Other Funds:				
800102 General Fund per Item 8120-102-268, Budget Act of 1993.....	-2,220	-	-	
800103 General Fund per Section 13.50, Budget Act of 1993 (interest) ..	-93	-	-	
Totals, Transfers to Other Funds.....	-\$2,313	-	-	
Totals, Revenues and Transfers.....	\$28,473	\$32,373	\$34,584	
Totals, Resources.....	\$32,847	\$37,723	\$40,136	
EXPENDITURES				
Disbursements:				
8120 Commission on Peace Officer Standards and Training:				
State Operations.....	15,290	14,132	14,280	
Local Assistance.....	12,207	18,039	25,856	
Totals, Expenditures.....	\$27,497	\$32,171	\$40,136	
FUND BALANCE.....	\$5,350	\$5,552	-	
Reserve for economic uncertainties.....	5,350	5,552	-	

8140 STATE PUBLIC DEFENDER

Program Objectives Statement

The Office of the State Public Defender was established in July 1976 by Chapter 1125, Statutes of 1975, to represent persons entitled to representation at public expense. The State Public Defender has offices in Sacramento and San Francisco.

The State Public Defender, in conjunction with court appointed legal counsel, represents persons who are financially unable to employ counsel in: (a) An appeal, petition for hearing or rehearing to an appellate court or petition for certiorari to the United States Supreme Court or a petition for executive clemency from a judgment relating to criminal or juvenile court proceedings; (b) Petitions for an extraordinary writ or action for relief relating to a final judgment of conviction or wardship; (c) Proceedings after a judgment of death; (d) Proceedings in which an inmate of a state prison is charged with an offense where the county public defender has declined to represent the inmate; and (e) Any proceeding where a person is entitled to representation at public expense. In addition, the Legislature has designated the State Public Defender as the representative for indigents at hearings to extend their commitments as persons found not guilty by reason of insanity.

The enabling legislation specifically provides that the State Public Defender: (1) may employ such deputies and other employees and establish and operate such offices as deemed necessary for the proper performance of the office, (2) may contract with county public defenders, private attorneys and nonprofit corporations, (3) may enter into reciprocal or mutual assistance agreements with the board of supervisors of one or more counties to provide for exchange of personnel, and (4) shall formulate plans for representation of indigents in the Supreme Court and in each appellate district.

Although authorized to provide representation as stated above, since 1989 the State Public Defender has focused its resources on proceedings after a judgement of death. This focus has been necessitated by the growing number of unrepresented inmates on death row and the difficulty in securing private appointed counsel to represent them.

Authority

Government Code Sections 15400-15404, 15420-15425; Penal Code Sections 1026.5 and 1240.

Committee Members

To: POST Commissioners
From: Manny Ortega, Chairman
Finance Committee
Date: July 19, 1995

- 1) Marvel Ortega ✓
- 2) Cois Byrd ✓
- * 3) Judy Hall-esser ✓
- 4) Ron Lowenberg ✓
- 5) Dale Stockton ✓
- * 6) Lou Silva ✓
- 7) Rick TerBorch ✓

Subject: ACTIONS TAKEN AT JULY 19, 1995 FINANCE COMMITTEE

The Committee met Wednesday, July 19, 1995 in ~~San Diego~~ ^{IRVINE}. In attendance were myself and Commissioners Cois Byrd, Ron Lowenberg, Dale Stockton, Rick TerBorch, and Marcel Leduc. Also present were POST staff members Norman Boehm, Glen Fine, Tom Liddicoat, Holly Mitchum, Frederick Williams, and Vera Roff.

Also in attendance were members of the Strategic Plan Steering Committee.

In addition to items previously addressed on the agenda, the Committee addressed the following.

1. Staff reported that 1994/95 ended with revenue for the 12-month period of approximately \$30.4 million. This compares to \$30.8 million in revenue for the prior year. Revenues remain low; while training reimbursement expenditures are rising. The 47,619 trainees reimbursed through the fourth quarter represent an increase of 1,916 compared to the 45,658 trainees reimbursed during the similar period last fiscal year.

Fortunately, earlier measures and administrative savings resulted in \$1.2 Million available for carryover into 95/96. This amount will buffer the anticipated shortfall for the year just begun.

2. The FY 1995-96 Governor's Budget has not been signed. POST is budgeted for \$33.356 million.

Notwithstanding this budgeted amount, revenue projections for FY 95/96 is estimated to be \$30.5 million. With our current level of expenditures, and given the potential for increased reimbursed trainees, coupled with an anticipated revenue shortfall which will not be supplemented by general funds as in the year just ended, a deficit could result depending on number of reimbursed trainees. Trainee projections range from 49,000 to 55,000 with potential deficit correspondingly range from \$1.2 to \$4 Million.

3. The Committee reviewed a list of measures that could be implemented to reduce expenditures and also reduce the projected FY 95/96 deficit. The following recommendations are made:

- o Establish an 80-hour maximum per year cap on the number of course hours POST will reimburse each eligible trainee per fiscal year. (Certain longer or required courses are exempted.)

Estimated Savings: \$1,567,390

- o Suspend going forward with the \$127,000 contract for Spanish Language Training
- o Require that attendance at "road shows" be limited to trainees from within the region as defined by POST.

Estimated Savings: \$50,000

- o Continue to suspend awarding a contract to upgrade the POSTrac Testing Program until the third quarter of 95/96.

Estimated Savings: \$170,000 for this Fiscal Year.

- o Encourage voluntary geographical limits on training reimbursement by asking chiefs and sheriffs to use training close to their agencies with POST to still make training more available within regions.

Potential Savings: \$200,000

These figures are somewhat subjective elements to all the recommendations. Potentially the savings could amount to \$1,547,000. These matters will be closely monitored and reports will be given on a regular basis.

~~Potential Savings: \$200,000~~

4. The Committee reviewed a list of previously approved Budget Change Proposals totalling \$19 million and recommended approval of the following:

- o Complete the satellite and multi-media programs and add encryption to the satellite system - \$1.4 Million;
- o Computer-based courseware development - \$1 Million;
- o Interactive multimedia classroom development - \$300,000; and
- o Spanish Language training - \$3 million

5. The Committee recommends approval of continuation of the simulator pilot sites for the driver training simulator program at a cost of \$260,907.
6. The Committee recommends approval of the expenditure of \$20,000 for purposes of POST contracting with the State Department of Finance to conduct a partial audit of POST financial operations. It was further recommended that audits be conducted every two years.
7. The Committee recommends approval for the expenditure of \$33,551.21 as payment to the Sacramento County Sheriff's Department. This amount represents POST's share of the cost of a feasibility study of our joint occupancy of a portion of the now-defunct Mather Air Force Base.
8. 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 contacts and Interagency Agreements are annually reported for the purpose of each and money encumbered. The Committee reviewed the report and recommends Commission approval.

M E M O R A N D U M

To : POST Commissioners

Date: June 29, 1995

From : DEVALDIS RUTLEDGE, Chairman
Long Range Planning Committee
Commission on Peace Officer Standards & Training

Subject: REPORT OF THE LONG RANGE PLANNING COMMITTEE

The Committee met in the office of Commissioner Block in Monterey Park on June 23, 1995 at 10:00 a.m. Present, in addition to myself, were Commissioners Block, Leduc, and Lowenberg. Staff present were Norman Boehm, Glen Fine, Mike DiMiceli, and Holly Mitchum. Also present was consultant Tom Esensten.

Development of the Commission's Strategic Plan

It was the consensus of the Committee to recommend the Commission proceed with the strategic plan, and that the Commission empower a steering committee consisting of two representatives each from CPOA, CPCA, CSSA, and PORAC. The various associations are in the process of naming representatives to the Strategic Plan Steering Committee, and they will be invited to the Commission meeting where the Commission can meet them and give them their charge. While much of the strategic planning process was explained to the Committee by Tom Esensten, it was the sense of the Committee that the steering committee have discretion to amend and adopt the process after it meets to consider how to proceed.

The Committee recommends that the steering committee expedite the strategic planning process to be completed within six to eight months after the process officially begins, and further, that both the Long Range Planning Committee and the Commission as a whole receive progress reports between now and the time the final plan is brought forward to the Commission for adoption.

The Committee would also like to ensure that the Governor's Liaison to Law Enforcement, Dean Shelton, is invited to attend meetings, as well as others as appropriate.

Vehicle Pursuit Guidelines

The Committee recommends that the Commission adopt the vehicle pursuit guidelines as they have been revised since the April 20 Commission meeting. POST staff met with legal and law enforcement agency representatives and indications

are that the guidelines meet generally with the approval of those participating.

Community-Oriented Policing Training

The Committee considered a number of options for POST's involvement in community-oriented policing training. The Committee recommends that an ad hoc advisory committee be created to: (1) review training needs and delivery models; and (2) provide recommendations concerning POST training courses and content and delivery approaches.

Sexual Harassment - Reminders for Course Presenters

POST lacks the statutory authority to require public and private agencies to establish policies on sexual harassment. Therefore, the Committee recommends a less formal approach. This approach involves the Commission sending a letter to presenters requesting their cooperation in assuring that all POST-certified courses are learning environments free of sexual harassment and to cite a number of commendable policies for reference.

Driver Training Simulator Pilot Program

The Committee recommends that the support for the driver training simulator program continue for the upcoming Fiscal Year as a policy matter. The Committee recognizes that the Finance Committee will be making recommendations in light of financial realities at the July meeting.

Driving Simulator Evaluation

The Committee recommends that POST participate with the University of Iowa, Time Warner, Inc., the manufacturer, and others to evaluate costs and benefits of varying levels of motion bases to part task simulators. This recommendation is with the understanding that there will be no POST funding for the project, and that indirect costs to POST will be minimal.

Command College Study

The Committee discussed and concurred with directions currently being followed to revise Command College instruction. The scheduled start of the next class has been delayed by six months. Work is underway to revise the curriculum to strengthen leadership development aspects and to install experiential learning instructional methods.

Producing Scenarios for Shooting Judgment Simulators

A number of agencies have acquired shooting simulators from a variety of manufacturers. There is existing need for new scenarios to support the simulator based training.

The Committee recommends that staff explore and report back on the feasibility of a contractual arrangement between the Commission and a private vendor to produce video scenarios. The conceptual arrangements would include a skilled and experienced vendor who would oversee scenario production by members of POST's Media Producers' Committee. Scenarios would be pressed on laser disks by the vendor and sold to the private firms now selling shooting judgment simulator systems. Royalties from sales would be apportioned between POST, the contractor, and the co-producing law enforcement agencies.

There is potential to meet a real need and generate revenues from national and international sales. The Committee recommends Commission concurrence in further development of the possibilities.

Executive Director's Vacation Allowance

The Committee recommends that the Executive Director current vacation allowance of 33 days vacation per year and authority to expend up to \$5,000 for professional development activities be continued into the new Fiscal Year.

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

Legislative Review Committee
Thursday, July 19, 1995
Hyatt Regency - Irvine, CA
(619) 232-3861

AGENDA9:00 A.M.Attachment**A. Status of Active Legislation****A**

Attachment A is a chart showing 1995 active legislation of interest to the Commission which is updated on a regular basis and distributed to Commissioners with the monthly Administrative Progress Reports.

B. Informational Legislation for 1995**B**

Attachment B is a listing of Informational Bills of Interest to POST that are outside the scope of the Commission's purview of responsibility but are tracked because of their potential impact upon law enforcement or the Commission.

Commission on Peace Officer Standards and Training
Status of 1995 Legislation of Interest to POST
 (Revised 7-5-95)

Bill No./ Author	Subject	Commission Position													
			Introduced	First Policy Committee	First Appropriations Committee (if applicable)	Floor of First House	Second Policy Committee	Second Appropriations Committee (if applicable)	Floor of Second House	To Governor for Action	Chaptered				
AB 26 (Murray)	Removes peace officer disqualification for a felony conviction in another state that is not a felony in California and requires POST to review such applicants.	Oppose	12/5	X		X									(Dead)
AB 51 (Johnson)	Election: District Attorneys, Judges, Sheriffs. Requires documentation of qualifications to be presented at time of filing.	Neutral	12/13	X	X	X	X								
SB 132 (Watson)	Mandatory Domestic Violence Training: Requires domestic violence training for law enforcement officers, as defined, every two year.	Neutral w/amend.	1/23	X	X	X	X	X							
AB 176 (Bowler)	Custodial Officers: Tear Gas: Authorizes custodial officers, as defined, to purchase, possess, transport or use tear gas weapons, if POST prescribed training has been completed.	Neutral	1/23	X	X	X	X		X	X	X				95-0015 Chapter
SB 338 (Campbell)	Fines and Penalties: This bill would transfer revenue received by the State from fines and penalties to the General Fund on an ongoing basis. (POST exempted per amendment).	Watch	2/17	X	X	X	X	X							
AB 573 (Goldsmith)	Fines and Penalties: This bill would transfer revenue received by the State from fines and penalties to the General Fund on an ongoing basis. (same bill as SB 338). (POST exempted per amendment).	Watch	2/17	X	X	X	X								
AB 574 (Villareigosa)	Safety Police Officers and Park Rangers of Los Angeles County: Requires POST to establish standards for and reimburse for their training.	Neutral	2/17	X	X	X	X	X							
AB 854 (Hoge)	Department of Insurance: This bill would extend peace officer status to the Insurance Commissioner, and reclassify the status of Chief of the Bureau of Fraudulent Claims of the Department of Insurance and designated investigators.	Neutral	2/22	X											(2 year bill)
AB 858 (Isenberg)	Fines and Penalty Assessments: This bill would decrease state penalty assessments, and increase local penalty assessments.	Neutral/ watch	2/22	X	X	X	X								
SB 932 (Polanco)	Law Enforcement Apprenticeship Program: This bill would establish this pilot program within OCJP.	Neutral	2/23	X											(2 year bill)
SB 1008 (Costa)	Correctional Officers of Fresno County: This bill would provide peace officer status to these public officers.	Oppose	2/24	X											(Dead)
AB 1020 (Campbell)	Public Safety Training Centers: This bill would place a bond measure before voters in 1996 that would establish these centers.	Support	2/22	X	X										(2 year bill)
AB 1061 (Caldera)	Penalty Assessments: This bill would reduce penalty assessments on criminal and traffic fines and place \$100 maximum assessment regardless of the amount of base fine.	Oppose	2/23	X											(Dead)
SB 1134 (Hayden)	Health Facilities: This bill requires POST to develop guidelines and a course of instruction on responding to and enforcement of state and federal laws governing access and security of health care facilities and hospitals for law enforcement officers. Requires the basic course to include adequate instruction relating to clinic violence.	Neutral	2/24	X	X										(Dead)
SB 1204 (Hughes)	Peace Officers: California Museum of Science and Industry: This bill would authorize the executive director to appoint other peace officers.	Oppose	2/24	X	X	X	X								

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Summary of Informational Bills of Interest to POST

(Revised July 5, 1995)

<u>Bill/Author</u>	<u>Description</u>
SB 2	(Kopp) This bill would establish term limits for local elected officials and school boards. <u>Status: Assembly Committee on Appropriations</u>
ACR 10	(Aguiar) This bill would, on and after 1-1-96, designate the second week of May of each year as Blue Ribbon Week, and would urge all citizens to annually observe these days of recognition and support for all peace officers and law enforcement agencies by wearing or displaying a blue ribbon. <u>Status: Chaptered</u>
SB 11	(Ayala) This bill would provide that an affected local agency would not be required to comply with a state-mandated local program enacted after the bill becomes effective if an appropriation to fully fund a test claim for that program is not enacted within 16 months after approval of the claim and adoption of a statewide cost estimate of the approved claim by the Commission on State Mandates. <u>Status: Assembly Committee on Local Government</u>
SJR 16	(Johnston) This measure would declare that the Legislature supports provisions of the Violent Crime Control and Law Enforcement Act of 1994 that allocate funds to increase the number of police officers on the streets. <u>Status: Assembly Committee on Public Safety</u>
SB 43	(Johnston) This bill would limit the authority of a chief of police and sheriff to issue concealed weapons permits to only residents of their city or county. <u>Status: Assembly Committee on Public Safety</u>
AB 53	(Murray) This bill would establish procedures for the Director of Consumer Affairs to issue a permit allowing private investigators, private security services licensees, and alarm company operators and agents to carry a pistol, revolver, or other firearm capable of being concealed. <u>Status: Assembly Inactive File (Dead)</u>
SB 71	(Johannessen) This bill would exempt from liability the issuing agency or person for injury caused by issuance,

denial, suspension, or revocation of a licence to carry a concealable firearm.

Status: Senate Committee on Criminal Procedure

SB 74 (Leonard) This bill would authorize a peace officer to detain a person from whom a deadly weapon is seized for a reasonable length of time in order to determine whether the person has been issued a license to carry a concealed weapon.

Status: Senate Committee on Criminal Procedure

SB 112 (Hurtt) This bill would require state agencies or boards to expunge their from their records all citations, civil penalties, suspensions, or an other forms of discipline imposed if five years or more have passed since the date of these occurrences without reoccurrence.

Status: Assembly Committee on Consumer Protection

SB 135 (Maddy) This bill would provide that no public agency or emergency 911 telecommunications system or service provider, except in cases of wanton and willful misconduct or bad faith, shall be liable for any damages in a civil action for injuries, death, or loss to persons or property incurred by any person as a result of any act or omission while provisioning, adopting, implementing, maintaining, or operating an emergency 911 system or service.

Status: Senate Committee on Judiciary

SB 138 (Polanco) This bill would require the Office of Criminal Justice Planning to (1) prepare a statewide plan for the development of work intensive programs for offenders on or before July 1, 1996, and (2) develop a statewide computerized database of listings and descriptions of community services that are available for parole officer referrals. This bill would require the Board of Corrections to (1) establish minimum operational and program standards for the work intensive programs,, (2) create a licensing and inspection process, and (3) establish a training and certification process for work intensive program staff.

Status: Assembly Committee on Public Safety

AB 175 (Bowler) This bill would require any local agency to donate the personal effects, including deactivated handguns and shooting medals, of any police officer or deputy sheriff employed fulltime by the agency who is killed in the line of duty, to the family of the officer upon the request of the family.

Status: Senate Committee on Appropriations

- SB 280 (Costa) This bill would authorize the Governor, by executive order, to provide for state managers, confidential, or supervisory employees to receive 3 years of additional age and 3 years of additional service credit if they retire prior to December 31, 1995.
Status: To Appropriations Suspense File
- SB 282 (Petris) This bill would make changes to the Public Safety Officers Procedural Bill of Rights Act by prohibiting any punitive action from being undertaken for any act, omission, or other allegation of misconduct if it was discovered by the public safety agency more than one year prior to the punitive action or denial of promotion, except in specified circumstances.
Status: Assembly Committee on Appropriations
- AB 290 (Cannella) This bill would add Stanislaus County to the list of specified counties which are authorized to employ custodial officers under Penal Code Section 831.5.
Status: Chaptered 95-0017
- AB 343 (Hoge) This bill would consolidate, revise, and recast existing law relevant to crime victim restitution, fines, and penalty assessments.
Status: Assembly Committee on Public Safety (Dead)
- SB 348 (Campbell) This bill would repeal the existing law that requires community colleges to charge higher fees to students who have previously been awarded a baccalaureate or graduate degree and instead authorize the imposition of these higher fees in an amount not to exceed \$50 per semester unit.
Status: Senate Inactive File (Dead)
- AB 399 (Cannella) This bill would require state and local employers to continue to provide health benefits to the spouses and dependents of peace officers killed in the line of duty.
Status: Senate Committee on Public Employment
- AB 469 (Vasconcellos) This bill would establish a the California Industry Skills Standards and Certification Panel in the Employment Development Department for the purpose of reviewing labor force licensing, certification, and sanction procedures in California.
Status: Assembly Committee on Appropriations
- AB 540 (Morrissey) This bill would require a final decision to be made on a citizen's complaint within six months

after the investigation of the complaint is concluded.
Status: Assembly Committee on Public Safety

- AB 565 (Kaloogian) This bill would provide that a public entity is not liable for personal injury or death proximately caused by the excessive force by a peace officer in its employ unless it is proven that the peace officer's prior conduct in the line of duty made his or her use of excessive force reasonably foreseeable by the public entity.
Status: Assembly Committee on Judiciary (Dead)
- AB 581 (Hoge) This bill would exempt peace officers working off duty from the training requirements for private security officers.
Status: Assembly Committee on Consumer Protection
- AB 646 (Woods) This bill would authorize the Director of the Department of Forestry and Fire Protection to designate employees or classes of employees as peace officers provided that the primary duty of the employee shall be the enforcement of laws and regulations relating to forests, fire, and explosives.
Status: Governor's Office
- AB 664 (Brulte) This bill would make reserve district attorney investigators employed by San Bernardino County peace officers.
Status: Senate Floor
- AB 787 (McDonald) This bill would designate reserve park rangers as peace officers with the powers and duties authorized pursuant to Penal Code Section 830.31.
Status: Governor's Office
- AB 812 (Allen) This bill would repeal existing law that makes dependents of elected public officials and peace officers eligible for student financial aid.
Status: Senate Committee on Education
- AB 830 (Speier) This bill would repeal licensing requirements administered by the Department of Justice covering oleoresin capsicum or other use of tear gas or tear gas weapons for citizens.
Status: Senate Committee on Appropriations
- AB 890 (Rogan) This bill would exempt reserve peace officers from voir dire in civil or criminal matters and the prohibitions against carrying a concealed or loaded weapon.
Status: Assembly Committee on Public Safety (Dead)

- SB 1013 (Costa) This bill would require the Director of Corrections and Director of the Youth Authority to ensure that money budgeted for peace officer positions are used for that purpose.
Status: Senate Committee on Criminal Procedure (Dead)
- SB 1024 (Johston) This bill would authorize local governments to contract of behalf of law enforcement to provide supplemental law enforcement services to private individuals or entities at their business premises.
Status: Assembly Committee on Local Government
- SB 1055 (Solis) This bill would authorize county boards of supervisors to commence public hearings regarding the consolidation of court services in the county and to implement consolidation in the discretion of the board.
Status: Assembly Committee on Judiciary
- SB 1056 (Johannessen) This bill would require that reserve peace officers be compensated for court appearances at the same rate as entry level peace officers of the same jurisdiction.
Status: Senate Committee on Criminal Procedure
- AB 1075 (Martinez) This bill would require that \$50 of each fine collected for each conviction be deposited as specified. (Spot bill)
Status: Senate Committee on Appropriations
- SB 1214 (Hughes) This bill would add airport law enforcement officers to the list of peace officers exempt from jury duty.
Status: Governor's Office
- SB 1236 (Watson) This bill would extend the current sunset date for traffic violator fees of June 30, 1995 to June 30, 2000.
Status: Senate Committee on Criminal Procedure (Dead)
- AB 1437 (Brulte) This bill would require governmental entities to reimburse the actual and necessary moving expenses of the peace officer or any member of his or her immediate family when there has been a verified threat that a life threatening action may take place.
Status: Senate Committee on Appropriations
- AB 1478 (Martinez) This bill would change peace officer status for the the San Francisco Bay Area Rapid Transit District Police from Penal Code Section 830.33 to 830.1.
Status: Senate Committee on Criminal Procedure

- AB 1488** (Caldera) This bill would add dispatchers within the definition of emergency rescue personnel for purposes of qualified immunity from liability. This bill would include dispatch services within the definition of emergency services, including, but not limited to, emergency advice and instruction.
Status: Senate Committee on Judiciary
- AB 1571** (Caldera) This bill would classify Humane Officers as public officers under Section 830.11 and establish higher training standards in order to carry firearms.
Status: Senate Committee on Criminal Procedure
- AB 1908** (Bowler) This bill would delete the taser as an exception to the definition of "Stun gun".
Status: Senate Committee on Criminal Procedure

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083**POST Advisory Committee Meeting
Wednesday, July 19, 1995
Hyatt Regency - Irvine, CA
(619) 232-3861****AGENDA****10:00 A.M.**

- | | | |
|----|---|-----------------------------|
| A. | Call to Order | Chair |
| | 0 Special Introductions | |
| | 0 Roll Call | |
| | 0 Announcements | |
| B. | Approval of Minutes of April 19, 1995 Meeting Minutes | Chair
(See Attachment A) |
| C. | Progress Report on Task Force for Resolution of POST Certificate Cancellation Issue | Chair
(See Attachment B) |
| D. | Report on Physical Fitness Study | Staff |
| E. | Status of Governor's Award for Excellence in Peace Officer Training | Staff |
| F. | Report on Strategic Planning for POST | Staff |
| G. | Review of Commission Meeting Agenda and Advisory Committee Comments | Staff |
| H. | Advisory Committee Member Reports | Members |
| I. | Commission Liaison Committee Remarks | Commissioners |
| J. | Old and New Business | Members |
| K. | Next Meeting - November 8, 1995 | |
| L. | Adjournment | |

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting
April 19, 1995, 10:00 a.m.
Holiday Inn Embarcadero
San Diego, California

MINUTES**CALL TO ORDER**

The meeting was called to order at 10:05 a.m. by Chair Judith Valles.

ROLL CALL OF ADVISORY COMMITTEE MEMBERS

Present: Charles Brobeck, California Police Chiefs' Association
Don Brown, California Organization of Police
and Sheriffs
Jay Clark, California Association of Police Training
Officers
Norman Cleaver, California Academy Directors'
Association
Joe Flannagan, Peace Officers' Research Association of
California
Derald Hunt, California Association of Administration
of Justice Educators
Ernest Leach, California Community Colleges
Earle Robitaille, Public Member
Judith Valles, Public Member
Alexia Vital-Moore, Women Peace Officers' Association
Woody Williams, California Peace Officers' Association

Absent: Charles Byrd, California State Sheriffs' Association
Don Menzmer, California Highway Patrol
Cecil Riley, California Specialized Law Enforcement

Commission Advisory Liaison Committee Members Present:

Lou Silva
Dale Stockton

POST Staff Present:

Norman C. Boehm, Executive Director
Hal Snow, Assistant Executive Director
Vera Roff, Executive Secretary

Guests Present:

Marcel Leduc, Commission Chairman
Rodney Pierini, Executive Director, California Peace
Officers' Association

APPROVAL OF MINUTES OF JANUARY 11, 1995 MEETING

MOTION - Brobeck, second - Cleaver, and carried unanimously to approve the minutes as of the January 11, 1995 meeting as presented with the correction of indicating that Jay Clark was present.

REVIEW OF RECOMMENDED CHANGES TO THE 1995 GOVERNOR'S AWARD FOR EXCELLENCE IN PEACE OFFICER TRAINING

Staff reported that the Committee met in March to review the first year's Governor's Award for Excellence in Peace Officer Training. The Committee recommended the following:

- o Provide press coverage, including press releases developed by POST for distribution to the news services from the award recipients' area.
- o Extend invitations to the awards ceremony to state legislators who represent award recipients' area.
- o Hold awards ceremony at the annual CPOA conference which would facilitate the Governor personally presenting the awards.
- o Provide recipients an opportunity to make a statement following presentation of each award.
- o Continue to photograph and videotape award ceremony for presentation of copies to recipients.

At its April 19 meeting, the Committee further recommended that the submittal date for awards be October 15, 1995. The winners would be announced at the January Commission meeting and the awards presented at the CPOA conference in May, 1996.

REVIEW OF POST CERTIFICATE CANCELLATION ISSUE AND FUTURE PLANS FOR RESOLUTION

Commission Chairman Leduc reported that a meeting was held on March 10, 1995 in Irvine in a renewed effort to reach agreement with labor organizations on mutually acceptable directions on the certificate revocation issue.

The meeting led to a consensus action plan with the following elements:

- o POST suspend implementation of certificate regulation until Labor-Management Task Force makes its final recommendations to the POST Commission.
- o Create Labor-Management Task Force to address tasks enumerated below:
 - Composition: Labor, management, public, city/county agencies, Advisory Committee members, academia, POST Commissioner(s)
 - Selection Process: Members appointed by POST Advisory Committee, approved by Labor-Management Forum
 - Report Process: Task Force report submitted to POST Advisory Committee and Labor-Management Forum before action by POST Commission
 - Tasks:
 1. Create an interim hearing process which includes local involvement to handle any "felony misdemeanor" cases that occur prior to implementation of revised regulation (first priority).
 2. Design a survey process to gather opinions from the field about certificate issues such as licensing, revocation procedures, professional standards, "moral turpitude" criteria, POST's role, local role, regulator parameters, management role, labor role, etc.
 3. Make recommendations for changes in POST regulations and/or legislation proposals dealing with POST certificate criteria and procedures (including revocation).

If the approach is approved by the Commission, there was consensus that the Advisory Committee would accept the assignment to facilitate the process. A subcommittee consisting of Woody Williams (CPOA), Don Brown (COPS), Joe Flannagan (PORAC), Earle Robitaille (Chiefs), and Judith Valles was appointed to determine Task Force membership.

REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS

Staff reviewed the April 20, 1995 Commission agenda and responded to questions and discussion of the issues.

On Agenda Item C - Receiving Comment Relative to the Proposed Guidelines for High Speed Vehicle Pursuits - After discussion, the Committee made the following recommendation:

MOTION - Williams - second, Brobeck - carried unanimously to recommend that the Commission adopt the proposed guidelines and direct the commentary be redesigned and incorporated into training curricula.

On Agenda Item F - Changes to Regular Basic Course Training Specifications - Jay Clark expressed get well wishes to Lou Madeira on behalf of the Advisory Committee. He also expressed appreciation for the excellent work done by Lou Madeira in development of the training specifications.

ADVISORY COMMITTEE MEMBER REPORTS

California Association of Police Training Officers

Jay Clark recommended that Advisory Committee members request support from their respective organizations for AB 1020. The bill would place a bond measure on the ballot for establishment of public safety training centers.

Womens Peace Officers' Association of California

Alexia Vital-Moore reported that the annual WPOA conference will be held in conjunction with the upcoming CPOA conference.

California Academy Directors' Association

Norm Cleaver reported that he recently participated in a television broadcast with reporter Alan Dirswitch to refute unfavorable comments made by Alan regarding training of law enforcement. The program helped to clarify some misconceptions and was very well received.

California Organization of Police and Sheriffs

Don Brown reported that the annual COPS Desert Classic will be held June 2 in Palm Desert. The tentative key note speaker will be Gray Davis.

California Police Chiefs' Association

Chairman Brobeck reported that Cal Chiefs will meet June 5 in conjunction with the CPOA conference. There will be a special workshop which will focus on fund raising methods. CPCA is currently involved in press conferences regarding amendments to the Crime Bill on assault weapons. The conference recently held in Anaheim was a great success. The new President is Chief Jim Anthony of Glendale.

California Community Colleges

Ernie Leach reported that the Community Colleges are following proposed legislation which would jeopardize federal funding levels for education. Testimony is being prepared for presentation next week before the Senate Subcommittee on Education. Statewide, they are currently following 180 bills that have implications for community colleges.

Peace Officers' Research Association of California

Joe Flannagan announced that Lou Silva is the newly-elected Vice President of PORAC. Joe reported that he has shown the *Partnership for a Safer California* video tape to the PORAC Executive Board as well as several POA meetings with very favorable results. He suggested more efforts should be made to assure the field that POST funds will not be used to train non-POST personnel. Woody reported that members of the Regional Training Center Committee are making presentations before law enforcement associations for that purpose.

Joe announced that the week of May 15 is National Law Enforcement Memorial Week. The state ceremony will be held at 1:00 p.m. on Thursday, May 18 in Sacramento.

California Association of Administration of Justice Educators

Derald Hunt reported that CAAJE's 30th Annual Conference, will be held in South Lake Tahoe, May 4-6, 1995.

California Peace Officers' Association

Woody Williams reported that regional training centers will also offer citizen training. This is one of the major themes that will be used in educating the public about the need for the bond passage. Woody thanked Joe for the early start in helping to get information out on the bond issue.

Commissioner Liaison Committee Remarks

Commissioners present thanked members of the Advisory Committee for their on-going active support and encouragement in Commission issues and projects.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 12:45 p.m.



Vera Roff
Executive Secretary

State of California

Department of Justice

M E M O R A N D U M

To : POST Advisory Committee

Date: June 7, 1995

HAL SNOW
Assistant Executive Director

From : Commission on Peace Officer Standards & Training

Subject: RESULTS OF POST ADVISORY SUB-COMMITTEE TO FORM CERTIFICATE
TASK FORCE

Chair Judith Valles called the sub-committee to order on Wednesday, May 30, at 10:00 a.m. via a conference call. Present were sub-committee members Judith Valles, Joe Flannagan, Earl Robitaille, and Woody Williams, with Hal Snow as POST staff.

It was decided that a 16-member task force be formed with representatives from the POST Commission, POST Advisory Committee, March 10 pre-planning participants, and the POST Labor/Management Forum as indicated on the attachment.

The sub-committee also recommended that Bud Emerson be sought as a Task Force facilitator because of his previous involvement and knowledge about the issue of POST certificate cancellation.

The sub-committee also recommended a draft survey instrument be prepared for the first meeting of the task force that could be used to solicit field input on the issue.

A first meeting date for the task force will be sought in concert with Bud Emerson's schedule.

Attachment

COMPOSITION OF TASK FORCE

- POST Commissioners (3)
Marcel Leduc
Devalis Rutledge
Lou Silva
- POST Advisory Committee (5)
Judith Valles - (Academia/Public)
Woody Williams - (CPOA)
Don Brown - (COPS)
Joe Flannagan - (PORAC)
Earl Robitaille - (Public)
- March 10th Meeting Participants (3)
Skip Murphy - (PORAC)
Bub Muzar - (Undersheriff, Calaveras Co.)
Jim Vogt - (President, LA Co. Prof. Peace
Officers Assoc.)
- POST-Labor Management Forum (5)
Shawn Mathers - (President, ALADS)
Bud Stone - (Past President, PORAC)
Ken Fortier - (Chief, Riverside PD)
Rich Gregson - (Chief, Manteca PD)
Marty Mayer - (Attorney)

Resource Persons

POST Attorney
POST Staff



DEDICATED TO EXCELLENCE IN LAW ENFORCEMENT
THROUGH EDUCATION AND TRAINING.

June 13, 1995

Norm C. Boehm, Executive Director
Commission on POST
1601 Alhambra Blvd.
Sacramento, CA 95816-7083

Dear Norm:

The California Academy Directors Association at the June 7th state meeting re-elected Norman Cleaver, Director of the Santa Rosa Training Center, to be our Representative to the POST Commission Advisory Committee.

The CADA member unanimously supported his re-appointment. We feel Norm fairly and accurately represents our association.

Sincerely,

Hugh Foster, President
California Academy Directors Association



California POLICE CHIEFS Association Inc.

1455 Response Rd., Suite 190 Sacramento, California 95815 Telephone (916) 923-2375 (916) 923-1825 FAX (916) 263-6090

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WAYS & MEANS
ROY HARMON
 Yuba City

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EXECUTIVE DIRECTOR
 Rodney K. Pierini

Norman Boehm, Executive Director
Commission on Peace Officers Standards and Training
1601 Alhambra
Sacramento, CA 95816-7803

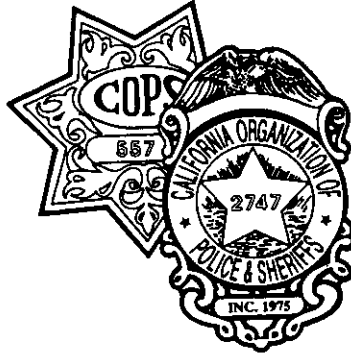
Dear Director Boehm:

The California Police Chiefs Association would like to nominate Chief Charles Brobeck of the Irvine Police Department to another term on the P.O.S.T. Advisory Committee. As our representative in the past, Chief Brobeck has made many significant contributions. We anticipate his continued active involvement on behalf of our Association.

Sincerely

James E. Anthony
 President

**California
Organization of
Police and
Sheriffs**



175 E. Olive Ave., Suite 400
Burbank, CA 91502
(818) 841-2222
(800) 352-7516
FAX (818) 841-1201

April 21, 1995

Marcel L. Leduc, Chairman
Commission on Peace Officer
Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Dear Chairman Leduc:

Pursuant to your letter dated April 3, 1995, requesting the name of COPS' nominee to the POST Advisory Committee, COPS' Board of Directors has unanimously nominated Don Brown for reappointment to the position.

Sincerely,

Al Angele, Executive Director
California Organization of Police and Sheriffs

cc: Don Brown



CAUSE

California Union of Safety Employees

2029 H Street • Sacramento, CA 95814 • (916) 447-5262 • Fax (916) 447-2530
2900 Bristol Street, Suite H-201 • Costa Mesa, CA 92626 • 1-800-551-1414 • (714) 708-7576 • FAX (714) 708-7582
CAUSE Legal Defense Fund 1-800-533-5448

May 29, 1995

Mr. Devallis Rutledge, Chairman
Commission on Peace Officer Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Dear Mr. Rutledge:

Per your letter dated May 24, 1995 and as President of the California Union of Safety Employees, I would like to nominate myself, Alan Barcelona, as a member of the POST Advisory Committee. I understand as a representative I will serve for a three (3) year term of office beginning in September 1995.

If you have any questions or concerns, please feel free to contact me at the CAUSE office (916) 447-5262.

Respectfully,

Alan Barcelona
CAUSE President

AB/df