



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING AGENDA

November 6, 1997 - 10:15 A.M.

Mission Inn
3649 Seventh Street
Riverside, CA 92501
(909) 784-0300

AGENDA

NOTE: 10:00 A.M. - 10:15 A.M. - Closed Session to review personnel issues

CALL TO ORDER - 10:15 A.M.

FLAG SALUTE

MOMENT OF SILENCE HONORING PEACE OFFICERS KILLED IN THE LINE OF DUTY

Since the last Commission meeting, the following officer has lost his life while serving the public:

- o Deputy Jeffrey S. Isaac, Fresno County Sheriff's Department

WELCOMING NEW COMMISSIONER

- o Charles S. Brobeck

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTIONS

APPROVAL OF MINUTES

- A.1 Approval of the minutes of the July 17, 1997 regular Commission meeting at the Hyatt Regency in Irvine.
- A.2 Approval of the minutes of the October 3, 1997 special Commission meeting at the Hyatt Regency in Irvine.

CONSENT CALENDAR

B.1 Receiving Course Certification Report

Since the July meeting, there have been 99 new certifications, 15 decertifications, and 124 modifications. In approving the Consent Calendar, your Honorable Commission receives the report.

B.2 Receiving Financial Report - First Quarter FY 1997/98

The first quarter financial report is under this tab for information purposes. In approving the Consent Calendar, your Honorable Commission receives the report.

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

The Los Angeles County Parks Police Department has met the Commission's requirements and has been accepted into the POST Regular 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 City of Roseville Park Rangers Unit has met the Commission's requirements and has been accepted into the POST Specialized Program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.5 Receiving Information on Withdrawals from POST Programs

The following agencies have disbanded and have withdrawn from the POST Specialized (Non-Reimbursable) Program:

- o San Francisco International Airport Police Department
- o San Joaquin County Marshal's Office

The following agency has disbanded and has withdrawn from the POST Regular (Reimbursable) Program:

- o North Humboldt and Eel River Marshal's Office

B. 6 Receiving Information on New Entries Into the Public Safety Dispatcher Program

Procedures provide that agencies that have expressed willingness to abide by POST Regulations and have passed ordinances as required by Penal Code Section 13522 may

enter into the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525.

In approving the Consent Calendar, your Honorable Commission notes that the following agencies have met the requirements and have been accepted into the POST Reimbursable Public Safety Dispatcher Program:

- o West Cities Communications Center
- o City of Arcadia Fire Department
- o Pasadena Community College Police Department

B.7 Approving Resolution Commending Former Bureau Chief John G. Berner, Ph.D.

In approving the Consent Calendar, your Honorable Commission adopts a Resolution commending Bureau Chief John G. Berner, Ph.D., upon his resignation on August 1, 1997, for contributions made to law enforcement while serving at POST for 20 years, including ten years as Bureau Chief.

B.8 Approving Resolution Commending Joe Sandoval, Retiring Secretary of the Youth and Adult Correctional Agency

In approving the Consent Calendar, your Honorable Commission adopts a Resolution commending Joe Sandoval, who retired on September 30, 1997 as Secretary of the Youth and Adult Correctional Agency, for his outstanding service to California law enforcement for 35 years.

B.9 Approving Resolution Commending Stanley L. Knee, Retiring Chief of the Garden Grove Police Department

In approving the Consent Calendar, your Honorable Commission adopts a Resolution commending Stanley L. Knee, who retired on October 2, 1997 as Chief of the Garden Grove Police Department, for his outstanding service to California law enforcement for 26 years.

B.10 Approving Resolution Commending James Anthony, Retiring Chief of the Glendale Police Department

In approving the Consent Calendar, your Honorable Commission adopts a Resolution commending James Anthony, who retired on October 10, 1997 as Chief of the Glendale Police Department, for his outstanding service to California law enforcement for 34 years.

B.11 Affirming Commission Policy Set by Action at October 3, 1997 Special Commission Meeting

Consistent with Commission instructions, statements of policy made at a Commission meeting are to be submitted for affirmation by the Commission at its next meeting. At its Special Commission meeting held on October 3, 1997, the Commission adopted policy concerning formation of an Executive Committee to be responsible for the Executive Director performance evaluation.

The policy is set forth in the report under this tab. In approving the Consent Calendar, the Commission affirms the policy.

STRATEGIC PLAN

C. Approval of POST Strategic Implementation Plan

Commissioner TerBorch, Chairman of the Committee on Strategic Plan Implementation, will report on recommendations made by at the Committee meeting held on September 22, 1997 in Newport Beach.

PUBLIC HEARING

D. Receiving Testimony on Proposal to Establish a Mandatory Field Training Program

In July 1996, the Commission authorized employment of a Special Consultant to conduct a study of field training programs and make recommendations regarding the feasibility of a POST-mandated, standardized program. It is proposed that the Commission adopt regulations mandating that regular officers complete a minimum ten-week field training program before being allowed to perform patrol officer duties without immediate supervision. Agencies employing regular officers would be required to obtain POST approval of their field training programs. Their programs would have to meet certain described criteria including minimum qualifications for Field Training Officers (FTOs). FTOs would be required to complete the 40-hour Field Training Officer Course before providing field training for new officers.

Proposed regulations would exempt officers while assigned to custodial work. Deputy Sheriffs assigned to jail duty following Basic Course completion would, therefore, not be required to enter a field training program until they were assigned to patrol.

A waiver provision is also proposed to accommodate any agency that may be unable to comply with the program provisions due to either financial hardship or lack of availability of personnel who could qualify to serve as FTOs. It is anticipated that a small number of agencies may need availability of such a waiver provision.

Based upon responses to a statewide survey, it is believed that the great majority of law enforcement agencies already operate field training programs that meet, or with minor adjustments can meet, the proposed requirements. It is not anticipated that proposed requirements, if enacted, would impose significant new program costs on these agencies.

Subject to the results of the Public Hearing, and if the Commission concurs, the appropriate action would be a MOTION to approve the proposed changes of regulations relating to the field training program to be effective January 1, 1999.

E. Receiving Testimony on Proposed Changes to Regulations Section 1015 to Authorize a Back-fill Reimbursement Program

Senate Bill 350, which was signed into law on April 24, 1997, implements the federal law STOP (Services-Training-Officers-Prosecutors) Violence Against women formula grant program. The law appropriates \$11,453,000 from the Federal Trust Fund for allocation to law enforcement, prosecution, victim services, and other programs. Of the \$11,453,000, POST will receive \$2,196,834 for the following purposes:

- (1) \$300,000 to continue the development of three interactive telecourse training sessions addressing violence against women;
- (2) \$1,425,210 for the support of the POST-certified domestic violence component of the Institute of Criminal Investigation specialty courses, and also first responder training;
- (3) \$471,624 for additional support of #2.

It is anticipated that over 4,000 officers will attend training courses presented under this program. To enable law enforcement agencies to give high priority to this training, it is proposed that Regulation 1015 be amended to provide for reimbursement for trainee back-fill (replacement) costs, utilizing federal funds. This form of reimbursement will serve to compensate an eligible agency that must pay overtime to peace officer employee(s) in order to maintain an acceptable level of service while personnel are engaged in POST-certified training. While the introduction of the back-fill concept is based on the receipt of federal funds, the proposed amendments would establish the basis for back-fill reimbursement associated with other certified training. Currently, however, there are no available funds to support the back-fill reimbursement program beyond the federal funds.

Subject to the results of the Public Hearing, and if the Commission concurs, the appropriate action would be a MOTION to approve the proposed changes to Regulation Section 1015, enabling the establishment of a back-fill reimbursement program. The change would go into effect on February 1, 1998, subject to approval by the Office of Administrative Law.

F. Receiving Testimony on Proposed Changes to Commission Regulations to Establish a Voluntary Records Supervisor Certificate Program

Penal Code Section 13510.3 requires that the Commission establish, by December 31, 1997 and in consultation with representatives of law enforcement organizations, a voluntary professional certificate program for law enforcement records supervisors who have primary responsibility for providing records supervising services for local law enforcement agencies. The certificate is to be based upon standards related to the education, training and experience of law enforcement records supervisors and shall serve to foster professionalism and recognition of achievement and competency.

Creation of the Records Supervisor Certificate Program requires the following proposals to add language or sections to existing Regulations and Procedures:

- o Add subsection (y), Regulation 1001, which is a definition of the term *records supervisor*;
- o Addition to Regulation 1003 to require that appointments/terminations of records supervisors be reported to POST;
- o Add Section (k) to Commission Regulation 1005 to establish criteria for eligibility for the certificate;
- o Addition of Section F-6 to Commission Procedures to establish eligibility requirements for award of a Records Supervisor Certificate; and
- o Other non-substantive changes to assure conformity among existing regulations.

Subject to the results of the Public Hearing, and if the Commission concurs, the appropriate action would be a MOTION to approve the proposed changes to Regulations and Procedures as described. The change would go into effect January 1, 1998 subject to approval by the Office of Administrative Law.

STANDARDS AND COMPETENCY

G. Report and Recommendation to Approve the POST Field Training Program Guide

In 1979 POST developed a Field Training Program Guide and delivered it to the field for use. In 1988 the Commission approved the Field Training Program for distribution as an optional program for agencies to use. That program and model guide is still in effect and has been recently revised, updated, and standardized to meet contemporary needs in law enforcement training.

POST staff, with input from an ad hoc committee representing numerous agencies of various sizes and types, has developed an updated and standardized field training program that can be used as a model program for those agencies who are developing and/or updating a field training program.

This model Field Training Program Guide has been designed to achieve the following goals:

1. To produce a competent peace officer capable of working a solo patrol assignment in a safe, skillful, productive, and professional manner.
2. To provide standardized training to all newly assigned regular officers in practical application of learned information.
3. To provide clear standards for rating and evaluation which give all trainees every reasonable opportunity to succeed.
4. To enhance the professionalism, job skills, and ethical standards of the law enforcement community.

The revised POST Field Training Program Guide is an accumulation of the best aspects of existing field training programs nationwide. Implementation of the Commission's Strategic Plan goal of integrating mandatory, standardized field training and the basic academy to constitute "basic training" will be enhanced by the use/modeling of this updated and revised POST Field Training Guide.

If the Commission concurs, the appropriate action would be a MOTION to approve the Field Training Program Guide and to authorize the Executive Director to distribute the guide to the field for their use.

H. Report to the Legislature on Professional Standards for School Peace Officers and Security Personnel

On July 27, 1997 Senate Bill 366 was passed and signed into law enacting Penal Code Section 13510.6 as an urgency measure. P.C. 13510.6 requires the Commission to review minimum training and selection standards for peace officers and security officers who are employed by a school district. The Commission is required to reports its findings and recommendations to the Legislature by January 1, 1998.

Senator Theresa Hughes' introduction of legislation to address the adequacy of standards for school police and school security officers was driven by the fact that the California public expect their schools to be safe, that great variations exists between schools and districts as it relates to who guards or provides security or law enforcement services, and that the competency of those responsible for maintaining school safety is a significant safety factor. The Legislature's previous hearing on this subject (May 2, 1997 - Senate Select Committee on School Safety), documented the need for improvement in state standards for the selection and training of our school protectors - school peace officers and school security officers.

On August 20, 1997, POST staff convened a meeting in Sacramento and met with a diverse group of subject matter experts to provide input on some tentatively developed recommendations to upgrade the professional standards of school police and security officers. Based upon POST's review and input from the committee representatives, recommendations were developed and provided to the Commission for consideration and approval. As described in the report under this tab, the recommendations are:

1. Require newly appointed school police officers to satisfy the training requirements of the Regular Basic Course (P.C. 832.3).
2. Obtain legislation to replace the term school peace officer referred in P.C. 830.32 to school police officer to reflect the definition and description approved and used most often by the school peace officer community.
3. Make available an optional school police course to meet the unique training needs of the school environment.
4. Revise P.C. 832.2 to require a training course for all school security and reserve officers employed after the effective date of corrective legislation.
5. That Consumer Affairs Department, Bureau of Security and Investigative Services, in consultation with POST, be given responsibility for establishing the proposed school security officer training requirements of P.C. 832.2.
6. School security officers should be subject to the same criminal records checks as peace officers.

The above recommendations are also contained in the proposed *Report to the Legislature on School Safety and Professional Standards for School Peace Officers/Safety Personnel*.

If the Commission concurs, the appropriate action would be a MOTION to approve the described recommendations for transmittal to the Legislature.

I. Request for Approval of Resource Document for Psychological Screening for Dispatchers

A resource publication has been developed by Standards and Evaluation Bureau to assist law enforcement agencies that voluntarily use psychological evaluations in hiring public safety dispatchers. The publication is intended to be used as an informational document. It does not provide mandatory assessment requirements. The publication and a report are included under this tab.

If the Commission concurs, the appropriate action would be a MOTION to approve the distribution of the document to agencies upon request.

J. Request for Approval of Contract to Develop Hearing Screening Guidelines (ROLL CALL VOTE)

A revised *POST Medical Screening Manual*, first issued in January 1993, has provided guidance in the conduct of medical screening examinations that is consistent with advancements and changes occurring both medically and legally. The manual is complete save for the inclusion of hearing screening guidelines. The creation of new hearing screening guidelines has been delayed, in large part, in anticipation of promising, newly-emerging advances in hearing assessment technology.

The report under this tab requests permission to develop a contract following a Request for Proposal (RFP) process to create new POST hearing screening guidelines for entry-level patrol officers. A contract will enable POST to fully evaluate advances made in hearing assessment technology. The project is expected to require 10-12 months to complete, at an estimated cost of \$38,000. (ROLL CALL VOTE)

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to enter into a contract for the development of hearing screening guidelines at a cost not to exceed \$38,000.

PARTNERSHIPS

K. Advisory Committee

Norman Cleaver, Chairman of the POST Advisory Committee, will report on the Committee meeting held November 5, 1997 in Riverside.

Joe Flanagan, Chairman of the California Law Enforcement Image Coalition will provide a preview of the video produced to enhance the image of law enforcement.

RESOURCES

L. Request for Approval of Contract with Los Angeles County Sheriff's Department for Driver Training Scenarios (ROLL CALL VOTE)

Many of the existing scenarios used in the driving simulators need to be updated, and new scenarios will be required to take advantage of improvements that the simulator manufacturer will be making. These scenarios will be given to all of the sites in California that have driving simulators. Having such scenarios is critical to the successful operation of the simulators. The scenario developer will work half-time (1000 hours) on an hourly basis (\$33 per hour). The total cost for one year will not exceed \$33,000.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to enter into a contract with Los Angeles Sheriff's Department to develop driver training scenarios at a cost not to exceed \$33,000. (ROLL CALL VOTE)

M. Request for Approval of Contract with Public Entity to Produce Video Scenarios for Use in FTO Courses (ROLL CALL VOTE)

The Commission has certified the presentation of the 40-hour Field Training Officer Course by a variety of presenters statewide. The course is currently undergoing updating and revision to the curriculum that will be completed in January 1998. The presenters are using a number of video-based training scenarios that are out of date and agency-specific to the point that their training worth to presenters and other departments may be questionable.

It is proposed that POST contract with a law enforcement agency with video production capabilities or another public entity to produce a series of ten video-based scenarios that would be used in the Field Training Officer Program, or in agency-specific updates, to give field training officers experience in evaluating peace officer trainees in a controlled environment.

The proposal is more fully described in the report under this tab.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to enter into a contract with a public entity to develop the Field Training Officer Course series of video-based scenarios at a cost not to exceed \$75,000. (ROLL CALL VOTE)

N. Request for Approval of Contract for an IVD Training Coordinator (ROLL CALL VOTE)

There is a need to conduct regional workshops for IVD training managers in the agencies. In the past, the coordination was performed by POST staff, but it will be more efficient to contract with an individual who would perform these tasks. In addition to coordinating up to 50 workshops, the person selected would also be the lead workshop facilitator. The contract, which would be awarded following a competitive bid process, would not exceed \$20,000.

If the Commission concurs, the appropriate action would be a MOTION to contract for a workshop facilitator at a cost not to exceed \$20,000. (ROLL CALL VOTE)

O. Request for Approval of Contract with San Diego Regional Training Center for Staff Team Building Workshops (ROLL CALL VOTE)

Beyond 2000: Making a Bold Adjustment, which was the foundation document for POST's Strategic Plan, recommended POST address some organizational needs, including improving internal communications, conducting capability assessments, and staff development. The POST Management Team recently conducted a team building workshop in which the need was identified for all POST staff to participate in team

building. Team building workshops provide opportunity for small groups to meet with an outside facilitator to explore from the group's perspective issues leading to improved communications, working relationships, and organizational effectiveness. POST is undergoing rapid change and its staff faces exceptional challenges to implement the Strategic Plan.

It is recommended POST contract with the San Diego Regional Training Center to secure services of a facilitator to conduct team building for POST staff at a cost not to exceed \$30,240.

If the Commission concurs, the appropriate action would be a MOTION to approve a contract with San Diego Regional Training Center for consultant services in an amount not to exceed \$30,240. (ROLL CALL VOTE)

P. Report of the Finance Committee

Commissioner TerBorch, Chairman of the Finance Committee, will report on the Committee meeting held on November 5, 1997 in Riverside.

LONG RANGE PLANNING

Q. Report of Long Range Planning Committee

Chairman Hall-Esser, who also serves as Chairman of the Long Range Planning Committee, will report on the Committee meeting held November 5, 1997 in Riverside.

LEGISLATION

R. Report of the Legislative Review Committee

Commissioner Block, Chairman of the Commission's Legislative Review Committee, will report on the Committee meeting held November 6, 1997 in Riverside.

OLD/NEW BUSINESS

S. Appointment of Advisory Committee Member

The California Police Chiefs' Association has recommended that Bob Blankenship, Chief, Redding Police Department, be appointed as its representative to the POST Advisory Committee to fill the unexpired term of Charles S. Brobeck. Chief Blankenship's term will expire in September 1999.

CORRESPONDENCE

- T.1 Letter from James E. Anthony, Chief, Glendale Police Department, expressing appreciation for the Commission's condolences on the death of Officer Chuck Lazzaretto.
- T.2 Letter from Attorney General Daniel E. Lungren expressing appreciation for production of the *Megan's Law* telecourse.
- T.3 Letters commending the Commission on the *Victims of Violence* Video:
- o Greg Cowart, Director, Division of Law Enforcement, Department of Justice
 - o Kathleen E. Sullivan, family of murdered son, Matthew Sullivan
 - o Edward C. Williams, Sheriff-Coroner, San Luis Obispo
 - o Lin G. Squires, Mad About Rising Crime, Inc., and response from POST Executive Director
 - o Donna Friess, victim of child molestation
 - o John D. Conley, Assistant District Attorney, Orange County
 - o David and Ellen Sheive, members of a homicide support group
 - o Cheri Nolan, Executive Assistant to John Walsh, America's Most Wanted

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

January 22, 1998 - Sheraton Newport - Newport Beach
April 16, 1998 - Doubletree Hotel, Redding
July 16, 1998 - To Be Announced
November 5, 1998 - Piccadilly Inn, Fresno

MEMORANDUM

To : POST Commissioners

Date: Oct. 22, 1997

Ken
KENNETH J. O'BRIEN
Executive Director

From : Commission on Peace Officer Standards and Training

Subject : REVISED AGENDAS FOR LONG RANGE PLANNING COMMITTEE AND
FINANCE COMMITTEE MEETINGS

Two items of importance have surfaced since the agenda packets for the upcoming November meetings were mailed. Because we are well within the ten-day public notice for these meetings, I have taken the liberty of adding the following agenda items and am enclosing revised agendas for both the Long Range Planning Committee and Finance Committee meetings.

o Long Range Planning Committee

Request to Use POST's Satellite Broadcast Network for El Nino Disaster Communications (Tab F)

o Finance Committee

Request for Special Consultant (POST Management Fellowship Program) (Tab I)

Additional information on both of these items will be available at the meeting on November 5, 1997. If you have any questions in the meantime, please give me a call at (916) 227-2803.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083**REVISED - Oct. 22, 1997****LONG RANGE PLANNING COMMITTEE MEETING**

(Jointly with Finance Committee)

November 5, 1997 - 2:00 p.m.

Mission Inn

3649 Seventh Street

Riverside, CA 92501

(909) 784-0300

COMMITTEE MEMBERS

Jody Hall-Esser, Chair

David Anderson

Sherman Block

Collene Campbell

Philip del Campo

Ron Lowenberg

Jan Scully

AGENDA

- A. CALL TO ORDER
- B. Report on the POST Interactive Multimedia Training Program

The report will focus on ways that POST can best serve law enforcement through using interactive multimedia technology for training. Changes in the technology are discussed that necessitate moving from using videodiscs to CD-ROMs. Staff will present a computer demonstration with options for updating multimedia equipment outlining advantages and disadvantages for each option.

- C. Progress Report on POST Strategic Implementation Plan

The Committee on Strategic Plan Implementation met on September 23, 1997 and took action to recommend that the plan be approved by the full Commission at its November 6, 1997 meeting. Quarterly updates on strategic plan implementation progress will be distributed to Commissioners on an on-going basis. The first such report is included under Tab C of the regular Commission agenda.

D. Regional Skills Training Centers

Assembly Bill 1496, which would establish Regional Public Safety Skills Training Centers in California, has become a two-year bill. While the Commission supports the bill, recent developments outlined in the report under this tab suggest it is timely for the Commission to review its position and, perhaps, the concept being pursued in AB 1496.

E. Commission Policy Manual Revisions

The Commission Policy Manual has been in existence since January 1977. It is intended for use by the Commission and POST staff. The manual provides a ready reference to current Commission policies. The Policy Manual was last formally reviewed by the Commission in 1985. Since that time, many of the older policies have been referenced in the POST Administrative Manual (PAM). Consequently, those policies are proposed for deletion from the Policy Manual. The proposed revised manual under this tab also includes recent new policies and certain proposed minor revisions.

Revisions are presented in an underline/strikeout format. These revisions are provided to the Commission for review and approval. Commissioners are invited to provide suggestions or other comments on any aspect of the policies proposed for revision. Following review, a final copy reflecting all changes and updates will be distributed to staff and members of the Commission.

F. Request to Use POST's Satellite Broadcast Network for El Nino Disaster Communications

Sheriff Jerry Shadinger of Colusa County has contacted staff concerning the possible use of POST's satellite broadcast network for disaster communications during the upcoming winter when El Nino is expected.

Although the concept is in its infancy at this time, Sheriff Shadinger proposes that POST enter into an agreement with the State Office of Emergency Services (OES) to allow OES access to POST's satellite broadcast network for purposes of conducting a twice daily live broadcast to California law enforcement agencies, fire, CHP, and other agencies during local/regional flood disasters. POST would secure satellite and uplink time on a facility in the Sacramento area where OES is headquartered. POST would be reimbursed by OES for costs incurred.

An oral presentation on this subject will be made at the meeting.

G. ADJOURNMENT

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1801 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083**REVISED - Oct. 22, 1997****FINANCE COMMITTEE MEETING**

November 5, 1997 - 2:00 P.M.

Mission Inn

3649 Seventh Street

Riverside, CA 92501

(909) 784-0300

AGENDA**COMMITTEE MEMBERS**

Rick TerBorch, Chairman

Charles Brobeck

Mike Carre

Philip del Campo

Ted Hunt

Tom Knutson

Ron Lowenberg

A. CALL TO ORDER**B. POST's Current Year Budget, Revenue, and Status**

The Committee will review budgeted and actual revenues as well as training volumes for the First Quarter 1997/98.

A report showing expenditure projections and options will be provided at the meeting.

C. Status Report on BCP's Submitted to the Department of Finance

On behalf of the Commission, staff has submitted three budget change proposals (BCP's) to the Department of Finance (DOF). The proposals related to: (1) staff increases to improve information technology as outlined in the Strategic Plan; (2) staffing to implement the Clearinghouse called for by the Strategic Plan; and (3) changes in the distribution of Penalty Fund revenue to restore POTF income lost in 1991. DOF recommendations should be available for reporting to the Committee at the meeting.

D. Appeal of Decision Relating to Policy Limiting Subsistence Reimbursement for Courses Attended More Than 25 Miles from the Workplace

At its April 23, 1997 meeting, the Finance Committee reviewed correspondence from the Alameda County Chiefs' and Sheriff's Association requesting relief from the rule

restricting lodging reimbursement to training courses presented more than 25 miles from the work site. The full Commission, at its April 24, 1997 meeting, declined to change the current policy which restricts reimbursement.

The Association has requested that the Commission reconsider their request. It is again pointed out that traffic congestion in urban areas sometimes causes a less than 25 mile commute to consume excessive time. The matter is further described in the enclosed report.

It is anticipated that a representative of the Alameda County Chiefs' and Sheriff's Association will be present to address the Committee.

E. Report on Proposal for Mobile Driver Training Van for Northern California

At its July 1997 meeting, the Finance Committee directed staff to study, in coordination with Sheriff Charles Byrd of Siskiyou County, the feasibility of POST providing a mobile driver training van to service the far Northern California law enforcement agencies. In consultation with law enforcement agency heads in the area, it was determined that a mobile van was unsatisfactory but that two fixed training simulator sites would meet their needs. The attachment under this tab recommends that full driver training simulators be located at Yreka (operated by Siskiyou Sheriff's Department) and Redding (operated by the Redding Police Department).

F. OCJP Funding for Victims' Videotape

In response to Commission direction at its July 1997 meeting to seek out non-POST funding sources for the copying of the Victims of Violence video, staff has secured \$10,000 funding from the Office of Criminal Justice Planning (OCJP). The limited grant funds are restricted to conducting a pilot with law enforcement agencies and district attorneys' offices to determine the effectiveness of the video with violent crime victims and to determine the most effective source of distribution. The Committee may wish to recommend approval of receipt of this funding. The Committee may also wish to consider adding some POST funds to supplement a more widespread distribution and evaluation.

G. Report on Reimbursement of Training for Civilian Employees

At the April 24, 1997 Commission meeting, a representative of the Association of Los Angeles County Deputy Sheriffs (ALADS) raised concerns about Commission reimbursement for training of civilian employees when funds are of limited availability for training of peace officer employees. Following discussion, the Commission directed staff to provide a report at the July meeting addressing the scope, volume, and costs associated with civilian trainee reimbursement.

Staff reported at the July meeting that the Commission began reimbursing for paraprofessional employees in the 1970's in recognition of the then movement towards civilianizing certain law enforcement tasks and jobs. Reimbursement for civilian employees rapidly evolved to generally include those employees performing work historically performed by peace officers. It was also noted that the Commission now routinely reimburses for course attendance by 13 job classes and certain others may be reimbursed with prior approval. In FY 95/96, 3,888 civilians were reimbursed at a cost of \$1,138,722.76. These numbers are exclusive of public safety dispatchers who are eligible for reimbursement by statute.

Following discussion at the July meeting, there was consensus that both sworn and civilian employees of participating agencies should be adequately trained. However, there was not consensus that POST funds should be used for civilian training, particularly if such reimbursement would negatively impact the training of sworn personnel. It was directed that staff provide a report for the November meeting of the Finance Committee, indicating what classes of civilian employees are eligible for POST reimbursement and how those employees relate to the officers on the street. The report is enclosed for information, discussion and recommendation to the full Commission.

H. Review of Contracts and Other Fiscal Issues on the November 6, 1997 Commission Agenda

The following items are on the regular Commission agenda. It is appropriate for the Committee to review these items and consider a recommendation to the full Commission:

- o Public Hearing - Back-fill Reimbursement (Tab E)
- o Contract with Los Angeles Sheriff's Department on Driver Training Scenarios (Tab L)
- o Contract with Public Entity to Produce Video Scenarios for Use in FTO Courses (Tab M)
- o Contract for an IVD Training Coordinator (Tab N)
- o Contract with San Diego Regional Training Center for Staff Team Building Workshops (Tab O)

I. Request for Special Consultant (POST Management Fellowship Program)

As Commissioners are aware, we have several vacant Law Enforcement Consultant positions, and it will be some time before we are able to hire new staff. We believe it advisable to temporarily fill a vacant position in our Basic Training Bureau with a Special Consultant (POST Management Fellowship Program). This bureau is responsible for a variety of critical projects which we can ill afford to delay. It is proposed that a seven-

month Special Consultant be hired to run from December 1, 1997 through June 30, 1998 at a cost not to exceed \$70,000.

J. ADJOURNMENT

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083**COMMISSION MEETING MINUTES**July 17, 1997
Hyatt Regency Irvine
Irvine, CA

The Commission meeting was called to order at 10:05 a.m. by Chair Jody Hall-Esser.

Commissioner Lowenberg led the flag salute.

MOMENT OF SILENCE HONORING PEACE OFFICERS KILLED IN THE LINE OF DUTY

The Commission held a moment of silence in honor of the following officers who have lost their lives while serving the public:

- o Officer Saul Martinez, California Highway Patrol, Indio
- o Deputy Randall E. Jennings, Butte County Sheriff's Department
- o Investigator Charles A. Lazzaretto, Glendale Police Department
- o Officer Dan Muehlhausen, California Highway Patrol, Indio

ROLL CALL OF COMMISSION MEMBERS**Commissioners Present:**David C. Anderson
Collene Campbell
Michael T. Carre
Philip del Campo, Ph.D.
Jody Hall-Esser
Ted Hunt
Thomas J. Knutson, Ph.D.
William B. Kolender
Ronald E. Lowenberg
Rick TerBorch**Commissioners Absent:**Sherman Block
Bud Hawkins, Attorney General Representative
Jan Scully

POST Advisory Committee Members Present:

Norman Cleaver, Chairman
Charles Brobeck
Charles Byrd
Jay Clark
Derald D. Hunt
Alexia Vital-Moore
Woody Williams

Staff Present:

Kenneth J. O'Brien, Executive Director
Glen Fine, Assistant Executive Director
Mike DiMiceli, Assistant Executive Director
Hal Snow, Assistant Executive Director
John Berner, Bureau Chief, Standards and Evaluation
Kate Singer, Special Consultant, POST Management Fellowship Program
Frederick Williams, Bureau Chief, Administrative Services
Vera Roff, Secretary

Visitors Present:

Leslie Buckalew, Ph.D., Hartnell College
Steve Craig, President, Peace Officers' Research Association of California
Greg Kyritsis, San Bernardino County Sheriff's Department Academy
Michael O'Rourke, San Bernardino County Sheriff's Department
David Powers, Los Angeles Police Academy
Darla Singerton, Captain, Riverside County Sheriff's Department
Dave Wright, Shasta College

RECOGNITION OF ADVISORY COMMITTEE MEMBERS PRESENT

Chair Hall-Esser expressed appreciation to Advisory Committee members for their commitment and on-going support of Commission programs.

APPROVAL OF MINUTES

- A. MOTION - del Campo, second - Lowenberg carried unanimously to approve the minutes of the April 24, 1997 regular Commission meeting held at the Holiday Inn in Sacramento, and the minutes of the June 16, 1997 special Commission meeting held at the Hyatt Hotel in Irvine.

CONSENT CALENDAR

- B. MOTION - del Campo, second - TerBorch, carried unanimously to approve the following Consent Calendar:
- B.1 Receiving Course Certification Report
 - B.2 Receiving Financial Report - Fourth Quarter FY 1996/97
 - B.3 Receiving Information on New Entry Into the POST Regular (Reimbursable) Program
 - B.4 Receiving Information on Withdrawal from POST Specialized (Non-Reimbursable) Program
 - B.5 Receiving Information on New Entry Into the Public Safety Dispatcher Program
 - B.6 Approving Resolution Commending Robert Norman, Chief of Foster City Police Department
 - B.7 Approving Resolution Commending Retiring Bureau Chief Darrell L. Stewart
 - B.8 Approving Resolution Commending Retiring Bureau Chief Robert Fuller
 - B.9 Approving Resolution Commending Sue Muncy, Retired Executive Director, California State Sheriffs' Association

STRATEGIC PLAN

C. Report on Strategic Implementation Plan Progress

Commissioner TerBorch, Chairman of the Committee on Strategic Plan Implementation, reported that the Strategic Plan has been submitted to and approved by the Governor's Office. POST has now turned its full attention to implementation and developing a Strategic Implementation Plan. The Commission has set an initial review for its November 1997 meeting. The plan will contain proposed action steps for achieving each of the 60 objectives, time schedule for beginning and completion, recommendations for priorities in implementation, and bureau assignments for each objective. Plans are underway to secure law enforcement and constituent feedback at a stakeholders' meeting in September.

The Executive Director reported that a new organizational structure and re-prioritization of projects should enable staff to accomplish the additional work outlined in the Strategic Plan without additional resources. It is not anticipated that any of the work currently being done will be discontinued.

PUBLIC HEARING

D. Receiving Testimony on Proposed Changes to Procedure D-1 Relating to Definitions of Basic Course Delivery Formats and Regulation 1018 Relating to Public Safety Dispatcher Program

The purpose of the public hearing was to receive testimony in regard to proposed changes to amend Commission Regulations 1005 and 1018, and Procedure D-1 relating to Regular Basic Course formats and applicability of Public Safety Dispatcher training standards. 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.

Procedure D-1 defines the Basic Course Reserve Format as encompassing Modules A, B, C, and D. The Transition Pilot Basic Course Format is defined as Part 1 and Part 2. The construction of these definitions is such that student enrollment in Part 1 (Community College courses with Basic Course subjects embedded) and enrollment in Module A (P.C. 832 course) constitutes enrollment in the Regular Basic Course.

At its April 1997 meeting, the Commission approved clarifying language for Regulation 1018 and approved changes to D-1 to define Part 1 and Module A subject to results of a Notice of Regulatory Action.

In response to that Notice, Dave Wright, Coordinator, ADJU/POST Programs, Shasta College, requested a public hearing on this proposal.

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

Dave Wright, Coordinator of POST programs with the Administration of Justice Division of Shasta College, wrote to request that a public hearing be held and subsequently requested that the date and location of the public hearing be changed. Mr. Wright also expressed several concerns and recommendations with regard to the proposed regulation action. These are summarized as follows:

1. Mr. Wright is concerned that redefining Part 1 of the Transition Program is not the appropriate solution to the problem of the criminal history clearance required by Penal Code Section 13511.5. Mr. Wright also requests that POST provide a definition of "Basic Course," define the criteria used to determine if a course is a "Basic Course," and identify all courses that fall under the scope of Penal Code Section 13511.5. Mr. Wright further suggests that POST consider drafting amendments to Penal Code Section 13511.5 to resolve the matter.
2. He expressed concern that there will be a negative impact on students and a loss of credibility to participating colleges if Part I of the Transition Program is considered preparatory to the Basic Course, rather than part of the Basic Course.

3. Mr. Wright expressed his concern that, although POST is proposing that Part I of the Transition Program be removed from the Basic Course, all requirements for teaching the Basic Course will remain.
4. Mr. Wright expressed concern with a staff report regarding the original intention behind the development of the pilot program; specifically, whether Part I of the Transition Program was originally intended to be part of the Basic Course or preparatory to the Basic Course.

Dr. Leslie G. Buckalew, Dean of Occupational Education at Hartnell College, has submitted a request that a public hearing be held and identified eight objections to the proposed regulatory action. Dr. Buckalew's objections follow the same theme as those submitted by Mr. Wright of Shasta College, and are summarized as follows:

Dr. Buckalew believes that community college presenters and students who have enrolled in Part I of the Basic Course Transition Program will suffer a loss of prestige, credibility and, perhaps, future opportunities if the proposed definition of Part I is adopted.

Dr. Buckalew proposes that Part I continue to be defined as the Regular Basic Course and that the fingerprint/criminal history requirement of Penal Code Section 13511.5 be resolved by: (1) Commission action to define "basic course of training" as the term is used in Penal Code Section 13511.5, and (2) introduction by the Commission of legislation to modify Penal Code Section 13511.5.

Dr. Buckalew also offers an extensive variety of observations, questions, opinions and recommendations supportive of the basic position as described above.

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

In response to Dave Wright's request that a public hearing be held, and subsequent request to change the date and location of the public hearing, Mr. Wright was informed that a public hearing was scheduled as requested; however, public hearings are held in conjunction with Commission meetings which are scheduled a year in advance. Were the public hearing to be postponed to the November 6, 1997 Commission meeting, there might still be a problem with the meeting location as that meeting is scheduled to be held in Riverside, California.

In response to Mr. Wright's concerns regarding the impact of Penal Code Section 13511.5, his concerns and comments address a much broader issue than that addressed by the Commission's proposed change to Procedure D-1, and fall outside the scope of the proposed regulatory action.

In response to Mr. Wright's concerns of a negative impact on students, it is our belief that the proposed change will have no negative impact on students because the conditions under which Part I is presented remain unchanged. Student eligibility to advance to Part II is unchanged. In response to Mr. Wright's concerns about a loss of credibility to participating colleges if the Basic Course label is withdrawn, we do not believe, nor do other presenters who have requested the proposed change, that this is a substantive cause for concern.

In response to Mr. Wright's concerns that Part I curriculum would remain based upon Regular Basic Course training specifications, there are aspects of Basic Course presentation and testing that differ between academy presentation and Part I presentation. Part I graduates will be subjected to a comprehensive, state-administered examination.

In response to Mr. Wright's concerns regarding the original intention behind the development of the pilot program, we believe that original intention is not now a central issue in considering adoption of the proposed change.

In response to Dr. Leslie Buckalew's request that a hearing be held, Dr. Buckalew was informed by POST of the date, time, and location of this public hearing. In response to Dr. Buckalew's concerns, staff believes that there is no evidence that either community colleges or Part I students will suffer any loss of prestige, credibility or opportunity if Part I is redefined as proposed. The program content and opportunity for Part I students to progress to Part II and satisfy the Basic Course training requirement would remain unchanged. Other community college presenters of Part I have requested the proposed change and clearly do not share the concern for loss of status.

Dr. Buckalew's proposals for definition of terminology found in Penal Code Section 13511.5 and recommendations for legislative change are outside the scope of the proposed regulatory action.

Dr. Buckalew's numerous observations, questions, opinions and recommendations supportive of her fundamental position are found to be either, or a combination of, requests for clarification (which has been provided), outside the scope of the proposed action, conjecture, redundancy, or representing observations only, rather than definitive statements of objection.

Following the staff report, the Chair invited oral testimony from those present.

Dave Wright, Coordinator of POST Programs with the Administration of Justice Division of Shasta College, spoke in opposition to the proposed changes emphasizing that redefinition of Part 1 would lower the prestige of the program and cause the program to suffer future lowering of support.

Dr. Leslie G. Buckalew, Dean of Occupational Education at Hartnell College, spoke in opposition to the proposed changes emphasizing also the detrimental future impact of lowering the status of Part 1 and requested that the Commission not approve the suggested changes.

The Chair then invited oral testimony from those in favor.

Isidro F. Patino, Division Dean, Department of Public Services, Rio Hondo College, State President of CAAJE, and active CADA member, spoke in favor of the transition program and observed that, as a pilot, it is subject to change. He requested that the Commission approve the recommended changes.

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

After discussion, the following action was taken:

MOTION - Kolender, second - Knutson, carried to approve the proposed changes to Procedure D-1 relating to definitions of Basic Course delivery formats. The change would go into effect October 1, 1997, subject to approval by the Office of Administrative Law.
(NO: Hunt)

STANDARDS AND COMPETENCY

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

Proposed changes to the training specifications for Learning Domains #35 Firearms and Chemical Agents will consolidate several existing exercise tests into a series of qualifications tests which more accurately reflect current training and testing methodologies practices by the academies. It was proposed that 13 firearm tests be consolidated into a series of six simulations that are more specific and detailed; marksmanship techniques; evaluation choices of cover and concealment, changing cover, left and right handed grips and position and threat assessment.

MOTION - Lowenberg, second - TerBorch, carried unanimously to approve the curriculum changes, subject to results of a Notice of Proposed Regulatory Action. If approved, changes would be effective October 1, 1997.

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

As part of an on-going 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, compliance with legislatively mandated subject matter, changes in law, or to improve student learning and evaluation.

Changes to the performance objectives are proposed in two learning domains: Firearms/Tear Gas and Weapons Violations. All changes in the Firearms/Tear Gas Domain comport with changes to the exercise tests and learning activities for the domain as described in the previous agenda item. Changes in the Weapons Violations Domain pertain to objectives that call for written test questions and consist of adding one objective on the crime of use of tear gas or a tear gas weapon (Penal Code Section 12403.7[7]), modifying two objectives, and deleting one objective and incorporating its requirements into another (existing) objective.

MOTION - del Campo, second - Lowenberg, carried unanimously to adopt the recommended changes to the Regular Basic Course performance objectives effective for academy classes that begin on or after October 1, 1997.

G. Scheduling a Public Hearing for November, 1997 to Consider Proposed Changes to Commission Regulations to establish a Voluntary Records Supervisor Certificate Program

Penal Code Section 13510.3 requires that the Commission establish, by December 31, 1997 and in consultation with representatives of law enforcement organizations, a voluntary professional certificate program for law enforcement records supervisors who have primary responsibility for providing records supervising services for local law enforcement agencies. The certificate is to be based upon standards related to the education, training and experience of law enforcement records supervisors and shall serve to foster professionalism and recognition of achievement and competency.

MOTION - del Campo, second - Anderson, carried unanimously to schedule a public hearing in conjunction with the November 6, 1997 Commission meeting to receive comments on the proposed changes to regulations to establish a Voluntary Records Supervisor Certificate Program.

H. Scheduling a Public Hearing on the Proposal to Establish a Mandatory Field Training Program

In July 1996, the Commission authorized employment of a Special Consultant to conduct a study of field training programs and make recommendations regarding the feasibility of a

POST-mandated, standardized program. Sergeant Kate Singer, Marin County Sheriff's Department, was employed for this purpose.

It was proposed that the Commission schedule a public hearing for November 1997 to consider adoption of regulations mandating that regular officers complete a minimum ten-week field training program before being allowed to perform peace officer duties without immediate supervision. Agencies employing regular officers would be required to obtain POST approval of their field training programs. Their programs would have to meet certain described criteria including minimum qualifications for Field Training Officers (FTOs). FTOs would be required to complete the 40-hour Field Training Officer Course before providing field training for new officers.

Proposed regulations would exempt officers while assigned to custodial work. Deputy Sheriffs assigned to jail duty following Basic Course completion would, therefore, not be required to enter a field training program until they were assigned to patrol.

A waiver provision is also proposed to accommodate any agency that may be unable to comply with the program provisions due to either financial hardship or lack of availability of personnel who could qualify to serve as FTOs. It is anticipated that a small number of agencies may need availability of such a waiver provision.

The Long Range Planning Committee discussed this proposal at its June 16, 1997 meeting. Concerns were expressed regarding: (1) the potential impact of a mandatory program on Deputy Sheriffs initially assigned to jail duty, (2) and potential fiscal impact on participating agencies. In response to these concerns, exemption and waiver provisions have been included in the proposal. Deputy Sheriffs would be able to obtain Basic Certificates prior to completing field training. Financial hardship would be a basis for agency exemption.

At the Long Range Planning Committee meeting, there was also discussion about the difference in the nature of law enforcement agencies in metropolitan and rural areas which would require modifications to field training requirements. Those concerns will be addressed in the Field Training Guide which will require agencies to verify student competency in performance through scenarios or verbal or written tests.

During discussion, concerns were raised regarding the length of time that recruit training records should be kept. Staff will review the legal aspects of this issue and it will be included in the report before the Commission at the public hearing.

The Advisory Committee reviewed this proposal at its July 16, 1997 meeting and recommended approval.

MOTION - del Campo, second - Lowenberg, carried unanimously to schedule a public hearing, in conjunction with the November 6, 1997 Commission meeting, to receive comments on the proposed changes of regulations relating to the field training program.

PARTNERSHIPS

I. Advisory Committee

Norman Cleaver, Chairman of the POST Advisory Committee, reported the Committee met on July 16, 1997 in Irvine.

The Committee expressed support for the development of the Strategic Plan and the efforts that are being done toward implementation of the objectives included in the plan.

The California Law Enforcement Image Coalition is working on the development of the video previously approved by the Commission and considering other methods of advertising, including billboards, bus benches, etc.

The Committee reviewed the video taken at the 1996 Governor's Award for Excellence in Law Enforcement Training and expressed appreciation to Vice Chair Collene Campbell for presenting the awards at the CPOA conference. Application booklets for the 1997 awards will be mailed in August. The selection committee will meet on January 20, 1998 in Newport Beach to review applications and will present its recommendations for the 1997 award recipients to the Commission at its January meeting.

The Committee received a staff report on physical fitness training, one of the major concerns being addressed by the Advisory Committee. At the current time, basic academy cadets are required to wear physical training clothing rather than full academy uniforms. A pilot study will be conducted to determine the impact of these requirements and suggested alternatives. The Committee will keep the Commission informed about the coalition's activities.

RESOURCES

J. Report on Reimbursement of Training for Civilian Employees

At the April 24, 1997 Commission meeting, a representative of the Association of Los Angeles County Deputy Sheriffs (ALADS) raised concerns about Commission reimbursement for training of civilian employees when funds are of limited availability for training of peace officer employees. Following discussion, the Commission directed staff to provide a report addressing the scope, volume, and costs associated with civilian trainee reimbursement.

Staff reported the Commission began reimbursing for paraprofessional employees in the 1970's in recognition of the movement towards civilianizing certain law enforcement tasks and jobs. Reimbursement for civilian employees rapidly evolved to generally include those employees performing work erstwhile historically performed by peace officers.

The Commission now routinely reimburses for course attendance by 13 job classes and certain others may be reimbursed with prior approval. In FY 95/96, 3,888 civilians were reimbursed at a cost of \$1,138,722.76. These numbers are exclusive of public safety dispatchers who are eligible for reimbursement by statute.

During discussion, there was consensus that employees, both sworn and civilian, should be adequately trained. However, there was not consensus that POST funds should be used for civilian training, particularly if it negatively impacts the training of sworn personnel. It was suggested that staff provide a report indicating what classes of civilian staff are eligible for POST reimbursement and how the responsibilities of those employees relate to the activities of the officers on the street. The report is to be presented to the Finance Committee for recommendation to the full Commission.

K. Report on Federal Grant Funds for Training Programs Addressing Violent Crimes Against Women

With passage of Senate Bill 350, it is necessary for the Commission to approve a spending plan to implement the bill's provisions. Of the \$11,453,000 authorized from the Federal Trust Fund, \$2,196,834 is earmarked for POST to develop and conduct law enforcement training on domestic violence and related training.

Working with staff of the Office of Criminal Justice Planning, a proposed spending plan has been developed that includes:

1. \$300,000 for the development of three telecourses;
2. \$308,960 for the development and presentation of a new Institute of Criminal Investigation Speciality Course on Domestic Violence Investigation;
3. \$1,042,722 for first responder related domestic violence training;
4. \$120,000 for a Special Consultant (POST Management Fellowship Program); and
5. \$425,152 to reimburse eligible law enforcement agencies for trainee replacement (back-fill) costs.

With regard to the back-fill costs, it was recommended at the Commission, subject to the results of a Public Hearing Notice Process, adopt regulations allowing for back-fill reimbursement for certain courses presented with these federal funds.

This issue, as well as the broader issue of feasibility of the Commission adopting regulations allowing for a more general program of back-fill reimbursement, was discussed at length by the Finance Committee at its July 16, 1997 meeting.

The Finance Committee recommended the Commission schedule a public hearing for its November meeting to consider regulations enabling back-fill reimbursement for this federally-funded program and creating the vehicle for a broader program. The Committee recommends that the Public Hearing Notice make clear that the Commission does not have funds to support such reimbursement beyond the federally-funded program. Noticing a broad, but unfunded program, will provide the Commission with an expression of the field's perception of need for back-fill reimbursement.

The Finance Committee reviewed this proposal at its July 16, 1997 meeting and recommended approval.

MOTION - Anderson, second - TerBorch, carried unanimously by ROLL CALL VOTE to:

1. Authorize the Executive Director to enter into an agreement with the Office of Criminal Justice Planning to receive this funding.
2. Authorize a contract, in an amount not to exceed \$120,000, with a to-be-named local agency for one year's service of a POST Management Fellow to provide program coordination.
3. Authorize requests for proposal to produce components of a videodisc courseware program on domestic violence.
4. Approve a 1997/98 contract augmentation with KPBS, San Diego State University, in the amount of \$385,000.
5. Approve a 1997/98 contract augmentation with San Diego Regional Training Center in the amount of \$159,000.
6. Subject to results of a public notice process, authorize regulation changes to institute trainee replacement (back-fill) reimbursement for the above programs.

L. Approval to Contract for Presentation of the Robert Presley Institute of Criminal Investigation (ICI) Homicide Investigation Course

The Robert Presley Institute of Criminal Investigation includes a number of foundation speciality courses. The courses employ POST-prescribed instructional methods and standardized curriculum. The ICI Homicide Investigation Course (76 hours) is presented by DOJ on an outreach basis and by LAPD and LASD (jointly for their investigators). There is need for an additional course to relieve a backlog of enrollment requests.

The Sacramento Public Safety Center has agreed to present the course and requests presentation costs be paid through contract rather than recovered through tuition charging.

The Finance Committee reviewed this proposal at its July 16, 1997 meeting and recommended approval.

MOTION - TerBorch, second - del Campo, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign a contract with the Sacramento Public Safety Center in an amount not to exceed \$60,000 for presentation of the ICI Homicide Investigation Course.

M. Approval to Renew Authorization to Contract for Special Consultant to Conduct a Study Regarding Reserve Officer Training Standards

In July 1996, the Commission authorized the Executive Director to contract for services of a Special Consultant (POST Management Fellowship Program) to conduct a study and make recommendations regarding scope and length of training for Levels III, II, and "Limited" Level I reserve officers. Planned work would have also included re-sequencing and modularizing the training courses to facilitate ultimate completion of the Regular Basic Course with minimum duplication of training.

This work was delayed due to the introduction of legislation that, if passed, would eliminate the "Limited" Level I category and modify the allowable assignments for Level II and Level III reserves.

The Long Range Planning Committee, at its June 16, 1997 meeting, and the Finance Committee, at its July 16, 1997, meeting both reviewed this proposal and recommended approval.

MOTION - Lowenberg, second - del Campo, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign a contract, in an amount not to exceed \$120,000, for a Special Consultant to conduct a study and make recommendations regarding the reserve officer training standards.

N. Approval to Contract for Biennial Internal Control Audit

Commission policy requires a biennial audit of POST's fiscal controls and accounting procedures. The last audit was conducted by the State Department of Finance, Office of State Audits and Evaluations, in 1995. This last audit was a limited scope audit that met state administrative requirements and cost \$20,000.

The limited audit stops short of reviewing actual financial transactions. A full audit, which would include financial transactions, would cost \$40,000. Since it has been many years

since a full-scope audit has been conducted, it was proposed the Commission approve funding for such an audit this year.

The Finance Committee reviewed this proposal at its July 16, 1997 meeting and recommended approval.

MOTION - Carre, - Hunt, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign a contract with the Department of Finance, Office of State Audits and Evaluations, for an amount not to exceed \$40,000, to conduct a full scope audit.

O. Report of the Finance Committee

Commissioner TerBorch, Chairman of the Finance Committee, reported the Committee met on July 16, 1997 in Irvine. In addition to items already addressed on the agenda, the Committee discussed the following:

1. The Committee reviewed the year end report of training volume and reimbursement expenses. That report has been provided to all Commissioners. Staff reported that FY 96-97 ended with a \$13.1 million reserve. This sum is largely attributable to: (1) bringing POST in line with State of California accrual budgeting which requires spending off the last two months of a 14-month revenue accrual (approximately \$5 million) which we have thought prudent to roll over; (2) and the infusion of \$6.1 million in budget augmentations from the Governor and the Legislature. Of these augmentations, only \$2 million earmarked for the Museum of Tolerance program, will continue in the current year.

Staff also reported that, although there are currently significant reserves in POST budget, expenditures currently exceed our baseline revenue. Reserves are projected to be exhausted in the next two years.

2. POST's FY 97/98 budget has been approved by committees of both the Assembly and the Senate. It includes the spending authority of \$41.435 million, which is sufficient to spend more than 50% of the current reserve. The budget has not yet been approved.
3. Expenditure projections for FY 97/98 were discussed, along with options for addition of spending initiatives. Projected training volume and currently approved expenditures leaves the Commission with approximately \$3 million that could be expended this year while remaining within the spending authority.

The Committee recommended the Commission authorize submittal of BCPs to fund needed resources related to critical objectives for the Strategic Plan which would include the following new positions:

- o Two Associate Programmer Analysts for Computer Services a cost of \$135,000; and
- o one Staff Programmer Analyst and one Office Technician for the Clearinghouse at a cost of \$110,000.

The Committee also recommended:

- o An expression of intent to fund purchase of a mobile driver training simulator for northeast counties at a cost estimate of \$297,430 to \$533,146; and
 - o Add two SLI offerings as quickly as feasible. The estimated impact in the current year would be \$170,000.
4. As required by Commission policy, the Committee received a report on all contracts entered into during the past fiscal year.

MOTION - Campbell, second - Hunt, carried unanimously by ROLL CALL VOTE to approve the recommendations of the Finance Committee

LEGISLATION

P. Report of the Legislative Review Committee

Commissioner Kolender, member of the Commission's Legislative Review Committee, reported the Committee met just prior to the Commission meeting.

There was a suggestion to change the Commission policy regarding taking a "neutral" position on bill that mandated training but did not include funding. Committee members suggested it would provide them with more flexibility in taking a position on bills if instead the Commission policy was that it would review each proposed legislative training mandate as to its merit and need. The proposed policy change will be brought to the next Legislative Review Committee for review.

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

1. AB 271 (Villaraigosa) - Correctional Peace Officer Standards and Training - This bill proposes to require investigators of the State's Inspector General of the Youth and Correctional Agency to be POST certificated.
Recommended Position: Support if amended.

2. AB 531 (Knox) - Community Policing - This bill proposes to appropriate \$100,000 from the State General Fund to POST to fund a consultant to coordinate community policing training.
Recommended Position: Oppose
3. Senate Bill 786 (Knight) - Reserve Peace Officer Definitions - This bill proposes to (1) combine designated and non-designated reserve peace officer classifications; (2) eliminate limited Level I reserve classification; (3) authorize Levels II and III reserves to perform certain limited duties while working alone; and (4) eliminate the required continuous field training program for Level II reserves.
Recommended Position: Support
4. Assembly Bill 1211 (Hertzberg) - Basic Course and Certificate Required for Police Chiefs - This bill proposes to require police chiefs and directors of public safety to complete the basic course and obtain the POST basic certificate with two years of employment.
Recommended Position: Support

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

LONG RANGE PLANNING

Q. Report of the Long Range Planning Committee

Chair Hall-Esser, who also chairs the Long Range Planning Committee, reported that the Committee met on June 16, 1997 in Irvine. In addition to items already addressed on the agenda, the Committee discussed the following:

1. Proposed Supervisory Course Pilot Presentations

A report was received describing work to date on a major revision of the 80-hour Supervisory Course. Staff is prepared to pilot test a 120-hour course with revised content and instructional methods. The Committee recommended that staff proceed with the pilot and report back at a future date.

2. Organization

The Committee reviewed the Executive Director's plans to reorganize. Committee members expressed support for the Executive Director's proposals.

MOTION - Lowenberg, second - Anderson, to accept the report of the Long Range Planning Committee.

OLD/NEW BUSINESS

R. Appointment of Advisory Committee Members

Chair Hall-Esser made the following appointments to the Advisory Committee:

- o Reappoint the following members for a three-year term of office beginning in September 1997:
 - Derald D. Hunt, representing California Justice Educators' Association (CAAJE)
 - Woody Williams, representing California Peace Officers' Association (CPOA)
 - Earle Robitaille, who serves as a public member
 - o Appoint Leisa Lekawa, representing Women Peace Officers' Association for a three year-term of office beginning in September 1997.
- S. The Executive Director announced the resignation of John Berner, Ph.D., Bureau Chief, Standards and Evaluation. Dr. Berner, who has served as a valuable member of the POST staff for 20 years, has accepted a position with the Board of Corrections effective August 1, 1997.

CORRESPONDENCE

- S.1 Letter from Attorney General Daniel E. Lungren commending POST on the *Victims of Violence* video and recommending development of a guidebook to accompany the video.
- S.2 Letter from Glen Craig, Sheriff of Sacramento County, commending the Commission for the timely and successful completion of the victims' video.
- S.3 Letter from Douglas Krathwohl, Chief, San Pablo Police Department, on behalf of the Contra Costa County Police Chiefs' Association, thanking the Commission for its support of their Driver Simulator Program.
- S.4 Letter from Peter J. Sysak, President, California College and University Police Chiefs' Association, requesting representation on the POST Advisory Committee.

The Advisory Committee discussed this at its July 16, 1997 meeting. There was not a strong consensus that this was a needed addition at this time due to many peace officer groups being represented through various other organizations currently holding membership on the committee.

The Commission accepted the recommendation of the Advisory Committee.

MOTION - Campbell, second - Hunt, carried unanimously to receive and file the correspondence.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

November 6, 1997 - Mission Inn - Riverside
January 22, 1998 - Sheraton Newport - Newport Beach
April 16, 1998 - Doubletree Hotel, Redding
July 16, 1998 - San Diego (Tentative)
November 5, 1998 - Picadilly Inn - Fresno

Respectfully Submitted,

VERA ROFF
Secretary



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING MINUTES
Special Session
October 3, 1997
Hyatt Regency Irvine
Irvine, CA

The special Commission meeting was called to order at 10:05 a.m. by Chair Jody Hall-Esser.

ROLL CALL OF COMMISSION MEMBERS

Commissioners Present:

David C. Anderson
Collene Campbell
Michael T. Carre
Philip del Campo, Ph.D.
Jody Hall-Esser
Ted Hunt
Thomas J. Knutson, Ph.D.
William B. Kolender
Ronald E. Lowenberg
Rick TerBorch

Commissioners Absent:

Sherman Block
Bud Hawkins, Attorney General Representative
Jan Scully

Staff Present:

Kenneth J. O'Brien, Executive Director
Vera Roff, Secretary

A. PERFORMANCE EVALUATION CRITERIA

The Commission met in closed session for the purpose of developing a performance evaluation for the Executive Director. There was an agreement that an Executive Committee, including the Chair, Vice-Chair, past Chair, and one additional at-large member, would meet annually to perform the evaluation. In addition, the structure and

process to be used will be brought before the full Commission at its November 6, 1997 meeting for confirmation as a policy statement.

B. TEAM BUILDING EXERCISE

The Commission met in open session for a team building exercise facilitated by William C. Lewis. The Commission discussed:

- o Preliminary Expectations of the Executive Director
- o Preliminary Priorities for 1997/98 Work Program
- o Commissioners Expectations of Themselves
- o Agreements and Actions

There was consensus that this type of meeting was very valuable and should help increase the effectiveness and productivity of the Commission. It was agreed that a similar meeting be held annually.

A report compiled by Mr. Lewis will be distributed to Commissioners summarizing the team building exercise at the November 6, 1997 meeting.

D. ADJOURNMENT

Respectfully Submitted,



VERA ROFF
Secretary

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Course Certification/Decertification Report		Meeting Date November 6, 1997
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>RA</i> <i>MRS. O'ABC</i>	Researched By <i>RS</i> Rachel S. Fuentes
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <i>10-10-97</i>	Date of Report October 3, 1997
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 July 17, 1997 Commission meeting:

CERTIFIED

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1. Baton/Impact Weapons	Tuolumne Co. S.D.	Technical	IV	\$ 1,440
2. Cultural Diversity: Facilitator	Museum of Tolerance	Technical	IV	100,000
3. Media Relations Update	Media Relations Upd.	Technical	IV	850
4. Property Management	Santa Rosa T.C.	Technical	IV	1,000
5. Media Relations	San Francisco P.D.	Technical	IV	56,000
6. Firearms-Sub-machine Gun	Santa Maria P.D.	Technical	IV	3,192
7. Skills & Knowledge Modular Training	Vallejo P.D.	Technical	N/A	-0-
8. Supervisory Update	El Cajon P.D.	Supv. Trng.	IV	240
9. Canine Handler Update	Pleasanton P.D.	Technical	IV	6,880
10. Training Conference	Sacramento P.D.	Technical	N/A	-0-
11. D.R.E. Classroom	Calif. Highway Patrol	Technical	IV	61,600
12. Team Building Workshop	Cynthia Tablak	TBW	III	6,200
13. Skills & Knowledge Modular Training	Broadmoor P.D.	Technical	IV	1,250

CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
14. Threat Management	Sacramento S.D.	Technical	IV	\$ 1,440
15. Officer Safety/Field Tactics Update	Ventura CJTC	Technical	IV	3,246
16. Tactical Ops-Adv., Instr. Dev.	DOJ Training Center	Technical	IV	4,000
17. Use of Force Update	Modesto P.D.	Technical	IV	7,210
18. Gangs-Cal Gang Computer	Kern Co. S.D.	Technical	IV	4,308
19. Officer Safety-LEOKA Trn.-	FBI, San Francisco	Technical	IV	16,000
20. Cigarette Evasion-Inv.	Board of Equalization	Technical	IV	3,200
21. CCI-DNA Genetic Typing	Calif. Crim. Inst.	Technical	IV	7,680
22. Officer Safety/Field Tactics	El Cajon P.D.	Technical	IV	1,200
23. Skills & Knowledge Modular Training	Contra Costa S.D.	Technical	IV	12,000
24. Skills & Knowledge Modular Training	Sacramento P.D.	Technical	IV	-0-
25. Crime Scene Inv.-Adv.	Salinas P.D.	Technical	IV	3,760
26. Defensive Tactics Instr., Adv.	Sacramento PSC	Technical	IV	4,608
27. School Resource Officer	Modesto P.D.	Technical	IV	2,250
28. Community Oriented Policing	Fresno P.D.	Technical	IV	4,380
29. Tactical Communication-Adv.	Shasta S.D.	Technical	IV	830
30. Mounted Patrol Training	Red Bluff P.D.	Technical	IV	1,720
31. Dive Rescue, Adv.	Santa Clara S.D.	Technical	IV	540
32. Motorcycle Training	Alameda S.D.	Technical	IV (Contract)	108,400
33. Environmental Crimes Inv.	South Bay RTC	Technical	IV	11,520

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
34.	Firearms-Long Rifle Instr. Sniper, Adv.	Los Angeles P.D.	Technical	IV	\$ 2,400
35.	Radar Operator	South Bay RTC	Technical	IV	1,200
36.	CP8 - Special Issues	Golden West College	BC-Transition	N/A	-0-
37.	Skills & Knowledge Modular Training	National City P.D.	Technical	IV	3,300
38.	Bicycle Patrol Maintenance	UC, San Diego P.D.	Technical	IV	10,000
39.	Firearms/Sub-Machine Gun	Palomar College	Technical	IV	22,000
40.	Traffic Collision Inv.-Enhanced	Los Angeles P.D.	Technical	IV	2,850
41.	Tactical Leadership	FBI - Los Angeles	Technical	IV	2,400
42.	Criminal Investigation	Southwestern College	Technical	N/A	-0-
43.	Skills & Knowledge Modular Training	UC, Berkeley P.D.	Technical	IV	4,800
44.	Drug Prevention/Demand Symposium	National Interagency Counter Drug Inst.	Mgmt. Trng.	IV	2,350
45.	Homicide Investigation	Solano S.D.	Technical	IV	10,000
46.	Baton Instructor-Expandable	Kern Co. S.D.	Technical	IV	448
47.	Crowd Control, Instructor	Kern Co. S.D.	Technical	IV	1,344
48.	Dispatcher Update, PS	El Cajon P.D.	Technical	IV	-0-
49.	Defensive Tactics Instructor/Personal Body Weapons	South Bay RTC	Technical	IV	2,400
50.	Tactical Operations, Adv	DOJ Training Center	Technical	IV	2,720
51.	Training Conference	U.C. Davis 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>
52. Vehicle Theft for Patrol Ofcr.	Los Angeles S.D.	Technical	IV	\$ 2,706
53. Fingerprint Comp.Latent Adv.	Santa Barbara S.D.	Technical	IV	320
54. Mounted Tactics/Baton Instr. Adv.	Los Angeles S.D.	Technical	IV	4,224
55. Traffic Collision - Reconstruction	Los Angeles P.D.	Technical	IV	3,200
56. Leadership Effectiveness	Contra Costa S.D.	Technical	N/A	-0-
57. Drug Influence - 11550H&S	San Francisco P.D.	Technical	IV	23,640
58. Defensive Tactics/Officer Safety	Mendocino S.D.	Technical	IV	-0-
59. Skills & Knowledge Modular Training	Hermosa P.D.	Technical	IV	240
60. Dispatcher, Med. Emer. PS	Yuba College	Technical	IV	2,022
61. Bicycle Patrol	Sonoma P.D.	Technical	N/A	-0-
62. Bicycle Patrol	Anaheim P.D.	Technical	IV	10,550
63. Firearms-Tactical Rifle	Irvine P.D.	Technical	IV	26,400
64. Reserve Training Module D	Kern Co. SD.	BC-Reserve Format	IV	2,024
65. Skills & Knowledge Modular Training	Redondo Beach P.D.	Technical	IV	-0-
66. Skills & Knowledge Modular Training	Ripon P.D.	Technical	N/A	-0-
67. Sign Language for Emergency Personnel	South Bay RTC	Technical	N/A	-0-
68. Baton Instr.-Expandable	South Bay RTC	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>
69.	Motorcycle Training	San Jose P.D.	Technical	III	\$ 89,100
70.	Executive Secretary	CSU Long Beach P.D.	Technical	N/A	-0-
71.	Court Services Functional Supervisor	Los Angeles S.D.	Supv. Trng.	IV	876
72.	Peer Counseling	Fresno P.D.	Technical	IV	2,700
73.	Canine Agitators	State Center RTF	Technical	IV	2,850
74.	Tactical Communications	State Center RTF	Technical	IV	5,400
75.	Tactics -Dynamic Clearing	Alameda S.D.	Technical	IV	16,350
76.	Firearms - Long Rifle Instr.	Alameda S.D.	Technical	IV	23,700
77.	Skills & Knowledge Modular Training	Huntington Beach P.D.	Technical	IV	-0-
78.	Skills & Knowledge Modular Training	Anaheim P.D.	Technical	IV	4,000
79.	Crime Scene Video/Photo (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
80.	Child Abuse (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
81.	Community Oriented Policing (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
82.	Community Relations (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
83.	Controlled Substances Drugs (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
84.	Crime Scene Inv. (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
85.	Domestic Violence (INET/WW)	Rio Hondo RTC	Internet	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>
86. Emergency Operations Planning (INET/WW)	Rio Hondo RTC	Internet	N/A	\$ -0-
87. Gang Awareness (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
88. Homicide Investigation (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
89. Information Sources (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
90. Interview & Interrogation (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
91. Investigative Report Writing (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
92. Juvenile Justice (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
93. Legal Update - Case Law (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
94. Health Issues (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
95. Ethics in L.E. (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
96. Stress and the Peace Officer (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
97. Victimology (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
98. Workplace Violence (INET/WW)	Rio Hondo RTC	Internet	N/A	-0-
99. Leadership Dev. Program	Allan Hancock Col.	Technical	N/A	-0-

There were no additional IVD courses certified as of 10-3-97. To date, 150 IVD certified presenters have been certified and 454 IVD courses certified.

There were no additional Proposition 115 Hearsay Evidence Testimony Course Presenters certified as of 10-3-97. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 294 presenters of Proposition 115 have been certified.

100-105 There were six additional Telecourses certified as of 10-3-97. To date, 393 Telecourse presenters have been certified.

DECERTIFIED

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1. Firearms/Semi-Auto Pistol	Los Medanos College	Technical	IV
2. Offr. Safety/Field Tactics Update	South Bay RTC	Technical	III
3. Child Victims-Interviewing	South Bay RTC	Technical	IV
4. Arrest & Firearms - IVD	San Mateo S.D.	P.C. 832	IV
5. Arrest & Firearms (PC 832)	San Mateo S.D.	P.C. 832	IV
6. Advanced Officer	Santa Cruz P.D.	A.O.	IV
7. Aircraft Incident Management	San Jose P.D.	Technical	IV
8. Skills & Knowledge Modular Trng.	San Francisco Airport P.D.	Technical	IV
9. Traffic Collision Iv.	Palomar College	Technical	IV
10. COPPS-Dev. & Implementation	DOJ Training Center	Technical	IV
11. Training Conference	Personal Insurance Federation of CA	Technical	N/A
12. Advanced Officer	Yuba College	AO	IV
13. Reserve Coordinator Update	Butte Center	Technical	IV
14. Driving Training-IVD	Fullerton College	Technical	N/A
15. First Aid/CPR-IVD	Fullerton College	Technical	N/A

TOTAL CERTIFIED	<u>99</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>0</u>
TOTAL TELECOURSES CERTIFIED	<u>6</u>
TOTAL IVD COURSES CERTIFIED	<u>0</u>
TOTAL DECERTIFIED	<u>15</u>
TOTAL MODIFICATIONS	<u>124</u>

2,459 Skills & Knowledge Modules certified as of 10-3-97

454 IVD Courses as of 10-3-97

393 Telecourses as of 10-3-97

2,212 Other Courses certified as of 10-3-97

730 Certified Presenters

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Financial Report - First Quarter 1997/98		Meeting Date November 6, 1997
Bureau Administrative Services Bureau	Reviewed By Frederick Williams <i>FW</i>	Researched By Staff
Executive Director Approval <i>Samith J. O'Brien</i>	Date of Approval 10-15-97	Date of Report October 15, 1997
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.

This report provides financial information relative to the local assistance budget through September 30, 1997. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1997-98 budget to California cities, counties and districts.

COMPARISON OF REVENUE BY MONTH - This report, shown as Attachment 1, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through September 30, 1997, we received \$9,062,697. The total is \$749,697 more than originally anticipated, but is \$364,950 (4%) less than received for the same period last fiscal year. (Note: Revenue was higher last year due to a one time augmentation.)

NUMBER OF REIMBURSED TRAINEES BY CATEGORY - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 11,709 trainees reimbursed through the first quarter represents an increase of 2,711 (30%) compared to the 8,998 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)

REIMBURSEMENT BY COURSE CATEGORY - These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursements for courses through the first quarter of \$3,165,292 represents a \$942,080 (42%) increase compared to last fiscal year. (See Attachments 3A and 3B.)

SUMMARY - Revenue received for the first three months of this fiscal year is slightly more than anticipated. This will provide a cushion should revenues fall short of estimates for any month during the year. As a reminder, projected revenue was decreased by approximately \$4.2 million for FY 97-98. This was effected by Section 24.10, Budget Act of 1997, which transfers 6.24% during FY 97-98, rather than the 19.28% augmentation received in FY 96-97, from the Driver Training Penalty Assessment Fund to the POTF. The \$4.2 million reduction was a one-time adjustment to make-up for lost revenues. The 6.24% transfer from the Driver Training Penalty Assessment Fund to the POTF continues the \$2 million funding of the "Tools for Tolerance" training program conducted by the Simon Wiesenthal Center.

Updated projections, including October revenue and expenditures, will be provided to the Finance Committee at its November 5, 1997 meeting.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Financial Report - First Quarter 1997/98		Meeting Date November 6, 1997
Bureau Administrative Services Bureau	Reviewed By Frederick Williams	Researched By Staff
Executive Director Approval	Date of Approval	Date of Report October 24, 1997
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.

This report provides financial information relative to the local assistance budget through September 30, 1997. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1997-98 budget to California cities, counties and districts.

COMPARISON OF REVENUE BY MONTH - This report, shown as Attachment 1, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through September 30, 1997, we received \$9,062,697. The total is \$749,697 more than originally anticipated, but is \$364,950 (4%) less than received for the same period last fiscal year.

NUMBER OF REIMBURSED TRAINEES BY CATEGORY - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 11,709 trainees reimbursed through the first quarter represents an increase of 2,711 (30%) compared to the 8,998 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)
15,191 trainees reimbursed through October. This is an increase of 1,798 (13%) over the 13,393 reimbursed last fiscal year at this time. (see page 1 of this handout)

REIMBURSEMENT BY COURSE CATEGORY - These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursements for courses through the first quarter of \$3,165,292 represents a \$942,080 (42%) increase compared to last fiscal year. (See Attachments 3A and 3B.)
\$ 4,263,190 reimbursed thru October. This is a \$ 506,634 (13%) increase compared to last fiscal year. (See pages 2&3 of handout)

SUMMARY - Revenue received for the first three months of this fiscal year is slightly more than anticipated. This will provide a cushion should revenues fall short of estimates for any month during the year. As a reminder, projected revenue was decreased by approximately \$4.2 million for FY 97-98. This was effected by Section 24.10, Budget Act of 1997, which transfers 6.24% during FY 97-98, rather than the 19.28% augmentation received in FY 96-97, from the Driver Training Penalty Assessment Fund to the POTF. The \$4.2 million reduction was a one-time adjustment to make-up for lost revenues. The 6.24% transfer from the Driver Training Penalty Assessment Fund to the POTF continues the \$2 million funding of the "Tools for Tolerance" training program conducted by the Simon Wiesenthal Center.
 Updated projections, including October revenue and expenditures, will be provided to the Finance Committee at its November 5, 1997 meeting.

Though the variances between current and past fiscal years seemed significant for the first quarter, the gap closed a little as reflected in the October reports. It is still early in the year, and staff will continue to monitor expenditures monthly.

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1996-97 AND 1997-98

MONTH	<u>1996-97</u>				<u>1997-98</u>				TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	PENALTY ASSESSMENT FUND	TRANSFER FROM DT PAF ***	OTHER	CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESSMENT FUND	TRANSFER FROM DT PAF ***	OTHER *				
JUL	\$2,949,499	\$418,485	\$17,371	\$3,385,355	\$2,771,000	2,890,628	133,190	22,798	\$3,046,616	109.95%	\$3,046,616	109.95%
AUG	2,383,405	492,252	-9,197	6,251,815	5,542,000	2,710,784	181,702	32,517 **	\$2,925,003	105.56%	5,971,619	107.75%
SEP	2,623,487	541,853	10,492	9,427,647	8,313,000	2,879,325	192,474	19,279	\$3,091,078	111.55%	9,062,697	109.02%
OCT	2,572,472	531,326	10,230	12,541,675	11,084,000				\$0	0.00%	9,062,697	81.76%
NOV	2,499,089	516,168	14,367	15,571,299	13,855,000				\$0	0.00%	9,062,697	65.41%
DEC	2,699,271	557,515	10,172	18,838,257	16,626,000				\$0	0.00%	9,062,697	54.51%
JAN	2,489,548	514,198	257,848	22,099,851	19,617,000				\$0	0.00%	9,062,697	46.20%
FEB	2,370,382	489,586	23,684	24,983,503	22,388,000				\$0	0.00%	9,062,697	40.48%
MAR	2,384,370	492,475	32,813	27,893,161	25,159,000				\$0	0.00%	9,062,697	36.02%
APR	2,601,650	537,630	31,790	31,064,231	27,930,000				\$0	0.00%	9,062,697	32.45%
MAY	2,622,515	541,634	20,631	34,249,011	30,701,000				\$0	0.00%	9,062,697	29.52%
JUN	2,778,534	573,857	396,440	37,997,842	33,692,000				\$0	0.00%	9,062,697	26.90%
TOTAL	\$30,974,222	\$6,206,979	\$816,641	\$37,997,842	\$33,692,000	\$8,480,737	507,366	\$74,594	\$9,062,697	26.90%	\$9,062,697	26.90%

* - Includes \$56,766 from coroner permit fees (per Ch 990/90)

***-Per Section 24.10, Budget Act of 1997

COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

SEPTEMBER

1996-97

1997-98

COURSE	1996-97			1997-98		
	Actual Total For Year	Actual July - Sept	% of Total	Projected Total For Year	Actual July - Sept	% of Projection
Basic Course	1,963	448	23%	2,000	318	16%
Dispatchers - Basic	370	52	14%	375	34	9%
Advanced Officer Course	2,498	599	24%	2,500	1,032	41%
Supervisory Course (Mandate)	651	91	14%	650	126	19%
Management Course (Mandat	295	41	14%	300	30	10%
Executive Development Cours	318	86	27%	320	91	28%
Supervisory Seminars & Cour	3,246	660	20%	3,250	847	26%
Management Seminars & Cou	1,874	234	12%	1,880	215	11%
Executive Seminars & Course	493	48	10%	500	94	19%
Tech Skills & Knowledge Cour	35,456	6,607	19%	35,460	8,665	24%
Field Management Training	32	12	38%	35	12	34%
Team Building Workshops	590	72	12%	600	162	27%
POST Special Seminars	318	38	12%	320	69	22%
Approved Courses	91	10	11%	90	14	16%
TOTALS	48,195	8,998	19%	48,280	11,709	24%

ATTACHMENT 2
(REVISED 10-31)

COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

SEPTEMBER

1996-97

1997-98

COURSE	Actual Total For Year	Actual July - Sept	% of Total	Projected Total For Year	Actual July - Sept	% of Projection
Basic Course	1,963	448	23%	2,000	318	16%
Dispatchers - Basic	370	52	14%	375	34	9%
Advanced Officer Course	2,498	599	24%	2,500	1,032	41%
Supervisory Course (Mandate	651	91	14%	650	126	19%
Management Course (Mandat	295	41	14%	300	30	10%
Executive Development Cours	318	86	27%	320	91	28%
Supervisory Seminars & Cour	3,246	660	20%	3,250	847	26%
Management Seminars & Cou	1,874	234	12%	1,880	215	11%
Executive Seminars & Course	493	48	10%	500	94	19%
Tech Skills & Knowledge Cour	35,456	6,607	19%	35,460	8,665	24%
Field Management Training	32	12	38%	35	12	34%
Team Building Workshops	590	72	12%	600	162	27%
POST Special Seminars	318	38	12%	320	69	22%
Approved Courses	91	10	11%	90	14	16%
TOTALS	48,195	8,998	19%	48,280	11,709	24%

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

1996-97

1997-98

COURSE	Total For Year	Actual July - Sept	Actual September	Actual July - Sept
Basic Course	\$1,884,057	\$445,539	\$83,651	\$380,745
Dispatchers - Basic	262,556	22,406	9,896	28,538
Advanced Officer Course	146,502	36,943	23,396	60,319
Supervisory Course (Mandated)	428,675	54,899	38,303	79,453
Management Course (Mandated)	294,217	36,381	3,297	32,238
Executive Development Course	248,407	69,475	34,463	77,181
Supervisory Seminars & Courses	1,249,857	213,646	113,367	308,450
Management Seminars & Courses	651,878	74,719	11,398	66,315
Executive Seminars & Courses	184,843	19,828	9,421	36,474
Tech Skills & Knowledge Course	9,143,888	1,193,231	681,877	1,898,284
Field Management Training	17,675	7,954	2,644	4,712
Team Building Workshops	295,257	35,052	37,406	91,995
POST Special Seminars	89,927	10,524	11,399	26,252
Approved Courses	12,341	2,615	389	935
Training Aids Technology	254,331	0	4,442	73,401
TOTALS	\$15,164,411	\$2,223,212	\$1,065,349	\$3,165,292

COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1996-97 Total	1996-97 July - Sept	1997 September	1997-98 July - Sept
				9
Resident Subsistence	\$8,156,648	\$1,127,782	\$649,585	\$1,761,013
Commuter Meal Allowance	\$941,878	224,421	\$49,040	\$201,816
Travel	\$2,477,106	421,786	\$196,308	\$546,341
Tuition	\$3,334,448	449,223	\$165,974	\$582,721
Training Technology Assistance	\$254,331	0	\$4,442	\$73,401
TOTALS	\$15,164,411	\$2,223,212	\$1,065,349	\$3,165,292

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - City of Roseville Park Rangers		Meeting Date November 6, 1997
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>RD</i>	Researched By Bob Spurlock <i>RL</i>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <i>9-24-97</i>	Date of Report September 16, 1997
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.

ISSUE

The City of Roseville is seeking entry into the POST Specialized (non-Reimbursable) Program on behalf of its park rangers.

BACKGROUND

The City's Park Rangers are appointed pursuant to Section 830.31(b) of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.

ANALYSIS

The City currently employs two park rangers.

RECOMMENDATION

The Commission be advised that the City of Roseville Park Rangers has been admitted into the POST Specialized (non-Reimbursable) Program consistent with Commission Policy.

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1996-97 AND 1997-98

MONTH	<u>1996-97</u>				<u>1997-98</u>				TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	PENALTY ASSESSMENT FUND	TRANSFER FROM DT PAF ***	OTHER	CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESSMENT FUND	TRANSFER FROM DT PAF ***	OTHER *				
JUL	\$2,949,499	\$418,485	\$17,371	\$3,385,355	\$2,771,000	2,890,628	133,190	22,798	\$3,046,616	109.95%	\$3,046,616	109.95%
AUG	2,383,405	492,252	-9,197	6,251,815	5,542,000	2,710,784	181,702	32,517 **	\$2,925,003	105.56%	5,971,619	107.75%
SEP	2,623,487	541,853	10,492	9,427,647	8,313,000	2,879,325	192,474	19,279	\$3,091,078	111.55%	9,062,697	109.02%
OCT	2,572,472	531,326	10,230	12,541,675	11,084,000				\$0	0.00%	9,062,697	81.76%
NOV	2,499,089	516,168	14,367	15,571,299	13,855,000				\$0	0.00%	9,062,697	65.41%
DEC	2,699,271	557,515	10,172	18,838,257	16,626,000				\$0	0.00%	9,062,697	54.51%
JAN	2,489,548	514,198	257,848	22,099,851	19,617,000				\$0	0.00%	9,062,697	46.20%
FEB	2,370,382	489,586	23,684	24,983,503	22,388,000				\$0	0.00%	9,062,697	40.48%
MAR	2,384,370	492,475	32,813	27,893,161	25,159,000				\$0	0.00%	9,062,697	36.02%
APR	2,601,650	537,630	31,790	31,064,231	27,930,000				\$0	0.00%	9,062,697	32.45%
MAY	2,622,515	541,634	20,631	34,249,011	30,701,000				\$0	0.00%	9,062,697	29.52%
JUN	2,778,534	573,857	396,440	37,997,842	33,692,000				\$0	0.00%	9,062,697	26.90%
TOTAL	\$30,974,222	\$6,206,979	\$816,641	\$37,997,842	\$33,692,000	\$8,480,737	507,366	\$74,594	\$9,062,697	26.90%	\$9,062,697	26.90%

* - Includes \$56,766 from coroner permit fees (per Ch 990/90)

***-Per Section 24.10, Budget Act of 1997

COMMISSION ON POST
NUMBER OF REIMBURSED TRAINEES BY CATEGORY
SEPTEMBER

COURSE	1996-97			1997-98		
	Actual Total For Year	Actual July - Sept	% of Total	Projected Total For Year	Actual July - Sept	% of Projection
Basic Course	1,963	448	23%	2,000	318	16%
Dispatchers - Basic	370	52	14%	375	34	9%
Advanced Officer Course	2,498	599	24%	2,500	1,032	41%
Supervisory Course (Mandated)	651	91	14%	650	126	19%
Management Course (Mandated)	295	41	14%	3,250	30	1%
Executive Development Course	318	86	27%	300	91	30%
Supervisory Seminars & Courses	3,246	660	20%	1,880	847	45%
Management Seminars & Courses	1,874	234	12%	320	215	67%
Executive Seminars & Courses	493	48	10%	500	94	19%
Tech Skills & Knowledge Course	35,456	6,607	19%	35,460	8,665	24%
Field Management Training	32	12	38%	35	12	34%
Team Building Workshops	590	72	12%	600	162	27%
POST Special Seminars	318	38	12%	320	69	22%
Approved Courses	91	10	11%	90	14	16%
TOTALS	48,195	8,998	19%	48,280	11,709	24%

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

1996-97

1997-98

COURSE	Total For Year	Actual July - Sept	Actual September	Actual July - Sept
Basic Course	\$1,884,057	\$445,539	\$83,651	\$380,745
Dispatchers - Basic	262,556	22,406	9,896	28,538
Advanced Officer Course	146,502	36,943	23,396	60,319
Supervisory Course (Mandated)	428,675	54,899	38,303	79,453
Management Course (Mandated)	294,217	36,381	3,297	32,238
Executive Development Course	248,407	69,475	34,463	77,181
Supervisory Seminars & Courses	1,249,857	213,646	113,367	308,450
Management Seminars & Courses	651,878	74,719	11,398	66,315
Executive Seminars & Courses	184,843	19,828	9,421	36,474
Tech Skills & Knowledge Course	9,143,888	1,193,231	681,877	1,898,284
Field Management Training	17,675	7,954	2,644	4,712
Team Building Workshops	295,257	35,052	37,406	91,995
POST Special Seminars	89,927	10,524	11,399	26,252
Approved Courses	12,341	2,615	389	935
Training Aids Technology	254,331	0	4,442	73,401
TOTALS	\$15,164,411	\$2,223,212	\$1,065,349	\$3,165,292

COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1996-97 Total	1996-97 July - Sept	1997 September	1997-98 July - Sept
				9
Resident Subsistence	\$8,156,648	\$1,127,782	\$649,585	\$1,761,013
Commuter Meal Allowance	\$941,878	224,421	\$49,040	\$201,816
Travel	\$2,477,106	421,786	\$196,308	\$546,341
Tuition	\$3,334,448	449,223	\$165,974	\$582,721
Training Technology Assistance	\$254,331	0	\$4,442	\$73,401
TOTALS	\$15,164,411	\$2,223,212	\$1,065,349	\$3,165,292

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - Los Angeles County Parks Police Department		Meeting Date November 6, 1997
Bureau Training Delivery and Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Bob Spurlock
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval	Date of Report October 8, 1997
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 Los Angeles County Parks Police Department is seeking entry into the POST Specialized (Reimbursable) Program on behalf of its peace officers.

BACKGROUND

The provisions of 830.31(b) Penal Code permit the Department to employ sworn officers and participate in the POST Specialized (Reimbursable) Program. The agency has submitted the proper documentation supporting POST objectives and regulations. The agency has been a member of the POST Specialized (non-reimbursable) Program since June 9, 1995. On January 1, 1997, Penal Code Section 13526.1(b) was amended making Los Angeles County Safety Police Agencies eligible to participate in the Specialized (Reimbursable) Program.

ANALYSIS

The Los Angeles County Parks Police Department has 85 full-time officers. The agency is complying with POST Regulations. Fiscal impact for reimbursement of training costs is approximately \$20,000 per year.

RECOMMENDATION

The Commission be advised that the Los Angeles County Parks Police Department has been admitted into the POST Specialized (Reimbursable) Program consistent with Commission Policy.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title North Humboldt and Eel River Marshal's Offices - Withdrawal from POST Specialized (Reimbursable) Program		Meeting Date November 6, 1997
Bureau Training Delivery and Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>10/27/97 10-8-97</i>	Researched By Bob Spurlock
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <i>10/10/97</i>	Date of Report October 8, 1997
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

Withdrawal of the North Humboldt and Eel River Marshal's Offices from the POST program.

BACKGROUND

The North Humboldt and Eel River Marshal's Offices have been merged with the Humboldt County Marshal's Office as a result of a reorganization of local government. The effective date was November 1, 1995.

The offices no longer exist. Assistant Marshal Dana Burr advised POST of this merger.

ANALYSIS

The offices had four sworn officers.

There will be no fiscal impact on the Peace Officer Training Fund.

RECOMMENDATION

The Commission be advised that the North Humboldt and Eel River Marshal's Offices have been removed from the POST Specialized (Reimbursable) Program.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Public Safety Dispatcher Program		Meeting Date November 6, 1997
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>RA</i>	Researched By Bob Spurlock <i>RS</i>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval 9-24-97	Date of Report September 16, 1997
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>Acceptance of agencies into the Public Safety Dispatcher Program.</p> <p><u>BACKGROUND</u></p> <p>The agencies shown on the attached list have requested participation in the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525. The agencies have expressed willingness to abide by POST Regulations and have passed ordinances or resolutions as required by Penal Code section 13522.</p> <p><u>ANALYSIS</u></p> <p>All of the agencies presently employ full-time dispatchers and some employ part-time dispatchers. The agencies have all established minimum selection and training standards which equal or exceed the standards adopted for the program.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the subject agencies have been accepted into the POST Reimbursable Public Safety Dispatcher Program consistent with Commission policy.</p>		

NEW AGENCIES IN THE PUBLIC SAFETY DISPATCHER PROGRAM

JULY - OCTOBER 1997

<u>Name</u>	<u>Ord/Res/Letter</u>	<u>Entry Date</u>
West Cities Communications Center	Resolution No. 97-2	July 3, 1997
City of Arcadia Fire Department	Ordinance No. 1903	September 12, 1997
Pasadena Community College Police Dept.	Resolution No. 270	September 12, 1997

There are currently 347 agencies participating in the program.

WHEREAS, John G. Berner, Ph.D., served the Commission on Peace Officer Standards and Training with distinction for 20 years; and

WHEREAS, John G. Berner, Ph.D., served as a Research Specialist and attained the rank of Bureau Chief in 1987; and

WHEREAS, John G. Berner, Ph.D., made many contributions to POST during his years of service; and

WHEREAS, John G. Berner, Ph.D., has been instrumental in the development of California peace officer selection standards and processes; and

WHEREAS, John G. Berner, Ph.D., has gained national recognition for outstanding standards research; now;

THEREFORE BE IT RESOLVED, The Commission on Peace Officer Standards and Training recognizes the contributions of John G. Berner, Ph.D., to law enforcement and the people of California; and

BE IT FURTHER RESOLVED, That the Commission does hereby commend John G. Berner, Ph.D., for his dedicated and effective service and extends best wishes for continued success in his future endeavors.

August 1, 1997



Resolution OF THE Commission on Peace Officer Standards and Training

STATE OF CALIFORNIA

WHEREAS, Joe Sandoval has served California law enforcement with distinction, including 26 years with the Los Angeles Police Department where he attained the rank of Commanding Officer of the Hollenbeck Area; and

WHEREAS, Joe Sandoval served as Chief of the California State Police providing complete police services to state facilities and property as well as providing protective services to the Governor and other state constitutional officers; and

WHEREAS, Joe Sandoval has served as Secretary of the Youth and Adult Correctional Agency, the largest correctional agency in the nation, since 1988; and

WHEREAS, Joe Sandoval has developed a reputation as a loyal, ethical, and dedicated law enforcement professional; and

WHEREAS, Joe Sandoval has become an outstanding role model for police administrators throughout the State of California; and now therefore

BE IT RESOLVED, the Commission on Peace Officer Standards and Training applauds Joe Sandoval's many contributions to law enforcement and the people of California; and

BE IT FURTHER RESOLVED, That the Commission extends best wishes to Joe Sandoval for continued success and happiness in all his future endeavors.



John H. L. L. L.
Chairman

George J. Brice
Executive Director

September 30, 1997

Dak

WHEREAS, Stanley L. Knee joined the Garden Grove Police Department in 1969 and has continued to serve California law enforcement with distinction for 26 years; and

WHEREAS, Stanley L. Knee served as Chief of Police at National City from 1988 to 1992; and

WHEREAS, Stanley L. Knee has served the City of Garden Grove as Chief of Police since 1992; and

WHEREAS, Stanley L. Knee has been honored for his outstanding contributions in the area to human and civil rights; and

WHEREAS, Stanley L. Knee has become an outstanding role model for police administrators throughout the State of California; now therefore

BE IT RESOLVED, The Commission on Peace Officer Standards and Training recognizes Chief Knee's many contributions to law enforcement and the people of California; and

BE IT FURTHER RESOLVED, That the Commission extends best wishes to Stanley L. Knee for continued success and happiness in retirement.

October 2, 1997

WHEREAS, James Anthony served the West Covina Police Department with distinction for 17 years; and

WHEREAS, James Anthony served the City of Chino as Chief of Police from 1980 to 1992; and

WHEREAS, James Anthony has served the City of Glendale as Chief of Police since 1992; and

WHEREAS, James Anthony has been active in numerous organizations including service as president of the San Bernardino County Police Chiefs' Association and president of the California Police Chiefs' Association; and

WHEREAS, James Anthony has become an outstanding role model for police administrators throughout the State of California; and

WHEREAS, James Anthony is retiring following 34 years of distinguished service to the public and California law enforcement; now therefore

BE IT RESOLVED, The Commission on Peace Officer Standards and Training recognizes Chief Anthony's many contributions to law enforcement and the people of California; and

BE IT FURTHER RESOLVED, That the Commission extends best wishes to James Anthony for continued success and happiness in retirement.

October 10, 1997

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Confirmation of Policy Statement		Meeting Date November 6, 1997
Bureau Information Services	Reviewed By Glen Fine	Researched By Staff
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval 10-13-97	Date of Report October 13, 1997
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

Confirmation of policy decision by Commission.

BACKGROUND

Commission direction is that policy decisions reached by the Commission be reviewed at the next following Commission meeting before the policy statement is included in the Policy Manual.

ANALYSIS

At its special meeting on October 3, 1997, the Commission adopted the following policy concerning the Structure/Process of Executive Director Performance Evaluation:

STRUCTURE/PROCESS OF EXECUTIVE DIRECTOR PERFORMANCE EVALUATION

An Executive Committee will be formed consisting of the Chair, Vice-Chair, Past Chair, and one at-large member (four total). If past Chair is not available, another at-large member will be chosen.

The Executive Committee will perform an annual evaluation supported by meetings with the Executive Director. The meetings will address behavioral goals, both organizational and personal.

The Chair of the Commission will work with the Executive Director on a continual basis.

A closed session of the Commission will be held prior to each quarterly Commission meeting to provide the Executive Director an opportunity to keep the Commission updated.

RECOMMENDATION

If the statement of policy accurately expressed Commission intent, it is recommended it be included in the Commission Policy Manual.

Memorandum

DATE: Sept. 25, 1997

TO: POST Commissioners

FROM: RICK TER BORCH
Chairman, Committee on Strategic Plan Implementation
Commission on Peace Officer Standards and Training

SUBJECT: APPROVAL OF POST'S STRATEGIC IMPLEMENTATION PLAN

The Committee on Strategic Plan Implementation met on September 23, 1997 and took action to recommend that the POST Strategic Implementation Plan, as amended on that date, be approved by the full Commission.

This action was taken after input was received earlier that day from a Stakeholders' Workshop in which over 40 representatives from law enforcement reviewed the plan and recommended some technical changes, mostly related to objective scheduling, assumptions, and action steps. Those changes have been incorporated into the revised Implementation Plan that follows. A summary of those changes is also attached.

It should be emphasized that the plan is considered a living document and subject to periodic revisions and updates. It is anticipated that the Plan and periodic updates will be made available to Commissioners, POST Advisory Committee members, members of the Committee on Strategic Plan Implementation, staff, and any constituent who requests a copy.

It is also anticipated that periodic reports on the progress of implementation will continue to be made to California's law enforcement statewide associations.

STAKEHOLDERS' WORKSHOP TO REVIEW
POST'S STRATEGIC IMPLEMENTATION PLAN
September 23, 1997
Sheraton Newport, Newport Beach

**SUMMARY OF RECOMMENDATIONS
AND ACTIONS TAKEN BY THE
COMMITTEE ON STRATEGIC PLAN IMPLEMENTATION**

The workshop participants endorsed the Implementation Plan as a living document and considered it comprehensive, action-oriented, and captured the original workshop input.

Recommendation #1 - Add to the Plan's Executive Summary List of Assumptions the following assumption:

"Field input into this plan suggests that POST's role should expand to encompass greater involvement with advocacy and peace officer recruitment to help offset the expected diminished applicant pool as a result of raising standards."

ACTION: Approve Recommendation.

Recommendation #2 - The training needs of law enforcement's para professionals must be balanced against priorities and funding.

ACTION: Accepted recommendations, but not appropriate for inclusion into Plan.

Recommendation #3 - With regard to Objective A.3 concerning extending mandatory continuing professional training to other non-covered groups, consideration should be given to including some para professional employees.

ACTION: No action was taken on this because of the question of whether POST has statutory authority over non-sworn employees. Date for completion to remain unchanged.

Recommendation #4 - With regard to Objective A.4 concerning a mandatory field training program, emphasis should be made on benchmarking candidates to ensure fairness of the process.

ACTION: Accept this as recommendation, and it will be included in POST's field training documents which are currently under development.

Recommendation #5 - A.5 Objective should be amended to explore the feasibility of a background check of academy applicants.

ACTION: Added to Action Steps of Objective.

Recommendation #6 - A.8 Objective concerning the establishment of new entry selection standards was recommended that POST be sensitive to potential impacts on recruitment.

ACTION: Recommendation Received.

Recommendation #7 - B.11 concerning the establishment of standing advisory councils should evaluate existing committees for need and to move up Schedule for Implementation.

ACTION: Actions Steps of Objective revised to reflect this, and schedule revise to begin sooner.

Recommendation #8 - B.14 concerning an expansion of the distance learning system should be amended to broaden the definition of distance learning technology.

ACTION: Assumptions for this Objective were amended to reflect recommendation.

Recommendation #9 - Periodic status reports to stakeholders' groups on implementing POST's Strategic Plan should continue.

ACTION: Approved.

CONTRA COSTA COUNTY
DEPUTY SHERIFFS ASSOCIATION INC.

1780 MUIR ROAD
MARTINEZ, CA 94553

(510) 228-9710
FAX (510) 228-1637



Jody Hall-Esser
P.O.S.T. Commission Chairperson
1601 Alhambra Blvd
Sacramento, Ca. 95816-7083

Sept 23, 1997

Dear Commissioner,

I first would like to thank you for extending me an invitation to attend the workshop on the P.O.S.T. Strategic Plan. Unfortunately, I will be out of town training the week before and will not be able to get the additional time off to attend.

However, as one of the original members of the Strategic Planning Steering Committee, I would like to provide a few comments.

While working on the committee, I was very encouraged to see the commitment of everyone in the profession to make it better and continue to see it improve. Individuals who attended the workshops we held all over the state with enthusiastic and the ideas flowed freely.

My fellow committee members were focused on the goal of improving P.O.S.T. and the Strategic Plan will go a long way in helping achieve that goal. One of our biggest concerns was that the plan would be put away on a shelf and forgotten. Having read through the information you sent me, and knowing some of the members on the Implementation Committee, I know that this will not happen.

P.O.S.T. must insure that law enforcement is kept up to date on trends and taught how to respond to them. I feel that if P.O.S.T. does not do this then it is a failure. That was the hope of all of us that worked on the strategic plan for the very beginning. I hope that you and the rest of the commission will kept this thought in the back of your minds always.

Another goal was to make sure that P.O.S.T. got the information in to the hands of the people who needed it. It does no one any good to have valuable information sitting on a shelf in Sacramento when people need it in the field. I challenge you to keep this in mind also. As was stated in the strategic plan, P.O.S.T. must serve as a clearinghouse for information from around the world on issues that affect the profession and develop ways to deal with them.

I truly enjoyed working on the Strategic Planning Steering Committee. I look forward to maybe someday working on another P.O.S.T. committee. I hope the commission will continue to lead both the state , and the nation in training of police professionals.

Sincerely,

Joseph L. Surges

Joseph L. Surges

P.O.R.A.C. Director at Large

Contra Costa County Deputy Sheriff's Association

cc: Robert Norman, Chair, Implementation Committee
Skip Murphy, Member, Implementation Committee

STATE OF CALIFORNIA

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



**POST'S
STRATEGIC IMPLEMENTATION PLAN**

NOVEMBER 1997

STATE OF CALIFORNIA

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

**POST'S
IMPLEMENTATION PLAN**

NOVEMBER 1997

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

**POST'S
STRATEGIC IMPLEMENTATION PLAN**

NOVEMBER 1997

COMMISSIONERS

Jody Hall-Esser Chair	Chief Administrative Officer City of Culver City
Collene Campbell Vice-Chair	Public Member
David C. Anderson	Sergeant Los Angeles County Sheriff's Department
Sherman Block	Sheriff Los Angeles County Sheriff's Department
Charles S. Brobeck	Chief of Police Irvine Police Department
Michael T. Carre	Investigator Orange County District Attorney's Office
Philip del Campo, Ph.D.	Public Member
Ted Hunt	Director Los Angeles Police Protective League
Thomas J. Knutson, Ph.D.	Professor of Communication Studies California State University, Sacramento
William B. Kolender	Sheriff San Diego County Sheriff's Department
Ronald E. Lowenberg	Chief of Police Huntington Beach Police Department
Daniel E. Lungren	Attorney General
Jan Scully	District Attorney Sacramento County District Attorney's Office
Rick TerBorch	Chief of Police Arroyo Grande Police Department

Kenneth J. O'Brien, Executive Director

POST'S STRATEGIC PLAN IMPLEMENTATION COMMITTEE

COMMISSIONERS

Jody Hall-Esser

Ted Hunt

Bill Kolender

Rick TerBorch

CPCA

Robert Norman, Chief
Foster City Police Department

CSSA

Jerry Shadinger, Sheriff
Colusa County Sheriff's Department

PORAC

Skip Murphy, Captain

CPOA

Woody Williams, Retired Deputy Chief

POST ADVISORY COMMITTEE

Jay Clark, Commander
El Cerrito Police Department

TABLE OF CONTENTS

Executive Summary 1

Overview 3

Appendix A - Strategic Plan Objective Assignments 4

Appendix B - Implementation Schedule 7

Appendix C - Analysis of Objective Implementation 10

Appendix D - Summary of Organizational Changes 12

Appendix E - Action Plan 13

EXECUTIVE SUMMARY

POST's Strategic Plan was approved June 16, 1997 by the Commission after two years of development including receiving input internally and externally. The Governor's Office subsequently approved the plan in July as "initial" with the understanding that, like all such plans, it is subject to periodic review and update. At the time of its approval, there was recognition of the need for an Implementation Plan that would identify how and when the Strategic Plan and its seven goals and 60 objectives would be implemented.

Under the overall direction of the Commission's Strategic Plan Implementation Committee, this Implementation Plan has been developed with extensive input from the field and staff. It is considered a "living" document that will be updated periodically as conditions change, as objectives are completed, and work is initiated.

Some of the assumptions in developing this plan include:

1. The activities of POST's Strategic Plan must be carefully integrated into POST's current priorities which continue to be considered needed and valuable to law enforcement.
2. With few exceptions, integration of the plan's objectives with existing activities is considered a matter of absorbing new activities, careful scheduling, and revising priorities. Existing activities have been and will continue to be evaluated, not so much for their continuation, but more so for the manner in which they are delivered and administered.
3. The first priority for implementing the plan's objectives has been to absorb and integrate them without additional resources and, only as a last resort, developing proposals for contracting them out or seeking additional staff resources. With the exception of the plan's Clearinghouse and computer support, most substantive objectives requiring supplemental resources are continuing to be studied as to how they might be addressed with existing resources.
4. POST's Strategic Plan is a five-year plan starting in January 1998 (even though implementation on many objectives has already begun); therefore, the plan's activities are distributed over a five-year period.
5. As additional evaluation of the plan's objectives and present organizational capabilities are conducted, there will be periodic status reports submitted to the Commission, including the possibility of requested additional resources.

6. POST's role should expand to encompass greater involvement with advocacy and peace officer recruitment to help offset the expected diminished applicant pool as a result of raising the standards.
7. While there is a sense of imperativeness to move aggressively to implement the plan and its objectives, there is an equal imperative to do justice with each and to perform quality work consistent with an organization that is the world's leading standards and service-providing organization for law enforcement.

Although this document serves as a starting point in planning to implement POST's Strategic Plan, it is recognized that POST has transitioned to an organization that continuously, as a routine matter of business, does long-range planning in conjunction with its partners and constituents. POST is an organization working to improve the present and at the same time forecasting and designing its future.

POST invites comments on this Implementation Plan. Appreciation is extended to those individuals (listed in Appendix F) who provided input on this document at a POST workshop held in September. Special appreciation is extended to members of the POST Strategic Plan Implementation Committee.

As for staff's part, it continues with the same high level of support and enthusiasm it had for the Strategic Plan itself. Staff continues to be a part of all planning activities including the development of this implementation plan.

OVERVIEW

Appendix A, *Strategic Plan Objective Assignments*, depicts the assignment for each objective allocated to a particular bureau within POST. These assignments fix responsibility and facilitate communication about the progress on each objective. Although most objectives are assigned to a particular bureau, many require close coordination with multiple bureaus. Periodic reports on the progress of each objective is required. A project management software package is being used to facilitate this reporting.

Appendix B identifies an *Implementation Schedule* for each of the 60 objectives. In developing the schedule, consideration was given to the need that some objectives should precede others. Some objectives are scheduled to coincide with staff becoming available after completing existing activities. Some objectives will be continuously addressed throughout the five-year period. Others are simply interspersed throughout the five-year period to make maximum use of existing resources. Finally, some objectives, particularly those relating to the Clearinghouse, have been scheduled for early implementation by direction of the Commission.

Appendix C provides an *Analysis of Objective Implementation* detailing the proposed manner of implementation including objectives that:

1. are already completed or underway;
2. are ongoing objectives that will be continuously addressed and are absorbable;
3. can be scheduled and absorbed into existing workload;
4. require additional resources or evaluation to determine resources needs.

Appendix D provides a *Summary of Organizational Changes* that have occurred to date or are contemplated in the near future to facilitate implementation of the Strategic Plan. These changes have had the effect of instituting a more responsive organizational structure, facilitating greater teamwork and communications, and enhancing individual staff capabilities.

Appendix E provides detailed *Action Plans* for each objective. In most cases these action plans were developed by the bureau and staff with the most knowledge and likelihood of being assigned responsibilities for overseeing implementation. Included in the action plans are any assumptions that might apply in implementing the objective, specific action steps listed in logical order, estimated staff time for each step, and estimated resources needed to implement or study the objective. The assumptions also list any objectives that will be simultaneously studied because of their relatedness.

It was assumed that all objectives of a policy or programmatic nature would result in a report submitted to the Commission for consideration prior to actual implementation. It was also assumed that those objectives of an internal process nature, e.g., enhancing staff training, would not require Commission approval but, instead, periodic reports on progress would be made to the Commission.

Appendix A

Strategic Plan Objective Assignments

(Revised 8-12-97)

EXECUTIVE OFFICE (12)

- B.7 Actively support establishment of Regional Skills Centers.
- C.1 Identify prospective partners and analyze their needs and expectations.
- C.2 Build coalitions for an ongoing legislative liaison program.
- C.3 Broaden opportunities for direct interaction between POST and its partners.
- C.4 Establish cooperative efforts with other criminal justice and related public safety components.
- C.6 Increase participation with the California Law Enforcement Image Coalition.
- D.1 Support partners as they advocate for more POST resources to meet their service expectations.
- D.3 Work jointly with partners to ensure new legislative training mandates are appropriately funded.
- F.1 Assess regularly how POST's clientele perceives its services.
- F.4 Conduct periodic internal audits of POST's functions and activities.
- G.3 Provide opportunities for continuing staff input on implementation of the POST strategic plan.
- G.5 Adopt mechanisms to improve internal communications with all staff.

ALL BUREAUS (7)

- B.11 Establish appropriate advisory councils (committees) for training development and delivery.
(Coordination by EO)
- D.2 Set priorities, in concert with law enforcement, for all POST programs and services relative to resource allocation, especially those in direct support of strategic plan implementation.
(Coordination - ASB)
- E.1 Maximize the field's access to the POST library resources. (Coordination - ISB)
- E.7 Implement a program to maximize the field's use of the Clearinghouse, as well as the level and quality of contributions from the field. (Coordination - ISB)
- F.3 Broaden the diversity of persons and organizations providing advice to POST on its activities and projects. (Coordination - EO)
- F.5 Review proposed new projects and programs consistent with this plan. (Coordination - ASB)
- G.7 Establish multi-unit, self-directed work groups or teams. (Coordination - ASB)

FIELD SERVICES DIVISION

Training Delivery and Compliance (4)

- B.1 Re-engineer the training needs assessment process for both short- and long-term planning purposes to identify continuing and emerging course needs and incorporate agency-specific training plans.
(Coordination w/ S&E, TPS, CLD)
- B.5 Ensure that courses are delivered at multiple sites, as appropriate.
- B.12 Simplify the course certification process. (in collaboration with CLD, TPS, BTB)
- F.8 Assess regularly the quality of POST-certified courses and services using acceptable measurement criteria.

Center of Leadership Development (2)

- B.2 Develop a systematic career path approach to training design and delivery.
- E.5 Provide early warning research, including "white papers," that highlights critical emerging futures issues.

Management Counseling Bureau (1)

- A.1 Establish a voluntary law enforcement agency accreditation program.

ADMINISTRATION DIVISION

Computer Services Unit (2)

- E.8 Automate the functions and services of the Clearinghouse.
- F.7 Upgrade POST's internal information and management business processes.

Administrative Services Bureau (9)

- A.6 Study the feasibility of strengthening POST certificates including the linking of certificates to demonstrated competencies.
- B.15 Study the feasibility of requiring agency-specific training plans linked to reimbursement.
- D.4 Link short- and long-term fiscal planning and reporting to strategic plan implementation.
- D.5 Develop alternative cost-recovery strategies and implement. - (in collaboration with TPS, ISB, S&E)
- D.6 Study the feasibility of reimbursing for trainee replacement, training development and presentation costs.
- G. 1 Improve staff training, particularly related to policies and procedures.
- G.2 Establish periodic employee performance reviews, including self-development plans, that emphasize client service.
- G.4 Provide for staff development by cross training in multiple assignments.
- G.6 Develop an employee skill and knowledge inventory.

Information Services Bureau (6)

- E.2 Expand referrals for research, networking, information exchange, and law enforcement technical assistance.
- E.3 Serve as a single point of contact, accessible 24 hours a day, for linkages with multiple databases.
- E-4 Identify and record model programs and procedures for inclusion in the Clearinghouse. - (in collaboration with TPS, MCB, CLD, and BTB)
- E.6 Establish a User Committee to advise the Clearinghouse and evaluate its performance.
- F.2 Publicize POST's services.
- F.6 Review existing POST Regulations

STANDARDS AND DEVELOPMENT DIVISION

Standards and Evaluation Bureau (6)

- A.2 Complete an analysis of the critical duties and requisite competencies of positions covered under the POST program.
- A.7 Study the feasibility of increasing testing and/or mastery evaluation in POST-certified courses.
- A.8 Establish additional entry-level selection standards.
- A.9 Increase standardization in the assessment of skills required for graduation from the regular basic academy.
- A.10 Establish regional testing centers and promote regional testing consortiums for employee selection.
- A.11 Complete an updated job analysis of the entry-level peace officer position.

Basic Training Bureau (2)

- A.4 Integrate mandatory, standardized field training and the basic academy to constitute "basic training."
- A.5 Secure legislative changes to establish additional minimum qualifications for all entrants into basic academies.

Training Program Services (Including LTRC) (10)

- A.3 Review POST's continuing professional training (CPT) requirement including hours, frequency, content and whether it should be extended to law enforcement managers and executives, public safety dispatchers, and Level II reserve officers.
- B.3 Adopt alternative approaches to developing and delivering training. (in collaboration with TD&C)
- B.4 Develop and evaluate alternative ways to satisfy POST's training requirements.
- B.6 Establish a fast-track course development model for rapidly emerging training needs. (in collaboration with TD&C)
- B.8 Conduct research and development on new training technologies... .
- B.9 Upgrade multimedia technology being used by POST and provided to law enforcement agencies.
- B.10 Develop self-directed, competency-based training courses using appropriate delivery system.
- B.13 Establish a system of selecting and developing instructors.
- B.14 Study the feasibility and need for expansion of the distance learning system.
- C.5 Seek out long-term training and technology partnerships with public and private industry.

APPENDIX B
IMPLEMENTATION SCHEDULE
(Revised 9/25/97)

OBJECTIVES	1998	1999	2000	2001	2002
EXECUTIVE OFFICE (12)					
B.7 Support Regional Skills Centers x	-----	-----	-----	-----	-----x
C.1 Analyze our Partners x	-----	x			
C.2 Legislative Coalitions		x-----x			
C.3 Broaden Interaction Opportunities		x-----x			
C.4 Cooperative Efforts		x-----x			
C.6 Image Coalition x	-----	-----	-----	-----	-----x
D.1 Support Partners for Resources		x-----	-----	-----	-----x
D.3 Funding Legislative Training Mandates	x-----	-----	-----	-----	-----x
F.1 Assess POST's Services	x-----	-----	-----	-----	-----x
F.4 Internal Audits of POST	x-----	-----	-----	-----	-----x
G.3 Staff Input on Strategic Plan Implementation	x-----	-----	-----	-----	-----x
G.5 Improve Internal Communications	x-----x				
ALL BUREAUS (7)					
B.11 Advisory Council for Training Programs	x-----	-----	x		
D.2 Set Priorities x	-----	-----	-----	-----	-----x
E.1 Maximize POST Library Access	x-----	-----x			
E.7 Maximize Use of Clearinghouse	x-----	-----x			
F.3 Broaden Diversity of POST Advisors	x-----	-----x			
F.5 Review New Projects Relative to Strategic Plan	x-----	-----	-----	-----	-----x
G.7 Work Groups/Teams	x-----	--x			
FIELD SERVICES DIVISION TRAINING DELIVERY AND COMPLIANCE (4)					
B.1 Re-engineer Training Needs Assessment Procedure		x-----x			
B.5 Multiple Training Sites x	-----	-----	-----	-----	-----x
B.12 Course Certification Process x	-----	-----	-----x		
F.8 Improve Assessment of Course Quality			x-----	-----x	

OBJECTIVES	1998	1999	2000	2001	2002
CENTER FOR LEADERSHIP DEVELOPMENT (2)					
B.2 Career Path for Training Design	x	-----x			
E.5 Early Warning White Papers	x	-----	-----	-----	-----x
MANAGEMENT COUNSELING BUREAU (1)					
A.1 Agency Accreditation	x----	-----	-----x		
ADMINISTRATIVE DIVISION COMPUTER SERVICES UNIT (2)					
E.8 Automate Clearinghouse	x	-----	-----	-----	-----x
F.7 Upgrade Internal Info and Business Procedures	x	-----	-----	x	
ADMINISTRATIVE SERVICES BUREAU					
A.6 POST Certificates				x-----x	
B.15 Study Requiring Agency Training Plans	x-----x				
D.4 Fiscal Planning	x	-----	-----	-----	-----x
D.5 Cost Recovery	x-----	-----	-----	-----	-----x
D.6 Alternative Reimbursements	x	-----	---x		
G.1 Improve Staff Training	x	-----	-----	----x	
G.2 Employee Performance Reviews	x	Completed			
G.4 Cross Training for Staff	x-----	-----	-----	-----	-----x
G.6 Skill/Knowledge Inventory		x---	-----	-----	-----x
INFORMATION SERVICES BUREAU (5)					
E.2 Expand Referrals	x-----	---x			
E.3 24-Hour Access to POST Data Bases	x-----	-----x			
E.4 Model Programs Inventory	x-----	-----	-----	-----	-----x
E.6 User Committee for Clearinghouse	x--x				
F.2 Publicize POST Services	x	-----	-----	-----	-----x
F.6 Review Regulations	x	-----	-----x		
STANDARDS AND DEVELOPMENT DIVISION STANDARDS AND EVALUATION BUREAU (6)					
A.2 Analysis of Duties/Competencies	x-----	--x			
A.7 Increase Testing in POST Courses			x--x		

OBJECTIVES	1998	1999	2000	2001	2002
A.8 Entry-Level Selection					
Cognitive	X - - - -	- - - - -	- - - - -	- - - - X	
Psychological	X - - - -	- - - - -	- - - - -	- - - - X	
Personality/Integrity		X - - - -	- - - - -	- - - - -	- - - - X
Oral Interview		X - - - -	- - - - -	X	
Education Requirements	X - - - -	X			
A.9 Standardize Basic Course Skills Assessment	X - - - -	- - - - -	- - - - -	X	
A.10 Regional Testing Centers	X - - - -	- - X			
A.11 Job Analysis of Entry-Level Officers	X - - - -	X			
BASIC TRAINING BUREAU (2)					
A.4 Field Training	X - - - -	- - - - X			
A.5 Minimum Basic Course Qualifications	X - - - -	- - - - X			
TRAINING PROGRAM SERVICES (11)					
A.3 CPT Training Duties/Competencies	X - - - -	X			
B.3 Alternative Approaches to Training Delivery			X - - - -	- - - - X	
B.4 Alternatives for Satisfying Training Requirements		X - - - -	- - - - -	- - - - X	
B.6 Course Development Model			X - - - X		
B.8 Research Training Technologies	X - - - -	- - - - -	- - - - -	- - - - -	- - - - X
B.9 Upgrade Multimedia Technology	X - - - -	- - - - -	- - - - X		
B.10 Self-Directed, Competency-Based Training		X	- - - - -	- - - - -	- - - - X
B.13 Instructor Selection and Development	X - - - -	- - - - -	- - - - -	- - - X	
B.14 Study Expansion of Distance Learning Program		X - - - X			
C.5 Technology Partnerships		X - - - -	- - - - -	- - - - -	- - - - X

Appendix C

Analysis of Objective Implementation

(Revised 9/19/97)

Of the 60 objectives, implementation work has begun on 21. One has been completed which is G.2 - Establishment of an Employee Performance Review. Another objective, A.4 - Establishment of a Mandatory Field Training Program, is nearing completion with the Commission having set a public hearing for the November 1997 meeting. It is also important to note that 14 objectives are characterized as "ongoing objectives" that will be constantly addressed throughout the five-year period of the plan. The other 41 objectives, with beginning and ending dates, will be researched and closure reached as the schedule projects.

Each objective has been analyzed according to its status or workload requirements listed below. As indicated, 51 of the 60 objectives can be scheduled or absorbed into existing workload. The other nine objectives will require additional evaluation to determine how they can be addressed.

For those objectives already deemed absorbable to implement within existing resources, several strategies are planned to be used. First, scheduling the start date for many objectives coincides with some existing projects coming to closure, thus freeing up staff. Other efficiencies are being explored, such as studying some objectives simultaneously because of their interrelatedness. Work on selected existing activities is planned to be delayed to make way for implementation of strategic plan objectives. Some existing activities are being closely scrutinized for possible contracting out to free up staff. The use of new Management Fellows to study some objectives is being considered. Also being considered is the use of college/university interns to perform some existing activities. The development of a "volunteer corp" to secure the services of retired or disabled persons from law enforcement, education, and other related professions is also being researched.

Some objectives can be studied simultaneously and, thus, achieve some efficiencies in research efforts. Examples of objectives that will be studied together include:

- B.3 Adopt alternative approaches to developing training
- B.4 Adopt alternatives for satisfying training requirements

- E.1 Maximize access to POST's library
- E.7 Maximize field's use of Clearinghouse

OBJECTIVES ALREADY COMPLETED OR NEARING COMPLETION

A.4 Mandatory Field Training

G.2 Employee Performance Reviews

**"ON-GOING OBJECTIVES" THAT WILL BE CONTINUOUSLY
ADDRESSED AND ARE ABSORBABLE**

A.9 Standardize Basic Course Skill
Assessment
B.5 Multiple Training Sites
B.7 Support Regional Skills Centers
B.8 Research Training Technologies
C.6 Support Image Coalition
D.2 Set Priorities
D.4 Fiscal Planning
D.5 Cost Recovery

E.2 Expand Referrals
E.4 Model Programs Inventory
E.5 Early Warning White Paper
E.8 Automate Clearinghouse
F.4 Internal Audits
F.5 Review New Projects
G.3 Staff Input
G.4 Cross Training for Staff

OTHER OBJECTIVES THAT ARE ABSORBABLE INTO EXISTING WORKLOAD

A.2 Analysis of Duties/Competencies
A.3 CPT Training Requirements
A.5 Minimum Basic Course Qual.
A.6 POST Certificates
A.7 Increase Testing
A.10 Regional Centers
A.11 Job Analysis of Entry Officers
B.1 Re-engineer TNA's F.2
B.2 Career Path for Training Design
B.3 Alternative Training Approaches
B.6 Course Development Model
B.11 Advisory Councils
B.12 Course Certification Process
B.15 Agency Training Plans
C.1 Analyze Partners
C.2 Legislative Coalitions
C.3 Broaden Interaction
C.4 Cooperative Efforts
C.5 Technology Partnerships

D.1 Support Partners for Resources
D.6 Alternative Reimbursements
E.1 Maximize POST Library Access
E.3 24-Hour Access
E.6 Clearinghouse User Committee
E.7 Maximize Use of Clearinghouse
F.1 Assess POST Services
Publicize POST Services
F.3 Broaden Diversity of Advisors
F.5 Update POST's Regulations
F.6 Review Regulations
F.8 Internal Audits
G.5 Internal Communications
G.7 Self-Directed Work Groups

**OBJECTIVES REQUIRING ADDITIONAL RESOURCES OR EVALUATION TO DETERMINE
RESOURCE NEEDS**

A.1 Agency Accreditation
A.8 Entry-Level Selection
B.4 Alternatives for Satisfactory Training
B.9 Upgrade Multimedia Technology
B.10 Self-Directed, Competency-Based

B.13 Instructor Selection
B.14 Distance Learning
F.7 Upgrade Internal Information
G.1 Improve Staff Training

Appendix D

Summary of Organizational Changes

The need for organizational changes in response to POST's adoption of its initial *Strategic Plan* has been recognized. These changes relate to structure, communications, accountability, reporting, and staff resources, involvement, and capabilities. While some organizational changes have already occurred, others are in the planning stage. All changes have been or are being made with the intent to facilitate implementation of the *Strategic Plan*.

A recently revised organizational structure for the POST Executive Office has been adopted. A three-division structure (*Field Services, Administrative, and Standards and Development*) has been established with fixed responsibilities for Division Directors. For example, the coordination of strategic planning has been assigned to the *Director of Standards and Development Division*. It is expected this structure will afford greater flexibility and faster response to changing conditions and developments. The individual bureau structure and responsibilities are now being studied with a view toward assessing organizational capabilities and implementation of the *Strategic Plan*.

Improved staff training and continued staff involvement, as called for by the *Strategic Plan*, have begun to be addressed. For example, plans are being made to provide staff training on the use of self-directed work teams. A team building workshop for POST managers has been scheduled that should facilitate improved communications. Staff has been given the opportunity to review and provide input into this document. To establish greater employee accountability, an ongoing POST staff performance appraisal system has been implemented.

POST intends to institute the use of a computer program (*Microsoft Project*) that will permit tracking of the plan's 60 objectives as projects and facilitate routine reporting on the status of the *Strategic Plan* implementation. Since all staff will have access to POST's interconnected computer system (*LAN*), internal communications about the plan will be enhanced.

While staff resources to address implementation are being researched, there is intent to make maximum utilization of existing resources and seek additional resources as a last resort. The Commission has already approved budget change proposals to add two staff members to implement the *Clearinghouse* and two computer programmers to address objectives requiring *Strategic Plan* support. Additional resources will not be sought until a complete analysis is made of all POST activities which is expected to require several months to complete.

GOAL A: INCREASE STANDARDS AND COMPETENCIES

POST was created to set minimum selection and training standards for California law enforcement. Throughout the years, it has provided the leadership and resources that have allowed agencies to meet these minimum standards. There is now an overwhelming interest from law enforcement to raise the minimum competency levels. Law enforcement agencies should have access to valid and reliable assessment tools and procedures to select candidates who possess the aptitudes and qualities necessary to develop job competencies and who will perform essential job duties successfully, while demonstrating acceptable organizational citizenship behavior. There should be a shift from hours-based to competency-based training standards. All clients served by POST should have continuing professional training requirements.

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.1 - Establish a voluntary law enforcement agency accreditation program.

Purpose: Agency accreditation will bring about greater standardization of law enforcement practices and programs that should result in cost savings and greater public support.

Assumptions:

1. Total elapsed time reflects program development and pilot testing prior to implementation. Once developed, the program becomes ongoing.
2. Existing program development principles prohibit redirection of current staff and resources.
3. Resources for ongoing program maintenance and operations to be determined by Commission.

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

1. Create implementation work plan.	.4
2. Re-establish accreditation steering committee.	.6
3. Survey law enforcement executives.	2
4. Refine work plan and prepare issue discussion report for Commission.	1
5. (Assuming implementation) review current state of accreditation.	2
6. Update program materials and prepare alternative models.	9
7. Implement pilot program.	18
8. Report to Commission on pilot and plan.	6
9. Initiate program.	6
10. Administer, monitor, and provide technical assistance.	

Resources Necessary for Initial Development: Full-time LEC or mgmt. fellow, travel, per diem, printing	Total Staff Weeks Required: 45 weeks
--	--

Resources Necessary for Ongoing Maintenance: To be determined depending upon model approved.	Total Elapsed Time Required: 3 years
--	--

Prepared By: Mike DiMiceli	Projected Assigned Date: 1-98
-----------------------------------	---

Assigned To: MCB	Projected Completion Date: 12-00
-------------------------	--

Revised 8-29-97	Objectives That Precede: None
-----------------	---

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.2 - Complete an analysis of the critical duties and requisite competencies of positions covered under the POST program.

Purpose: Information on critical duties and requisite competencies is necessary to ensure that job-related training is made available.

Assumptions:

1. There will be 40 positions involved in the study.
2. An Internal Steering Committee and External Advisory Committee will be involved throughout the study.

Action Steps:

	<u>Time Required</u>		
	<u>(Weeks)</u>		
	<u>PSC</u>	<u>Analyst</u>	<u>Clerical</u>

1. Collect and review preliminary information necessary to define what constitutes a "position," and what positions are covered by the POST program.	5.8	6.5	1.6
2. Establish and meet with an external Advisory committee to establish the scope of study (determine number of covered positions) and to set study priorities.	2.1	1.0	1.0
3. Collect and analyze position descriptions for all existing covered positions within each agency in the POST program.	8.1	7.5	3.8
4. Develop draft Position Analysis Questionnaire (PAQ) for describing duties and competencies of the covered positions.	5.4	3.0	3.0
5. Pilot test PAQ survey on small sample.	3.2	2.9	2.5
6. Print and distribute final PAQ survey.	1.2	1.3	2.5
7. Process and analyze returned survey data.	11.6	14.0	7.8
8. Prepare project report on duties and associated competencies by position and position family.	7.5	3.8	3.8

Resources Necessary for Initial Development: PSC 70%, analyst 65%, clerical 40% for 1.4 years

Total Staff Weeks Required:
PSC-44.9, analyst-40.0, clerk-26.0

Resources Necessary for Ongoing Maintenance:
Unknown, should update study every 5-7 years

Total Elapsed Time Required:
1.4 years (62 weeks)

Prepared By : Ken Krueger

Projected Assigned Date:
1-98

Bureau Assigned To: S&E

Projected Completion Date:
7-99

Revised 8-29-97

Objectives that Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.3 - Review POST's continuing professional training (CPT) requirement including hours, frequency, content, and whether it should be extended to law enforcement managers and executives, public safety dispatchers, and Level II reserve officers.

Purpose: The CPT requirement needs to be reviewed to determine if it is meeting current needs.

Assumptions:

1. The current CPT requirement, as stated in CC&R 1005(d), is a minimum of 24 hours or more hours at least once every two years after meeting the basic training requirement.
2. The requirement currently impacts every peace officer below the rank of a middle management position as defined in Section CC&R 1001(r) and every designated and non-designated Level I Reserve Officer as defined in Commission Procedure H-1-2(a).
3. POST will continue to have an established CPT.

Action Steps:

**Time Required
(Weeks)**

1. Survey law enforcement trainers and administrators regarding the effectiveness and the possible need for adjustment to the current CPT requirement.
2. Survey law enforcement leadership from various levels of supervision and management regarding setting CPT requirements for additional classifications. (The first two Action Steps would occur simultaneously.)
3. Tabulate surveyed information.
4. Establish at least two working committees. The first committee will look at the tabulated information from Action Step #1, the second, Action Step #2.
5. Committees to meet, compile, discuss, and make formal recommendations. Write proposal(s).
6. Obtain legal review of proposal(s).
7. Prepare issue discussion report for Commission. Approval by Commission.
8. Implement changes.
9. Formal review scheduled after 2 years.

14

14

4

1

10

4

1

Resources Necessary for Initial Development: Full-time LEC II, travel, per diem, printing costs.

Total Staff Weeks Required: 20 Weeks

Resources Necessary for Ongoing Maintenance: None

Total Elapsed Time Required:
1 year

Prepared By: Mario Rodriguez

Projected Assigned Date:
1-98

Bureau Assigned To: TPS

Projected Completion Date:
12-98

Revised 9/19/97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.4- Integrate mandatory, standardized field training and basic academy to constitute "basic training."

Purpose: Standardized field training and the basic academy should be integrated into a "basic training requirement" to increase competencies of entry-level officers.

Assumptions:

1. The field training program will be mandated versus a voluntary program.

<u>Action Steps</u>	<u>Time Required</u> <u>(Weeks)</u>
----------------------------	--

1. Conduct research on field training issue.	4
2. Develop formal field training program survey and mail to POST chief executives.	4
3. Prepare for and facilitate ad hoc workshop(s).	2
4. Data entry of all survey responses and second mailing for non-responding agencies.	6
5. Tabulation of all responses and analysis of all survey instruments and responses.	4
6. Attend national conference and regional training needs assessment meetings statewide.	2
7. Prepare presentation and synopsis report on feasibility of implementing program.	3
8. Prepare agenda item, regulations, and procedures for Commission and public hearing process.	4
9. Meetings with stakeholders for input on proposed, mandated field training program.	12
10. Development and video production of scenarios for use in field training courses.	16
11. Revision and updating of all courses and field training publications.	20
12. Implementation of field training program.	48

Resources Necessary for Initial Development:
LEC II (program manager) & OT support staff

Total Staff Weeks Required:
57 weeks

Resources Necessary for Ongoing Maintenance: \$100,000 management fellow contract

Total Elapsed Time Required:
1 year 5 weeks

Prepared By: Kenneth L. Whitman

Projected Assigned Date: 12-96

Bureau Assigned To: Basic Training Bureau

Projected Completion Date: 12-98

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.5 - Secure legislative changes to establish additional minimum qualifications for all entrants into basic academies.

Purpose: Basic academy trainees should enter with minimum qualifications that will provide some assurance of their successful completion and ability to obtain employment as peace officers upon graduation.

Assumptions:

1. Open enrollment to community college program is mandated.
2. There may be educational prerequisites.

Action Steps:

	<u>Time Required (Weeks)</u>
1. Form a stakeholder ad hoc group of law enforcement and community college participants to identify issues and gather inputs from statewide perspective.	2
2. Prepare for and facilitate ad hoc workshop(s) to be held at selected locations statewide.	10
3. Obtain a legal opinion from the Attorney General which interprets PC Section 13510 as giving authority to the Commission to establish entry standards to open enrollment students in college courses.	
4. Conduct research on all applicable state Education, Government, and Penal Code sections of law that impact this issue.	6
5. Establish new minimum qualifications based on educational and employment prerequisites based upon job-related standards that could include vision, hearing, physical ability, and emotional stability.	24
6. Seek and support appropriate legislative action to implement these minimum educational and employment qualifications.	48

Resources Necessary for Initial Development:
Extensive legal advice, one LEC, one SSA and support staff

Total Staff Weeks Required:
90 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
2 years

Prepared By: Kenneth L. Whitman

Projected Assigned Date: 1-98

Bureau Assigned To: Basic Training Bureau

Projected Completion Date:
12-99

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.5 - Secure legislative changes to establish additional minimum qualifications for all entrants into basic academies.

Purpose: Basic academy trainees should enter with minimum qualifications that will provide some assurance of their successful completion and ability to obtain employment as peace officers upon graduation.

Assumptions:

1. Open enrollment to community college program is mandated.
2. There may be educational prerequisites.

Action Steps:

**Time Required
(Weeks)**

1. Form a stakeholder ad hoc group of law enforcement and community college participants to identify issues and gather inputs from statewide perspective.
2. Prepare for and facilitate ad hoc workshop(s) to be held at selected locations statewide.
3. Obtain a legal opinion from the Attorney General which interprets PC Section 13510 as giving authority to the Commission to establish entry standards to open enrollment students in college courses.
4. Conduct research on all applicable state Education, Government, and Penal Code sections of law that impact this issue.
5. Establish new minimum qualifications based on educational and employment prerequisites based upon job-related standards that could include vision, hearing, physical ability, and emotional stability.
6. Seek and support appropriate legislative action to implement these minimum educational and employment qualifications.

2
10
6
24
48

Resources Necessary for Initial Development:
Extensive legal advice, one LEC, one SSA and support staff

Total Staff Weeks Required:
90 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
2 years

Prepared By: Kenneth L. Whitman

Projected Assigned Date: 1-98

Bureau Assigned To: Basic Training Bureau

Projected Completion Date:
12-99

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.6 - Study the feasibility of strengthening POST certificates including the linking of certificates to demonstrated competencies.

Purpose: If POST certificates are linked to demonstrated competencies, it would provide law enforcement agencies with assurance that holders have certain levels of skill and knowledge.

Assumptions: - None

Action Steps	Time Required (Weeks)		
	PSC	Analyst	Clerical
1. Review history and purpose of current certificate requirements.	.5	.5	0
2. Identify alternatives with respect to which certificates study, methods for demonstrating competencies, etc.	2.5	2.5	.5
3. Meet with stakeholders to review alternatives and define scope of project.	2.5	.3	1.5
4. Develop detailed project plan/budget to develop and implement new certificate requirements per agreed upon project scope.	2.5	1.3	.8
5. Submit project plan/budget for consideration by Commission.	1.0	.5	.8

Resources Needed for Initial Development:
PSC-9 weeks, analyst-4 weeks, clerical-3 1/2 weeks over the course of the project

Total Staff Weeks Required:
PSC-9 weeks, analyst-4 weeks, clerical-3 1/2 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
1 year

Prepared By: John Berner

Projected Assigned Date: 1-01

Assigned To: ASB

Projected Completion Date:
12-01

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.7 - Study the feasibility of increasing testing and/or mastery evaluation in POST-certified courses.

Purpose: Increased testing and/or mastery evaluation has the potential for substantiating student achievement, evaluating training effectiveness, and eliminating unnecessary training time.

Assumptions:

1. This objective may need to be broken into two separate objectives: (a) dealing with increasing testing, and (b) dealing with mastery evaluation. To move to a mastery learning approach would involve having courses with measurable objectives and instruction designed to enable students to use alternative means for satisfying the objectives.
2. The initial analysis (action steps, time, and resources required) should be reviewed and revised as necessary by the bureau to which this objective is assigned.

Action Steps	<u>Time Required</u> (Weeks)
1. Evaluate the objective to determine whether it should be treated as one or two separate objectives.	2
2. Conduct library research.	5
3. Meet with specialists who could offer advice on the implications (e.g., cost) of implementing the objective(s).	2
4. Meet with representatives of all organizations who would be affected to determine the implications of implementing the objective(s), including options for ways to proceed.	4
5. Write a report on the feasibility of implementing the objective(s).	2

Resources Necessary for Initial Development: consultant-90%, clerical-20% over 6-month period	Total Staff Weeks Required: 15 weeks
Resources Necessary for Ongoing Maintenance: Unknown at this time	Total Elapsed Time Required: 6 months
Prepared By (Name): Dennis Aronson, Jan Myyra, Graham Breck	Projected Assigned Date: 1-00
Bureau Assigned To: S&E	Projected Completion Date: 7-00
Bureau Assigned To: S&E	Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.8 - Establish additional entry-level selection standards, Component 1. Cognitive Ability Assessment

Purpose: Tests of cognitive abilities (e.g., memory and reasoning), traits (e.g., integrity, conscientiousness), and educational requirements not currently included in POST selection standards hold great promise for improving the scope and validity of the overall selection process.

Assumptions:

1. There are substantial components of individual ability which underlie learning and performance of patrol duties which are not presently assessed and which, if assessed, would lead to improvements in the work force.
2. It will be cost effective for POST to develop assessment instruments for some domains (e.g., cognitive ability, biodata); i.e., publisher royalties will outweigh developmental costs.
3. It will be necessary for POST to conduct empirical validation research for newly identified/developed instruments before recommending them to local agencies; i.e., no new instruments can be recommended/standards established on the basis of existing validity evidence.
4. On the basis of empirical findings, POST will augment its standards for entry-level law enforcement officer selection.
5. POST will play an active role in the delivery and use of entry-level selection instruments by local agencies; i.e., oversight of distribution; providing scoring & reporting services, and providing guidance to local agencies in the interpretation and use of such tests.
6. The ongoing job task analysis will have been completed (essential functions identified).
7. Given that there will be multiple assessment methods, POST will opt for the most cost-effective method (maximizing validity and utility while minimizing costs).
8. The ultimate aim is to produce an integrated selection system; i.e., a system comprised of various cognitive and non-cognitive measures combined in a selection model to achieve the above stated goal of maximum validity and utility at a minimum cost.
9. Ongoing maintenance includes coordination of a testing program, psychometric monitoring, and alternate forms development.

Component I. Cognitive Ability Assessment (continued)

Action Steps:	Time Required (Weeks)		
	PSC	Analyst	Clerical
A. Development			
1. Literature review	4.2	1.8	1.1
2. Identify requisite patrol officer abilities	20	5.6	9.5
3. Develop test design specifications	5.6	1.1	0.7
4. Collect supplemental job information	7	3.5	1.4
5. Create new test protocols	10.5	3.5	3.5
6. Write test items	7	21.8	3.5
7. Assemble experimental test forms and supporting materials	3.5	1.8	1.8
8. Coordinate/conduct experimental test administrations	2.8	--	--
9. Conduct item analyses and preliminary scale construction	4.2	--	--
10. Assemble validation forms	1.8	--	--
B. Concurrent Validation			
1. Research design	1.1	--	--
2. Sample selection	1.4	--	.7
3. Experimental test administration	1.1	--	16.5
4. Criterion development	3.5	1.8	1.1
5. Criterion data collection	1.8	1.8	3.5
6. Data analyses	7	--	3.5
7. Technical report	7	--	14
C. Program Design and Implementation			
1. Program design	3.2	0.4	--
2. Develop and distribute supporting materials	11.2	5.3	6
D. Follow-up Validation (Predictive Study)			
1. Experimental test administration	1.8	--	5.3
2. Criterion development	.7	--	1.1
3. Criterion data collection	.7	--	3.5
4. Data analyses	7	--	3.5
5. Technical report.	5.3	--	3.5
Resources Necessary for Initial Development: PSC-67%, analyst-30%, clerical-50% over 4 years; travel, per diem, printing, data entry, computer programmer (40 hrs.)	Total Staff Weeks Required: PSC-119.4 weeks, analyst-50.2 weeks, clerical-90 weeks		
Resources Necessary for Ongoing Maintenance: PSC-40%, analyst-30%, clerical-50%	Total Elapsed Years Required: 4 years		
Prepared By: John Weiner	Projected Assigned Date: 1-98		
Bureau Assigned To: S&E	Projected Completion Date: 12-01		
Revised 8-29-97	Objectives that Precede: A.11		

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

**Objective A.8 - Establish additional entry-level selection standards
Component II. Psychological Screening**

Purpose: (See Component I)

Assumptions:

1. Advances in the field of psychological measurement combined with new laws (e.g., ADA) warrant the updating of the *Psychological Screening Manual* for entry-level law enforcement officers.
2. Ongoing maintenance includes customer support and training.
3. See Component I, assumptions 2-8.

Action Steps:

	Time Required (Weeks)		
	PSC	Analyst	Clerical
A. Development			
1. Literature review.	5.2	--	1.8
2. Identify psychological job demands and potential job performance problems.	4.9	--	0.4
3. Define assessment framework.	.7	--	--
4. Develop trait taxonomy.	16.1	1.4	4.9
5. Compile assessment information.	6.3	--	2.5
6. Construct model assessment procedure.	5.6	--	1.1
7. Develop revised <i>Psychological Screening Manual</i> .	7.	--	2.5
8. Review with psychologist/make revisions.	2.1	--	1.4
B. Content Validation			
1. Link traits to critical incidents and essential functions.	<i>(covered in A.4)</i>		
2. Link instruments and procedures to target traits.	2.8	--	1.1
3. Summarize existing empirical validity evidence.	1.8	--	--
4. Technical report.	3.5	--	1.8
C. Program Design and Implementation			
1. Program design	1.8	--	.4
2. Develop supporting materials	8.1	--	3.2
3. Implementation	7	--	2.1
D. Follow-up Validation (Predictive Study)			
1. Archival test data collection	2.8	2.8	3.5
2. Criterion development	2.8	5.6	1.8
3. Criterion data collection	7	5.6	3.5
4. Data analyses	7	--	--
5. Technical report	7	--	3.5

Resources Necessary for Initial Development: PSC-50%, analyst-10%, clerical-20% over 4 years; travel, per diem, printing, data entry

Total Staff Weeks Required:
PSC-99.5 weeks, analyst-15.4 weeks, clerical-35.5 weeks

Resources Necessary for Ongoing Maintenance: PSC-20%, clerical-10%

Total Elapsed Years Required: 4 years

Prepared By: John Weiner

Projected Assigned Date: Underway

Bureau Assigned To: S&E

Projected Completion Date:
12-01

Revised 8-29-97

Objectives That Precede: A.11

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

**Objective A.8 - Establish additional entry-level selection standards Component III.
Personality/Integrity Biodata Assessment**

Purpose: (see Component I) **Assumptions:** (see Component I, assumptions 1-9)

Action Steps:	Time Required (Weeks)		
	PSC	Analyst	Clerical

A. Personality/Integrity Test Development

1. Literature review	3.5	--	1.8
2. Develop test design specifications	4.2	--	.7
3. Assess cost/effectiveness of developing new instruments	1.8	--	--
4. <u>Optional:</u> Develop new personality/integrity tests	26.6	--	10.9

B. Biodata Instrument Development

1. Literature review	3.5	--	1.8
2. Develop test design specifications	3.5	--	.4
3. Create new test protocols	3.5	--	--
4. Write test items	5.3	--	1.8
5. Assemble experimental test forms and materials	3.5	--	1.1
6. Coordinate/conduct experimental test administrations	1.8	--	5.3
7. Conduct item analyses and preliminary scale construction	5.3	--	--
8. Assemble validation forms	1.8	--	1.1

C. Concurrent Validation

1. Research Design	1.1	--	--
2. Sample Selection	1.4	--	.7
3. Experimental test administration	1.1	--	16.5
4. Criterion development	1.8	1.8	1.8
5. Criterion data collection	1.8	1.8	3.5
6. Data analyses	7	--	3.5
7. Technical report	7	--	3.5

D. Program Design and Implementation

1. Program design	3.2	.4	--
2. Develop and distribute supporting materials	11.2	5.3	6

E. Follow-up Validation (Predictive Study)

1. Experimental test administration	1.8	--	5.3
2. Criterion development	.7	--	1.1
3. Criterion data collection	.7	--	3.5
4. Data analyses	7	--	3.5
5. Technical report	5.3	--	3.5

Resources Necessary for Initial Development:

PSC-67%, analyst-8%, clerical-45% over 4 years; travel, per diem, printing, data entry, computer programmer (40 hrs.)

Total Staff Weeks Required:

PSC-115.4 weeks, analyst-9.3 weeks, clerical-77.3 weeks

Resources Necessary for Ongoing Maintenance:

PSC-40%, Analyst-30%, Clerical-60%

Total Elapsed Years Required:

4 years

Prepared By: John Weiner

Projected Assigned Date: 1-99

Bureau Assigned To: S&E

Projected Completion Date:
12-02

Revised 8-29-97

Objectives That Precede: A.11 and A.8
Component 2 (trait requirements)

Action Plans for Implementation of Objectives

Objective A.8- Establish additional entry-level selection standards Component IV. Oral Interview Guidelines

Purpose: (see Component I)

Assumptions:

1. See Component I, assumptions 1-8.
2. Ongoing maintenance includes test scoring, scaling, and consulting services.

Action Steps:	Time Required		
	PSC	Analyst	Clerical
A. Development			
1. Literature review.	2.5	2.5	1.8
2. Compile assessment information.	2.5	3.5	1.8
3. Develop taxonomy of assessment methods and performance elements.	3.5	3.5	1.4
4. Construct model assessment protocols.	4.9	4.9	2.1
5. Develop <i>Interview Guidelines Document</i>	5.3	3.5	1.1
B. Content Validation			
1. Link assessment instruments, performance dimensions, essential job functions.	2.1	2.1	1.1
2. Summarize existing empirical validity evidence.	1.8	1.8	1.1
C. Program Design & Implementation			
1. Program design	1.8	--	.4
2. Develop supporting materials	8.8	9.5	3.2
3. Implementation	3.5	1.8	1.8
D. Follow-up Validation (Predictive)			
1. Experimental test administration	1.1	1.1	4.2
2. Criterion development	1.1	1.1	1.1
3. Criterion data collection	.7	1.8	4.2
4. Data analyses	7	--	--
5. Technical report	5.3	1.8	3.5

Resources Necessary for Initial Development:

PSC-75%, analyst-60%, clerical-40% over 1 1/2 years; travel, per diem, printing, data entry.

Total Staff Weeks Required:

PSC-51.9 weeks, analyst-38.9 weeks, clerical-28.8 weeks

Resources Necessary for Ongoing Maintenance:

PSC-10%, analyst-10%, clerical-10%.

Total Elapsed Years Required:

1 1/2 years

Prepared By: John Weiner

Projected Assigned Date: 10-99

Bureau Assigned To: S&E

Projected Completion Date:
4-01

Revised 8-29-97

Objectives That Precede: A.11, A.8
Component 1 (ability requirements)

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.8 - Establish additional entry-level selection standards Component V. Educational Requirements.

Purpose: (see Component I)

Assumptions:

1. The goal is to establish higher general education requirements (e.g., AA degree), not educational prerequisites defined in terms of specific educational content (e.g., 30 college units in criminal law).
2. Literature search of recognized methods for establishing educational MQs will yield no standard methodology (If this assumption is erroneous, i.e., an appropriate methodology is identified, time and staff requirements to complete this strategy could increase significantly).

Action Steps:	Time Required (Weeks)		
	PSC	Analyst	Clerical
1. Clarify project goals (meet with stakeholders)	1.1	.4	1.1
2. Literature review of research methods for establishing educational MQs	1.1	1.8	--
3. Literature review of empirical relationships	1.8	3.5	--
4. Analysis of POST databases to evaluate empirical relationships between education and performance as a peace officer	7	5.3	--
5. Literature review empirical relationships	1.1	1.8	--
6. Review existing local agency/state mandated educational MQs	1.8	3.5	--
7. Profile educational background of recruit entrants	1.8	1.8	--
8. Evaluate impact of educational MQs on recruitment	3.5	3.5	--
9. Review case law on educational MQs	1.1	.7	--
10. Draft report of findings/recommendations	3.5	3.5	3.5
11. Present findings to stakeholders	.4	.4	.4

Resources Necessary for Initial Development:
PSC-50%, analyst-60%, clerical -15% over 1 year; travel, per diem.

Total Staff Weeks Required:
PSC-24.2 weeks, analyst-26.2 weeks, clerical-5.7 weeks

Resources Necessary for Ongoing Maintenance: DNA

Total Elapsed Years Required:
1 year

Prepared By: John Weiner

Projected Assigned Date: 8-97

Bureau Assigned To: S&E

Projected Completion Date:
8-98

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.9 - Increase standardization in the assessment of skills required for graduation from the Regular Basic Course.

Purpose: Greater standardization is needed to ensure that all students are subjected to the same testing/remediation requirements and meet the same standards of acceptable performance.

Assumptions:

1. Regular Basic Academy testing/remediation requirements are not consistent on a statewide basis.
2. Skill assessments include demonstration exercises and job simulation tests.
3. POST will play an active role in ensuring that the skill tests are administered and scored properly.
4. It may be necessary to limit the number of standardized skill tests to a select few (where standardization is particularly important and difficult to achieve) in order to ensure a high degree of quality in the testing process (POST may offer guidelines for testing in other skill areas.)

Time Required (Weeks)

Action Steps:

Consultant Analyst Clerical

<u>Action Steps:</u>	Consultant	Analyst	Clerical
1. Identify skills addressed in the Basic Course (training, testing).	2	1	.2
2. Gather data from presenters on how they assure compliance with existing skill testing requirements.	4	4	1
3. Review and assess the effectiveness of current skill testing requirements and alternative assessment models.	6	2	1.2
4. Convene panel of stakeholders to review current skill testing requirements and alternative models.	1	.4	.2
5. Define patrol officer competencies and identify those appropriate for assessment in the Basic Course.	8	3	1.6
6. Develop skill test specifications and prototypes.	4	1	.6
7. Develop new content-valid skill tests.	16	8	3
8. Conduct pilot administration.	1.2	4	3
9. Conduct standard-setting workshop.	4	4	.6
10. Conduct analyses.	6	-	3
11. Produce test materials.	3	4	4
12. Develop software (scoring, tracking).	3	6	1
13. Implement testing program (delivery, training, support)	8	8	4
14. Write test development and validation summary report.	4	2	3

Resources Necessary for Initial Development:

PSC-75%, LEC -25%, Analyst-67%, Clerical-28%, computer programming, travel, per diem, printing, data entry, video recording

Total Staff Weeks Required:

Consultant-70.2, Analyst-47.4, Clerical-26.4

Resources Necessary for Ongoing Maintenance:

PSC-60%, Analyst-60%, Clerical-30%

Total Elapsed Time Required:

3 years

Prepared By: John Weiner

Projected Assign Date: 1-98

Bureau Assigned To: S&E

Projected Completion Date: 01-02

Revised 8-29-97

Objectives That Precede: A.11, A.8 (identification of requisite abilities and traits)

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.10 - Establish regional testing centers and promote regional testing consortiums for employee selection.

Purpose: Regional testing, while improving test security and standardization of test administration as well as helping agencies use the tests appropriately, offers the benefit of reduced costs to POST and law enforcement agencies.

Assumptions:

1. The goal of regional testing is to reduce costs by limiting test exposure and reducing redundant testing; "regional testing" encompasses testing models which range from relatively simple consortia to integrated, centrally run regional test centers; there will be no POST mandate requiring agencies to use any particular regional testing system; because there will be no mandate, there will likely be multiple-test delivery models operating concurrently.

Action Steps:	Time Required (Weeks)		
	PSC	Analyst	Clerical
1. Identify and articulate alternative regional testing models and associated delivery systems.	1.0	1.0	.5
2. Estimate costs/benefits associated with implementing and administering each model.	1.3	1.3	.8
3. Explore alternative methods of funding each model.	.8	.8	.5
4. Review alternative models and funding mechanisms with stakeholders.	1.5	1.5	1.3
5. Develop and present recommended models, delivery systems, and funding mechanisms to management and to Commission.	.5	.5	.5
6. Develop administrative procedures and systems for each approved model. (min) (max)	7.5	7.5	3.8*
7. Implement model on a pilot basis.	22.5	22.5	10.0*
8. Evaluate pilots and begin implementation of successful models on a broader scale.	2.5	5.0	2.5
* Variable depending on models adopted.	3.8	1.3	1.3

Resources Necessary for Initial Development:
1/3 PSC, 1/3 analyst and 1/4 clerical for duration of project

Total Staff Weeks Required:
PSC-18.8 - 33.8, analyst-18.8-33.8, clerical-11-17.3

Resources Necessary for Ongoing Maintenance:
Unknown, depends on model(s) implemented

Total Elapsed Time Required:
0.7-1.1 years

Prepared By: Richard Honey and John Berner

Projected Assigned Date: 1-98

Bureau Assigned To: S&E

Projected Completion Date:
9-98 through 2-99

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective A.11 - Complete an updated job analysis of the entry-level peace officer position.

Purpose: To provide the basis for review and revision of the Basic Course and current entry-level selection standards and the development of additional selection standards.

Assumptions: None

Action Steps:	Time Required (Weeks)		
	PSC	Analyst	Clerical

1. Develop patrol officer task surveys	Completed		
2. Pilot test surveys	Completed		
3. Draw survey sample and request agency participation	Completed		
4. Arrange printing, mail-out, data entry for surveys	Completed		
5. Distribute job analysis surveys to participating agencies	1.3	1.3	2
6. Collect, code, clean, bundle, keypunch returned surveys	3.8	2.6	1.4
7. Data analysis to define core tasks/incidents	8.8		
8. Produce Job Task Analysis Reports: Statewide/Agency Specific	7.6	10	3.8
9. Develop initial list of Knowledge and Skills	2.6	2.6	1.4
10. Conduct workshops to review and revise Knowledge and Skills	5	5	2.6
11. Assign Knowledge and Skills to core tasks/clusters	5.4	4.6	1.3
12. Pilot test procedure to link Knowledge and Skills to core tasks/clusters	2.4	1.3	1.3
13. Conduct workshops to obtain Knowledge/Skills ratings and to link Knowledge and Skills to core tasks/clusters.	5	3.8	2.5
14. Write Knowledge/Skills Report	<u>5.4</u>	<u>3.8</u>	<u>2.5</u>
	47.3	35.0	18.7

Resources Necessary for Initial Development:
PSC-100%, analyst-75%, clerical-44% for one year, absorbable.
Travel, per diem, printing, key data entry

Total Staff Weeks Required:
PSC-47.3, analyst-35.0, clerical-18.7

Resources Necessary for Ongoing Maintenance: DNA

Total Elapsed Time Required:
48 weeks (approx. one year)

Prepared By: Paula Burnette and John Berner

Projected Assigned Date: 1-97

Assigned To: S&E

Projected Completion Date:
8-98

Revised 8-29-97

Objectives That Precede:
None

GOAL B: MAXIMIZE TRAINING DELIVERY

As law enforcement continues to face the challenges of the future, well trained employees are critical for success. Accordingly, effective training will continue to be the cornerstone of what POST is about as an organization. Maximizing the benefits of training is a goal critical to the mission and is accomplished by focusing on quality instructors, well designed instruction, and content relevancy. In recognition of the variety of law enforcement agencies with different training requirements, course curricula, and delivery methods must be adaptable. All training needs to be evaluated in terms of its learning effectiveness, relevancy, and cost. Technology offers an opportunity to address the diversity of training needs of the law enforcement community and should be explored and used to provide high-quality, cost-effective, competency-based training. Competency-based training replaces completion of pre-determined instruction hours with competency testing. It has potential for reducing unnecessary hours of instruction and delivery of more convenient training. High-liability areas, identified by the law enforcement community, should continue to provide focus to POST in its training delivery.

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.1 - Re-engineer the training needs assessment process for both short-and long-term planning purposes to identify continuing and emerging course needs and incorporate agency specific training plans.

Purpose: There is need for obtaining more comprehensive budget and planning information from the training needs assessment process so that financial resources are expended cost effectively.

Assumptions:

1. If we structure the TNA process and reporting, we will have a better tool for planning and budgeting of needed training.
2. Allows POST to more easily decertify courses that no longer meet the current training need.
3. Current TNA process provides us with some valuable information but does not provide sufficient data to make statewide projections for training and budgeting.

Action Steps:

**Time Required
(Weeks)**

1. Identify primary data from law enforcement agencies which will be repeatedly collected each year during the TNA process, i.e., agency training plan, regional training plan, number of students for each course, for short- and long-term needs.
2. Identify additional information from POST bureaus which should be collected during the TNA process, i.e., salary survey, IVD usage, telecourse usage.
3. Develop a computerized program for agencies to voluntarily complete their agency training plan which identifies the projected attendance of existing POST courses during the next fiscal year.
4. Develop a process that provides periodic and progress report of regional TNAs.

4

2

6

1

Resources Necessary for Initial Development:
LEC, CSU staff

Total Staff Weeks Required:
13 weeks

Resources Necessary for Ongoing Maintenance:
1/2 time staff person; every consultant attends and participates during their regions TNA; computer programming time/clerical.

Total Elapsed Time Required:
52 weeks

Prepared By: Mickey Bennett, Gene Rhodes, Bernie Homme, Ron Allen

Projected Assigned Date: 1-99

Bureau Assigned To: TD&C

Projected Completion Date: 12-99

Revised 8-29-97

Objectives That Precede: B.15

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.2 - Develop a systematic career path approach to training design and delivery.

Purpose: A building block approach to training design and delivery that builds upon previously acquired skills and abilities will reduce repetition of instruction.

Assumptions:

1. Career paths will apply to positions, not assignments.
2. The establishment of professional and technical career paths may be required. The professional path is straightforward. The technical path is challenging because of the number of positions to which an officer may be assigned and the variety of courses that are needed. As with the professional path, the training would indicate when to take it and any prerequisites. If possible, the positions would be ordered in terms of seniority; that is, when an officer would normally apply for them.
3. There may be a need to establish different types of paths, for example, for someone going up through the ranks as well as for the person who stays in one area for an entire career.
4. The career paths developed will be limited to police and sheriff department positions.

Action Steps:

Time Required (Weeks)

1. Research career path approaches that agencies have established both in and outside of the state.
2. Meet with partner organizations to determine who career paths are for and implications for training presenters and others.
3. Establish parameters of different types of paths.
4. Analyze results of studies conducted for objective A.2 in order to arrange positions by seniority and analyze competencies required for each.
5. Order positions by seniority.
6. Analyze training requirements for each position.
7. Develop several typical career paths showing progression of positions and training.
8. Meet with partner organizations to get feedback on typical career paths developed.
9. Revise career paths according to feedback from the field.
10. Publish and distribute career path information

8

4

1

4

1

2

2

4

4

Resources Necessary for Initial Development:
1 person (possibly absorbable)

Total Staff Weeks Required:
34 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
1 or 2 years following completion of A.2 and C.1, depending on other responsibilities of staff

Prepared By: Dennis Aronson, Jan Myyra, Graham Breck

Projected Assigned Date: 1-99

Bureau Assigned To: CLD

Projected Completion Date: 12-00

Revised 8-29-97

Objectives That Precede: A.2, C.1

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.3 - Adopt alternative approaches to developing and delivering training.

Purpose: Multiple means for developing and delivering training are needed to address the diversity of training needs, learning capabilities, and circumstances in the learning environment.

Assumptions:

1. For efficiency, Objectives B.3, B.4, B.6, and B.8 would be studied simultaneously.
2. Total time for review and implementation is predicated on "how many" alternatives are actually identified and approved for implementation. The number of alternatives is impossible to predict at this time.

Action Steps:	Time Required (Weeks)
1. Review results of B.4 (Alternatives to Satisfy Training Requirement), B.6 (Fast-Track course Development Model), and B.8 (Cost-effective New Training technologies), that identified alternative approaches to developing and delivering training.	2
2. Research and review existing external models that might be adopted or adapted to POST training.	4
3. Select alternative(s) to be pilot tested.	1
4. Develop plan for pilot testing the selected alternative(s).	2
5. Develop the training using the alternative(s).	4-26
6. Conduct pilot testing.	4-26
7. Evaluate results.	4
8. Develop plan for large scale implementation, including ongoing evaluation.	4
9. Implement the plan.	

Resources Necessary for Initial Development: Full-time LEC II and instructional systems designer	Total Staff Weeks Required: 25-77 weeks
Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: 6-18 months
Prepared By: Don Moura	Projected Assigned Date: 1-00
Bureau Assigned To: TPS	Projected Completion Date: 12-01
Revised 9/19/97	Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.4 - Develop and evaluate alternative ways to satisfy POST's training requirements.

Purpose: Alternative means for satisfying training requirements are needed to increase accessibility to training, match variations in learning styles, and achieve greater cost effectiveness.

Assumptions:

1. Alternative means for satisfying training for statutory mandated training should include a wide variety of options, including completion of equivalent college courses, home study, work experience, and testing.
2. The alternatives considered may not necessarily be POST-certified; the alternatives to be adopted probably will be those that do not involve formal POST standards.
3. As part of this objective, it is important to consider the requirements for POST certificates.
4. The alternatives may not need to be considered for meeting entry-level requirements and CPT credit requirements.

Action Steps:

**Time Required
(Weeks)**

1. Research what other organizations have done to provide alternative ways to satisfy training requirements.	4
2. Meet with potential users to determine which alternatives are feasible to consider.	2
3. Develop criteria for satisfying particular training requirements.	2
4. Determine which alternative means could satisfy particular criteria.	1
5. Develop a plan for pilot testing the use of alternative means for meeting particular requirements.	1
6. Conduct pilot testing; evaluate results.	24
7. Develop plan for large scale implementation, including ongoing evaluation.	2
8. Implement the plan.	

Resources Necessary for Initial Development:
1 LEC for 36 weeks; 1 analyst, secretarial support, travel and per diem for meetings

Total Staff Weeks Required:
36 weeks

Resources Necessary for Ongoing Maintenance:
Unknown

Total Elapsed Time Required:
3 years

Prepared By: Dennis Aronson, Jan Myyra, Graham Breck

Projected Assigned Date: 1-99

Bureau Assigned To: TPS

Projected Completion Date: 12-01

Revised 9/19/97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.5 - Ensure that courses are delivered at multiple sites around the state, as appropriate.

Purpose: Training courses delivered close to the attendees' location or agency reduces travel time costs for their employing agencies and per diem costs to POST.

Assumptions:

1. Reduces travel time and per diem for law enforcement agencies.
2. Saves revenue for law enforcement agencies and the POTF.
3. Promotes regionalization and local input to training.
4. Provides training to remote locations.

Action Steps

**Time Required
(Weeks)**

- | | |
|--|---|
| 1. Utilize the Training Needs Assessment reports to identify those courses which need to be delivered at multiple sites statewide. | 1 |
| 2. Determine the current validity of the courses which are now being utilized as traveling road shows. | 1 |
| 3. POST needs to create internal policies which will promote and emphasize regionalizing training which would include: <ol style="list-style-type: none"> a. certifying courses based on regional training needs b. encouraging tuition-based course only if they are taken to students c. colleges and law enforcement agencies to take designated courses on the road, as a condition of certification. | 7 |
| 4. Change budgeting system to encourage road shows which would including travel pay for instructors. | 4 |
| 5. Change the certification reimbursement plans so POST can cost effectively certify courses which meet regional and agency needs. | 4 |
| 6. Develop more interagency contracts with agency presenters to take the courses to the students. | 2 |
| 7. Go through the approval process of the Executive Office and the Commission. | 3 |

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
22 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time: 5 years

Prepared By: Mickey Bennett, Gene Rhodes, Bernie Homme, Ron Allen

Projected Assigned Date: 12-97

Assigned To: TD&C

Projected Completion Date: 12-02

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.6 - Establish a fast-track course development model for rapidly emerging training needs.

Purpose: An expeditious training development process is desired so high profile problems can be quickly addressed by POST, training presenters, and law enforcement agencies.

Assumptions: None

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

1. <u>Preparation</u> (3.6 weeks)	
A. Assign team with representatives from S&E, TD&C, and TPS Bureaus	.2
B. Team identifies existing training needs assessment process, existing development model, existing certification process, existing evaluation system, and post-course student tracking and reimbursement system.	1.0
C. Team develops timelines, analyzes data for opportunities for time savings, and develops specific recommendations.	
D. Recommendations for speeding processing reviewed by appropriate Bureau Chiefs.	1.4
E. Based on Bureau Chief review, Team submits "fast-track" development model.	.2
F. Bureau Chiefs, Assistant Directors, Executive Director review and approve plan.	.6
2. <u>"Fast Track" Model</u> (1.8 weeks)	.2
A. Topic selected for Fast-Track Pilot	
B. LEC in TPS assigned Fast-Track Pilot Project	.1
C. Fast-Track Pilot implemented	.1
D. Team evaluates results and makes final implementation recommendations (includes regulations, announcements, and Commission Agenda material as appropriate).	1.01
E. Fast-Track presented to all bureaus for implementation	.4
3. <u>Implementation</u> (1.2 weeks)	.2
A. Fast-Track presented to Commission and field	
B. Appropriate documents prepared.	.6
4. <u>Evaluation</u>	.6

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 8 weeks
---	-------------------------------------

Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: 18 weeks, plus evaluation
---	--

Prepared By: Dave Spisak	Projected Assigned Date: 1-00
--------------------------	-------------------------------

Assigned To: TPS	Projected Completion Date: 12-00
------------------	----------------------------------

Revised 8-29-97	Objectives That Precede: None
-----------------	-------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.7 - Actively support establishment of Regional Skills Centers.

Purpose: The proposed Regional Skills Centers provide an answer to the absence of needed skill training facilities and equipment.

Assumptions:

1. Public Safety Training Act of 1997 (AB 1496) is not enacted into law with full funding.

Action Steps:	Time Required (Weeks)
1. Continue to provide liaison to California Public Safety Regional Training Organizing Committee.	DNA
2. Provide staff support and resources, as necessary, to facilitate the ongoing meetings of regional committees.	DNA
3. Provide information and status reports on AB 1496 to the Commission and its committees on a periodic basis.	DNA
4. Continue to encourage networking and provide information to public safety partners (colleges, fire, police, corrections), legislators, and the Governor.	DNA
5. Continue to provide liaison, information, and support to CSSA, CPOA, CPCA, and others as necessary on the status of this project.	DNA
Resources Necessary for Initial Development: LEC as project manager	Total Staff Weeks Required: Ongoing project
Resources Necessary for Ongoing Maintenance: Limited to travel and per diem per meeting	Total Elapsed Time Required: Ongoing project
Prepared By: Kenneth L. Whitman	Projected Assigned Date: 4-97
Bureau Assigned To: Executive Office	Projected Completion Date: 12-02
Revised 8-29-97	Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.8 - Conduct research and development on new training technologies that have potential for improving the quality and cost effectiveness of training.

Purpose: New training technologies are continuously being researched and developed by the military and others that need to be explored for use in law enforcement training.

Assumptions:

1. This objective is ongoing. Efforts need to be made continually in this area. There are at least two types of research: a) broad, and b) focused. Broad refers to the training technologies as a whole -- looking at purported benefits and costs; focused refers to choosing one of the technologies and doing pilot tests specifically for POST in order to determine whether the particular technology is viable for law enforcement training.
2. The research and development efforts need to be closely coordinated with all of the POST bureaus.

Time Required

Action Steps:

(Weeks)

1. Attend conferences, trade shows, demonstrations, professional industry meetings, special interest group meetings.	DNA
2. Do research via the internet, library, etc.	
3. Review proposed technology prototypes with agency representatives (multimedia committee).	DNA
4. Develop prototypes of training to pilot test the capability of the technology.	DNA
5. Review prototypes with multimedia advisory committee.	
6. Revise prototypes based upon reviews.	DNA
7. Develop criteria for determining when a particular technology should be used; develop issues that need to be addressed.	DNA

Resources Necessary for Initial Development:
1 person, 1/2 time ongoing (this person may be the instructional systems engineer)

Total Staff Weeks Required:
Ongoing project

Resources Necessary for Ongoing Maintenance:
Same as above

Total Elapsed Time Required:
Ongoing project

Prepared By: Dennis Aronson, Jan Myyra, Graham Breck

Projected Assigned Date: 1-98

Bureau Assigned To: TPS

Projected Completion Date:
Ongoing

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.9 - Upgrade multimedia technology being used by POST and provided to law enforcement agencies.

Purpose: Improved multimedia technology now exists that can more effectively deliver training and enable POST to potentially make use of commercially produced courseware.

Assumptions:

1. Some research on this objective has already been done. It is recommended that the existing laserdisc-based multimedia systems be used for another two to three years, with some upgrades if necessary. Then new computers will be required to support the new delivery system that is anticipated.
2. It is also anticipated that in the next few years there will be a blending of delivery via multimedia (e.g., CD-ROM) and Internet.
3. Upgrading would be an ongoing process. The action steps below would be for a single upgrade. See LTRC's paper, "The POST Interactive Multimedia Training Program: Strategic Directions" (May 1997).

Action Steps:

**Time Required
(Weeks)**

1. Research what the upgrade would involve.
2. Write specifications for the upgrade.
3. Determine the cost.
4. Research alternative ways for funding and making the upgrade.
5. Develop recommendations for alternative ways to fund and implement the upgrade.
6. Report recommendations to Finance Committee.
7. Communicate to the field the need, cost, procedure, and schedule for the upgrade.

4
.5
.5
1
.5
.4
1

Resources Necessary for Initial Development:
1 person for 2 months prior to implementation; funding for testing alternatives, including the purchase of equipment and software required for conducting tests.

Total Staff Weeks Required:
8 for initial development

Resources Necessary for Ongoing Maintenance:
1 person 1/4 time

Total Elapsed Time Required:
DNA

Prepared By: Dennis Aronson, Jan Myyra, Graham Breck

Projected Assigned Date: 1-96

Bureau Assigned To: TPS

Projected Completion Date: 12-98

Revised 8-29-97

Objectives That Precede: Some aspects of B.8

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.10 - Develop self-directed, competency-based training courses using appropriate delivery systems.

Purpose: Using self-directed, competency-based training, which replaces completion of pre-determined instructional hours, reduces the cost of instruction, makes the training readily accessible, and improves learning.

Assumptions:

1. That regulations requiring hourly requirements are revised to authorize a competency-based approach.
2. The course to be developed as a pilot would not require more than 4 hours for a student to complete.

Action Steps:

**Time Required
(Weeks)**

1. Seek understanding between the field and POST as to the implications of the self-directed, competency-based training and the extent of the effort required for this objective to be met. Verify the field's desire for this objective.	4
2. Determine appropriate subject area with curriculum committee that can be used in a pilot test of the development of a competency-based training course.	2
3. Develop appropriate testing tools to determine level of competency in the selected subject area.	2
4. Design and develop a competency-based training course.	12
5. Beta-test and revise the course.	4
6. Duplicate and distribute course.	3
7. Implement the course in the field.	4

Resources Necessary for Initial Development:

2 persons for 6.5 months; 1 competency-based testing specialist; funds for meetings, course development, and testing. (Some work absorbable if development work is combined with ongoing development of a competency-based multimedia course.)

Total Staff Weeks Required:

31 weeks

Resources Necessary for Ongoing Maintenance:

Total Elapsed Time:

1 year

Prepared By:

Dennis Aronson, Jan Myyra, Graham Breck

Projected Assigned Date:

1-98 (or sooner)

Bureau Assigned To: TPS

Projected Completion Date: 12-98
for 4-hour prototype; 12-02

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.11 - Establish appropriate advisory councils (committees) for training development and delivery.

Purpose: Standing advisory councils for training programs have proven to be successful in providing input on course quality, content, and delivery issues.

Assumptions:

1. Advisory councils assist POST in determining what and how programs and services are delivered.
2. Advisory councils assist in program evaluation and recommend if training courses should be improved or decertified.
3. Advisory councils enhance and increase communications with the field, course presenters, and POST.
4. Advisory councils need to be involved: 1) regionally, 2) statewide, and 3) on specific subject areas.

Action Steps:

**Time Required
(Weeks)**

1. Identify and evaluate the current advisory council/meeting/information input process which we currently use.	1
2. Develop POST guidelines relating to the establishment and use of Advisory Councils, i.e., expertise and responsibilities of attendees, cost effectiveness of the meeting process, and coordination of activities.	4
3. Develop POST guidelines relating to consultant responsibilities during Advisory meetings.	2
4. Determine if there are agencies/areas not being served by advisory committees.	1
5. Form additional advisory councils as needed.	4
6. Determine if there is a need and, if a need exists, develop a statewide advisory committee for training programs which have statewide impact or establish statewide standards, i.e., dispatchers, reserves, and regional skills facilities.	12
7. Establish an annual re-evaluation of existing councils/advisory committees.	1

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
25 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time:
52 weeks

Prepared By: Gene Rhodes, Mickey Bennett, Ron Allen

Projected Assigned Date:
12-98

Bureau Assigned To: All bureaus with E.O. coordination

Projected Completion Date: 1-00

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.12 - Simplify the course certification process.

Purpose: A simpler course certification process can result in reducing costs to POST and training presenters.

Assumptions:

1. Current process is costly, outdated, and collects unnecessary information.
2. By streamlining the process, we would save time, money, and improve the quality of service to our clients.
3. This is universally requested/needed by the field/POST staff.
4. A new system should be a paperless electronic system that is accessible by the field.

Action Steps:

**Time Required
(Weeks)**

1. Document current policies/procedures/practices.
2. Develop a new concept plan for the system.
3. Design new system
4. Train new system
5. Pilot test
6. Modify the system based on pilot feedback.
7. Implement the program, i.e., notify the field, conduct necessary training.

4
4
8
2
12
4

Resources Necessary for Initial Development:

LE consultants, staff information systems analyst, part-time secretary, internal staff

Total Staff Weeks Required:

34 weeks

Resources Necessary for Ongoing Maintenance:

Programmer, staff information systems analyst, part-time secretary

Total Elapsed Time Required:

64 weeks

Prepared By: Mickey Bennett, Gene Rhodes, Dave Sylstra, Ron Allen

Project Assigned Date: 10-97

Bureau Assigned To: TD&C

Projected Completion Date:
2-99

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.13 - Establish a system of selecting and developing instructors.

Purpose: The knowledge, skills, and ability demonstrated by instructors of POST-certified training courses directly relates to overall program quality and instructional effect. POST has an affirmative obligation to develop guidelines for the selection of instructors and a responsibility to support training programs for novice, as well as incumbent instructors.

Assumptions:

1. Because POST's training delivery system is so diverse, any selection guidelines or training requirements must be palatable to a wide variety of training delivery entities. These minimally include: law enforcement agencies, community colleges, public universities, private educational institutions, and independent training contractors.
2. Any POST-generated guidelines or requirements must dovetail appropriately with existing State requirements which also impact these entities (e.g., be in harmony with prevailing Education Code requirements).
3. Any POST training requirement should consider the matter of equivalency with respect to instructor development training obtained outside POST's auspices. Other training, however, should address the same core competencies.
4. Any teacher training programs developed by POST should make maximum use of instructional technology, incorporate a self-paced learning strategy, and involve a competency-based developmental approach. Course structure and delivery methodologies should be flexible to minimize adverse impact on incumbent full-time instructors, as well as part-time trainers who may be unable to attend traditional intensive format programs due to current job obligations.

<u>Action Steps:</u>	<u>Time Required</u> <u>(Weeks)</u>
1. Research (update information) existing instructor selection and development standards established by other peace officer standards-setting entities in the United States.	8
2. If needed, visit selected POST organizations to further research instructor selection and development standards, review existing course curricula, obtain resources materials, and observe existing instructor development training programs.	8
3. Generate and distribute survey instruments related to instructor standards.	.6
4. Evaluate and summarize survey data.	1
5. Identify advisory committee(s) and obtain input on optimal instructional selection and development standards. Identify constituent input (what the field wants), in addition to input from academy directors, incumbent instructors, law enforcement executives, training presenters, and current instructor trainers.	8
6. Identify/validate law enforcement instructor job tasks and critical competencies.	1
7. Research current private sector methods for the development of instructors/trainers.	8
8. Identify development options for instructors who provide part-task instructional delivery (e.g., facilitation of telecourse training).	1
9. Identify/validate instructor training target groups and commensurate training needs (e.g., novice instructors, incumbent instructors, master-level trainers, continuing update training, etc.).	1
10. Identify implementation constraints related to instructor selection and development standards.	1
11. Research technology-based option for the delivery of instructor development training (e.g., CBT, IVD, et. al).	8
12. Identify a recommended selection and development standard for each instructor category based on research data and stakeholder input.	1
13. Identify an acceptable transition timetable for implementing the standard.	.2
14. Report to Commission and obtain funding support, as needed, for course development.	.2
15. Generate an RFP, if needed, to support the development of technology-based instructor training packages by an outside vendor.	2
16. Identify course development committees.	.4
17. Engage in instructional design of instructor development courses and generate associated "total training packages."	24
18. Identify pilot sites for instructor training program(s).	1
19. Evaluate pilots and revise course design and support materials as needed.	5
20. Implement regulation changes to establish instructor selection and development standard.	.2

Resources Necessary for Initial Development: Full-time LEC, travel, per diem, meeting supplies, advisory committee per diem	Total Staff Weeks Required: 78.6 weeks
Resources Necessary for Ongoing Maintenance: To be determined depending upon technology selected and course options implemented.	Total Elapsed Time Required: 4 years
Prepared By: Lou Madera	Project Assigned Date: 7-97
Bureau Assigned To: TPS	Projected Completion Date: 6-01
Revised 8-29-97	Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.14 - Study the feasibility and need for expansion of the distance learning system to include greater instructional programming and use by law enforcement for operational purposes.

Purpose: POST's telecourse and other distance learning delivery systems have considerably more capacity to deliver training and/or provide communications between law enforcement agencies on operational issues.

Assumptions:

1. Distance Learning for this purpose means the use of any technology that can be used to facilitate learning or communication of information.
2. The time element is based on the first action step list of options and number of options selected for implementation.

<u>Action Steps:</u>	<u>Time Required (Weeks)</u>
1. Research list of options in distance learning.	4
2. Prepare field survey listing user groups to prioritize options.	8
3. Prepare cost analysis and delivery equipment.	12-20
4. Present findings to Commission and determine direction for expansion.	1
5. Develop timeline and chart for expansion including equipment and personnel.	4
6. Review status with Commission.	1
7. Field test and implementation.	4

Resources Necessary for Initial Development: LEC II, analyst, television specialist	Total Staff Weeks Required: 34-54 weeks
---	---

Resources Necessary for Ongoing Maintenance: Depends on number of options selected	Total Elapsed Time Required: 12 months
--	--

Prepared By: Ray Bray	Project Assigned Date: 1-99
------------------------------	------------------------------------

Bureau Assigned To: TPS	Projected Completion Date: 12-99
--------------------------------	--

Revised 9-25-97	Objectives That Precede: None
-----------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective B.15 - Study the feasibility of requiring agency-specific training plan linked to reimbursement.

Purpose: Agency-specific training plans have the potential for providing both law enforcement agencies and POST comprehensive information about needed and expected training.

Assumptions:

1. Required training plans have both benefits and disadvantages that will be discovered.
2. Agency training plans have been used by Standards and Training in Corrections (STC) since their inception and are well received by their clientele.

Action Steps:

**Time Required
(Weeks)**

1. Initiate a feasibility study to determine how the system will work.	4
2. Design a questionnaire to go to the field discussing the pros and cons.	4
3. Executive Office approval.	1
4. Send questionnaire discussing pros and cons.	1
5. Evaluate the field feedback.	6
6. Develop a report to the Commission.	2

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
18 weeks

Resources Necessary for Ongoing Maintenance:
DNA

Total Elapsed Time Required:
52 weeks

Prepared By: Gene Rhodes, Mickey Bennett, Ron Allen

Project Assigned Date: 1-98

Bureau Assigned To: ASB

Projected Completion Date:
12-98

Revised 8-29-97

Objectives That Precede: None

GOAL C: ESTABLISH PARTNERSHIPS

In order to be successful in the future, POST must facilitate the formation of new partnerships and strengthen several critical partnerships. The most important of these is with law enforcement professional associations in addressing legislative mandates, funding, and continuing efforts to enhance the professional capabilities and, therefore, the public's perception of law enforcement. Vital to ensuring an ongoing qualified recruitment pool, POST needs to work with community colleges and other educational institutions to develop future law enforcement professionals. POST should also facilitate relationships with private industry and other California criminal justice and public safety agencies. Partnerships should also be cultivated with criminal justice agencies outside of California, particularly at the national level.

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective C.1 - Identify prospective partners and analyze their needs and expectations.

Purpose: Prospective partners and their needs/expectations need to be identified and analyzed to maximize interaction opportunities and to avoid conflicts.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Define the term "partner" including relationship boundaries.	1/5
2. Identify stakeholders.	1/5
3. Identify critical mass.	1/5
4. Conduct needs assessment with partners (create survey methodology)	6
5. Identify/clarify expectations of all parties - POST+Partner	6
6. Develop process to openly communicate with Partners (ongoing process)	6
7. Consult with other agencies, states, etc., that have similar programs.	6

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 24 3/5 weeks
---	--

Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: 52 weeks
---	---

Prepared By: Bob Fuller	Project Assigned Date: 1-98
--------------------------------	------------------------------------

Bureau Assigned To: Executive Office	Projected Completion Date: 12-98
---	--

Revised 8-29-97	Objectives That Precede: None
-----------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective C.2 - Build coalitions for an ongoing legislative liaison program.

Purpose: Coalitions are necessary to effectively impact proposed legislation.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Identify partners - establish formal coalition; use appropriate processes.	6
2. Build support model for coalition that ensures commitment and communications.	1
3. Develop charter that includes mission, values, goals, etc.	1
4. Build long-term legislative plan.	1
5. Implement legislative plan.	ongoing
6. Provide for plan management and continuous update.	8 weeks/year

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
17 weeks

Resources Necessary for Ongoing Maintenance:
None

Total Elapsed Time Required:
52 weeks

Prepared By: Bob Fuller

Project Assigned Date: 1-99

Bureau Assigned To: Executive Office

Projected Completion Date:
12-99

Revised 8-29-97

Objectives That Precede: C.1, C.3

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective C.3 - Broaden opportunities for direct interaction between POST and its partners, including law enforcement agencies, universities, and other training presenters.

Purpose: Increased opportunities for interaction can result in improved understanding and cooperation.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Identify appropriate POST goals that would benefit from increased interaction with above.	3/5
2. Designate and training POST staff as liaison with appropriate entities.	1
3. Budget to allow staff resources to meet with selected entities and establish ongoing relationships.	3 weeks/qtr. (12/year)
4. Conduct focus groups with Partners.	3 weeks/year
5. Establish ongoing feedback mechanism to be used by all entities.	3/5
6. Establish methods to obtain information and route to Home Page, etc.	3/5
7. Establish electronic communications links between all entities.	6

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
24 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
52 weeks

Prepared By: Bob Fuller

Project Assigned Date: 1-99

Bureau Assigned To: Executive Office

Projected Completion Date:
12-99

Revised 8-29-97

Objectives That Precede: C.1

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective C.4 - Establish cooperative efforts with other criminal justice and related public safety components.

Purpose: Cooperative efforts with other criminal justice components can result in sharing of training facilities, securing of regional skills centers funding, and other benefits for public safety personnel.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Use list established in C.1 to identify Partners and mutual goals.	1/5
2. Develop internal policy that defines "cooperative efforts."	3/5
3. Develop criteria that can be used to identify appropriate justice system components.	1/5
4. Establish protocol for dealing with agencies.	1
5. Meet regularly with identified agencies to exchange information.	12 weeks/year (ongoing)

Resources Necessary for Initial Development:
Absorbable; combine with C.1, C.2

Total Staff Weeks Required:
14 weeks

Resources Necessary for Ongoing Maintenance:
None

Total Elapsed Time Required:
52 weeks

Prepared By: Bob Fuller

Project Assigned Date: 1-99

Bureau Assigned To: Executive Office as lead (all)

Projected Completion Date:
12-99

Revised 8-29-97

Objectives That Precede: C.1, C.2

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective C.5 - Seek out long-term training and technology partnerships with public safety agencies and private industry.

Purpose: Partnerships with public safety agencies and private industry can benefit POST because of the potential for technology transfer and reducing costs to acquire technology, courseware, and other support for law enforcement training.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Define "long-term," i.e., 3-5-7-10 years?	1/5
2. Determine focus and scope of these partnerships - i.e., profit sharing.	1/5
3. Research legal issues related to partnerships.	2
4. Develop goals to be attained by partnerships.	1/5
5. Develop schedule for implementation of technology partnerships.	6

Resources Necessary for Initial Development: To be determined	Total Staff Weeks Required: 8 3/5 weeks
---	---

Resources Necessary for Ongoing Maintenance: None	Total Elapsed Time Required: Ongoing
---	--

Prepared By: Bob Fuller	Project Assigned Date: 1-99
--------------------------------	------------------------------------

Bureau Assigned To: TPS	Projected Completion Date: 12-02
--------------------------------	--

Revised 8-29-97	Objectives That Precede: Varies
-----------------	--

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective C.6 - Increase participation with the California Law Enforcement Image Coalition.

Purpose: The Coalition, with its purpose of improving the law enforcement image, can provide POST with opportunities to further build partnerships.

Assumptions:

1. The Coalition will explore every possibility to improve California law enforcement's image through ongoing efforts, projects, programs, and by obtaining purposeful information from representatives of diverse communities.

Action Steps:	Time Required (Weeks)
1. Continue to provide liaison to the California Law Enforcement Image Coalition.	12 days
2. Continue to provide liaison and information to CPOA's Public Affairs Counsel, the public, media, and all coalition member organizations.	12 days
3. Continue to review, evaluate, and modify as necessary, POST course curricula at the Basic, Supervisory, and Management Levels applicable to enhancing general press communications and people skills.	12 days
4. Provide staff support and resources as necessary to facilitate Coalition committee meetings. Provide assistance to law enforcement organizations and others who seek POST course certification, e.g., Media/Press Relations and others designed to improve inter/intra communications, understanding, and improvement between law enforcement and the Media.	12 days
5. Provide information and status reports to the Commission and its committees as necessary.	<u>6 days</u> 54 days

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 3 weeks
Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: Ongoing
Prepared By: Mike DiMiceli	Project Assigned Date: 7-97
Bureau Assigned To: Executive Office	Projected Completion Date: Ongoing
Revised 8-29-97	Objectives That Precede: None

GOAL D: ENSURE ADEQUATE RESOURCES

As with the broader law enforcement community, POST has experienced a growing gap between the demand for services and the availability of fiscal resources. This is primarily a result of a 33% reduction in funding since FY 89/90 coupled with increased legislative training mandates. To address this situation, POST must do everything it can to ensure its resources are managed in the most efficient and effective manner. Creative alternatives to fiscal and other types of resources need to be pursued as a supplement to traditional funding sources. Contracting and outsourcing of selected functions can and should be explored in order to maximize resources. But most importantly, ensuring adequate resources is a shared responsibility with law enforcement agencies and organizations. Law enforcement has a responsibility to actively pursue additional resources when no other means are available to address priority needs.

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective D.1 - Support partners as they advocate for more POST resources to meet their service expectations.

Purpose: POST can provide objective, factual information regarding program needs related to POST services.

Assumptions:

1. The intention and outcomes of this objective will be defined in detail and clearly communicated to POST staff.
2. POST resources are directed to providing POST services to meet the needs of its partners.
3. Partners (including POST) will describe resource needs, source of resources, and advocacy actions.

<u>Action Steps:</u>	<u>Time Required (Weeks)</u>
1. Identify partnerships, resource needs, and tactics to acquire resources.	.2
2. Identify role for POST and resources required to fulfill the role.	.2
3. Assign liaison to partnership and responsibility for POST's role.	.4
4. Develop and implement internal reporting and monitoring processes.	2.2

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 3 weeks
Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required:
Prepared By: Mike DiMiceli	Project Assigned Date: 1-99
Bureau Assigned To: Executive Office	Projected Completion Date: Ongoing
Revised 8-29-97	Objectives That Precede: D.2, D.3, C.1, C.2

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective D.2 - Set priorities, in concert with law enforcement, for all POST programs and services relative to resource allocation, especially those in direct support of strategic plan implementation.

Purpose: It is necessary to prioritize all programs and services so the proposed new ones can be measured against existing resource allocations.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Review available information and obtain new information about needs and priorities.	2
2. Establish priorities for service and programs, with Commission approval.	3
3. Review existing programs and services against the established priorities.	6
4. Communicate established priorities to agencies and organizations.	1
5. Create tracking/monitoring process for priorities, programs, and services.	6
6. Create process for continual review and revision of priorities, programs, and services.	3

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 21 weeks
---	--

Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: 5 years
---	--

Prepared By: Mike DiMiceli	Project Assigned Date: 1-98
-----------------------------------	------------------------------------

Bureau Assigned To: All Bureaus	Projected Completion Date: Ongoing
--	--

Revised 8-29-97	Objectives That Precede: F.5
-----------------	-------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective D.3 - Work jointly with partners to ensure new legislative training mandates are appropriately funded.

Purpose: Unfunded legislative training mandates add cost burden to both POST and to law enforcement agencies.

Assumptions:

1. Commission policy is consistent with this objective.

<u>Action Steps:</u>	<u>Time Required (Weeks)</u>
1. Review Commission policy vs. this objective.	.1
2. Identify proposed legislative training mandate(s) and affected/interested agencies and organizations.	.1
3. Review mandate(s) vs. established priorities.	.1
4. Develop partnership and plan to address proposed mandate(s).	.2
5. Communicate #3 to Commission and affected agencies and organizations.	.2
6. Initiate actions.	.1 and recurring
7. Communicate results to partners, agencies, and organizations.	.2

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
1 week

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
5 years

Prepared By: Mike DiMiceli

Project Assigned Date: 1-98

Bureau Assigned To: Executive Office

Projected Completion Date:
Ongoing

Revised 8-29-97

Objectives That Precede: D.2,
C.1, C.2

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective D.4 - Link short- and long-term fiscal planning and reporting to strategic plan implementation.

Purpose: Fiscal planning should be linked to this Strategic Plan in order to achieve effective implementation.

Assumptions: None

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

1. Review all programmatic proposals to determine if they are part of or consistent with the Strategic Plan.
2. Prepare cost estimates for each proposal.

1
1

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
2 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
Ongoing

Prepared By: Frederick Williams

Project Assigned Date: 7-97

Bureau Assigned To: ASB

Projected Completion Date:
Ongoing

Revised 8-29-97

Objectives That Precede: All must be detailed

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective D.5 - Develop alternative cost recovery strategies and implement when appropriate.

Purpose: There is a potential for POST recovering costs from non-participating agencies on some of its products or services. These funds can be used for other POST priority activities.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Develop a list of goods and/or services that POST provides that we charge for now or could charge for in the future.	.6
2. Review current fee structure for each item listed in #1.	.6
3. Determine appropriateness of fee in #2.	.6
4. Review list of those items in #1 that POST does not charge for.	.2
5. Determine if it is appropriate to charge a fee for items in #4.	.2
6. Determine appropriate fee for items in #5.	.6
7. Review an implementation timetable.	.2
8. Consider whether a bulletin is needed. If so, prepare prior to implementation.	.2

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 3.2 weeks
---	---

Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: 12 months
---	--

Prepared By: Frederick Williams	Project Assigned Date: 1-98
--	------------------------------------

Bureau Assigned To: ASB	Projected Completion Date: Ongoing
--------------------------------	--

Revised 8-29-97	Objectives That Precede: None
-----------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective D.6 - Study the feasibility of reimbursing for trainee replacement costs, training development and presentation costs, training equipment, or other costs.

Purpose: The expansion of POST reimbursement for these purposes can help balance the support of law enforcement training between state and local government.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Determine what the trainee replacement (i.e., back-fill) costs are.	.2
2. Determine what courses this would apply to.	.2
3. Cost out trainee replacement cost taking into consideration whether it is at straight time, time and a half, or percentage of time; at what base salary rate; whether to limit to a specific number of hours per officer, per year; etc.	.2
4. Develop a special attestation statement to be placed on TRR's saying there was a back-fill made.	.2
5. Review POST rules and regulations to determine which need to be amended and if there is a requirement for a public hearing.	.2
6. Determine the training development costs.	.4
7. Determine the training presentation costs.	.4
8. List training equipment that possibly should be provided/reimbursed.	.2
9. Cost out training equipment.	.4
10. Consider "other costs" agencies pay for that maybe/should be reimbursed by POST.	.4
11. Cost out the "other costs."	.4
12. Summarize the above in a matrix and/or bar graph to assist in policy-making decisions.	.4
13. If necessary, hold a public hearing for any of the above.	1
14. In light of the above, maybe this would be the appropriate time to take a thorough look at the entire reimbursement program and prioritize what POST reimburses for.	1

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
5.6 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
12 months

Prepared By: Frederick Williams

Project Assigned Date: 7-97

Bureau Assigned To: ASB

Projected Completion Date:
7-99

Revised 8-29-97

Objectives That Precede: None

GOAL E: ESTABLISH A CLEARINGHOUSE INFORMATION SERVICE

With the rapid explosion of computer technology, California law enforcement can benefit significantly from a single repository of materials and information. With POST fulfilling this critical clearinghouse function, agencies and law enforcement professionals can save hours and resources by building upon existing research and having access to emerging trends, current issues, journals, and collections of model programs and policies. POST already possesses several elements that can serve as building blocks. The POST library, as one component, receives relevant periodicals that cover emerging trends and current issues and also has on-line access to a number of data bases. POST provides resources for agency site visits to evaluate innovative programs in other agencies. The Command College provides a source of information about critical future issues facing law enforcement. POST provides a Home Page as an electronic front door to receive and transmit data. These and other elements can be structured around a well-defined clearinghouse model based upon the following: availability of a broad range of information; an on-line access to multiple data bases; a "scout" or early warning system whereby POST raises the field's awareness of important issues; and an outreach program based upon two-way communications and customer-friendly, easy-to-access resources.

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective E.1 - Maximize the field's access to the POST library resources.

Purpose: POST's library is a unique resource. This should be made available to law enforcement in the most effective manner possible.

Assumptions:

1. Necessary resources, e.g., staff, equipment, and software are adequate and will be available to fully provide library services to the field. Although some services will be provided during 1998, additional services will be phased in during the duration of the five-year plan. During that time, the library will be automated and accessible to the field for agencies that have 386-speed computers or faster.

Action Steps:

**Time Required
(Weeks)**

1. Inventory existing library resources for automation (make list of types of materials, journals, databases, books, web sites).	10
2. Identify library sources that the field wants to use.	4
3. Identify levels of field users, i.e., primary, secondary, tertiary.	1
4. Determine levels of service to field, i.e., minimum, intermediate, maximum; and referral vs. full research.	4
5. Determine levels of service to POST staff that is required/desired.	12
6. Survey level of technology that is prevalent or anticipated in field.	8
7. Select library automation system compatible with POST system, i.e., Home Page, and with technology in the field.	8
8. Develop policies and procedures re: use, circulation, access, copyright.	12
9. Study necessary staffing levels needed to provide levels of service required by both POST staff and the field.	12
10. Train POST and field users/contributors.	16

Resources Necessary for Initial Development:

Total Staff Weeks Required:
75 weeks

Resources Necessary for Ongoing Maintenance:

Total Elapsed Time Required:
36 weeks

Prepared By: Everitt A. Johnson

Project Assigned Date: 1-98

Bureau Assigned To: All Bureaus

Projected Completion Date:
12-99

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective E.2 - Expand referrals for research, networking, information exchange, and law enforcement technical assistance.

Purpose: Recognizing there are organizations throughout the nation which collect and disseminate information and provide technical assistance, POST should maintain an awareness and refer inquiries to these sources.

Assumptions:

1. After initial start-up, many of the action steps in this objective will convert to ongoing activities that will continue throughout the five-year plan. This will shorten the time required to implement the objective.

Action Steps:	<u>Time Required</u> (Weeks)
1. Identify sources of information and specialities, i.e., people, positions, organizations <u>within</u> POST.	12
2. Identify sources of information externally. Include rosters of law enforcement ethnic associations and law enforcement theme associations.	12
3. Create directory of resources organized by subject or category.	8
4. Provide description or abstract of each resource.	ongoing
5. Develop specifications for software that included search engine, mechanism for input, maintenance, and update.	4
6. Design overall system that field can access by direct telephone, fax, computer, or walk-in.	24
7. Acquire computer system by contract or internal development that is user-friendly.	8
8. Maintain networking with key resources to update information, i.e., people-oriented, rather than system-oriented.	ongoing
9. Assist with development of marketing strategy.	8
10. Market system for viability and two-way input; let people know we exist so they can contribute to POST.	ongoing

Resources Necessary for Initial Development:	Total Staff Weeks Required: 60 weeks
---	--

Resources Necessary for Ongoing Maintenance:	Total Elapsed Time Required: 52 weeks
---	---

Prepared By: Everitt A. Johnson	Project Assigned Date: 1-98
--	------------------------------------

Bureau Assigned To: ISB	Projected Completion Date: Ongoing
--------------------------------	--

Revised 8-29-97	Objectives That Precede: None
-----------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective E.3 - Serve as a single point of contact, accessible 24 hours a day, for linkages with multiple databases.

Purpose: A single point of contact may save time and effort for POST's clients.

Assumptions:

1. A database that contains POST publications, materials, and criminal justice information is developed and is accessible on-line to California law enforcement. POST's clearinghouse database will have the capability of providing agency referrals and linkages to criminal justice, educational, and other databases of interest to the California law enforcement community.

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

1. Develop criteria to determine what best constitutes source linkage.	4
2. Develop a system to query agencies regarding the availability of information to share, as well as quality of information disseminated. Provide discussion forums on-line.	4
3. Develop a multi-faceted delivery system with bridging capability other sources of information. Maintain hypertext referrals by including tools, e.g., fax on demand, 800 phone lines, internet and intranet, and electronic Bulletin Board.	12
4. Develop a system to point the user to topic/subject areas not found in POST database to other clearinghouses. Higher technology will/may include Home Page, Bulletin Board, E-mail, HTML browsing, FTL documents and databases, groupware, and linkage to other sites.	12
5. Design/identify key person to facilitate communication network and partnerships with primary/secondary clients.	4
6. Design/identify partnerships with private sector re: software, hardware, technical development, staff, and consulting.	4
7. Identify and establish process for ongoing link with key partners such as information providers, to include international; federal; local; state; private industry; military; education; and others.	4
8. Identify and assign a "web master" from each bureau, responsible for input and quality control of information.	1

Resources Necessary for Initial Development:	Total Staff Weeks Required: 45 weeks
--	---

Resources Necessary for Ongoing Maintenance:	Total Elapsed Time Required: 36 weeks
--	--

Prepared By: Everitt A. Johnson	Project Assigned Date: 1-98
---------------------------------	-----------------------------

Bureau Assigned To: ISB	Projected Completion Date: 12-99
-------------------------	-------------------------------------

Revised 8-29-97	Objectives That Precede: None
-----------------	-------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective E.4 - Identify and record model program and procedures from the field for inclusion in the clearinghouse.

Purpose: This may avoid duplicate efforts among agencies and encourage them to share their expertise.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Establish permanent users advisory group (see E-6) to assist with defining primary and secondary users.	1 day
2. Establish process to define model programs and selection criteria.	1 month
3. Establish process to identify and select existing model programs.	6 months
4. Convene a User Committee to identify existing internal and external sources of information; define topics and priorities for inclusion; develop a policy for inclusion and purging of information to ensure information is current/contemporary, and develop policies for accessing and disseminating information to the field.	1 month
5. Develop a marketing plan to inform the users and contributors.	1 week
6. Develop a policy for monitoring the field for model programs procedures and emerging trends.	1 week
7. Establish partnerships for continual sharing and transferring of information.	1 month (ongoing)
8. Train POST internal staff, users, and contributors.	1 month
	10 months/2 weeks/1 day

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 42 weeks
---	--

Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: Ongoing
---	--

Prepared By: Everitt A. Johnson	Project Assigned Date: 1-98
--	------------------------------------

Bureau Assigned To: ISB	Projected Completion Date: Ongoing
--------------------------------	--

Revised 8-29-97	Objectives That Precede: None
-----------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective E.5 - Provide early warning research, including "white papers," that highlight critical emerging futures issues.

Purpose: POST and law enforcement can more effectively plan when emerging trends are known in advance.

Assumptions: None

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

1. Survey each bureau for ideas and materials that would help identify trends and futures issues, e.g., command college papers and future files.	4
2. Identify statewide, national, and international professional associations for futures-related projects; point of contact, and system for futures information exchange.	8
3. Identify state, national, and international education and training associations for futures-related projects, point of contact, and system for futures information exchange.	8
4. Identify futures associations and private sector, e.g., chambers of commerce, IBM, and other organizations for futures-related projects, point of contact, and system for futures information exchange.	8
5. Identify and audit existing internal and external information that can be transferred to the POST data bank.	12
6. Gather and load information.	
7. Identify internal and external resources for monitoring the field for emerging trends and futures issues.	12
8. Develop a policy and process for identifying and disseminating emerging trends and futures issues.	12

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 76 weeks
---	--

Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: Ongoing
---	--

Prepared By: Bob Fuller	Project Assigned Date: 1-98
--------------------------------	------------------------------------

Bureau Assigned To: CLD	Projected Completion Date: Ongoing
--------------------------------	--

Revised 8-29-97	Objectives That Precede: None
-----------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective E.6 - Establish a User Committee to advise the clearinghouse and evaluate its performance.

Purpose: A User Committee will help ensure the clearinghouse is meeting the needs of law enforcement on a continuing basis.

Assumptions:

1. Some of the clearinghouse activities and action steps will be operational (due to the work performed by POST's internal clearinghouse committee) prior to convening an initial User Committee meeting. It is envisioned that the User Committee will meet infrequently, but on a continuing basis, throughout the five-year plan.

**Time Required
(Weeks)**

Action Steps:

1. Establish selection criteria. Review existing California law enforcement web sites, select representatives from the best to serve on the steering committee.	1
2. Develop timetables for meetings.	2
3. Convene a User Committee meeting to discuss establishing costs associated with developing, implementing, and maintaining a clearinghouse.	1
4. Establish strategies to assess availability/feasibility of alternative revenues of support.	1
5. Convene a User Committee meeting to discuss development of an operational plan that focuses on phased-in development of specific subject areas, delivery methods, and technologies.	2
6. Convene a User Committee meeting to discuss development of a marketing plan, partnerships, and customer services.	2
7. Convene a User Committee meeting to discuss development of a clearinghouse policy for dissemination of information, service priorities, and service standards.	2
8. Convene a User Committee meeting to discuss development of a clearinghouse evaluation process to determine quality and effectiveness.	2
9. Provide an annual forum to address specific clearinghouse issues.	2

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
6 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
4 weeks

Prepared By: Everitt A. Johnson

Project Assigned Date: 1-98

Bureau Assigned To: ISB

Projected Completion Date:
6-98

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective E.7 - Implement a program to maximize the field's use of the clearinghouse, as well as the level and quality of contributions from the field.

Purpose: An ongoing communication program for the clearinghouse is needed to keep law enforcement familiarized with its services, latest additions, solicit ideas for needs, etc.

Assumptions:

1. Clearinghouse services to the field will be provided incrementally during the early stages of start-up operations. Maximum clearinghouse usage by the field will be attained when POST information, materials, and services are fully developed and advertised and that the clearinghouse is adequately staffed to respond to the field's needs, inquiries, and request for services.

Action Steps:

**Time Required
(Weeks)**

1. Develop a survey instrument for POST Bulletin Board and web site to generate information from existing users.	6
2. Develop announcement of existing services and systems.	1
3. Develop a marketing plan for advertising #2. Include POST Bulletin Board, web site, POST publications, hyper-link to existing law enforcement related web sites, California educational association, attendance at professional association conferences, all POST employees personal network/contacts.	8
4. Identify and assign staff to collect and analyze responses.	6
5. Develop access protocol for current and future clearinghouse activities.	8
6. Establish a system that will track frequency and type of contacts from local agencies and type of information sought and distributed.	8
7. Establish a process to analyze collected data according to a defined scope for inclusion, e.g., policy issue, workload issues and others, and define what determines quality.	8
8. Develop a materials submission and review process for field personnel and others.	5
9. Study necessary staffing levels needed to provide quality levels of service required by POST and the field.	6
10. Develop a clearinghouse training program for POST staff to include orientation and guidelines on staff assistance to potential users, how to introduce new clearinghouse items, and how to recognize item types that are most appropriate for inclusion and deletion.	6

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
62 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
100 weeks

Prepared By: Everitt A. Johnson

Project Assigned Date: 1-98

Bureau Assigned To: ISB

Projected Completion Date:
1-00

Revised 8-29-97

Objectives That Precede:
E.1, 2, 3, 6

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective E.8 - Automate the functions and services of the clearinghouse.

Purpose: It is essential to use technology in order to achieve maximum service and cost effectiveness.

Assumptions:

1. Necessary resources, e.g., staff, equipment and software are adequate and will be available to fully automate the clearinghouse functions. Although some automation will occur and will be implemented during 1998, several activities and functions leading to a fully operational and automated clearinghouse are expected to continue throughout the duration of the five-year plan.

Action Steps:	<u>Time Required</u> (Weeks)
1. Identify clearinghouse services that can be automated.	4
2. Prioritize services to be automated.	1
3. Define access requirements for services to be automated.	4
4. Investigate and recommend retrieval methods available to the field.	4
5. Develop an operational plan that identifies services to be automated, estimated completion dates, and resource requirements.	3
6. Implement operations plan.	4
7. Provide automated services.	1

Resources Necessary for Initial Development:	Total Staff Weeks Required: 16 weeks
Resources Necessary for Ongoing Maintenance:	Total Elapsed Time Required: 12 weeks
Prepared By: Everitt A. Johnson	Project Assigned Date: 1-98
Bureau Assigned To: Computer Services	Projected Completion Date: 1-02
Revised 8-29-97	Objectives That Precede: None

**GOAL F: ENSURE QUALITY SERVICES
TO OUR CLIENTS**

POST is judged by the quality of its services and activities. Our values state, "We believe in providing quality services in a timely and professional manner. We are service-driven and client-oriented. We strive for excellence in all that we do. We provide service in a fair, friendly, and respectful manner. We sincerely care about people. By respecting one another, we encourage respect for all." Competency, communications, and teamwork must be the focus internally if this plan is to reach its full potential.

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective F.1 - Assess, regularly, how POST's clientele perceives its services.

Purpose: To be aware of the clientele's perception of POST services.

Assumptions:

1. Evaluation system will include the following evaluation methods: survey questionnaire(s), focus groups, and interviews.

Action Steps:	Time Required (Weeks)	
	PSC	Clerical

1. Literature review	.8	0
2. Determine goals and focus for the evaluations system	5	2
3. Review with stakeholders	3	1
4. Finalize evaluation plan	5	1
5. Develop evaluation instruments/procedures	15	4
6. Develop sampling plan	1	.3
7. Pilot test instruments/procedures	4	2
8. Develop report procedures/system	4	2
9. Obtain approval of proposed evaluation system	5	1

Resources Necessary for Initial Development:
PSC-90% and clerical-25% for duration of project

Total Staff Weeks Required:
PSC-42.8, clerical-13.3

Resources Necessary for Ongoing Maintenance:
PSC-40%, analyst-40%, and clerical-10% annually

Total Elapsed Time Required:
1.1 year

Prepared By: William Dyer, Bob Holmgren

Project Assigned Date: 7-98

Bureau Assigned To: Executive Office

Projected Completion Date:
Ongoing

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective F.2 - Publicize available POST services.

Purpose: POST's clientele will increasingly use beneficial services if they are aware of them.

Assumptions: None

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

1. Identify and categorize all of POST services.
2. Develop a work group/team to identify which services should be publicized and the best ways to market them. The group should recommend policies and procedures to ensure information is continuously provided by staff for such publicity.
3. Develop tactical recommendations for consideration by the Management Team. Some of the possible recommendations may include:
 - a. Developing a brochure listing services available to be distributed to target groups at meetings and conferences.
 - b. Developing articles listing POST activities and services and mailing them to editors of associations and union newsletters on a regular basis.
 - c. Using the BBS/Internet site, public and peace officer sections, to list selected services.
 - d. Developing a mailing list for in-service training presenters who are willing to accept multiple copies of POSTScripts for placement in strategic places at their sites for in-service students.

2

1

1

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
4 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
8 weeks

Prepared By: D.L Stewart

Project Assigned Date:
1-97

Bureau Assigned To: ISB

Projected Completion Date:
Ongoing

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective F.3 - Broaden the diversity of persons and organizations providing advice to POST on its activities and projects.

Purpose: The quality of advice on any given issue is enhanced when participants with multiple perspectives are providing input.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Gather information from our employees as to past practices of selecting SME's and developing groups of advisors. Also gather information on current committees and participants.	2
2. Develop an internal directive to outline the procedures for assuring diversity.	2

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 4 weeks
---	---

Resources Necessary for Ongoing Maintenance: None	Total Elapsed Time Required: 6 weeks
---	--

Prepared By: D.L. Stewart	Project Assigned Date: 1-98
----------------------------------	------------------------------------

Bureau Assigned To: All Bureaus	Projected Completion Date: Ongoing
--	--

Revised 8-29-97	Objectives That Precede: None
-----------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective F.4 - Conduct periodic internal audits of POST's functions and activities, particularly with those identified in this plan.

Purpose: Internal audits will identify operational strengths and weaknesses which may not be discovered or analyzed.

Assumptions: None

Action Steps:	Time Required (Weeks)
1. Clearly define the purpose and limitations of the audits to assist the managers in assuring quality programs and services.	1.5
2. Develop a directive to advise managers how they may request an audit by the Executive Office of their programs and projects.	.5
3. Develop a schedule for the Executive Office to continuously audit the activities involved in implementation of this plan to assure quality.	.5

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 2.5 weeks
---	---

Resources Necessary for Ongoing Maintenance: None	Total Elapsed Time Required: 6 weeks
---	--

Prepared By: D.L. Stewart	Project Assigned Date: 1-98
----------------------------------	------------------------------------

Bureau Assigned To: Executive Office	Projected Completion Date: Ongoing
---	--

Revised 8-29-97	Objectives That Precede: None
-----------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective F.5 - Review proposed new projects and programs for consistency with this plan.

Purpose: Proposed new projects and programs should be reviewed to determine if they are "on track" with this plan.

Assumptions:

1. Strategic plan is primary focus of new programs/projects.
2. Existing programs and services have been similarly reviewed.

Action Steps:

**Time Required
(Weeks)**

1. Identify program/subject priorities from Strategic Plan and TNA.	.4
2. Develop guidelines for program review to ensure consistency with priorities.	1
3. Identify responsibility for program approval.	.1
4. Publicize, within POST, program priorities, review, and approval process.	.4
5. Establish an ad hoc management committee to resolve specific program issues; create guidelines.	.2
6. Monitor, at regular intervals, program consistency with plan priorities.	.1

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
2.2 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
5 years

Prepared By: Mike DiMiceli

Project Assigned Date: 1-98

Bureau Assigned To: All Bureaus

Projected Completion Date:
Ongoing

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective F.6 - Review all existing regulations by December 31, 1999.

Purpose: This will comply with the Governor's Executive Order W-144-97 and serve to ensure POST regulations are up-to-date and needed.

Assumptions: None

Action Steps:	<u>Time Required</u> (Weeks)
----------------------	---

- | | |
|---|---|
| 1. ISB has developed a schedule for the review of all Commission Regulations and incorporated procedures by 1999, as required by the Governor's Executive Order. | 0 |
| 2. Develop the strategy of the yearly review process and the procedures for reporting no changes or developing changes for Commission consideration. | 2 |
| 3. Establish a staff work group/team to review each regulation and procedure and recommend additional staff or legal expertise needed. | 1 |
| 4. Schedule and hold introductory meetings with the work group/team to explain criteria for reviewing each regulation/procedure and set due dates. | 1 |
| 5. Staff in the affected bureau conduct reviews and submit recommendations and exchange ideas. | 2 |
| 6. Hold follow-up meetings so work group/team can collectively review all proposed recommendation and exchange ideas. | 1 |
| 7. Circulate the final report to all bureaus with suggested regulation changes for consideration and input, and prepare proposed recommendations for the Executive Office. | 1 |
| 8. Upon concurrence, the Executive Office will make staff assignments to prepare reports, staff work, and OAL documents for Commission regulation changes, if needed, or for submission to OAL. | 2 |

Resources Necessary for Initial Development:
1/4 SSA

Total Staff Weeks Required:
10 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
104

Prepared By: D.L. Stewart

Project Assigned Date: 7-97

Bureau Assigned To: ISB

Projected Completion Date:
12-99

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective F.7 - Upgrade POST's internal information and management business processes.

Purpose: Modernizing POST's internal information and management business processes will increase client satisfaction, reduce response time in providing services, and generate data for strategic decision-making.

Assumptions:

1. Expenditures for EDP software/hardware will require appropriate approvals from the Department of Information Technology. Additional staffing will require approval of Budget Change Proposals by the Department of Finance.

Action Steps:	Time Required (Weeks)
1. Strengthen POST's operational database and centralize all independent databases.	104
2. Establish electronic data interchange with POST client agencies to process training information electronically.	104
3. Restructure POST's course certification processes to take advantage of modern technology.	
4. Allow remote access to POST's local area network resources from authorized staff.	24
5. Redesign and make available, electronically, POST's certified course catalog.	48
Resources Necessary for Initial Development: Two additional full-time programmer analysts. Additional staff as needed (absorbable).	Total Staff Weeks Required: 384 weeks
Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: 3 years
Prepared By: Mitch Coppin	Project Assigned Date: 7-97
Bureau Assigned To: Computer Services	Projected Completion Date: 7-00
Revised 9/19/97	Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective F.8 - Assess, regularly, the quality of POST-certified courses and services using acceptable measurement criteria.

Purpose: The quality of POST training directly impacts the performance of individual officers and others attending courses and ultimately the effectiveness of law enforcement.

Assumptions:

1. This objective is divided into two objectives: A- course certification, and B - all other services.
2. Current Course Evaluation Instruments (CEIs) do not capture sufficient or meaningful information to assist presenters in improving their courses.
3. Current evaluation (CEI) is cumbersome, awkward, and expensive.
4. There are multiple ways to evaluate courses.

Action Steps:

**Time Required
(Weeks)**

<p>A. Course Certifications:</p> <ol style="list-style-type: none"> 1. Determine what type of information we need from the evaluation system. 1 2. Identify current quality evaluation processes. 2 3. Design a system to get that information. 6 <p style="padding-left: 40px;">Note: Design a system which periodically measures quality, based on differing perspectives, i.e., the student, follow-up supervisory and management evaluation.</p> <ol style="list-style-type: none"> 4. Develop and design a feedback system which provides information to the student's agency, presenters, and public access. 4 <p>B. Other Services:</p> <ol style="list-style-type: none"> 1. Assess services which POST provides. 4 2. Determine what type of information we need from the evaluation system. 4 3. Access the system on how to get that information. 2 4. Design a system to get that information. 2 <p style="padding-left: 40px;">Note: Design a system which periodically measures quality service based on differing perspectives. 6</p>	
---	--

Resources Necessary for Initial Development:

System analyst, LE consultant

Total Staff Weeks Required:

29 weeks

Resources Necessary for Ongoing Maintenance:

Absorbable

Total Elapsed Time Required:

104 weeks

Prepared By: Mickey Bennett, Gene Rhodes, Bob Spurlock, Ron Allen

Project Assigned Date: 1-99

Bureau Assigned To: TD&C and Executive Office

Projected Completion Date:

1-02

Revised 8-29-97

Objectives That Precede: None

GOAL G: VALUE OUR EMPLOYEES

The level of competency and the professionalism of its staff are the primary reasons POST is so highly respected. Employees are appreciated for their dedication to California law enforcement which manifests itself in the quality of products, services provided, and helpful contacts with our clientele. All employees recognize the need to develop and maintain a supportive working environment.

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective G.1 - Improve staff training, particularly related to policies and procedures.

Purpose: Staff training will improve staff performance and enhance client services.

Assumptions: None

Action Steps:	<u>Time Required</u> <u>(Weeks)</u>
----------------------	--

- | | |
|--|----|
| 1. Identify and fill a professional training manager (LEC II) position in ASB. | 12 |
| 2. Review what training is currently being given to staff regarding policies and procedures. | 1 |
| 3. Review every current department-wide policy, procedure, and PIM directive to judge their currency and usefulness to staff. | 4 |
| 4. Update policies, procedures, PIM directives. | 26 |
| 5. Incorporate policy/procedure/PIM-specific training in New Employee Orientation training. | 1 |
| 6. Develop processes for providing current staff with regular reminders and updates of policies/procedures and PIM directives. | 1 |

Resources Necessary for Initial Development:
Existing staff plus full-time training manager

Total Staff Weeks Required:
45 weeks

Resources Necessary for Ongoing Maintenance:
Existing staff plus full-time training manager

Total Elapsed Time Required:
24 months

Prepared By: Frederick Williams

Project Assigned Date: 7-97

Bureau Assigned To: ASB

Projected Completion Date:
6-99

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective G.2 - Establish periodic employee performance reviews, including self-development plans, that emphasize client service.

Purpose: Employee performance reviews can enhance morale and performance.

Assumptions: None

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

- | | |
|--|-----------|
| 1. Solicit success tools/systems/training now in use by other departments. | Completed |
| 2. Develop work plan/career development/performance evaluation tool for rank and file staff. | 4 |
| 3. Establish guidelines for frequency of evaluations for all staff (at least once a year). | Completed |
| 4. Train all supervisors and managers in purpose of and how to use tools effectively. | 3 |
| 5. Training all staff in how to use tools as a guide to their own development and as a measure of how they are meeting objectives. | 3 |
| 6. Monitor success of evaluation tools. | Ongoing |
| 7. Continually update above. | Ongoing |

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
11.4 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:

Prepared By: Frederick Williams

Project Assigned Date: 7-97

Bureau Assigned To: ASB

Projected Completion Date:
Completed

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective G.3 - Provide opportunities for continuing staff input on implementation of the POST Strategic Plan.

Purpose: Continuing staff input will make use of staff expertise and knowledge that will enhance implementation efforts and employee commitment.

Assumptions:

1. Opportunities for staff involvement are an identified goal of the Plan and the Commission.
2. Broad-based staff participation is necessary for successful implementation.

Action Steps:	<u>Time Required</u> (Weeks)
----------------------	---

1. Assign implementation responsibilities.	.2
2. Present implementation plan to staff at group meetings.	.1
3. Create internal progress reporting schedule (up and down) to include recognition of staff input.	.2
4. Schedule training/comment meetings to initiate program/project and assess progress.	.1
5. Schedule executive team into implementation group/task force meetings.	.1
6. Present progress reports at all staff meetings.	.1

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
.8 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
5 years

Prepared By: Mike DiMiceli

Project Assigned Date: 1-98

Bureau Assigned To: Executive Office

Projected Completion Date:
Ongoing

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective G.4 - Provide for staff development by cross training in multiple assignments.

Purpose: Cross training for multiple assignments results in improved employee morale and service to clients.

Assumptions: None

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Update all duty statements to be action documents, including purpose of work, contacts, key knowledge and skill areas, and other needed information. 2. Identify like knowledge and skill areas. 3. Teach supervisors and staff to look for cross training opportunities and to identify desired outcomes. 4. Identify key areas where cross training could be beneficial to providing better client service. 5. Through self-development plans, identify which staff are interested in cross training. 6. Increase use of cross bureau team opportunities. 7. Offer opportunities to assist in other areas as appropriate. 8. Offer internal training and development assignments as appropriate. | <p>12</p> <p>1</p> <p>3</p> <p>.4</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> |
|--|---|

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
16.4 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
Ongoing

Prepared By: Frederick Williams

Project Assigned Date: 1-98

Bureau Assigned To: ASB

Projected Completion Date:
Ongoing

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective G.5 - Adopt mechanisms to improve internal communications with all staff.

Purpose: Employees perform more effectively if they are aware of not only the activities directly affecting them but also activities throughout the organization.

Assumptions:

1. Improving communications involves employee interactions, attitudes, and morale and, therefore, needs heavy employee involvement in identifying the problems and actions.

Action Steps:	Time Required (Weeks)
1. Assemble a "diagonal slice" of POST employees, with a facilitator, to meet and determine what and where internal communications need improvement. We need to know at what, where, and when communications are breaking down before actions can be fully addressed.	2
2. The facilitator, together with the same slice of employees, needs to make recommendations for improving internal communications and present an implementation schedule.	2
3. Develop computer lists of all projects, project leaders, and participants so employees can check on such information and know whom to contact for input.	2
4. Develop an accessible "computer file drawer" on the LAN for each bureau where copies of correspondence and reports can be stored. Include a correspondence coding system to be used on all communications to identify the authoring bureau and person. This can provide access to all employees who may need to know.	2
5. Develop a list of employee assignments so employees can contact persons with expertise or experience on given subjects or projects. Consolidate the current information and telephone directly (used by ASB receptionist) into this computerized list.	2
6. Develop paper and electronic Route Slips for routing papers and staff work throughout the organization. This can eliminate confusion on the part of the recipient as to the action requested or expected.	2
7. Connect our LAN to a web server so that employees have Internet access.	2

Resources Necessary for Initial Development: Absorbable	Total Staff Weeks Required: 14 weeks
---	--

Resources Necessary for Ongoing Maintenance: Absorbable	Total Elapsed Time Required: 52 weeks
---	---

Prepared By: D.L. Stewart	Project Assigned Date: 1-98
----------------------------------	------------------------------------

Bureau Assigned To: Executive Office	Projected Completion Date: 12-98
---	--

Revised 8-29-97	Objectives That Precede: None
------------------------	--------------------------------------

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective G.6 - Develop an employee skill and knowledge inventory.

Purpose: An employee skill and knowledge inventory can assist staff in addressing unusual requests and needs of clients.

Assumptions: None

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

1. Develop survey tool to identify key skills and knowledge areas.	1
2. Survey all staff regarding any special skills and knowledge areas they may have.	.4
3. Obtain supervisory input to affirm the skills and knowledge areas as appropriate.	.4
4. If supervisor determines that skills and knowledge listed should be added, increased, decreased, or deleted, provide feedback to employee.	.4
5. Categorize the skills and knowledge areas.	.4
6. Determine whether "inventory" should be maintained as a "hard-copy" or as a computer file.	.2
7. In order to keep material fresh and used, periodically remind staff and supervisors that POST has an inventory list.	ongoing

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
2.8 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
24 months

Prepared By: Frederick Williams

Project Assigned Date: 7-99

Bureau Assigned To: ASB

Projected Completion Date:
12-02

Revised 8-29-97

Objectives That Precede: None

**POST's Strategic Implementation Plan
Action Plans for Implementation of Objectives**

Objective G.7 - Establish multi-unit, self-directed work groups or teams.

Purpose: Multi-unit, self-directed work groups or teams can more effectively address some task to be accomplished.

Assumptions: None

Action Steps:	Time Required (Weeks)
----------------------	----------------------------------

1. Develop an Internal Directive that clarifies the purpose of these group/teams, how they will be established, how employees will be selected to participate, and how they will function and report their activities and progress.
2. Develop guidelines for all work group/teams as to the protocols of addressing their projects.
3. Train employees to work in multi-unit, self-directed work group/teams, as this can be foreign to some employees' work history and work ethics.
4. Develop a computerized list of all groups/teams, and list their team leader, members, project purposes and objectives, and potential timeline for completion.

2
1
2
1

Resources Necessary for Initial Development:
Absorbable

Total Staff Weeks Required:
6 weeks

Resources Necessary for Ongoing Maintenance:
Absorbable

Total Elapsed Time Required:
75

Prepared By: D.L. Stewart

Project Assigned Date: 1-98

Bureau Assigned To: All Bureaus

Projected Completion Date:
7-99

Revised 8-29-97

Objectives That Precede: None

MEMORANDUM

To : POST Commissioners

Date: October 3, 1997


Kenneth J. O'Brien
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: QUARTERLY UPDATE ON STRATEGIC PLAN PROGRESS

The following is an update on the progress being made to implement POST's Strategic Plan objectives that have been previously reported upon as beginning to be implemented. Twenty objectives have begun to be implemented, and another 24 are scheduled for beginning work in early 1998. The objectives and programs are presented under each bureau or organizational unit assigned responsibility for its implementation. Questions concerning the specifics of this progress should be directed to Hal Snow at (916) 227-2807.

Executive Office

- B.7 Support of Regional Skills Centers - POST continues to actively support legislation to establish these centers. A report to the Commission's Long Range and Legislative Review Committees will be presented at their next meetings describing the current status of AB 1496 together with some current issues and analysis.
- C.1 Analyze Our Partners - This objective has recently been assigned for implementation, and progress is anticipated in the immediate future.
- C.6 Image Coalition - POST continues to support the Coalition in providing POST representation at its meetings, reimbursement of meeting expenses, and funding to develop a video intended for law enforcement.

All Bureaus

- D.2 Set Priorities - All proposed new activities, projects, and spending proposals are being evaluated for relevance and consistency with the direction of the Strategic Plan.

Training Delivery and Compliance

- B.5 Multiple Training Sites - Substantial progress has been made over the last two years to certify POST courses in closer proximity to trainees. An internal staff committee has been formed to review progress, identify needs, and develop draft policies to further this objective.

- B.12 Simplify Course Certification Process - An internal staff committee has been formed to analyze existing policies, procedures, and POST documents associated with the course certification process. A draft concept for simplifying the process, reducing paper, and adopting electronic exchange of information is begin formulated for review by representatives of existing course presenters. It is anticipated the revised system would be pilot tested and fine tuned before any policy issues are brought before the Commission.

Center for Leadership Development

- E.5 Early Warning White Papers - Substantial progress is being made to develop an information database for POST's Clearinghouse. Data suggesting future trends and events that can serve as early warning for law enforcement is being developed as byproducts of student requirements in the Command College - Futures Abstracts, Book Reviews, and Final Projects. These are being placed in a computerized database that soon will be accessible on POST's Internet Home Page.

Computer Services Unit

- E.8 Automate Clearinghouse - Research has identified the information and services that should be automated to implement the Clearinghouse. These are being prioritized for automation. Access requirements and retrieval methods will soon be addressed. A budget change proposal has been submitted to the Department of Finance to secure additional staff necessary to fully implement this objective.

- F.7 Upgrade Internal Information and Business Processes - A Business Needs Assessment study and report have been prepared which represents the foundation for implementing this objective. The required feasibility study for the first of 17 recommendations concerning establishing a centralized database has been completed resulting in the submittal of this BCP to add some additional computer programmer staff.

Administrative Services Bureau

- D.4 Fiscal Planning - Long- and short-term fiscal planning is now linked to the POST Strategic Plan. Program cost accounting is being reviewed in relation to current needs and plan implementation.
- D.6 Alternative Reimbursements - The Commission will consider back-fill reimbursement regulations at its November meeting. A budget change proposal has also been submitted to increase POST's revenue to enable full back-fill and presentation costs reimbursement.
- G.1 Improved Staff Training - To elevate staff training, planning is underway to secure a professional training manager without adding staff. Increased management-determined training is the general action that new training initiatives are permitted.
- G.2 Employee Performance Review - All employees received a performance review in July 1997. Plans are underway to provide training to supervisors and managers on performance appraisals since reviews have become an annual, ongoing process.

Information Services Bureau

- F.2 Publicize POST Services - POST's Home Page has recently been updated to make reference to additional services. Additional updates are contemplated in the near future. Staff has been assigned to various components of this objective. Possible additional marketing strategies have been identified and are being evaluated.
- F.6 Review Regulations - A calendar for updating POST's regulations over a three-year period has been developed. Staff committees/teams from concerned bureaus are being formed.

Standards and Evaluation

- A.8 Entry Level Selection - Because this objective encompasses five broad categories of work, two have begun to be researched including Psychological and Education Requirements. Substantial progress has been made in updating POST's *Psychological Screening Manual* including the development of a model assessment procedure. Concerning educational requirements, an in-depth literature and case law search has been conducted and preliminary results suggest few, if any, barriers for establishing higher educational requirements.

- A.11 Job Analysis of Entry-Level Officers - A survey form has been developed and distributed to a sampling of three-year job incumbents assigned to patrol and their supervisors. Results are now being analyzed.

Basic Training Bureau

- A.4 Field Training - The Commission will consider, in November, results of a public hearing to mandate field training for regular officers. An updated field training guide consistent with this mandate will also be before the Commission. Staff, in conjunction with field input, has updated the Field Training Officer Course. The development of some video scenarios for the FTO Course is being considered.

Training Program Services

- B.9 Upgrade Multimedia Technology - Research has taken place to assess the best approach for upgrading the computer-based technology in use by law enforcement agencies that currently use POST-developed training courseware. Advances in technology suggest that most, if not all, of this equipment needs to be upgraded. Options will be brought before the Commission's Finance and Long Range Planning Committees in November.
- B.13 Instructor Selection and Development - Considerable development has already occurred with regard to identifying desirable and needed instructor competencies, presentation alternatives, and development of some core instructional modules for independent learning. Additional research is needed to identify equivalency alternatives. The Master Instructor Training Program continues to operate but is to be voluntary. An optional instructor certificate program is being considered as a transition to ultimate requirements.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Hearing on Integrating Field Training Program into the Basic Training Requirement		Meeting Date November 6, 1997
Bureau Basic Training Bureau	Reviewed By Ken Whitman <i>[Signature]</i>	Researched By Staff
Executive Director Approval <i>[Signature]</i>	Date of Approval 10-14-97	Date of Report October 3, 1997
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.

ISSUE

Should the Commission approve, subject to the public hearing process, amendments to Commission Regulation 1005 and Procedure D-13 that mandates a standardized statewide Field Training Program and integrates the field training program as part of the Basic Training requirement?

BACKGROUND

At its July 17, 1997 meeting, the Commission set for public hearing a proposal to amend Commission regulations and procedures to provide for mandating a standardized statewide Field Training Program and integrating the program as part of the basic training requirement for all peace officers.

The issue before the Commission in July 1997 dealt with the proposal to mandate a statewide Field Training Program in conjunction with one of the Commission's Strategic Plan objectives to increase the standards and competency in California law enforcement. An objective of that goal was to integrate mandatory, standardized field training and the basic academy to constitute a system of "basic training". Staff developed and proposed an initial process towards the implementation of a field training program to accomplish that goal.

A copy of the July 17, 1997 Commission agenda and attachments outlining the proposed Field Training Program is included under this agenda item as Attachment A.

ANALYSIS

The proposal before the Commission is to modify Regulation 1005 and Procedure D-13 to mandate a statewide Field Training Program.

Regulations, if enacted, would mandate a minimum 10 week Field Training Program for all officers employed by agencies participating in the POST program that provide patrol/general law enforcement services.

Key features of the proposed regulations include:

- o The program is designed for patrol functions; the mandate applies only to agencies providing patrol/general law enforcement services.
- o Agencies must apply for POST approval of their respective programs.
- o A waiver provision is established to accommodate any agency that may be unable to comply with the program provisions due to either financial hardship or lack of availability of personnel who could qualify to serve as FTOs.
- o An exemption provision for agencies that have no general law enforcement/patrol functions.
- o Officers assigned to custodial related duties are exempt from the program until assigned to general law enforcement/patrol duties.
- o Officers can't perform patrol/general law enforcement duties while working alone until they have successfully completed the Field Training Program.
- o Officers selected as field training officers (FTOs) must attend the POST-certified Field Training Officer course prior to training and evaluating trainees.
- o Selection and appointment of a field training program administrator/supervisor within each agency.
- o Trainees shall be provided written evaluation of their performance by both the FTO and program administrator/supervisor.
- o FTOs and the field training officer program will be evaluated by both the trainees and the field training program administrator/supervisor.

The retention of field training program records was raised at the July 1997 Commission meeting. Most agencies statewide keep field training records for a variety of time periods ranging from two years to permanently. The retention of these records is governed by county and municipal record keeping policies. The suggested regulatory language simply requires that the trainee records will be retained in accordance with specific agency policy.

The issue of availability of training for officers in remote areas of the state has been raised during recent conversations with agency executives, particularly in the northern counties above Sacramento. Currently the Field Training Officer Course is certified for presentation by 24

Based upon the responses to the 1997 survey, and staff contacts with agencies statewide, it is believed that a great majority of law enforcement agencies already operate field training programs that meet, or with minor adjustments, can meet the proposed requirements. It is not anticipated that the proposed program requirements, if enacted, would impose significant new program costs on these agencies.

The POST Field Training Guide revisions have been completed and will be discussed under a separate agenda item. Curriculum revisions and updating to the Field Training Officer Course, the Program Administrator Course, and the Field Training Officer Update Course are being completed and it is anticipated that work will continue on into 1998 to allow time for proper completion of those tasks. All of these programs and documents will facilitate the integration of concepts from the Regular Basic Course to the Field Training Program.

Mandating a standardized field training program will be an ambitious, necessary, and timely undertaking on the part of the agencies and the Commission to continue to raise the standards of the "basic training requirement". This is one of the key objectives identified by the field and included in the Commission's Strategic Plan which was adopted in June 1997. The implementation of this proposal will begin to "raise the bar" on entry-level training for California peace officers and become part of the foundation on which law enforcement careers are built. It would also be a significant step in elevating the professional standards and competencies for California law enforcement personnel.

This proposal calls for the program to be implemented and in place by January 1, 1999. The mandating of a statewide Field Training Program will require sufficient lead time to allow agencies to develop, update, revise, and submit their programs to POST for approval. This will require staff time on the part of every agency to comply with the requirements outlined in the program. It is prudent to allow time for these activities to be completed and reviewed by all involved agencies and POST staff.

The proposed regulations and procedure D-13, along with the Notice of Public Hearing, Statement of Reasons, and application forms for the proposed program are attached for reference.

RECOMMENDATION

If the Commission concurs, subject to the results of the public hearing process, it is recommended that the Field Training Program be mandated as proposed and become effective January 1, 1999 subject to approval from the Office of Administrative Law.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Report on Integrating Field Training Program into Basic Training Requirement		Meeting Date July 17, 1997
Bureau Basic Training Bureau	Reviewed By Ken Whitman	Researched By Kate Singer
Executive Director Approval <i>Keneth J. O'Brien</i>	Date of Approval 7-2-97	Date of Report July 2, 1997
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 schedule a public hearing for the November 1997 meeting to consider mandating a standardized statewide Field Training Program and integrate the program as part of the Basic Training Requirement?

BACKGROUND

In 1979 POST developed a Field Training Guide and delivered it to the field for use. In 1985 and 1986 there was a growing demand for POST involvement in field training and POST did the first of several in-depth studies of the field training issue. POST developed a standardized field training program with a recommendation that it be mandated. The program was field tested in 1987 with a great degree of success. In 1988, the Commission approved the program for distribution as an optional program for agencies to use. That program is still in effect, and needs to be standardized, revised, and updated to meet contemporary needs in law enforcement training today. A historical perspective and overview of field training and POST's role to date is included as Attachment A.

The Commission held a POST Symposium on Law Enforcement Training Issues in 1992 that identified and examined the criteria for field training officers and field training programs. A number of powerful recommendations were suggested that included: mandating field training programs for all new officers, mandated initial training for all those appointed as field training officers (FTOs), mandated up-date training to keep the FTOs current, and a revision of the standards and criteria of how FTOs were selected for appointment to these important positions. Additionally the field reported that the Regular Basic Course training was adequate as far as training recruits in basic knowledge domains required for the position, but the consensus among agencies was that academy training must be supplemented by a structured field training program.

At its July 1996 meeting the Commission directed that a formal study of the field training issue be commenced using a POST management fellow position. A complete review of field training program issues was begun both in California and nationwide. In February 1997 a survey

questionnaire was mailed to all agency chief executives to gather data and input on a variety of related issues. To date 77% of all agencies have responded, including 87% of police departments, 83% of sheriff's departments, and 38% of all other types of agencies. A synopsis of the results of this survey are contained in Attachment B. Additionally, a field training ad hoc committee has been formed and has provided input in support of a mandatory, standardized field training program, higher selection standards for field training officers, and revision of the Field Training Officer's Course curriculum and POST's Field Training Guide.

In June, 1997 the Commission adopted a Strategic Plan for POST which sets as a goal to increase standards and competency in California law enforcement. An objective of that goal is to integrate mandatory, standardized field training and the basic academy to constitute "basic training". Staff has developed the initial process toward the fundamental implementation of POST's goal to increase the minimum competency of all entry-level peace officers.

ANALYSIS

Based upon a review of all available information, the results of several formal studies, and the input from approximately 77% of the agencies statewide, it is proposed that a standardized field training program be mandated and that the program be integrated as part of the "basic training requirement". Primary components of the proposed field training program are: 1) the continuum of the Regular Basic Course to and through the field training program to constitute completion of the basic training requirement for all peace officers; 2) the Commission mandating and regulating all portions of this "basic training requirement"; and 3) the integration of certain core components of the field training program into the "basic training requirement" to increase the competencies of all entry-level peace officers.

The momentum of mandated field training is the strongest it has been for many years and it is evident to the agencies that field training is as pivotal and primary as the Regular Basic Course. Field training should provide a smooth transition from the theory of classroom to the practical application of those core competencies in the field. Most law enforcement agencies have such programs already in place because they are generally considered an essential element in the development and evaluation of their officers. Field training that is integrated as part of the Regular Basic Course and follows academy training is considered the most valuable because of the prerequisite knowledge and skills learned in the academy. There is considerable potential for improving the competence of officers with field training programs that meet specific minimum standards.

The Regular Basic Course needs to be supplemented with additional training in a field setting for the following reasons:

- o Agency values, acceptable organizational behavior, and policy compliance are best taught by a senior officer who serves as both a role model and mentor to the trainee. The policy, values, and behavior are specific to the employing agency, and instruction in those subjects should be controlled by the employing entity.

- o A trainee's proficiency and competency in critical training areas must be evaluated under true field conditions. Recent civil lawsuits have shown that training efforts beyond the academy setting must be documented in areas that expose the law enforcement agency to liability. High-risk patrol tactics, crimes-in-progress, use of force, and vehicle operations are areas that require extensive training documentation to defend the agencies against "negligent training" claims.
- o Academy scenario training and testing cannot duplicate the actual stress of field conditions. Although a proven instructional tool, scenarios are not a true test of the trainee's ability to exercise sound judgment when making critical decisions. Judgment and decision-making are critical skills that should be tested under realistic field conditions.
- o Agency specific training in community problem-solving skills requires analysis of existing crime patterns, habitual offender recognition, familiarity with community resources, and utilization of community and departmental resources in enforcement strategies. To accomplish these objectives, the trainee should be assigned and supervised in a specific geographical area and under field conditions.

Adding the mandated field training component rounds out the concept of integrating the Regular Basic Course and the Field Training Program into the "basic training requirement" for all California peace officers. The implementation of the proposed field training program would consist of the following:

1. Develop and implement a standardized California model Field Training Program that would link core competencies and knowledge domain cognitive and skills training from the Regular Basic Course to the standardized field training program.
2. Mandate the formal, standardized field training program as part of the "basic training requirement", closely linking it to the Regular Basic Course.
3. Develop qualifications for field training officers (FTOs) including agency selection standards and formal, mandated initial training and recommended update training; only those officers qualified under both POST and agency standards would be allowed to train and evaluate those participating in the field training program at their respective agencies.
4. Redesign and update the recommended Field Training Administrator's Course for supervisors and managers of agency field training programs (currently a certified 24-hour course at one presenter statewide).
5. Redesign, update, and standardize a mandatory POST Field Training Officer Course to include training and evaluation skills as part of the training process (currently a certified 40-hour course at 22 presenters statewide).

6. Redesign and update the recommended Field Training Officer Update Course to include update training and evaluations skills (currently a certified 24-hour course at three presenters statewide).
7. Update all related manuals for inclusion in the specified training courses and programs.
8. Develop the necessary regulations and procedures to implement and integrate the field training program as part of the "basic training requirement".

The proposed model includes a mandated, minimum 10 week, Field Training Program that would be required at each agency. This program would be based on general law enforcement and patrol functions. Each field training officer (FTO) would be selected based on POST minimum standards and their employers selection criteria. The FTOs would be required to go through specific mandated training as part of their qualification to be able to train and evaluate new officers. New trainees will be trained only by those officers who are qualified FTOs. Proposed models for the field training program and additional collaborative courses are included as Attachment C.

This concept was presented at the Long Range Planning Committee meeting on June 16, 1997. Members of the Committee expressed concern for (1) the potential impact of a mandatory field training program on Deputy Sheriff's initially assigned to custody related duties, and (2) potential fiscal impact on participating agencies. These concerns have been identified and regulatory language has been drafted to provide flexibility and exemptions where necessary to address these issues.

Proposed regulations would exempt officers while assigned to custodial related duties. Deputy Sheriffs assigned to jail duty following Regular Basic Course completion would, therefore, not be required to enter a field training program until they were assigned to patrol duty. Deputy Sheriffs so assigned would be able to obtain their Basic Certificate prior to completing field training.

A waiver provision is also proposed to accommodate any agency that may be unable to comply with the program provisions due to either financial hardship or lack of availability of personnel who could qualify to serve as FTOs. It is anticipated that a small number of agencies may need availability of such a waiver provision.

Based upon the responses to the survey, it is believed that the great majority of law enforcement agencies already operate field training programs that meet, or with minor adjustments, can meet the proposed requirements. It is not anticipated that proposed requirements, if enacted, would impose significant new program costs on these agencies.

Drafts of the proposed regulatory language for Commission Regulation 1005 and Commission Procedure D-13 are included as Attachment D.

The POST Field Training Guide and other supporting publications and curriculums are currently under revision/development by staff with input and assistance from the ad hoc field training committee. These documents will facilitate the integration of concepts from the Regular Basic Course to the Field Training Program. It is anticipated these guides and curriculums will be completed and presented to the Commission for approval at its November meeting.

Mandating a standardized field training program will be an ambitious, necessary, and timely undertaking on the part of agencies and the Commission to raise the standards of the "basic training requirement". Integrating the Regular Basic Course and the Field Training Program is one of the objectives identified in the Commission's Strategic Plan which was adopted in June, 1997. The implementation of this proposal will "raise the bar" on entry-level training for California peace officers and be the foundation on which law enforcement careers are built.

The proposal, if adopted, would be a significant step in the elevation of professional standards for California law enforcement. It is recommended that the Commission schedule a public hearing for the November 1997 meeting.

RECOMMENDATION

If the Commission concurs, the appropriate action would be a MOTION to schedule a public hearing on the proposed Field Training Program for the November 1997 Commission meeting.

Commission on Peace Officer Standards and Training

FIELD TRAINING PROGRAM HISTORICAL PERSPECTIVE

Field training is the process by which an individual trainee receives on-the-job training to compliment or reinforce formal classroom training. Because law enforcement duties are performed and services are delivered through field operations the importance of field training becomes crucial. When combined with a valid trainee evaluation component, on-the-job training that is properly administered and supervised can and should be one of the more important phases of "basic training" for law enforcement personnel. A successful field training program must provide "real world" training that is consistent with and supplements classroom training with practical hands-on application. The successful field training program must also embrace the appropriate guidance and supervision that will allow the trainee to apply basic law enforcement principles within the community that they are serving.

Many experts have recognized and written about the importance of police training beginning in the early 1930's. August Vollmer wrote "the policeman is no longer merely the suppressor of crime, but the social worker of the community as well". Although Vollmer did much to enhance the police profession in California much of the training designed for peace officers is reactive to social situations which have already occurred or started to occur. In the late 1950s and early 1960s, many police departments began participating in basic training academies but offered very little in terms of after academy training and orientation to their jobs. Very often the officer was left to make the classroom-to-street transition by themselves.

The President's Commission on Law Enforcement and the Administration of Justice (1967) was the first national body to emphasize the importance of field training. In the early 1970s, as a result of allegations of negligent retention of an officer, the San Jose Police Department developed and began to implement the first organized Field Training and Evaluation Program. The program has been modified, standardized, and court validated through the years and today is widely recognized and used as a model program throughout California and the nation. There are at least three states, Connecticut, Missouri, and Oregon, that are already mandating field training as part of their training requirement.

POST involvement in field training began with the first publication of the *Field Training Guide* in 1979. In 1985 and 1986 there was a renewed interest and demand from the law enforcement community for POST to become more involved in field training. POST, with the assistance of a management fellow, developed a standardized field training program and recommended that the program be mandated. The program was field tested in 1987 with a great degree of success. In 1988, the Commission approved the program for optional use by POST agencies. That optional program is still in place today.

In the early 1990s law enforcement worldwide was rocked by the Rodney King incident. Intense scrutiny was immediately focused on peace officer training and accountability. The Kolts Report (Los Angeles County Sheriff) and the Independent (or Christopher) Commission Report (Los Angeles Police Department) both recommended sweeping reform in field training programs. This included emphasis in the training and management of field training officers responsible for the training and evaluation of recruit peace officers. In 1992 the Independent Commission issued a status report that noted a correlation in their findings and a Los Angeles Police Department study indicating that probationary officers trained by veteran officers with significant records of excessive force are themselves more likely to resort to excessive force in the field. Concerns about these types of training incidents and negative trends attributed to training led to the POST Symposium on Law Enforcement Training Issues held in September of 1992.

The symposium focused on field training programs and on field training officers. A number of recommendations were developed at the symposium based on input from over 175 law enforcement officers attending the symposium. These recommendations included:

- o POST mandated field training programs for all new officers;
- o POST mandated initial and refresher training for all officers who were selected to provide field training to new officers by their respective agencies;
- o Revision of field training officer selection standards at agencies.

The Basic Course Review Committee met in December 1992 and reiterated many of the same issues and recommendations that were made in September regarding field training programs. The overwhelming opinion was that field training programs should be mandated by POST because this was one of the most critical periods in the training process and the developing career of a new officer. There was concern that the agency liability in not having a quantifiable field training program for regular basic course graduates was quite high. The concerns about funding a field training program statewide was also paramount in the discussions.

The Regular Basic Course training program was seen as adequate as far as training recruit officers in the basic knowledge domains and skills required by the peace officer position. However, there was consensus among the agencies, and supported by a 1992 basic course study, that the regular basic course academy training must be supplemented with training in the field.

In a report to the Commission in July 1993 the importance of a field training component was stressed for the following reasons:

- o Agency values, acceptable organizational behavior, and policy compliance are best taught by a senior officer who serves both as a role model and mentor to the trainee. The policy, values, and behavior are specific to the employing agency, and instruction in those subjects should be controlled by the employing entity.

- o A trainee's proficiency in critical training areas must be evaluated under field conditions. Recent civil lawsuits have shown that training efforts beyond the academy setting must be documented in areas that expose the law enforcement agency to liability. High-risk patrol tactics, crimes in-progress, use of force options, and emergency vehicle operations are areas that require extensive training documentation to defend the agency against "negligent training" claims.
- o Academy scenario training and testing cannot duplicate the actual stress of field conditions. Although a proven instructional tool, scenarios are not a true test of the trainee's ability to exercise sound judgment when making decisions. Judgment and decision-making are critical skills that should be tested under field conditions.
- o Training in community problem-solving skills requires analysis of existing crime patterns, habitual offender recognition, familiarity with community resources, and utilization of community and departmental resources in enforcement strategies. To accomplish these objectives, the trainee should be assigned and supervised in a specific geographical area.

In that July, 1993 meeting, the Commission approved the concept of field training programs and the reimbursement of local agencies for training costs associated with managing a POST-approved field training program, but delayed implementation until funds were available.

Between 1993 and the present, POST has held several workshops attended by a broad cross-section of the law enforcement community dealing with the field training issues. Throughout all of the meetings, momentum has been building towards the Commission mandating a field training program for all peace officers. The common theme was that most agencies were awaiting mandates from POST. Most of the inputs were positive and all concerns that were voiced in regards to any of the issues were addressed by POST staff.

In July 1996 the Commission approved a contract for a POST management fellowship position to study field training and related issues. The goals of this study would include: 1) conducting a study and making recommendations on the feasibility of mandating a statewide field training program; 2) providing recommendations for linking the Regular Basic Course more closely to a field training program; 3) making recommendations for improving and standardizing courses for field training officers; and 4) updating all POST field training publications and documents.

The POST management fellowship has allowed for the review of extensive research material on field training programs both in California and nationwide. Reviews were conducted of previous POST research, current national trends in field training, and POST data bases on existing programs statewide. Past research conducted by POST and a variety of others demonstrates consistent agreement as to the importance and vitality of field training. POST workshops, committees, symposiums, and past management fellowship reports have all acknowledged this critical portion of basic training, and consistently recommended that POST standardize and mandate field training programs for every peace officer in the state.

National trends in field training were closely examined during a review of the research material. A phone survey was conducted of all presidents of state chapters of the National Association of Field Training Officers (NAFTO); a literature review of all law enforcement periodicals in the POST Library; and written requests to all POST agencies in the United States. POST staff has personally talked with staff or received information from approximately 40 states. All states offer a basic course (or academy) training program ranging from 240 to 1500+ hours. Most states report having some form of field training opportunity but that it is usually controlled by each local agency. Some states provide model programs (like POST), and three states, Connecticut, Missouri, and Oregon actually mandate field training programs. These states consider field training a component of basic (entry level) training. They provide manuals with task lists and other items to be completed by a trainee, field training officer, field training supervisor, and the agency head. These states report success in achieving their training goals, enhancing documentation of training, and reduced liability exposure. They are very supportive of their programs and have shared their complete programs and concepts with POST.

Most states have very thorough training components for the field training officers. Most states offer a 40-hour class and some mandate that training. Those that mandate the training certify their field training officers (FTOs) and require recertification at various intervals of between two and four years. California is much larger than most of the other states (generally having three to six times that number of agencies participating in the program) with much more variety in demographics, however, we appear to be trailing behind in the field training area. California can become a model and a leader for this type of program.

Current POST data shows that there are 212 agencies that have submitted requests for "POST Approved Field Training Programs". That data was found to be unreliable in that agencies that we know to have field training programs are not included on the list. It was important to get reliable and up-to-date information on every agency. A comprehensive survey was developed and sent to the chief executive officer at 495 POST-participating agencies in January 1997. All police and sheriff's departments, as well as public safety departments, school and campus police, and specialized agencies (including the California Highway Patrol and the Department of Fish and Game) were surveyed.

POST received an overall response rate of 77% with police and sheriff's departments providing the most responses with 87% and 83%, respectively. Of the 495 agencies sent surveys, 381 returned them. Of those agencies, 361 agencies (95%) reported having formal field training programs in place based on the San Jose model, the POST model, or a combination of both. Of the 20 agencies that reported having no formal field training program, 15 agencies (75%) offered on-the-job training with a senior officer for their new officers. The survey form also provided a number of narrative responses. One dealt with the issue of mandating field training. The majority of responses indicated a strong desire to see POST mandate a standardized program with plenty of flexibility for agency specific issues. There was an overwhelming response and indication of strong support for additional training for field training officers (FTOs) and for supervisors that are responsible for the field training of personnel. Attachment B outlines the survey and specific results.

Years of prior research and recommendations from the field, coupled with current research and inputs from law enforcement agencies statewide solidify information recommending that the Commission mandate a standardized field training program, as well as the 40-hour Field Training Officer Course. Additionally, POST should recommend the attendance of the collaborative training courses, a field training officer up-date course of 24-hours every two years and a Field Training Administrators Course of 24-hours. These courses provide for the administration and supervision that is necessary to provide a successful, competent field training program at each agency.

These courses are all currently offered and certified by POST but will require curriculum revisions and standardization. Selecting, educating, and training those most directly responsible for field training of new officers must be emphasized and part of the whole program. They must know what is expected of them in delivering, supervising, and administering this important component of basic training.

The field training program itself should be a redesigned and enhanced version of our current POST Model Field Training Program designed in 1988. It should be linked to and be a continuum of the Regular Basic Course. Training goals should be linked numerically with the Regular Basic Course Learning Domains. The required testing and training in field training programs should be similar in development to the Regular Basic Course to further integrate these two components of the basic training requirement. This will assist the trainee in a smooth transition from the theory of the classroom to the practical applications needed to function in the field.

The continuum of the Regular Basic Course to and through the field training program should constitute the "basic training requirement" for all California law enforcement personnel. The integration of a field training component into the "basic training requirement" will increase the competencies of all entry-level officers, and the Commission should mandate and regulate all portions of the "basic training requirement". Agencies have come to see that as the Commission's role in the past and expect that to be the role in the future.

If the Commission approves of the mandated field training program concept, reasonable time would be allowed to implement the required training programs and personnel. It is anticipated that the program could be in place and ready to go by January 1, 1999.

The Commission and POST are in a unique position to "make a bold adjustment" in the amount and quality of continued training provided to new officers, and take California law enforcement strongly and proudly into the next century. The Commission need only follow its vision "to be the leading organization in establishing professional standards, assuring quality training, and providing effective services to develop and support the world's finest peace officers and law enforcement organizations".

ATTACHMENT B

Commission on Peace Officer Standards and Training

1997 FIELD TRAINING SURVEY SYNOPSIS

In an effort to obtain current foundational data regarding field training programs throughout the State, 495 surveys were mailed to all police and sheriff's departments as well as public safety departments, school and campus police, and several specialized agencies (including the California Highway Patrol and the Department of Fish & Game). To date, 381 agencies have responded to the survey (77%). Police and Sheriff's departments provided the most responses with 87% and 83%, respectively.

The survey contained a wide variety of questions regarding field training. The survey was broken into four parts including: program development, program characteristics, FTO selection and training, and program evaluation. There were simple yes/no, check box type responses through to open ended, narrative type responses. The data compiled is expansive but important points of interest can be presented through a brief overview. Percentages have been calculated to demonstrate current trends throughout POST agencies and narrative responses have been grouped and listed with the most frequent responses being at the top of the lists.

Program Development

- 95% of the responding agencies reported having a formal, structured field training program (361 out of 381 agencies)
- Of the 20 agencies that do not provide a formal field training program, 15 (75%) provide on-the-job training with a senior officer
- Agencies providing initial training (whether formal or informal) total 98.6%, 376 out the 381 responding agencies
- 64% of the responding agencies use the San Jose Model, 22% use the POST Model, and 14% use a combination or other model (usually San Diego PD or Torrance PD)
- Sergeants oversee 73% of the responding agencies field training programs yet only 47% of the agencies provide specific training (Supervisor Course or Field Training Administrator's Course) for those Sergeants
- The top three reported objectives for agency field training programs were:
 - Standardize training and evaluation process
 - Train recruits in agency specific policies/procedures
 - Develop a competent solo officer

Program Characteristics

- Most agencies train laterals for an average minimum of 8 weeks and a maximum of 12 weeks while new officers are trained for an average minimum of 12 weeks and a maximum of 16 weeks. 55% of the agencies base the length of their training programs solely on the trainee's performance, while the others take into consideration agency objectives, training needs, etc..
- Agencies usually use three field training officers (FTOs) for periods of four weeks each (Smaller agencies have significantly fewer FTOs assigned than others).
- 86% of the responding agencies reported that their FTOs provide *daily* written evaluations of trainee performance, 11% provide weekly evaluations, and 3% provide bi-weekly evals.
- Supervisors provide written evaluations of trainee performance weekly (42%), monthly (27%), and end-of-phase (31%)
- 88% of the responding agencies provide additional evaluations to their trainees after they complete their field training, usually every 3-6 months throughout probation, then annually
- 97% of the responding agencies report using standardized evaluation guidelines (SEGs) to evaluate the trainee's performance during field training
- 65% of the responding agencies require written tests of trainees and 63% of that group reports that poor performance on those written tests can result in failure to complete the field training program
- Currently, 65% of the responding agencies have trainees complete evaluations of their training program and their FTOs (smaller agencies tend not to be able to complete these evaluations confidentially)
- Agencies were provided a list of ten performance areas and ranked the following three as the areas which led to the most difficulty for and/or failure of trainees in their field training programs:
 - Problem Solving/Decision Making Skills
 - Communication Skills (Written)
 - Officer Safety
- 99% of the responding agencies offer remedial training with 88% of those agencies developing a specific remedial plan with outlined training objectives agreed upon by the trainee. The average length of the remedial plan is 2-4 weeks.

FTO Selection and Training

- 84% of the responding agencies require their FTOs have the POST Basic Certificate. Additionally most require a specific number of years service (2-3) and above average performance evaluations.
- 88% offer incentives to their FTOs including special nametags or uniform distinction and/or a permanent or temporary (during training only) salary differential
- Only 50% of the responding agencies provide additional or update training specific to field training for their FTOs (smaller agencies offer significantly less training)
- 95% of the responding agencies have few or none of their FTOs participating in academy training. (Larger agencies have FTOs participate most - usually by assignment)

Program Evaluation

This portion of the survey was predominantly narrative responses. They are listed in groups with the most frequent responses being at the top of the lists. In order for a State mandated field training program to be successful, we must minimally provide the same benefits and build in the suggested improvements as reflected in the following responses:

- What are the most important benefits of your field training program?
 - Prepare trainee to work solo with minimal supervision (Ensure capability)
 - Familiarize trainee with agency policies/procedures
 - Standardization
 - Affords opportunity to identify and evaluate strengths and weaknesses
 - Reduce liability
- What are the most important improvements that could be made in your field training program?
 - More training for FTOs (both basic and update)
 - Standard selection process for FTOs
 - Consistency in evaluations and training
 - Written tests and more scenario training
 - Updated / Improved manual
- What are the positive and negative ramifications of mandating field training programs throughout the State?

Negative:

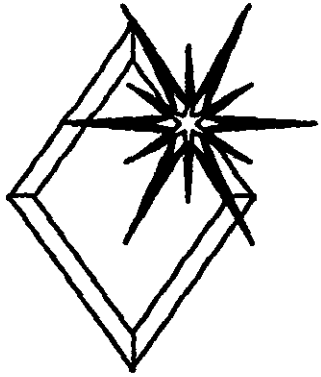
 - "One size won't fit all" - (Various agencies have various needs - agencies want to retain control for their specific needs considering their geographic, demographic, philosophical, and political differences)
 - Fiscal Impact (especially on smaller agencies for training and manpower needs)

Positive:

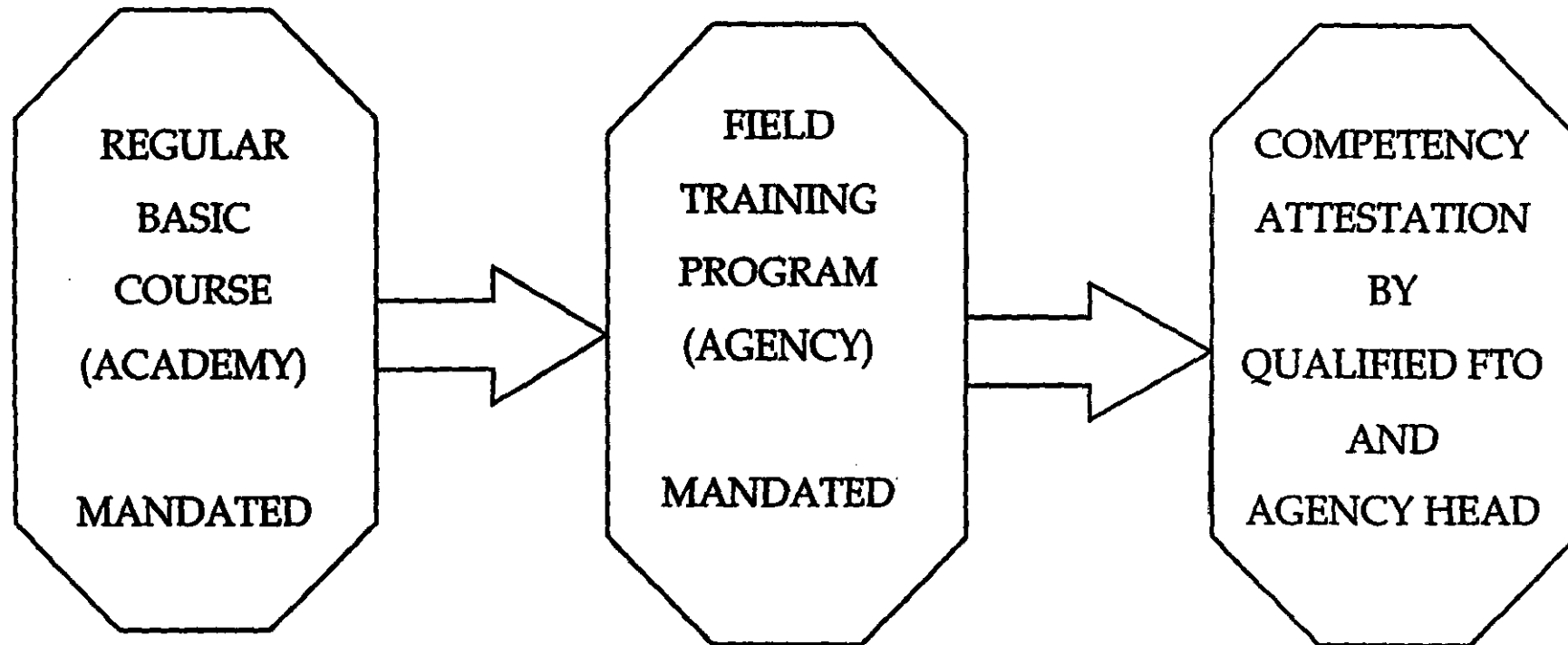
- **Consistency in training (Ensures minimally the same level of training)**
- **Establishment of minimum standards (Ensures a baseline of training for all officers at the beginning of their careers)**
- **Improved police service and agency interaction**
- **Professionalization of law enforcement**
- **Defensible in court**
- **Continuity in training from academy to field (practical application)**

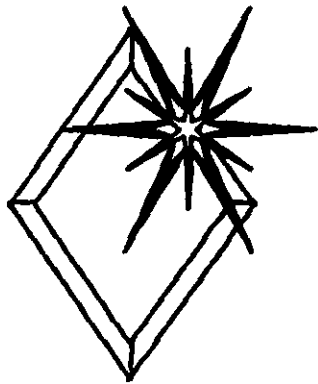
● **What suggestions do you have to improve field training programs statewide?**

- **Mandate an improved, standardized FTO Course**
- **Provide update training for all FTOs**
- **Provide satellite and/or video training specific to field training**
- **Training Bulletins (including Web page)**
- **Mandate that all agencies have a field training program**
- **Establish regional training centers statewide**
- **Certify FTOs**
- **State funding to assist in training to alleviate tendency to release officers too soon from training**

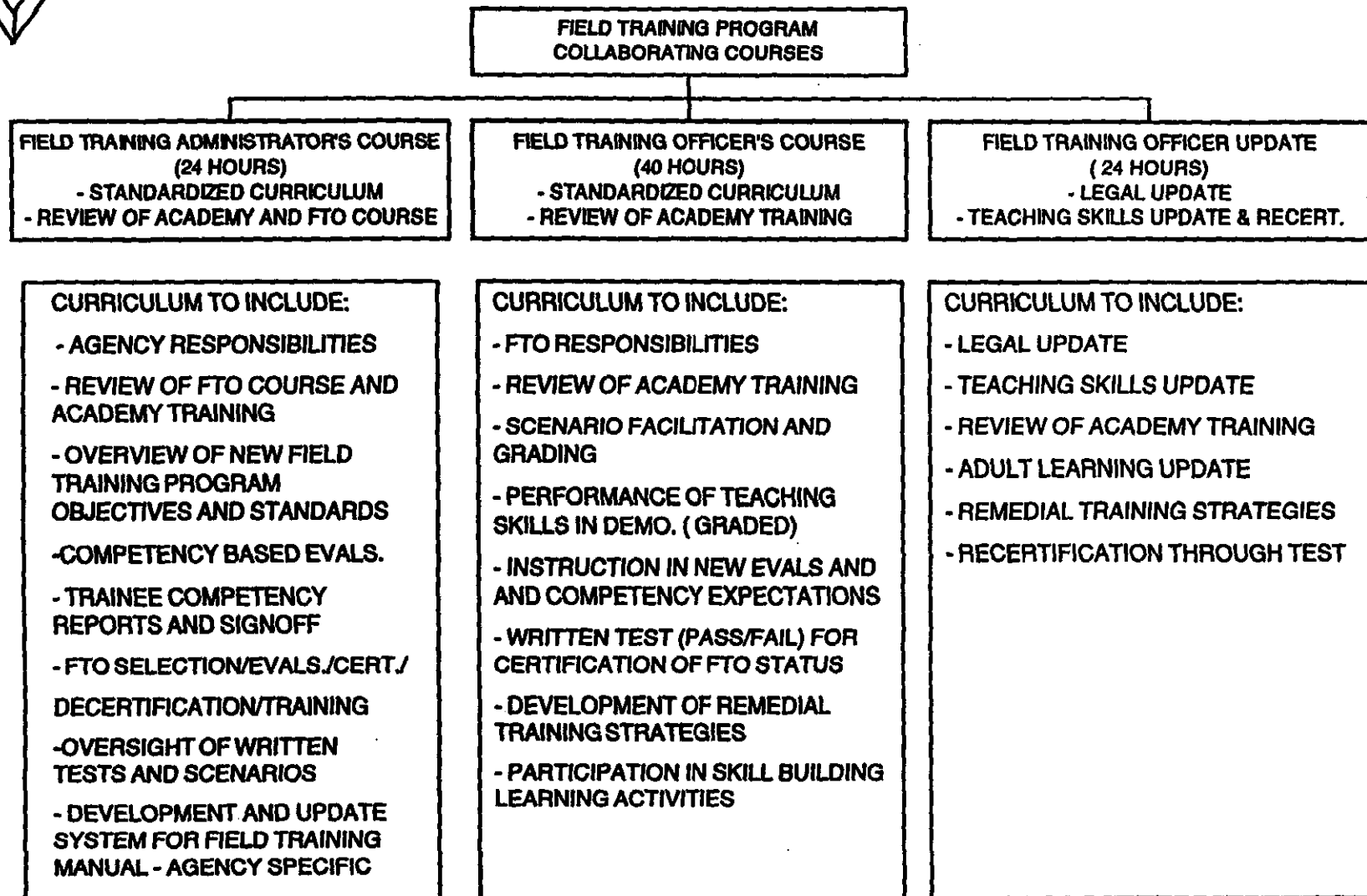


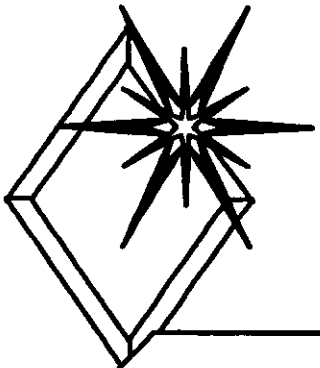
BASIC TRAINING MODEL



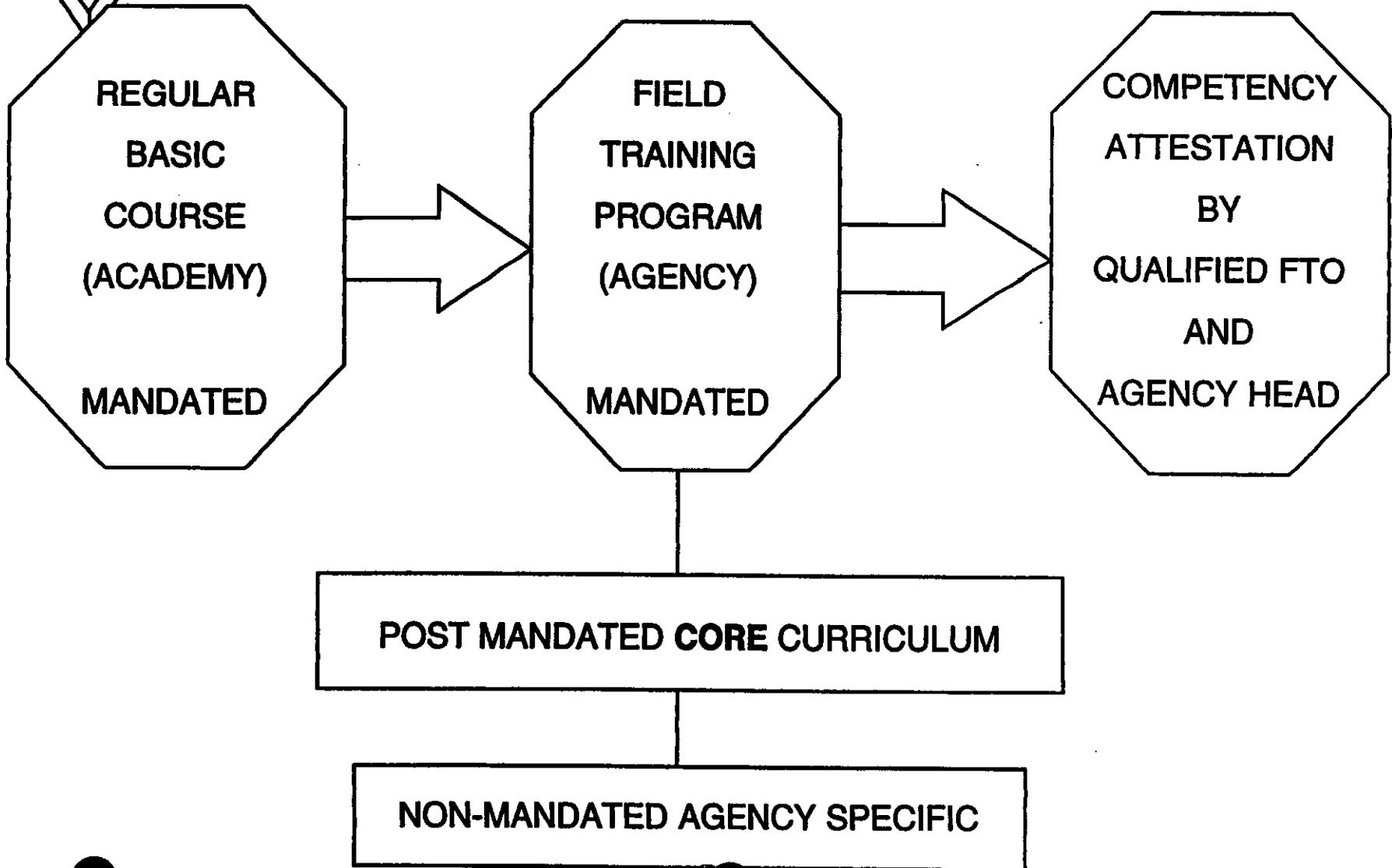


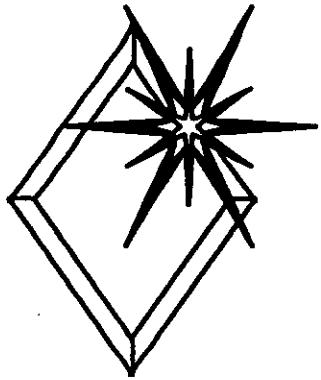
BASIC TRAINING MODEL COLLABORATING COURSES





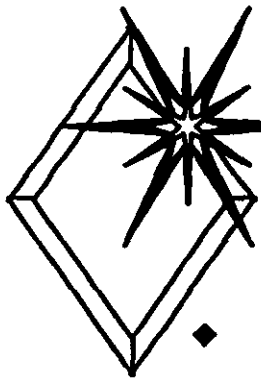
BASIC TRAINING MODEL





FIELD TRAINING PROGRAM POST MANDATED CORE CURRICULUM

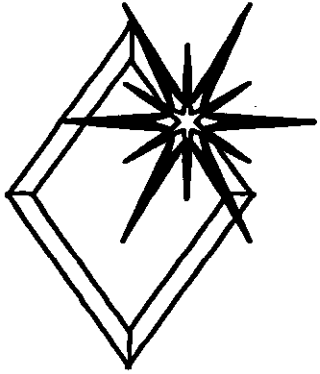
- ◆ **IN HOUSE ASSESSMENT AND ORIENTATION (40 HOURS)**
- ◆ **TRAINING CORE CURRICULUM**
 - A. **APPLICATION OF REGULAR BASIC COURSE TRAINING**
 - B. **AGENCY SPECIFIC TRAINING**
 - C. **UNIVERSAL (STANDARD TRAINING)**
 - **SELF INITIATED ACTIVITY**
 - **CLETS, ETC...**
- ◆ **TESTING**
 - **VERBAL, WRITTEN, SCENARIO, AND FIELD PERFORMANCE**
- ◆ **DAILY EVALUATION OF COMPETENCY USING "SEGs" WITH "BARs" (BEHAVIORAL ANCHORED RATINGS)**



TRAINING CORE CURRICULUM

FIELD TRAINING PROGRAM AREAS OF INSTRUCTION:

- ◆ **Orientation**
- ◆ **Professional Demeanor**
- ◆ **Officer Safety Awareness**
- ◆ **Department Policies**
- ◆ **Searches and Seizures**
- ◆ **Vehicle Operations**
- ◆ **California Codes (Penal, Vehicle, W & I, B & P, Etc...)**
- ◆ **Control of Persons / Prisoners / Mentally Ill**
- ◆ **Report Writing**
- ◆ **Investigations / Evidentiary Procedures**
- ◆ **Patrol Procedures (Pedestrian / Vehicle Stops and Radio Comm.)**
- ◆ **Tactical Communication / Management and Resolution**
- ◆ **Self-Initiated Activity**
- ◆ **Traffic (including DUI)**
- ◆ **Additional Topics (Including First Aid and Unusual Occurrences)**



FIELD TRAINING PROGRAM

NON-MANDATED AGENCY OPTIONS

- ◆ **COPPS / COPS / POPS / ETC...**
- ◆ **COMPUTER AND/OR MDT TRAINING**
- ◆ **AGENCY FORMS PROFICIENCY**
- ◆ **CITY / COUNTY ORDINANCES**
- ◆ **INTERAGENCY RADIO COMMUNICATIONS**
- ◆ **FOLLOW-UP INVESTIGATIONS**
- ◆ **SPECIALTY ASSIGNMENTS (NARCOTICS, K-9 , AIR OR MARINE PATROL, INVESTIGATIONS, ETC...)**
- ◆ **AGENCY PREFERENCES**

1005. Minimum Standards for Training.

(a)-(a)(1)(D) continued.

- (2) Every regular officer, following completion of the Regular Basic Course and before being assigned to perform peace officer duties without immediate supervision, shall complete a POST-approved field training program as set forth in PAM section D-13.

Regular officers are exempt from the field training program requirement:

- (a) while their assignments remain custodial related, or
 (b) if their agencies do not provide patrol or general law enforcement services, or
 (c) if they are a lateral entry officer possessing a Regular Basic Certificate whose previous employment included patrol or general law enforcement services, or
 (d) if their agency has obtained a waiver as provided for in PAM section D-13.

Requirements for the Field Training Program are set forth in PAM section D-13.

- (3) (2) Every regularly employed and paid as such inspector or investigator of a district attorney 's office as defined in section 830.1 Penal Code who conducts criminal investigations shall be required to satisfactorily meet the training requirements of the District Attorney Investigators Basic Course, PAM section D-1-45 . Alternatively, the basic training standard for district attorney investigative personnel shall be satisfied by successful completion of the training requirements of the Regular Basic Course, PAM, section D-1-3, before these personnel are assigned duties which include performing specialized law enforcement or investigative duties, except all of the Regular Basic Course need not be completed before they participate in a POST-approved field training program as described in subparagraph (1). The satisfactory completion of a certified Investigation and Trial Preparation Course, PAM section D-1-45 , is also required within 12 months from the date of appointment as a regularly employed and paid as such inspector or investigator of a District Attorney's Office.
- (4) (3) Every regularly employed and paid as such marshal or deputy marshal, of a municipal court, as defined in section 830.1 Penal Code, shall satisfactorily meet the training requirements of the Regular Basic Course, PAM, section D-1-3, before these personnel are assigned duties which include performing

specialized law enforcement or investigative duties, except all of the Regular Basic Course need not be completed before they participate in a POST-approved field training program as described in subparagraph (1).

- (5) (4) Every specialized officer, except marshals, deputy marshals, and regularly employed and paid as such inspectors or investigators of a district attorney's office, shall satisfactorily meet the training requirements of the Regular Basic Course, PAM, section D-1-3, within 12 months from the date of appointment as a regularly employed specialized peace officer; or for those specialized agency peace officers whose primary duties are investigative and have not satisfactorily completed the Regular Basic Course, the chief law enforcement administrator may elect to substitute the satisfactory completion of the training requirements of the P.C. 832 Arrest and Firearms Course and the Specialized Investigators' Basic Course, PAM, section D-1-56 .
- (6) (5) Every regularly employed and paid as such peace officer member of Coroners' Offices, as defined in Section 830.35 P.C., shall satisfactorily complete the training requirements of Penal Code Section 832, PAM, Section D-78 -2 before the exercise of peace officer powers. The satisfactory completion of the POST-certified Coroners' Death Investigation Course, PAM, Section D-1-78 is also required, within one year from date of appointment, and shall only apply to peace officer coroners hired on or after the agency enters the POST program.
- (7) (6) Every appointed constable or deputy constable, regularly employed and paid as such, of a judicial district shall complete the training requirements of the Penal Code 832 (Arrest and Firearms) Course.
- (8) (7) Every limited function peace officer shall satisfactorily meet the training requirements of the Arrest and Firearms Course (Penal Code section 832); training in the carrying and use of firearms shall not be required when an employing agency prohibits limited function peace officers the use of firearms.
- (9) (8) Every peace officer listed in paragraphs (1) - (6) (7) shall satisfactorily complete the training requirements of Penal Code section 832 prior to the exercise of peace officer powers.

POST ADMINISTRATIVE MANUAL

COMMISSION PROCEDURE D-13

~~APPROVAL OF AFTER-ACADEMY FIELD TRAINING PROGRAM~~

FIELD TRAINING

Purpose

~~13-1. Purpose: This Commission procedure implements the minimum standards / requirements for the POST-approval of field training programs and collaborative courses established by law enforcement agencies and other presenters pursuant to Sections 1005(j)(a). After-Academy Field Training Program Approval (Optional). This field training is designed for peace officers who have completed basic training described in Regulation 1005(a) or 1007(b)(1) and (b)(2). POST recognizes the importance of such training encourages the establishment of these field training programs, and promotes the voluntary adoption of the described minimum requirements.~~

~~13-2. Requirements for Field Training: The minimum standards for the Field Training Program and collaborating Field Training Courses are described in sections 13-3 and 13-5 to 13-7. Requirements for certification and presentation of these collaborative courses are specified in Regulations 1051-1056. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in a training specification document developed for the course.~~

Specific Requirements

~~13-2. General Program Description: This program is based upon a law enforcement agency voluntarily requesting POST approval of its field training program as described in a field training plan and the application form. The agency must initially and continuously adhere to the established minimum requirements.~~

~~13-3. Field Training Program Description: Regular officer basic training shall be met by satisfactory completion of the training requirements of the Regular Basic Course and the satisfactory completion of the Field Training Program, as specified in Regulation 1005 (a). The Field Training Program is designed to provide a training continuum which integrates the acquired knowledge and skills from the Regular Basic Course with the practical application of law enforcement services. Any agency which employs regular officers shall apply to POST for approval of the agency's field training program and must outline the content of the program.~~

The agency's field training program shall minimally include a : (1) description of the selection process for field training officers. (2) description of the training proposed for agency trainees. (3) description of the evaluation process for trainees and field training officers. and (4) copy of any agency forms or guides to be used during the training. The agency's field training program shall be based upon structured learning content to be delivered, minimally, over a period of 10 weeks.

Field Training plans programs approved by POST under this program are restricted to supervised field training provided to peace officers regardless of assignment or status (regular or reserve) after they have completed the Regular Basic Course, applicable basic training course. This field training does not extend to persons serving in ride-along, observer capacities.

A field training program plan and application, POST 2-229 (Rev. 3/89)(Rev. 7/97), need be submitted only one time, and if not modified, once approved by POST, will remain in full force. The field training program shall contain the following specific approval requirements:

- (1) The field training program shall be based upon structured learning content as recommended in the *Field Training Guide (POST's Model Field Training Program)* or upon a locally developed field training guide which shall minimally include the following topics:

<u>Agency Orientation</u>	<u>Professional Demeanor</u>
<u>Patrol Vehicle Operations</u>	<u>Use of Force</u>
<u>Officer Safety</u>	<u>Search and Seizure</u>
<u>Report Writing</u>	<u>Radio Communications</u>
<u>California Codes (Penal, W&I, Etc)</u>	<u>Self Initiated Activity</u>
<u>Department Policies</u>	<u>Investigations / Evidence</u>
<u>Patrol Procedures (including</u>	
<u> Pedestrian and Vehicle Stops)</u>	
<u>Control of Persons, Prisoners, and</u>	
<u> Mentally Ill</u>	
<u>Tactical Communication/</u>	
<u> Management Resolution</u>	
<u>Traffic (including DUI)</u>	
<u>Unlisted, Agency Specific Topics</u>	

- (2) The field training program's emphasis shall be on both training and evaluation of trainees.
- (3) A trainee shall have satisfactorily completed the Regular Basic Course.

- (4) Trainees shall be supervised depending upon their assignment:
- (a) A trainee assigned to general law enforcement duties shall be under the direct and immediate supervision (physical presence) of a qualified field training officer.
 - (b) A trainee assigned to non-peace officer, specialized functions for the purpose of specialized training or orientation (i.e., complaint/dispatcher, records, jail, investigations) is not required to be in the immediate presence of a qualified field training officer.
- (5) Each trainee shall be evaluated daily with written summaries of performance prepared and reviewed with the trainee by the field training officer. Each trainee shall be evaluated weekly with written summaries of performance prepared and reviewed with the trainee by the field training administrator/ supervisor.
- (6) A field training officer shall have: (1) been awarded a POST Basic Certificate; (2) successfully completed the POST-certified Field Training Officer Course; (3) two years patrol experience; (4) a supervisor's nomination based upon the officer's desire to be a field training officer and their ability to be a positive role model; and (5) been selected based upon performance evaluation review and an oral board including a training presentation.
- (7) A field training administrator / supervisor shall have: (1) been awarded or is eligible to be awarded a POST Supervisory Certificate and (2) been selected based on a manager or agency head nomination or appointment.
- (8) Each field training officer shall be evaluated by the trainee and the field training administrator/supervisor. The trainee shall complete and submit a confidential evaluation to the field training administrator at the end of the field training program. The field training administrator/supervisor shall complete an annual evaluation of the field training officer's performance as a training officer for inclusion in any additional agency evaluation or personnel records.
- (9) Documentation of trainee performance shall be maintained by the agency. Attestation of each trainee's successful completion of the field training program by a qualified field training officer, with the signed concurrence of the agency/ department head, releasing the trainee from the program shall be retained in agency records.

13-3. Specific Approval Requirements:

- ~~(a) A trainee must have satisfied the basic training requirements specified in Regulation 1005(a) or 1007(b)(1) and (2).~~
- ~~(b) A field training officer must have: (1) been awarded a POST Basic Certificate, (2) completed the POST-certified Field Training Officer Course, and (3) been selected based upon a supervisor's nomination.~~
- ~~(c) Trainees must be supervised depending upon their assignment:~~
 - ~~(1) A trainee assigned to general law enforcement duties must be under the direct and immediate supervision (physical presence) of a qualified "field training officer."~~
 - ~~(2) A trainee assigned to non-peace officer, specialized functions (i.e., complaint/dispatcher, records, jail) is not required to be in the immediate presence of a field training officer. A trainee so assigned shall be considered engaged in an "approved field training program" while under normal supervision in the agency.~~
- ~~(d) The field training plan must be based upon structured learning content as specified in the *Field Training Guide (A Model POST Field Training Program) (1988)*, Section II, pages II-1 through II-39, herein incorporated by reference, or upon a locally developed field training guide which includes the same subject matter.~~
- ~~(e) Each field training officer shall be evaluated by the trainee and supervisor.~~
- ~~(f) Each trainee shall be evaluated at least weekly with written summaries of performance prepared and reviewed with the trainee. For a reserve trainee, evaluations shall be conducted at least every third month.~~
- ~~(g) The field training plan's emphasis must be on both training and evaluation of trainees.~~
- ~~(h) Documentation of trainee performance must be maintained.~~

13-4. Agency Head Signature Required: Signature of the agency head is required attesting to continued adherence to the field training program which is submitted for approval. Requests for approval of changes in previously approved programs shall be submitted to POST in writing.

13-5. Field Training Officer's Course Description: The Field Training Officer Course is a minimum of 40 hours and consists of curriculum enumerated in the document "The POST Field Training Officer Course Curriculum". In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. The POST Field Training

Officer Course Curriculum shall minimally include the following subject areas:

Introduction
Standardized Curricula & Performance Objectives
Field Training Program History & the Need for Standardization
Field Training Program Management
Legal Issues for the FTO
Key Elements of a Successful Field Training Program
The Professional Relationship Between the Field Training Officer and the Trainee
Cultural Diversity in Field Training Programs

Remediation Methodologies & Strategies
Adult Learning Theory
Officer Safety in the Field
Field Training Program Goals and Objectives
Supervisory Skills for the FTO
Ethics
Scenario Facilitation & Grading
Role Modeling
Teaching Skills Demonstration
Expectations of/for Field Training Officers
Review of Regular Basic Course Training
Competency Expectations and Evaluations

13-6. Field Training Administrator's Course Description: The Field Training Administrator's Course is a minimum of 24 hours. In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. The Field Training Administrator's Course shall minimally include the following subject areas:

Field Training Program Management
Review of Regular Basic Course Training
Adult Learning
POST Field Training Program & Objectives
Oversight of Tests/Scenarios
Development & Update System for Field Training Manual
Documentation & Evaluations.

Agency Responsibilities
Review of FTO Course Training
History of Field Training Programs
Competency Evaluation
Supervisory Procedures
FTO Selection Process
FTO Training & Certification
Conduct of FTOs, Trainees, & FTO Administrators

13-7. Field Training Officer's Update Course Description: The Field Training Officer Update Course is a minimum of 24 hours. In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. The Field Training Officer Update Course Curriculum shall minimally include the following subject areas:

Review of Academy Training
Legal Update
Adult Learning Theory Update
Scenario Facilitation & Evaluation

Remediation Methodologies & Strategies
Skill Building Training
Ethics
Teaching Skills Update/Demonstration

Application Procedures

13-58. Application Procedures for POST Approval of a Field Training Program:

- (a) Evaluate the agency's present (formal or informal) field training program or develop a proposed field training program. Compare present policies and practices with POST minimum standards/requirements for an Approved Field Training Program.
- (b) Make changes or develop internal policies and/or procedures, if needed, to comply with POST minimum standards/requirements for an Approved Field Training Program.
- (c) Confer with the POST Training Delivery and Compliance Services Basic Training Bureau area consultant if assistance is needed in designing and establishing a field training program.
- (d) Submit to POST an Application for POST-Approved Field Training Program, POST form 2-229 ~~(3/89)~~(7/97), describing the agency's field training program, and any supporting documentation (i.e., Field Training Guides, Policies and Procedures, or/and Evaluation Forms). Application forms are available from POST.
- ~~(e) Submit supporting documentation (i.e., Field Training Guides, Policies and Procedures, or/and Evaluation Forms) with the application:~~
- (e) POST will evaluate the submitted materials for conformity with the minimum standards /requirements for approval of field training programs. Prompt written notification of approval or other disposition will be forwarded to the applying agency.
- ~~(f) Submit the application, along with supporting materials, to be evaluated by POST for conformity with the minimum standards /requirements for approval of field training plans. Prompt written notification of approval or other disposition will be forwarded to the applying agency.~~

Waiver of Mandatory Field Training Program or Courses

13-9. The Commission, in response to a written request or on it's own motion may, upon showing of good cause, waive the field training requirements, for an agency and/or its personnel, for a specific period of time. Waivers pursuant to this section will be granted only upon presentation of evidence that the agency is unable to comply due to significant financial constraint or the absence of qualified personnel to serve as field training officers.

Commission on Peace Officer Standards and Training

**NOTICE OF PROPOSED REGULATORY ACTION TO AMEND COMMISSION
REGULATION 1005 AND COMMISSION PROCEDURE D-13**

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Penal Code Sections 13503 (powers of the Commission on POST), 13506 (authority for the Commission on POST to adopt regulations), and in order to interpret, implement, and make specific Sections 13510 of the Penal Code (authority for the Commission on POST to adopt and amend rules establishing minimum standards for California law enforcement officers) 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/additions will be held before the full Commission on:

Date: November 6, 1997
Time: 10:00 a.m.
Place: Mission Inn
3649 Mission Inn Avenue
Riverside, CA

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

INFORMATIVE DIGEST

Commission Regulation 1005 requires that every regular officer, except those participating in a POST-approved field training program, complete the Regular Basic Course prior to being assigned general enforcement duties and working alone. Currently, there is no requirement for regular officers to complete a field training program; it is optional.

POST management fellows have conducted numerous studies relating to field training and the need to require it as a minimum training standard. As a result of these studies, the Commission is proposing amendments to Regulation 1005 and Procedure D-13 that would mandate a field training program for regular officers hired on or after the effective adoption date of the proposed regulations, if adopted. The proposed amendments also include exemption provisions for officers in specific assignments or employed under specific circumstances, as well as, waivers for agencies unable to comply due to significant financial constraint or the absence of qualified personnel to serve as field training officers.

Proposed amendments to D-13 include adding:

- Requirements for field training
- Field Training Program approval requirements, including for example: an outline of the

training proposed for agency trainees, minimum content, the field training administrator/supervisor and the field training officer requirements, evaluations, and documentation.

- Descriptions and requirements for the Field Training Officer's Course, the Field Training Administrator's Course, and the Field Training Officer's Update Course.
- The amendments to 1005 and D-13 also include other non-substantive changes.

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 October 20, 1997. Written comments should be directed to Kenneth J. O'Brien, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Boulevard, 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 non-substantive in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to 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 also is 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 (8:00 a.m. to 5:00 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, including the ability of California businesses to compete with businesses in other states, and has found that the proposed amendments to Regulation 1005 and Procedure D-13 will have no effect. This finding was based on the determination that the proposed amendments to Regulation 1005 and Procedure D-13 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 (regulation text and statement of reasons) 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

**PROPOSED REGULATORY ACTION: AMEND COMMISSION REGULATION 1005
AND COMMISSION PROCEDURE D-13
TO MANDATE A STANDARDIZED FIELD TRAINING
PROGRAM FOR REGULAR OFFICERS**

INITIAL STATEMENT OF REASONS

Problem Statement:

Current regulations specify that the Regular Basic Course is the minimum training standard for all regular peace officers. The Regular Basic Course does not prepare the student to work independently or without immediate supervision. That type of training is usually found in a well-designed field training program. Field training programs provide for a smooth transition from the theory of the classroom to the practical application of those core competencies in the field. There are agencies in the POST program that currently train their peace officers in field training programs, but the problem is that there is no standardization or requirement for field training programs.

A need exists for POST to establish guidelines and minimum standards which (1) integrate the training received in the Regular Basic Course with field training; (2) ensure selection and training of qualified Field Training Officers (FTOs); and (3) are flexible enough for all agencies to comply with.

Proposed Solution:

The Commission on Peace Officer Standards and Training proposes to amend Commission Regulation 1005 and Procedure D-13 which would add completion of a Field Training Program, in addition to completion of the Regular Basic Course, as the minimum training standard for regular peace officers. Proposed amendments would also establish approval requirements for field training programs, minimum content requirements, minimum requirements for FTOs, and provisions for obtaining a waiver of the mandatory Field Training Program or courses.

Justifications for Proposed Additions/Revisions to Regulations:

Amend section 1005(a)(1):

The word "supervised" was added for consistency with P.C. 832.3.

1005(a)(1) continued.

The words "Basic Course" were added before field training program for clarity in differentiating between field training programs that are integrated into the Regular Basic Course versus those that occur after or follow the Regular Basic Course. Field Training Program has been capitalized in areas where it is being used as a title.

Since P.C. 832.3(a) does not define a basic course peace officer trainee, that referential language has been modified to read simply "an officer as described in Penal Code section 832.3(a)...".

POST form 2-229 has been revised to reflect the proposed changes and the form revision date has been amended accordingly.

Amend section 1005(a)(1)(D):

To reduce redundancy, the phrase "as required by the director of the basic training academy" has been deleted. For clarity, a "(1)" has been added to the subparagraph reference.

Add section 1005(a)(2):

Field training programs provide for a smooth transition from the theory of the classroom to the practical application of those core competencies in the field. The Commission has studied the area of field training for new officers through workshops, symposiums, and management fellowships. A statewide survey conducted in February 1997 supported the raising of minimum training standards for regular officers.

This section specifies mandating the Field Training Program for regular officers. This mandate is proposed for *regular officers* who are responsible for the prevention and detection of crime and general enforcement of the criminal laws of the state and not those "specialized peace officers" who conduct specific criminal investigations or work for a specialized law enforcement agency. The Field Training Program is designed for patrol specific duties.

This training program is proposed to follow the Regular Basic Course because that course provides the initial training and testing designed to prepare the new regular officer for entry into a field training program.

It proposes that each new regular officer must participate in a POST-approved Field Training Program prior to being assigned to perform solo patrol duties without direct and immediate supervision. A trainee working under the direct and immediate supervision of a qualified Field Training Officer has the opportunity to learn from that FTO, be guided through new experiences not provided in academy training, and to be evaluated in their abilities to perform peace officer duties once assigned to solo patrol duties. Many highly technical professions require an apprenticeship or specific training period to ensure that the necessary skills needed to perform the job in a safe and competent manner have been mastered. The Field Training Program serves to accomplish this for entry-level officers in law enforcement.

Due to the various types of agencies statewide and the nature of their law enforcement duties, several exemptions from the field training program requirement are afforded to accommodate these agencies and their regular officer personnel. The first exemption is for officers whose assignments remain custodial related. Many sheriff's departments assign their deputies to work in the county jail system until openings become available in their patrol services division. These assignments can last up to seven years. It would not be appropriate or timely to force these deputies to complete a field training before their custody assignment. Instead, the field training program will be waived until these deputies are reassigned to patrol services. The second exemption is for officers who work within agencies that do not provide patrol or general law enforcement services. Currently, the only agency in this position is the San Francisco Sheriff's Department. The third exemption is for lateral officers who already have the Basic Certificate and whose prior experience has included patrol or general law enforcement services. This exemption allows each agency to make it's own decision on how best to provide field training for their laterals and not be bound by the ten week training minimum. The fourth exemption is for officers whose employing agency has obtained a waiver from the Commission. Agencies that will be impacted beyond resources (both financial and personnel) will be considered for these waivers. It is intended that each agency establish a field training program or show good cause as to deserve exemption.

Reference to Procedure D-13 is provided for clarity.

Amend sections 1005(a)(3)-(5):

The amendments to these sections are to provide clarity and consistency in references toward the specific type of officer and the specific type of basic courses and field officer training referenced in these regulations. The Regular Basic Course (academy training) has been more clearly defined to differentiate between it and the specialized basic courses (ie. District Attorney Investigator's Basic Course). Also the words "Basic Course" were added before field training program for clarity in differentiating between field training programs that are integrated into the Regular Basic Course versus those that occur after or follow the Regular Basic Course. Also Field Training Program has been capitalized in areas where it is being used as a title. For consistency, the text, "marshals and deputy marshals, and" has been deleted from section (5) because their training is also the Regular Basic Course, as described in section (4).

Amend sections 1005(3)-(9):

These sections have been renumbered (non-substantive change) to be consistent with the proposed changes.

Incorporation Statement:

The incorporation by reference statement for PAM section D-13 is amended to reflect the date these amendments are effective.

Commission Procedure D-13

Amend title of this procedure:

This procedure will be amended to include all the courses and descriptions necessary. Hence the procedure title change to simply Field Training. By retitling the procedure and having it be completely inclusive of all courses, specifications, etc., it allows the PAM to stay intact and provides agencies one place to look for any information needed about field training.

Amend section 13-1:

The amendments to section 13-1 are non-substantive in that they simply describe the purpose of this procedure and do not impose any requirements. For clarity, it references the section of regulation that this procedure serves to implement. It also describes, for clarity, that other collaborative training courses are addressed within this procedure.

Reference to field training for Reserve Officers, regulation 1007(b)(1), has been deleted because the requirements in this procedure do not apply to reserves.

Old section 13-2 of Commission Procedure D-13:

The first paragraph of the old section has been deleted since it refers to the voluntariness of the field training program. The second and third paragraphs of the old section have been incorporated into the new section 13-3.

New section 13-2 of Commission Procedure D-13:

The first and second sentences are provided for reference for information on minimum content and approval requirements. The third sentence references the location of the Regulation requirements for certification and presentation of these courses. The fourth sentence allows for individual course presenter discretion in instructional methodology pending development or specification of a specific training curriculum for the course. POST staff, with the assistance of subject matter experts, is in the process of developing standardized curriculum for these collaborative courses.

Old section 13-3 of Commission Procedure D-13:

The old section 13-3 listing the specific approval requirements has been deleted in format but has been incorporated in concept into the new section 13-3.

New section 13-3 of Commission Procedure D-13:

This section provides the field training program description including the minimum standards and the specific approval requirements. The language is based on prior approval requirements and improvements recommended by agencies and subject matter experts from throughout the state. These improvements are intended to "raise the bar" on professional standards for all entry-level regular officers and those responsible for training them.

In the first paragraph, the first sentence provides reference to the specific Regulations that require the basic training requirements for regular officers. The second sentence is added to describe a goal of the Field Training Program. The last two sentences describe the restrictions of providing the Field Training Program. Programs must be supervised and provided to regular officers after completion of the Regular Basic Course but not those serving in ride-along or observer capacities since only regular Basic Course graduates have been prepared, through testing and training, for entry into a field training program.

The second paragraph addresses the application procedures and the specific approval requirements needed for POST approval of an agency field training program. These procedures and applications are necessary for POST staff to adequately review the agency field training program (including all guides, forms, and policies and procedures) and to obtain/retain necessary information and data regarding field training throughout the State. This paragraph incorporates those paragraphs and numerically listed requirements that were previously listed in old sections 13-2, 13-3, and 13-5. The information provides for the necessary steps to be taken prior to application for POST approval of the agency's field training program, the application procedures and form (POST 2-229), and the process of notice after application. The application process described satisfies the requirements of the *Permit Reform Act of 1981*. POST could not provide the median, minimum and maximum time for processing this type of application, as this is a new type of application process.

Section 13-3(a) describes the Field Training Program plan that POST requires from each agency. In order for the POST consultant to adequately review an agency's field training program and determine if it meets the minimum standards, the consultant must have copies of the listed information in this subsection. Review of these descriptions, policies, outlines, and guides will lead to the consultants decision on whether to approve the program, request modifications to the program, or disapprove the program. The consultant will then prepare the appropriate documentation referred to in the preceding paragraph.

Section 13-3(b) describes the specific approval requirements that the agency head must attest to on the POST 2-229 form. The Application for POST-Approved Field Training Program has been modified to include the minimum standards and approval requirements for the agency's field training program and personnel. These amendments are necessary to standardize field training programs statewide and improve the competencies of all entry-level regular officers. Subject matter experts, representatives of local law enforcement agencies, and POST staff recommend this training and minimum training standards for law enforcement field training programs.

Section 13-3(b)(1) describes the field training program minimum length and content. The field training program is required to be at least 10 weeks long. Prior research shows that most agencies have field training programs for new officers that average 12 weeks. These programs are generally based on a structured learning content that includes specific tasks required of patrol officers. Based on the various needs and demographics of all California law enforcement agencies, POST staff with input from agency representatives statewide have recommended a minimum 10 week training program to include a core group of tasks in which every new regular officer must demonstrate competency prior to working without direct and immediate supervision.

Section 13-3(b)(2) affirms the need for both training and evaluation during the training program. Both are necessary to develop the trainee but one should not be emphasized more than the other.

Section 13-3(b)(3) assures that only those who have completed the Regular Basic Course participate in a field training program since Regular Basic Course graduates have been prepared, through testing and training, for entry into a field training program.

Section 13-3(b)(4) requires each agency to assign a field training administrator/supervisor to oversee all aspects of the field training program. This position is very important to the overall efficiency of the program and should be held by an officer who has the level of experience provided for by the requirements (ie. a Supervisory Certificate or eligibility for same, nomination or appointment by agency head or designate, and attendance at either the Field Training Officer Course or the Field Training Administrator's Course). These requirements allow latitude for agency selection and appointment based on the needs and personnel within the department.

Section 13-3(b)(5) requires that trainees be supervised by a qualified field training officer at all times during their training program unless they are assigned to non-enforcement positions for additional or specific training tasks as cited in section 13-3(b)(5)(B).

Section 13-3(b)(6) assures that trainees receive timely oral and written feedback on their daily performances during the field training program. Immediate correction and training have proven to be effective in building a trainee's confidence and abilities to perform their required job tasks. This section requires that the trainee receive feedback and have progress monitored by both the field training officer and the field training administrator/supervisor.

Section 13-3(b)(7) sets the minimum qualifications for field training officers. These minimum standards are enhanced from the old requirements to assure that the officer has the minimum amount of patrol experience to provide training from, has the desire to be a trainer and a role model, and has been selected based on an agency specific selection process. These amendments are based on research conducted by POST staff and recommendations from representatives from local law enforcement agencies. These requirements allow latitude for an agency selection process and appointment based on the needs and personnel within the department.

Section 13-3(b)(8) requires that the field training officer be evaluated as well. To maintain quality performance by these officers, it has proven to be helpful to monitor and evaluate the performance of the field training officers on their abilities within that assignment. This

requirement was in the old section 13-3 but not enumerated as to when and how often. The current amendments have been based on the improved effectiveness to the overall program efficiency reported by program managers who require such evaluations.

Section 13-3(b)(9) requires the agency to maintain appropriate documentation of the trainee's performance. Since agencies may be covered by various agency policies and/or government codes regulating the time and type of retention, this directive is meant to allow the agency to choose its own maintenance program but stresses the importance of such documentation retention. Also included in this section is the requirement for the agency head (or designate) to concur with the attestation of a qualified field training officer to the trainee's successful completion of (and release from) the field training program. This amendment is to ensure commitment and accountability from the highest level in the organization.

Amend section 13-4:

The word "plan" has been amended to "program" for consistency with Regulation 1005 and other sections of Procedure D-13.

Old section 13-5 of Commission Procedure D-13:

This section has been deleted in format but incorporated in concept into new section 13-3.

Add new section 13-5 to Commission Procedure D-13:

The addition of this section is necessary for the description of the collaborating course, the Field Training Officers Course. It describes the regulations for certification of the course, specifies the minimum hour requirements, and lists the minimally required course topics. The language does provide for flexibility in the curriculum with prior POST approval. This flexibility may be necessary based on the presenter's local needs (ie. regional training presenter vs. agency specific presenter). The regulations regarding certification are standard for all POST-certified courses. The POST-certified Field Training Officers Course was developed by subject matter experts to prepare the newly selected field training officer for the training and evaluation aspects of their assignment. The course is designed to provide the FTO with the skills and knowledge necessary to effectively train a newly assigned regular officer in all aspects of patrol duties and services. According to the subject matter experts who developed and present the course, the necessary curriculum requires a minimum of 40 hours to be adequately covered and includes the listed topics in the amended section.

Add new section 13-6 to Commission Procedure D-13:

The addition of this section is necessary for the description of the collaborating course, the Field Training Administrator's Course. It describes the regulations for certification of the course, specifies the minimum hour requirements, and lists the minimally required course topics. The language does provide for flexibility in the curriculum with prior POST approval. This

flexibility may be necessary based on the presenter's local needs (ie. regional training presenter vs. agency specific presenter). The regulations regarding certification are standard for all POST certified courses. The POST certified Field Training Administrator's Course was developed by subject matter experts to prepare a field training administrator for handling the managerial aspects of field training programs. The course is designed to provide the field training administrator/supervisor with the skills and knowledge necessary to effectively manage and oversee the field training program within their own agency. According to the subject matter experts who developed and present the course, the necessary curriculum requires a minimum of 24 hours to be adequately covered and includes the listed topics in the amended section.

Add new section 13-7 to Commission Procedure D-13:

The addition of this section is necessary for the description of the collaborating course, the Field Training Officer's Update Course. It describes the regulations for certification of the course, specifies the minimum hour requirements, and lists the minimally required course topics. The language does provide for flexibility in the curriculum with prior POST approval. This flexibility may be necessary based on the presenter's local needs (ie. regional training presenter vs. agency specific presenter). The regulations regarding certification are standard for all POST certified courses. The POST certified Field Training Officer's Update Courses have been developed by subject matter experts to enhance a field training officer's abilities and update them with current training standards and strategies. The course is designed to provide the field training officer with updated skills and knowledge necessary to effectively continue training newly assigned regular officer in all aspects of patrol duties and services. According to the subject matter experts who have developed and present these courses, the necessary curriculum requires a minimum of 24 hours to be adequately covered and includes the listed topics in the amended section.

Add new section 13-8 to Commission Procedure D-13:

This section is proposed to allow for those agencies who cannot immediately comply with the new mandates for field training. Some agencies will be required to initiate field training programs for the first time. These agencies resources (financial and/or personnel) may be impacted. POST is prepared to offer, based on a show of good cause and upon written request, a waiver of these mandates for a specified period of time. A blanket waiver would not be appropriate since the evidence of the need for this type of training is overwhelming. POST wishes that each agency establish and maintain a field training program which lends to the ultimate success of each officer and agency.

1005. Minimum Standards for Training.

(a) Basic Training Standards (Required).

More specific information regarding basic training requirements is located in Commission Procedure D-1.

- (1) Every regular officer, except those participating in a supervised POST-approved Basic Course Field Training Program, shall satisfactorily meet the training requirements of the Regular Basic Course before being assigned duties which include the exercise of peace officer power.

Requirements for the Regular Basic Course are set forth in PAM, section D-1-3.

~~An basic course peace officer trainee~~ as described in Penal Code section 832.3(a) is authorized to exercise peace officer powers while engaged in a field training program conducted as an approved segment of a POST-certified Regular Basic Course when the director of the basic training academy has received written approval from POST for a Basic Course Field Training Program. Requests for approval must be submitted to POST on an Application for POST-Approved Field Training Program, POST form 2-229 (Rev. 3/89 7/97). Application forms are available from POST.

Requirements for approval of a Basic Course Field Training Program are:

- (A) The trainees have completed the training requirements of Penal Code section 832.
- (B) The trainees are participants in a structured learning activity under the direction of the basic training academy staff.
- (C) The trainees are, during field training, under the direct and immediate supervision (physical presence) of a peace officer who has been awarded a POST basic certificate and who has completed a POST-certified Field Training Officer Course.
- (D) The basic training director has secured the written commitment of the trainee's agency head to provide the trainee with the structured field training experience; ~~as required by the director of the basic training academy;~~ using a qualified field training officer as described in subparagraph (1)(C).
- (2) Every regular officer, following completion of the Regular Basic Course and before being assigned to perform general law enforcement patrol duties without direct and immediate supervision, shall complete a POST-approved Field Training Program as set forth in PAM section D-13.

A regular officer is exempt from the Field Training Program requirement following completion of the Regular Basic Course:

- (A) while the officer's assignment remains custodial related, or
- (B) if the employing agency does not provide general law enforcement patrol services, or

(C) if the officer is a lateral entry officer possessing a Regular Basic Certificate whose previous employment included general law enforcement patrol duties, or

(D) if the employing agency has obtained a waiver as provided for in PAM section D-13.

Requirements for the Field Training Program are set forth in PAM section D-13.

- (3) (2) Every regularly employed and paid as such inspector or investigator of a district attorney's office as defined in section 830.1 Penal Code who conducts criminal investigations shall be required to satisfactorily meet the training requirements of the District Attorney Investigators Basic Course, PAM section D-1-4. Alternatively, the basic training standard for district attorney investigative personnel shall be satisfied by successful completion of the training requirements of the Regular Basic Course, PAM, section D-1-3, before these personnel are assigned duties which include performing specialized law enforcement or investigative duties, except all of the Regular Basic Course need not be completed before they participate in a POST-approved Basic Course Field Training Program as described in subparagraph (1). The satisfactory completion of a certified Investigation and Trial Preparation Course, PAM section D-1-4, is also required within 12 months from the date of appointment as a regularly employed and paid as such inspector or investigator of a District Attorney's Office.
- (4) (3) Every regularly employed and paid as such marshal or deputy marshal, of a municipal court, as defined in section 830.1 Penal Code, shall satisfactorily meet the training requirements of the Regular Basic Course, PAM, section D-1-3, before these personnel are assigned duties which include performing specialized law enforcement or investigative duties, except all of the Regular Basic Course need not be completed before they participate in a POST-approved Basic Course Field Training Program as described in subparagraph (1).
- (5) (4) Every specialized officer, ~~except marshals, deputy marshals, and~~ regularly employed and paid as such inspectors or investigators of a district attorney's office, shall satisfactorily meet the training requirements of the Regular Basic Course, PAM, section D-1-3, within 12 months from the date of appointment as a regularly employed specialized peace officer; or for those specialized agency peace officers whose primary duties are investigative and have not satisfactorily completed the Regular Basic Course, the chief law enforcement administrator may elect to substitute the satisfactory completion of the training requirements of the P.C. 832 Arrest and Firearms Course and the Specialized Investigators' Basic Course, PAM, section D-1-5.
- (6) (5) Every regularly employed and paid as such peace officer member of Coroners' Offices, as defined in Section 830.35 P.C., shall satisfactorily complete the training requirements of Penal Code Section 832, PAM, Section D-7-2 before the exercise of peace officer powers. The satisfactory completion of the POST-certified Coroners' Death Investigation Course, PAM, Section D-1-7 is also required, within one year from date of appointment, and shall only apply to peace officer coroners hired on or after the agency enters the POST program.
- (7) (6) Every appointed constable or deputy constable, regularly employed and paid as such, of a judicial district shall complete the training requirements of the Penal Code 832 (Arrest and Firearms) Course.
- (8) (7) Every limited function peace officer shall satisfactorily meet the training requirements of the Arrest and Firearms Course (Penal Code section 832); training in the carrying and use

of firearms shall not be required when an employing agency prohibits limited function peace officers the use of firearms.

- (2) (8) Every peace officer listed in paragraphs (1) - (6) (7) shall satisfactorily complete the training requirements of Penal Code section 832 prior to the exercise of peace officer powers.

Continued - (b) through the incorporation by reference statement which begins "PAM section D-4 . . .".

PAM section D-13 adopted effective June 15, 1990 and amended February 22, 1996 and _____* is herein incorporated by reference.

Continued - Incorporation by reference statements after above.

NOTE: Authority cited: Sections 832.6, 13503, 13506, and 13510, 13510.5 and 13519.8, Penal Code. Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13519.8, 13520, and 13523, Penal Code.

*date to filled in by OAL

POST ADMINISTRATIVE MANUAL

COMMISSION PROCEDURE D-13

~~APPROVAL OF AFTER ACADEMY
FIELD TRAINING PROGRAM~~

FIELD TRAINING

Purpose

~~13-1. Purpose: This Commission procedure implements the minimum standards/requirements for the POST approval of field training programs established by law enforcement agencies pursuant to Sections 1005(j), (a)(1) and (a)(2) and the collaborative field training courses After Academy Field Training Program Approval (Optional). This field training is designed for peace officers who have completed basic training described in Regulation 1005(a) or 1007(b)(1) and (b)(2). POST recognizes the importance of such training, encourages the establishment of these field training programs, and promotes the voluntary adoption of the described minimum requirements.~~

Specific Requirements

~~13-2. General Program Description: This program is based upon a law enforcement agency voluntarily requesting POST approval of its field training program as described in a field training plan and the application form. The agency must initially and continuously adhere to the established minimum requirements.~~

~~13-2. Requirements for Field Training: The minimum content and approval requirements for field training programs are specified in section 13-3. The minimum content for collaborative courses is described in section 13-5, Field Training Officer Course; section 13-6, Field Training Administrator's Course; and section 13-7, Field Training Officer's Update Course. Requirements for certification and presentation of these collaborative courses are specified in Regulations 1051-1056. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in a training specification document developed for the course.~~

~~Field Training plans approved by POST under this program are restricted to supervised field training provided to peace officers regardless of assignment or status (regular or reserve) after they have completed the applicable basic training course. This field training does not extend to persons serving in ride-along, observer capacities.~~

~~A field training plan and application, POST 2-229 (Rev. 3/89), need be submitted only one time, and if not modified, once approved by POST, will remain in full force.~~

~~13-3. Field Training Program Description and Approval Requirements: Regulations 1005(a)(1) and (a)(2) specify the basic training requirements for regular officers as successful completion of the Regular Basic Course and a Field Training Program. The Field Training Program is designed to provide a training continuum which integrates the acquired knowledge and skills from the Regular Basic Course with the practical application of law enforcement services. Field Training programs approved by POST are restricted to supervised field training provided to peace officers after they have completed the Regular Basic Course. This field training does not extend to persons serving in ride-along, observer capacities.~~

~~Any agency which employs regular officers shall seek approval of their Field Training Program by submitting a field training program plan along with an Application For POST Approved Field Training Program, POST 2-229 (Rev. 7/97). An approved Field Training Program remains in force until modified, at which time a new approval is required. Prior to the submission of an application, a comparison should be made of the agency's present policies and practices versus POST's minimum standards/requirements for an approved Field Training Program. Where~~

needed, the agency shall make changes to comply with the POST minimum standards/requirements. All applicants shall be notified in writing within 10 working days regarding the completeness of the plan and application. A decision for approval shall be reached within 15 working days from the date the application is received. If an agency's Field Training Program is disapproved, the agency must resubmit an application for approval upon correction of the deficient areas outlined in the disapproval letter.

(a) A Field Training Program plan shall minimally include:

- (1) a description of the selection process for field training officers, and
- (2) an outline of the training proposed for agency trainees, and
- (3) a description of the evaluation process for trainees and field training officers, and
- (4) copies of supporting documents (i.e., field training guides, policies and procedures, and evaluation forms).

(b) On POST form 2-229, the agency head must attest to the adherence of the following approval requirements:

- (1) The field training program, which shall be delivered over a minimum of 10 weeks, shall be based upon structured learning content as recommended in the *POST Field Training Program Guide* or upon a locally developed field training guide which shall minimally include the following topics:

<u>Agency Orientation</u>	<u>Traffic (including DUI)</u>
<u>Patrol Vehicle Operations</u>	<u>Use of Force</u>
<u>Officer Safety</u>	<u>Search and Seizure</u>
<u>Report Writing</u>	<u>Radio Communications</u>
<u>California Codes (Penal, W&I, Etc)</u>	<u>Self Initiated Activity</u>
<u>Department Policies</u>	<u>Investigations / Evidence</u>
<u>Patrol Procedures (including</u>	<u>Community Relations/Professional</u>
<u> Pedestrian and Vehicle Stops)</u>	<u> Demeanor</u>
<u>Control of Persons, Prisoners, and</u>	
<u> Mentally Ill</u>	
<u>Tactical Communication/</u>	
<u> Management Resolution</u>	
<u>Unlisted, Agency Specific Topics</u>	

- (2) The field training program's emphasis shall be on both training and evaluation of trainees.
- (3) A trainee shall have satisfactorily completed the Regular Basic Course before participating in the Field Training Program.
- (4) The field training program shall have a field training administrator/supervisor who: has been awarded or is eligible for the award of a POST Supervisory Certificate or has been selected based on the agency head's (or his/her designate's) nomination or appointment. Recommended training is the Field Training Officer Course or Field Training Administrator's Course.

- (5) Trainees shall be supervised depending upon their assignment:
- (A) A trainee assigned to general law enforcement duties shall be under the direct and immediate supervision (physical presence) of a qualified field training officer.
- (B) A trainee assigned to non-peace officer, specialized functions for the purpose of specialized training or orientation (i.e., complaint/dispatcher, records, jail, investigations) is not required to be in the immediate presence of a qualified field training officer.
- (6) Each trainee shall be evaluated daily with written summaries of performance prepared and reviewed with the trainee by the field training officer. Each trainee's progress shall be monitored by a field training administrator/supervisor by review and signing of the daily evaluations and/or by completing weekly written summaries of performance that are reviewed with the trainee.
- (7) A field training officer shall have: (1) been awarded a POST Basic Certificate; (2) successfully completed the POST-certified Field Training Officer Course; (3) one year patrol experience; (4) a supervisor's nomination based upon the officer's desire to be a field training officer and their ability to be a positive role model; and (5) been selected based upon an agency specific selection process.
- (8) Each field training officer shall be evaluated by the trainee and a field training administrator/supervisor. The trainee shall complete and submit a confidential evaluation to a field training administrator at the end of the field training program. A field training administrator/supervisor shall complete an annual evaluation of the field training officer's performance as a training officer.
- (9) Documentation of trainee performance shall be maintained by the agency. The field training officer's attestation of each trainee's successful completion of the field training program and a statement that releases the trainee from the program, along with the signed concurrence of the agency/department head or his/her designate, shall be retained in agency records. Retention length shall be based upon agency record policies.

13-3. Specific Approval Requirements:

- ~~(a) A trainee must have satisfied the basic training requirements specified in Regulation 1005(a) or 1007(b)(1) and (2).~~
- ~~(b) A field training officer must have: (1) been awarded a POST Basic Certificate; (2) completed the POST-certified Field Training Officer Course; and (3) been selected based upon a supervisor's nomination.~~
- ~~(c) Trainees must be supervised depending upon their assignment:~~
- ~~(1) A trainee assigned to general law enforcement duties must be under the direct and immediate supervision (physical presence) of a qualified "field training officer."~~
- ~~(2) A trainee assigned to non-peace officer, specialized functions (i.e., complaint/dispatcher, records, jail) is not required to be in the immediate presence of a field training officer. A trainee so assigned shall be considered engaged in an "approved field training program" while under normal supervision in the agency.~~
- ~~(d) The field training plan must be based upon structured learning content as specified in the *Field Training Guide (A Model POST Field Training Program) (1988)*, Section II, pages II-1 through II-39, herein incorporated by reference, or upon a locally developed field training guide which includes the same subject matter.~~

- ~~(e) Each field training officer shall be evaluated by the trainee and supervisor.~~
- ~~(f) Each trainee shall be evaluated at least weekly with written summaries of performance prepared and reviewed with the trainee. For a reserve trainee, evaluations shall be conducted at least every third month.~~
- ~~(g) The field training plan's emphasis must be on both training and evaluation of trainees.~~
- ~~(h) Documentation of trainee performance must be maintained.~~

13-4. Agency Head Signature Required: Signature of the agency head is required attesting to continued adherence to the field training plan program which is submitted for approval. Requests for approval of changes in previously approved plans programs shall be submitted to POST in writing.

Application Procedures

13-5. Application Procedures for POST Approval of a Field Training Plan:

- ~~(a) Evaluate the agency's present (formal or informal) field training plan or develop a proposed field training plan. Compare present policies and practices with POST standards for an Approved Field Training Program.~~
- ~~(b) Make changes or develop internal policies, if needed, to comply with POST minimum standards for an Approved Field Training Program.~~
- ~~(c) Confer with the POST Training Delivery and Compliance Services Bureau area consultant if assistance is needed in designing and establishing a field training plan.~~
- ~~(d) Submit to POST an Application for POST Approved Field Training Program, POST form 2-229 (3/89), describing the agency's field training plan. Application forms are available from POST.~~
- ~~(e) Submit supporting documentation (i.e., Field Training Guides, Policies and Procedures, or/and Evaluation Forms) with the application.~~
- ~~(f) Submit the application along with supporting materials to be evaluated by POST for conformity with the minimum standards for approval of field training plans. Prompt written notification of approval or other disposition will be forwarded to the applying agency.~~

13-5. Field Training Officer's Course Description: Presentation of a Field Training Officer Course requires POST certification (refer to Regulations 1051-1056). The Field Training Officer Course is a minimum of 40 hours. In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. The POST Field Training Officer Course Curriculum shall minimally include the following topics:

Introduction/Orientation
Standardized Curricula & Performance
Objectives
Field Training Program History & the
Need for Standardization
Field Training Program Management
Legal Issues for the FTO
Key Elements of a Successful
Field Training Program
The Professional Relationship Between
the Field Training Officer and the Trainee
Cultural Diversity in Field Training Programs
Override/Intervention

Remediation Methodologies & Strategies
Adult Learning Theory
Officer Safety in the Field
Field Training Program Goals and Objectives
Supervisory Skills for the FTO
Ethics
Scenario Facilitation & Grading
Role Modeling
Teaching Skills Demonstration
Expectations of/for Field Training Officers
Review of Regular Basic Course Training
Competency Expectations /Evaluations / Documentation

13-6. Field Training Administrator's Course Description: Presentation of a Field Training Administrator's Course requires POST certification (refer to Regulations 1051-1056). The Field Training Administrator's Course is a minimum of 24 hours. In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. The Field Training Administrator's Course shall minimally include the following topics:

Field Training Program Management
Review of Regular Basic Course Training
Adult Learning
POST Field Training Program & Objectives
Oversight of Tests/Scenarios
Development & Update System for Field Training Manual
Documentation & Evaluations

Agency Responsibilities
Review of FTO Course Training
History of Field Training Programs
Competency Evaluation
Supervisory Procedures
FTO Selection Process
FTO Training & Certification
Conduct of FTOs, Trainees, & FTO Administrators

13-7. Field Training Officer's Update Course Description: Presentation of a Field Training Officer's Update Course requires POST certification (refer to Regulations 1051-1056). The Field Training Officer Update Course is a minimum of 24 hours. In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. The Field Training Officer Update Course Curriculum shall minimally include the following topics:

Review of Academy Training
Legal Update
Adult Learning Theory Update
Scenario Facilitation & Evaluation

Remediation Methodologies & Strategies
Skill Building Training
Ethics
Teaching Skills Update/Demonstration

Waiver of Mandatory Field Training Program or Courses

13-8. The Commission, in response to a written request or on its own motion may, upon showing of good cause, waive the field training requirements, for an agency and/or its personnel, for a specific period of time. Waivers pursuant to this section will be granted only upon presentation of evidence that the agency is unable to comply due to significant financial constraint or the absence of qualified personnel to serve as field training officers.

Historical Note:

Procedure D-13 was adopted and incorporated by reference into Commission Regulation 1005 on June 15, 1990, and amended on February 22, 1996 and January 1, 1999.

APPLICATION FOR POST APPROVED FIELD TRAINING PROGRAM

State of California Department of Justice
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
1601 Alhambra Boulevard
Sacramento, California 95818-7083

Section 1 - General Information

Agency or Academy		Date
Name of Agency Head or Academy Director	Title/Rank	Phone ()
Name of Person Completing Form	Title/Rank	Phone ()

Section 2 - Type of Program/Trainees

In accordance with specifications provided in POST Administrative Manual (PAM), Regulation 1005(a), Procedure H-3, the proposed Field Training Program will be for:
(Check appropriate spaces(s))

<p><u>Type of Program</u></p> <input type="checkbox"/> After Academy <input type="checkbox"/> During Academy	<p style="text-align: center;"><u>Type of Program</u></p> <input type="checkbox"/> Regular Officers <input type="checkbox"/> Pre-Employment Students <input type="checkbox"/> Non-Peace Officer <input type="checkbox"/> 200 Hour Reserve Officers Training Trainee Employees <input type="checkbox"/> Level II Reserve Officers
---	--

Section 3 - Agency Head Request for AFTER-Academy Approval

Directions: Check the appropriate spaces. A "no" response or omission to any of the following requirements may prevent/delay approval of this request.

YES	NO	
------------	-----------	--

1. The field training program, which shall be delivered over a minimum of 10 weeks, shall be based upon structured learning content as recommended in the POST Field Training Program Guide or upon a locally developed field training guide which includes the same material. (NOTE: Submission of the agency's field training guide along with this application is required if the applicant agency's field training guide is to be used.)
2. The field training program's emphasis shall be on both training and evaluation of trainees.
3. A trainee shall have satisfactorily completed the Regular Basic Course before participating in the Field Training Program.
4. The field training program shall have a field training administrator/supervisor who: has been awarded or is eligible for the award of a POST Supervisory Certificate or has been selected based on the agency head's (or his/her designate's) nomination or appointment. Recommended training is the Field Training Officer Course or the Field Training Administrator's Course.
5. Trainees shall be supervised depending upon their assignment: (A) A trainee assigned to general law enforcement duties shall be under the direct and immediate supervision (physical presence) of a qualified field training officer. (B) A trainee assigned to non-peace officer, specialized functions for the purpose of specialized training or orientation (i.e., complaint/dispatcher, records, jail, investigations) is not required to be in the immediate presence of a qualified field training officer.
6. Each trainee shall be evaluated daily with written summaries of performance prepared and reviewed with the trainee by the field training officer. Each trainee's progress shall be monitored by a field training administrator/supervisor by review and signing of the daily evaluations and/or by completing weekly written summaries of performance that are reviewed with the trainee.
7. A field training officer shall have: (1) been awarded a POST Basic Certificate; (2) successfully completed the POST-certified Field Training Officer Course; (3) one year patrol experience; (4) a supervisor's nomination based upon the officer's desire to be a field training officer and their ability to be a positive role model; and (5) been selected based upon an agency specific selection process.
8. Each field training officer shall be evaluated by the trainee and a field training administrator/supervisor. The trainee shall complete and submit a confidential evaluation to a field training administrator at the end of the field training program. A field training administrator/supervisor shall complete an annual evaluation of the field training officer's performance as a training officer.
9. Documentation of trainee performance shall be maintained by the agency. The field training officer's attestation of each trainee's successful completion of the field training program and a statement that releases the trainee from the program, along with the signed concurrence of the agency/department head or his/her designate, shall be retained in agency records. Retention length shall be based upon agency record policies.

Section 4 - Academy Director Request for DURING - Academy Approval

Directions: Check the appropriate spaces. A "no" response or omission to any of the following requirements may prevent/delay approval of this request.

YES	NO	
------------	-----------	--

1. Applicant agency is a presenter of a POST-Certified Basic Course.
2. Trainees will have completed training requirements of Penal Code Section 832 prior to field training.
3. Trainees will be under the direct supervision of a field training officer who has: (1) been awarded a POST Basic Certificate; and (2) completed a POST-certified Field Training Officer Course.
4. Trainees will participate in a structured learning activity under the direction of the basic training academy staff.
5. The basic training academy director has secured the written commitment of the trainees' agency head to provide the trainees with the structured field training experience, as required by the director of the basic training academy.

Section 5 - Agency head or Academy Director Signature

I attest that the above statements (describing my agency's or academy's field training program) are true and that this agency or academy will adhere to these described minimum requirements.

 SIGNATURE OF AGENCY ADMINISTRATOR PRINT AGENCY ADMINISTRATOR'S NAME AND TITLE

Reviewed By Consultant	Approved By Bureau Chief	Date
------------------------	--------------------------	------

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Hearing to Consider Enabling a Back-fill Reimbursement Program		Meeting Date November 6, 1997
Bureau Administrative Services Bureau	Reviewed By Glen Fine	Researched By Frederick Williams <i>FW</i>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <i>10-9-97</i>	Date of Report October 3, 1997
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 hearing process, proposed amendments to Commission Regulation 1015 which would authorize a back-fill reimbursement program, allowing expenditure of federal funds received through SB 350 and also allow for this form of reimbursement in other training areas if additional funds become available?

BACKGROUND

Senate Bill 350, which was signed into law on April 24, 1997, implements the federal law STOP (Services-Training-Officers-Prosecutors) Violence Against Women formula grant program. The law appropriates \$11,453,000 from the Federal Trust Fund for allocation to law enforcement, prosecution, victim services, and other programs. Of the \$11,453,000, POST will receive \$2,196,834 for the following purposes:

- (1) \$300,000 to continue the development of three interactive telecourse training sessions addressing violence against women;
- (2) \$1, 425,210 for the support of the POST-certified domestic violence component of the Institute of Criminal Investigation specialty courses, and also first responder training.
- (3) \$471,624 for additional support of #2.

It is anticipated that over 4,000 officers will attend training courses presented under this program. To enable law enforcement agencies to give high priority to this training, it is proposed that Regulation 1015 be amended to provide for reimbursement for trainee back-fill (replacement) costs, utilizing federal funds. This form of reimbursement will serve to compensate an eligible agency that must pay overtime to peace officer employee(s) in order to maintain an acceptable level of service while personnel are engaged in POST-certified training. While the introduction of the back-fill concept is based on the receipt of federal funds, the proposed amendments would establish the basis for back-fill reimbursement associated with other certified training. Currently, however, there are no available funds to support the back-fill reimbursement program beyond the federal funds.

ANALYSIS

The current POST reimbursement program has no provision for back-fill salary reimbursement. The proposed amendments to Commission Regulation 1015 will serve to reimburse an eligible agency that must pay overtime to a peace officer employee(s) in order to maintain an acceptable level of service while personnel are engaged in POST-certified training. It is believed that this form of reimbursement will enable law enforcement agencies to give high priority to the training required by SB 350.

While the introduction of back-fill reimbursement is based on the receipt of federal funds, it is proposed that regulations be modified to also provide for similar reimbursement of other training areas, as determined by the Commission. The latter circumstance of reimbursement would be dependent upon the future availability of funds beyond the current baseline revenue. There has been indication from the field that some agencies are unable to send officers to needed training because of an inability to pay overtime costs associated with replacing these officers who would be away at training. If provisions were implemented for back-fill reimbursement, beyond the training addressed by SB350, the Commission could apply the program in a variety of ways. For example, any technical course attendance could be eligible; however, payment could be capped at 12 hours per year for all officers. The 12 hours could satisfy the Continuing Professional Training (CPT) requirement (24 hours every two years), and be restricted to training of those officers subject to the CPT requirement. Preliminary estimates are that a program constructed this way could cost \$8 million annually, if it were based on 100% reimbursement of time and one half salary. Lesser amounts would be paid, of course, if rates were set below 100%.

As indicated earlier, back-fill reimbursement is proposed to enable law enforcement agencies to give high priority to the training required by SB 350. Projected hours for the Institute of Criminal Investigations specialty training are 6,400 and 16,000 hours for the first responder course. 22,400 total trainee hours x \$18.98/hour (average salary/hour)=\$425,152, the amount to be reimbursed eligible law enforcement agencies for trainee back-fill costs. For purposes of the federal grant, the back-fill hours were computed on a straight-time basis. This was done because there was a limited amount of funds available to be directed to this purpose. Most of the available federal funds are to be applied to program areas.

The State Board of Corrections, Standards and Training for Corrections Program (STC), has provided up to time and one half salary reimbursement under a back-fill program for many years. As indicated by a representative of STC, the approach has been well received by recipients of the reimbursement.

If the proposed regulation changes are approved, the field will be notified that all technical courses certified under the Federal Grant will be identified as approved for reimbursement under the back-fill program. No other courses will be eligible. Back-fill reimbursement will be calculated up to 100% of time and one half salary. POST Training Reimbursement Request (TRR) forms, having been revised to accommodate this program, will be provided to the field.

POST Bulletin, announcing this Public Hearing, Informative Digest, Statement of Reasons, and proposed regulations are included as Attachment A.

RECOMMENDATION

Subject to the results of the public hearing, it is recommended that the Commission approve enabling regulations to allow for the establishment of a back-fill cost reimbursement program. The regulation change would become effective February 1, 1998.

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

Attachment A

August 20, 1997

BULLETIN: 97-13**SUBJECT: PUBLIC HEARING: TO AMEND COMMISSION REGULATION 1015 TO ENACT BACK-FILL REIMBURSEMENT**

A public hearing has been scheduled to consider proposed changes to Commission Regulations. The hearing will be held in conjunction with the Commission meeting on November 6, 1997, at 10 a.m., Mission Inn, Riverside, California.

Senate Bill 350, which was signed into law on April 24, 1997, implements the federal law STOP (Services-Training-Officers-Prosecutors) Violence Against Women formula grant program. The law appropriates \$11,453,000 from the Federal Trust Fund for allocation to law enforcement, prosecution, victim services, and other programs. Of the \$11,453,000, POST will receive \$2,196,834 for the following purposes:

- (1) \$300,000 to continue the development of three interactive telecourse training sessions addressing violence against women.
- (2) \$1,425,210 for the support of the POST-certified domestic violence component of the Institute of Criminal Investigation specialty courses, and also first responder training.
- (3) \$471,624 for additional support of #2.

It is anticipated that over 4,000 officers will attend training courses presented under this program. To enable law enforcement agencies to give high priority to this training, the Commission is proposing amendments to Regulation 1015 to provide reimbursement for trainee back-fill (replacement) costs utilizing federal funds. This form of reimbursement will serve to compensate an eligible agency that must pay overtime to a peace officer employee(s) in order to maintain an acceptable level of service while personnel are engaged in POST-certified training. While the introduction of the back-fill concept is based on the receipt of federal funds, the proposed amendments would establish the basis for back-fill reimbursement associated with other certified training.

The Commission wishes to emphasize that funds are not available to support back-fill reimbursement beyond the federally funded program. The Commission is interested in learning of your views on the need for back-fill reimbursement.

The attached Notice of Public Hearing provides details concerning the proposed changes and provides information regarding the hearing process. Inquires concerning the proposed action may be directed to Anna Del Porto, Associate Governmental Program Analyst, 1601 Alhambra Boulevard, Sacramento, CA 95816-7083, or by telephone at (916) 227-4854.

Kenneth J. O'Brien
KENNETH J. O'BRIEN
Executive Director

Attachments

Commission on Peace Officer Standards and Training

NOTICE OF PUBLIC HEARING

BACK-FILL REIMBURSEMENT

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Penal Code Sections 13506 (authority for POST to adopt regulations) and 13523 (authority for POST to periodically pay from the Peace Officers' Training Fund) and in order to interpret and make specific Senate Bill 350 (appropriates funds from Federal Trust Fund and allocates specific amounts to POST), 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 full Commission on:

Date: November 6, 1997

Time: 10:00 a.m.

Place: Mission Inn

3649 Seventh Street

Riverside, California 92501

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

INFORMATIVE DIGEST

Senate Bill 350, which was signed into law on April 24, 1997, implements the federal law STOP (Services-Training-Officer-Prosecutors) Violence Against Women Formula Grant Program. To use some of the monies appropriated from the STOP . . . Grant Program, the Commission is proposing a new form of reimbursement, back-fill/replacement reimbursement, in anticipation that this form of reimbursement will enable agencies to send their officers to training addressing violence against women.

The current POST reimbursement program has no provisions for back-fill salary reimbursement. The proposed amendments to Commission Regulation 1015 will serve to reimburse an eligible agency that must pay overtime to a peace officer employee(s) in order to maintain an acceptable level of service while personnel are engaged in POST-certified training. While the introduction of the back-fill reimbursement concept is based on the receipt of federal funds, the proposed amendments would establish the basis for back-fill reimbursement associated with other certified training. However, at this time, funds are not available to support back-fill reimbursement beyond the federally funded program.

A new section (e) is proposed for addition to Regulation 1015 which will: 1) establish reimbursement by the Commission for agency back-fill salary costs, 2) require agencies to

request back-fill reimbursement on a POST Training Reimbursement Request form, 3) restrict back-fill reimbursement to selected POST-certified courses, and 4) specify that back-fill reimbursement shall be paid at a percentage determined by the Commission.

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 October 14, 1997. Written comments should be directed to Kenneth J. O'Brien, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Boulevard, 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 Commission makes changes to the language before adoption, the text of any modified language, clearly indicated, will be made available at least 15 days before the date of 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 also is 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, including the ability of California businesses to compete with businesses in other states, and has found that the proposed amendments to Regulation 1015 will have no effect. This finding was based on the determination that the proposed amendments to Regulation 1015 in no way apply to businesses.

Cost 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 (regulation text and statement of reasons) pertaining to the proposed action should be directed to Anna Del Porto, Associate Governmental Program Analyst, 1601 Alhambra Blvd., Sacramento, CA 95816-7083, or by telephone at (916) 227-4854.

Commission on Peace Officer Standards and Training

REGULATORY ACTION: Amend Regulation 1015 to enact Back-fill reimbursement

INITIAL STATEMENT OF REASONS

The Commission on Peace Officer Standards and Training (POST) proposes to revise regulations to implement back-fill (replacement) cost reimbursement to eligible participating agencies. This form of reimbursement will serve to reimburse agencies that must pay overtime to an employee(s) in order to maintain an acceptable level of service while incumbent personnel are engaged in certified training. While this plan of reimbursement is prompted by the availability of federal funds for domestic violence training, the concept can be effectively used in other training areas in the event additional funds are made available.

Justifications for each proposed revision follow:

Regulation 1015 (c)

The change in the title of this section is made to clarify that this section and its reimbursement restrictions/policies also apply to the new back-fill reimbursement section proposed as Regulation 1015(e). No matter what category(ies) of reimbursement is(are) being claimed these reimbursement restrictions would apply universally.

1015 (e) (1)

This form of reimbursement serves to reimburse an eligible agency that must pay overtime to an employee(s) in order to maintain an acceptable level of service while personnel are engaged in certified training.

Often agencies cannot release officers to attend training courses without paying overtime to other employees to maintain coverage of the position. In the absence of overtime funds, agencies will forego needed training for their personnel. It is recognized that if POST provided subvention of this cost, there would be a greater tendency to avail officers for needed training, without jeopardizing citizens of adequate law enforcement coverage.

1015 (e) (2)

Each request for back-fill cost reimbursement shall be submitted on a form provided by the Commission and submitted to the training institution at the beginning of a POST-certified training course. These forms contain a

Statement of Attestation of the department head, or designate, to attest that back-fill expense has been incurred by the agency.

1015 (e) (3)

Particular training courses, where attendance would qualify the agency for back-fill reimbursement, shall be determined by the Commission.

The Commission offers a wide array of certified training courses designed for all ranks of peace officers. This provision is necessary to provide Commission discretion to associate back-fill reimbursement with certain categories of courses based upon priorities for expenditure of limited funds.

1015 (e) (4)

Back-fill cost reimbursement shall be paid at a percentage of actual salary cost incurred by the agency to keep a position filled while the incumbent attends training.

To the extent possible, this program is designed to provide incentive to agencies to train their personnel as needed. Therefore, as Peace Officer Training Funds are available, trainee replacement costs will be reimbursed on an hourly basis to the percentage of the salary cost possible. It is necessary that the Commission preserve discretion to set the percentage of reimbursement in order to manage total funds available for the purpose.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
Proposed Regulation

1015. Reimbursements

(a) - (b) continued ***

(c) Reimbursement for Travel, Subsistence, Commuter Lunch, Tuition and Back-fill salary.

(c)(1) - (d)(3) continued ***

(e) Back-fill (replacement) Reimbursement

- (1) The Commission will reimburse any eligible agency, Section 13523 Penal Code, for the agency's expense of paying salary at the overtime rate to a peace officer employee who replaces another peace officer employee for his/her attendance of selected POST-certified training.
- (2) Each request for back-fill reimbursement shall be submitted on a Training Reimbursement Request, POST 2-273, to the training institution at the beginning of a POST-certified training course. This form includes an attestation statement which requires the department head or designee to attest that overtime has been paid to a peace officer employee who has back-filled for a peace officer employee while attending POST certified training.
- (3) Back-fill reimbursement claims may be made only for attendance at POST-certified training courses identified by the Commission. Agencies participating in the POST Reimbursement Program will be notified by the Commission of the selected training courses that qualify for back-fill reimbursement.
- (4) Back-fill reimbursement shall be paid at a percentage (to be determined by the Commission) of actual salary cost (at the overtime rate) incurred to keep a position filled while the incumbent attends training. The percentage of back-fill reimbursement that will be paid will be determined annually by the Commission and participating agencies will be notified.

PAM Section E-1-4c adopted effective April 15, 1982 and amended January 21, 1994, is herein incorporated by reference.

PAM Section E-1-4e adopted effective April 15, 1982 is herein incorporated by reference.

Note: Refer to PAM Section E, Reimbursements, for detailed information on reimbursement procedures.

Authority cited: Sections 13503, 13506, 13510 and 13520, Penal Code.

Reference: Sections 13510, 13511, 13512, 13518, 13520, 13522, 13523, 13524, and 13525, Penal Code; and Section 11489, Health and Safety Code.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Hearing to Consider Records Supervisor Certificate		Meeting Date November 6, 1997
Bureau Management Counseling Services	Reviewed By Jack E. Garner, Chief	Researched By Paul M. Harman, Senior Consultant
Executive Director Approval <i>[Signature]</i>	Date of Approval <i>[Signature] 10-15-97</i>	Date of Report October 14, 1997
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.

ISSUE:

Should the Commission approve, subject to the public hearing process, modification to Commission Regulations 1001, 1003, 1005, 1009 and 1011, and Commission Procedure F-6 regarding creation of a Records Supervisor Certificate?

BACKGROUND:

At its July 17, 1997 meeting, the Commission scheduled a public hearing for November 6, 1997 to receive testimony on proposed changes to Commission Regulations 1001, 1003, 1005, 1009 and 1011, and Commission Procedure F-6 which would establish a Records Supervisor Certificate and appropriate education, training and experience standards for award of the certificate.

Penal Code Section 13510.3 (Attachment A) requires that the Commission establish, by December 31, 1997, and in consultation with representatives of law enforcement organizations, a voluntary professional certificate program for law enforcement records supervisors who have primary responsibility for providing records supervising services for local law enforcement agencies. "Primary responsibility" is defined as the performance of law enforcement records supervising duties for a minimum of 50 percent of the time worked within a pay period. The certificate is to be based upon standards related to the education, training and experience of law enforcement records supervisors and shall serve to foster professionalism and recognition of achievement and competency.

POST staff met with members and representatives of the California Law Enforcement Association of Records Supervisors and law enforcement professionals throughout the State. An ad hoc committee of subject matter experts in records training and management was also formed and consulted. With their input, proposed education, training and experience standards were developed upon which the certificate should be based.

PROPOSAL:

A definition of the term "records supervisor" is proposed as Commission Regulation 1001, subsection (y) (Attachment B). Additional nonsubstantive changes are proposed to Regulation 1001, renumbering subsequent existing subsections to reflect inclusion of the new subsection (y), and to Regulation 1009 (Attachment C) to reflect these numbering changes.

Proposed Eligibility Requirements

It is proposed that subsection (f) be added to Commission Regulation 1011 (Certificates and Awards) (Attachment D), and that Commission Procedure F-6 (Attachment E) be established specifying the following eligibility requirements for award of a Records Supervisor Certificate:

- Currently be a records supervisor as defined in PAM, Section 1001(y) and have been reported to POST in accordance with Regulation 1003, Notice of Appointment/Termination (Attachment F); and
- Have satisfactorily completed a probationary period established by the employing agency as a records supervisor; and
- Have a minimum of two years' satisfactory service with the employing agency as a records supervisor; and
- Have graduated high school or passed the General Education Development Test (GED).

Proposed Training Standards

It is proposed that section (k) be added to Commission Regulation 1005 (Attachment G) to establish, as criteria for eligibility for the certificate, successful completion of the following POST-certified courses:

- Public Records Act (minimum 16 hours); and
- Records Supervisor Course (minimum 40 hours).

Existing Commission regulation allows local agencies to receive reimbursement for job-specific training received by records supervisors.

A proposed certificate application form (Attachment H) was created, which includes an attestation by the department head that the candidate meets certificate eligibility requirements. In addition, the Notice of Appointment/Termination form (Attachment I) was modified to include information on records supervisors.

RECOMMENDATION:

Subject to the results of the public hearing, it is recommended that the Commission amend Commission Regulations 1001, 1003, 1005, 1009 and 1011, and Commission Procedure F-6, as proposed with an effective date of December 31, 1997, contingent upon approval by the Office of Administrative Law.

Assembly Bill No. 3064

CHAPTER 591

An act to amend Section 13511 of, and to add Section 13510.3 to, the Penal Code, relating to peace officers.

[Approved by Governor September 15, 1986. Filed with Secretary of State September 17, 1986.]

LEGISLATIVE COUNSEL'S DIGEST

AB 3064, Hawkins. Commission on Peace Officer Standards and Training.

(1) Existing law requires the Commission on Peace Officer Standards and Training, for the purpose of raising the level of competence of local public safety dispatchers, to adopt rules establishing minimum standards relating to the recruitment and training of local public safety dispatchers having a primary responsibility for providing dispatching services for local law enforcement agencies.

This bill would require the commission to establish, by December 31, 1987, and in consultation with representatives of law enforcement organizations, a voluntary professional certification program for law enforcement records supervisors having a primary responsibility for providing records supervising services for local law enforcement agencies.

(2) Existing law requires the Commission on Peace Officer Standards and Training to develop regulations and professional standards on or before July 1, 1986, for the law enforcement accreditation program.

This bill instead would require the commission to develop these regulations and standards when funding for this purpose from nongeneral funds is approved by the Legislature.

The people of the State of California do enact as follows:

SECTION 1. Section 13510.3 is added to the Penal Code, to read: 13510.3. (a) The commission shall establish, by December 31, 1987, and in consultation with representatives of law enforcement organizations, a voluntary professional certification program for law enforcement records supervisors who have primary responsibility for providing records supervising services for local law enforcement agencies. The certificate or certificates shall be based upon standards related to the education, training, and experience of law enforcement records supervisors and shall serve to foster professionalism and recognition of achievement and competency.

(b) As used in this section, "primary responsibility" refers to the performance of law enforcement records supervising duties for a minimum of 50 percent of the time worked within a pay period.

SEC. 2. Section 13561 of the Penal Code is amended to read: 13561. (a) The Commission on Peace Officer Standards and Training shall develop regulations and professional standards for the law enforcement accreditation program when funding for this purpose from nongeneral funds is approved by the Legislature. The program shall provide standards for the operation of law enforcement agencies and shall be available as soon as practical after funding becomes available. The standards shall serve as a basis for the uniform operation of law enforcement agencies throughout the state to best serve the interests of the people of this state.

(b) The commission may, from time to time, amend the regulations and standards or adopt new standards relating to the accreditation program.

REGULATIONS

1001. Definitions.

(a) - (x) ****

(y) "Records Supervisor" is a full-time, non peace officer employee of a local California law enforcement agency who performs law enforcement records supervising duties which include records maintenance, control, release, destruction and security 50% or more of the time within a pay period.

Former subsections (y) through (ee) renumbered (z) through (ff), respectively.

Authority: PC 13506

Reference PC 13510.3

REGULATIONS

1009. Specialized Law Enforcement Certificate Program.

The POST Specialized Law Enforcement Certification Program is established for the purpose of raising the level of competence of specialized law enforcement officers. Only eligible law enforcement agencies, as defined in Regulation 1001(z dd) or otherwise provided by law, may participate in this voluntary program and receive benefits. The cost of the education and training to meet minimum standards of the Program is the responsibility of the individual and/or agency. Acceptance and adherence to POST standards of selection and training are required if a specialized law enforcement agency is to participate in the Program.

(a) Standards for Specialized Agencies Entry into Program.

- (1) Must perform law enforcement or investigative duties, as defined in Regulation 1001(z dd); and

Authority: PC 13506

Reference PC 13510.3

REGULATIONS

1011. Certificates and Awards.

(a) - (e) ****

(f) The Commission shall award Records Supervisor Certificates to records supervisors who qualify as provided in PAM, Section F-6, for the purpose of fostering professionalism and recognition of achievement and competency.

PAM Section F-6 effective _____* _____ is herein
incorporated by reference.

* The date is to be filled in by OAL.

Authority: PC 13506

Reference PC 13510.3

COMMISSION PROCEDURE F-6
RECORDS SUPERVISOR CERTIFICATE

Purpose

6-1. Records Supervisor Certificate: This Commission procedure sets forth certificate requirements for award of the Records Supervisor Certificate.

General Provisions

6-2. Eligibility Requirements: To be eligible for the award of a Records Supervisor Certificate, an applicant must:

- (a) Currently be a records supervisor as defined in PAM, Section 1001(y) and have been reported to POST in accordance with Regulation 1003, Notice of Appointment/Termination; and
- (b) Have satisfactorily completed a probationary period established by the employing agency as a records supervisor; and
- (c) Have a minimum of two years' satisfactory service with the employing agency as a records supervisor; and

in Commission Regulation 1005(k). This applicant, in my opinion, is worthy of the award. My opinion is based upon personal knowledge or inquiry. The personnel records of this agency substantiate my recommendation."

6-5. Certificate Denial or Cancellation: The Commission shall deny or cancel a Records Supervisor Certificate if the application that was submitted, or the certificate that was issued, is based on misrepresentation, fraud, or administrative error on the part of the Commission and/or the employing agency.

Historical Note:

Procedure F-6 was adopted and incorporated into Commission Regulation 1011 effective

*

*The date is to be filled in by OAL.

REGULATIONS

1003. Notice of ~~Peace Officer~~ Appointment/Termination.

Whenever a regular, specialized, limited function, or reserve peace officer is newly appointed, enters a department laterally, or changes peace officer status within the same agency, the department shall notify the Commission within 30 days of such action on the Notice of Appointment/Termination Form 2-114 (Rev. 10/88 12/97), ~~prescribed in PAM Section C-4,~~ "Notice of Appointment/Termination."

For departments in the Public Safety Dispatcher Programs, the form shall be submitted whenever a person is appointed, promoted, reclassified, or transferred to a public safety dispatcher position, or whenever the person is terminated from a public safety dispatcher position.

Eligibility to receive the Records Supervisor Certificate requires that the form be submitted a minimum of 30 days prior to application for award of the certificate for persons appointed, promoted, reclassified, or transferred to a records supervisor position. The form shall also be submitted when the person is terminated from a records supervisor position.

Authority: PC 13506

Reference PC 13510.3

REGULATIONS

1005. Minimum Standards for Training.

(a) - (j) ****

(k) Records Supervisor Training (Optional)

To be eligible for the award of a Records Supervisor Certificate, a law enforcement records supervisor shall satisfactorily complete the following POST-certified courses:

- (1) Public Records Act (minimum 16 hours); and
- (2) Records Supervisor Course (minimum 40 hours).

Additional requirements for award of the Records Supervisor certificate are specified in Commission Procedure F-6, which is incorporated by reference into Commission Regulation 1011.

Authority: PC 13506

Reference PC 13510.3

ATTACHMENT H

APPLICATION FOR AWARD OF POST RECORDS SUPERVISOR CERTIFICATE		State of California COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING 1801 Alhambra Boulevard Sacramento, California 95816-7083	Department of Justice	FOR POST USE ONLY APPLICATION NUMBER
1. NAME (Last First Middle)		2. DATE OF BIRTH	3. SEX	4. RACE
5. NAME OF LAW ENFORCEMENT AGENCY WHERE PRESENTLY SERVING AS A RECORDS SUPERVISOR AS DESCRIBED IN COMMISSION REGULATION 1001(y)			8. SOCIAL SECURITY NO.	
7. PRESENT POSITION/TITLE			8. DATE APPOINTED AS A RECORDS SUPERVISOR WITH PRESENT AGENCY	
9. PUBLIC RECORDS ACT COURSE ATTENDED			10. COURSE LENGTH - HOURS	11. DATE ENDED
12. RECORDS SUPERVISOR COURSE ATTENDED			13. COURSE LENGTH - HOURS	14. DATE ENDED
15. REQUIRED NOTICE OF APPOINTMENT/TERMINATION FORM 2-114 FILED WITH POST <input type="checkbox"/> YES <input type="checkbox"/> NO				
ALL TRAINING MUST BE SUPPORTED BY A COPY OF THE CERTIFICATE OF COMPLETION OF TRAINING DO NOT SEND ORIGINAL DOCUMENTS. SEND REPRODUCED COPIES AS THESE ITEMS WILL NOT BE RETURNED.				
For information about the application, call:				
16. _____ NAME (type/print)		_____ () _____ PHONE NUMBER		
<i>I attest that all of the information contained in this application is true and correct.</i>				
17. _____ SIGNATURE OF APPLICANT		_____ DATE		
<i>I recommend that the certificate be awarded. I attest that the applicant is a full-time records supervisor and has:</i>				
1. graduated high school or passed the General Education Development Test (GED),				
2. completed a probationary period established by this agency,				
3. successfully completed a minimum of two years' service with this agency as a records supervisor, and				
4. successfully completed the training requirement set forth in Commission Regulation 1005(k).				
<i>This applicant, in my opinion, is worthy of the award. My opinion is based upon personal knowledge or inquiry. The personnel records of this agency substantiate my recommendation.</i>				
18. _____ SIGNATURE OF DEPARTMENT HEAD		_____ DATE		
_____ TYPE/PRINT DEPARTMENT HEAD'S NAME AND TITLE				
FOR POST USE ONLY				
TRAINING INSTITUTION		CERTIFICATE NUMBER	DATE ISSUED	
		RS-		
APPLICATION EVALUATED BY		EVALUATION REVIEWED BY		
COMMENTS				

**INSTRUCTIONS FOR COMPLETION
OF THE APPLICATION FOR AWARD OF
POST RECORDS SUPERVISOR CERTIFICATE**

Instructions for Completing the Form:

1. **NAME:** Enter the applicant's last name, first name, and middle name or initial. For common names (e.g., John Brown, Mary Jones), provide the middle name.
2. **DATE OF BIRTH:** Enter the applicant's date of birth (month, day, year) in numerical form (e.g., 2-4-60).
3. **SEX:** Enter M (male) or F (female).
4. **RACE:** Enter the applicant's race or ethnic background; abbreviations may be used. This information will be used by POST for statistical purposes only.
5. **NAME OF LAW ENFORCEMENT AGENCY WHERE PRESENTLY SERVING AS A RECORDS SUPERVISOR AS DESCRIBED IN COMMISSION REGULATION 1001(y):** Enter complete name of agency.
6. **SOCIAL SECURITY NUMBER:** The applicant's social security number must be entered. The social security number is used by POST as the primary identifier for individuals about whom records are maintained by POST. (GC 13503)
7. **PRESENT POSITION/TITLE:** Enter the applicant's present position or title (e.g., records supervisor).
8. **DATE APPOINTED AS A RECORDS SUPERVISOR WITH PRESENT AGENCY:** Enter the month, day and year of actual appointment.
9. **PUBLIC RECORDS ACT COURSE ATTENDED:** Enter the name of the agency/institution presenting the course.
10. **COURSE LENGTH - HOURS:** Enter the length of the course in hours.
11. **DATE ENDED:** Enter the date the course ended.
12. **RECORDS SUPERVISOR COURSE ATTENDED:** Enter the name of the agency/institution presenting the course.
13. **COURSE LENGTH - HOURS:** Enter the length of the course in hours.
14. **DATE ENDED:** Enter the date the course ended.
15. **REQUIRED NOTICE OF APPOINTMENT/TERMINATION FORM 2-114 FILED WITH POST:** Commission Regulation 1003 states that eligibility to receive the Records Supervisor Certificate requires that the Notice of Appointment/Termination Form (2-114) shall be submitted whenever a person is appointed, promoted, reclassified, or transferred to a records supervisor position, or whenever a certificated records supervisor is terminated from a records supervisor position. Indicate "yes" or "no" whether this form has been submitted to POST for the applicant.
16. **TYPE/PRINT NAME OF CONTACT PERSON AND PHONE NO.:** TYPE/PRINT the name, area code and telephone number of the person POST should contact regarding information submitted on or with this form.
17. **SIGNATURE OF APPLICANT:** The certificate application form is not complete unless this attestation is signed by the applicant. Enter the month, day and year the application form is signed by the applicant.
18. **SIGNATURE OF DEPARTMENT HEAD:** The certificate application form is not complete unless this attestation is signed by the department head of the local law enforcement agency where the applicant is presently serving as a records supervisor.

PLEASE PRINT OR TYPE

NOTICE OF APPOINTMENT/TERMINATION

State of California Department of Justice
 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
 1601 Alhambra Boulevard
 Sacramento, California 95816-7063

IDENTIFICATION INFORMATION

1. Name -- Last	First	Middle	2. Date of Birth	3. Sex	4. Race	5. Social Security Number
6. AKA			7. Rank/Classification			
8. Agency			9. Date of appointment, change of peace officer/dispatcher/records supervisor status, etc.			
10. The above-named person's last service as a peace officer/dispatcher/records supervisor was with:						
NAME OF AGENCY			from MONTH/DAY/YEAR		to MONTH/DAY/YEAR	

 PEACE OFFICER APPOINTMENT INFORMATION

All requirements of Commission Regulation 1002, "Minimum Standards for Employment", have been satisfactorily completed for the above-named person.

11. The above-named person is appointed as a peace officer as defined in Penal Code Section:	12. The above-named person is appointed as a peace officer as defined in Penal Code Section 830.8 as a:
<input type="checkbox"/> 830.1 <input type="checkbox"/> 830.2 <input type="checkbox"/> 830.3 <input type="checkbox"/> 830.31 <input type="checkbox"/> 830.4 <input type="checkbox"/> 830.5	<input type="checkbox"/> Designated Level I <input type="checkbox"/> Level II <input type="checkbox"/> Non-designated Level I <input type="checkbox"/> Level III
13. The appointment status in space 11 or 12 above is:	
<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Provisional <input type="checkbox"/> Seasonal <input type="checkbox"/> Paid <input type="checkbox"/> Unpaid	
14. The above-named person satisfied the basic training requirement by:	15. The above-named person satisfied the reserve training requirement of:
<input type="checkbox"/> Graduation from a POST-certified Basic Course <input type="checkbox"/> Basic Course Waiver Process (BCW)	<input type="checkbox"/> Module A <input type="checkbox"/> Modules A, B & C <input type="checkbox"/> Module B <input type="checkbox"/> 200 Hours Field Training <input type="checkbox"/> Module C <input type="checkbox"/> Basic Course <input type="checkbox"/> Module A & B
16. <input type="checkbox"/> The above-named person has not satisfied the basic training requirement	

 DISPATCHER APPOINTMENT INFORMATION

All requirements of Commission Regulation 1018(c), "Minimum Standards for Public Safety Dispatchers", have been satisfactorily completed for the above-named person.

17. <input type="checkbox"/> The above-named person is appointed as a public safety dispatcher as defined in Penal Code Section 13510(c) and/or Commission Regulation 1001(t).
18. The appointment in space 17 above is:
<input type="checkbox"/> Full time <input type="checkbox"/> Part time
19. <input type="checkbox"/> The above-named person has not satisfied the public safety dispatcher basic training requirement.

 RECORDS SUPERVISOR APPOINTMENT INFORMATION

20. <input type="checkbox"/> The above-named person is appointed as a full-time law enforcement records supervisor as defined in Commission Regulation 1001(y).

 TERMINATION INFORMATION

21. The above-named person's service with this agency terminated on _____ because he or she:
MONTH/DAY/YEAR
<input type="checkbox"/> Resigned <input type="checkbox"/> Was discharged <input type="checkbox"/> Retired <input type="checkbox"/> Died <input type="checkbox"/> Was convicted of a felony or serious crime <input type="checkbox"/> Other (Explain below)

22. Explanation

ATTESTATION OF REPORTING OFFICIAL

23. I attest that the information provided on this form is true and correct, and is based on my personal knowledge or inquiry; the personnel records of this agency substantiate this information.

SIGNATURE OF AGENCY ADMINISTRATOR

PRINT AGENCY ADMINISTRATOR'S NAME AND TITLE

DATE

INSTRUCTIONS FOR COMPLETION OF THE NOTICE OF APPOINTMENT/TERMINATION FORM

The Notice of Appointment/Termination form is to be completed and submitted to POST within 30 days for a peace officer or dispatcher who is either newly appointed, laterally enters, changes status within the same agency, or is terminated from an agency that participates in the POST program.

The Identification Information section of the form must always be completed, AND either the Peace Officer Appointment Information section, Dispatcher Appointment Information section, Records Supervisor Appointment Information section, or Termination Information section as appropriate. **PLEASE PRINT OR TYPE.**

Instructions for Completing the Form:

IDENTIFICATION INFORMATION (verify with agency records that this information is correct)

1. **NAME:** Enter the person's last name, first name, and middle name or initial. For common names (e.g., John Brown, Mary Jones), provide the middle name.
2. **DATE OF BIRTH:** Enter the person's date of birth (month, day, year) in numerical form (e.g., 2-4-80).
3. **SEX:** Enter M (male) or F (female).
4. **RACE:** Enter the person's race or ethnic background, abbreviations may be used. This information will be used by POST for statistical purposes only.
5. **SOCIAL SECURITY NUMBER:** Enter the person's social security number. This information will be used solely as the unique identifier for the person in processing appropriate POST records.
6. **AKA (ALSO KNOWN AS):** Enter any and all names the person has been known as (e.g., maiden or married names, and AKA's). If additional space is needed, list in space 22.
7. **RANK/CLASSIFICATION:** Enter the person's rank or classification (e.g., dispatcher, records supervisor, cadet, police officer, deputy sheriff, peace officer, agent, sergeant, lieutenant, captain, chief of police, etc.).
8. **AGENCY:** Enter complete name of the agency.
9. **DATE OF APPOINTMENT, ETC.:** Enter the month, day, and year of actual appointment or change of peace officer/dispatcher/records supervisor status (e.g., reserve peace officer is appointed as a full-time, regularly employed and paid as such peace officer). For convenience, this space and space 7 may be used to advise POST that the person is promoted or demoted (e.g., to the rank of sergeant, lieutenant, captain, etc.), and explain in space 22.
10. **THE ABOVE-NAMED PERSON LAST SERVED AS A PEACE OFFICER/DISPATCHER/RECORDS SUPERVISOR:** Enter the complete name of agency that the person last (previously) served with as a peace officer/dispatcher/records supervisor, and the beginning and ending dates of service with that agency.

PEACE OFFICER APPOINTMENT INFORMATION

Place an "X" in the space in the left-hand margin if Peace Officer Appointment Information is being provided.

11. **THE ABOVE-NAMED PERSON IS APPOINTED AS A PEACE OFFICER AS DEFINED IN PENAL CODE SECTION:** Place an "X" in the appropriate space. Note that reserve peace officers are to be accounted for in space 12.
12. **THE ABOVE-NAMED PERSON IS APPOINTED AS A RESERVE PEACE OFFICER AS DEFINED IN PENAL CODE SECTIONS 830.6 AS A:** Place an "X" in the appropriate space. NOTE: Designated Level I Reserve peace officers must be so designated by local ordinance or resolution as is appropriate.
13. **THE APPOINTMENT STATUS INDICATED IN SPACE 11 OR 12 IS:** Place an "X" in the appropriate space. For service that is part-time, provisional, or seasonal, explain in space 22 the basis or length or amount of service monthly/yearly.
14. **THE ABOVE-NAMED PERSON SATISFIED THE BASIC TRAINING REQUIREMENT BY:** Place an "X" in the appropriate space.
15. **THE ABOVE-NAMED PERSON SATISFIED THE RESERVE TRAINING REQUIREMENT BY:** Place an "X" in the appropriate space(s). NOTE: The training requirements for each Level of Reserve are: Level I - Designated, the Basic Course; Level I - Nondesignated, Modules A, B & C plus 200 hours of field training; Level II, Modules A and B; and Level III, Module A.
16. **THE ABOVE-NAMED PERSON HAS NOT SATISFIED THE BASIC TRAINING REQUIREMENT:** Place an "X" in the space if the person has not satisfied the basic training requirements; for example, the person is enrolled in a basic academy but has not graduated, or the person has been appointed as a peace officer but has not begun/completed basic training. Explain in space 22.

DISPATCHER APPOINTMENT INFORMATION

Place an "X" in the space in the left-hand margin if Dispatcher Appointment Information is being provided.

17. **THE ABOVE-NAMED PERSON IS APPOINTED AS A PUBLIC SAFETY DISPATCHER AS DEFINED IN PENAL CODE SECTION 13510(C) AND/OR COMMISSION REGULATION 1001(f):** Place an "X" in the space if the person was appointed to the position of dispatcher as defined in either of the above sections.
18. **THE APPOINTMENT STATUS IN SPACE 17 ABOVE IS:** Place an "X" in the appropriate space. For service that is part-time, explain in space 22 the basis or length of service monthly/yearly.
19. **THE ABOVE-NAMED PERSON HAS NOT SATISFIED THE PUBLIC SAFETY DISPATCHER BASIC TRAINING REQUIREMENT:** Place an "X" in the space if the person has not satisfied the basic training requirements. Explain in space 22.

RECORDS SUPERVISOR APPOINTMENT INFORMATION

Place an "X" in the space in the left-hand margin if Records Supervisor Appointment information is being provided.

20. **THE ABOVE-NAMED PERSON IS APPOINTED AS A FULL-TIME LAW ENFORCEMENT RECORDS SUPERVISOR AS DEFINED IN COMMISSION REGULATION 1001(f):** Place an "X" in the space if the person was appointed to the position of records supervisor as defined by Commission Regulation 1001(f).

TERMINATION INFORMATION

Place an "X" in the space in the left-hand margin if Termination Information is being provided.

21. **THE ABOVE-NAMED PERSON'S SERVICE WITH THIS AGENCY TERMINATED:** Enter the date of termination month, day, and year. Place an "X" in the appropriate space for the reason for termination.

EXPLANATION

21. Enter additional useful information that will clarify or supplement information provided in the identification information, Peace Officer Appointment Information, Dispatcher Appointment Information, Records Supervisor Appointment Information, and/or Termination Information sections.

ATTESTATION OF REPORTING OFFICIAL

23. The agency administrator must sign and date the Notice of Appointment/Termination form.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Report on POST Field Training Program Guide		Meeting Date November 6, 1997
Bureau Basic Training Bureau	Reviewed By Ken Whitman <i>[Signature]</i>	Researched By Kate Singer
Executive Director Approval <i>[Signature: Kenneth J. O'Brien]</i>	Date of Approval 10-12-97	Date of Report October 3, 1997
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 the distribution of the revised POST Field Training Program Guide for use by law enforcement agencies?

BACKGROUND

In 1979 POST developed a Field Training Program Guide and delivered it to the field for use. In 1985 and 1986 there was a growing demand for POST involvement in field training and POST did the first of several in-depth studies of the field training issue. POST developed a standardized field training program and the program was field tested in 1987 with a great degree of success. In 1988, the Commission approved the program for distribution as an optional program for agencies to use. That program and model guide is still in effect, and has been recently revised, updated, and standardized to meet contemporary needs in law enforcement training today.

At its July 1996 meeting the Commission directed that a formal study of field training issues be commenced using a POST management fellow position. Sgt. Kate Singer of the Marin County Sheriff's Office has served as the program coordinator since December, 1996. One of her tasks was to revise the Field Training Program Guide.

ANALYSIS

POST staff, with input from an ad hoc committee representing numerous agencies of various sizes and types, has developed an updated and standardized field training program which can be used as a model program for those agencies who are developing and/or updating a field training program within their agency. This model program has a standardized topical outline which does not merely repeat the POs (Performance Objectives) of the Regular Basic Course, but builds upon that basic training with POs that address the agency's response to the law enforcement needs of the community that it serves.

This model Field Training Program Guide is designed to assist agencies in developing a contemporary field training program which provides trainees the practical setting in which to further develop, enhance, and demonstrate those skills and knowledge acquired during the academy. The proposed POST Field Training Program Guide is an accumulation of the best aspects of existing field training programs. This program is designed with following criteria in mind:

1. **Defensible/Fair** -- The program achieves defensibility and fairness by proper selection of FTOs, a trainee feedback mechanism, a comprehensive list of training tasks and goals, and a standardized evaluation process.
2. **Effective/Manageable**- The program is performance based and includes adequate documentation, minimum time completion requirements, and competency specifications.
3. **Adaptable/Flexible** -- The program is adaptable to any size or type agency. Flexibility is afforded by agencies being able to incorporate agency specific policies and procedures.

The POST Field Training Program Guide has been designed to achieve the following goals:

1. To produce a competent peace officer capable of working a solo patrol assignment in a safe, skillful, productive, and professional manner.
2. To provide standardized training to all newly assigned regular officers in practical application of learned information.
3. To provide clear standards for rating and evaluation which give all trainees every reasonable opportunity to succeed.
4. To enhance the professionalism, job skills, and ethical standards of the law enforcement community.

These philosophies and goals have been incorporated into the model program in a number of ways, including:

1. A one week orientation only phase wherein the trainee receives agency specific training on policies, procedures, equipment, etc. and must demonstrate proficiency (pursuant to agency standards) in agency weapons and arrest tactics. The trainee will not receive evaluations during this initial week to allow for confidence building and for transition from their last assignment (academy, custody, prior agency).

2. Instructions for both the Field Training Officer (FTO) and the trainee which include expectations of each to assure accountability in their roles, thus reducing agency liability.
3. A system for daily trainee feedback and documentation of performance based on standardized evaluation guidelines developed/utilized by each agency.
4. A performance-based program with prioritized topics of standardized instruction which allow for the integration of agency specific training objectives.

The model program is designed to be applicable to all sizes and types of agencies using uniformed patrol officers. It is also designed to be implemented over a minimum period of 10 weeks to allow adequate time for instruction and demonstration of the performance objectives and adequate time for evaluation of performance. This guide may also serve as a tangible, permanent record of the knowledge and skills taught to and performed by the trainees. Consistent with the Regular Basic Course, the guide is based upon the patrol function even though it could be modified for other assignments (e.g. Custody, Investigations, etc.)

Implementation of the Commission's Strategic Plan goal of integrating mandatory, standardized field training and the basic academy to constitute "basic training" will be enhanced by the use/modeling of this POST Field Training Program Guide. If the Commission approves this proposed model Field Training Program Guide, this publication would be distributed to law enforcement agencies statewide. A copy of the Field Training Program Guide is being forwarded under separate cover.

RECOMMENDATION

It is recommended that the POST Field Training Program Guide be approved, and that the Executive Director be authorized to distribute the guide to the field for their use.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Establishing Training Standards for School Peace		Meeting Date November 6, 1997
Bureau Information Services	Reviewed By Glen Fine	Researched By Everitt A. Johnson <i>(Signature)</i>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <i>10-15-97</i>	Date of Report October 13, 1997
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 recommendations to the Legislature regarding minimum standards for selection and training of school police, community college police and, school security officers?

BACKGROUND

In 1996, prompted by inquiries from representatives of rank and file school police officers, staff commenced study of training standards for school police. By statutes, school (K-12) police officers derive authority from Penal Code 830.32, are subject to the Penal Code 832 training requirements, and must complete a school police course specified by POST pursuant to P.C. 832.2.

The initial focus of staff's study was on the adequacy of the training required by P.C. 832.2. The course, approved by the Commission in July, 1990, is 32-hours in length and covers the topics of 1) Role of School Peace Officers, 2) Laws Impacting School Campuses, 3) Maintaining Campus Community Relations, 4) Reporting Offenses to Other Law Enforcement Agencies, 5) Violence/Gangs on Campus, 6) Campus Parking, Traffic and Crowd Control, 7) Facility Protection, and 8) Disasters and Emergencies. Rank and file school police officers have complained that this course coupled with P.C. 832 training does not adequately prepare officers to handle increasingly complex policing problems on school campuses. It was noted that POST requires such officers to complete the Regular Basic Course if their employing school districts participate in the POST Program.

Before the study was completed, staff was contacted by Senator Theresa Hughes who was resolved to introduce legislation addressing the adequacy of standards for school police and school security. Staff's original study was suspended pending the outcome of legislation. SB 366 was subsequently passed enacting Penal Code section 13510.6 as an urgency measure.

P.C. 13510.6 requires the Commission to complete a study of selection and training standards for both school police (K-12 and community colleges), and school security officers and forward recommendations to the Legislature by January 1, 1998.

Much of the study required to develop the proposed recommendations was accomplished during the legislative session. Senator Hughes conducted a public hearing on school safety legislation, and staff met with representatives of law enforcement, school and rank and file associations, school peace officer executives and other groups who had an interest in school safety issues. Following passage of Senate Bill 366, staff convened a final meeting with a diverse group of subject matter representatives to provide further input on some tentatively developed recommendations to upgrade the professional standards of school police and security officers.

ANALYSIS

Community College police departments and K-12 school district police departments are eligible to participate in the POST Reimbursable Program. Those participating are subject to all POST selection standards, the Regular Basic Course training standard, in service training requirements and are subject to compliance inspections by POST. Those not participating are subject to selection requirements of Government Code Section 1029, 1030 and 1031, and the training courses required by P.C. 832 (40-64 hours) and P.C. 832.2 (32 hours). No external body is responsible for overseeing compliance with selection and training laws for those outside the POST program. School security officers who are employees of a school district are not subject to any standards (unless they are authorized to carry weapons).

Currently there are 40 Community College Police Departments and 22 of these are in the POST Program. There are more than 100 school police Departments and 15 are in the POST Program. Several school districts have security departments, others contract with private firms for security services (the guards employed by private security firms are subject to the standards of the State Department of Consumer Affairs while those who are employees of school districts are not).

I. Selection Standards: K-12, community colleges, and security guards.

Peace Officers and School Police Officers participating in the POST program are required to satisfy the selection requirements of the Government Code sections cited above. The requirements include a minimum age of 18 as a minimum standard; U.S. citizenship, or in the process of obtaining U.S. citizenship, GED or high school graduation, being fingerprinted, have no felony convictions or narcotics addiction, pass medical and psychological exams, and pass a comprehensive background investigation to determine moral character.

POST standards embrace all of the Government Code requirements described above, and also include a required employment interview and tests of reading and writing ability. POST also imposes more specific requirements and guidelines relating to the conduct of background investigations and the medical and psychological screening exams.

In terms of the comprehensive background investigation, it is very critical for the professionalization and the performance of peace officers to ensure that peace officers are selected correctly and making sure that good moral character is verified. Some School Districts not in the POST program, conduct background investigations of their officers that may include only a criminal records check. With regard to criminal records check, as opposed to a thorough and complete background investigation into the character of an individual, a criminal records check simply reveals whether a person has been arrested and, if convicted, what the sentencing was. It does not, however, go into other areas of background to verify the person is truly suitable for the position. School Police Departments not in POST Program should be subjected to conduct a comprehensive background investigation to determine moral character for their personnel.

Security officers are regulated by the Consumer Affairs Department Bureau of Security and Investigative Services. Their requirements for security officers is the person must be 18 years of age and have no felony convictions. There is no state requirement for a background investigation, but rather a fingerprint check to verify absence of a felony conviction. The fingerprint checks routinely only go through the California Department of Justice (DOJ). If security officers are authorized to carry a weapon, a national fingerprint check is made through the FBI. School security officers employed by a district, would not be regulated by consumer affairs unless they carried a firearm.

Existing law permits even the Consumer Affairs regulated security officer to work for a period of 120 days after receiving initial training and during the background screening (without knowing whether the individual has committed any offense). Consumer Affairs does not have the authority to require immediate background checks. Statutes do require fingerprints be sent to DOJ. It routinely takes from four to six weeks and can take up to five or six months for processing. School security officers, by the nature of their duties, and proximity to vulnerable children, should be free of serious criminality. It would seem prudent that all school security officers be cleared by both DOJ and the FBI for previous serious criminality prior to assignment.

Recent enactment by the Legislature of the "Michelle Montoya School Safety Act" will now require such fingerprint clearance for all employees of school districts. However, school districts contracting for security services could still have security guards on campus whose fingerprint clearances have not been received (due to the 120-day grace period).

II. Training Standards: K-12, Community College, and Security Guards

In terms of training requirements, 37 of the K-12 and Community College school districts in the POST Program voluntarily meet POST's minimum training standards of regular basic academy training (minimum 664 hours) and continuing professional training (CPT) requirements of 24 hours every two years. Officers participating in the POST Program who achieve supervisory and management level ranks, must also fulfill those training course mandates as well. Officers who possess a POST basic certificate are not required to complete the 32-hour 832.2 school campus police course.

School Police not participating in the POST Program are required to complete the P.C. 832 Training Course of 40 hours (if required to carry a gun, they must receive an additional 24 hours of training for a total of 64 hours), and the P.C. 832.2 School Police Course (32 hours) for a total of 96 hours. These officers are not required to take CPT training nor complete the supervisory and management training courses required by POST.

With regards to School Security Officers, there are no entry level training standards mandated at this time. These guards are not empowered with peace officer authority and must conduct themselves as any private citizen. Only if employers authorize security officers to carry firearms, chemical agents, or batons, must they comply with Consumer Affairs training requirements for those purposes (Business and Professions Code Division 3, Chapter 11.5 and California Code of Regulations, Title 16, Chapter 7). Chemical Agent training is two hours, baton is eight hours, and firearms training is fourteen hours.

For agencies not participating in the POST program, there is a real truth in labelling concern expressed when a parent or teacher sees an armed officer on a school campus in a full uniform. They assume the person is fully trained and capable of doing whatever is asked or needed concerning school safety and security. The problem is apparent in the great variation that exists between the levels of professional standards established for school police officers. The range is from zero training required for school uniformed campus security officers, to 96 hours of required training for school district police departments not in POST program, to the high end for 37 K-12 and Community College districts who voluntarily participate in the POST program and whose basic academy training exceeds the minimum 664 hours. Regardless of the differences in the training, all are perceived by the public, parents, and school employees as police officers. The police officers who protect children and students should be held not to a lower standard, but in fact a higher standard. Children deserve police protection from officers whose training is second to none. Legislation is recommended to correct the current training imbalance for school district police not in the POST program by requiring officers to complete the regular 664 minimum hours basic academy training course for peace officers. Concurrently, legislation is proposed to mandate security officers assigned to school campuses to complete the 32-hour 832.2 school campus police course.

III. Related Issues: Reserve levels I, II, and III.

Pursuant to Education Code Section 39670/39671, the governing board of any school district may establish a security department and may employ peace officers as necessary to ensure the safety of a school district personnel, students and property of persons and property on or near the properties controlled by the District. In addition, a school district may assign a school police reserve officer who is deputized pursuant to Ed. Code 35021.5 to a school site to supplement school police personnel.

P.C. 832.2(b) requires the 32-hour school campus police course for reserve school police officers. These reserves are provided for in 830.6(a)(1) (peace officer status, powers and duties) and are also subject to training standards expressed in P.C. 832.6 (persons appointed as reserve or auxiliary officers; powers of peace officer, and conditions). Level I reserve school police officers must complete the regular basic course. Level II reserve school police officers must complete the same 154 hours (including P.C. 832) of training required for all Level II reserves.

Level III reserve school police officers must complete the P.C. 832 course and are subject to the same restrictions, and powers and duties that apply to all other Level III reserves.

The described reserve office training mandates apply to school police reserves regardless of whether their district participates in the POST Program. Hence a district police department outside the POST Program is required by law to provide more extensive training for its reserves than for its regular officers who would oversee the work of reserves.

IV. Summary of proposed recommendations to the Legislature

On August 20, 1997, POST staff convened a meeting in Sacramento and met with a diverse group of subject matter experts to provide further input on some tentatively developed recommendations to upgrade the professional standards of school peace and security officers. Included among the list of advisors were school police representatives from management and rank and file levels, representatives from school police unions, school board members, sheriff, police chiefs, Senator Hughes' Office (SB 366 Author), and the Department of Consumer Affairs Bureau of Security and Investigative Services. Based upon POST's review and input from the committee representatives, the following recommendations were provided to correct the above noted problems:

1. Require newly appointed officers to satisfy the training requirements of the Regular Basic Course (P.C. 832.3).

2. Obtain legislation to replace the term school peace officer referred in P.C. 830.32 to school police officer to reflect the definition and description approved and used most often by the school peace officer community.
3. Make available an optional school police course to meet the unique training needs of the school environment.
4. Revise P.C. 832.2 to require a training course for all school security and reserve officers employed after the effective date of corrective legislation.
5. That Consumer Affairs Department, Bureau of Security and Investigative Services, in consultation with POST, be given responsibility for establishing the proposed school security officer training requirement of P.C. 832.2.
6. School security officers should be subject to the same criminal records checks as peace officers .

The proposed *Report to the Legislature on School Safety and Professional Standards for School Peace Officers/Security Personnel* from the Commission to the Legislature is attached.

RECOMMENDATION

Approve the described recommendations for transmittal to the Legislature.

DRAFT

STATE OF CALIFORNIA

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING



REPORT TO THE LEGISLATURE ON
SCHOOL SAFETY AND
PROFESSIONAL STANDARDS FOR
SCHOOL PEACE OFFICERS/SECURITY
PERSONNEL

November 1997

COMMISSIONERS

Jody Hall-Esser, Chair	Chief Administrative Officer City of Culver City
Collene Campbell, Vice-Chair	Public Member
David C. Anderson	Sergeant Los Angeles County Sheriff's Department
Sherman Block	Sheriff Los Angeles County Sheriff's Department
Charles S. Brobeck	Chief Irvine Police Department
Michael T. Carre	Investigator Orange County District Attorney's Office
Philip del Campo, Ph.D.	Public Member
Ted Hunt	Director Los Angeles Police Protective League
Thomas J. Knutson, Ph.D.	Professor of Communication Studies California State University, Sacramento
William B. Kolender	Sheriff San Diego County Sheriff's Department
Ronald E. Lowenberg	Chief of Police Huntington Beach Police Department
Daniel E. Lungren	Attorney General
Jan Scully	District Attorney Sacramento County District Attorney's Office
Rick TerBorch	Chief of Police Arroyo Grande Police Department
Kenneth J. O'Brien	Executive Director

TABLE OF CONTENTS

Preface	2
Executive Summary	3
Rationale for Recommendations	
Recommendation # 1 - Required Training for Newly Appointed School Police Officers.	5
Recommendation # 2 - Substitute the Term "School Police Officer" for "School Peace Officer".	5
Recommendation # 3 - POST Optional Training for School Police Officers	5
Recommendation # 4 - Required Training for School Security Officers	6
Recommendation # 5 - Responsibility for School Security Officer Training Standards	6
Recommendation # 6 - Criminal Records Checks for School Security Officers	6
Appendix A	7
Appendix B	8
Appendix C	9
Appendix D	11
Appendix E	15
Appendix F	16

PREFACE

This report is in response to Senate Bill 366 (Chapter 117 of 1997) (Appendix A) by Senator Theresa Hughes which requires the Commission on Peace Officer Standards and Training (POST) to review the minimum training and selection standards for peace officers who are employed by a school district and members of a security or police department of a school district and report its findings and recommendations to the Legislature by January 1, 1998.

The methodology for conducting this review required by Senate Bill 366 has been to review existing relevant laws and reports on school safety, secure input from subject matter experts, and provide staff analysis to this data. On an ongoing basis, POST staff is familiar with issues associated with school police and security departments and the state laws and regulations impacting their professional standards. Fifteen K-12 school district police departments and 22 community college police departments voluntarily participate in the POST program. POST staff participated in and received considerable valuable input from the May 2, 1997 hearing of the Senate Selection Committee on School Safety in which considerable testimony was given documenting the inadequacies and inconsistencies of professional standards for school peace and security officers.

On August 20, 1997, POST staff met in Sacramento with a diverse group of subject matter experts to provide further input on some tentatively developed recommendations to upgrade the professional standards of school peace and security officers. Included in the list of advisors were school police representatives from management and rank and file levels, school police unions, school board members, sheriffs, police chiefs, Senator Hughes' Office, the security industry, community college and K-12 schools, California Attorney General's Office, and the Department of Consumer Affairs, Bureau of Security and Investigative Services. A roster of participants is attached as Appendix F. The group developed and generally endorsed this report's recommendations. POST is indebted to this group for their valuable insight and contributions.

Questions concerning this report should be directed to either Bureau Chief Everitt Johnson (916) 227-4844 or Assistant Executive Director Hal Snow at (916) 227-2807.

KENNETH J. O'BRIEN
Executive Director

EXECUTIVE SUMMARY

The California public expects schools to provide a safe environment. Great variation exists between schools and districts as it relates to who guards or provides security or law enforcement services (see Appendix B). The competency of those responsible for maintaining school safety is unquestionably a significant safety factor. The Legislature's previous hearing on this subject (May 2, 1997 - Senate Select Committee on School Safety), has documented the lack of adequate state standards for the selection and training of our school protectors - school peace officers and school security officers (see Appendix C).

Furthermore, there is perception that the public is being misled by school districts employing police officers and providing a bare minimum of state-required training (96 hours). The public assumes that a person called a school police officer, who is armed and looks like and wears insignia of a police officer, is, in fact, trained and selected like any other police officer or deputy sheriff. Except for those 37 community college and K-12 school districts who voluntarily meet POST's higher standards, most school district police officers meet the minimum state training requirement of 96 hours.

Great variation also exists with respect to the professional standards of school security guards. Whether as school employees or contract personnel, security officers generally wear uniforms and serve in a prevention and reporting role. Unlike school police officers, they do not investigate nor make arrests. There are no state minimum training standards for school security officers who are employees and only nominal for those who are contract security depending upon what safety equipment is possessed.

Based upon POST's review and input from representatives of schools and school law enforcement, this report recommends the following to correct the above problems.

1. If schools employ school peace officers, effective upon the date of corrective legislation, require newly appointed officers to satisfy the training requirements of the regular basic course (Penal Code Section 832.3). (See Appendix D)
2. The term school peace officer referred to in Penal Code Section 830.32 should be replaced by school police officer. (See Appendix E)
3. POST should make available an optional school police course to meet the unique training needs of the school environment.
4. The School Peace Officer training course referred to in Penal Code Section 832.2 should be recast to become required training for all school security and reserve officers employed after the effective date of corrective legislation. This would include incorporating general language about the purpose and content of the training. The limited role of school security officers should be defined in a way that suggests they are uniformed distinctively from police officers and perform preventive functions by their mere presence; observe and report incidents.

5. Because the Department of Consumer Affairs, Bureau of Security and Investigative Services, currently has statutory authority for the training standards of security guards in general, it is recommended BSIS, in consultation with POST, be given responsibility for establishing the proposed school security officer training requirement in P.C. 832.2. (See Appendix D)
6. School security officers should be subject to the same criminal records checks as peace officers (California Department of Justice and Federal Bureau of Investigation) prior to assignment of duties.

Even though SB 366 refers to K-12 schools, this report also addresses the needs of community colleges as it relates to professional standards of their peace officers and security officers. Use of the word school(s) in this report, therefore, refers to K-14 schools.

In conclusion, this report recommends measured increases in the training and selection of school peace and security officers. At the same time, the report recognizes the fundamental principle that schools and school districts need options to meet varying local conditions. This report preserves those options of having police officers, security officers, a combination of these, no professional security except for playground supervisors or volunteers, or no security. What is recommended is that if a school district chooses school police or security, then the above minimum standards apply.

RATIONALE FOR RECOMMENDATIONS

Recommendation #1 - If schools employ school peace officers, effective upon the date of corrective legislation, require newly appointed school peace officers to satisfy the training requirements of the regular basic course (Penal Code Section 832.3).

The range and complexity of law enforcement incidents occurring on or about K-14 schools mirror those in our cities and counties. All city policemen and county deputy sheriffs are required by Penal Code Section 832.3 to complete the regular basic course as prescribed by POST. This rigorous course is currently required to be a minimum of 664 hours of continuously updated content prescribed by the Commission. When citizens and persons on school campuses see a school police officer, they automatically assume they are of the same competency as their counterparts in the cities and counties. While 37 of the school districts voluntarily meet POST's minimum standards, most school districts employing school police opt to meet the state's minimum standard of 96 hours (Penal Code Section 832 and 832.2). The 96 hours of training is inadequate to cope with complex law enforcement incidents and especially in our increasingly litigious society.

Both K-12 and community colleges are by state statute (Penal Code Section 13507) eligible for POST reimbursement of training expenses incurred for their police officers attending POST-certified training including the above regular basic course. While only a percentage of training expenses are reimbursed by POST, school districts can opt to employ already trained officers, thus escaping the training expense altogether.

Recommendation #2 - The term school peace officer referred to in Penal Code Section 830.32 should be replaced by school police officer.

Virtually all school police departments employing school peace officers designate them with visible insignias as school police officers. Vehicles driven by school police personnel are labeled "school police." The term "police" is consistent with every other uniformed law enforcement force deriving peace officer powers from Penal Code Section 830. All are peace officers in the generic sense, but the public knows them as police.

Recommendation #3 - POST should make available an optional school police course to meet the unique training needs of the school environment.

POST develops and makes available numerous courses designed to provide familiarization with the duties and environment of specialized peace officer assignments. Some examples include courts or bailiffs, investigation, traffic, juvenile, etc. These range in hours from 24-80 hours. School police officers work in a unique environment involving students, faculty, school administration, and the public. Unique laws apply. But, most importantly, officers' performance and attitudes should exemplify needs of this environment.

Recommendation #4 - The school peace officer training course referred to in Penal Code Section 832.2 should be recast to become required training for all school security and

reserve officers employed after the effective date of corrective legislation. This would include incorporating general language about the purpose and content of the training. The limited role of school security officers should be defined in a way that suggests they are uniformed distinctively from police officers and perform preventive functions by their mere presence; observe and report incidents.

For most school security officers, there is no state mandated minimum training requirements. School security officers are expected to have a minimum degree of competency. They must, as a minimum, be able to observe and accurately report incidents of all types. As indicated earlier, schools are a unique environment that requires such persons to be trained. Penal Code Section 832.2 is currently constructed to be a training requirement for school peace officers. It should be recast to become a training requirement for school security officers. It would be appropriate to also spell out in this law that their uniforms should be distinctive from those of school police and that they perform preventive work, observe and report functions. This will help frame the minimum course content.

Recommendation #5 - Because the Department of Consumer Affairs, Bureau of Security and Investigative Services, currently has statutory authority for training standard of security officers in general, it is recommended BSIS, in consultation with POST, be given responsibility for establishing the proposed school security officer training requirement in P.C. 832.2.

The Department of Consumer Affairs, Bureau of Security and Investigative Services, currently sets standards for and licenses all contract security officers. It would be organizationally sound to maintain consistency by having BSIS to also have responsibility for this training requirement. From the perspective of the school security officer, it would appear to be more desirable to deal with one state agency. It would also appear desirable to have POST provide assistance to BSIS in the design of the training in recognition of POST's considerable expertise in curriculum development and instructional design.

Recommendation #6 - School security officers should be subject to the same criminal records checks as peace officers (California Department of Justice and Federal Bureau of Investigation) prior to assignment of duties.

Although there is existing law requiring the DOJ fingerprint/criminal history checks for all school employees, it would seem prudent that all school security officers be cleared by DOJ and the FBI for previous serious criminality prior to assignment for employment. School security officers, by the nature of their duties and being in close proximity with vulnerable children, should be free of serious criminality. Schools should define for themselves serious criminality because it could include a pattern of serious misdemeanor convictions.

Senate Bill No. 366

CHAPTER 117

An act to add Section 13510.6 to the Penal Code, relating to peace officers, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor July 27, 1997. Filed with Secretary of State July 28, 1997.]

LEGISLATIVE COUNSEL'S DIGEST

SB 366, Hughes. Commission on Peace Officer Standards and Training.

(1) Existing law requires the Commission on Peace Officer Standards and Training, for the purpose of raising the level of competence of local law enforcement officers, to adopt rules establishing minimum standards relating to the physical, mental, and moral fitness that shall govern the recruitment of these officers.

This bill would require the commission to review minimum training and selection standards for peace officers who are employed by a school district and members of a security or police department of a school district, and to report its findings and recommendations to the Legislature by January 1, 1998.

(2) Existing law authorizes state aid from the Peace Officers' Training Fund to be provided for training expenses of full-time regularly paid peace officer employees of eligible agencies from cities, counties, or districts.

This bill would provide that money appropriated in a specific item of the Budget Act of 1996 for the training program for law enforcement personnel operated by the Simon Weisenthal Center-Museum of Tolerance shall be allocated to eligible agencies for reimbursement of training expenses for regular and sworn officers and nonsworn personnel who have contact with the public, if the center gives priority to training sworn officers.

(3) This bill would declare that it is to take effect immediately as an urgency statute.

The people of the State of California do enact as follows:

SECTION 1. The Legislature recognizes the importance of school safety and finds there is a need to ensure that professional standards are being maintained as school districts establish school police departments at an increasing rate.

SEC. 2. Section 13510.6 is added to the Penal Code, to read:

Hierarchy of School Security Personnel
(Listed in Order of Qualifications)

School Police Participating in POST Program	Regular Basic Course Training (664 hours) required Continuing Professional Training Required Comprehensive Selection Standards
Contract for Police Services	Same as School Police Participating in POST
School Police <u>Not</u> Participating in POST Program	PC 832 Training Course (64 hours) required PC 832.2 School Police Course (32 hours) required NO CPT Training Required Minimal Selection Standards
Contract for Security Services	Consumer Affairs Standards Apply (Arrest, Baton Chemical Agents, Firearms)
School Security Officer	No Required Training No Selection Standards

Playground Monitors Parent Volunteers Traffic Directors Others	No State Training or Selection Requirements Necessary Individual Schools/Districts May Provide Orientation Programs
---	---

SELECTION AND TRAINING REQUIREMENTS FOR K-14 SCHOOL POLICE/SECURITY OFFICERS

SELECTION REQUIREMENTS

	<i>School Police (POST)</i>	<i>School Police (Non-POST)</i>	<i>School Security</i>	<i>Contract Police</i>	<i>Contract Security</i>
Reading & Writing Exam	X	-	-	X	-
Oral Interview	X	-	-	X	-
Medical Exam	X	-	-	X	-
Physical Agility	X	-	-	X	-
Psychological Exam	X	-	-	X	-
Background Investigation	X	X	-	X	-
Minimum Age (18 years)	X	X	-	X	-
US Citizenship or In Process	X	X	-	X	-
GED or High School Graduate	X	X	-	X	-
No Felony Conviction (Fingerprints)	X	X	X	X	X
No Narcotics Addiction	X	-	-	X	-

**SELECTION AND TRAINING REQUIREMENTS
FOR K-14 SCHOOL POLICE/SECURITY OFFICERS**

**BASIC (ENTRY)
TRAINING
REQUIREMENTS**

	<i>School Police (POST)</i>	<i>School Police (Non-POST)</i>	<i>School Security</i>	<i>Contract Police</i>	<i>Contract Security</i>
Regular Basic Course (664 hrs. minimum)	X	-	-	X	-
P.C. 832 Course (40-64 hrs.)	-	X	-	-	-
P.C. 832.2 School P.O. Course (32 hrs.)	-	X	-	-	-
Powers of Arrest (4 hrs.)	-	-	X	-	X
Baton (If carry)	-	-	X	-	X
Chemical Agents Course (2 hrs.) (If carry)	-	-	X	-	X
Firearms (If carry)	-	-	X	-	X

**ADVANCED TRAINING
REQUIREMENTS**

Continuing Professional Development (24 hrs. every two yrs.)	X	-	-	X	-
Supervisory Course (80 hrs.)	X	-	-	X	-
Management Course (80 hrs.)	X	-	-	X	-
Executive Course (80 hrs.)	X	-	-	X	-

CA PENAL s 832.2
West's Ann.Cal.Penal Code § 832.2

WEST'S ANNOTATED CALIFORNIA CODES
PENAL CODE
PART 2. OF CRIMINAL PROCEDURE
TITLE 3. ADDITIONAL PROVISIONS REGARDING CRIMINAL PROCEDURE
CHAPTER 4.5. PEACE OFFICERS

Copr. © West Group 1997. All rights reserved.

Current through end of 1995-96 Reg. Sess. and 1st-4th Ex. Sess.

§ 832.2. School peace officers; training

(a) It is the intent of the Legislature to ensure the safety of pupils, staff, and the public on or near California's public schools, by providing school peace officers with training that will enable them to deal with the increasingly diverse and dangerous situations they encounter.

(b) Every school peace officer, including a school police reserve officer, as described in Sections 39670 and 72330 of the Education Code, shall complete a course of training approved by the Commission on Peace Officer Standards and Training relating directly to the role of school peace officers. Any person employed as a school peace officer prior to the date that the Commission on Peace Officer Standards and Training approves the course of training shall complete the course of instruction by January 1, 1996. Any person who is not employed as a school peace officer by the date that the Commission on Peace Officer Standards and Training approves the course of training shall complete the course of instruction within one year from the date his or her employment commences.

The school peace officer training course shall address guidelines and procedures for reporting offenses to other law enforcement agencies that deal with violence on campus and other school related matters, as determined by the Commission on Peace Officer Standards and Training. The Commission on Peace Officer Standards and Training shall develop and approve the course of training no later than January 1, 1991, and shall consult with school peace officers regarding the content and hourly requirement for this course.

(c) This section does not apply to any school peace officer whose employer requires its school peace officers to possess the basic certificate that is awarded by the Commission on Peace Officer Standards and Training or to any school peace officer who possesses the basic certificate that is awarded by the Commission on Peace Officer Standards and Training.

CREDIT(S)

1997 Electronic Update

(Added by Stats.1989, c. 1078, § 1. Amended by Stats.1992, c. 1249 (S.B.1126), § 2; Stats.1993, c. 302 (S.B.821), § 1; Stats.1994, c. 117 (S.B.281), § 5.)

< General Materials (GM) - References, Annotations, or Tables >

HISTORICAL AND STATUTORY NOTES

1997 Electronic Update

1992 Legislation

The 1992 amendment substituted the reference to § 72330 for a reference to § 72331 in subd. (b).

1993 Legislation

WEST'S ANNOTATED CALIFORNIA CODES
PENAL CODE
PART 2. OF CRIMINAL PROCEDURE
TITLE 3. ADDITIONAL PROVISIONS REGARDING CRIMINAL PROCEDURE
CHAPTER 4.5. PEACE OFFICERS

Copr. © West Group 1997. All rights reserved.

Current through end of 1995-96 Reg. Sess. and 1st-4th Ex. Sess.

§ 832.3. Training as prerequisite to exercise of peace officer powers; training proficiency testing program

(a) Except as provided in subdivisions (b) and (e), any sheriff, undersheriff, or deputy sheriff of a county, any police officer of a city, and any police officer of a district authorized by statute to maintain a police department, who is first employed after January 1, 1975, shall successfully complete a course of training prescribed by the Commission on Peace Officer Standards and Training before exercising the powers of a peace officer, except while participating as a trainee in a supervised field training program approved by the Commission on Peace Officer Standards and Training. The training course for an undersheriff and deputy sheriff of a county and a police officer of a city shall be the same.

(b) For the purpose of standardizing the training required in subdivision (a), the commission shall develop a training proficiency testing program, including a standardized examination which enables (1) comparisons between presenters of the training and (2) development of a data base for subsequent training programs. Presenters approved by the commission to provide the training required in subdivision (a) shall administer the standardized examination to all graduates. Nothing in this subdivision shall make the completion of the examination a condition of successful completion of the training required in subdivision (a).

(c) Notwithstanding subdivision (c) of Section 84500 of the Education Code and any regulations adopted pursuant thereto, community colleges may give preference in enrollment to employed law enforcement trainees who shall complete training as prescribed by this section. At least 15 percent of each presentation shall consist of nonlaw enforcement trainees if they are available. Preference should only be given when the trainee could not complete the course within the time required by statute, and only when no other training program is reasonably available. Average daily attendance for these courses shall be reported for state aid.

(d) Prior to July 1, 1987, the commission shall make a report to the Legislature on academy proficiency testing scores. This report shall include an evaluation of the correlation between academy proficiency test scores and performance as a peace officer.

(e)(1) Any deputy sheriff described in subdivision (c) of Section 830.1 shall be exempt from the training requirements specified in subdivision (a) as long as his or her assignments remain custodial related.

(2) Deputy sheriffs described in subdivision (c) of Section 830.1 shall complete the training for peace officers pursuant to subdivision (a) of Section 832, and within 120 days after the date of employment, shall complete the training required by the Board of Corrections for custodial personnel pursuant to Section 6035, and the training required for custodial personnel of local detention facilities pursuant to Division 1 (commencing with Section 100) of Title 15 of the California Code of Regulations.

(3) Deputy sheriffs described in subdivision (c) of Section 830.1 shall complete the course of training pursuant to subdivision (a) prior to being reassigned from custodial assignments to duties with responsibility for the prevention and detection of crime and the general enforcement of the criminal laws of this state.

CREDIT(S)

1985 Main Volume

WEST'S ANNOTATED CALIFORNIA CODES
PENAL CODE
PART 2. OF CRIMINAL PROCEDURE
TITLE 3. ADDITIONAL PROVISIONS REGARDING CRIMINAL PROCEDURE
CHAPTER 4.5. PEACE OFFICERS

Copr. © West Group 1997. All rights reserved.

Current through end of 1995-96 Reg. Sess. and 1st-4th Ex. Sess.

§ 832. Course of training prescribed by commission on peace officer standards and training; examination; necessity to exercise powers; exemptions; examination fees

(a) Every person described in this chapter as a peace officer shall satisfactorily complete an introductory course of training prescribed by the Commission on Peace Officer Standards and Training. On or after July 1, 1989, satisfactory completion of the course shall be demonstrated by passage of an appropriate examination developed or approved by the commission. Training in the carrying and use of firearms shall not be required of any peace officer whose employing agency prohibits the use of firearms.

(b)(1) Every peace officer described in this chapter, prior to the exercise of the powers of a peace officer, shall have satisfactorily completed the course of training described in subdivision (a).

(2) Every peace officer described in Section 13510 or in subdivision (a) of Section 830.2 may satisfactorily complete the training required by this section as part of the training prescribed pursuant to Section 13510.

(c) Persons described in this chapter as peace officers who have not satisfactorily completed the course described in subdivision (a), as specified in subdivision (b), shall not have the powers of a peace officer until they satisfactorily complete the course.

(d) Any peace officer who, on March 4, 1972, possesses or is qualified to possess the basic certificate as awarded by the Commission on Peace Officer Standards and Training shall be exempted from this section.

(e)(1) Any person completing the training described in subdivision (a) who does not become employed as a peace officer within three years from the date of passing the examination described in subdivision (a), or who has a three-year or longer break in service as a peace officer, shall pass the examination described in subdivision (a) prior to the exercise of the powers of a peace officer, except for any person described in paragraph (2).

(2) The requirement in paragraph (1) does not apply to any person who meets any of the following requirements:

(A) Is returning to a management position that is at the second level of supervision or higher.

(B) Has successfully requalified for a basic course through the Commission on Peace Officer Standards and Training.

(C) Has maintained proficiency through teaching the course described in subdivision (a).

(D) During the break in California service, was continuously employed as a peace officer in another state or at the federal level.

(f) The commission may charge appropriate fees for the examination required by subdivision (e), not to exceed actual costs.

(g) Notwithstanding any other provision of law, the commission may charge appropriate fees for the examination required by subdivision (a) to each applicant who is not sponsored by a local or other law enforcement agency, or is

not a peace officer employed by, or under consideration for employment by, a state or local agency, department, or district, or is not a custodial officer as defined in Sections 831 and 831.5. The fees shall not exceed actual costs.

CREDIT(S)

1985 Main Volume

(Added by Stats.1971, c. 1504, p. 2975, § 2. Amended by Stats.1974, c. 410, p. 997, § 1, eff. July 8, 1974; Stats.1978, c. 1194, p. 3847, § 1; Stats.1983, c. 468, § 2; Stats.1984, c. 43, § 1.)

1997 Electronic Update

(Amended by Stats.1987, c. 157, § 1; Stats.1991, c. 509 (S.B.474), § 2; Stats.1994, c. 43 (A.B.1329), § 1.)

<General Materials (GM) - References, Annotations, or Tables >

HISTORICAL AND STATUTORY NOTES

1997 Electronic Update

1987 Legislation

The 1987 amendment required satisfactory completion of an introductory course as demonstrated by passage of an examination rather than just be given a course, and allowed members of the highway patrol to complete the required training pursuant to § 13510.

1991 Legislation

The 1991 amendment deleted the requirement that the course be completed within 90 days following the date that the person first became employed by an employing agency; added provisions relating to persons who do not become employed within 3 years from the date of passing the examination and persons who have had a 3 year break in service as a peace officer; added the provision relating to fees charged for examinations required in such circumstances; and made nonsubstantive changes throughout.

1994 Legislation

The 1994 amendment added subd.(g), allowing examination fees, not to exceed actual costs.

1985 Main Volume

Section 3 of Stats.1971, c. 1504, p. 2975, provided:

"It is the intent of the Legislature in enacting this act that the minimum standards described in Section 2 of this act shall be designed to raise the level of competence of peace officers where necessary and are not intended to supersede state or local law enforcement policy regarding the use of firearms or the exercise of powers to arrest."

The 1974 amendment substituted, in subd. (b)(1), "course of training in the carrying and use of firearms" for "courses of training"; added subd. (b)(2) and subd. (b)(3); and in subd. (c), substituted "the dates specified in subdivision (b)" for "July 1, 1974, or within 12 months following the date that they were first employed by any employing agency to exercise the powers of peace officers, whichever period is greater".

The 1978 amendment substituted "as" for "by the dates" before "specified in subdivision (b)" in subd. (c) and rewrote subd. (b) which read as follows:

CA PENAL s 830.32
West's Ann. Cal. Penal Code § 830.32

WEST'S ANNOTATED CALIFORNIA CODES
PENAL CODE
PART 2. OF CRIMINAL PROCEDURE
TITLE 3. ADDITIONAL PROVISIONS REGARDING CRIMINAL PROCEDURE
CHAPTER 4.5. PEACE OFFICERS

Copr. © West Group 1997. All rights reserved.

Current through end of 1995-96 Reg. Sess. and 1st-4th Ex. Sess.

§ 830.32. Community college and school district police

The following persons are peace officers whose authority extends to any place in the state for the purpose of performing their primary duty or when making an arrest pursuant to Section 836 as to any public offense with respect to which there is immediate danger to person or property, or of the escape of the perpetrator of that offense, or pursuant to Section 8597 or 8598 of the Government Code. Those peace officers may carry firearms only if authorized and under terms and conditions specified by their employing agency.

(a) Members of a community college police department appointed pursuant to Section 72330 of the Education Code, if the primary duty of the peace officer is the enforcement of the law as prescribed in Section 72330 of the Education Code.

(b) Persons employed as members of a police department of a school district pursuant to Section 39670 of the Education Code, if the primary duty of the peace officer is the enforcement of the law as prescribed in Section 39670 of the Education Code.

CREDIT(S)

1997 Electronic Update

(Added by Stats.1989, c. 1165, § 25.)

<General Materials (GM) - References, Annotations, or Tables >

HISTORICAL AND STATUTORY NOTES

1997 Electronic Update

1989 Legislation

Another § 830.32, added by Stats.1989, c. 594, § 6, was renumbered § 830.39 and amended by Stats.1989, c. 1165, § 25.5.

Derivation: Former § 830.31, added by Stats.1980, c. 1340, § 9, amended by Stats.1981, c. 32, § 1; Stats.1981, c. 973, § 2; Stats.1982, c. 267, § 2; Stats.1983, c. 468, § 1; Stats.1984, c. 211, § 1; Stats.1987, c. 291, § 1.

West's Ann. Cal. Penal Code § 830.32

CA PENAL § 830.32

END OF DOCUMENT


COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

 1801 ALHAMBRA BOULEVARD
 SACRAMENTO, CALIFORNIA 95816-7083

**POST SPECIAL SEMINAR
 SCHOOL SAFETY LEGISLATION - SB 366
 ROSTER**
**AUGUST 20-21, 1997
 HOLIDAY INN CAPITOL PLAZA
 SACRAMENTO, CALIFORNIA**

Ron Bennett, Deputy Superintendent
 California Association of School Administrators
 Fresno Unified School District
 2309 East Tulare Street
 Fresno, CA 93721

Lou Blanas, Undersheriff
 Sacramento County Sheriff's Department
 711 G Street
 Sacramento, CA 95812

Jarado J. Blue, Chief
 Pasadena Unified School Dist. P.D.
 351 S. Hudson Avenue
 Pasadena, CA 91109

Raymond L. Boulden, President
 Los Angeles Unified School District
 Police Officer's Association
 P.O. Box 26422
 Los Angeles, CA 90026

Steve Craig, President
 Peace Officers Research Association of California
 1911 "F" Street
 Sacramento, CA 95814-1795

Peggy Dial, Legislative Advocate
 Community Concerns/Health
 California State PTA
 5235 Adelaide Way
 Sacramento, CA 95841-4301

Minot B. Dodson, Executive Vice President
 Pinkerton Security & Investigations
 American Society Industrial Security
 15910 Ventura Blvd
 Encino, CA 91436-2810

Larry K. Gore, Chief
 West Sacramento Police Department
 California Police Chiefs' Association (CPCA)
 P.O. Box 428
 550 Jefferson Blvd.
 West Sacramento, CA 95605

Kevin Gordon, Assistant Executive Director
 Government Relations
 California School Board Association (CSBA)
 3100 Beacon Blvd
 West Sacramento, CA 95691

Ron Heskett, President
 Pro-Active Risk Management Services
 6963 Douglas Boulevard, Suite 168
 Granite Bay, CA 95746

Al Howenstein, Executive Director
 California Association of License
 Security Agency & Guards Association (CALSAGA)
 P.O. Box 2563
 Elk Grove, CA 95759

Senator Teresa P. Hughes
 California State Legislature
 Senate Select Committee On School Safety
 State Capitol, Room 5114
 Sacramento, CA 95814

John Hutak, Assistant Superintendent
Personnel Services
Antelope Valley Union High School District
44811 Sierra Highway
Lancaster, CA 93535

Olin Jones, Crime Prevention Specialist
Crime & Violence Prevention
Attorney General's Office
P. O. Box 944255
Sacramento, CA 94244-2250

Bill Logan
California Teachers Association (CTA)
1118 - 10 Street
Sacramento, CA 95812

David Low, Assistant Director
California School Employees' Association (CSEA)
1127 11th Street, Suite 346
Sacramento, CA 95814

Wesley C. Mitchell, Chief
Los Angeles Unified School District Police
450 N. Grand Ave., Rm.H-132 (90012)
P.O. Box 3307
Los Angeles, CA 90051

Dennis Mobley, Member
Rialto Unified School District
California School Board Association (CSBA)
916 West Wabash Street
Rialto, CA 92376

Philip Mullendore
Director of College Safety
Pasadena Community College
1570 E. Colorado Blvd
Pasadena, CA 91106-2003

Chuck Nichols, Education Programs Assistant
Safe School & Violence Prevention Office
Department of Education
560 "J" Street, Suite 260
Sacramento, CA 95814

John Nickols, Chief
Bureau of Security & Investigative Services
Department of Consumer Affairs
400 R Street, Suite 3040
Sacramento, CA 95814

Theodore J. Romas
Director of Safety & Security
Irvine Valley College
California College and University
Police Chiefs Association (CCUPCA)
5500 Irvine Center Drive
Irvine, CA 92620

Gilbert J. Sandoval, President
Specialized Peace Officer
Association of California
2543 Patricia Avenue
Los Angeles, CA 90064

Senator Adam Schiff
California State Legislature
State Capitol, Room 4032
Sacramento, CA 95814

Dean Shelton, Executive Officer
Youthful Offender Parole Board
Governor's Office - Law Enforcement Liaison
4241 Williamsborough Drive, Suite 213
Sacramento, CA 95823

Emily Shieh
Safe & Non-Violence Committee
Calif. American Federation of Teachers (CAFT)
13035 Pomerado, Suite B
Poway, CA 92064

Tom Sutak, President
American Protective Service (APS)
7770 Pardee Lane
Oakland, CA 94621

Donald Swartz, Chief
Stockton Unified School Dist. P.D.
1326 North San Joaquin Street
Stockton, CA 95202-1120

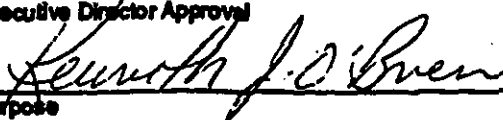
Felice Tanenbaum, Principal Consultant
Senate Select Committee on School Safety
Office of Senator Teresa P. Hughes
State Capitol, Room #5114
Sacramento, CA 95814

Senator Cathie Wright
California State Legislature
State Capitol, Room 4048
Sacramento, CA 95814

8/1/97

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Safety Dispatcher Psychological Assessment Resource Document		Meeting Date November 6, 1997
Bureau Standards and Evaluation	Reviewed By Alan Deal	Researched By John Weiner
Executive Director Approval 	Date of Approval 9-24-97	Date of Report September 22, 1997
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 the publication of a resource document to assist law enforcement agencies that utilize pre-employment psychological assessment procedures in selecting entry-level dispatcher candidates?

BACKGROUND

In 1989, public safety dispatchers were added to the POST program and initial selection and training standards were established pursuant to Penal Code Section 13510(c). Since that time, several studies have been completed to support the development of additional standards.

POST completed a statewide job analysis of the dispatcher position in 1991 in which essential job duties performed by a majority of dispatchers in California were identified, as were the knowledge, skills, abilities and traits necessary to successfully perform these duties. The knowledge and skill information served as a basis for modification and expansion of the Public Safety Dispatcher's Basic Course. A number of the essential cognitive abilities identified in the 1991 job analysis are assessed in the *POST Entry-Level Dispatcher Selection Test Battery*, which is now provided to California law enforcement agencies for use in selecting entry-level candidates in accordance with recently enacted POST standards [Commission Regulation 1018(c)(4)].

Fourteen traits were identified in the job analysis as essential for dispatchers to possess in order to meet job demands (e.g., Tolerance of Stress, Integrity, Dependability, Emotional Control, etc.). Given the manifest importance of these traits and the fact that a substantial number of law enforcement agencies (an estimated 1/4 to 1/3 of agencies) voluntarily use psychological assessments in selecting dispatchers,¹ staff conducted an empirical validation study examining the effectiveness of such assessments for dispatcher selection.

On the basis of the research findings, a Commission-mandated requirement for dispatcher candidates to undergo psychological screening is not proposed at this time. However, much potentially useful information

¹Commission Regulation 1018(c) specifies entry-level dispatcher selection requirements including a medical examination, background investigation, assessment of oral communication skills, and the assessment of candidates' verbal, reasoning, memory and perceptual abilities. Presently, there is no requirement for agencies to conduct pre-employment psychological evaluations for dispatcher candidates.

The recent POST psychological research also produced normative data that should prove useful for the interpretation of dispatcher applicant performance on two commonly used psychological inventories (the California Psychological Inventory and the Minnesota Multiphasic Personality Inventory). The fourth chapter contains tabular summaries of applicant score distributions and profiles on these tests.

Finally, the last chapter illustrates how the information provided in the document may be used in practice to orient the dispatcher pre-employment psychological evaluation. An example evaluation format is described and numerous issues pertaining to the psychological evaluation are raised for consideration.

RECOMMENDATION

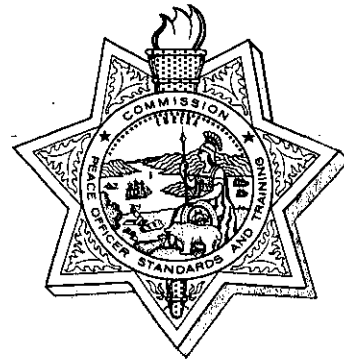
Approve publication of the proposed Public Safety Dispatcher Psychological Assessment Resource Document.

POST Public Safety Dispatcher

PSYCHOLOGICAL ASSESSMENT

RESOURCE DOCUMENT

1997



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

STATE OF CALIFORNIA

POST Public Safety Dispatcher
PSYCHOLOGICAL ASSESSMENT
RESOURCE DOCUMENT

John A. Weiner
Sr. Personnel Selection Consultant

1997

THE MISSION OF THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING IS TO CONTINUALLY
ENHANCE THE PROFESSIONALISM OF CALIFORNIA LAW ENFORCEMENT IN SERVING ITS COMMUNITIES

Draft

Copyright 1997 California Commission on Peace Officer Standards and Training

Published 1997

For information about copies of this publication contact:

POST Media Distribution Center
1601 Alhambra Boulevard
Sacramento, CA 95816
(916) 227-4856

Draft

COMMISSIONERS

Jody Hall-Esser, Chair	Chief Administrative Officer City of Culver City
Collene Campbell, Vice-Chair	Public Member
David C. Anderson	Sergeant Los Angeles County Sheriff's Department
Sherman Block	Sheriff Los Angeles County Sheriff's Department
Charles S. Brobeck	Chief of Police Irvine Police Department
Michael T. Carre	Investigator Orange County District Attorney's Office
Philip del Campo, Ph.D.	Public Member
Ted Hunt	Director Los Angeles Police Protective League
Thomas J. Knutson, Ph.D.	Professor of Communication Studies California State University, Sacramento
William B. Kolender	Sheriff San Diego County Sheriff's Department
Ronald E. Lowenberg	Chief of Police Huntington Beach Police Department
Daniel E. Lungren	Attorney General
Jan Scully	District Attorney Sacramento County District Attorney's Office
Rick TerBorch	Chief of Police Arroyo Grande Police Department
Kenneth J. O'Brien	Executive Director

PREFACE

This document contains information that is designed to assist those law enforcement agencies that utilize preemployment psychological assessment procedures in hiring their public safety dispatchers. The information is intended to serve as a resource to assist both the assessment practitioner and the end-user of the psychological evaluation; that is, agency staff responsible for making human resource decisions. This publication is provided for *informational purposes only* and does not constitute a requirement by the Commission for agencies to conduct dispatcher preemployment psychological evaluations, nor is it intended to reflect an endorsement of particular assessment instruments.

Most of the content of this report was drawn from research studies conducted by POST between 1989 and 1997. This research included a statewide job analysis of the dispatcher position, development and criterion-related validation of a multi-aptitude test battery for dispatcher selection, and more recently, completion of an empirical study of the relationships between pre-employment psychological assessments and subsequent performance as a public safety dispatcher.

The resource document was assembled with the assistance of the following psychologists: Audrey Honig, PhD, Joe Fabricatore, PhD, Robert Flint, PhD, Wayne Light, PhD, Mike Roberts, PhD, and Phil Trompetter, PhD. POST and the law enforcement community owe thanks to these individuals for their participation and guidance in producing this document.

Questions regarding this publication should be directed to the Standards and Evaluation Services Bureau at the Commission on POST, 1601 Alhambra Boulevard, Sacramento CA 95816; telephone (916) 227-4820.

KENNETH J. O'BRIEN
Executive Director

TABLE OF CONTENTS

COMMISSIONERS	i
PREFACE	iii
TABLE OF CONTENTS	v
1. INTRODUCTION	1
2. THE NATURE OF PUBLIC SAFETY DISPATCHER WORK	2
Job Duties	2
Job Demands	4
Cognitive Abilities	5
Personality Traits	5
3. JOB PERFORMANCE CONCERNS	9
Employee Retention	9
Job Performance Problems	9
4. OVERVIEW OF POST DISPATCHER PSYCHOLOGICAL RESEARCH	11
Research Design	11
Summary of Findings	12
Applicant Score Profiles and Norms	13
Validity Evidence for Psychological Tests	16
Psychological Suitability Ratings	17
Implications for Dispatcher Psychological Assessment	19
5. FRAMEWORK FOR DISPATCHER ASSESSMENT	21
Example Preemployment Evaluation Format	21
Evaluation Issues	23
REFERENCES	24

TABLES

Table 1: Public Safety Dispatcher Job Functions	3
Table 2: Distinctive Features of Dispatcher Work	4
Table 3: Essential Dispatcher Abilities	6
Table 4: Essential Dispatcher Traits	8
Table 5: Base Rates for Dispatcher Trait-Related Problems	10
Table 6: Cross-Tabulation of Suitability Ratings and Hiring Decisions	18

FIGURES

Figure 1: Dispatcher Applicant Profile: MMPI-2	14
Figure 2: Dispatcher Applicant Profile: CPI-462	15

APPENDICES	25
------------------	----

Appendix A:
Psychological Test Scales Included in the POST Research

Appendix B:
Job Performance Rating Instruments

Appendix C:
Dispatcher Applicant Norms: MMPI-2, CPI-462, and JPI

Appendix D:
Psychological Test Scores by Gender and Racial/Ethnic Group

Appendix E:
Validity Evidence for Psychological Test Scales

Appendix F:
Validity Evidence for Psychological Test Scale Composites

Appendix G:
Example Dispatcher Psychological Assessment Report

1. INTRODUCTION

This publication contains information that was gathered in several studies of the public safety dispatcher occupation that were conducted by POST between 1989 and 1997. The first such study was a statewide job analysis of the dispatcher position. Chapter 2 of this report, *The Nature of Public Safety Dispatcher Work*, summarizes the findings of the POST dispatcher job analysis, including job duties and demands of dispatcher work, as well as various cognitive abilities and personality traits that were identified as essential for successful job performance statewide. As will be seen later, this information is quite useful in providing a framework for the preemployment psychological assessment.

The above POST studies produced information pertaining to the incidence of various job performance problems which are suggestive of important areas of focus for preemployment psychological assessment. The findings of this research are outlined in Chapter 3, *Job Performance Concerns*.

In 1997, POST completed a study examining empirical relationships between psychological test scores, suitability ratings, and subsequent performance of the dispatcher job (Weiner, 1997). The research findings were presented at a POST-sponsored Psychological Assessment Conference held in that same year. The conference was attended by a panel of psychologists with extensive expertise and involvement in law enforcement preemployment assessment in California. After reviewing and discussing the research findings and implications, the panel accepted the POST research and supported the idea of producing an informational document to assist law enforcement agencies that utilize preemployment psychological assessment in hiring dispatchers. Chapter 4 provides an overview of this research.

The POST dispatcher psychological research produced normative data that is useful for the interpretation of dispatcher applicant performance on two commonly used psychological inventories: the California Psychological Inventory and the Minnesota Multiphasic Personality Inventory. Chapter 4 includes graphic profiles and tabular summaries of applicant score distributions on these tests. Racial/ethnic and gender subgroup score distributions and comparisons are also reported.

The last chapter, *Framework for Dispatcher Assessment*, illustrates how information contained in this document may be applied in practice in conducting the dispatcher pre-employment psychological evaluation. An example evaluation format is described which incorporates this information.

2. THE NATURE OF PUBLIC SAFETY DISPATCHER WORK

Public safety dispatchers play a vital role in the delivery of law enforcement services, functioning as a nexus between the community, law enforcement and allied agencies, and public safety field personnel. Their role is largely one of information processing -- obtaining, evaluating, and disseminating information regarding crimes, emergencies, and requests for public safety services -- information that is often critical to the safety of both the public and law enforcement personnel. The conditions under which this role is carried out are often quite demanding with respect to both cognitive and non-cognitive skills and qualities.

The law enforcement dispatcher occupation was studied in-depth in a statewide job analysis completed by POST in 1991. The purpose of the job analysis was to elicit information to support the development of training curricula and selection procedures/instruments for entry-level dispatchers. In conducting the study, information was collected through a variety of methods including job observation, interviews, workshops, and survey instruments. Over 1,000 dispatchers and supervisors from more than 160 agency communication centers participated in the job analysis.

This chapter contains a brief summary of the job analysis findings relevant to employee selection. A comprehensive technical report is available from POST which provides a detailed account of the job analysis procedures, survey instruments, sample characteristics, analyses and results (Weiner, 1991).

Job Duties

The public safety dispatcher job can be summarized in terms of four principal functions: Call Taking, Providing Information, Dispatching, and Using Resources and Equipment. These functions encompass a variety of performance activities which are summarized in Table 1.

The context in which dispatchers perform these activities varies with the wide array of situations that they encounter. More than 200 different types of incidents were identified in the 1991 job analysis as being of importance and/or frequently encountered by a majority of dispatchers in California. Situations ranging from the mundane (parking violation) to the tragic (e.g., rape, homicide, child abuse) may be encountered on a daily basis.

Some of the most critical incidents that a dispatcher will encounter include: *officer needs help/emergency, felony vehicle stop, hostage situation, missing officer, barricaded suspect, attempted murder, sniper, homicide, bombing, vehicle pursuit, and person with a gun* (see job analysis report for entire listing of incidents).

Table 1
Public Safety Dispatcher Job Functions

CALL-TAKING:

Obtains complete, accurate and appropriate information from calling party.

Communicates effectively with various types of "difficult" callers (emotionally upset, abusive, nuisance, non-English speaking, TDD, intoxicated, mentally unstable, suicidal, speech-impaired, children, elderly).

Evaluates and properly classifies initial complaint/request information and determines what further action is necessary, if any.

Determines appropriate agency or referral for complaints and requests.

Determines appropriate response/dispatch priority for complaints and requests.

Summarizes (in written form) incidents, descriptions and other information obtained from callers using clear, concise and appropriate language in an organized, complete and accurate manner.

PROVIDING INFORMATION:

Determines what information, if any, should be provided to the public, other agencies, and the media.

Explains departmental policies and procedures, and legal processes to the public, other agencies, and the media.

Advises citizens of appropriate actions to take in various emergency and non-emergency calls for service.

DISPATCHING:

Determines appropriate personnel and resources to dispatch to incidents.

Summarizes information for broadcasting using clear, concise and appropriate language in an organized, complete and accurate manner.

Communicates effectively with field units, verbally and in written form (e.g., broadcasting, receiving, and exchanging information).

Directs and coordinates appropriate field unit response.

Initiates and coordinates allied agency response, when appropriate.

Monitors, coordinates and accurately updates status information regarding field units and incidents.

USING RESOURCES & EQUIPMENT:

Uses appropriate automated data bases (e.g., vehicle, criminal history, driver license, wants and warrants, stolen property, gun, and various specialized data bases) and reference materials (codes, wanted lists, directories, manuals, etc.) to obtain or accurately update information.

Uses telephone system and related equipment, radio broadcasting equipment, and/or computer-aided dispatch (CAD) system properly when receiving and dispatching calls for service.

Job Demands

There are a number of distinctive features of dispatcher work that place special demands on the job incumbent and which are worthy of consideration in evaluating the candidate's suitability for the position. The more prominent among these features are listed below in Table 2. Inspection of this list suggests that dispatcher work requires a relatively high degree of cognitive functioning, coupled with a resilient, adaptive, composed and agreeable temperament. In fact, these qualities were identified in the job analysis in the form of cognitive abilities and traits, as described on the following pages.

Table 2
Distinctive Features of Dispatcher Work

- Serious consequences of error; provide information, make decisions, and perform duties that may be critical to the safety of the public and field officers.
- High visibility and accountability (all conversations are audiotaped and subject to review in court).
- Deal with tragic and unpleasant situations.
- Have access to sensitive information (e.g., stakeouts, criminal history, personal information, etc.).
- Perform multiple activities simultaneously; work with frequent interruption.
- Function in a reactive mode; not able to choose calls/situations to be handled or know ahead of time what the situation will be.
- Work in a "verbal world" where communication skills (expression, fluency) are especially important.
- Interact with many different people on a daily basis, often at the same time.
- Work under rigid structure of rules and procedures.
- Remain stationary; sit at a telephone/radio console for extended periods of time.
- Alternate between periods of high activity and low activity.
- Repetitive work activities.
- Work in close quarters with other employees.
- Public relations role: Dispatcher's demeanor and competence in handling calls from the public combine to form what is often the first and only impression that people have about law enforcement.

Cognitive Abilities

Thirteen cognitive abilities were identified in the job analysis as essential for the performance of dispatcher duties. These abilities fall into four primary domains: verbal, reasoning, memory and perceptual; see Table 3. They were derived from a well established taxonomy of human performance (Fleishman & Quaintance, 1984) and are consistent with other summaries of the literature on ability measurement (Carroll, 1993; Nunnally, 1978).

POST has developed a series of job-related tests which are designed to measure nine of the above described abilities. The *POST Entry-Level Dispatcher Selection Test Battery* is a group-administered, objectively scored instrument that is administered through a combination of audio tape and paper-pencil media. Further information regarding the development, validation, and measurement properties of the battery is available in the *Test User's Manual* (Weiner, 1996).

The battery is now used by a majority of California law enforcement agencies in selecting their dispatch personnel.¹ Users of the POST Battery receive from POST a norm-referenced test score report for each administration, where candidates' scores are normed to a statewide calibration sample of over 1,000 applicants. Individual test results are provided for each component of the battery, representing four primary abilities (verbal, reasoning, memory, and perceptual), as well as each of the eleven subtests. These scores would undoubtedly be useful as a supplement to any subsequent psychological evaluation.

Personality Traits

Fourteen personality traits were also identified in the job analysis as being essential for the performance of important dispatcher duties performed statewide. They include *Tolerance of Stress, Integrity, Dependability, Emotional Control, Tolerance of Unpleasant Work Environment, Adaptability, Teamwork, Maturity, Productivity, Positive Attitude, Assertiveness, Social Concern, Motivation, and Interpersonal Sensitivity*. Definitions of these traits are given in Table 4.

The traits represent behavioral characteristics, attributes, and enduring patterns of behavior that are demonstrated by the manner in which people act under various conditions. They were developed on the basis of a variety of source materials and procedures that are described in the job analysis report. In view of their job relevance, it is recommended that the fourteen traits serve as the foundation for the psychological evaluation, anchoring the job suitability assessment. An example of how this might be accomplished is presented in Chapter 5.

¹Effective July 1, 1997, POST Commission Regulation 1018(c) requires agencies participating in the Public Safety Dispatcher Program to assess entry-level dispatcher candidates' verbal, reasoning, memory, and perceptual abilities (as defined). The vast majority of law enforcement dispatching agencies in California participate in the POST Dispatcher Program.

Table 3
Essential Dispatcher Abilities

VERBAL:

***ORAL COMPREHENSION** is the ability to understand spoken English words and sentences.

Examples of this ability include: Understanding complaints, requests, and other information received orally from citizens, field personnel and other agencies; and understanding briefings, instructions and directions received orally from field personnel, supervisors and co-workers.

***WRITTEN COMPREHENSION** is the ability to understand written sentences and paragraphs.

Examples of this ability include: Reading and understanding written incident information (e.g., summaries), various reference materials, (e.g., manuals, codes, policies and procedures), and teletype information (e.g., CLETS, NCIC).

ORAL EXPRESSION is the ability to use English words or sentences in speaking so others will understand.

Examples of this ability include: Providing information and directions orally to the public, co-workers and field personnel; questioning callers; dispatching field personnel; and explaining policies and advising citizens of actions to take in various emergency and non-emergency situations.

***WRITTEN EXPRESSION** is the ability to use English words or sentences in writing so others will understand.

Examples of this ability include: Recording and summarizing complaint information in writing (e.g., completing incident cards and reports); maintaining various logs; preparing information to broadcast (e.g., teletype messages, APE's); writing office communications and bulletins; and dispatching field personnel via CAD system.

FLUENCY OF IDEAS is the ability to produce a number of ideas about a given topic.

Examples of this ability include: Providing alternatives to the public and field personnel (e.g., identifying alternative resources, routes of travel, etc.); coming up with alternative approaches to obtain information from a difficult caller or to keep a caller on the phone (e.g., suicide, suspect); and identifying a variety of data bases and other resources as needed to obtain requested information.

REASONING:

***DEDUCTIVE REASONING** is the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense.

Examples of this ability include: Resolving complaints and requests for service; determining how many units to dispatch to a call (e.g., appropriate level of response); and recognizing that information given by a caller is not consistent.

***INDUCTIVE REASONING** is the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions. This involves the ability to think of possible reasons why things go together.

Examples of this ability include: Judging whether a complaint or request is legitimate; determining whether a complaint is a criminal or civil matter; evaluating complaint information and determining the type of crime (e.g., robbery vs. burglary); and recognizing duplicate or related calls (e.g., comparing suspect information given in separate calls).

***INFORMATION ORDERING** is the ability to correctly follow a given rule or set of rules to arrange things or actions in a certain order. The things or actions to be put in order can include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations.

Examples of this ability include: Classifying and prioritizing complaints and requests; recording complaint/request information in the appropriate format; arranging information in the appropriate order for broadcasting to field personnel; and reading back a teletype message in logical order.

(continued)

**Targeted for measurement in the POST Entry-Level Dispatcher Selection Test Battery.*

Table 3 (continued)
Essential Dispatcher Abilities

MEMORY:

***MEMORIZATION** is the ability to remember information, such as words, numbers, pictures, and procedures. Pieces of information can be remembered by themselves or with other pieces of information.

Examples of this ability include: Remembering the details of a recent incident or related incidents; remembering procedures for handling various types of complaints and incidents, as well as for operating communications equipment and systems; remembering various codes and abbreviations (e.g., radio, legal); and remembering geographical boundaries and significant common locations.

PERCEPTUAL:

SPEED OF CLOSURE ability involves the degree to which different pieces of information can be combined and organized into one meaningful pattern quickly. It is not known beforehand what the pattern will be. The material may be visual or auditory.

Examples of this ability include: Evaluating initial information and quickly determining whether an incident is an emergency; receiving multiple radio transmissions in rapid succession and determining that they pertain to the same incident; and taking several calls reporting different parts of the same incident and quickly combining the information to gain an overall picture of what happened.

***PERCEPTUAL SPEED** ability involves the degree to which one can compare letters, numbers, objects, pictures, or patterns, both quickly and accurately. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.

Examples of this ability include: Quickly comparing and verifying names, locations and descriptions received by radio, telephone, or in written form (e.g., checking a detainee's description against a wanted list or data base inquiry); and quickly comparing incident information to determine if different calls are related.

SELECTIVE ATTENTION is the ability to concentrate on a task and not be distracted. When distraction is present, it is not part of the task being done. This ability also involves concentrating while performing a boring task.

Examples of this ability include: Taking calls and dispatching field personnel from within a noisy, distracting work environment (e.g., taking a complaint from a citizen while other phone lines are ringing, other dispatchers are receiving emergency calls, teletype messages are printing, and alarm panels are sounding); or dispatching field personnel to an incident while other unrelated personnel are transmitting on the same frequency).

***TIME SHARING** is the ability to shift back and forth between two or more sources of information.

Examples of this ability include: Handling multiple calls for assistance at the same time; taking a complaint while monitoring radio traffic, teletypes and alarm panels; coordinating the response of multiple field units to an incident or several ongoing incidents; monitoring multiple radio channels at the same time; and tracking the status of field personnel while performing other duties (e.g., taking complaints or dispatching).

**Targeted for measurement in the POST Entry-Level Dispatcher Selection Test Battery.*

Table 4
Essential Dispatcher Traits

TOLERANCE OF STRESS: Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay.

INTEGRITY: Is honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.

DEPENDABILITY: Acts responsibly and reliably in all situations; willing to accept the consequences of one's decisions and behavior; is disciplined, thorough, accurate and punctual.

EMOTIONAL CONTROL: Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations; does not become personally involved.

TOLERANCE OF UNPLEASANT WORK ENVIRONMENT: Accepts and is able to function effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space, rigid chain of command).

ADAPTABILITY: Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.

TEAMWORK: Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel and personnel at other agencies in performing job duties; a "team player."

MATURITY: Draws upon life experiences to deal with situations; thinks before acting (e.g., not impulsive); is not easily fooled (e.g., not naive); sees value in and takes work seriously; sensible; recognizes and is not bothered by trivial negative events and circumstances.

PRODUCTIVITY: Performs work in an efficient, organized and timely manner; performs effectively without constant supervision.

POSITIVE ATTITUDE: Reacts in a positive and constructive manner when confronted with negative work situations; is optimistic; sees the good side in situations; displays cheerfulness; acts inspired about work; sees value in the organization and its members; is able to use humor appropriately to relieve tense or stressful situations.

ASSERTIVENESS: Takes command of a situation; acts confidently, without hesitation; willing to voice personal views; not easily intimidated.

SOCIAL CONCERN: Concerned with the safety and welfare of others; demonstrates an interest in people and serving the public.

MOTIVATION: Displays hustle and drive in reaching work goals; self-motivated; makes use of "down time"; recognizes that the job may require additional time and energy; seeks answers to issues and questions; keeps trying, even in difficult situations; proceeds in the face of adversity.

INTERPERSONAL SENSITIVITY: Addresses situations in a sensitive, straightforward manner, showing consideration for others; resolves disputes in the least offensive manner; acts in an unbiased fashion towards others, keeping personal prejudices out of the work place; attempts to understand and respects the attitudes and beliefs of others.

3. JOB PERFORMANCE CONCERNS

Employee Retention

Employee retention (turnover) has been a chronic problem with the dispatcher occupation in most law enforcement agencies. In casual conversations with communication center managers, this problem will almost invariably arise. In 1990, POST conducted a survey of 131 California agencies revealing that, on average, over 40% of newly hired dispatchers separate from the agency prior to the completion of the mandatory probationary period. Moreover, 75% of these separations were for reasons related to unsatisfactory job performance. These findings were substantiated in the above cited 1997 POST study where 44% of the dispatchers failed to complete probation and 50% of those failing were performing unsatisfactorily at the time.

While the reasons cited for unsatisfactory performance in the 1990 survey were most often related to job knowledge, skills, and cognitive ability inadequacies (approximately 80%), unsatisfactory performance due to "other problems" (attitude, motivation, work habits, etc.) was substantial (20% of failures, on average). In the 1997 POST study, trait-related performance problems accounted for 22% of the identified probation failures.

Another noteworthy finding in the 1990 survey was that employee turnover and perceived problems were found to vary as a function of agency size. Smaller agencies reported lower turnover rates and indicated that traits play a relatively greater role in employee turnover than did larger agencies.

Job Performance Problems

In the 1997 study, supervisory evaluations were obtained for over 300 dispatchers with respect to job performance problems related to the fourteen traits described above. Supervisors used a specially developed performance appraisal instrument to evaluate the dispatchers. Table 5 provides a breakdown of the percentage of dispatchers rated as demonstrating no significant problems, moderate problems or excessive problems related to each trait. These percentages represent base rates for trait-related performance problems exhibited by dispatcher incumbents, including newly hired dispatchers who were terminated.

Remarkably, over 60% of the dispatchers in the study were rated as having demonstrated at least one trait (work behavior) problem of moderate severity, and 30% were rated as having demonstrated at least one excessive behavioral problem. In general, *Tolerance of Stress*, *Emotional Control*, *Productivity*, and *Assertiveness* were areas in which the greatest numbers of dispatchers were identified as having displayed excessive problems; over 10% of the dispatchers had excessive problems in each of these areas. These findings are quite telling with regard to key performance issues that the psychological evaluation should address.

Table 5
Base Rates for Dispatcher Trait-Related Performance Problems

Trait Rating Scale*	No Significant Problems	Moderate Problems	Excessive Problems
Tolerance of Stress	61.1%	25.5%	12.2%
Integrity	85.7%	6.4%	5.2%
Dependability	70.5%	21.0%	7.6%
Emotional Control	67.2%	21.3%	10.3%
Tolerance of Unpleasant Work Environment	71.6%	19.2%	8.2%
Adaptability	67.8%	24.0%	7.3%
Teamwork	80.9%	11.2%	5.8%
Maturity	71.3%	19.5%	7.9%
Productivity	68.7%	20.4%	10.9%
Positive Attitude	69.6%	23.7%	6.4%
Assertiveness	67.2%	22.5%	10.0%
Social Concern	88.1%	6.7%	3.3%
Motivation	68.7%	23.1%	7.9%
Interpersonal Sensitivity	76.9%	16.1%	5.2%
N (min / max)	201 / 290	21 / 78	11 / 40

Multiple Performance Problems:	Percent of Dispatchers (N=329)
Moderate or severe problems on any of 14 traits	63.5%
Excessive problems on any of 14 traits	30.4%

***Trait Rating Scale:** To what extent has the dispatcher demonstrated problems in the performance of job duties related to this work behavior (trait) during the last 12 months employment?

- 0=No significant problems related to this behavior;
- 1=moderate performance problems related to this behavior;
- 2=Excessive performance problems related to this behavior;
- N=Not observed/Unable to rate.

4. OVERVIEW OF POST DISPATCHER PSYCHOLOGICAL RESEARCH

This chapter summarizes an empirical study conducted by POST in which psychological test scales and psychologists' overall job suitability ratings were examined with respect to their relationships with subsequent performance as a public safety dispatcher. The research was conducted by POST staff over a period spanning 1994 to 1997 and involved the participation of eight police psychologists² and nearly two dozen law enforcement agencies. Details regarding the research methodology and results are provided in the previously cited technical report for the 1997 POST study.

Research Design

Psychological test scores and psychologists' ratings of overall job suitability were collected for 924 applicants for dispatcher positions at 23 police and sheriff's communication centers. The psychological evaluations were used to make hiring decisions, although not all low scoring candidates were rejected. The eight psychologists assisted in the study by providing (with agency approval) psychological test scores and suitability ratings for all dispatcher applicants that they evaluated for the participating agencies over a 5-year period. For those job applicants who were hired, specially developed measures of job performance were administered which served as criteria for purposes of evaluating the predictive validity of psychological test scores and psychological suitability ratings (N=331).³

Sample. The applicants were primarily female (77%), with an average age of 31. The racial/ethnic breakdown for applicants was 2% Asian, 13% Black, 11% Hispanic, 73% white, and 1% other. The demographic characteristics of the validation analysis sample were virtually the same.

Psychological Tests. Applicant scores were obtained on two instruments: (1) the Minnesota Multiphasic Personality Inventory (MMPI-1 or MMPI-2); and (2) the California Psychological Inventory (CPI-480 or CPI-462). One psychologist used the Jackson Personality Inventory (JPI) in lieu of the CPI. For purposes of the study, test scores were scaled two ways: (a) relative to *published gender-referenced norms* using the gender-specific norm tables published in the test user manuals;⁴ and (b) relative to *applicant unisex norms*, where raw scores were standardized to

²Special thanks are owed to Drs. Robert Flint, Karen Kelley, Wayne Light, Randall Smith, Mike Roberts and Associates, and Phil Trompetter for their participation in this study.

³Additional analyses were conducted addressing a variety of test use and interpretation issues, such as relationships between alternative test scoring procedures, subgroup test score differences, base rates for suitability and hiring decisions, policy capturing analyses of psychological suitability ratings, job performance base rates, and test scale intercorrelations and factor structures.

⁴MMPI-1 and MMPI-2 scales were normed to their respective norm samples, as were CPI-480 and CPI-462 scale scores. MMPI scales were K-corrected, where appropriate. CPI configural scales v1, v2 and v3 were normed to published means and SDs; Behaviordyne-normed CPI scores were not used; norms were not available for MMPI-1 supplementary scales DO and RE. Note: CPI-462 was recently replaced by a newer version.

the T scale (mean=50 and SD=10) within test form (MMPI-1, MMPI-2, CPI-480, CPI-462, JPI). Appendix A lists the test scales that were included in the research.

Suitability Ratings. Overall ratings of candidates' suitability for employment as a dispatcher were also collected, reflecting psychologists' syntheses of all information obtained in their evaluations (e.g., test scores, personal history, interview responses, etc.). The suitability ratings were standardized to 2-level (suitable/unsuitable) and 3-level (suitable, marginally suitable, unsuitable) scales.

Job Performance Criteria. Three types of job performance criterion measures were developed by POST to be completed by local agency project coordinators and dispatch supervisors expressly for purposes of the study:

- (1) **Probation Success/Failure (Turnover):** The dispatcher's success or failure in completing probation was recorded, including up to 3 reasons for failure.
- (2) **Supervisor Ratings:** The dispatcher's immediate supervisor completed a 5-part evaluation covering: (a) Effectiveness in Performing Key Job Duties, (b) Knowledge, Skills, and Abilities Demonstrated in Performing Job Duties, (c) Work Behavior Problems, (d) Performance Outcomes, and (e) Overall Job Performance.
- (3) **Attendance Ratings:** The dispatcher's overall attendance and punctuality were described using two Likert-type rating scales. These ratings were made by agency staff with access to departmental attendance records which were to be used as a basis for the evaluation.

Appendix B contains the rating instruments used by supervisors to evaluate the job performance of dispatchers in the study. The instruments are provided to enable interested agencies to conduct independent validation studies for their assessment procedures.

Summary of Findings

This section begins with a summary of job applicant test profiles and score distributions (norms) which illustrate differences between test scores obtained in an employment setting versus other assessment settings. Next, validity results for the various psychological test scales are summarized. This is followed by an outline of research findings for the overall job suitability ratings made by psychologists, including base rate information, a relationships with psychological test scales, and a summary of validity findings. Finally, implications of the research results are reviewed.

Further details regarding the findings summarized in this section are provided in the technical report. The technical report also describes additional analyses which are not reported in this document (e.g., comparability of gender-normed scales vs. unisex normed scales; test scale intercorrelations and factor structures, and factor score validities).

Applicant Score Profiles and Norms

MMPI-2 and CPI-462 score profiles for job applicants are displayed graphically on the following pages. The profiles show the mean for each test scale, as well as the scale scores corresponding to the 5th percentile and the 95th percentile for dispatcher applicants who were part of the POST study. Since these profiles are based on published norms, the profiles reflect potential differences between job applicants and the general adult population (the basis for the published norms).

In Figure 1, relatively few elevations are observed for applicants' scores on the MMPI-2 clinical scales; the *K* scale is elevated as would be expected in a job applicant setting, and *L* also appears to be substantially elevated, on average. Also noteworthy are the relatively narrow and low-centered distributions of scores on *WRK*, *F* and *A*.

Few extreme low CPI-462 scores are observed in Figure 2 for the applicant sample. The *Gi* scale is elevated as would be expected in a job applicant setting. Relatively high means are also observed for the *Do* and *Sc* scales.

Job applicants' test scores are more fully described in Appendix C. The appendix contains tables which show applicants' scores on the MMPI-2 and CPI-462 scales corresponding to a range of percentile ranks (centiles). The lower portion of each table contains the scale mean and standard deviation (SD) and the number of applicants (N) upon which these statistics are based. An additional table is included which contains means and standard deviations for the JPI scales (percentiles are not reported for this test due to the small sample size).

Test Score Distributions by Racial/Ethnic Group. Comparisons were made between racial/ethnic and gender groups on the various MMPI-2 and CPI-462 scales and a number of significant differences were detected. Detailed breakdowns of scale scores by racial/ethnic and gender group are presented in Appendix D. The results are summarized below.

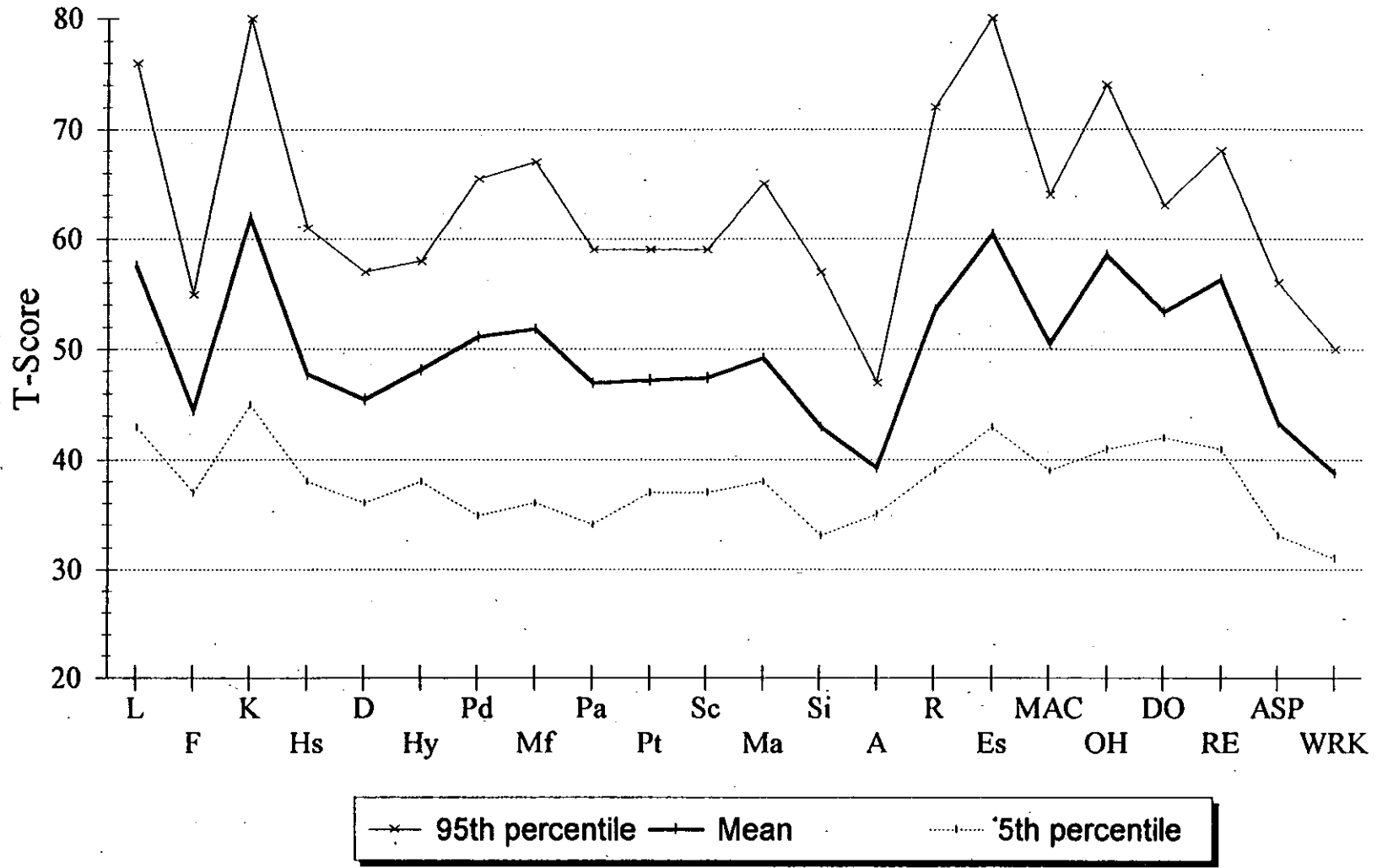
Racial/ethnic group mean differences were found on 10 of 22 MMPI-2 scales and 9 of 23 CPI-462 scales studied.⁵ On average, Blacks tended to score *higher* than whites and/or Hispanics on nine MMPI scales (*L*, *D*, *MF*, *Si*, *A*, *R*, *ES*, *OH*, *RE*). Blacks also tended to score *lower* on six CPI scales (*Sp*, *In*, *Em*, *Wb*, *Ai*, *V3*). Hispanics were observed to have *lower* MMPI scores than Whites on one scale (*DO*), and tended to score *lower* than Blacks on four MMPI scales (*Si*, *ES*, *DO*, *RE*). Hispanics were also observed to have *lower* mean CPI scores than whites on six scales (*Cs*, *Wb*, *Ai*, *Ie*, *Py*, *V3*).

Significant male-female mean score differences were found on nine MMPI-2 scales and three CPI-462 scales. Females scored significantly *lower* than males, on average, on five MMPI scales (*F*, *Ma*, *ES*, *MAC*, *ASP*) and higher on four MMPI scales (*D*, *MF*, *Si*, *R*). With regard to CPI scale differences, females tended to score higher on two scales (*F/M*, *VI*), and lower on one scale (*Sp*).

⁵JPI scales were not examined due to the small sample size.

Figure 1
Dispatcher Applicant Profile: MMPI-2

14

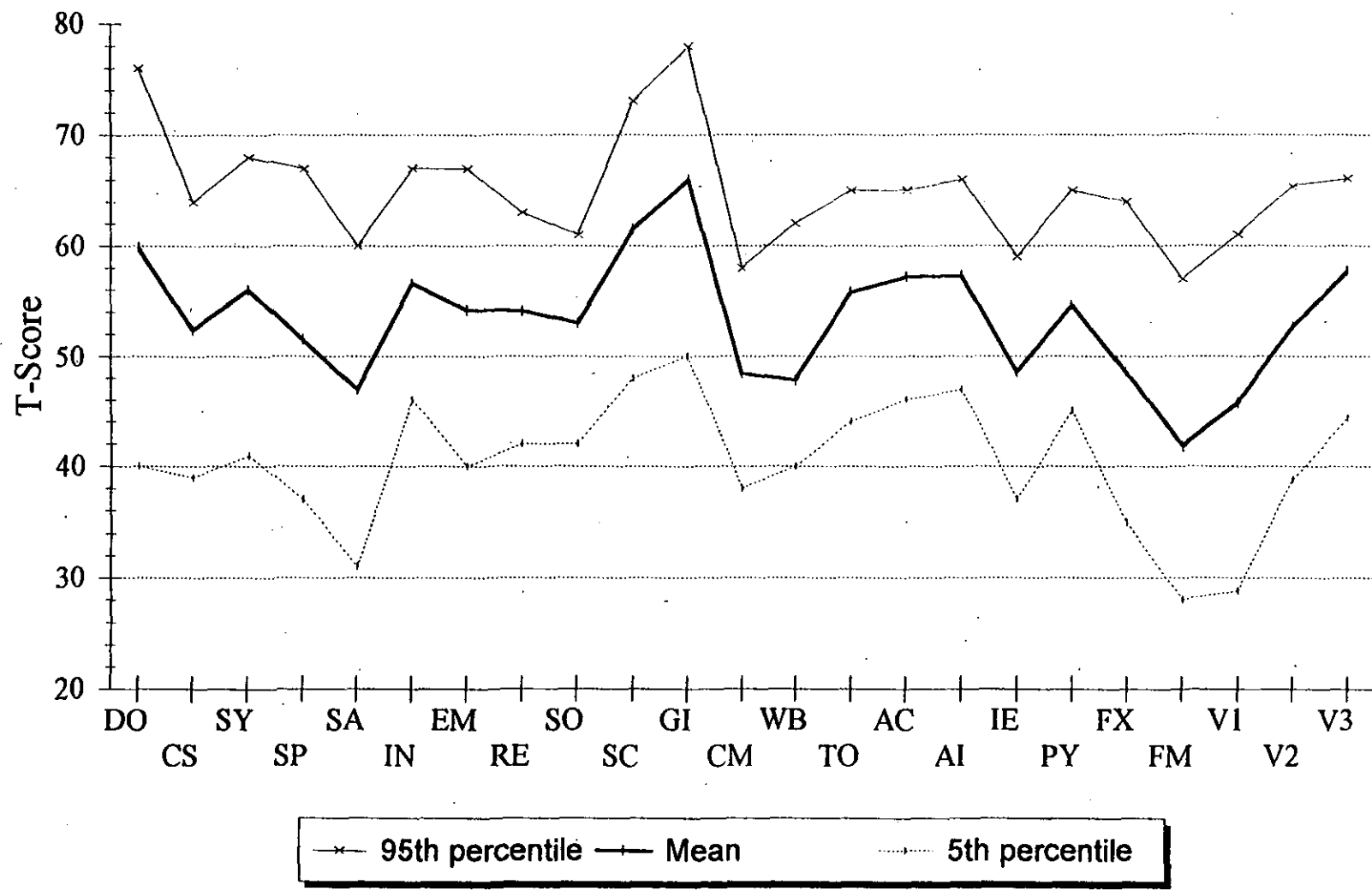


N=268-483

Draft

Figure 2
Dispatcher Applicant Profile: CPI-462

Figure 2



—x— 95th percentile — Mean —····· 5th percentile

N=298-299

15

Draft

Validity Evidence for Psychological Tests

Test Scales. Scores on the various MMPI, CPI, and JPI scales were correlated with the above described job performance measures and four scales were found to be among the better predictors of dispatcher job performance: MMPI *WRK* and *F*, and CPI *So* and *In*. Validity results for these scales are outlined below.

- *MMPI-WRK (Work Interference)*: Higher scores on *WRK* are associated with *lower* job effectiveness ratings, *higher* rates of work behavior problems (gender normed scores), *higher* rates of employee turnover, and *higher* rates of complaints regarding employee performance.
- *MMPI-F (Infrequency)*: Increases in *F* are associated with *lower* job effectiveness ratings, *higher* rates of employee turnover (gender normed scores), and *higher* rates of complaints regarding employee performance (gender normed scores).
- *CPI-So (Socialization)*: Higher scores on *So* are correlated with *higher* ratings of job effectiveness (unisex normed scores), *lower* rates of work behavior problems (unisex normed scores), and *lower* rates of complaints regarding employee performance.
- *CPI-In (Independence)*: Increases in *In* are associated with *higher* job effectiveness ratings, *lower* rates of work behavior problems, *higher* attendance and punctuality ratings, and *lower* rates of complaints regarding employee performance.

The validity results were promising for a number of the psychological test scales that were examined in the study:

- When scaled to *published gender-specific norms*, the following were found to predict at least one of the job performance measures at the .01 level of significance: MMPI: *F*, *Hy*, *Pd*, *Ma*, *Si*, *ES*, *RE*, *WRK*; CPI: *So*, *In*; and JPI: *CPX*.
- When scaled to *applicant unisex norms*, only *MF* and *WRK* were predictive ($p < .01$) among MMPI scales. The same CPI scales as above were predictive and one additional JPI scale was predictive, *ENL*.

Correlations between all of the test scales and job performance measures included in the study are reported in Appendix E.

Test Scale Composites. Various combinations of the above four tests (*WRK*, *F*, *So*, and *In*) were added together to compute composite scores and all were found to be substantially predictive of job performance, as summarized below.

- The combination of all four tests (*So + In - WRK - F*) was found to be substantially correlated with dispatcher job performance; validities of approximately .40 were obtained with several job performance indices. Increases in test composite score are associated with job effectiveness, good attendance/ punctuality, fewer work behavior problems, a lower likelihood of employee turnover, and fewer complaints regarding job performance.

- The combination of two "normal" personality scales (*So* + *In*) was found to correlate with job performance nearly as well as the above four-test composite. Moreover, cross-validation results were the most favorable for the *So+In* composite relative to others that were examined (see technical report).
- Comparable validity results were obtained for applicant *unisex norm* score composites and published *gender norm* score composites.
- Correlation tables for the test scale composites and job performance measures are presented in Appendix F.
- Relationships among the four scales were examined and are described in the technical report. A noteworthy finding is that *So* and *In* contribute unique and significant prediction of job performance, while *WRK* does not contribute significantly to the prediction of job performance over and above that provided by *So* and *In*. Also, while *F* adds significantly to the prediction of performance provided by *So* and *In*, there is little practical utility in adding *F*.
- The test composites were also found to be predictive of job performance within racial/ethnic and gender groups in most instances, despite very small sample sizes. Comparable results were obtained for gender-based and unisex normed scores (see technical report).

Psychological Suitability Ratings

Base Rates. With regard to psychologists' overall job suitability ratings (i.e., their syntheses of test scores, interview, personal history, and other information), approximately one of every four job applicants evaluated (25%) were rated "unsuitable"; one of three (35%) were rated "marginally suitable"; and 40% were rated "suitable."⁶ Less than half (45%) of all applicants subjected to the psychological evaluation were hired. Of those hired, 95% were rated "suitable" (i.e., 5% of those hired were actually rated "unsuitable"). Table 6 presents crosstabulations of 2- and 3-level suitability ratings by hiring decision.

Relationships With Test Scales. Psychologists' suitability ratings were correlated with the various test scales to examine the extent to which the ratings can be explained by test scores. Overall, the results indicated that psychologists in the study rely largely upon information other than test scores (e.g., personal history information, interview, etc.) and/or use such scores differently in formulating their suitability recommendations.

More specifically, many alternative combinations of scales were identified which offered comparable prediction of suitability ratings. Furthermore, less than 15% of the variance in 2-level suitability ratings was accounted for by the best predictive test combinations (approximately 25% for 3-level ratings); see technical report.

⁶Significant differences were detected between psychologists with respect to the percentage of candidates rated "suitable" (see technical report).

Table 6
Cross-Tabulation of Suitability Ratings and Hiring Decisions

2-Level Suitability Ratings

Suitability Rating	No. Applicants		
	Not Hired	Hired	Total
Unsuitable	201	21	222 24.2%
Suitable	300	394	694 75.8%
Total	501 54.7%	415 45.3%	916

3-Level Suitability Ratings

Suitability Rating	No. Applicants		
	Not Hired	Hired	Total
Unsuitable	201	21	222 25.4%
Marginal	165	140	305 34.9%
Suitable	125	222	347 39.7%
Total	491 56.2%	383 43.8%	874

Note: Hire status and/or 3-level rating not reported for 50 cases.

Prediction of Job Performance. Overall, psychological suitability ratings were *not* found to be significantly correlated with the job performance measures obtained for dispatchers in the study ($p > .05$). However, when the correlations were examined separately for each psychologist, significant prediction of job performance was found in two instances and the results for several others, while nonsignificant, were in the desired direction (see technical report).

It should be noted that the sample sizes were small in many of these analyses and thus, the ability to detect statistically significant relationships was limited. The conclusiveness of these findings is further limited by the fact that the suitability ratings were considered in making hiring decisions and as a result, most of the candidates who were rated unsuitable (90%) were not hired. If these candidates had been hired and subsequently performed poorly on the job, the validity results would be much improved (this potential impact upon validity findings is referred to as "restriction of range"). Thus, the magnitudes of the observed validity coefficients may be underestimates.

Implications for Dispatcher Psychological Assessment

The significant variation between psychologists' suitability ratings and the observed differences in their relationships with job performance suggests that there is a need for standardization in the preemployment psychological evaluation process for dispatcher candidates. Continued research is also needed to assess the predictive validity of psychological suitability ratings since the present study was inconclusive in this regard. Agencies are encouraged to conduct follow-up research on the effectiveness of their psychological evaluations; the job performance rating instruments contained in Appendix B are provided for this purpose.

The validity findings for the psychological test scales indicate that there are a number of scales which are valid predictors of dispatcher performance and thus, should be given serious consideration for inclusion and emphasis in the evaluation. Four scales were particularly effective in this regard; i.e., *WRK*, *F*, *So* and *In*.

Additional test instruments, other than those included in the above described research, may also provide suitable measures of important traits and underlying constructs. For example, the NEO-PI (Costa and MacRae, 1992) and the 16 PF (Cattell, et al, 1988) are described by the authors as measures of constructs that appear to be consistent with many of the traits identified as essential to perform dispatcher work. Whatever assessment instruments are used in the psychological evaluation, they should be objective measures that are supported by research demonstrating their job relevance.

The validity results obtained for the normal personality scales (*So+In*) have important implications in light of legal restrictions upon the types of assessments that can be made before a conditional offer of employment is tendered (i.e., the Americans with Disabilities Act). Medically oriented instruments such as the MMPI are clearly restricted to "post-offer" use, while tests of normal personality may be appropriate for use early in the selection process (i.e., pre-offer).

The validity findings for unisex normed scales have important implications for the use of psychological tests in an employee selection environment. The use of scales scored in such a

when candidates' test scores are used differently depending upon their gender (see Civil Rights Act of 1991).

Overall, the test scale validity results reported above are encouraging. Nevertheless, additional empirical research is needed to determine how the various scales should be combined in a personnel selection model. That is, the joint and incremental validity of personality, cognitive, and biodata measures should be examined.

5. FRAMEWORK FOR DISPATCHER ASSESSMENT

This section illustrates how the earlier described job analysis information may be incorporated into the preemployment psychological evaluation, serving as a frame of reference for assessment. The general concept is to tie the assessment to the fourteen behaviorally-oriented traits, while considering the context in which these traits are required; i.e., performing dispatcher job functions in a wide array of situations under demanding conditions.

Under this approach, the psychologist uses assessment procedures, instruments, and other available information (e.g., interview, personal history, etc.) that, in his or her professional judgment, address the identified essential traits. The psychologist synthesizes and evaluates the obtained assessment results relevant to each trait in light of provided job information to determine whether the candidate poses any significant concerns regarding ability to meet the demands of the dispatcher job.

A simple Likert-type rating scale or checklist may be incorporated into an evaluation form wherein each of the listed traits is reviewed and "rated," followed by a narrative description of the rationale for the evaluation. An overall conclusive rating may then be made which encompasses the evaluation elements, indicating the candidate's overall suitability for employment as a public safety dispatcher.

Example Preemployment Evaluation Format

Preparation. The assessment instruments and other procedures selected for use by the psychologist (e.g., test scales, interview, background information, etc.) should elicit information that is germane to the duties, job demands, and requisite traits described in the earlier chapters of this document. Obviously, the psychologist must become very familiar with this job information before conducting the evaluation. Consideration should be given to the research results described in Chapter 4 in selecting assessment instruments that show promise for use in the evaluation.

Trait Ratings. The identified dispatcher traits may be configured as assessment dimensions that serve to guide the interpretation of test scores, personal history information, interview responses, and other information obtained in the psychological evaluation. An example of a rating scale that could be used to summarize assessments relative to each trait is shown below. In this example scale, three rating values are possible, each one oriented towards verifying the absence of problems related to the trait that would interfere with the ability to meet the demands of the dispatcher job. The sample evaluation also calls for the psychologist to document the basis for his or her rating in terms of supporting test results, interview information, etc. Appendix G contains an example of a trait-based evaluation form that utilizes the below rating scale.

TRAIT RATING SCALE: *To what extent does the candidate's psychological evaluation suggest a likelihood of performance problems related to this essential trait?*

- | | |
|------------|--|
| NS | No significant problems are predicted in this area; the candidate is expected to meet or exceed the demands of the job that require this trait. |
| MOD | There are some concerns about the candidate's ability to meet job demands that require this trait. |
| SP | Significant performance problems are predicted in this area; the candidate is expected to have severe difficulty in meeting job demands that require this trait. |

In the space provided below each trait, describe the basis for your rating, especially MOD and SP ratings. For example, note test scale scores, interview responses, behavioral incidents, etc., that support your finding.

Overall Suitability Rating. The individual trait ratings provide a reasonable basis for establishing an overall job suitability recommendation to the employer. Here the examining psychologist exercises professional judgment to weigh the assessment information in the context of the dispatcher job and its demands.

In general, there are no "hard and fast" rules for combining the trait ratings into an overall suitability recommendation. At present, there is no empirical basis for summing or averaging the trait ratings and such practices are therefore discouraged. A suggested approach is to first write an overall summary integrating applicant history, test data, interview behavior, etc., and relating this information to the trait ratings and to the anticipated impact on job performance. This summary should include the rationale for the overall suitability rating that would follow. An example of an overall suitability rating scale is shown below. This example is also included in the sample assessment report in Appendix G.

OVERALL JOB SUITABILITY: *Check (✓) the description below that best summarizes your findings with respect to the candidate's overall suitability to perform dispatcher work.*

- | | |
|---|---|
| — | SUITABLE: The candidate appears to be adequately suited to meet or exceed the psychological demands of the dispatcher job. No significant performance problems are predicted in the essential trait areas. |
| — | MARGINALLY SUITABLE: Some performance problems are predicted in one or more essential trait areas indicating that the candidate may have difficulty meeting the demands of the job. |
| — | POORLY SUITED: Significant performance problems are predicted in one or more essential trait areas indicating that the candidate would not be able to meet the demands of the job. |

Evaluation Issues

The following is intended to illustrate many of the important considerations for planning and using preemployment psychological evaluations for dispatchers. While it is beyond the scope of this document as an informational resource to provide guidance on these issues, they are listed with the aim of raising awareness and, hopefully, stimulating efforts by local agencies and their psychologists to work jointly in addressing them.

- Purpose of the psychological evaluation (i.e., to screen out or to select the best candidates);
- Special requirements of the hiring agency; unique demands upon the incumbent;
- What will the psychological evaluation consist of?
- What are the psychologist's qualifications? (e.g., education, licensure, experience);
- Will the psychological evaluation be completed entirely "post-offer"? See POST publication: *The Americans With Disabilities Act: Questions and Answers* (Spilberg, 1995).
- When will the psychological evaluation be conducted in relation to other preemployment assessments?
- What other information sources, if any, will the psychologist be provided? (e.g., background investigation, polygraph, medical exam, etc.)
- What consent/waiver forms will the candidate sign?
- What information will be provided to the hiring agency?
- What will be communicated to candidates regarding the results of the evaluation, and how?
- Will there be an appeal process for candidates? What will it entail?
- What feedback will the hiring agency provide to the evaluating psychologist regarding the eventual success or failure of candidates?

Monitoring the Performance of Candidates Who Are Hired. It is strongly recommended that all candidates who are subjected to the psychological evaluation process be monitored with respect to their progress through the hiring process, as well as the subsequent job performance of those who are hired. Agencies should routinely collect this information and provide it to their psychologists to enable continuous evaluation of the effectiveness the preemployment assessments. It is through this process that the assessments may be refined and improved.

REFERENCES

- Carroll, J.B. (1993). Human cognitive abilities: A survey of factor-analytic studies. New York: Cambridge University Press.
- Cattell, R.B., Eber, H.W., & Tatsuoka, M.M. (1988). Handbook for the 16 PF. Champaign, IL: IPAT.
- Commerce Clearing House, Inc. (1991). Civil Rights Act of 1991: Law and Explanation. Chicago: Authors.
- Costa, P.T, & MacRae, R.R. (1992). Revised NEO Personality Inventory: Professional Manual. Odessa, FL: PAR.
- Fleishman, E., & Quaintance, M. (1984). Taxonomies of human performance: The description of human tasks. Orlando: Academic Press, Inc.
- Gough, H.G. (1987). California Psychological Inventory Administrator's Guide. Palo Alto: CPP.
- Hathaway, S.R., & McKinley, J.C. (1989). Minnesota Multiphasic Personality Inventory-2: Manual for Administration and Scoring. Minneapolis: University of Minnesota Press.
- Jackson, D.N. (1994). Jackson Personality Inventory - Revised: Manual. London, Ontario: Sigma Assessment Systems.
- Nunnally, J. (1978). Psychometric theory. NY: McGraw-Hill.
- Weiner, J.A. (1991). Public Safety Dispatcher Job Analysis. Sacramento: Commission on Peace Officer Standards and Training.
- Weiner, J.A. (1996). POST Entry-Level Dispatcher Selection Test Battery User's Manual. Sacramento: Commission on Peace Officer Standards and Training.
- Weiner, J.A (1997). Dispatcher Psychological Test Study: A Predictive Validation Study of Pre-Employment Psychological Assessments for Public Safety Dispatchers. Technical report presented at POST Psychological Assessment Conference, April 28-29, 1997, Oakland CA.

Appendix A
Psychological Test Scales Included in POST Research

Minnesota Multiphasic Personality Inventory (MMPI) (Hathway & McKinley, 1989)		No. Items K correction (if any) Norms (unisex, M/F)	
		Form 1	Form 2
MMPI Validity Scales			
L Lie	Higher: denies minor faults and character flaws that most individuals are willing to admit; extreme elevation may reflect pervasive test taking orientation ("faking good", defensive, denial, or random responding). Lower: may reflect exaggeration of emotional problems and adjustment difficulties ("faking bad"); examine in conjunction with K scale.	15 Unisex	15 M/F
F Infrequency	Higher: endorses items that are rarely endorsed by others; may indicate random responding, scoring errors, malingering, marginal reading ability, psychotic process, reaction to special circumstances (e.g., marital distress, bereavement, and job loss). Lower: conformity; possibly faking good.	64 Unisex	60 M/F
K Correction	Higher: "defensiveness"; may reflect a subtle tendency to slant answers in a direction that minimizes implications of poor emotional control and personal ineffectiveness; may also indicate a healthy person's well-managed life.	30 Unisex	30 M/F
MMPI Clinical Scales			
Hs (1) Hypochondriasis	Higher: excessive concern about health and presentation of a variety of specific or general somatic complaints with little or no organic basis. Lower: optimistic, energetic, capable, effective. Developed on neurotic patients.	33 +.5K M/F	32 +.5K M/F
D (2) Depression	Higher: feelings of discouragement, pessimism, and hopelessness that characterize clinical depression; also reflects personality based features of hyper-responsibility, high personal standards and intrapunitiveness. Lower: Active, enthusiastic, cheerful, optimistic. Developed on psychiatric patients.	60 M/F	57 M/F
Hy (3) Conversion Hysteria	Higher: denial of problems in one's life or the lack of social anxiety; reporting physical complaints or troubling disorders. Lower: cynical, tough-minded, socially isolated and aloof, few interests. Developed on patients exhibiting some form of sensory or motor disorder without an organic basis.	60 M/F	60 M/F
Pd (4) Psychopathic Deviate	Higher: poor judgment, unstable, irresponsible, self-centered and immature, antisocial actions, aggressive or assaultive, poor tolerance of boredom or tedium, problems with authority, recurrent marital and work problems, rebellious and hostile, superficial emotional reactions, underachievement, superficial relationships. Lower: conventional and rigid, unassertive and passive, moralistic, self-critical, over-controlled. Developed on individuals in continuous trouble with the law even though they have no cultural deprivation and despite their normal intelligence and relative freedom from serious neurotic or psychotic disorders.	50 +.4K Unisex	50 +.4K M/F
Mf (5) Masculinity- Femininity	Higher: feminine interest pattern, conflicts over sexual identity, passive and effeminate, insecure, homoerotic friends, curious and creative, tolerant of others, individualistic, empathic, intellectual interests. Lower: masculine interests, macho protest, crude and aggressive, reckless, few interests, action oriented, self-confident. Developed on men seeking psychiatric help on controlling homoerotic feelings and their many painful confusions over gender role.	60 M/F	56 M/F

Minnesota Multiphasic Personality Inventory (MMPI) (Hathway & McKinley, 1989)		No. Items K correction (if any) Norms (unisex, M/F)	
		Form 1	Form 2
Pa (6) Paranoia	Higher: marked interpersonal sensitivities and a tendency to misinterpret the motives and intentions of others, and on self centeredness and insecurity (thought disorder, mistaken beliefs, ideas of reference, vengeful and brooding, may act on delusions, angry and resentful, displaces blame and criticisms, hostile and suspicious, rigid and stubborn, misinterprets social situations). Lower: Balanced and cheerful, wary and evasive, stubborn. Developed on patients showing some paranoid condition or paranoid state.	40 Unisex	40 M/F
Pt (7) Psychasthenia	Higher: obsessive-compulsive behaviors such as obsessive worries, compulsive rituals, exaggerated fears, generalized anxiety and distress (negative emotionality), the avowal of high moral standards, self-blame for things that go wrong, and rigid efforts to control impulses. Lower: self-confident, free of insecurities, relaxed and comfortable, persistent and efficient. Developed on patients.	48 +1K M/F	48 +1K M/F
Sc (8) Schizophrenia	Higher: strange belief and/or actions, unusual experiences, and special sensitivities. Lower: conventional and conservative, self-controlled, submissive. Developed on psychiatric patients who were manifesting various forms of schizophrenic disorder.	78 +1K M/F	78 +1K M/F
Ma (9) Hypomania	Higher: over-ambitiousness, extroversion, and high aspirations. Lower: apathetic and pessimistic, easily fatigued, shy and dependent poor self-confidence, depressed. Developed on patients in the early stages of a manic episode of manic-depressive disorder.	46 +2K Unisex	46 +2K Unisex
Si (0) Social Introversion	Higher: indicates social shyness, preference for solitary pursuits, and lack of social assertiveness. Lower: indicates social participation and ascendance. Developed on a sample of college students scoring at extremes of a social introversion and an extroversion scale.	70 Unisex	69 M/F
MMPI Supplemental Scales			
A Anxiety	Higher: reflects distress, anxiety, discomfort, and general emotional upset; tendency to be inhibited and overcontrolled, incapable of making decisions without hesitation and uncertainty, conforming and easily upset in social situations. Lower: energetic, competitive, and socially outgoing, may be unable to tolerate frustration and usually prefer action to contemplation. Developed to assess the first dimension that results when the MMPI validity and clinical and validity scales are factor analyzed.	39 M/F	39 M/F
R Repression	Higher: tend to be conventional, submissive people who avoid unpleasantness or disagreeable situations. Lower: appear to be outgoing, energetic, expressive, uninhibited, and informal people with enthusiasm for living. Low scorers tend to be emotional, excitable, aggressive, shrewd, and dominant. Developed to assess the second dimension that results when the MMPI standard validity and clinical scales are factor analyzed.	40 M/F	37 M/F
ES Ego Strength	Higher: adaptable, resilient, personally resourceful, effective in functioning, and generally in good psychological health. Lower: tend to report inhibition, physical ailments, and feeling unable to deal with environmental pressures; have poor self-concepts and difficulty in adapting to problem situations. Developed to assess an individuals capability to profit from group or individual psychotherapy.	68 M/F	52 M/F

Minnesota Multiphasic Personality Inventory (MMPI) (Hathway & McKinley, 1989)		No. Items K correction (if any) Norms (unisex, M/F)	
		Form 1	Form 2
MAC MacAndrew Alcoholism Scale	Higher: revised scale suggests general addiction proneness, not just alcoholism; socially extroverted, exhibitionistic, and willing to take risks. Lower: contraindicate substance abuse; tend to be shy, introverted and lacking in self-confidence. <i>The scale has not been validated on minority ethnic/racial groups.</i> Developed on known male alcoholics to differentiate them from male psychiatric patients.	49 M/F	49 M/F
OH Overcontrolled Hostility	Higher: respond to provocations appropriately most of the time, but occasionally display aggressive responses without apparent provocation. Lower: may either be chronically aggressive or quite appropriate in the expression of their aggression. Developed by contrasting the responses of violent and nonviolent prisoners. The scales measure an individual's capacity to tolerate frustrations without retaliation.	31 K: no G: yes	28 K: no G: yes
DO Dominance	Higher: associated with poise, self-assurance, social initiative, perseverance, resoluteness, and group leadership. Lower: submissive, unassertive, easily influenced by other people, lacking in self-confidence, and feel inadequate in handling their problems. Developed on high school and college students identified as either high or low in dominance in their interpersonal relationships.	28 (norm?)	25 M/F
RE Social Responsibility	Higher: see self as willing to accept the consequences of actions, dependable, trustworthy, and as having a sense of integrity and a sense of responsibility to the group. Lower: do not see self and not seen by others as willing to accept responsibility for own behaviors; lack or are deficient in dependability, trustworthiness, integrity, and a sense of responsibility to the group. Developed on students classified as more or less responsible than most students.	32 (norm?)	30 M/F
MMPI Content Scales			
ASP Antisocial Practices	Higher: expect hidden, negative motivations behind the acts of others, especially those close to them (fellow workers, family, and friends); report problem behaviors during school years and antisocial practices such as being in trouble with the law, stealing, or shoplifting. They may sometimes enjoy the antics of criminals, and may even endorse unlawful conduct; They believe it is alright to get around the law.	n/a	22 M/F
WRK Work Interference	Higher: behaviors or attitudes likely to contribute to poor work performance. Problems may include: low self-confidence, concentration difficulties, obsessiveness, tension and pressure, and decision-making problems. Others suggest lack of family support for career choice, personal questioning of career choice, and negative attitudes toward co-workers.	n/a	33 M/F

California Psychological Inventory (CPI) (Gough, 1987)			No. Items (all scales gender normed)	
Scale Name	Intended Implications of Higher and Lower Scores		Form 480	Form 462
Do Dominance	Higher	Confident, assertive, dominant, task-oriented	46	-10 +0 =36
	Lower	Unassuming, not forceful		
Cs Capacity for Status	Higher	ambitious, wants to be a success, independent	32	-4 +0 =28
	Lower	unsure of self, dislikes direct competition		
Sy Sociability	Higher	sociable, likes to be with people, friendly	36	-4 +0 =32
	Lower	shy, feels uneasy in social situations, prefers to keep in the background		
Sp Social Presence	Higher	self-assured, spontaneous; a good talker; not easily embarrassed	56	-18 +0 =38
	Lower	cautious, hesitant to assert own views or opinions; not sarcastic or sharp-tongued		
Sa Self-Acceptance	Higher	has good opinion of self; sees self as talented, and as personally attractive	34	-6 +0 =28
	Lower	self-doubting; readily assumes blame when things go wrong; often thinks others are better		
In Independence	Higher	self-sufficient, resourceful, detached	n/a	30
	Lower	lacks self-confidence, seeks support from others		
Em Empathy	Higher	comfortable with self and well-accepted by others; understands the feelings of others	n/a	38
	Lower	ill at ease in many situations; unempathic		
Re Responsibility	Higher	responsible, reasonable, takes duties seriously	42	-6 +0 =36
	Lower	not overly concerned about duties and obligations; may be careless or lazy		
So Socialization	Higher	comfortably accepts ordinary rules and regulations; finds it easy to conform	54	-8 +0 =46
	Lower	resists rules and regulations; finds it hard to conform; not conventional		
Sc Self-control	Higher	tries to control emotions and temper; takes pride in being self-disciplined	50	-12 +0 =38
	Lower	has strong feelings and emotions, and makes little attempt to hide them; speaks out when angry or annoyed		

California Psychological Inventory (CPI) (Gough, 1987)		No. Items (all scales gender normed)	
Scale Name	Intended Implications of Higher and Lower Scores	Form 480	Form 462
Gi Good Impression	Higher wants to make a good impression; tries to do what will please others	40	-5 +5 =40
	Lower insists on being himself or herself, even if this causes friction or problems		
Cm Communality	Higher fits in easily; sees self as a quite average person	28	-3 +13 =38
	Lower sees self as different from others; does not have the same ideas, preferences, etc., as others		
Wb Sense of Well-Being	Higher feels in good physical and emotional health; optimistic about the future	44	-6 +0 =38
	Lower concerned about health and personal problems; worried about the future		
To Tolerance	Higher is tolerant of others' beliefs and values, even when different from or counter to own beliefs	32	-10 +10 =32
	Lower not tolerant of others; skeptical about what they say		
Ac Achievement via Conformance	Higher has a strong drive to do well; likes to work in settings where tasks and expectations are clearly defined	38	-10 +10 =38
	Lower has difficulty in doing best work in situations with strict rules and expectations		
Ai Achievement via Independence	Higher has a strong drive to do well; likes to work in settings that encourage freedom and individual initiative	32	-7 +11 =36
	Lower has difficulty in doing best work in situations that are vague, poorly defined, and lacking in clear-cut methods and standards		
Ie Intellectual Efficiency	Higher efficient in use of intellectual abilities; can keep on at a task where others might get bored or discouraged	52	-12 +2 =42
	Lower has a hard time getting started on things, and seeing them through to completions		
Py Psychological-mindedness	Higher more interested in why people do what they do than in what they do; good judge of how people feel and what they think about things	22	-0 +6 =28
	Lower more interested in the practical and concrete than the abstract; looks more at what people do than what they feel or think		

California Psychological Inventory (CPI) (Gough, 1987)		No. Items (all scales gender normed)	
Scale Name	Intended Implications of Higher and Lower Scores	Form 480	Form 462
Fx Flexibility	Higher flexible; likes change and variety; easily bored by routine life and everyday experiences; may be impatient and even erratic	22	-0 +6 =28
	Lower not changeable; likes a steady pace and well-organized life; may be stubborn and even rigid		
F/M Femininity/ Masculinity	Higher sympathetic, helpful; sensitive to criticism; tends to interpret events from a personal point of view; often feels vulnerable	38	-6 +0 =32
	Lower decisive, action-oriented; takes the initiative; not easily subdued; rather unsentimental		

Jackson Personality Inventory (JPI)
(Jackson, 1994)

Scale Name	Intended Implications of Higher and Lower Scores		No. Items (all scales gender normed)
Anx Anxiety	Higher	Tends to worry over inconsequential matters; more easily upset than the average person; apprehensive about the future.	20
	Lower	Remains calm in stressful situations; takes things as they come without worrying; can relax in difficult situations; usually composed and collected.	
Bdi Breadth of Interest	Higher	Is attentive and involved; motivated to participate in a wide variety of activities; interested in learning about a diversity of things.	20
	Lower	Has a narrow range of interests; remains uninterested when exposed to new activities; has few hobbies; confined tastes.	
Cpx Complexity	Higher	Seeks intricate solutions to problems; is impatient with oversimplification; is interested in pursuing topics in depth regardless of their difficulty; enjoys abstract thought; enjoys intricacy.	20
	Lower	Prefers concrete to abstract interpretations; avoids contemplative thought; uninterested in probing for new insight.	
Cny Conformity	Higher	Is susceptible to social influence and group pressures; tends to modify behaviors to be consistent with standards set by others; follows suit; fits in.	20
	Lower	Refuses to go along with the crowd; unaffected and unswayed by others' opinions; independent in thought and action.	
Enl Energy Level	Higher	Is active and spirited; possesses reserves of strength; does not tire easily; capable of intense work or recreational activity for long periods of time.	20
	Lower	Tires quickly and easily; avoids strenuous activity; lacks stamina; requires a great deal of rest; slow to respond.	
Inv Innovation	Higher	A creative and inventive individual, capable of originality of thought; motivated to develop novel solutions to problems; values new ideas; likes to improvise.	20
	Lower	Has little creative motivation; seldom seeks originality; conservative thinker; prefers routine activities.	
Iaf Interpersonal Affect	Higher	Tends to identify closely with other people and their problems; values close emotional ties with others; concerned about others.	20
	Lower	Emotionally aloof; prefers impersonal to personal relationships; displays little compassion for other people's problems; has trouble relating to people; is emotionally unresponsive to those around him.	
Org Organization	Higher	Makes effective use of time; completes work on schedule; is not easily distracted.	20
	Lower	Frequently procrastinates; easily distracted; falls behind in assignments or duties; often loses things; personal effects frequently in disarray; handles situations in an unsystematic, unpredictable way; rarely plans before doing things.	

Jackson Personality Inventory (JPI)

(Jackson, 1994)

Scale Name	Intended Implications of Higher and Lower Scores		No. Items (all scales gender normed)
Rsy Responsibility	Higher	Feels a strong obligation to be honest and upright; experiences a sense of duty to other people; has a strong and inflexible conscience.	20
	Lower	Apathetic about helping others; frequently breaks promises; takes little interest in community projects; can't be relied on to meet obligations; refuses to be held to answer for his actions.	
Rkt Risk Taking	Higher	Enjoys gambling and taking a chance; willingly exposes self to situations with uncertain outcomes; enjoys adventures having an element of peril; takes chances; unconcerned with danger.	20
	Lower	Cautious about unpredictable situations; unlikely to bet; avoids situations of personal risk, even those with great rewards; doesn't take chances regardless of whether the risks are physical, social, monetary, or ethical.	
Ses Self Esteem	Higher	Confidence in dealing with others; not easily embarrassed or influenced by others; shows presence in interpersonal situations; possesses aplomb.	20
	Lower	Feels awkward among people, especially strangers; ill at ease socially; prefers to remain unnoticed at social events; has a low opinion of himself as a group member; lacks self-confidence; easily embarrassed.	
Sca Social Adroitness	Higher	Is skilful at persuading others to achieve a particular goal, sometimes by indirect means; occasionally may be seen as manipulative by others, but is ordinarily diplomatic; socially intelligent.	20
	Lower	Tactless when dealing with others; socially naive and maladroit; speaks in a direct straightforward manner; insensitive to the effects of his behavior on others	
Spt Social Participation	Higher	Will eagerly join a variety of social groups; seeks both formal and informal associations with others; values positive interpersonal relationships; actively social.	20
	Lower	Keeps to himself; has few friends; avoids social activities.	
Tol Tolerance	Higher	Accepts people even though their beliefs and customs may differ from his own; open to new ideas; free from prejudice; welcomes dissent.	20
	Lower	Entertains only opinions consistent with his own; makes quick value judgements about others; feels threatened by those with different opinions; rejects people from different ethnic, religious, cultural, or social backgrounds; identifies closely with those sharing his beliefs.	
Vlo Value Orthodoxy	Higher	Values traditional customs and beliefs; his values may be seen by others as "old fashioned;" takes a rather conservative view regarding contemporary standards of behavior; opposed to change in social customs.	20
	Lower	Critical of tradition; liberal or radical attitudes regarding behavior; questions laws and precedents; acts in an unconventional manner; believes that few things should be censored	

POST DISPATCHER STUDY DATA COLLECTION & CONTROL SHEET

Refer to the roster of dispatcher candidates to determine their identities and then indicate whether or not each candidate was hired. Then, for those candidates who were hired, indicate: (1) their probation outcome(s) using the codes on the reverse side of this form; (2) the date probation was completed or, if not completed, the date of separation from your agency; (3) whether or not a Supervisor Rating Booklet was completed; and (4) whether or not an Attendance Rating form was completed.

Candidate ID#	Hired?	1. Probation Outcome(s) **			2. Date completed probation or resigned/terminated (month/day/year)	3. Supervisor rating completed?	4. Attendance rating completed?
		#1	#2	#3			
001							
002							
003							
004							
005							
006							
007							
008							
009							
010							
011							
012							
013							
014							
015							
016							
017							
018							
019							
020							

****Refer to list of codes for probation outcomes on the reverse side of this sheet
Note that multiple reasons for failure may be coded (up to 3 reasons)**

CODES FOR REPORTING PROBATION SUCCESS/FAILURE**

COMPLETED:

- C1 = Completed in normal time
- C2 = Completed – required extra time (remediation)
- C3 = Completed – time required unknown

RESIGNED (VOLUNTARY):

R1 = Resigned while performing *satisfactorily*.

Resigned while performance was *unsatisfactory* due to ...

- R2 = inadequate job **knowledge** (e.g., call-taking procedures, dispatching procedures, laws, codes, policies, etc.)
- R3 = inadequate job **skills** (e.g., vocal, listening, equipment/motor skills).
- R4 = inadequate **abilities** (e.g., verbal, reasoning, memory, speed & accuracy).
- R5 = inadequate **worker characteristics** (e.g., emotional control, stress tolerance, interpersonal relations, maturity, integrity, etc.).
- R6 = **poor work habits** (e.g., attendance, motivation, productivity, etc.).

R7 = Resigned, level of performance **unknown**.

TERMINATED (INVOLUNTARY):

Job performance was *unsatisfactory* due to ...

- T2 = inadequate job **knowledge** (e.g., call-taking procedures, dispatching procedures, laws, codes, policies, etc.)
- T3 = inadequate job **skills** (e.g., vocal, listening, equipment/motor skills).
- T4 = inadequate **abilities** (e.g., verbal, reasoning, memory, speed & accuracy).
- T5 = inadequate **worker characteristics** (e.g., emotional control, stress tolerance, interpersonal relations, maturity, integrity, etc.).
- T6 = **poor work habits** (e.g., attendance, motivation, productivity, etc.).

FAILED TO COMPLETE FOR OTHER REASONS:

- O1 = Injury, illness
- O2 = Other (e.g., family matters, lay-off, etc.)

**NOTE: More than one reason for failure to complete probation may be coded.

PUBLIC SAFETY DISPATCHER

PERFORMANCE EVALUATION

SUPERVISOR RATING BOOKLET

Using the rating scales contained in this booklet, you are to evaluate the job performance of the dispatcher designated by your agency coordinator.

The ratings you provide will be used in a POST study to evaluate the effectiveness of dispatcher pre-employment testing procedures. Your ratings will be used only for purposes of this study, will have no bearing on the employment status of the individual being rated, and will be kept **confidential**. All individuals will remain **anonymous** in this study.

Please take your time, follow all instructions, and be candid and objective in making your ratings.

Thank you for your assistance.

Note: This evaluation is to be completed by the immediate supervisor or trainer of the designated dispatcher and is to be completed only by persons who are familiar with the dispatcher's job performance. If you do not meet these criteria then please return this uncompleted booklet to your agency coordinator.

Dispatcher ID#: _____

Agency: _____ (_____)
POST use only

EVALUATOR INFORMATION

The following information is requested about you for purposes of documenting the representativeness of the participants in the study. Like the performance ratings, this information will be kept confidential and used for research purposes only.

1. Today's date: ___/___/___

2. Your name: _____
(so that we may contact you if we have any questions regarding your ratings)

3. Your SSN or ID#: _____ (indicate your SSN or a unique ID number)

4. Your present rank/assignment: (check one)

___ 1. Supervising Dispatcher

___ 2. Training Officer

___ 3. Communication Center Supervisor

___ 4. Communication Center Manager

___ 5. Officer/Deputy

___ 6. Sergeant

___ 7. Lieutenant

___ 8. Captain

___ 9. Other: specify _____

5. How long have you worked in your present rank/assignment?

Years: ___ Months: ___

6. How long have you provided training to, or supervised the work of **this dispatcher**?

Years: ___ Months: ___

7. How long have you supervised the work of dispatchers in general?

Years: ___ Months: ___ (total experience)

8. How long have you provided training to dispatchers in general?

Years: ___ Months: ___ (total experience)

9. How much experience do you have working as a public safety dispatcher?

Years: ___ Months: ___ (total experience)

10. Your race/ethnicity: (check one)

___ 1. Asian

___ 2. Black

___ 3. Filipino

___ 4. Hispanic

___ 5. Native American

___ 6. Pacific Islander

___ 7. White

___ 8. Other

11. Your gender: (check one)

___ 1. Male ___ 2. Female

RATEE INFORMATION

The following information is requested about the dispatcher that you are rating for purposes of documenting the representativeness of dispatchers in the study.

1. What were the dispatcher's primary assignments during the last 12 months of employment? (check one or more)
 1. Call-taking only
 2. Dispatching only
 3. Combined call-taking/dispatching function (both at same time)
 4. Rotate between call-taking & dispatching at different times

2. What shifts did the dispatcher work during the last 12 months of employment? (check one or more)
 1. Day 3. Night (graveyard)
 2. Evening 4. Relief (Rotating)

3. What was the dispatcher's peace officer status during the last 12 months of employment? (check one)
 1. Civilian 2. Sworn

4. Indicate the individual's total experience working at your agency as a public safety dispatcher:
 years months

GENERAL INSTRUCTIONS

The goal of this evaluation is to obtain a comprehensive assessment of the dispatcher's job performance. To this end, the rating booklet contains five sections covering: (1) Effectiveness in Performing Key Job Duties, (2) Knowledge, Skills and Abilities Demonstrated in Performing Job Duties, (3) Work Behaviors, (4) Performance Outcomes, and (5) Overall Job Performance.

Frame of Reference

When making your ratings you are to consider the dispatcher's performance during the most recent **12-month period** on the job. If the individual worked at your agency for less than 12 months, you should evaluate his or her performance over the total time worked preceding the date of separation.

Rate the individual **relative to the performance expected of an experienced dispatcher**, *not* relative to a trainee at a particular point in the developmental process. If an individual's performance is less than acceptable for any part of a particular work element being evaluated, then you should adjust your rating down for that item. In those instances where you were unable to observe the dispatcher in performing a specific job duty or in demonstrating a particular knowledge, skill, etc., you should not rate the individual, but instead mark "N - Not observed/Unable to rate" for that particular item.

Common Rating Problems to Avoid

When making your performance evaluations, you can avoid some typical rating errors by following the guidelines below.

- Rate the individual's performance on each work component separately.** Carefully consider each specific aspect of job performance to be evaluated. A common rating error, "*Halo*," occurs when the evaluator gives an individual the same rating in all areas of work because of a general impression of his or her performance.
- Use the full range of the rating scale, when appropriate.** Another type of rating problem occurs when a rater adopts a rigid policy when making evaluations. For example, some raters may feel that no one deserves to be rated very high (the rater is very strict), or that no one should be rated too low (the rater is lenient). Other raters may tend to "play it safe" by giving average ratings to all of their staff, regardless of their actual performance differences.
- Use the rating scales as they are defined.** Review carefully the specific definitions of each work component to be evaluated. A common rating problem occurs when raters simply read the titles and use their own definitions of the job components to be evaluated.

Now proceed to the next page and begin the performance rating.

1. Effectiveness in Performing Key Job Duties

In this section you are to evaluate the dispatcher's effectiveness in performing various important job duties that are commonly performed by public safety dispatchers in California.

Instructions

For each job duty listed on the following pages, you are to use the **Effectiveness Scale** below to rate the dispatcher's performance during the **last 12 months**. As you complete your ratings, please pay close attention to the definitions given in the rating scale and keep them in mind as you rate the individual's performance of each duty.

EFFECTIVENESS SCALE:

*Effective job performance is that which results in the most **successful** outcome possible under the circumstances, while considering the **safety** of citizens and field units. To be regarded as effective, job performance should be **efficient** (does not create additional and unnecessary work), **accurate**, **timely**, **anticipatory** of coworkers' needs, and **in compliance** with departmental and legal requirements.*

How effective is the dispatcher in performing this job duty?

- 5** - Extremely effective; consistently far exceeds minimum job requirements in performing this job duty.
- 4** - Very effective; often exceeds minimum job requirements in performing this duty.
- 3** - Effective; consistently performs this job duty well enough to meet minimum job requirements.
- 2** - Somewhat ineffective; often has difficulty performing this job duty acceptably.
- 1** - Ineffective; unable to perform this job duty acceptably.
- N** - Not observed/Unable to Rate.

For example, if a dispatcher typically has no difficulty in *obtaining complete, accurate and appropriate information from the calling party*, and often does so in a manner that exceeds minimum expectations, then you would mark "4" in the box next to duty statement #1 on the next page. However, if the individual performs any part of this duty just well enough to be considered competent, you would mark "3" next to the duty statement. If you were unable to observe the dispatcher in performing this duty, then you would mark "N."

Please remember that you are to rate the individual relative to an **experienced dispatcher**. If the individual has resigned or was terminated, then rate his or her performance as demonstrated during the months prior to that time.

Now proceed to evaluate the dispatcher's effectiveness in performing each of the following job duties.

CALL-TAKING:

- 1. Obtains complete, accurate and appropriate information from calling party.
- 2. Communicates effectively with various types of "difficult" callers (emotionally upset, abusive, nuisance, non-English speaking, TDD, intoxicated, mentally unstable, suicidal, speech-impaired, children, elderly).
- 3. Evaluates and properly classifies initial complaint/request information and determines what further action is necessary, if any.
- 4. Determines appropriate agency or referral for complaints and requests.
- 5. Determines appropriate response/dispatch priority for complaints and requests.
- 6. Summarizes (in written form) incidents, descriptions and other information obtained from callers using clear, concise and appropriate language in an organized, complete and accurate manner.

PROVIDING INFORMATION TO THE PUBLIC AND OTHER AGENCIES:

- 7. Determines what information, if any, should be provided to the public, other agencies, and the media.
- 8. Explains departmental policies and procedures, and legal processes to the public, other agencies, and the media.
- 9. Advises citizens of appropriate actions to take in various emergency and non-emergency calls for service.

DISPATCHING:

- 10. Determines appropriate personnel and resources to dispatch to incidents.
- 11. Summarizes information for broadcasting using clear, concise and appropriate language in an organized, complete and accurate manner.

EFFECTIVENESS SCALE:

*Effective job performance is that which results in the most **successful** outcome possible under the circumstances, while considering the **safety** of citizens and field units. To be regarded as effective, job performance should be **efficient** (does not create additional and unnecessary work), **accurate, timely, anticipatory** of coworkers' needs, and **in compliance** with departmental and legal requirements.*

How effective is the dispatcher in performing this job duty?

- 5 - Extremely effective; consistently far exceeds minimum job requirements in performing this job duty.
- 4 - Very effective; often exceeds minimum job requirements in performing this duty.
- 3 - Effective; consistently performs this job duty well enough to meet minimum job requirements.
- 2 - Somewhat ineffective; often has difficulty performing this job duty acceptably.
- 1 - Ineffective; unable to perform this job duty acceptably.
- N - Not observed/Unable to Rate.

DISPATCHING (continued):

- 12. Communicates effectively with field units, verbally and in written form (e.g., broadcasting, receiving, and exchanging information).
- 13. Directs and coordinates appropriate field unit response.
- 14. Initiates and coordinates allied agency response, when appropriate.
- 15. Monitors, coordinates and accurately updates status information regarding field units and incidents.

USING RESOURCES & EQUIPMENT:

- 16. Uses appropriate automated data bases (e.g., vehicle, criminal history, driver license, wants and warrants, stolen property, gun, and various specialized data bases) and reference materials (codes, wanted lists, directories, manuals, etc.) to obtain or accurately update information.

- 17. Uses telephone system and related equipment, radio broadcasting equipment, and/or computer-aided dispatch (CAD) system properly when receiving and dispatching calls for service.

CONTINUE TO NEXT PAGE

2. Knowledge, Skills, and Abilities Demonstrated in Performing Job Duties

This section calls for you to evaluate the dispatcher's job performance in terms of knowledge, skills and abilities (KSAs) demonstrated in the course of performing dispatcher job duties, such as those described in the previous section.

Instructions

For each KSA listed on the following page, you are to use the **KSA Scale** below to rate the dispatcher's performance during the **last 12-months**.

KSA Scale: *What level of Knowledge, Skill, or Ability does the dispatcher typically demonstrate in performing job duties that require the KSA?*

- 5 - An extremely high level reflected by extremely effective performance of job duties that require the KSA.
- 4 - A high level reflected by very effective performance of job duties that require the KSA.
- 3 - An acceptable level reflected by effective performance of job duties that require the KSA.
- 2 - A low level reflected by difficulty in performing relevant job duties effectively.
- 1 - An extremely low level reflected by inability to perform relevant job duties effectively.
- N - Not observed/Unable to rate.

For example, if a dispatcher demonstrates a fairly high level of *Job Knowledge* (as defined on the next page) and this is reflected by very effective performance of job duties, then you would mark "4" in the box next to KSA #1. However, if the individual performs relevant duties just well enough to be considered competent because any aspect of his or her *Job Knowledge* is just adequate, you would mark "3" next to the knowledge statement.

Again, you should rate the individual relative to an **experienced dispatcher** and if any part of a KSA is low-level, then you should adjust your rating down for that KSA. Mark "N" if you were unable to observe the dispatcher in demonstrating the KSA.

Now proceed to evaluate the dispatcher's demonstrated KSA levels.

1. **JOB KNOWLEDGE:** Working knowledge of **legal** codes, restrictions, and requirements; procedures and techniques for **receiving complaints and calls for service**, and for **dispatching** and communicating with field units; **information systems** (CJIS, CLETS, DMV, DOJ, LEDS, NCIC, NLETS); public safety-related **agencies** and **field units/personnel**; agency **rules and procedures**; and **equipment** operating procedures.
2. **ORAL COMMUNICATION:** The ability to present, describe and summarize information **orally** using clear, concise and appropriate language in an organized manner; and to derive the correct meaning from various types of information received **orally** (e.g., giving and understanding instructions, directions, descriptions, explanations, etc.). This includes competency in applying job-specific vocal and listening techniques.
3. **WRITTEN COMMUNICATION:** The ability to present, describe and summarize information in **written** form using clear, concise and appropriate language in an organized and timely manner (e.g., writing descriptions, instructions, explanations, etc.); and to derive the correct meaning from **written** materials.
4. **REASONING:** The ability to apply knowledge and logic to solve problems, make decisions, and set priorities (e.g., interpreting rules and procedures to determine the appropriate action to take in various situations).
5. **MEMORY:** The ability to retain and recall important details, facts, and other information regarding recent events, descriptions, instructions, directions, etc.
6. **PERCEPTUAL SPEED, ACCURACY, ATTENTION, & TIME SHARING:** The ability to both **quickly** and **accurately** compare and identify **similarities and differences** between pieces of information, and to combine and make sense of different pieces of information; the ability to concentrate on a task and not be distracted and to concentrate while performing a boring or monotonous task; and the ability to shift back and forth between two or more sources of information to perform two or more cognitive tasks at the same time.
7. **MOTOR SKILLS:** Competency in performing learned manual tasks accurately, quickly and often simultaneously with other job tasks (e.g., operating a keyboard to record information received orally while visually monitoring a telephone console or video display; and operating a radio console and other related equipment while talking or listening).

3. Work Behaviors

This section calls for you to indicate the extent to which the dispatcher has demonstrated various behaviors in the course of performing job duties; that is, in situations that require the behavior.

Instructions

For each behavior listed below, use the following **Work Behavior Scale** to rate the dispatcher's performance over the **last 12 months of employment**.

Work Behavior Scale:

To what extent has the dispatcher demonstrated problems in the performance of job duties related to this work behavior during the last 12 months of employment?

- 0** = No significant performance problems related to this behavior.
- 1** = Moderate performance problems related to this behavior.
- 2** = Excessive performance problems related to this behavior.
- N** = Not observed/Unable to rate

For example, if an individual has had serious problems in performing job duties as a result of inadequate Tolerance of Stress, then you would mark "2" next to the first item below. However, if the dispatcher has had no problem in performing duties that require Tolerance of Stress, then you would mark "0" in the box next to the behavioral statement. If you did not have the opportunity to observe the dispatcher in a situation that called for the behavior, then you would mark "N."

Now proceed to rate the dispatcher on each of the following behaviors.

- 1. **TOLERANCE OF STRESS:** Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay.
- 2. **INTEGRITY:** Honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.
- 3. **DEPENDABILITY:** Acts responsibly and reliably; demonstrates willingness to accept the consequences of own decisions and behavior; is disciplined, thorough, accurate and punctual.

(continued)

4. **EMOTIONAL CONTROL:** Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations.
5. **TOLERANCE OF UNPLEASANT WORK ENVIRONMENT:** Functions effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space).
6. **ADAPTABILITY:** Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.
7. **TEAMWORK:** Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel and personnel at other agencies in performing job duties; is a "team player."
8. **MATURITY:** Thinks before acting (e.g., not impulsive; draws upon experience to deal with situations); is not easily fooled (e.g., not naive); sees value in and takes work seriously; is sensible; recognizes and is not bothered by trivial negative events and circumstances.
9. **PRODUCTIVITY:** Performs work in an efficient, organized and timely manner; performs effectively without constant supervision.
10. **POSITIVE ATTITUDE:** Reacts in a positive and constructive manner when confronted with negative work situations; is optimistic; sees the good side in situations; displays cheerfulness; acts inspired about work; sees value in the organization and its members; is able to use humor to relieve tense or stressful situations.
11. **ASSERTIVENESS:** Takes command of a situation; acts confidently, without hesitation; is not easily intimidated; is willing to voice personal views.
12. **SOCIAL CONCERN:** Demonstrates concern for the safety and welfare of others; demonstrates an interest in people and serving the public.
13. **MOTIVATION:** Displays hustle and drive in reaching work goals; is self-motivated; makes use of "down time"; recognizes that the job may require additional time and energy; seeks answers to issues and questions; keeps trying, even in difficult situations; proceeds in the face of adversity.
14. **INTERPERSONAL SENSITIVITY:** Addresses situations in a sensitive, courteous, straightforward manner, showing consideration for others; resolves disputes in the least offensive manner; acts in a professional and unbiased fashion towards others, keeping personal prejudices out of the work place; attempts to understand and shows respect for the attitudes and beliefs of others.

CONTINUE TO NEXT PAGE

4. Performance Outcomes

1. **During the last 12 month period**, has the dispatcher received special recognition, formal or informal, as a result of outstanding job performance?

YES NO UNKNOWN

- a) If yes, write the **number** of commendations, special awards, etc., below:

- b) Please briefly describe the nature of each special commendation, award, etc.:

2. **During the last 12-month period**, have there been any formal or informal complaints regarding the dispatcher's performance, or has the individual been reprimanded due to poor performance or inappropriate behavior?

YES NO UNKNOWN

- a) If yes, write the **number** of complaints and/or reprimands made by each of the following:

_____ dispatcher
_____ supervisor
_____ field unit
_____ citizen
_____ personnel from other agencies
_____ other (specify): _____

- b) Please briefly describe the nature of each complaint/reprimand:

3. **During the last 12-month period**, were there any instances where the dispatcher was unable to perform a critical job duty or service due to inadequate knowledge, skill, ability or some other characteristic?

YES NO UNKNOWN

a) If yes, write the **number** of such incidents that involved each of the following reasons for inadequate job performance (**note:** an incident may involve more than one reason for failure to perform):

_____ inadequate job knowledge (laws, procedures, etc.)
_____ inadequate job skills (vocal, listening, motor)
_____ inadequate abilities (verbal, reasoning, memory, perceptual)
_____ problem behavior (emotional control, interpersonal skills, motivation, etc.)
_____ other (specify): _____

b) Please briefly describe the nature of each incident and the specific inadequacies of the dispatcher which led to failure to perform:

CONTINUE TO NEXT PAGE

5. Overall Job Performance

Finally, use the scales below rate the dispatcher's overall job performance and indicate your level of familiarity with the dispatcher's work and the likelihood that he/she will remain with your agency.

OVERALL EFFECTIVENESS: Considering all of the job duties and elements of work that you reviewed today, how would you rate the dispatcher's overall effectiveness during the last 12 months on the job? Choose a number from the scale below.

- 5 - Extremely effective; consistently far exceeds minimum job requirements in performing dispatcher work.
- 4 - Very effective; often exceeds minimum job requirements in performing dispatcher work.
- 3 - Effective; consistently performs work well enough to meet minimum job requirements.
- 2 - Somewhat ineffective; often has difficulty performing work acceptably.
- 1 - Ineffective; unable to perform work acceptably.

RELATIVE PERFORMANCE: Compared to all experienced dispatchers in your department who perform similar job duties, how well did the dispatcher perform over the last 12 months on the job, considering all of the duties and elements of work that you reviewed today? Choose a number from the scale below.

- 5 - Far above average - top 10%
- 4 - Above average - top 25%
- 3 - Average
- 2 - Below average - bottom 25%
- 1 - Far Below average - bottom 10%

CONTINUE TO NEXT PAGE

From this point in time, how much longer would you estimate this dispatcher will stay with your agency? Choose a number from the scale below, considering all of the job performance information that you have reviewed today, along with any other information you may have regarding the dispatcher's likelihood of remaining on the job (e.g., the individual's job satisfaction, difficulties in adjusting to job demands, relationships with co-workers, etc.).

- | |
|---|
| 0 = The dispatcher no longer works at this agency |
| 1 = Less than 6 months |
| 2 = Between 6 months and 1 year |
| 3 = Between 1 and 2 years |
| 4 = Between 3 and 5 years |
| 5 = More than 5 years |

How well do you feel you know this dispatcher's job performance?
(Choose a number from the scale below)

- | | | |
|-----------------|---------------|--------------------|
| 1 = Fairly well | 2 = Very well | 3 = Extremely well |
|-----------------|---------------|--------------------|

This completes the evaluation. Please make sure that you have completed all questions and then return this rating booklet to your agency coordinator by the specified deadline.

Thank you for your assistance.

ATTENDANCE DATA SHEET

DISPATCHER ID#: _ _ _

AGENCY ID#: _ _ _ _ _
(POST use only)

In the spaces below, write the requested information regarding the dispatcher's attendance during the last 12 months of employment.

1. Indicate time period covered if less than 12 months: _____ (number of months)

2. Number of absences and days off due to:

	No. Absences*	Days Off
a. Illness	_____	_____
b. Off-duty injury	_____	_____
c. On-duty injury	_____	_____
d. Family illness	_____	_____
e. Other	_____	_____ (e.g., maternity leave, jury duty, military leave, funeral)

*Note: count one absence for each series of consecutive days off, excluding weekends, holidays, vacations.

3. **ATTENDANCE RATING:** Consider the numbers of **absences (events)** and **days absent** reported by the employee **over the last 12 months**, as well as the **reasons** for the absences, any **pattern** of being absent (e.g., Mondays and Fridays), and the effect that the absences have had on the employee's job **performance**. Then circle the number on the scale below that best describes the employee's attendance relative to normal expectations.

5 - FAR ABOVE AVERAGE: rarely or never absent
4 - ABOVE AVERAGE: absent less often than most dispatchers
3 - AVERAGE: absent about as often as most dispatchers
2 - BELOW AVERAGE: absent somewhat more often than most dispatchers
1 - FAR BELOW AVERAGE: absent much more often than most dispatchers

4. **PUNCTUALITY RATING:** Consider the employee's adherence to his/her assigned schedule of working hours, breaks and leaves of absence **over the last 12 months**. Can the employee be counted on to be working when and where he/she is assigned? Circle the number on the scale below that best describes the employee's punctuality relative to normal expectations.

5 - FAR ABOVE AVERAGE: rarely or never tardy
4 - ABOVE AVERAGE: tardy less often than most other dispatchers
3 - AVERAGE: tardy about as often as most dispatchers
2 - BELOW AVERAGE: tardy somewhat more often than most dispatchers
1 - FAR BELOW AVERAGE: tardy much more often than most dispatchers

Table C-1
Dispatcher Applicant Norms: Minnesota Multiphasic Personality Inventory - Form 2

Raw Scores

Centile	Primary Scales													Supplementary Scales								
	L	F	K	Hs	D	Hy	Pd	MF	Pa	Pt	Sc	Ma	Si	A	R	ES	MAC	OH	DO	RE	ASP	WRK
99	11	8	27	13	26	28	25	44	14	27	26	24	39	15	28	54	29	21	23	30	13	14
97	10	6	26	11	24	26	23	42	13	23	21	23	36	11	26	50	26	20	21	28	11	8
95	9	5	25	8	23	-	21	41	-	17	16	22	34	9	25	49	-	-	20	27	9	-
90	8	4	24	6	22	25	19	39	12	13	10	20	31	7	23	46	24	19	-	26	8	6
85	7	-	-	5	21	24	18	38	-	10	8	19	29	6	22	44	23	18	19	-	7	5
80	-	3	23	4	20	-	-	37	11	9	7	18	27	5	21	43	-	-	-	25	-	4
70	6	-	22	3	19	23	17	36	10	7	5	17	24	4	19	42	22	17	18	-	5	3
60	5	2	21	2	18	22	16	34	-	6	4	16	22	3	18	41	21	16	-	24	4	-
50	-	-	20	-	17	21	15	33	9	4	-	15	20	2	17	40	20	-	17	23	3	2
40	4	-	20	1	16	20	14	32	-	-	3	14	18	-	16	39	-	15	-	22	-	1
30	-	1	18	-	-	-	13	30	8	3	2	13	17	1	15	38	19	14	16	-	2	-
20	3	-	17	0	15	19	12	28	-	2	-	12	15	-	14	37	18	-	-	21	1	-
15	-	-	16	-	-	18	-	25	7	-	1	11	14	0	-	36	17	13	15	20	-	0
10	2	0	15	-	14	17	11	24	6	-	-	-	13	-	13	35	-	12	-	-	-	-
5	-	-	13	-	13	16	10	21	5	1	0	10	12	-	11	32	16	11	14	18	0	-
3	1	-	12	-	12	14	-	19	-	-	-	9	11	-	-	30	15	-	-	17	-	-
1	0	-	8	0	11	12	9	17	4	-	-	7	8	-	9	28	14	10	13	15	-	-
Mean	5.16	2.24	19.86	2.35	17.53	21.03	15.03	32.31	9.32	6.15	4.96	15.07	21.19	3.03	17.51	40.14	20.40	15.65	17.32	22.97	4.01	2.69
SD	2.31	1.74	3.87	2.68	3.03	3.15	3.43	5.82	2.29	5.35	5.16	3.66	6.91	3.15	4.13	4.69	3.04	2.52	2.01	2.94	2.87	2.74
N	483	483	483	483	483	483	483	483	483	483	483	483	483	455	455	455	456	347	348	348	268	268

T-Scores*

Centile	Primary Scales													Supplementary Scales								
	L	F	K	Hs	D	Hy	Pd	MF	Pa	Pt	Sc	Ma	Si	A	R	ES	MAC	OH	DO	RE	ASP	WRK
99	86	61	82	75	62	63	79	72	64	94	85	72	62	56	81	86	70	79	72	76	66	59
97	81	58	-	65	59	61	67	69	61	66	65	68	59	49	75	82	65	76	66	71	62	50
95	76	55	80	61	57	58	66	67	59	59	59	65	57	47	72	80	64	74	63	68	56	-
90	-	51	72	54	53	56	60	65	57	55	55	59	54	44	67	72	60	70	-	65	52	46
85	66	-	70	-	52	-	58	62	56	53	53	56	51	43	65	68	59	69	59	-	-	45
80	-	48	68	51	50	54	-	60	52	51	52	-	49	42	62	66	56	66	-	63	49	44
70	62	-	66	-	47	51	55	57	49	49	50	51	46	40	58	64	53	63	56	62	47	41
60	57	44	64	49	46	49	53	55	-	47	48	-	43	39	56	61	-	62	-	59	44	40
50	-	-	63	46	45	47	51	52	46	-	46	49	42	38	52	60	51	59	53	56	42	37
40	52	42	61	-	44	-	49	50	45	44	44	47	40	-	50	59	48	55	-	55	40	36
30	-	41	59	43	42	45	47	46	42	42	-	45	38	37	47	57	46	-	49	53	39	34
20	48	-	56	-	40	43	45	43	-	40	42	43	36	-	45	54	44	52	48	50	36	-
15	47	39	54	40	-	41	43	-	39	-	41	41	-	36	44	51	42	48	46	47	-	33
10	43	37	49	-	38	40	42	40	37	39	39	-	35	35	41	49	40	-	-	-	-	31
5	-	-	45	38	36	38	40	36	34	37	37	38	33	-	39	43	39	41	42	41	33	-
3	38	-	43	-	-	35	39	34	-	35	36	37	32	-	36	39	37	-	41	38	-	-
1	35	36	35	35	34	34	37	30	32	34	32	35	30	-	33	35	34	37	38	34	-	-
Mean	57.51	44.50	61.94	47.68	45.54	48.07	51.11	51.78	46.92	47.20	47.43	49.22	43.04	39.38	53.59	60.39	50.52	58.46	53.37	56.32	43.37	38.75
SD	10.83	5.84	9.34	7.15	6.02	6.44	7.90	9.53	7.40	9.10	8.39	7.98	7.48	4.09	10.40	9.73	7.86	9.13	6.81	8.28	7.19	6.31
N	483	483	483	483	483	483	483	483	483	483	483	483	483	455	455	455	456	347	348	348	268	268

*Scaled to published gender-referenced norms.

Table C-2
Dispatcher Applicant Norms: California Psychological Inventory - Form 462

Raw Scores

	Do	Cs	Sy	Sp	Sa	In	Em	Re	So	Sc	Gi	Cm	Wb	To	Ac	Ai	Ie	Py	Fx	F/M	V1	V2	V3
99	35	24	31	34	22	25	33	34	39	37	38	38	38	30	37	34	38	23	23	22	27	33	55
97	34	23	30	32	21	24	30	33	-	36	37	37	-	29	36	32	36	22	21	21	26	31	53
95	33	22	-	-	-	-	29	-	38	-	36	-	37	-	-	-	35	21	20	-	25	31	53
90	31	21	28	30	20	23	28	32	37	35	35	36	32	28	35	31	33	20	18	20	24	29	51
85	30	-	-	-	19	-	27	31	36	33	34	-	31	27	34	-	32	-	-	19	23	28	50
80	-	20	27	29	-	22	-	-	-	32	33	-	-	-	-	30	31	19	17	18	21	27	49
70	28	19	26	27	18	21	25	30	35	31	31	35	-	26	33	29	30	18	16	17	19	26	48
60	27	18	25	26	-	-	24	29	34	30	30	-	30	25	32	28	-	-	14	-	18	25	47
50	26	-	24	25	17	20	23	28	-	29	29	34	-	-	-	27	29	17	-	16	16	24	46
40	24	17	23	-	16	19	22	27	33	28	28	-	29	24	31	26	28	-	13	15	14	23	44
30	23	16	22	24	15	18	21	26	32	27	26	33	-	23	30	25	-	16	11	14	12	21	42
20	20	15	20	22	14	17	20	25	30	24	24	-	28	21	29	23	26	15	10	13	10	20	39
15	19	14	-	21	-	-	19	24	29	23	23	32	27	20	28	22	-	-	-	12	9	19	36
10	17	13	18	-	13	16	18	23	28	21	21	-	-	19	27	21	25	14	9	11	8	18	34
5	15	12	16	19	11	15	16	22	26	20	18	31	25	18	25	20	22	13	8	10	6	16	30
3	-	11	15	18	10	14	15	21	24	18	16	30	24	16	23	18	21	-	7	9	4	15	29
1	14	10	14	17	8	11	13	18	21	16	13	26	21	14	20	15	19	11	5	8	3	13	22
Mean	25.07	17.41	23.88	25.42	16.54	19.56	22.96	27.71	32.87	28.41	28.27	34.07	29.65	23.97	31.06	26.51	28.88	17.29	13.64	15.77	15.83	23.71	44.11
SD	5.16	3.15	3.94	3.73	2.92	2.86	4.09	3.35	3.65	4.80	5.38	2.08	3.00	3.47	3.40	3.96	3.59	2.35	3.65	3.22	5.91	4.39	6.88
N	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	298	298	298

T-Scores*

	Do	Cs	Sy	Sp	Sa	In	Em	Re	So	Sc	Gi	Cm	Wb	To	Ac	Ai	Ie	Py	Fx	F/M	V1	V2	V3
99	80	69	70	72	63	69	75	66	63	74	81	62	64	67	67	69	63	67	72	63	64.3	69.0	68.0
97	78	66	68	67	60	67	69	64	62	73	80	58	-	65	65	67	60	66	67	60	61.9	65.4	66.1
95	76	64	-	-	-	-	67	63	61	-	78	-	62	-	-	66	59	65	64	57	61.0	65.4	66.1
90	72	62	64	63	57	64	64	61	59	71	75	55	53	63	63	64	55	61	59	54	58.6	63.5	64.2
85	70	61	-	62	54	62	63	-	58	69	-	-	51	61	-	-	54	-	-	51	56.9	60.0	63.5
80	69	59	62	60	-	-	62	60	57	68	73	-	-	-	62	63	53	59	57	50	55.3	59.9	62.6
70	66	57	60	56	51	60	58	58	-	65	71	51	49	59	61	61	51	56	54	47	52.0	58.2	61.6
60	64	54	59	53	-	58	56	57	55	64	69	-	-	-	60	59	50	-	50	44	48.7	56.4	60.4
50	62	-	57	51	48	-	54	55	54	62	67	50	47	57	58	58	49	54	49	40	45.4	52.9	59.4
40	58	51	55	49	46	56	52	53	53	61	66	48	-	55	56	56	47	-	47	-	42.1	51.0	57.8
30	56	49	53	46	43	54	50	51	51	59	63	47	45	54	55	55	-	52	42	37	40.4	49.2	55.6
20	50	46	49	44	40	52	48	48	48	54	60	44	-	50	53	52	44	49	40	34	37.1	45.6	52.8
15	48	44	48	42	-	50	46	46	47	53	58	-	43	48	51	50	-	-	-	-	35.5	43.8	50.0
10	44	41	44	39	37	49	44	44	45	51	54	41	42	46	50	49	42	47	37	31	32.9	42.0	48.1
5	40	39	41	37	31	46	40	42	42	48	50	38	40	44	46	47	37	45	35	28	28.8	38.8	44.3
3	38	37	39	35	28	44	38	41	39	47	47	34	38	41	45	44	36	-	32	-	27.2	36.6	43.3
1	-	34	37	32	22	40	34	37	34	44	42	26	32	37	38	39	31	39	28	21	25.5	33.0	36.7
Mean	59.84	52.42	56.01	51.52	47.00	56.62	54.15	54.10	52.99	61.53	66.00	48.52	47.79	55.84	57.17	57.27	48.59	54.57	48.63	41.78	45.71	52.74	57.72
SD	10.41	7.87	7.62	8.83	8.33	5.90	8.34	6.55	5.85	7.31	8.32	6.87	5.72	6.42	5.80	6.26	6.00	5.50	8.84	8.97	9.70	7.95	6.53
N	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	298	298	298

*Scaled to published gender-referenced norms.

Table C-3
 Dispatcher Job Applicant Norms:
 Jackson Personality Inventory

Scale	JPI-1976 raw score			JPI 1976 Published Norm T-Scores		
	N	Mean	SD	N	Mean	SD
ANX	105	7.6	3.6	105	39.0	8.6
BDI	105	12.0	4.4	105	50.5	10.4
CPX	105	8.0	2.6	105	39.8	7.5
CNY	105	7.2	3.3	105	44.6	7.5
ENL	105	13.5	2.7	105	55.2	6.7
INV	105	11.4	4.6	105	48.5	9.4
IAF	105	11.4	3.8	105	45.0	9.1
ORG	105	14.7	2.8	105	59.0	6.7
RSY	105	16.4	2.5	105	60.7	7.6
RKT	105	5.3	3.3	105	42.9	7.4
SES	105	14.2	3.4	105	56.5	6.7
SCA	105	8.4	3.4	105	45.2	10.5
SPT	105	9.5	4.0	105	47.9	8.4
TOL	105	13.3	3.1	105	52.5	9.8
VLO	105	12.6	3.2	105	60.6	7.0
INF	104	0.3	0.8	104	48.5	7.2

APPENDIX D

PSYCHOLOGICAL TEST SCORES
BY GENDER AND RACIAL/ETHNIC GROUP

Table D-1
MMPI-2 Raw Scores by Gender and Race/Ethnicity

Scale	Gender						Race/Ethnicity								
	Female			Male			Black			Hispanic			White		
	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std
L	370	5.2	2.3	113	4.9	2.2	69	5.8 ^a	2.6	61	5.6	2.5	322	4.9 ^a	2.1
F	370	2.1 ^{**}	1.7	113	2.6	1.8	69	2.3	1.8	61	2.7	1.6	322	2.2	1.7
K	370	19.7	3.9	113	20.3	3.9	69	19.7	3.5	61	19.2	4.2	322	20.2	3.7
HS	370	2.4	2.6	113	2.3	3.0	69	2.8	2.6	61	2.8	3.0	322	2.1	2.6
D	370	17.7 ^{**}	3.1	113	17.0	2.6	69	18.6 ^a	3.2	61	17.5	2.8	322	17.2 ^a	2.9
HY	370	21.1	3.2	113	20.9	3.0	69	21.8	3.1	61	21.0	3.3	322	20.9	3.1
PD	370	15.0	3.4	113	15.2	3.6	69	15.4	3.6	61	14.9	3.7	322	15.0	3.3
MF	370	34.7 ^{**}	3.9	113	24.6	4.2	69	34.0 ^a	5.1	61	31.8	5.6	322	32.1 ^a	6.0
PA	370	9.2	2.3	113	9.7	2.3	69	8.8	2.2	61	9.7	2.3	322	9.4	2.3
PT	370	6.4	5.3	113	5.4	5.5	69	6.7	5.7	61	6.8	5.6	322	5.8	5.0
SC	370	5.1	5.1	113	4.6	5.4	69	5.9	5.9	61	6.1	6.3	322	4.5	4.6
MA	370	14.9 [*]	3.7	113	15.7	3.5	69	15.4	3.6	61	15.5	3.4	322	14.9	3.7
SI	370	21.7 ^{**}	7.1	113	19.6	5.9	69	23.9 ^{ab}	6.5	61	20.9 ^a	7.6	322	20.6 ^b	6.5
A	349	3.1	3.2	106	2.8	3.2	62	3.8 ^a	3.8	60	3.2	3.2	307	2.8 ^a	2.7
R	349	17.7 [*]	4.2	106	16.7	3.9	62	19.8 ^{ab}	5.4	60	17.1 ^a	3.7	307	17.2 ^b	3.8
ES	349	39.9 [*]	4.8	106	41.0	4.3	62	42.8 ^{ab}	5.2	60	38.8 ^a	3.8	307	40.0 ^b	4.5
MAC	349	20.1 ^{**}	2.9	107	21.4	3.3	62	20.4	3.1	60	21.1	3.4	308	20.3	3.0
OH	264	15.7	2.6	83	15.4	2.4	60	16.3 ^a	2.6	57	15.9	2.8	215	15.3 ^a	2.4
DO	265	17.2	2.0	83	17.6	2.1	60	17.1	2.0	57	16.6 ^a	1.8	215	17.6 ^a	2.0
RE	265	23.1	2.7	83	22.6	3.5	60	24.1 ^{ab}	2.6	57	22.0 ^a	3.7	215	22.9 ^b	2.7
ASP	198	3.7 [*]	2.8	70	4.8	2.9	26	4.0	2.7	52	4.3	3.4	179	3.8	2.7
WRK	198	2.8	2.8	70	2.4	2.5	26	2.9	2.0	52	3.3	3.8	179	2.4	2.2

Note: significant gender mean differences are denoted as follows: **p<.01; *p<.05. Race/ethnic groups with the same superscript letter have significantly different means (p<.05).

Table D-2
CPI-462 Raw Scores by Gender and Race/Ethnicity

Scale	Gender						Race/Ethnicity								
	Female			Male			Black			Hispanic			White		
	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std
DO	222	24.7	5.1	77	26.0	5.4	27	23.6	5.4	53	24.2	5.7	206	25.5	4.9
CS	222	17.4	3.3	77	17.6	2.5	27	16.7	3.7	53	16.4 ^a	3.2	206	17.8 ^a	3.0
SY	222	23.8	3.9	77	24.1	3.9	27	23.0	2.9	53	23.2	3.9	206	24.2	4.0
SP	222	25.1 [*]	3.8	77	26.3	3.4	27	23.8 [*]	3.2	53	25.1	3.8	206	25.8 [*]	3.7
SA	222	16.5	2.9	77	16.7	2.9	27	16.3	2.9	53	16.1	3.0	206	16.7	2.8
IN	222	19.5	3.0	77	19.8	2.4	27	18.3 [*]	2.8	53	19.2	3.1	206	19.9 [*]	2.7
EM	222	22.9	4.2	77	23.3	3.8	27	20.9 [*]	4.2	53	22.1	4.0	206	23.4 [*]	4.0
RE	222	27.7	3.2	77	27.8	3.7	27	27.1	3.4	53	26.8	3.4	206	27.9	3.3
SO	222	32.9	3.8	77	32.7	3.2	27	32.6	3.2	53	32.3	3.5	206	33.1	3.7
SC	222	28.6	4.7	77	27.9	5.2	27	28.9	4.9	53	27.7	5.9	206	28.5	4.5
GI	222	28.3	5.4	77	28.1	5.4	27	27.7	5.5	53	27.8	6.5	206	28.4	5.1
CM	222	34.1	2.1	77	33.9	2.1	27	34.1	2.4	53	33.6	1.9	206	34.2	2.1
WB	222	29.6	3.2	77	29.8	2.3	27	28.6 ^a	2.4	53	28.8 ^b	2.2	206	30.1 ^{ab}	3.1
TOL	222	24.1	3.4	77	23.6	3.5	27	23.0	3.3	53	23.0	3.9	206	24.4	3.2
AC	222	31.2	3.3	77	30.6	3.5	27	31.3	2.8	53	30.1	4.0	206	31.3	3.2
AI	222	26.5	3.9	77	26.4	4.3	27	24.6 [*]	4.3	53	24.9 ^b	4.6	206	27.2 ^{ab}	3.6
IE	222	28.8	3.6	77	29.0	3.6	27	27.9	2.4	53	27.4 ^a	3.7	206	29.4 ^a	3.5
PY	222	17.3	2.3	77	17.3	2.5	27	16.8	2.2	53	16.2 [*]	2.3	206	17.6 [*]	2.3
FX	222	13.5	3.6	77	14.1	3.7	27	12.8	3.5	53	13.4	3.8	206	13.9	3.5
F/M	222	16.8 [*]	2.6	77	12.7	2.8	27	16.6	2.5	53	16.3	3.2	206	15.6	3.2
V1	221	16.3 [*]	5.8	77	14.6	6.2	27	17.5	5.5	53	16.0	6.4	205	15.6	5.9
V2	221	23.5	4.4	77	24.2	4.3	27	23.1	4.1	53	22.8	4.5	205	23.9	4.3
V3	221	44.0	6.9	77	44.4	6.7	27	41.7 [*]	6.4	53	41.9 ^b	8.1	205	45.2 ^{ab}	6.3

Note: significant gender mean differences are denoted as follows: **p<.01; *p<.05. Race/ethnic groups with the same superscript letter have significantly different means (p<.05).

Table E-1
Validity Evidence for MMPI Scales
(Published Gender-Based Norm T-scores)

	Overall Job Effectiveness	Excessive Behavior Problem	Attendance/ Punctuality Ratings	Turnover (unsatis. traits/ work habits)	Complaint re: Job Performance
L: Lie Scale	-.03	-.04	-.09	-.09	.01
F: Validity Scale	-.22 **	.09	-.07	.18 **	.14*
K: Correction Scale	-.04	-.05	.02	-.08	-.08
HS: Hypochondriasis	.07	.01	.08	-.07	.05
D: Depression	-.13 *	.05	-.04	.01	.08
HY: Hysteria	-.14 **	.05	-.04	.04	.02
PD: Psychopathic Deviance	-.17 **	.12 *	-.01	.09	.08
MF: Masculinity / Femininity	-.02	.02	.04	.05	-.04
PA: Paranoia	-.12 *	.02	.00	.03	.09
PT: Psychasthenia	.06	-.04	.05	-.10	.00
SC: Schizophrenia	.07	-.01	.09	-.05	.07
MA: Hypomania	-.18 **	.14 *	-.02	.11	.09
SI: Social Introversion	-.16 **	.04	-.09	.15 *	.10
N	324	322	301	220	276
A: Anxiety	-.03	.05	.03	.00	.12 *
R: Repression	-.08	-.03	-.12 *	.07	.01
ES: Ego Strength	-.10	.03	-.19 **	.07	-.02
MAC: MacAndrew Alcoholism	.03	-.02	.03	-.03	.01
OH: Over-controlled Hostility	-.12	.08	-.12	-.05	.13
DO: Dominance	-.01	.04	-.07	-.21 *	-.04
RE: Social Responsibility	-.09	.04	-.23 **	-.06	.05
ASP: Antisocial Practices	-.05	.16	-.00	.21 *	.09
WRK: Work Interference	-.22 *	.17	-.03	.29 **	.21 *
N (Minimum-Maximum)	115-319	115-317	105-296	91-217	99-272

**p<.01; *p<.05.

Note: Scores include Form 1 scaled to norms published in 1967 user's manual, Table 7, and Form 2 scaled to norms published in 1989 user's manual, Appendix A.

Table E-2
Validity Evidence for CPI Scales
(Published Gender-Based Norm T-scores)

	Overall Job Effectiveness	Excessive Work Behavior Problem	Attendance/ Punctuality Rating	Turnover (unsatis. traits/ work habits)	Complaint re: Job Performance
Forms 480 & 462:					
DO: Dominance	.08	-.01	.12	.05	-.04
CS: Capacity for Status	-.01	.03	.01	.07	-.02
SY: Sociability	.05	.00	.03	.02	.00
SP: Social Presence	.07	-.02	.02	-.12	-.05
SA: Self-Acceptance	.03	.06	.03	.02	-.02
RE: Responsibility	.03	-.01	-.04	.01	.04
SO: Socialization	.11	-.11	.06	.04	-.20 **
SC: Self-Control	-.01	-.09	-.02	.02	-.06
GI: Good Impression	.02	-.11	-.06	-.02	.00
CM: Communality	.01	.13 *	.05	.03	.03
WB: Sense of Wellbeing	.00	-.03	-.03	-.16 *	.09
TO: Tolerance	.11	-.07	.03	-.09	.07
AC: Ach. via Conformance	.01	-.05	-.08	-.04	-.06
AI: Ach. via Independence	.08	-.06	.06	-.18 *	-.06
IE: Intellectual Efficiency	-.00	.03	-.03	-.10	.06
PY: Psychological-Mindedness	.03	-.01	-.10	-.06	-.05
FX: Flexibility	.01	.02	-.02	-.17 *	-.06
FM: Femininity / Masculinity	-.13 *	.16 *	-.02	.12	.16 *
N	242	242	222	177	200
Form 462 only:					
IN: Independence	.18 *	-.31 **	.20 *	-.15	-.28 **
EM: Empathy	.03	-.04	.02	-.09	-.10
VI: Internality	-.06	-.02	-.02	-.03	.13
V2: Norm-Favoring	.11	-.05	.01	-.14	-.08
V3: Self-Realization	.11	-.16	.01	-.21 *	-.14
N (Minimum-Maximum)	128-129	128-129	117-118	97-98	112-113

**p<.01; *p<.05.

Note: Scores are standardized by form; Form 480 scaled to norms published in 1975, Table 2; Form 462 scaled to norms published in 1991, Appendix B.

Table E-3
Validity Evidence for JPI Scales
(Published Gender-Based Norm T-scores)

	Overall Job Effectiveness	Excessive Work Behavior Problem	Attendance/ Punctuality Rating	Complaint re: Job Performance
ANX: Anxiety	-.21	.24	-.06	.03
BDI: Breadth of Interest	-.22	.10	-.36	-.22
CPX: Complexity	-.41 *	.57 **	-.22	-.12
CNY: Conformity	.01	-.14	.33	-.09
ENL: Energy Level	-.32	.47 *	.06	.24
INV: Innovation	-.28	.29	-.26	-.19
IAF: Interpersonal Affect	-.18	-.05	-.03	-.15
ORG: Organization	.06	-.29	.10	.15
RSY: Responsibility	-.21	.03	-.13	-.12
RKT: Risk Taking	-.16	.19	-.18	-.14
SES: Self Esteem	-.30	.29	-.28	.35
SCA: Social Adroitness	-.28	-.02	.26	.13
SPT: Social Participation	.11	-.11	-.29	.07
TOL: Tolerance	.09	-.33	.21	-.17
VLO: Value Orthodoxy	-.05	.12	.04	.04
INF: Infrequency	.14	-.14	.25	.25
N	29	28	26	25

**p<.01; *p<.05.

Note: Scores are scaled to norms published in the 1994 user's manual (JPI-1970). Results for turnover criterion are not reported as there was no variance on this criterion; i.e., none of the 15 dispatchers for whom data was available resigned or were terminated for unsatisfactory work habits or worker characteristics.

Table E-4
Validity Evidence for MMPI Scales
(Applicant Unisex Norm T-scores)

	Overall Job Effectiveness	Excessive Behavior Problem	Attendance/ Punctuality Ratings	Turnover (unsatis. traits/ work habits)	Complaint re: Job Performance
L: Lie Scale	-.07	-.03	-.10	-.06	.01
F: Validity Scale	-.13 *	.03	-.01	.10	.10
K: Correction Scale	.06	-.13*	.03	-.15 *	-.15*
HS: Hypochondriasis	.00	.08	-.01	.05	.09
D: Depression	-.06	-.02	.06	-.07	.05
HY: Hysteria	.00	-.06	-.01	-.11	-.05
PD: Psychopathic Deviance	-.10	.12*	.04	.06	.10
MF: Masculinity / Femininity	-.04	.02	-.16**	.01	.04
PA: Paranoia	.01	-.06	.06	-.09	.04
PT: Psychasthenia	.03	-.01	.05	.00	.08
SC: Schizophrenia	-.02	.06	.02	.06	.11
MA: Hypomania	-.10	.11*	.03	.07	.07
SI: Social Introversion	-.12 *	.01	-.07	.11	.07
N	324	322	301	220	276
A: Anxiety	-.08	.06	-.02	.05	.14*
R: Repression	.07	-.12*	-.07	-.06	-.08
ES: Ego Strength	.03	-.02	-.12*	.00	-.09
MAC:MacAndrew Alcoholism	-.01	.03	.07	.02	.06
OH: Over-controlled Hostility	-.05	.04	-.13	-.11	.10
DO: Dominance	-.00	.02	.03	-.12	-.08
RE: Social Responsibility	-.07	.02	-.15*	-.05	-.07
ASP:Antisocial Practices	-.03	.15	.06	.19	.10
WRK:Work Interference	-.24 **	.19 *	-.10	.31 **	.22*
N (Minimum-Maximum)	115-319	115-317	105-296	91-217	99-272

**p<.01; *p<.05.

Note: Scores standardized within form (MMPI-1, MMPI-2).

Table E-5
Validity Evidence for CPI Scales
(Applicant Unisex Norm T-scores)

	Overall Job Effectiveness	Excessive Work Behavior Problem	Attendance/ Punctuality Rating	Turnover (unsatis. traits/ work habits)	Complaint re: Job Performance
Forms 480 & 462:					
DO: Dominance	.07	-.01	.10	.03	-.03
CS: Capacity for Status	-.00	.02	.02	.08	-.03
SY: Sociability	.04	-.01	.01	.02	-.00
SP: Social Presence	.11	-.05	.10	-.10	-.06
SA: Self-Acceptance	.07	.03	.10	.05	-.04
RE: Responsibility	.03	-.01	-.09	-.03	.04
SO: Socialization	.14*	-.13*	-.00	-.03	-.22**
SC: Self-Control	-.03	-.08	-.07	.00	-.05
GI: Good Impression	.01	-.10	-.10	-.06	.01
CM: Communality	.05	.09	.09	.01	-.00
WB: Sense of Wellbeing	.05	-.09	.11	-.15 *	.09
TO: Tolerance	.11	-.07	.03	-.07	.06
AC: Ach. via Conformance	.03	-.09	-.05	-.03	-.08
AI: Ach. via Independence	.10	-.09	.12	-.17*	-.10
IE: Intellectual Efficiency	.03	-.02	.06	-.07	.06
PY: Psychological-Mindedness	.05	-.05	-.02	-.02	-.08
FX: Flexibility	.04	-.01	.05	-.14	.04
FM: Femininity / Masculinity	-.06	.07	-.11	.09	.12
N	242	242	222	117	200
Form 462 only:					
IN: Independence	.19*	-.32**	.25**	-.16	-.28**
EM: Empathy	.03	-.04	.01	-.09	-.10
VI: Internality	-.06	-.02	-.05	-.03	.13
V2: Norm-Favoring	.10	-.05	-.02	-.14	-.08
V3: Self-Realization	.10	-.16	.00	-.21*	-.14
N (Minimum-Maximum)	128-129	128-129	117-118	97-98	112-113

**p<.01; *p<.05.

Note: Scores standardized within form (CPI -480 & CPI-462)

Table E-6
Validity Evidence for JPI Scales
(Applicant Unisex Norm T-scores)

		Overall Job Effectiveness	Excessive Work Behavior Problem	Attendance/ Punctuality Rating	Complaint re: Job Performance
ANX:	Anxiety	-.12	.14	.01	-.03
BDI:	Breadth of Interest	-.21	.09	-.35	-.22
CPX:	Complexity	-.40*	.57**	-.22	-.13
CNY:	Conformity	.08	-.20	.38	-.10
ENL:	Energy Level	-.36	.51**	.03	.26
INV:	Innovation	-.29	.31	-.27	-.19
IAF:	Interpersonal Affect	-.07	-.15	.05	-.20
ORG:	Organization	.08	-.29	.10	.15
RSY:	Responsibility	-.16	-.03	-.10	-.15
RKT:	Risk Taking	-.26	.28	-.24	-.07
SES:	Self Esteem	-.31	.31	-.27	.38
SCA:	Social Adroitness	-.31	.01	.24	.15
SPT:	Social Participation	.17	-.17	-.26	.03
TOL:	Tolerance	.08	-.33	.21	-.18
VLO:	Value Orthodoxy	.05	.02	.11	.00
INF:	Infrequency	.10	-.11	.22	.27
N		29	28	26	25

**p<.01; *p<.05.

Note: Results for turnover criterion are not reported as there was no variance on this criterion. Results for turnover criterion are not reported as there was no variance on this criterion; i.e., none of the 15 dispatchers for whom data was available resigned or were terminated for unsatisfactory work habits or worker characteristics.

APPENDIX F

VALIDITY EVIDENCE FOR PSYCHOLOGICAL TEST
SCALE COMPOSITES

Table F-1
Validity Evidence for Psychological Test Scale Composites
Applicant Unisex Norm T-scores

Test Composite		Overall Job Effectiveness	Excessive Behavior Problem	Attendance/ Punctuality Ratings	Turnover (unsatis. traits/ work habits)	Complaint re: Job Performance	Negative Performance Composite*
So+In-WRK-F		.38***	-.36***	.20*	-.38***	-.41***	-.42***
So+ In-WRK		.36***	-.38***	.24*	-.36**	-.35**	-.39***
So-WRK		.33**	-.26**	.11	-.32**	-.28**	-.27**
In-WRK		.26**	-.33**	.24*	-.31**	-.31**	-.36***
So+ In		.29**	-.33***	.25**	-.24*	-.35***	-.38***
N	Minimum-	115-	115-	105-	91-	99-	115-
	Maximum	129	129	118	98	113	129

Note: Scores standardized within form (MMPI-1, MMPI-2, CPI-480, CPI-462).

Table F-2
Validity Evidence for Psychological Test Scale Composites
Published Gender-Based Norm T-scores

Test Composite		Overall Job Effectiveness	Excessive Behavior Problem	Attendance/ Punctuality Ratings	Turnover (unsatis. traits/ work habits)	Complaint re: Job Performance	Negative Performance Composite*
So+In-WRK-F		.38***	-.35***	.19	-.37**	-.40***	-.41***
So+ In-WRK		.35***	-.36***	.21*	-.35**	-.34**	-.38***
So-WRK		.33**	-.25**	.10	-.32**	-.26**	-.26**
In-WRK		.25**	-.31**	.17	-.30**	-.31**	-.34**
So+ In		.30**	-.33***	.25*	-.23*	-.35***	-.38***
N	Minimum-	115-	115-	115-	91-	99-	115-
	Maximum	129	129	118	98	113	129

***p<.0001, **p<.01; *p<.05.

*Negative Performance Composite is a binary index constructed as follows: IF any excessive work behavior problems, or resigned/terminated due to unsatisfactory performance related to worker characteristics/traits, or received any complaints/reprimands in the last 12 months, or received a global effectiveness rating of "1" (Ineffective--unable to perform work acceptably), then index=1; else index=0.

APPENDIX G

EXAMPLE
DISPATCHER PSYCHOLOGICAL ASSESSMENT REPORT

**PUBLIC SAFETY DISPATCHER
PSYCHOLOGICAL ASSESSMENT REPORT**

Date: _____ Candidate: _____ Agency: _____

TRAIT RATING SCALE: *To what extent does the candidate's psychological evaluation suggest a likelihood of performance problems related to this essential trait?*

NS No significant problems are predicted in this area; the candidate is expected to meet or exceed the demands of the job that require this trait.

MOD There are some concerns about the candidate's ability to meet job demands that require this trait.

SP Significant performance problems are predicted in this area; the candidate is expected to have severe difficulty in meeting job demands that require this trait.

In the space provided below each trait, describe the basis for your rating, especially MOD and SP ratings. For example, note test scale scores, interview responses, behavioral incidents, etc., that support your finding.

(✓ check one)
NS MOD SP

___ ___ ___

TOLERANCE OF STRESS: Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay.

Comments: _____

___ ___ ___

INTEGRITY: Is honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.

Comments: _____

___ ___ ___

DEPENDABILITY: Acts responsibly and reliably in all situations; willing to accept the consequences of one's decisions and behavior; is disciplined, thorough, accurate and punctual.

Comments: _____

___ ___ ___

EMOTIONAL CONTROL: Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations; does not become personally involved.

Comments: _____

___ ___ ___

TOLERANCE OF UNPLEASANT WORK ENVIRONMENT: Accepts and is able to function effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space, rigid chain of command).

Comments: _____

DISPATCHER PSYCHOLOGICAL ASSESSMENT REPORT (continued)

(✓check one)
NS MOD SP

— — — **ADAPTABILITY:** Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.

Comments: _____

— — — **TEAMWORK:** Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel and personnel at other agencies in performing job duties; a "team player."

Comments: _____

— — — **MATURITY:** Draws upon life experiences to deal with situations; thinks before acting (e.g., not impulsive); is not easily fooled (e.g., not naive); sees value in and takes work seriously; sensible; recognizes and is not bothered by trivial negative events and circumstances.

Comments: _____

— — — **PRODUCTIVITY:** Performs work in an efficient, organized and timely manner; performs effectively without constant supervision.

Comments: _____

— — — **POSITIVE ATTITUDE:** Reacts in a positive and constructive manner when confronted with negative work situations; is optimistic; sees the good side in situations; displays cheerfulness; acts inspired about work; sees value in the organization and its members; is able to use humor appropriately to relieve tense or stressful situations.

Comments: _____

— — — **ASSERTIVENESS:** Takes command of a situation; acts confidently, without hesitation; willing to voice personal views; not easily intimidated.

Comments: _____

— — — **SOCIAL CONCERN:** Concerned with the safety and welfare of others; demonstrates an interest in people and serving the public.

Comments: _____

— — — **MOTIVATION:** Displays hustle and drive in reaching work goals; self-motivated; makes use of "down time"; recognizes that the job may require additional time and energy; seeks answers to issues and questions; keeps trying, even in difficult situations; proceeds in the face of adversity.

Comments: _____

DISPATCHER PSYCHOLOGICAL ASSESSMENT REPORT (continued)

(✓ check one)
NS MOD SP

INTERPERSONAL SENSITIVITY: Addresses situations in a sensitive, straightforward manner, showing consideration for others; resolves disputes in the least offensive manner; acts in an unbiased fashion towards others, keeping personal prejudices out of the work place; attempts to understand and respects the attitudes and beliefs of others.

Comments: _____

COGNITIVE ABILITY: Possesses adequate verbal, reasoning, memory, and perceptual abilities. **Note:** consider available test scores (such as the *POST Entry-Level Dispatcher Selection Test Battery*) and/or any supplemental assessments that are made.

Comments: _____

SUMMARY AND CONCLUSIONS:

Integrate applicant history, test data, interview behavior, etc., and relate this information to the trait ratings and to the anticipated impact on job performance. The summary should include the rationale for the overall suitability rating that follows.

OVERALL JOB SUITABILITY: Check (✓) the description below that best summarizes your findings with respect to the candidate's overall suitability to perform dispatcher work.

___ **SUITABLE:** The candidate appears to be adequately suited to meet or exceed the psychological demands of the dispatcher job. No significant performance problems are predicted in the essential trait areas.

___ **MARGINALLY SUITABLE:** Some performance problems are predicted in one or more essential trait areas indicating that the candidate may have difficulty meeting the demands of the job.

___ **POORLY SUITED:** Significant performance problems are predicted in one or more essential trait areas indicating that the candidate would not be able to meet the demands of the job.

Examining Psychologist:

Name: _____ Signature: _____

Additional Comments:

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Entry-Level Hearing Screening Guidelines		Meeting Date November 6, 1997
Bureau Standards and Evaluation	Reviewed By Alan Deal <i>Alan Deal</i>	Researched By Shelley Spilberg
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval 10-14-97	Date of Report October 1, 1997
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE:

Request to contract with an individual or institution to develop new POST hearing screening guidelines for entry level patrol officers.

BACKGROUND:

At its January 1991 and January 1992 meetings, the Commission approved interagency agreements totalling \$43,600 with the City of Los Angeles for the services of Robert Goldberg, M.D., the City's Assistant Medical Director, to assist in revising the 1977 POST Medical Screening Manual for California Law Enforcement. At its January 1993 meeting, the Commission authorized the release of the revised 1993 POST Medical Screening Manual. That edition of the manual did not include either vision or hearing guidelines, which were last published in 1984 and issued at that time as a separate document from the 1977 Medical Screening Manual.

In June 1993, an additional interagency agreement was established with the City of Los Angeles for \$9,999 to obtain Dr. Goldberg's services in creating new vision and hearing guidelines and providing other assistance as necessary in developing and maintaining the Manual. In July 1994, new vision guidelines were published and distributed as an additional chapter in the Manual. The Manual will be complete (notwithstanding continued revisions, as necessary) upon the addition of new hearing guidelines.

The creation of new POST hearing guidelines has been delayed for several reasons. Most importantly, promising advances in the assessment of hearing capacity have only recently reached a stage of completion to allow consideration as a practical, effective means occupational screening. Historically, pure tone audiometry has been the only widely-accepted screening procedure, and is the only procedure recommended in the 1984 POST hearing guidelines. However, this standard clinical test, which involves detecting a single tone at various pitches and loudness levels, only measures an individual's capacity for *sound detection in quiet*. Other important job-related hearing functions, such as speech understanding in noise and sound localization, are not directly evaluated by this test.

Another limitation of pure-tone audiometry is the necessary prohibition against the use of hearing aids during the test, since aids can enhance test performance but not necessarily an individual's actual *functional hearing ability* - especially the ability to understand speech in noise. Denying hearing-impaired candidates use of their hearing aids during all parts of the hearing screening process could be seen as a failure to provide reasonable accommodation under the Americans With Disabilities Act.

New technological advances, most notably a Hearing In Noise Test (HINT), developed by the House Ear Institute (a nonprofit organization located in Los Angeles), does appear to provide an assessment of an individual's *functional hearing ability*, including speech understanding in noise, in quiet and sound localization. Dr. Robert Goldberg has been working with the House Ear Institute for several years and in the process has sent several hundred LAPD candidates to the Institute for HINT testing (for both research and administrative purposes).

Test norms for the HINT were developed based on data from hundreds of individuals (including over 500 LAPD candidates). However, research has yet to be conducted to establish test cut-offs and otherwise validate the HINT against the specific acoustical demands and actual hearing requirements of the patrol officer position. This type of empirical validity evidence is made more important given the newness of this technology. Empirical research can also provide a solid basis for determining the exact role the HINT (and/or any other additional hearing tests) should play in the screening process (e.g., as a required phase for all candidates, or only for those who score marginally during pure tone audiometry).

Dr. Goldberg's lack of availability is another reason for the delay in the development of new hearing guidelines. The June 1993 interagency agreement with the City of Los Angeles expired in June 1996 with most of its funds (\$7,400) unexpended. A new interagency agreement for \$9,999 was created in July 1996 for the primary purpose of obtaining Dr. Goldberg's assistance in revising the POST hearing guidelines. However, due to competing City work demands, the vast majority of funds (\$9,500) in this interagency agreement have been unspent as well. His predicted City workload is not expected to lighten in the foreseeable future. Dr. Goldberg has indicated a willingness to work overtime for POST, but City personnel regulations do not provide a means to compensate him for overtime work.

ANALYSIS:

New POST hearing screening guidelines are needed to replace those created in 1984 and to complete the content of the current Medical Screening Manual. New hearing assessment technology shows great promise for advancing the screening process from the current status of testing hearing sensitivity alone to an actual functional assessment of job-related hearing capacity. Furthermore, new means of functional testing not only allows for the use of hearing aids during testing, but specifically assess the ability to understand speech in noise (a common weakness evidenced in aided individuals).

The development of POST guidelines for assessing the functional hearing ability of entry level patrol officer candidates will require several steps. They include:

1. Defining the functional hearing and communication requirements and the associated job demands and acoustical environments;
2. Selecting and evaluating screening measures of functional hearing;

3. Determining the minimum candidate performance levels required for each measure to ensure safe performance on the job;
4. Drafting revised guidelines, convening a panel of independent hearing experts, and finalizing the guidelines based on their input.

The purpose of the requested contract is to complete the above steps, leading to the creation of revised POST hearing guidelines. The contract would be awarded through a competitive bid process. The House Ear Institute and Dr. Goldberg would be encouraged to compete along with other individuals or institutions.

Completion of the above steps would be expected to require 10-12 months to complete, at an estimated cost of no greater than \$38,000. These estimates do not include resources required for the participation of independent experts at a panel review meeting (step 4), a procedure followed in the creation of the other sections of the Medical Screening Manual. This step will continue to be organized by POST staff.

RECOMMENDATION:

Authorize the Executive Director to enter into a contract with an individual or institution to conduct research and perform other activities related to the creation of new POST hearing guidelines for screening entry level patrol officers. The cost of the project is not to exceed \$38,000.


COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

 1601 ALHAMBRA BOULEVARD
 SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting

November 5, 1997 - 10:00 a.m.

Mission Inn

3649 Seventh Street

Riverside, CA 92501

(909) 784-0300

AGENDA
10:00 A.M.

- | | | |
|----|--|---------------|
| A. | Call to Order and Welcome | Chair |
| B. | Moment of Silence Honoring Peace Officers Killed
in The Line of Duty (Attachment A) | Chair |
| | o Deputy Jeffrey S. Isaac, Fresno County Sheriff's Department | |
| C. | Roll Call and Special Introductions | |
| D. | Announcements | Chair |
| E. | Approval of July 16, 1997 Meeting Minutes (Attachment B) | Chair |
| F. | Review of Commission Policy B.7 (e) Regarding Advisory
Committee Members:
"A member's unexcused absence from two consecutive
regularly scheduled meetings shall result in formal
review by the Commission of the member's status for
consideration of removal from the Advisory Committee." | Chair |
| G. | Progress Report on POST Strategic Plan Implementation
(Tab C on Commission Agenda) | Rick TerBorch |
| H. | Report on Academy Physical Fitness Testing Study | Staff |
| I. | Report from California Law Enforcement Image Coalition
(Preview of Video) | Joe Flannagan |
| J. | Review of Commission Meeting Agenda
and Advisory Committee Comments | Staff |

OFFICERS KILLED IN THE LINE OF DUTY 1997

ID #	NAME	AGENCY	F/A	DATE OF DEATH
1	Deputy James Lehmann, Jr.	Riverside County SD	F	01/05/97
2	Deputy Michael P. Haugen	Riverside County SD	F	01/05/97
3	Officer Van D. Johnson	LAPD	A	02/05/97
4	Deputy Patrick S. Coyle	San Diego County SD	A	02/15/97
5	Deputy Brian Meilbeck	Yuba County SD	F	04/01/97
6	Officer Saul Martinez	CHP - Indio	A	05/09/97 (05/15/97)
7	Deputy Randall E. Jennings	Butte County SD	F	05/21/97 (05/22/97)
8	Investigator Charles A. Lazzaretto	Glendale PD	F	5/27/97
9	Officer Dan Muehlhausen	CHP - Indio	A	06/01/97
10	Deputy Shayne York	LASD	F	08/14/97 (08/16/97)
11	Deputy Jeffrey S. Isaac	Fresno County SD	A	09/08/97

Updated 10/14/97


COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting
July 16, 1997
Hyatt Regency Irvine
Irvine, CA

MINUTES
CALL TO ORDER

The meeting was called to order at 10:03 a.m. by Chairman Norman Cleaver.

MOMENT OF SILENCE

The Advisory Committee held a moment of silence in honor of the following officers who have lost their lives while serving the public since the last Committee meeting.

- o Officer Saul Martinez, California Highway Patrol, Indio
- o Deputy Randall E. Jennings, Butte County Sheriff's Department
- o Investigator Charles A. Lazzaretto, Glendale Police Department
- o Officer Dan Muehlhausen, California Highway Patrol, Indio

ROLL CALL OF ADVISORY COMMITTEE MEMBERS

Present: Charles Brobeck, California Police Chiefs' Association
Don Brown, California Organization of Police and Sheriffs
Charles Byrd, California State Sheriffs' Association
Jay Clark, California Association of Police Training Officers
Norman Cleaver, California Academy Directors' Association
Earle Robitaille, Public Member
Derald Hunt, California Association of Administration of Justice Educators
Kevin Mince, California Highway Patrol
Leo Ruelas, California Community Colleges
Judith Valles, Public Member
Alexia Vital-Moore, Women Peace Officers' Association
Woody Williams, California Peace Officers' Association

Absent: Alan Barcelona, California Union of Safety Employees
Joe Flannagan, Peace Officers' Research Association of California
Judith Valles, Public Member
Earle Robitaille, Public Member

Commission Advisory Liaison Committee Members Present:

David Anderson
Ted Hunt
Thomas J. Knutson, Ph.D.
Rick TerBorch

Visitors Present:

Adam J. Christin, CCLEA, Director, California Association of Highway Patrolmen
David Harding
Jim Martin, CCPOA
Doug Peterson
Ron Snider, President, California Association of Highway Patrolmen
Michael W. Stovall, Vice President, Long Beach Police Officers' Association
Ronald Terry, Vice President, San Francisco Deputy Sheriffs' Association
Al Waters, II, President, San Francisco Deputy Sheriffs' Association

POST Staff Present:

Glen Fine, Deputy Executive Director
Hal Snow, Assistant Executive Director
John Berner, Bureau Chief, Standards and Evaluation
Vera Roff, Secretary

ANNOUNCEMENTS

- o It was reported that the wife of Jim Gardiner, Chief, San Luis Obispo Police Department, recently underwent surgery for cancer and is currently receiving chemotherapy treatment. Best wishes were expressed for her speedy recovery.
- o It was announced that Advisory Committee member Judith Valles is running for the Mayor of San Bernardino.

APPROVAL OF MINUTES OF APRIL 23, 1997 MEETING

MOTION - Williams - second, Ruelas, carried unanimously to approve the minutes of the April 23, 1997 Advisory meeting held at the Holiday Inn in Sacramento with the correction that the California Community Colleges report should state:

Dr. Ruelas reported that the California Community Colleges will issue a grant of \$95,000 for public safety education for professional development and curriculum refinement activities.

STATUS OF POST STRATEGIC PLAN DEVELOPMENT

Jay Clark, Committee on Strategic Plan Implementation (CSPI) member, reported that the POST Strategic Plan has been approved by the Governor's Office. Responses from the field have been very positive and development of the Implementation Plan is well underway. The Committee will meet on August 28 in San Luis Obispo to review progress of the Implementation Plan. A workshop to receive input from stakeholders will be held on September 23, 1997 in Newport Beach. Upon final review by the CSPI, the Implementation Plan will be submitted to the Commission for its approval at the November meeting in Riverside.

The Executive Director informed the Committee that there will be a re-prioritization and re-evaluation of the work currently being done in order to accomplish the directions outlined in the Strategic Plan; however, this does not mean that existing programs and projects will be eliminated. Staff will review current programs to determine how, and if, there is a better way to handle the workload, such as contracting out, so that existing personnel can be better utilized. There is no intent to discontinue the important work that is currently underway.

The Chairman expressed appreciation to staff for the progress being made on the plan and for keeping the field updated and informed as progress is being made in this area.

REPORT FROM CALIFORNIA LAW ENFORCEMENT IMAGE COALITION

Joe Flanagan, Chairman of the Coalition, reported the group met in May and efforts are underway to finalize the video tape which should be ready for Commission viewing at the November meeting. In addition, the group is considering other methods of advertising, including billboards, bus benches, etc., to enhance the image of law enforcement.

There was a discussion concerning a commercial being distributed by Long John Silvers restaurant chain which depicts law enforcement in a very unfavorable manner. It was suggested that representatives from the major law enforcement associations contact the advertiser and request that the commercial be withdrawn.

1996 PRESENTATION OF GOVERNOR'S AWARD AND REVIEW OF 1997 ANNOUNCEMENT

The Committee reviewed the video taken at the 1996 Governor's Award for Excellence in Law Enforcement Training and expressed appreciation to Vice Chair Collene Campbell for representing the Commission at the awards' presentation at the CPOA conference. Application booklets for the 1997 awards will be mailed to the field in August. The selection committee for the 1997 awards will meet on January 20, 1998 in Newport Beach to review applications. Recommendations for award recipients will be presented to the Commission at its January meeting. All Advisory Committee members are encouraged to participate on the selection committee.

It was pointed out that the 1998 CPOA conference will be held in September and, therefore, too late for the Governor's Awards presentation. Alternative dates and locations will be considered.

POST REORGANIZATION CHANGES

The Executive Director described POST organizational changes which have been approved by the State Personnel Board and will become effective July 18, 1997. Major changes include development of three divisions headed by Assistant Executive Directors: Administrative Services - Glen Fine; Field Services - Michael DiMiceli; Standards and Development - Hal Snow. In addition, Jack Garner will be appointed as Executive/Legislative Liaison, who will act as liaison with labor, chiefs' and sheriffs' organizations, and be responsible for internal audits. It is expected that the changes will improve efficiency and effectiveness and better enable staff to implement the directions outlined in the POST Strategic Plan.

REPORT ON PHYSICAL FITNESS TRAINING

Staff provided an update on the physical fitness training. At the current time, basic academy cadets are required to wear physical training clothing rather than full academy uniforms. A pilot study will be conducted to determine the impact of these requirements and suggested alternatives. Staff will continue to provide quarterly reports on this important subject.

REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS

Staff reviewed the July 17, 1997 Commission agenda and responded to questions and discussion of the issues.

Agenda Item H - Scheduling a Public Hearing on the Proposal to Establish a Mandatory Field Training Program

The Committee discussed the proposal to adopt regulations mandating that regular officers complete a minimum ten-week field training program before being allowed to perform peace officer duties without immediate supervision.

MOTION - Hunt, second - Williams, carried unanimously to support the proposal.

Agenda Item S.4 - Correspondence - Letter from Peter J. Sysak, President, California College and University Policy Chiefs' Association, requesting representation on the POST Advisory Committee

There was a discussion concerning the request for membership on the Committee. The Committee recommended that no additional members be appointed at this time due to the peace officer groups being represented through various other organizations currently holding membership on the Committee.

ADVISORY COMMITTEE MEMBER REPORTS

California Association of Police Training Officers

Jay Clark reported that the new CAPTO President is Paul Tashiro of the Santa Cruz Sheriff's Department. The annual training conference will be held on October 1-3, 1997 at the Radisson Hotel in Sacramento.

California Police Chiefs' Association

Chuck Brobeck reported that CPCA will meet jointly with CPOA in San Luis Obispo in August.

California Organization of Police and Sheriffs

Don Brown reported that COPS is still getting settled in their new facility.

Womens Peace Officers' Association

Alexia Vital-Moore, whose term has expired, thanked the Committee for the opportunity to serve as a member. She reported that WPOA will meet for a one-day training session on American Indian cultural awareness this week in Eureka. The new WPOA President is Nancy Amos with the El Cajon Police Department. The annual WPOA conference dates will also be changed to coincide with the CPOA conferences.

California Community Colleges

Dr. Leo Ruelas reported that the California Community Colleges \$95,000 funds were won on a competitive basis by the Santa Monica Community College, who was able to also receive additional state funds. Unfortunately, these funds were not available for curriculum development with POST as had been anticipated. However, funds will be used to develop a new AA degree in Public Safety Emergency Management, encompassing criminal justice, fire training, and hazard materials.

The consortium of community colleges in the Bay Area have been successful in obtaining \$25,000 to establish methods for certification of a public safety program. Additional information should be available by the November meeting.

Peace Officers' Research Association of California

Joe Flannagan announced that PORAC has established a website at www.PORAC.org. The annual PORAC conference will be held November 14-16, 1997 at the Hilton Hotel in Reno.

California Association of Administration of Justice Educators

Derald Hunt reported that CAAJE is considering changing its name to "California Association of Public Safety Educators" in an effort to expand its services to fire, corrections, hazmat, etc., as well as Administration of Justice educators. If the board approves the change, the effective date would be January 1998.

California State Sheriffs' Association

Charles Byrd reported that the CSSA Board meeting will be held next week in Redding.


California Academy Directors' Association

Norman Cleaver reported, in addition to agenda items already discussed, CADA plans to establish a student complaint protocol in coordination with POST.

ADJOURNMENT

Chairman Cleaver closed the meeting in a moment of silence in honor of those officers who have been killed in the line of duty since the last Advisory Committee meeting.

MOTION - Brobeck, second - Clark, carried unanimously to adjourn the meeting at 11:55 a.m.


Vera Roff
Executive Secretary

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Development of Driving Simulator Scenarios		Meeting Date November 6, 1997
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Dennis Aronson
Executive Director Approval <i>Kenneth H. O'Brien</i>	Date of Approval 10-10-97	Date of Report September 25, 1997
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 enter into a contract with the Los Angeles County Sheriff's Department to hire a half-time instructor to develop scenarios for use in driving simulators used by California law enforcement agencies?

BACKGROUND

For the past four years, the Commission has had contracts with three agencies participating in the pilot project to evaluate driving simulators (the San Bernardino County Sheriff's Department, the Los Angeles County Sheriff's Department, and the San Jose Police Department). At its meeting on July 18, 1996, the Commission voted not to renew these contracts to reimburse each of the three agencies for the salary of a full-time simulator instructor. Included in the expiring contract with the Los Angeles County Sheriff's Department was funding for a scenario developer to work half-time. While the Commission will not be continuing to fund the full-time simulator instructor at the Los Angeles County Sheriff's Department, there is still a need for a half-time scenario developer.

ANALYSIS

Many of the existing scenarios need to be updated, and new scenarios will be required to take advantage of improvements that the simulator manufacturer will be making. These updated and new scenarios will be given to all of the sites in California that have driving simulators. Having such scenarios is critical to the successful operation of the simulators.

Providing funding for the continued development of driving simulator scenarios is consistent with the policy the Commission adopted at its meeting on April 24, 1997, to support the work of the Driving Simulator Committee, which provides direction for the development of new scenarios. The scenario developer will work half-time (1000 hours) on an hourly basis (\$33 per hour). The total cost for one year will not exceed \$33,000.

RECOMMENDATION

Enter into a contract with the Los Angeles County Sheriff's Department to hire a scenario developer to work half-time.

These video-based scenario tapes would be used in the Field Training Officer Course, or in agency-specific updates, to give field training officers experience in evaluating peace officer trainees in a controlled environment.

All scenarios would depict a Field Training Officer (FTO) in a work environment with a trainee. The scenarios would play to a point that the trainee takes an important action or the FTO makes a critical decision, such as intervening in the trainee's handling of the task or situation. At a critical decision point in each scenario, a written and spoken instruction tells the training facilitator to pause or turn off the VCR so that the class may critique the activity just observed and offer recommendations as to what the FTO in the scenario should do to bring the scenario to a proper conclusion. After suitable facilitated discussion has taken place, the tape resumes and the scenario concludes.

The scenarios would show positive as well as negative actions and provide for the continuation of the scenarios to a logical conclusion and outcome, and the documentation or feedback given to the trainee in these particular scenarios.

These scenarios would be used to enlarge and keep current the video-based training scenarios and would cover subject areas that are not currently addressed in the existing tapes. Suggested scenarios could cover such areas as domestic violence, hazing, sexual harassment, ethics, officer safety, use of force, report writing, learning disabilities, and override/intervention issues.

Scripting of these scenarios would be done by members of the Field Training Officer ad hoc committee that has been actively involved in designing, revising, and updating the curriculum. The project would be managed by the POST Basic Training Bureau.

From past video production experience at POST it is estimated that it would cost approximately \$1200 per minute of edited film produced. If POST developed 10 scenarios averaging six minutes apiece, the direct costs for production would be approximately \$72,000.

The use of standardized video-based training scenarios will help support and enhance the quality of training in the Field Training Officer course. These video-based scenarios could also be used at the agency level, and there may be additional usage by agencies outside the state to support some of their programs.

RECOMMENDATIONS

It is recommended that the Executive Director be authorized to enter into a contract with a public entity to develop the Field Training Officer Course series of video-based scenarios at a cost not to exceed \$75,000.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for IVD Training Coordinator/Facilitator		Meeting Date November 6, 1997
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Dennis Aronson
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval 10-14-97	Date of Report October 15, 1997
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Request to contract with an individual to coordinate and facilitate up to 50 training workshops on using the interactive videodisc systems.

BACKGROUND

Beginning in 1994, staff has conducted regional workshops to assist agencies in using their interactive videodisc systems. The last series of 39 workshops ran from July 1996 through June 1997. The workshops included instruction on the content of the six IVD courses now available to the 463 agencies that have IVD equipment: *Law Enforcement Driver Training, Law Enforcement First Aid/CPR, Drug Identification and the Law, Drug Influence and User Identification, Driving Under the Influence, and Basic Narcotics Investigations.* Participants learned how to install the courses on the computer and enroll officers, the different ways IVD can be used (with groups and individuals), ways to realize the significant cost savings afforded by multimedia technology, and ways to overcome challenges sometimes faced in using the IVD systems.

Participants spent a large portion of the four-hour workshops in actually working with the courses on the computer. In addition, the four drug and alcohol courses were distributed at the sessions.

ANALYSIS

Staff has received numerous requests for additional workshops. One reason is the large turnover of training managers/IVD coordinators in the agencies each year. Second, the workshops are needed for the approximately 50 agencies that have only recently purchased IVD systems and may need assistance in using the courses. Third, some revisions have been made in the administration system and in the Reference Manual for the First Aid/CPR course; trainers would benefit from having instruction in using the new features. Finally, the workshops will provide an opportunity for agencies that were unable to attend a previous workshop to receive training on using the drug courses.

In the past, POST staff has performed all of the coordination work in scheduling the workshops and mailing invitations. This year it is proposed to contract with an individual who would handle the bulk of this work as well as being the lead workshop facilitator. The amount of the contract will not exceed \$20,000. The contract would be awarded following a competitive bid process.

RECOMMENDATION

Authorize the Executive Director to enter into a contract with an individual to provide services as IVD Training Coordinator/Facilitator for an amount not to exceed \$20,000.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract Request for POST Staff Team Building Workshop		Meeting Date November 6, 1997
Bureau Executive Office	Reviewed By	Researched By Hal Snow <i>HS</i>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <i>10-12-97</i>	Date of Report October 10, 1997
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission approve a contract with the San Diego Regional Training Center to provide the services of a private consultant who would conduct team building workshops for POST staff?

BACKGROUND

Beyond 2000: Making a Bold Adjustment, which was the foundational document for POST's Strategic Plan, recommended POST address some organizational needs including improving internal communications, conducting capability assessments, and developing staff. The POST management staff recently conducted a team building workshop in which the need was identified for all POST staff to participate in team building.

ANALYSIS

Team building workshops provide the opportunity for small groups (usually less than 20 persons) to meet with an outside facilitator to explore, from the group's perspective, issues leading to improved communications, working relationships, and organizational effectiveness. Team building is considered an infrastructure building activity for any organization regardless of its degree of organizational health. While the specific agenda arises out of pre-workshop facilitator interviews with participants, it is expected the proposed team building workshops with POST staff would address: 1) operationalizing the POST vision, mission, and values, 2) internal communications, 3) expectations, and 4) how POST should measure its success.

Because POST has a three-divisional structure and approximately 117 employees, six team building workshops (two-per division) of two days each is proposed. The workshops would be held in an off-site setting away from the distractions of work. Three days of pre-workshop interviews with POST staff are considered necessary.

Cost for these team building workshops (six, two-day workshops) or 12 days, plus three days of interviews and three days of preparation at \$1,500/day would total \$27,000. Indirect costs of 12% for the San Diego Regional Training Center to administer the contract would be \$3,240. Total costs for the contract would be \$30,240. Travel and per diem costs for the facilitator would be reimbursed separately.

POST is undergoing rapid change and its staff faces exceptional challenges ahead to implement the Strategic Plan. This proposal represents an opportunity to maximize the effectiveness of an already excellent staff.

RECOMMENDATION

Approve a contract with the San Diego Regional Training Center to conduct team building workshop services for POST staff at a cost not to exceed \$30,240.

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

November 5, 1997 - 2:00 P.M.

Mission Inn
3649 Seventh Street
Riverside, CA 92501
(909) 784-0300**AGENDA****COMMITTEE MEMBERS**Rick TerBorch, Chairman
Charles Brobeck
Mike Carre
Philip del Campo
Ted Hunt
Tom Knutson
Ron Lowenberg**A. CALL TO ORDER****B. POST's Current Year Budget, Revenue, and Status**

The Committee will review budgeted and actual revenues as well as training volumes for the First Quarter 1997/98.

A report showing expenditure projections and options will be provided at the meeting.

C. Status Report on BCP's Submitted to the Department of Finance

On behalf of the Commission, staff has submitted three budget change proposals (BCP's) to the Department of Finance (DOF). The proposals related to: (1) staff increases to improve information technology as outlined in the Strategic Plan; (2) staffing to implement the Clearinghouse called for by the Strategic Plan; and (3) changes in the distribution of Penalty Fund revenue to restore POTF income lost in 1991. DOF recommendations should be available for reporting to the Committee at the meeting.

D. Appeal of Decision Relating to Policy Limiting Subsistence Reimbursement for Courses Attended More Than 25 Miles from the Workplace

At its April 23, 1997 meeting, the Finance Committee reviewed correspondence from the Alameda County Chiefs' and Sheriff's Association requesting relief from the rule

restricting lodging reimbursement to training courses presented more than 25 miles from the work site. The full Commission, at its April 24, 1997 meeting, declined to change the current policy which restricts reimbursement.

The Association has requested that the Commission reconsider their request. It is again pointed out that traffic congestion in urban areas sometimes causes a less than 25 mile commute to consume excessive time. The matter is further described in the enclosed report.

It is anticipated that a representative of the Alameda County Chiefs' and Sheriff's Association will be present to address the Committee.

E. Report on Proposal for Mobile Driver Training Van for Northern California

At its July 1997 meeting, the Finance Committee directed staff to study, in coordination with Sheriff Charles Byrd of Siskiyou County, the feasibility of POST providing a mobile driver training van to service the far Northern California law enforcement agencies. In consultation with law enforcement agency heads in the area, it was determined that a mobile van was unsatisfactory but that two fixed training simulator sites would meet their needs. The attachment under this tab recommends that full driver training simulators be located at Yreka (operated by Siskiyou Sheriff's Department) and Redding (operated by the Redding Police Department).

F. OCJP Funding for Victims' Videotape

In response to Commission direction at its July 1997 meeting to seek out non-POST funding sources for the copying of the Victims of Violence video, staff has secured \$10,000 funding from the Office of Criminal Justice Planning (OCJP). The limited grant funds are restricted to conducting a pilot with law enforcement agencies and district attorneys' offices to determine the effectiveness of the video with violent crime victims and to determine the most effective source of distribution. The Committee may wish to recommend approval of receipt of this funding. The Committee may also wish to consider adding some POST funds to supplement a more widespread distribution and evaluation.

G. Report on Reimbursement of Training for Civilian Employees

At the April 24, 1997 Commission meeting, a representative of the Association of Los Angeles County Deputy Sheriffs (ALADS) raised concerns about Commission reimbursement for training of civilian employees when funds are of limited availability for training of peace officer employees. Following discussion, the Commission directed staff to provide a report at the July meeting addressing the scope, volume, and costs associated with civilian trainee reimbursement.

Staff reported at the July meeting that the Commission began reimbursing for paraprofessional employees in the 1970's in recognition of the then movement towards

civilianizing certain law enforcement tasks and jobs. Reimbursement for civilian employees rapidly evolved to generally include those employees performing work historically performed by peace officers. It was also noted that the Commission now routinely reimburses for course attendance by 13 job classes and certain others may be reimbursed with prior approval. In FY 95/96, 3,888 civilians were reimbursed at a cost of \$1,138,722.76. These numbers are exclusive of public safety dispatchers who are eligible for reimbursement by statute.

Following discussion at the July meeting, there was consensus that both sworn and civilian employees of participating agencies should be adequately trained. However, there was not consensus that POST funds should be used for civilian training, particularly if such reimbursement would negatively impact the training of sworn personnel. It was directed that staff provide a report for the November meeting of the Finance Committee, indicating what classes of civilian employees are eligible for POST reimbursement and how those employees relate to the officers on the street. The report is enclosed for information, discussion and recommendation to the full Commission.

H. Review of Contracts and Other Fiscal Issues on the November 6, 1997 Commission Agenda

The following items are on the regular Commission agenda. It is appropriate for the Committee to review these items and consider a recommendation to the full Commission:

- o Public Hearing - Back-fill Reimbursement (Tab E)
- o Contract with Los Angeles Sheriff's Department on Driver Training Scenarios (Tab L)
- o Contract with Public Entity to Produce Video Scenarios for Use in FTO Courses (Tab M)
- o Contract for an IVD Training Coordinator (Tab N)
- o Contract with San Diego Regional Training Center for Staff Team Building Workshops (Tab O)

J. ADJOURNMENT

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083**REVISED - Oct. 22, 1997****FINANCE COMMITTEE MEETING**

November 5, 1997 - 2:00 P.M.

Mission Inn

3649 Seventh Street

Riverside, CA 92501

(909) 784-0300

AGENDA**COMMITTEE MEMBERS**Rick TerBorch, Chairman
Charles Brobeck
Mike Carre
Philip del Campo
Ted Hunt
Tom Knutson
Ron Lowenberg**A. CALL TO ORDER****B. POST's Current Year Budget, Revenue, and Status**

The Committee will review budgeted and actual revenues as well as training volumes for the First Quarter 1997/98.

A report showing expenditure projections and options will be provided at the meeting.

C. Status Report on BCP's Submitted to the Department of Finance

On behalf of the Commission, staff has submitted three budget change proposals (BCP's) to the Department of Finance (DOF). The proposals related to: (1) staff increases to improve information technology as outlined in the Strategic Plan; (2) staffing to implement the Clearinghouse called for by the Strategic Plan; and (3) changes in the distribution of Penalty Fund revenue to restore POTF income lost in 1991. DOF recommendations should be available for reporting to the Committee at the meeting.

D. Appeal of Decision Relating to Policy Limiting Subsistence Reimbursement for Courses Attended More Than 25 Miles from the Workplace

At its April 23, 1997 meeting, the Finance Committee reviewed correspondence from the Alameda County Chiefs' and Sheriff's Association requesting relief from the rule

restricting lodging reimbursement to training courses presented more than 25 miles from the work site. The full Commission, at its April 24, 1997 meeting, declined to change the current policy which restricts reimbursement.

The Association has requested that the Commission reconsider their request. It is again pointed out that traffic congestion in urban areas sometimes causes a less than 25 mile commute to consume excessive time. The matter is further described in the enclosed report.

It is anticipated that a representative of the Alameda County Chiefs' and Sheriff's Association will be present to address the Committee.

E. Report on Proposal for Mobile Driver Training Van for Northern California

At its July 1997 meeting, the Finance Committee directed staff to study, in coordination with Sheriff Charles Byrd of Siskiyou County, the feasibility of POST providing a mobile driver training van to service the far Northern California law enforcement agencies. In consultation with law enforcement agency heads in the area, it was determined that a mobile van was unsatisfactory but that two fixed training simulator sites would meet their needs. The attachment under this tab recommends that full driver training simulators be located at Yreka (operated by Siskiyou Sheriff's Department) and Redding (operated by the Redding Police Department).

F. OCJP Funding for Victims' Videotape

In response to Commission direction at its July 1997 meeting to seek out non-POST funding sources for the copying of the Victims of Violence video, staff has secured \$10,000 funding from the Office of Criminal Justice Planning (OCJP). The limited grant funds are restricted to conducting a pilot with law enforcement agencies and district attorneys' offices to determine the effectiveness of the video with violent crime victims and to determine the most effective source of distribution. The Committee may wish to recommend approval of receipt of this funding. The Committee may also wish to consider adding some POST funds to supplement a more widespread distribution and evaluation.

G. Report on Reimbursement of Training for Civilian Employees

At the April 24, 1997 Commission meeting, a representative of the Association of Los Angeles County Deputy Sheriffs (ALADS) raised concerns about Commission reimbursement for training of civilian employees when funds are of limited availability for training of peace officer employees. Following discussion, the Commission directed staff to provide a report at the July meeting addressing the scope, volume, and costs associated with civilian trainee reimbursement.

Staff reported at the July meeting that the Commission began reimbursing for paraprofessional employees in the 1970's in recognition of the then movement towards civilianizing certain law enforcement tasks and jobs. Reimbursement for civilian employees rapidly evolved to generally include those employees performing work historically performed by peace officers. It was also noted that the Commission now routinely reimburses for course attendance by 13 job classes and certain others may be reimbursed with prior approval. In FY 95/96, 3,888 civilians were reimbursed at a cost of \$1,138,722.76. These numbers are exclusive of public safety dispatchers who are eligible for reimbursement by statute.

Following discussion at the July meeting, there was consensus that both sworn and civilian employees of participating agencies should be adequately trained. However, there was not consensus that POST funds should be used for civilian training, particularly if such reimbursement would negatively impact the training of sworn personnel. It was directed that staff provide a report for the November meeting of the Finance Committee, indicating what classes of civilian employees are eligible for POST reimbursement and how those employees relate to the officers on the street. The report is enclosed for information, discussion and recommendation to the full Commission.

H. Review of Contracts and Other Fiscal Issues on the November 6, 1997 Commission Agenda

The following items are on the regular Commission agenda. It is appropriate for the Committee to review these items and consider a recommendation to the full Commission:

- o Public Hearing - Back-fill Reimbursement (Tab E)
- o Contract with Los Angeles Sheriff's Department on Driver Training Scenarios (Tab L)
- o Contract with Public Entity to Produce Video Scenarios for Use in FTO Courses (Tab M)
- o Contract for an IVD Training Coordinator (Tab N)
- o Contract with San Diego Regional Training Center for Staff Team Building Workshops (Tab O)

I. Request for Special Consultant (POST Management Fellowship Program)

As Commissioners are aware, we have several vacant Law Enforcement Consultant positions, and it will be some time before we are able to hire new staff. We believe it advisable to temporarily fill a vacant position in our Basic Training Bureau with a Special Consultant (POST Management Fellowship Program). This bureau is responsible for a variety of critical projects which we can ill afford to delay. It is proposed that a seven-

month Special Consultant be hired to run from December 1, 1997 through June 30, 1998
at a cost not to exceed \$70,000.

J.

ADJOURNMENT

MEMORANDUM

To : Finance Committee

Date: Oct. 20, 1997


KENNETH J. O'BRIEN
Executive Director

From : **Commission on Peace Officer Standards and Training**

Subject : CLARIFICATION

At the July 1997 meeting, the Committee reviewed a report on contract expenditures during the 1996/97 Fiscal Year. A question arose regarding why we entered into two separate contracts with the same vendor: McAfee Associations (95-001-28 - \$2,310.00 and 96-001-60 - \$7,631.16) for essentially the same purpose. We have since determined why there were two contracts.

Contract 95-001-28 was originally a two-year contract to expire June 1998 for Virus Scan Products; however it was cancelled on February 21, 1997 and replaced with contract 96-001-60 in February 1997 for an upgraded version of Virus Scan with many more options. This replacement contract is in effect until June 1999, and we were credited approximately \$1,000.00 from the first contract toward contract 96-001-60. Only one of these contracts is effect at this time.

COMMISSION ON POST
FISCAL YEAR 1997-98
(AS OF 10-31-97)

EXPENDITURE SUMMARY		CONTRACT SUMMARY	
RESOURCES	\$48,301,000	APPROVED TRAINING CONTRACTS	
Revenue Projection	31,690,000	Management Course	325,450
Prior Year Savings and other adj	14,611,000	Executive Training	444,972
Budget Act Revenue Adj (Sec 24.10)	2,000,000	Supervisory Ldrship Inst	540,840
		DOJ Training Center	1,193,380
EXPENDITURES:		Satellite Video Tng	68,000
ADMINISTRATION	\$10,188,000	Case Law Updates	58,000
		Telecourse Programs	550,000
TRAINING CONTRACTS/LA	\$8,602,000	Basic Course Prof Exam	65,900
Contracts (See list)	7,342,000	Basic Narcotic, Motorcycle, and DT	1,578,991
Letters of Agreement	1,100,000	Master Instructor Program	226,947
Conf Room Rental	160,000	ICI Core Courses	530,000
		POSTRAC	230,000
TRAINING REIMBURSEMENT	\$15,637,191	PC 832 Exam	41,500
Trainees: 48,280		ICI Instructor Update	144,835
Subsistence	8,398,737	Labor/Management Partnership Course	43,440
Commuter meals	1,306,957	Entry level reading/writing	113,800
Travel	2,462,006	Bldg High Perf, Incl Org Div Crs	100,942
Tuition	3,469,491	Driver Training Sims-Contra Costa County	500,000
		Student Work Books (2nd Year)	159,652
MUSEUM OF TOLERANCE	\$2,000,000	Driver Training Sims-LAPD	358,381
Contract	1,556,000		
Reimbursements	444,000	Miscellaneous Contracts	68,970
		Total	7,342,000
CONT OF FY 96-7 EXPEND AUTHORIZATIONS	\$1,608,531		
1. Satellite Antennas/IVD	1,006,700		
2. Replacement IVD Systems	19,831		
3. Driver Training Sim-LAPD	(See contracts)		
4. Encryption	580,000		
EXPENDITURES, TOTAL	\$38,033,722		
RESERVES	\$10,267,278		
Spendable-A	\$3,391,278		
Unavailable-B	\$6,876,000		

A-This is the amount of the reserves that can be spent, bringing the total expenditures to the budgeted amount of \$41,425,000

B-Expenditure of any of this reserve would exceed the authorized level of expenditure per the Governor's Budget

EXPENDITURE OPTIONS

(NOVEMBER 1997)

1.	Reimbursement for Back-Fill Costs		\$8,200,000
2.	Plan V		\$4,000,000
3.	Mobile Driving Simulator Program		\$572,000
4.	Interactive Multimedia Program (Tab Q)	\$	2,100,000
5.	Contracts on November Commission Meeting Agenda		
	A. Hearing Screening Guidelines (Tab J)		\$38,000
	B. Driver Training Scenarios - LASD (Tab L)		33,000
	C. Scenarios for Use in FTO Courses (Tab M)		75,000
	D. IVD Training Coordinator (Tab N)		20,000
	E. Staff Team Building Workshops (Tab O)		30,240
	F. Mgmt Fellow for Basic Training Bureau (ITEM I)		70,000
	(sub-total)		\$266,240
	TOTAL		<hr/> \$15,138,240

State of California

Department of Justice

Date: September 25, 1997

Memorandum

To: Finance Committee

From: KENNETH J. O'BRIEN
Executive Director

Subject: APPEAL OF DECISION RELATING TO POLICY LIMITING SUBSISTENCE REIMBURSEMENT FOR COURSES ATTENDED MORE THAN 25 MILES FROM THE WORKPLACE

At its July 1994 meeting, the Commission acted to discontinue reimbursement for lodging and meals associated with training courses attended within 50 round-trip miles of the trainee's department. This policy became effective September 1, 1994. The purpose of this action was to conserve scarce reimbursement dollars. The assumption was that trainees may reasonably commute to and from courses located within 25 miles of the agency without incurring lodging expense. Programs with a live-in requirement were exempted from this policy.

At its April 23, 1997 meeting, the Finance Committee was presented correspondence from the Alameda County Chiefs' and Sheriff's Association requesting relief from the rule described above (see the attached original letter and subsequent letter of appeal). The full Commission, at its April 24, 1997 meeting, declined to change the current policy which restricts subsistence reimbursement to locations 25 miles or more beyond the workplace.

The Association notes that in certain areas of the state, traffic congestion adds inordinate amount of travel time for trainees, even in distances less than 25 miles. This circumstance adds to the agency's overtime pay obligations. The Association would like the discretion of reimbursement for lodging and meals for students attending courses in locations where commuting is extremely difficult, notwithstanding the distance travelled. There have also been concerns raised from other parts of the state about traffic congestion and the time consumed to travel distances, even less than 25 miles.

Staff noted in its report to the Finance Committee for the April meeting that this policy, restricting reimbursement for lodging and meals, had been in effect for approximately two and one-half years. It was also indicated that it would be difficult to provide accurate data on cost savings because of our inability to account for decisions made on this subject by agency representatives. We were,

however, able to report that computer analysis showed that since the inception of the policy, approximately \$188,000 was claimed by persons travelling under 50 miles. In keeping with the policy, \$141,000 of these claims was denied. \$47,000 was paid as the result of computer over-ride decisions, or for commuter lunch. Therefore, based solely on this accounting, about \$56,000 per year was saved on disallowed reimbursement claims. Clearly, there were additional savings realized as the result of departments complying with the policy, and utilizing commuter reimbursement claims with the 25 mile radius. (The 1994 estimate was that savings would approximate \$153,000 annually).

This matter is before the Finance Committee at the request of Alameda County Chiefs' and Sheriff's Association. The Committee may wish to review the policy restricting subsistence reimbursement, in view of the concern expressed by the Association. This item is on the agenda for information, discussion, and direction to staff.

Alameda Police • Albany Police • Berkeley Police • County Sheriff • District Attorney's Patrol • East Bay Regional Parks District Hayward Police • Hayward Area California Police • Oakland Police • Oakland Area Pleasanton Police • San Francisco Bay Area Police • Union City Police • University



Police • California State University Hayward Office • Dublin Area California Highway Police • Emeryville Police • Fremont Police • Highway Patrol • Livermore Police • Newark California Highway Patrol • Piedmont Police Rapid Transit District Police • San Leandro of California, Berkeley Police

P.O. Box 2389 Dublin, CA 94568

Tel or Fax (510) 648-1307

February 24, 1997

Mr. Kenneth O'Brien
Executive Director
California Commission on Peace
Officer Standards and Training
1601 Alhambra Blvd.
Sacramento, CA 95816

Dear Mr. O'Brien:

The members of our Association request that the Commission reconsider POST regulations that preclude reimbursement for lodging for officers who attend training sessions in areas of heavy traffic congestion. Our specific concern is for classes held in the San Jose area, but we are confident that a similar situation exists in other locations throughout the State where long commute times have become commonplace.

Officers traveling from most parts of Alameda County to classes in San Jose routinely spend two or more hours commuting each way. Clearly, four or five hours lost to travel time is excessive and greatly inflates departmental overtime costs. That burden could be eliminated if the pertinent regulations were modified to permit reimbursement for overnight lodging for students attending approved classes in locations where commuting is extremely difficult, even though the travel distance is less than the twenty-five mile limit which now exists.

Thank you for your consideration.

Chief John Moilan
Piedmont Police Department
President

Alameda Police • Albany Police • Berkeley Police • County Sheriff • District Attorney's Patrol • East Bay Regional Parks District Hayward Police • Hayward Area California Police • Oakland Police • Oakland Area Pleasanton Police • San Francisco Bay Area Police • Union City Police • University



Police • California State University Hayward Office • Dublin Area California Highway Police • Emeryville Police • Fremont Police • Highway Patrol • Livermore Police • Newark California Highway Patrol • Piedmont Police Rapid Transit District Police • San Leandro of California, Berkeley Police

P.O. Box 2389 Dublin, CA 94568

Tel or Fax (510) 648-1307

July 11, 1997

Mr. Kenneth O'Brien
Executive Director
California Commission on Peace
Officer Standards and Training
1601 Alhambra Blvd.
Sacramento, CA 95816

Dear Mr. O'Brien:

In a letter dated February 24, 1997, the members of our Association requested that the Commission reconsider POST regulations that preclude reimbursement for lodging for officers who attend training sessions in areas of heavy traffic congestion. You subsequently advised that the Commission considered the request at their meeting on April 24, 1997, and decided to retain the existing policy.

We respectfully ask that the Commission again consider our request. While our concern is for classes held in San Jose, we continue to believe that the situation exists in other congested areas of the State and we do not believe that rescheduling class starting times, as noted in your letter, will adequately address the problem.

If our request for reconsideration meets with disfavor, we ask that our representatives be allowed to appear before the Commission to offer our views in person. We would prefer to attend on a date after the Commission's July meeting.

Sincerely,

Chief John Moilan
Piedmont Police Department
President

State of California

Department of Justice

MEMORANDUM

To : Finance Committee

Date: October 10, 1997

Kenneth J. O'Brien *KJO*
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: MOBILE DRIVER TRAINING SIMULATOR VAN FOR NORTHERN CALIFORNIA

ISSUE

Should the Commission approve contracts to provide driver training simulators to the Redding Police Department and the Siskiyou County Sheriff's Department?

BACKGROUND

The Commission's Finance Committee, at the July 1997 meeting, directed staff to develop a plan to provide a mobile driving training simulator van to service Northern California law enforcement agencies at a cost not to exceed \$533,000. The nearest driver training simulator is in the San Francisco Bay area, which is one day's driving distance, one way, for most trainees in Northern California.

In consultation with representatives of the Siskiyou County Sheriff's Department and other area agencies, it was determined that a mobile training van was not feasible. The area's adverse weather and driving conditions suggested that fixed training sites would be more useful. Also, the costs associated with operating a mobile training van appears to be a major barrier for smaller law enforcement agencies. Fixed sites strategically located in the north will enable most officers to commute to a site, receive the training, and return home during a normal work day.

ANALYSIS

A plan has been developed to place driver training simulators in Redding and Yreka. The Yreka site, operated by the Siskiyou County Sheriff's Department, would primarily service law enforcement agencies which are located in Siskiyou, Modoc, and Del Norte counties. This area has employed 165 sworn peace officers from

police and sheriff departments. Additional officers from the CHP, Fish and Game, Forestry, and Parks and Recreation are also located in this area. A four-station simulator will be located at the satellite campus site of the College of the Siskiyous. Plans are underway to build an emergency vehicle driving course (EVOC) at a nearby airport which will complement the simulator training. The Siskiyou County Sheriff's Department intends to offer driver training to officers from Oregon to help off-set simulator operating costs.

The Redding site, operated by the Redding Police Department, would primarily service Shasta, Tehama, Lassen, Trinity, Humboldt, Glen, Butte, Colusa, and Plumas counties. This area has employed 532 sworn officers. A four-station simulator will also be located at the Redding Police Department.

Both sites will affiliate their training with local community colleges in order to receive some financial support for instructors. As scheduling permits, other non-sworn agency employees and public safety personnel will be trained. Both the Redding Police Department and Siskiyou County Sheriff's department will operate, control, and maintain the simulator systems. Both have agreed to use the systems for their intended purpose of primarily training law enforcement personnel. It is expected that both sites will be assessing some fees to cover operating/instructional costs not covered by community colleges.

Both contract recipients agree that the following stipulations would apply if these contracts are approved by the Commission:

POST's Role

- o Limited to initial acquisition of simulator equipment and courseware
- o Periodically convene the system's driver training instructors with their counterparts for the purpose of exchanging information and developing the instructors
- o Certify the driver training courses if POST's requirements are met

Recipient's Role

- o Fund the ongoing operational and instructional costs of the simulators
- o Fund any upgrades in courseware and equipment maintenance

Total cost for the Doron Law Enforcement Driving Simulators will be \$572,000, which would establish simulators in both Redding and Yreka. This cost reflects a price increase that goes into effect December 1. Staff will try to expedite the signing of contracts so that the simulators could be purchased before the prices increase, thereby saving \$72,000.

Because these proposed contracts are with local governmental agencies, no competitive bidding process is required. There is benefit to POST in having all driver training simulator operators using the same equipment to facilitate interchange of training and information.

These proposed contracts are contingent upon each recipient submitting acceptable written proposals to the Finance Committee.

RECOMMENDATION

It is recommended the Commission approve the contracts with the Redding Police Department and the Siskiyou County Sheriff's Department in the amount of \$286,000 each for the acquisition of driver training simulators.

State of California

Department of Justice

MEMORANDUM

To : Finance Committee

Date: September 25, 1997


Kenneth J. O'Brien
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: OCJP FUNDING FOR VICTIMS' VIDEOTAPE

At the July 1997 meeting, the Commission directed staff to seek funding for the *Victims of Violence* video produced by POST in coordination with Commissioner Collene Campbell.

Pursuant to discussions with the Office of Criminal Justice Planning (OCJP), a proposal was developed to pilot test the video's appeal and usefulness to crime victims and to explore alternative sources of distribution. OCJP has agreed to provide POST, through an interagency agreement, \$10,000 for the duplication of approximately 5,000 videos. Over a six-month testing period, from December 1997 through May 1998, the videos would be distributed to victims of violent crime by uniformed policemen and deputy sheriffs, plainclothes detectives, and victim/witness offices from volunteering agencies.

The proposal calls for POST to evaluate the usefulness of the video and its most acceptable means of distribution beginning June 1, 1998 and November 30, 1998. A report summarizing the results would be prepared for the Commission and OCJP. A decision on expanding the video's distribution would be based, in part, on the results of the study. The study would involve receiving input from victims of violent crime receiving the video and commentary from the participating agencies.

A copy of the draft interagency agreement with OCJP is attached.

RECOMMENDATION

If the Commission supports this proposal, then the appropriate motions would be to:

1. Approve the interagency agreement with OCJP for POST to receive \$10,000.
2. Approve a \$10,000 augmentation with KPBS University/San Diego for reproduction of approximately 5,000 video copies.

State of California

Department of Justice

MEMORANDUM

Date: September 26, 1997

To: FINANCE COMMITTEE

From: KENNETH J. O'BRIEN
Executive Director

Subject: POST REIMBURSEMENT FOR CIVILIAN TRAINING

At its April 24, 1997 meeting, the Commission, following a public hearing, adopted the addition of Commission Regulation 1081 (a) (24) concerning baton/impact weapons training for persons employed as public officers in the capacity of sheriff security officers as required by Penal Code Section 12002 (f). In response to oral testimony during the public hearing, the Commission requested staff to prepare a report for the July meeting that addressed POST reimbursement for non-peace officers, with a description of their classes.

At the July meeting, there was consensus that both sworn and civilian employees of participating agencies should be adequately trained. However, there was not consensus that POST funds should be used for civilian training, particularly if such reimbursement would negatively impact the training of sworn personnel. It was directed that staff provide a report indicating what classes of civilian employees are eligible for POST reimbursement and how those employees relate to the officers on the street. The report is to be presented to the Finance Committee for recommendation to the full Commission.

Public Safety Dispatchers are non-peace officer employees for whom the Commission provides reimbursement. Because dispatchers are statutorily provided for in the POST Reimbursement Program, they are excluded from this accounting.

As approved by the Commission, reimbursement is provided for the training of a variety of non-sworn personnel performing police tasks and for paraprofessionals attending a certified Basic Course. The training is required to be specific to the task currently being performed by an employee or training specific to a planned future assignment. Commission Regulation 1014, which authorizes reimbursement for training of non-sworn personnel is included as Attachment A. Commission Procedure E-1-4, which provides the general requirements for reimbursement of non-sworn and paraprofessionals personnel is included as Attachment B.

Certain paraprofessionals are approved for reimbursable attendance of the certified Basic Course. These paraprofessionals must have been subjected to a background investigation and have been screened in accordance with all selection standards required for peace officers.

With prior approval, full-time, non-sworn employees assigned to a middle management or higher position may attend the certified Management Course and the jurisdiction may be reimbursed. Also, with prior approval, full-time, non-sworn employees assigned to an executive position may attend a certified Executive Development Course and the jurisdiction may be reimbursed. Non-sworn employees are not eligible for reimbursement for the Supervisory Course which is believed not suitable for training of civilian supervisors.

The following job classes (as noted in Attachment B) are non-sworn persons who perform police tasks, whose jurisdictions are eligible for reimbursement for job-related training without prior POST approval:

- Administrative Positions
- Criminalist
- Community Service Officer
- Evidence Technician
- Fingerprint technician
- Identification Technician
- Jailer and Matron
- Parking Control
- Polygraph Examiner
- Records Clerk
- Records Supervisor
- School Resources Officer
- Traffic Director and Control Officer

Reimbursement for training which is not specific to one of the classes listed above must be approved by the Commission on an individual basis prior to the beginning of the course. All reimbursement is predicated upon the successful completion of the course.

Some reimbursable training of civilian employees occurs through attendance of courses designed for peace officers. In other instances, the training is received in a variety of courses designed principally or exclusively for non-sworn personnel. Examples of courses designed no non-sworn personnel are as follows:

- Civilian Management Seminar
- Civilian Supervisory Course
- Community Service Officer
- Field Evidence Technician

Jail Security - Clerks/Matrons
Records
Records Supervisor

The POST computer system is programmed to account for non-sworn trainee reimbursement in summary data. In fiscal year 1995/1996, there were 3.888 non-sworn trainees whose agencies were reimbursed \$1,138,722.76.

Attachment C provides job descriptions of the 13 non-sworn job classes that perform police tasks. Review of job descriptions suggest that all of them perform roles that either:

- * relieve line officers of non-critical responsibilities
- * directly assist line officers, or
- * provide services that support the work of line officers

These classes are approved for reimbursement. Most of these jobs have been formerly performed by sworn personnel. However, for economic and other reasons, these positions have been civilianized. Because of this decision, jurisdictions have been able to maximize efforts to protect and serve communities, while continuing vital support services through alternative means. These civilian jobs are an inherent part of the operations of a law enforcement agency. The work, some of it technical and some of it general in nature, is critical to the success of the law enforcement mission. Hence, Commission policy was developed years ago to provide reimbursement support for the training of the individuals serving in these civilian capacities.

The foregoing is provided, as requested, for the Finance Committee's information, review and discussion.

Commission on Peace Officer Standards and Training

- (2) The person is adjudged guilty of a felony which has been reduced to a misdemeanor pursuant to Penal Code Section 17, subsection (b)(1) or (b)(3), and which constitutes either unlawful sexual behavior, assault under color of authority, dishonesty associated with official duties, theft, or narcotic offense; or
 - (3) The certificate was obtained through misrepresentation or fraud; or
 - (4) The certificate was issued due to administrative error on the part of the Commission and/or the employing agency.
- (c) Whenever a peace officer, or a former peace officer, is adjudged guilty of an offense described above, the employing department in the case of a peace officer, or the department participating in the POST Program that is responsible for the investigation of the felony charge against a former peace officer, shall notify the Commission within 30 days following the final adjudicative disposition. The notification shall include the person's name, charge, date of adjudication, case number and court, and the law enforcement jurisdiction responsible for the investigation of the charge.
- (d) Requirements for the denial or cancellation of professional certificates are as prescribed in PAM, Section F-2.
- (e) Regular Certificates, and Specialized Law Enforcement Certificates, i.e., Basic, Intermediate, Advanced, Supervisory, Management and Executive Certificates are provided for the purpose of fostering professionalization, education and experience necessary to adequately accomplish the general or specialized police service duties performed by regular or specialized peace officers. Requirements for the Certificates are as prescribed in PAM, Section F-1.

PAM Section F-1 adopted effective October 23, 1988, and amended January 17, 1990, and July 10, 1993 is hereby incorporated by reference.

PAM Section F-2 adopted effective October 23, 1988, and amended July 29, 1992 is hereby incorporated by reference.

1013. Code of Ethics.

The Law Enforcement Code of Ethics, as stated in PAM section C-3, shall be administered to all peace officer trainees during the basic course and to all other persons at the time of appointment.

1014. Training for Non-Sworn and Paraprofessional Personnel

- (a) Reimbursement shall be provided to Regular Program agencies for the training of non-sworn personnel performing police tasks and paraprofessional personnel, as provided for by Regulation 1015 and POST Administrative Manual Section E-1-4(a).
- (b) Request for Approval.
 - (1) Non-Sworn or Paraprofessional Personnel. Whenever it is necessary for the employing jurisdiction to obtain prior written approval from the Commission for non-sworn or paraprofessional personnel to attend reimbursable training, the agency shall include in the approval request the following information regarding each individual. (See PAM, section E-1-4(a).)
 - (A) The trainee's name and job title.
 - (B) Job description.
 - (C) Course title, location and dates of presentation.

1015. Reimbursements.

(a) Proportionate Reimbursement.

Reimbursements to cities, counties, and districts shall be granted by the Commission in accordance with section 13523 Penal Code.

- (1) Marshals' and district attorneys' departments are included in the Regular Program for reimbursement even though individual officers employed by the agencies have retained specialized peace officer classification.
- (2) A jurisdiction that employs limited function peace officers may be reimbursed for allowable expenses of these officers that are related to attendance of POST-certified courses.

(b) Requests for Reimbursement for Purchase of a Satellite Antenna and/or IVD System.

The requirements for reimbursement for the purchase of a satellite antenna and/or an interactive videodisc (IVD) system are set out in Regulations 1020 and 1021 respectively.

(c) Reimbursement for Travel, Subsistence, Commuter Lunch and Tuition.

(1) Requests for Reimbursement.

Each request for reimbursement, except as specified in Regulations 1020 and 1021, must be submitted on a form provided by the Commission and submitted to the training institution at the beginning of a POST-certified training course. No further action is required by the participating jurisdiction to receive reimbursement except for those courses requiring a report to POST as a condition of successful completion, such as Field Management Training and Team Building Workshops. Upon completion of the training, reimbursement will be automatically computed and paid to the jurisdiction.

(2) Training Expenses May Be Claimed Only Once.

When a trainee has attended a course certified by the Commission for which reimbursement has been legally requested and paid, an employing jurisdiction may not receive reimbursement for subsequent attendance by the same trainee of the same course except where attendance of the course is authorized to be repeated periodically, such as for Seminars, Advanced Officer Courses, and selected Technical Courses which deal with laws, court decisions, procedures, techniques and equipment which are subject to rapid development or change. Exceptions or special circumstances must be approved by the Executive Director prior to beginning the training course.

(3) Reimbursement is provided only for expenses related to attendance of POST certified courses.

(4) Reimbursement may be provided only for satisfactorily completed training acquired by full-time employees in an on-duty status. See the POST Administrative Manual, section E-1-4(c) and (e), (adopted effective April 15, 1982), herein incorporated by reference.

(5) Reimbursement may be made to a jurisdiction which terminates a basic course trainee, allows a trainee to resign prior to completion of a certified basic course, or if the trainee is unable to complete a certified basic

 Commission on Peace Officer Standards and Training

1-4. General Requirements: General requirements relating to reimbursement are as follows:

- (a) **Training for Non-sworn and Paraprofessional Personnel:** Reimbursement is provided for the training of non-sworn personnel performing police tasks and for paraprofessionals attending a certified Basic Course.
- (1) The training shall be specific to the task currently being performed by an employee or may be training specific to a future assignment which is actually being planned.
 - (2) Non-sworn personnel may attend the courses identified in Section 1005(a)(b)(c)(d)(e), but reimbursement shall not be provided except as indicated in sub-paragraphs 3, 4, and 5 below.
 - (3) Paraprofessional personnel in, but not limited to, the classes listed below may attend a certified Basic Course and reimbursement shall be provided to the employing jurisdiction in accordance with the regular reimbursement procedures. Prior to training paraprofessional personnel in a certified Basic Course, the employing jurisdiction shall complete a background investigation and all other provisions specified in Section 1002(a)(1) through (7) of the Regulations.

Eligible job classes include the following:

Police Trainee
 Police Cadet
 Community Service Officer
 Deputy I (non-peace officer)

- (4) A full-time, non-sworn employee assigned to a middle management or higher position may attend a certified management course and the jurisdiction may be reimbursed the same as for a regular officer in an equivalent position. Requests for approval shall be submitted in writing to POST, Center for Leadership Development, at least 30 days prior to the start of the concerned course.

Request for approval must include such information as specified in Section 1014 of the Regulations. Approval will be based on submission of written documentation that the non-sworn manager is filling a full-time position with functional responsibility in the organization above the position of first-line supervisor.

- (5) A full-time non-sworn employee assigned to an executive position as described in Section 1001(l) of the Regulations may attend a certified executive development course and the jurisdiction may be reimbursed the same as for a regular officer in an equivalent position. Requests for approval shall be submitted in writing to POST, Center for Leadership Development, at least 30 days prior to the start of the concerned course. Request for approval must include such information as specified in Section 1014 of the Regulations. Approval will be based on submission of written documentation that the non-sworn executive is filling a full-time position with the functional responsibility in the organization equivalent to the rank of captain or above.

Reimbursement, when requested by the department head, will be paid the same as for a regular officer, provided the non-sworn employee has satisfactorily completed the training requirements of the Management Course.

- (6) Non-sworn persons performing police tasks who are to be assigned or are assigned to the following job classes are eligible, without prior approval from POST, to attend training courses, as provided by Regulation Section 1014, that are specific to their assignments. Job descriptions shall be used to determine those positions eligible:

Administrative Positions
Criminalist
Community Service Officer
Evidence Technician
Fingerprint Technician
Identification Technician
Jailer and Matron
Parking Control Officer
Polygraph Examiner
Records Clerk
Records Supervisor
School Resource Officer
Traffic Director and Control Officer

- (7) Reimbursement for training which is not specific to one of the job classes enumerated in the above paragraph, must be approved by the Commission on an individual basis prior to the beginning of the course, providing such information is specified in Section 1014 of the Regulations.
- (8) A full-time public safety dispatcher, as defined in Regulation 1001(n) and (v), who is employed by a department or jurisdiction authorized to participate in the Public Safety Dispatcher Program by statute, and which is participating, may attend the POST-certified Public Safety Dispatchers' Basic Course required by Regulation 1018, and the jurisdiction may be reimbursed for allowable training expenses up to the maximum hours listed in PAM E-4-3. Eligible public safety dispatchers, as specified above, without prior approval from POST may attend POST-certified seminars and technical courses which are specific to their assignments, and the jurisdiction may be reimbursed. If such seminars and courses are not specific to public safety dispatcher assignments, reimbursement must be approved by the Commission prior to attendance of the course. Training expenses shall be reimbursed only for full-time employees as defined in Regulation 1001(n).
- (b) Reimbursement Will be Approved Only Once For Repeated Training: When a trainee has attended a course certified by the Commission, for which reimbursement has been legally paid, the employing jurisdiction may not receive reimbursement for repetition of the same course unless the course is authorized to be repeated periodically, for example, Seminars or Advanced Officer Courses and selected Technical Courses which deal with laws, court decisions, procedures, techniques and equipment which are subject to rapid development or change. Exceptions or special circumstances must be approved by the Executive Director prior to beginning the training course.
- (c) On-Duty Status: Section 1015(c) (3) of the Regulations provides that reimbursement will be made only for full-time employees attending certified courses in an "on-duty" status or when appropriate overtime or compensatory time off is authorized. This does not preclude attendance of a POST-certified course, for which reimbursement is not claimed, on the employee's own time.
- (d) Federal or Other Funding Programs: A jurisdiction which employs a trainee full-time, whose salary is paid by a source other than the employing jurisdiction, such as a federal grant or other outside funding source, is not eligible to receive POST reimbursement for expenditures covered by the grant.
- (e) Trainee Must Complete the Course: Within the provisions established by the Commission, a jurisdiction may receive reimbursement for travel, subsistence, commuter lunch and tuition only when the trainee satisfactorily completes the POST-certified training course. Exceptions are the Basic Course, Motorcycle Training and courses designed to train the trainer.

THE CITY OF LOS ANGELES



CIVIL SERVICE COMMISSION

CLASS SPECIFICATION

6-15-90

POLICE ADMINISTRATOR, 9183

Summary of Duties: Plans, organizes and directs the work of employees engaged in the activities and operations of a large functionally diverse support bureau of the Los Angeles Police Department and does related work; regularly advises top management of the Department regarding strategies and policy matters; applies sound supervisory principles and techniques in building and maintaining an effective work force; fulfills affirmative action responsibilities.

Distinguishing Features: As a civilian manager in the Police Department, a Police Administrator directs the activities of all subordinate sworn and civilian employees in a support bureau. A Police Administrator frequently represents the Police Department at various civic and governmental functions and with other police agencies and civilian organizations. An employee of this class is directly responsible to a Police Deputy Chief II, and is regularly an active participant in the formulation of Department strategy and policy. Incumbents in the class of Police Administrator, as bona fide supervisors, are responsible for the performance of the full range of supervisory activities including: application of discipline, processing and resolution of grievances, evaluation of performance and approval of time-off requests.

Examples of Duties: A Police Administrator directs the activities of a bureau such as Support Services or Fiscal Support; coordinates, administers and ensures compliance with established policies, practices and procedures throughout the bureau; evaluates operating efficiency and adequacy of support services provided by the bureau; confers with other members of the Department to determine their support needs and requirements; makes recommendations on Department-wide policy formulation; develops and establishes bureau practices and procedures; defines and interprets policies to subordinate supervisors; represents the Department before the City Council, Council Committees, and other committees and civic groups as necessary; attends various governmental and civic functions as a representative, advocate or member; prepares and issues orders to subordinate personnel; determines specific courses of action to meet unusual and different situations; reviews recommendations regarding disciplinary actions; communicates equal employment/affirmative action information to employees; applies job-related criteria in selecting, orienting, assigning, training, counseling, evaluating, and disciplining subordinates; assists employees in preparing for promotion as described in the City's Affirmative Action Program; and may occasionally be assigned to other duties for training purposes or to meet technological changes or unexpected emergencies.

Qualifications:

A Good Knowledge of:

- o Organization, responsibilities, functions and procedures of the Police Department.
- o Principles and practices of administration and management as applied to support services of the Police Department.
- o Supervisory principles and practices including: planning, delegating and controlling the work of subordinates.
- o Techniques of training, instructing and evaluation of subordinate work performance.
- o Techniques for counseling, disciplining, and motivating subordinate personnel.
- o Procedures for grievance handling.
- o Supervisory responsibility for EEO/AA as set forth in City's Affirmative Action Program.
- o Effective safety principles and practices.
- o Laws and regulations related to equal employment opportunity and affirmative action.

A Working Knowledge of:

- o Budgeting, financial, and personnel administration.
- o City Charter and Administrative Code as they apply to the Police Department.
- o Memoranda of understanding as they apply to subordinate personnel.

A General Knowledge of:

- o City personnel rules, policies and procedures.
- o Memoranda of understanding as they apply to subordinate personnel.

An Ability to:

- o Analyze and interpret technical information in the field of police administration and to adapt operations to the conditions indicated.
- o Deal tactfully and effectively with both sworn and civilian employees of the Department, City officials,

officers of other agencies, and the public.

- o Review and coordinate the preparation of administrative and technical reports.
- o Direct a staff of administrative and/or technical personnel and to coordinate their efforts with those of other organizational units of the Police Department.
- o Plan, coordinate and direct a variety of support services through subordinate supervisors.
- o Develop and maintain cooperative relationships with governmental officials, agencies and civic organizations and to speak effectively before such groups.
- o Evaluate the work of subordinates and to plan and initiate necessary training activities.
- o Formulate and implement new plans, procedures and policies.
- o Establish and maintain a work environment to enhance both employee morale and productivity.
- o Apply sound supervisory principles and techniques.
- o Fulfill supervisory affirmative action responsibilities as indicated in the City's Affirmative Action Program.

Minimum Requirements: Two years of managerial experience in a position at least at the level of Chief Management Analyst supervising, planning, coordinating and directing the daily operation of an administrative or support function for a City department.

License: A valid California drivers license is required.

Physical Requirements: Strength to perform average lifting of less than 5 pounds and occasionally over 15 pounds; good speaking and hearing ability; and good eyesight.

Persons with medical limitations may, with reasonable accommodations, be capable of performing the duties in this class. Such determination must be made on an individual basis in light of the person's limitations, the requirements of the position, and the appointing authority's ability to effect reasonable accommodations to the limitations.

As provided in Civil Service Rule 2.5 and Section 4.55 of the Administrative Code, this specification is descriptive, explanatory and not restrictive. It is not intended to declare what all of the duties and responsibilities of any position shall be.



CLASS SPECIFICATION

TITLE: CRIMINALIST

DEFINITION: Performs physical and chemical analyses required in scientific criminal investigations.

CLASSIFICATION STANDARDS: Positions allocable to this entry level class receive on-the-job training and work under close supervision and guidance in each section of a forensic science or criminalistics laboratory, receiving work of a progressively responsible nature and of broadening scope as capability develops and complete familiarity with all phases of laboratory analysis is gained.

EXAMPLES OF DUTIES:

Performs, under close supervision, physical and chemical analyses of evidentiary material such as blood, narcotics, drugs, hairs and fibers, metals, tool marks and body fluids; utilizes microscopic techniques, comparison macrophotography, chromatography, spectrography, and physical, analytical and comparison techniques.

Participates in the preparation of written findings and displays for court presentation; testifies in court concerning findings as established by the laboratory analyses.

Under the direction of an experienced criminalist, examines crime scenes and collects, interprets and preserves physical evidence for analysis and evaluation.

Researches technical journals, textbooks, chemical manuals and other source materials to determine the best methods of performing analytical testing.

Participates, as assigned, in conducting research into new methods and procedures of scientific criminal investigation.

MINIMUM REQUIREMENTS:

TRAINING AND EXPERIENCE: A Bachelor's degree from an accredited college with specialization in criminalistics, chemistry, biochemistry or a closely related scientific field, including at least eight semester hours of general chemistry and three semester hours of quantitative analysis.

LICENSE: California Class "3" Driver's License.

PHYSICAL CLASS: "2" - Light.

THE CITY OF LOS ANGELES



CIVIL SERVICE COMMISSION

CLASS SPECIFICATION

4-12-96

Police Service Representative, 2207

Summary of Duties: A Police Service Representative is a civilian employee of the Police Department assigned to the Communications Division or to a police station who receives and analyzes telephonic and in person requests for service from the public, field officers and other agencies, takes crime and other reports, handles referral calls, and dispatches patrol units using radio, digital terminal, and other methods; performs related station duties; and does related work.

Distinguishing Features: A Police Service Representative is a civilian employee of the Police Department who may wear a uniform but carries no weapon. An employee of this class, when assigned to a public counter of a geographic police station, is usually the first person to assist visitors and receives most telephone calls directed by callers and other agencies to the station. A Police Service Representative also prepares crime and traffic reports based on information provided by the public and other agencies and must be able to deal effectively with emergency situations that arise.

When assigned to the Communications Division, a Police Service Representative receives customers' requests, responds to the public's concerns, and, if necessary, dispatches patrol units using radio, digital terminal, and other methods. An employee of this class must make independent decisions which affect the safety of police officers, the public and property, such as those involved in determining the urgency of requests received, and the appropriate action to take. A Police Service Representative receives extensive training in Police communications procedures, crime report completion, and interview techniques.

The work of a Police Service Representative is distinguished from that of a Principal Clerk Police, Detention Officer, and Communications Operator in that a Principal Clerk Police supervises a specialized record unit such as Vehicle Information Processing, Warrant and Teletype, Criminal Information and Records Services; a Detention Officer assists in the processing of prisoners in the Jail Division; and a Communications Operator transmits and receives messages over a two-way radio but is not responsible for receiving calls from the public, analyzing the caller's needs, and determining the appropriate action to take.

Examples of Duties:

- Takes both telephone and in-person reports of crimes from the public and other agencies;
- Dispatches urgent calls to the proper unit, or section;
- Screens individuals who enter the station;
- Serves subpoenas to non-hostile witnesses and victims of crimes;
- Files misdemeanor criminal cases with the City Attorney's office;

Examples of Duties (Cont'd):

- Conducts telephonic interviews and obtains statements from witnesses, suspects and victims of specified non-violent misdemeanor crimes;
- Distributes reports to the proper entities;
- Retains the Temporary Restraining Order (TRO) files and submits all violations of restraining orders to the City Attorney's Office;
- Assists persons who enter the station in need of police assistance or general information;
- Receives, reviews, and routes teletype messages;
- Updates the station supervisor's teletype board;
- Directs station record clerks to send teletypes;
- Answers questions from field officers;
- Maintains Police Department logs;
- Reviews daily field activity reports for accuracy and completeness;
- Insures that reports are submitted in a timely and accurate manner;
- Monitors Police Department radio transmissions to keep informed of field situations requiring action by station personnel;
- May assist police officers in maintaining station security by monitoring a closed circuit television at the station;
- May book found property and evidence;
- May dispatch a police unit for follow-up investigation; and may sell bicycle licenses.
- May verify and resolve discrepancies on bail monies received;
- Deposits bail money;
- Completes and authorizes bank checks;
- Forwards checks, security bonds, and other necessary documents to appropriate court;
- Maintains the divisional bail file, schedule, and instructional booklet;
- May, at an Area station, interview persons (in person or telephonically) who have previously reported crime incidents, or who were alleged witnesses to reported incidents; and prepare and forward appropriate reports to concerned Department entities; and, if required in connection with such interviews, search and retrieve information from the Department's Automated Information System.
- Forwards subpoenas to the proper supervisors or units for service;
- Accepts the returned, served, or unserved subpoenas and forwards them to the concerned court;
- Maintains liaison with concerned courts to insure station personnel appear as scheduled;
- May maintain a subpoena control log;
- May pick up and deliver evidential or other documents to police stations using an automobile;
- May act as a communications dispatch center operator responsible for receiving calls from the public requesting services and taking crime and other reports;

Examples of Duties (Cont'd):

- Analyzes the caller's request for service to determine if an emergency exists and if the call should result in a dispatch of a police unit or if the call should be transferred to another department or person;
- Uses radio, digital terminal and other methods to dispatch field units to the scene if necessary.
- Handles referral calls, and uses appropriate computer systems.

Employees of this class may occasionally be assigned to other duties for training purposes or to meet technological changes or emergencies.

Qualifications: Incumbents must have the following knowledges and abilities:

A good knowledge of:

- The organization, functions, and responsibilities of the Police Department;
- Police Department forms and procedures, particularly those used for crime reports.

A general knowledge of:

- Routine bank depositing procedures.

The ability to:

- Explain police procedures and regulations;
- Deal tactfully and effectively with the public, other employees, and supervisors;
- Prepare clear and comprehensive reports;
- Obtain pertinent information from the public through interviews;
- Analyze and take appropriate action in emergency situations;
- Perform simple arithmetic calculation;
- Read and interpret police reports and teletypes;
- Rapidly and accurately type short descriptive information onto a CRT displayed screened format using a computer console keyboard;
- Speak clearly;
- Perform lifting of less than 5 pounds and occasionally over 15 pounds.

Persons with disabilities may be able to perform the essential duties of this class with reasonable accommodation. Reasonable accommodation will be evaluated on an individual basis and depends in part, on the specific requirements for the job, the limitations related to the disability and the ability of the hiring department to reasonably accommodate the limitations.

Minimum Requirements: Submission of a properly completed and signed Police Service Representative Checklist. A qualifying score on the Police Service Representative written and typing test.

License: A valid California driver's license may be required for some positions.

A Police Service Representative's initial assignment will be to the Communications Division in a position that is designated as a temporary training position by the Civil Service Commission. Employment in such positions will be limited to six months during which time employees must successfully complete a comprehensive training program for Police Service Representative. Upon completion of the training program, employees will receive regular appointment to the class of Police Service Representative and begin a six-month probationary period in the Communications Division.

After a successful completion of a probationary period, a Police Service Representative will be required to work in Communications Division for a minimum of one year before becoming eligible to transfer to another assignment.

Police Service Representatives must be available to work weekends, holidays, day, night and early morning shifts on a rotating basis.

Because this class has been designated as Safety Sensitive in accordance with City policy, a drug and alcohol screening test may be required prior to appointment.

Candidates must pass a background investigation prior to appointment which includes a review of their employment history, criminal conviction record, habitual use of intoxicants and drugs, and any other factors which may affect the candidate's suitability for employment as a Police Service Representative.

As provided in Civil Service Commission Rule 2.5 and Section 4.55 of the Administrative Code, this specification is descriptive, explanatory and not restrictive. It is not intended to declare what the duties and responsibilities of any position shall be.



CLASS SPECIFICATION

11-02-90

CRIMINALIST, 2234
SUPERVISING CRIMINALIST, 2235

Summary of Duties: Searches for, collects, and preserves physical evidence in the investigation of crime and suspected criminals; examines evidence by means of physical and chemical analyses; gives expert testimony in court; and may assign, review and evaluate the work of Criminalists engaged in above work; applies sound supervisory principles and techniques in building and maintaining an effective work force; fulfills affirmative action responsibilities; and does related work.

Distinguishing Features: Under the general supervision of the Supervising Criminalist, a Criminalist is trained in and performs technical and scientific work in obtaining physical evidence of a crime which is subject to laboratory analysis and identification and in making such analyses in a crime laboratory or supervises a section engaged in such work. A Criminalist also testifies in court as an expert witness.

Although a person appointed to Criminalist has a general knowledge of chemistry, biological sciences, or criminalistics, the employee must learn the specific knowledges, methods, and techniques used by the Police Department through on-the-job training.

A journey-level Criminalist normally receives assignments in terms of desired objectives, with the choice of validated methods and procedures left to the discretion of the analyst. Review is through the results obtained and the quality of testimony in court. A journey-level Criminalist is responsible for knowing the potentialities and limitations of laboratory analysis and scientific identification of evidence. A journey-level Criminalist may handle many of the more complex and difficult analytical samples submitted to the unit. An employee at this level has more extensive and wide-spread expertise as indicated by his/her ability to qualify as an expert witness in various fields of criminalistics. In the absence of a Supervising Criminalist, an experienced journey-level Criminalist may be required to assume some of the duties of the Supervising Criminalist.

A Supervising Criminalist is responsible for the administration of a unit or units within the Criminalistics Laboratory. A Supervising Criminalist directs the work of laboratory personnel while personally performing some of the more difficult assignments. Supervision exercised involves both the technical methods used and evaluation of results. An incumbent in the class of Supervising Criminalist, as a bona fide supervisor, is responsible for the performance of the full range of supervisory activities including: application of discipline, processing and resolution of grievances, evaluation of performance and approval of time-off requests.

Examples of Duties:

Criminalist:

- Makes physical, chemical, microscopic, and instrumental examinations in the identification and comparison of evidence so as to connect that evidence with the perpetrator of a crime;
- Analyzes materials such as hair, skin, blood, poisons, narcotics, debris, paint, glass, ink, paper, fabrics, bullets, shells, firearms, and other substances, materials, and objects which may constitute physical evidence;
- Documents, collects, and preserves physical evidence from crime scenes;
- Prepares written reports of analysis;
- Presents analytical results in court;
- Consults with police officers, detectives, photographers, latent fingerprint examiners, private experts, criminalists, attorneys, and others on the solution of crimes which involve analysis, identification and comparison of physical evidence;
- Gives forensic training to other Departmental personnel;
- Occasionally performs analysis on more difficult forensic samples on a routine basis;
- Develops new analytical techniques;
- In the absence of a Supervising Criminalist, supervises the day-to-day operation of a laboratory unit.

Supervising Criminalist:

- Supervises, trains, assigns, and participates in the work of evidence examination and analysis;
- Prepares and reviews administrative, statistical, and investigative reports, studies and surveys;
- Teaches material on examination of evidence at Police Department training schools;
- Communicates equal employment/affirmative action information to employees;
- Applies job-related criteria in selecting, orienting, assigning, training, counseling, evaluating, and disciplining subordinates;
- Assists employees in preparing for promotion as described in the City's Affirmative Action Program.

May occasionally be assigned to other duties for training purposes or to meet technological changes or emergencies.

Qualifications:

Both Classes:

A good knowledge of:

- Chemistry and physics as applied to the investigation of evidence;
- Rules of evidence.

A working knowledge of:

- Biology, biochemistry, physiology, bacteriology, toxicology, mineralogy, spectroscopy, and microscopy as applied to the analysis, comparison, and identification of physical

**CRIMINALIST, 2234,
SUPERVISING CRIMINALIST, 2235**

Qualifications: A working knowledge of (Cont.):

- evidence;
- Instrument analysis.

The ability to:

- Operate various types of microscopes, ultraviolet, visible, and infrared spectrophotometers, gas, and liquid chromatographs, x-ray fluorescence and diffraction spectrometers, and other standard laboratory equipment;
- Speak clearly as an expert witness.

Supervising Criminalist: In addition to the above:

A good knowledge of:

- Supervisory principles and practices including: planning, delegating and controlling the work of subordinates.
- Techniques of training, instructing and evaluation of subordinate work performance;
- Procedures for grievance handling;
- Supervisory responsibility for EEO/AA as set forth in the City's Affirmative Action Program.

A working knowledge of:

- Memoranda of understanding as they apply to subordinate personnel.

A general knowledge of:

- City personnel rules, policies and procedures.

The ability to:

- Analyze situations and adopt effective courses of action;
- Perform and direct laboratory research;
- Establish and maintain a work environment to enhance both employee morale and productivity;
- Apply sound supervisory principles and techniques;
- Fulfill supervisory affirmative action responsibilities as indicated in the City's Affirmative Action Program.

Minimum Requirements:

Criminalist:

1. Graduation from a recognized four-year college or university with a major in a physical or natural science and
2. Successful completion of 8 semester units or 12 quarter units in general chemistry and 3 units or 4 quarter units in quantitative chemistry.

Supervising Criminalist:

Two years as a Criminalist II with the Los Angeles Police Department.

License: Both Classes: A valid California driver's license is required.

CRIMINALIST, 2234
SUPERVISING CRIMINALIST, 2235

Physical requirements: Both Classes: Strength to perform average lifting up to 15 pounds and occasionally over 25 pounds; arm and finger dexterity with both hands involved in activities such as reaching, handling and feeling; stamina to stand for long periods of time; good speaking and hearing ability; and good eyesight.

Persons with medical limitations may, with reasonable accommodation, be capable of performing the duties of this class. Such determination must be made on an individual basis in light of the person's limitations, the requirements of the positions, and the appointing authority's ability to effect reasonable accommodation to the person's limitations.

As provided in Civil Service Commission Rule 2.5 and Section 4.55 of the Administrative Code, this specification is descriptive, explanatory and not restrictive. It is not intended to declare what all of the duties and responsibilities of any position shall be.

MASTER

PAY GRADE DESCRIPTION

Unit: 08
Group: 138
Code: 2234
Class: Criminalist

Criminalist I

A Criminalist I assists in searching for, collecting, preserving and analyzing physical evidence as part of an investigation into criminal acts. An employee at this level receives on the job instruction in departmental methods and procedures as well as technical guidance in physical and chemical analyses utilized in a criminalistics laboratory and may be required to give expert testimony in court. It is anticipated that employees at this level will be advanced to the Criminalist II level at 18 months from the date of appointment.

CRIMINALIST II

A Criminalist II is a journey level employee engaged in searching for, collecting, preserving, and analyzing physical and criminal evidence as part of a criminal investigation. An employee at this level generally works independently, with the methods and procedures to be utilized being largely left to his discretion and is expected to provide expert testimony in court.

Criminalist III

A Criminalist III is working supervisor over employees in several work units engaged in obtaining physical evidence of a crime which is subject to laboratory analysis and identification. An employee at this level also personally performs the more difficult or complex analyses and identification; testifies in court as an expert witness and trains criminalists working in specialized fields.

RECEIVED

NOV 26 1979

CIVILIAN
EMPLOYMENT

THE CITY OF LOS ANGELES



CIVIL SERVICE COMMISSION

CLASS SPECIFICATION

4-28-89 FINGERPRINT IDENTIFICATION EXPERT, 1157
 PRINCIPAL FINGERPRINT IDENTIFICATION EXPERT, 1158

Summary of Duties: Classifies fingerprints; searches fingerprint files for identification purposes; or supervises such work; and does related work.

Distinguishing Features: A Fingerprint Identification Expert is a specialist in classifying and identifying single, multiple, partial and mutilated fingerprint impressions in accordance with the Henry System of Fingerprint Classification, as modified by the Federal Bureau of Investigation and the Los Angeles Police Department. Accuracy is essential, since errors may result in incorrect identification, false arrest, and other serious consequences. The work requires close visual attention to fine detail and may result in eye fatigue and eye strain. The work of a Fingerprint Identification Expert differs from that of a Forensic Print Specialist in that the former primarily involves classifying, searching, and identifying fingerprints in the office, while the latter involves "lifting" or photographing fingerprints, palmprints, footprints, tool marks, or other physical evidence at the scene of a crime.

A Fingerprint Identification Expert may also be assigned to supervise, review, inspect and make the final check on the work of subordinate Fingerprint Identification Experts. An employee at this level also performs the more difficult classification work.

A Principal Fingerprint Identification Expert plans, directs, and coordinates the technical and clerical work of the Identification Unit of the Criminal Records Section on each of three shifts. An employee in this class establishes new or modified fingerprint classifications as required and must be totally familiar with the established rules of fingerprint pattern interpretation. Supervision is received from a Chief Clerk Police and is normally limited to matters of policy.

Employees in the Fingerprint Identification Expert series are subject to subpoena to testify on the identification of persons and may be assigned to any of three shifts.

Examples of Duties: Fingerprint Identification Expert: Classifies fingerprints of prisoners, suspects, wanted persons, applicants for police permits and permits to carry firearms, Police Department employees, exchange prints for various other agencies and dead body prints from the Coroner's Office; searches fingerprint files to establish identification; connects prior arrest and applicant records with prints received; furnishes data

for the "make sheet"; files fingerprint cards and other records; rolls fingerprints of applicants and suspects; occasionally takes fingerprints of deceased persons.

Organizes, directs, and evaluates the work of lower level Fingerprint Identification Experts; initiates new work procedures and trains and instructs new employees; performs the more difficult work; classifies borderline prints and searches references; checks all positive identifications made; dispatches fingerprint data to various offices and agencies concerned; assigns record numbers to prisoners; breaks down classification groups to extended and complete classifications according to approved standards; audits files to locate misfiled prints; maintains records of, and prepares reports on, the volume of fingerprints classified; and may occasionally be assigned to other duties for training purposes or to meet technological changes or emergencies.

Principal Fingerprint Identification Expert: Performs difficult technical fingerprint work and serves as shift supervisor on the morning or night watch or plans, directs, and supervises the work of all three watches while assigned to the day watch; organizes, directs, and evaluates the work of clerical employees and Fingerprint Identification Experts; formulates and directs training programs, and develops new work procedures for employees of the Identification Unit; makes spot checks and reviews fingerprints to maintain accuracy and uniformity in fingerprint classification; expedites the processing of fingerprint records; makes final decisions on questionable fingerprint patterns; answers technical questions on searching, classifying, and filing of fingerprint cards; establishes and institutes changes in classification and filing methods and procedures; acts as liaison with State, Federal and local law enforcement agencies on matters pertaining to fingerprint identification; may be responsible for formulating and initiating programs directly pertaining to the Automated Fingerprint Identification System (AFIS); and may occasionally be assigned to other duties for training purposes or to meet technological changes or emergencies.

Qualifications:

	<u>Fingerprint Identification Expert</u>	<u>Principal Fingerprint Identification Expert</u>
Knowledges:		
Modifies and extends Henry System of Fingerprint Classification including FBI extensions;	Working	Good
Numerical Coded Fingerprints (NCF);	Working	Good
National Crime Information Center (NCIC) Fingerprint Codes;	Working	Good

<u>Knowledges:</u>	<u>Fingerprint Identification Expert</u>	<u>Principal Fingerprint Identification Expert</u>
Methods used in filing and searching for fingerprints;	Working	Working
Los Angeles Police Department's methods of filing fingerprint cards;		Good
Processing fingerprint and arrest records through Police Department channels and to other agencies;		Good
Laws and regulations related to equal employment opportunity and affirmative action;		Good
Frequently violated sections of the Los Angeles Municipal Codes, and the California Penal and Vehicle Codes;		Working
The abilities and limitations of computer systems to store and retrieve fingerprint data;		Working
City Personnel rules and regulations;		General
Memoranda of Understanding as they apply to subordinate personnel.		General
Automated Fingerprint Identification System (AFIS).		Good
<u>Abilities:</u>	<u>Fingerprint Identification Expert</u>	<u>Principal Fingerprint Identification Expert</u>
Perform exacting and confining work involving intensive use of the eye;	x	x
Exercise patience and tact under stress and get along well with officials and the public;	x	x

<u>Abilities:</u>	<u>Fingerprint Identification Expert</u>	<u>Principal Fingerprint Identification Expert</u>
Interprets Los Angeles Police Department record card and "make sheets" and abstracts of criminal records furnished by the Federal Bureau of Investigation and the State Bureau of Criminal Investigation and Identification;		X
Plan, layout, coordinate, direct, and check the work of subordinates and develop working procedures;		X
Maintain records and prepare reports;		X
Develop and establish new classification methods.		X

Completion of a course accredited by the State of California in fingerprint identification or six months of full-time paid experience in technical fingerprint identification work in the fingerprint bureau of a law enforcement agency is required for Fingerprint Identification Expert.

Two years of full-time paid experience as a Fingerprint Identification Expert with the City of Los Angeles, at least one year of which must be in a supervisory or lead worker capacity is required for Principal Fingerprint Identification Expert.

License: Both Classes: A valid California driver's license may be required.

Physical Requirements: Both Classes: Strength to perform average lifting of up to 15 pounds and occasionally over 25 pounds; arm, hand and finger dexterity with at least one hand involved in activities such as reaching and handling; and good eyesight.

Persons with medical limitations may, with reasonable accommodations, be capable of performing the duties of some of the positions in this class. Such determination must be made on an individual basis in light of the person's limitations, the requirements of the position, and the appointing authority's ability to effect reasonable accommodations to the limitations.

As provided in Civil Service Commission Rule 2.5 and Section 4.55 of the Administrative Code, this specification is descriptive, explanatory, and not restrictive. It is not intended to declare what the duties and responsibilities of any position shall be.

APPENDIX (CONTINUED)

Group: 29
Code: 1158
Class: Principal Fingerprint Classifier

PRINCIPAL FINGERPRINT CLASSIFIER I

A Principal Fingerprint Classifier I supervises one shift of clerical and technical employees engaged in classifying fingerprints and searching files for identification purposes.

PRINCIPAL FINGERPRINT CLASSIFIER II

A Principal Fingerprint Classifier II supervises the activities of a three shift fingerprint search and classification section.

Established 7-70



CLASS SPECIFICATION

TITLE: AUTOMATED FINGERPRINT IDENTIFICATION SYSTEM
TECHNICIAN I

DEFINITION: Receives training and practical experience in the technical aspects of fingerprinting and fingerprint classification work.

CLASSIFICATION STANDARDS: Positions allocable to this entry level class are assigned to the Sheriff's Department Fingerprint Identification Unit and, under close supervision, receive instruction and on-the-job training in classifying, filing, searching, coding and maintaining records for fingerprint identification. Activities are of a progressively more responsible and technical nature including all phases of the Fingerprint Identification Unit work. Incumbents are required to work flexible hours, including evenings, nights, weekends and holidays.

EXAMPLES OF DUTIES:

Receives instructions and training and gains experience in the following activities:

Receiving new fingerprint cards, including those pertaining to Los Angeles County jail arrestees, probationers, applicants for concealed weapons permits, business licenses, and employment with the Sheriff's Department.

Analyzing patterns, blocking patterns, and setting/correcting core and axis on fingerprints using Fingerprint Reader, Fingerprint Input Monitor, Fingerprint Image Scanner, and Fingerprint Image Printer equipment, according to established Automated Fingerprint Identification System (AFIS) procedures.

Coding fingerprint cards according to the Numerically Coded Fingerprint System.

Searching computerized data, manual and micrographic records to verifying fingerprints with any previous file of an arrestee or applicant.

- OVER -

Approved by Chief Administrative Officer 3-12-91 Item No. 1551

**AUTOMATED FINGERPRINT IDENTIFICATION
SYSTEM TECHNICIAN I**

Page 2

EXAMPLES OF DUTIES: (Cont'd)

Providing and obtaining facsimile information on single or multiple fingerprints of individuals from other law enforcement agencies; searching and establishing possible matches or eliminating subjects confirming matches by visual inspection and analysis of fingerprints.

Performs emergent and controlled shutdown procedures of the Automated Fingerprint Identification System.

MINIMUM REQUIREMENTS:

TRAINING AND EXPERIENCE: Completion of a recognized accredited course in fingerprint interpretation and classification -OR- three months' experience classifying fingerprints according to the Henry System.

PHYSICAL CLASS: "2" - Light.

Jailer

Definition

Under general supervision and instruction, performs security and clerical duties in connection with the operation of the Compton City Jail.

Typical Tasks

Supervises activities of prisoners in the City Jail or other designated locations. Types necessary papers involved in booking and releasing prisoners. Types information and obtains prints on fingerprint cards⁴. Takes photographs of prisoners. Receives, maintains custody of, and releases prisoners' personal property. Maintains jail records. Orders, maintains food supplies, prepares, and serves prisoners' meals. Other duties related to operation of the Jail and maintaining custody of prisoners.

Minimum Qualifications

Equivalent to graduation from high school. Experience in Military Police service, experience as a police or correctional officer; experience in office record keeping is desirable but not required. Ability to operate typewriter, ability to operate camera, ability to follow directions, ability to keep neat and orderly records, ability to exercise good judgment in minor decisions, ability to exercise self-control under stress situations. General knowledge of office procedures; ability to learn and apply laws, codes, regulations, and policies of jail operation. Must be in good health and be able to meet such medical, age, and physical standards as may be required.

Possession of a valid California motor Vehicle Operator's license.

[Back To Compton Police](#)





The County of Los Angeles
CLASS SPECIFICATION

TITLE: PARKING CONTROL OFFICER
DEFINITION: Enforces motor vehicle parking regulations.

CLASSIFICATION STANDARDS: Positions allocable to this class carry out the enforcement of vehicle code parking regulations, exclusive of moving violations, by issuing warnings or citations for illegal parking in an assigned geographic area of Los Angeles County. They also report possible violations of other codes or ordinances observed in the course of performing their regular duties to appropriate authorities.

EXAMPLES OF DUTIES:

Enforces parking time regulations by placing identifying marks on parked vehicles, and subsequently checking those marks to determine if a vehicle is parked beyond the legal time limit.

Identifies illegally parked vehicles, issuing warnings or citations where indicated.

Maintains public relations by explaining parking regulations, providing information concerning routes of travel, points of interest, distance, etc.

Reports emergent situations to the proper authority.

Observes possible violations of codes or ordinances such as those related to health and welfare, building and safety or zoning and reports these and other pertinent information to appropriate inspection or enforcement authorities.

Maintains a record of all actions taken.

When appropriate, immobilizes vehicles by placing approved devices designed for this purpose on vehicles in compliance with department policy and procedure, laws and regulations governing vehicle immobilization devices.

May testify in court.

MINIMUM REQUIREMENTS:

TRAINING AND EXPERIENCE: No training or experience is required.

LICENSE: California Class "3" Driver's License.

PHYSICAL CLASS: "4" Arduous.

POSITION TITLE - POLYGRAPH EXAMINER (570)

BONUS I

UNIT AND DIVISION - Scientific Services Bureau, Technical Services Division

JOB DESCRIPTION

Conducts interrogation of criminal suspects, deputy sheriff applicants, witnesses, and victims to determine the truth of their statements and obtain confessions through the use of various interrogative techniques and scientific polygraph equipment. Assist investigators through the use of the foregoing techniques and by giving investigators information as to the psychological makeup of an individual and instruction in applicable laws, rules and regulations concerning the administration of polygraph examinations. Testifies in court and in front of other official hearing bodies as an expert witness on matters relating to polygraph examinations and specific cases. Continues study in the field to increase knowledge and maintain proficiency and acceptance as an expert.

MINIMUM REQUIREMENT(S)

- Two years investigative experience.

SELECTION PROCESS

- Resume
- Oral interview
- Background evaluation
- Formal training and certification through an internship program

EXIT CRITERIA

- Refer to Departmental Removal Standards.
- Loss of courtroom credibility for any reason.
- Limiting physical impairment or impairment of one of the required senses.
- Inability to meet training requirements or maintain proficiency in any phases of the positions.

*Original***CLASS SPECIFICATION****TITLE:** RECORDS SYSTEM CLERK I, SHERIFF**DEFINITION:** Performs specialized clerical work, under close supervision, in a large law enforcement records section.**CLASSIFICATION STANDARDS:** Position allocated to this entry level class receive instruction, training and experience in specialized police clerical functions necessary to achieve proficiency in clerical procedures in a large law enforcement records section. Specialized tasks may require the use of initiative and independent judgment within procedural and policy limits. Incumbents may be required to work shift hours, including nights, weekends and holidays.**EXAMPLES OF DUTIES:**

Receives instruction and training and gains experience in the following activities:

Retrieving, receiving, reviewing, processing and maintaining a variety of police documents.

Data entry operations for such purposes as entering arrest dispositions and pertinent court information relative to an arrest record; inputting warrants into Wanted Persons systems and updating as necessary; purging computer files for any sealed records; or updating information in appropriate computerized law enforcement data systems.

Verifying computer entries to ensure that they correspond with hard copy document information.

Checking documents for completeness, accuracy, and compliance with legal and other requirements.

Answering questions and clarifying information for the public, in person or by telephone, concerning such matters as regulations, procedures, and the preparation and filing of legal forms, registrations, applications, and permit requests; acts as receptionist at the public counter.

- OVER -

**CLASS SPECIFICATION**

TITLE: SUPERVISING RECORDS SYSTEM CLERK, SHERIFF

DEFINITION: Supervises employees performing specialized clerical work in the Technical Services Division of the Sheriff's Department.

CLASSIFICATION STANDARDS: Positions allocated to this class are assigned to the Records and Statistics Bureau and are characterized by their responsibility for supervising units of 7-20 clerical personnel engaged in the performance of specialized clerical functions in a large law enforcement records unit. Incumbents may be required to work flexible shift hours, including nights, weekends and holidays.

EXAMPLES OF DUTIES:

Plans, organizes and reviews the work of subordinates under his supervision, scheduling and adjusting hours, vacations, holidays, and time off to meet the needs of his shift to ensure round-the-clock staffing to meet emergencies or changed conditions.

Selects employees for assignments, evaluates work performance, and makes recommendations in such matters as employment, discipline, and release of personnel; trains or supervises the training of new employees.

Develops, implements, and modifies policies and procedures governing the clerical operation of the unit consistent with legal, court, and departmental requirements.

Reviews completed work for accuracy and compliance with applicable legal requirements and established departmental guidelines and procedures, ensuring that appropriate signatures, and attachments are enclosed and that statutory time constraints are met.

Maintains work production and flow, ensuring that established deadlines are met, making determinations regarding emergency assignments and adjusting priorities in accordance with such determinations.

- OVER -

EXAMPLES OF DUTIES: (Cont'd)

Contacts, by telephone or correspondence, other divisions, departments, courts, federal and state police agencies on matters pertaining to warrants, arrest reports, systems security, and other related issues, providing information or referring inquiries to proper persons.

Gives assistance to department personnel and other law enforcement agents in matters pertaining to arrest records, explaining and interpreting policies and procedures governing clerical operations, or the release of information, and resolves related problems.

MINIMUM REQUIREMENTS:

TRAINING AND EXPERIENCE: Three years' experience performing specialized police clerical functions, including the operation of a computer terminal to retrieve on-line data from a network of computerized criminal law enforcement data systems in County service -OR- Four years' specialized police clerical experience, including the operation of a computer terminal to retrieve on-line data from a network of computerized criminal law enforcement data systems outside County service - OR - a Certificate or Associate of Arts Degree in clerical procedures or office administration from an accredited college and two years performing specialized police clerical functions.

TYPEWRITING SKILL: May be required to type at the rate of 40 net words per minute.

PHYSICAL CLASS: "2" - Light.

CITY OF GALT

SCHOOL RESOURCE OFFICER

THE POSITION

Under direction of the Chief of Police or designee, this non-sworn position is responsible for truancy detection, correction, and notification; maintaining high visibility around school campuses to discourage truancy, drug trafficking, drug usage, and other disorders on or near school grounds; implementing classroom and community education programs on drug awareness, gang violence, and other topics to augment school education programs.

This position serves as the primary liaison between the Galt Police Department and the Galt Joint Union High School District, Galt Joint Union Elementary School District, and its students. A goal of the position is to develop strong working relationships between the Galt Police Department and the youth of Galt.

EXAMPLE OF DUTIES - Duties may include, but are not limited to:

Maintain high presence and visibility by patrolling, on foot and by car, in the areas on and around school campuses to discourage and reduce truancy, drug trafficking, alcohol and drug usage, and other disorders perpetrated by and against students

Seek out truant students, notify appropriate schools, and return students to the classroom setting

Identify suspicious and criminal behavior and follow up with social service and/or law enforcement agencies as appropriate

Develop, monitor, and implement drug awareness program, anti-gang program, police familiarization program, and other related programs in classroom settings to augment school education programs

Develop and maintain on-going community contacts with Galt youth, local businesses, social service agencies, youth agencies, and community groups. Serve as a community resource. Mediate conflict and facilitate problem-solving with members of the public as appropriate to address concerns involving youth.

Confer with school officials to discuss discipline and attendance problems and develop strategies for resolving problems. Provide counseling and guidance to problem youth and conduct home visits to discuss concerns with parents.

Serve as a member of the School Attendance Review Board, Galt Substance Abuse Task Force, and other committees as directed

Keep Police Department staff and management continually abreast of

activities, including conferring with Juvenile Officer, attend daily departmental briefings, and updating Police management staff

Maintain and submit monthly statistical data and reports. Develop and submit other Police reports as required.

QUALIFICATIONS

Must be at least 21 years of age and have the following knowledge and abilities:

Knowledge:

Working knowledge of child and adolescent behavior

Basic knowledge of signs and symptoms of drug and alcohol abuse and gang involvement

Knowledge of functions and relationships of agencies involved in the criminal justice system

Desire knowledge of state and local laws pertaining to school attendance and loitering

Desire knowledge of functions and services provided by local public and private social service and youth agencies

Ability to:

Learn state and local laws applicable to the responsibilities of the position, particularly laws pertaining to school attendance and loitering in the vicinity of public schools

Learn functions and services provided by local public and private social service and youth agencies

Be personable, open, and flexible

Establish and maintain cooperative working relationships with those contacted in the course of work

Deal courteously and firmly with the public as needed

Effectively deal with irate persons, confrontational situations, and other adverse situations

Communicate clearly and concisely, both orally and in writing

Carry out assignments and act resourcefully with minimal supervision

Stand and walk for extended periods of time, which may total two hours or more in a given period

Learn to use police radios, personal computers, and other office equipment

Ability to speak Spanish is desirable

EDUCATION AND EXPERIENCE

Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education: Completion of 60 semester units at an accredited college or university. Bachelor's Degree in Sociology, Social Services or related field is desirable. Ability to speak Spanish is desirable.

Experience: Experience in youth counseling, social services, or related field providing exposure to the problems of youth in a school setting is desirable

LICENSE AND CERTIFICATION

Possession of, or ability to obtain, a valid California Drivers License

Resolution 93-76
May 4, 1993

Senior Public Safety Assistant**City of Irvine
Classification Specification****Title:** Senior Public Safety Assistant **Pay Grade:** 8**FLSA:** N**Purpose of Classification**

The purpose of positions in this classification is for civilian personnel to perform advanced, complex support duties in Public Safety. These duties include but are not limited to the investigation of economic crimes, traffic accident investigation, acting as liaison between municipal court and the department, report writing and supervision of staff at the front desk, coordination of evidence and property, and coordination of department programs. May be assigned working supervisory responsibilities.

Essential Duties and Responsibilities

The following duties are normal for this classification. These are not to be construed as exclusive or all inclusive. Other duties may be required and assigned. Each Senior Public Safety Assistant may be assigned duties from the following list; however, it is unlikely he/she will be responsible for all of these duties at any one time.

- Investigates criminal cases. Interviews victims and witnesses, searches for, evaluates, secures and collects evidence. Exercises discretionary authority as to which cases are to be prosecuted. Prepares reports to be filed with the District Attorney leading to the arrest of those suspected of criminal activity.
- Primary handler conducting motor vehicle accident investigations, including major injury collisions and fatalities. Provides first aid for injured persons, and takes safeguards to prevent further accidents. Responds to emergency calls; ability to operate City owned vehicles under emergency response (Code 3) conditions.
- Prepares a variety of reports and maintains records, logs and files.
- Responsible for coordinating all felony and misdemeanor filings with the District Attorney's Office. Researches, reviews and monitors case status through adjudication. Coordinates police personnel summonses for civil and criminal cases.
- Testifies in court as necessary. Ability to maintain proper courtroom demeanor and etiquette while testifying in court.
- Interviews, processes, and maintains records required by law, on convicted drug offenders, residing within the City upon release from jail/prison.
- Responsible for recruiting, hiring, training, scheduling, supervising, and evaluating part-time and volunteer personnel. Reviews work and provides assistance and training. May supervise contract work.
- Conducts hearings for parking violators. Responsible for determining outcome of violations.
- Responsible for the preservation and safeguarding of property and evidence necessary to prove criminal cases.
- Responsible for the creation, development, and implementation of public education, safety, and prevention programs. Plans, organizes, and coordinates scheduled programs and special events within the community.
- Researches and prepares various narrative and statistical reports, writes grants, proposals, staff reports, and informational brochures. Responsible for the writing and the dissemination of community newsletter.
- Evaluates proposed development projects and makes necessary recommendations/changes, with the authority to deny projects until compliance of security standards are implemented. Conducts site evaluations of development sites to assure the Security Code specifications are being followed.

Senior Public Safety Assistant

- Supervises and coordinates the administration of City's Alarm Ordinance. Maintains database containing business and residential false alarm contacts. Conducts inspections of commercial and business locations making written recommendations on "target hardening" by improved security hardware and practices.
- Responsible for the collection of fees for a variety of Police Department services. Maintains financial records.
- Maintains knowledge of current National, State, and Local laws, as well as department policies and procedures.
- Represent the city/Department by attending and contributing input at professional organizations.
- Attend additional job specific P.O.S.T. certified schools, training courses, updates, and seminars as required.
- Knowledge and training in operating the CAL-ID Automated Fingerprint Identification System and Random Access Network computer. Ability and knowledge of identifying fingerprint patterns. Ability to make fingerprint comparisons from inked to inked and inked to latent prints.

Minimum Training and Experience Required to Perform Essential Job Functions

Associate degree in Criminal Justice, Criminology or related field and three years experience in law enforcement, or any combination of education and experience that provides needed job specific knowledge, skills, and abilities. Requires a valid California driver's license.

Physical and Mental Abilities Required to Perform Essential Job Functions

Language Ability and Interpersonal Communication

- Ability to analyze data and information using established criteria, in order to determine consequences and to identify and select alternatives. Ability to compare, count, differentiate, measure and/or sort, as well as assemble, copy, record and transcribe data and information. Ability to classify, compute, tabulate, and categorize data.
- Ability to utilize and interpret a variety of advisory data and information such as regulations, State criminal and motor vehicle codes, police reports, CLETS/NCIC/NLETS/CJIC/AWSS information and printouts, warrant information, victim/witness statements, criminal complaints, investigative reports, statistical reports, police procedures/policies, police operations manuals, training materials and manuals, statutes, local ordinances, citations, maps, schedules, Building and Fire codes, blueprints, bank records, activity logs, catalogs, technical operating manuals, computer software manuals, guidelines, and nonroutine correspondence.
- Ability to communicate orally and in writing with Department personnel, witnesses, victims, suspects, trainees, attorneys, judges, other law enforcement personnel, fire department personnel, educators, city staff, building inspectors, volunteers, and the public.
- Ability to persuade, convince, and/or train others. Ability to advise and interpret how to apply laws, policies, procedures, and standards to specific situations.

Mathematical Ability

- Ability to calculate percentages, fractions, decimals, ratios. Ability to interpret basic descriptive statistical reports and calculate algebraic equations.

Judgement and Situational Reasoning Ability

- Ability to use functional reasoning and apply rational judgement in performing diversified work activities.

Senior Public Safety Assistant

- Ability to exercise the judgment, decisiveness and creativity required in situations involving the evaluation of information against sensory and/or judgmental criteria.

Physical Requirements

- Ability to operate equipment and machinery, some requiring complex and rapid adjustments, such as the Traffic Investigations vehicle, city vehicles, CAL-ID Automated Fingerprint Identification System, computer keyboards, tape recorders, telephone, fax machine, photocopier, camera equipment, inked-fingerprint equipment, and police communication devices.
- Ability to coordinate eyes, hands, feet and limbs in performing skilled movements.
- Ability to exert physical effort in light to moderate work sometimes involving some combination of climbing, stooping, kneeling, crouching, lifting, carrying, pushing and pulling.
- Ability to recognize and identify similarities or differences between characteristics of colors, forms, sounds, odors, and textures associated with job-related objects, materials, and tasks.

Environmental Adaptability

- Ability to work under sometimes unsafe and uncomfortable conditions where exposure to environmental factors such as toxic agents, human or animal violence, disease, or equipment, traffic, or machinery constitutes risk of serious injury.

The City of Irvine is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the City will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

Employee's Signature

Supervisor's Signature

Date

Date

To: POST Commissioners
From: Rick TerBorch, Chairman
Finance Committee
Date: November 5, 1997

Subject: ACTIONS TAKEN AT NOVEMBER 5, 1997 FINANCE COMMITTEE

The Committee met Wednesday, November 5, 1997 in Riverside. This was a joint meeting with the Long Range Planning Committee.

In addition to items previously addressed on the agenda, the Committee addressed the following.

1. The Committee reviewed the first quarter financial report and noted that the volume of training and reimbursement are appreciably higher than the same period last year. Revenue for three months is also somewhat higher than projected. The Committee will review the fund status, as well as new expenditure options, at its January 1998 meeting.
2. A status report on BCP's submitted to the Department of Finance indicates tentative approval of three of four positions requested to implement a clearinghouse and improve the POST computer system as called for in the Strategic Plan. Staff is continuing discussion with the administration about POST's need for increased revenue.
3. The Committee discussed the appeal by the Alameda County Chiefs' and Sheriff's Association relating to restricting lodging reimbursement to training courses presented more than 25 miles from the work site. Following discussion, the Committee recommends that the Commission rescind the policy for a one-year period during which staff will audit and modify reimbursement forms, if necessary.
4. The Committee received a report on a proposal that the Commission authorize POST funding, not to exceed \$572,000, for purchase of driver training simulator systems for installation at sites in Siskiyou County and the City of Redding. The Committee recommends Commission approval of this proposal.
5. At its July 1997 meeting, the Commission directed staff to seek alternative funding sources for copying and distribution of the Victims of Violence video tape. Staff reported that the state OCJP has committed \$10,000 to fund a pilot evaluation project. Following discussion, there was consensus that a higher level of funding is necessary to enable widespread distribution of the video.

The Committee recommends the Commission authorize expenditure of \$190,000 POST funds to augment the \$10,000 offered by OCPJ for this purpose.

6. As directed by the Commission, staff presented a report on reimbursement of training for civilian employees. Following discussion, there was consensus that POST's current policies concerning reimbursement for civilian employees be maintained.
7. Staff presented a proposal for employment of a special consultant (POST Management Fellowship Program) to temporarily fill a vacant position in POST's Basic Training Bureau. If approved, an individual would be selected for a seven-month period from December 1, 1997 to June 30, 1998. The Committee recommends the Commission authorize the Executive Director to enter into a contract with a law enforcement agency for this purpose in an amount not to exceed \$70,000.

The meeting adjourned at 4:05 p.m.

*If change
in percentage
pls let Com. know.*

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083**LONG RANGE PLANNING COMMITTEE MEETING**

(Jointly with Finance Committee)

November 5, 1997 - 2:00 p.m.

Mission Inn

3649 Seventh Street

Riverside, CA 92501

(909) 784-0300

COMMITTEE MEMBERSJody Hall-Esser, Chair
David Anderson
Sherman Block
Collene Campbell
Philip del Campo
Ron Lowenberg
Jan Scully**AGENDA**

- A. CALL TO ORDER
- B. Report on the POST Interactive Multimedia Training Program

The report will focus on ways that POST can best serve law enforcement through using interactive multimedia technology for training. Changes in the technology are discussed that necessitate moving from using videodiscs to CD-ROMs. Staff will present a computer demonstration with options for updating multimedia equipment outlining advantages and disadvantages for each option.

- C. Progress Report on POST Strategic Implementation Plan

The Committee on Strategic Plan Implementation met on September 23, 1997 and took action to recommend that the plan be approved by the full Commission at its November 6, 1997 meeting. Quarterly updates on strategic plan implementation progress will be distributed to Commissioners on an on-going basis. The first such report is included under Tab C of the regular Commission agenda.

- D. Regional Skills Training Centers

Assembly Bill 1496, which would establish Regional Public Safety Skills Training Centers in California, has become a two-year bill. While the Commission supports the

bill, recent developments outlined in the report under this tab suggest it is timely for the Commission to review its position and, perhaps, the concept being pursued in AB 1496.

E. Commission Policy Manual Revisions

The Commission Policy Manual has been in existence since January 1977. It is intended for use by the Commission and POST staff. The manual provides a ready reference to current Commission policies. The Policy Manual was last formally reviewed by the Commission in 1985. Since that time, many of the older policies have been referenced in the POST Administrative Manual (PAM). Consequently, those policies are proposed for deletion from the Policy Manual. The proposed revised manual under this tab also includes recent new policies and certain proposed minor revisions.

Revisions are presented in an underline/strikeout format. These revisions are provided to the Commission for review and approval. Commissioners are invited to provide suggestions or other comments on any aspect of the policies proposed for revision. Following review, a final copy reflecting all changes and updates will be distributed to staff and members of the Commission.

F. ADJOURNMENT

MEMORANDUM

To: Long Range Planning Committee
Finance Committee

Date: October 14, 1997

Kew
Kenneth J. O'Brien
Executive Director

From: Commission on Peace Officer Standards and Training

Subject: INTERACTIVE MULTIMEDIA PROGRAM

The purpose of this memorandum is to focus on portions of the attached report, "The POST Interactive Multimedia Training Program: Strategic Directions" in order to provide information about options for replacing existing interactive videodisc (IVD) systems in the agencies.

Background

In an effort to realize the benefits of using interactive videodisc technology for delivering training, the Commission instituted the IVD reimbursement program in November 1992. To date, 463 agencies have been reimbursed for the purchase of 620 IVD systems. The Commission has invested considerable resources for purchasing IVD systems, developing courses, providing technical support and training. Six IVD courses now being used by agencies throughout the state: *Law Enforcement Driver Training, Law Enforcement First Aid/CPR, Drug Identification and the Law, Drug Influence and User Identification, Driving Under the Influence, Basic Narcotics Investigations. P.C. 832: Arrest and Firearms* is available to certified 832 presenters.

Benefits of Multimedia Training

The Commission's decision to use interactive videodisc technology for training is consistent with the decision of many organizations in different sectors. This trend continues as reported in a survey of Fortune 1000 companies last year.

Over the next two years, the use of multimedia training will double, while the role of the instructor-led [training] will fall by 25 percent. One in three workers currently receives training via multimedia. In the next two years, the number of workstations equipped for multimedia will double . . . [and] access by employees to the Internet will also double.

Robert T. Jones, President and CEO of the National Alliance of Business, from a speech titled, "The Challenge of World Class Training," delivered October 15, 1996, and printed in *Vital Speeches of the Day* (VOL. LXIII, No 4, December 1, 1996)

Achieving the following goals will greatly assist law enforcement in realizing the benefits of the new technology: (1) standardizing equipment, (2) minimizing the need for specialized hardware in addition to the basic computer, and (3) making multimedia instruction easy to use. Three options for managing the changes in multimedia training are presented for consideration:

Option No. 1: Develop New Courseware in CD-ROM Format.

The question is not *whether* to move from our present analog (IVD) medium to a digital medium (CD-ROM); the question is *when*. Option 1 suggests that the time is now. Digital video from a CD-ROM has now reached a level of quality that is acceptable. New computer systems would be required, but this does not make the existing systems obsolete. Rather, new systems would be used for new courseware, and the existing ones would be used for the present courses. Moving to digital video will be required at some time because the special board in the computers is no longer being manufactured and will be supported for a limited amount of time.

Advantages

There are several advantages to moving to CD-ROM-based delivery of training:

- **Simplicity --** A single CD-ROM can hold all of the video and computer code for a course.
- **Flexibility for Officers --** A CD-ROM-based course can be run on any computer that has the required processing power and a high-speed CD-ROM drive.
- **Less Expensive --** A CD-ROM can be mastered and reproduced for about 6% of the cost of a videodisc.
- **Updating Becomes Economical --** Digital video files can be replaced.
- **Opens Possibilities for Using the Internet for Training --** Organizations are beginning to use the Internet combined with CD-ROM in a "hybrid" system.
- **Use by Agencies Outside of California --** There is considerable interest in the POST multimedia courseware outside of California, but the laserdisc format has been an impediment. POST could receive royalty payments from the sale of CD-ROM courses.
- **System for Electronic Transfer of Data --** A modem included in a new multimedia computer would enable electronic data transfer between POST and the agencies.

Disadvantages

Moving to CD-ROM will entail the expense of having to purchase new computer systems; simply adding a CD-ROM drive is not sufficient. This is a disadvantage that will have to be faced in any case since technology is driving the change to a digital video medium.

- Cost -- It is estimated that the cost for all of the upgrades would range from \$200 to \$250 per computer, totaling as much as \$155,000. This would not include costs for developing special configuration software and for the labor to make the upgrade.

Option No. 3: Develop New Courseware in Both Videodisc and CD-ROM Formats.

This option would provide for a gradual migration of the agencies to having systems that would be capable of running digital video via CD-ROM. First, upgrades of all systems would be required as explained in Option No. 2 above. Then, as agencies acquired the new computers, they would be able to use the CD-ROM version.

Advantage

Developing courseware for both videodisc and CD-ROM format would allow for a longer transition from videodisc to CD-ROM, thereby spreading the financial burden for purchasing new computers over time.

Disadvantages

- Increased Complexity -- Having agencies upgrade over a two-to-three year period would mean there would be even a greater range of machines in the agencies than there are presently. This would make it more difficult for staff to manage the support needed and increase the problems agencies would have.
- Additional Development Time and Cost -- There would be additional costs associated with creating courseware in both videodisc and CD-ROM formats. The extra resources spent in developing the dual formats could be better used in developing more courseware.

Conclusion

Multimedia technology holds great promise for providing quality, cost-effective training to law enforcement. The technology has progressed to such an extent, though, that it is necessary for POST to consider moving to CD-ROM. There are numerous advantages, including ease of use, portability, and decreased production costs. In order to benefit from such CD-ROM-based courses, agencies must acquire new computers.

The Commission needs to make a decision as soon as possible about purchasing new computer systems in order to guide staff in selecting the format for future courseware. POST has committed to developing multimedia courseware on domestic violence as part of the federal grant funds from SB350, and work is expected to begin in the near future on this project.

**THE POST INTERACTIVE MULTIMEDIA
TRAINING PROGRAM:
STRATEGIC DIRECTIONS**

October 1997

**Learning Technology Resource Center
Commission on Peace Officer
Standards and Training**

Contents

A Vision for Multimedia Training - A Vignette	1
Introduction	3
Purpose	3
Audience	3
Background	3
Equipment and IVD Courseware in Agencies	3
Level of Utilization	4
Multimedia and the POST Strategic Plan	5
The Promise of Multimedia Training	5
What is Effective Instruction?	6
Individualized Multimedia and Typical Classroom Instruction	6
Benefits of Interactive Multimedia Instruction	9
Training Available When and Where Needed	9
Individualized	9
Competency-Based Rather Than Hourly-Based Training	9
Decreased Time Required for Training	9
Decreased Training Costs	10
Simulations for Teaching Judgment and Decision-Making	10
Consistent Training	10
Changing Technology	11
Obsolescence of Technology	11
The Current Technical Situation	11
Technical Issues Related to Change	12
Operational Goals	13
Standardize Equipment	13
Minimize Need for Specialized Equipment	13
Make Multimedia Easy to Use	14
Options for Managing Changes in Technology	14
Option No. 1: Develop New Courseware in CD-ROM Format.	14
Investigating Emerging Technologies with Potential for Training Delivery.”	16
Option No. 2: Use Existing IVD Systems for Two to Three More Years and Continue to Develop Videodisc-based Courseware.	17
Option No. 3: Develop New Courseware in Both Videodisc and CD-ROM Formats.	19
Investigating Emerging Technologies with Potential for Training Delivery	19

Implementing Multimedia Training 20
 Challenges 20
 Ways Implementation is Being Improved 21

Future Development of Multimedia Instruction 22
 Learning from Past Experience 22
 A Way to Proceed 23
 Need for More Courseware 23
 Establishing a Multimedia Advisory Council 23
 Expediting IVD Course Development 24

Conclusion 25

GLOSSARY 27

ATTACHMENT 29

THE POST INTERACTIVE MULTIMEDIA TRAINING PROGRAM: STRATEGIC DIRECTIONS

A Vision for Multimedia Training - A Vignette

Setting: Briefing Room of a California Police Department, sometime in the future

Sgt. Garcia: Hey, Jerry, come and look at this new CD training program.

Officer Haynes: That's a cool looking video. Did that just come from POST?

Sgt. Garcia: Yeah, it's the third program this year.

Officer Haynes: Boy, that's great. Remember when those IVD programs came out only every two years or so?

Sgt. Garcia: Yeah, I read somewhere they're using some special templates for developing this CD training; that's what's helping get these courses out so much faster. And these new programs are so much easier to set up and use. All the controls are now the same in each program. That was a smart move.

Officer Haynes: Is the scoring of tests done the same way as in the last CD?

Sgt. Garcia: Yep. And all of the administrative stuff is much simpler for me now to keep track of you guys. Ya know, now I can send the roster by modem to Sacramento...no more filling out those old orange forms. And I don't have to enter everyone's name and social security number each time a new course comes out. I did that once about a year ago and now everyone is already registered for each new course.

Officer Haynes: I liked that last program on officer safety. It was short, to the point, and I can go back over stuff whenever I want. What I really liked were the simulations in which I had to make split-second decisions or get blown away.

Sgt. Garcia: And this kind of training is saving us lots of money, especially now that so much of our training is competency-based rather than based on how many hours you spend in class. We're saving so much now that we're going to get another one of these multimedia computers. You know, this kind of system has made me change the way I think about training. It used to be I thought training could only be done on training days; now we train every day during regular shifts.

Officer Haynes: Yeah, sitting and just listening to guys talk and watching videos was a bore; so much of the stuff I already knew, and the stuff that I didn't know was usually glossed over. And nobody wants to ask a question admitting they didn't get something the first time. Not like this CD training. I can train whenever I want now, and I can go at my own pace. When I have to stop and then come back another day, the computer remembers where I left off. Another thing, those prequizzes are great for telling me what I can skip and what I need to spend time studying.

Sgt. Garcia: And not wasting time on what you already know. Which reminds me, POST asked us to help test a new training system they're working on. It's going to use the Internet. We'll have some of the training on a CD like this, but lots of other stuff will come directly from Sacramento over the telephone line. They say it'll be easy to keep the courses up-to-date and to keep track of CPT credit.

By the way, I just added our own agency's policy to the CD HAZMAT course that POST sent us. I really like being able to tailor the training to include our local policies.

Officer Haynes: Yes, being able to include local regulations is great. And in that one on officer safety, you even put in some incidents that happened here. I think it's great that POST is using this technology. I'd like to try out that new Internet system when it's ready.

Sgt. Garcia: I'll let you know. We've got to get a another computer first, though.

Officer Haynes: Wanta buy my old Pentium 133? My wife says I can't get a P8 until I sell the old P5. How about \$200?

Sgt. Garcia: I doubt the chief will want something that slow, even if the price is right!

Introduction

Purpose

The purpose of this report is to present information about the POST interactive multimedia program that should be helpful in making decisions about the program that has so much potential for law enforcement training. The report discusses the value of multimedia instruction, the challenges faced, and some recommendations for moving ahead with the program.

Note: POST is presently using interactive videodisc (IVD), which is one form of multimedia delivery. The term *multimedia* is not restricted to using videodisc but may include CD-ROM or other devices for delivering video, photographs, and audio. (See the Glossary for definitions of these terms.)

Audience

This report is intended for anyone interested in the POST interactive multimedia program, including Commissioners, POST staff, and personnel in law enforcement agencies.

From a Survey of Fortune 1000 companies: Over the next two years, the use of multimedia training will double, while the role of the instructor-led [training] will fall by 25 percent. One in three workers currently receives training via multimedia. In the next two years, the number of workstations equipped for multimedia will double . . . [and] access by employees to the Internet will also double.

Robert T. Jones, President and CEO of the National Alliance of Business, from a speech titled, "The Challenge of World Class Training," delivered October 15, 1996, and printed in *Vital Speeches of the Day* (VOL. LXIII, No 4, December 1, 1996)

Background

Equipment and IVD Courseware in Agencies

In an effort to realize the benefits of using interactive videodisc technology for delivering training, the Commission instituted the IVD reimbursement program in November 1992. During the initial phase of that program, 417 agencies were reimbursed for the purchase of 570 IVD computer systems. In July 1996, following the temporary suspension of the reimbursements for this equipment, the Commission authorized funds to continue the reimbursements so that those agencies that had not been able to purchase IVD systems and satellite antennas previously would be able to realize the benefits of having this equipment. Funds were also authorized for replacing 55 computers in 27 agencies that had IVD systems that could not run the new drug and alcohol courses.

Altogether the Commission has invested approximately \$5.4 million (including what is presently encumbered) for purchasing IVD systems and developing seven interactive videodisc courses

that are now being used throughout the state: *Law Enforcement Driver Training, Law Enforcement First Aid/CPR, Drug Identification and the Law, Drug Influence and User Identification, Driving Under the Influence, Basic Narcotics Investigations, and P.C. 832: Arrest and Firearms.*

Level of Utilization

In April 1996, POST obtained information about how well the two courses in the field at that time had been implemented (*Law Enforcement Driver Training* and *Law Enforcement First Aid/CPR*). Data were obtained from a questionnaire (to which 90% of the agencies with IVD systems responded) and from follow-up focus groups. In general, more than half of the agencies (60%) reporting using one or both courses either frequently or infrequently, and more than three-fourths of the agencies (77%) reported a desire to use IVD training in the future. (See the Attachment for a summary of the Report on Results of the IVD/Telecourse Analysis Project submitted to the Commission in July 1996.)

From information gathered at the focus groups and from participants in subsequent IVD training workshops, there appears to be increasing interest in using the IVD systems in order to realize the benefits of this powerful training technology. One agency has reported savings of \$45,000 by using the First Aid/CPR IVD course to have officers recertified rather than having to pay overtime for a traditional instructor-led course. Another agency has reported savings of \$100,000.

The following is a rudimentary way for an agency to estimate the potential savings by using IVD instead of sending an officer away for training: Assume that an officer's salary in a particular agency is \$200 a day, and there are 15 officers who need to attend a three-day 11550 course. The \$9,000 savings is enough to purchase two multimedia systems (3 days x \$200 per day x 15 officers = \$9,000). There are cost savings to POST as well for not having to reimburse travel, per diem, and tuition expenses. As more courses become available and more agencies acquire the capability to use them, it will be possible to determine more accurately the cost savings resulting from the use of multimedia delivery.

Cost savings are just one benefit being reported. Others are improved learning; high-quality, consistently delivered instruction; and having instruction available on demand whenever needed. (These benefits are discussed in more detail later in this report.)

Also, since the Commission re-established the IVD reimbursement program in July 1996, numerous agencies are in the process of acquiring IVD systems. Several agencies had purchased systems with their own funds even after the initial reimbursement program was suspended. Further evidence of interest in this technology is coming from several agencies that have been able to purchase IVD systems for use at substations.

One of the findings of the IVD analysis project was a need for additional courseware. A topic area frequently requested was 11550 training, which is now being met with the release of the IVD drug and alcohol courses. There is an expectation that POST will be providing additional multimedia courseware in the future; staff is now investigating subjects for future development.

Multimedia and the POST Strategic Plan

The continuing development of multimedia courseware is supported by the POST Strategic Plan, which has several goals and objectives that refer to the use of technology for training delivery. Here is a summary of the statements from that plan that have implications for multimedia instruction:

- Developing competency-based rather than hourly-based instruction
- Increasing the use of testing and/or mastery evaluation in courses
- Developing self-directed instruction
- Using technology for training delivery as appropriate
- Conducting research and development on new technology for training delivery
- Upgrading the multimedia technology presently being used by agencies participating in the POST program

Multimedia training has great potential for reducing training costs and training time for police officers on the streets. It is one way for POST to ensure that Peace Officer Training Fund (POTF) monies are used most advantageously.

The Promise of Multimedia Training

Many organizations in the private and public sectors use multimedia for training. A few of the organizations that adopted this technology for training several years ago include IBM, Ford, Nissan, Federal Express, American Airlines, and the United States Department of Defense. Now as multimedia technology has matured, increasing numbers of organizations are realizing the benefits of this technology. Technology by itself, though, does not assure that instruction is effective.

Overall, interactive videodisc instruction demonstrated sufficient utility in terms of effectiveness, cost, and acceptance to recommend that it now be routinely considered and used in Defense training and education.

From a report by J. D. Fletcher, "Effectiveness and Cost of Interactive Videodisc Instruction in Defense Training and Education," prepared for the Office of Assistant Secretary of Defense and Assistant Secretary of Defense for Public Affairs by the Institute for Defense Analyses, July 1990.

What is Effective Instruction?

High quality instruction results in student learning, regardless of the type of delivery system and media used. Viable instructional systems have the following characteristics:

- Clearly stated goals and objectives that are designed to meet identified training needs.
- Relevant content needed for the learner to master the objectives.
- Appropriate delivery systems (e.g., classroom, interactive multimedia, workbook, interactive television).
- Selection of appropriate media for the intended learning outcomes and effective use of media (e.g., videotape, photographic or computer-generated slides, overhead transparencies, audiotape, print, or combinations of media).
- Active student involvement in learning activities (e.g., exercises with feedback) that facilitate the attainment of the goals and objectives by each learner.
- Mechanisms to objectively evaluate each student's learning.
- Means for continuously evaluating the entire instructional system, including its costs and benefits.
- Plan for revising and updating all components of the system.

Individualized Multimedia and Typical Classroom Instruction

Much training for California law enforcement is conducted using an instructor with a group of students, often in a classroom setting. Many of the critical elements of effective instruction are difficult to employ in classroom instruction. Often the instructor's primary role is to present information or to demonstrate skills while the learners (i.e., audience) passively listen and observe. For learning to occur, students must be actively involved in the process, for example, by completing exercises or participating in discussions. Unfortunately, too often students are given tests without having had adequate learning experiences.

In contrast, well-designed interactive multimedia training uses a different approach from what is possible in a classroom. Each individual student has much more control over the learning process, including when instruction occurs, the pace of instruction, and in some cases, determining what objectives to master. It should be emphasized, though, that using multimedia is not intended to replace instructors in classrooms. There will always be a place for classroom instruction, especially when it is important for learners to interact with one another and with an instructor. Also, efforts are being made to assist classroom instructors in using principles of

adult learning to facilitate learning. Table 1 compares the features of well-designed individualized instruction using multimedia with typical classroom instruction.

Table 1
Comparison of Individualized Multimedia Instruction
and Typical Classroom Instruction

Features	Multimedia	Classroom
Instructional Objectives	Stated in terms of what the student is expected to be able to do after completing the instruction.	Often stated in terms of what the instructor will do (e.g., present information about . . .).
Selection/Organization of Content	Selected according to what is needed to attain objectives. Sequenced in order that objectives should be mastered.	If behavioral objectives are not specified, content is usually presented following a syllabus or outline; may include irrelevant content.
Consistency of Instruction	Same quality and quantity every time used, regardless of location.	Dependent on instructor; often large variation among different instructors.
Individualization	Most multimedia courses are designed for individualized instruction even though it is possible to effectively use these courses with small groups and in classroom presentations.	Difficult to meet each individual student's particular needs; good instructor will aim instruction to needs of majority of individuals in a class.
Student Involvement	Active involvement throughout instruction, including presentation of material, practice exercises, and testing.	In lecture-based classrooms, students are often not often greatly involved; students may complete homework and take tests. Good instructors will ask questions to ensure that students understand material, although it is difficult to know how well each student is progressing. Can provide opportunities for students to interact with one another in discussion groups.
Use of Media	Uses video (motion and still), graphics, text, sound, and print. Especially well suited for presenting simulations of real-life events, allowing student to experience different consequences based on his or her decisions.	Often, most of the class time is spent by the instructor talking to the students. The instructor may or may not use appropriate audiovisual aids and printed materials.

Features	Multimedia	Classroom
Practice Exercises with Feedback	Integral part of instruction. Exercises designed to provide opportunities for each student to practice the behaviors specified in objectives and receive feedback on correctness of responses. Then, based on this knowledge of results, the student is able to re-study material in order to attain mastery.	Usually minor part of total instruction, if used at all. Good classroom instructors will have small groups and individuals complete exercises and provide feedback on the correctness of responses. Difficult to give much individualized attention to each student during a class session.
Tracking Progress of Each Student's Learning	Computer tracks each student's progress in completing exercises and in mastering material.	Difficult to keep track of each individual's progress until test is given. A good instructor will give interim quizzes and exercises and provide feedback to each student, depending on amount of time the instructor has to spend.
Evaluation of Student Learning	Quizzes and tests built into the system.	May or not have quizzes and final testing. Often, attendance is all that is required to obtain credit for a class.
Availability of Instruction	When the multimedia computer is located at the workplace, instruction is available any time the student has time.	When scheduled. Usually little or no flexibility; students must adjust their schedules to fit when and where a class is offered.
Role of Instructor	Typically, multimedia instruction does not require an instructor to be present, for the "instructor" has been incorporated into the system.	Primarily as presenter of information. Good instructors will also diagnose individual learning needs, adjust teaching accordingly, provide feedback to exercises, and use good audiovisual materials. In well-designed classroom situations, the instructor will be more of a facilitator than a presenter.
Program Evaluation (See Note)	Possible to obtain different types of data, including student performance measures on instructional objectives.	Most evaluation now based on course evaluation instrument (CEI) forms completed by students after taking a class; little or no student test data in many courses.

Note: Sometimes technology-based training undergoes more scrutiny than traditional delivery systems. There is a need to look at all types of delivery and then compare the technology-based and the traditional approaches. One of the reasons this is seldom done is that traditional instruction may not be keyed to well-stated instructional objectives, so it is difficult to accurately measure learning outcomes. In such situations, evaluation is limited to having students indicate their perceptions of the quality of the instruction and whether they think they learned. In addition, evaluation should include measurements of student performance on clearly defined outcomes.

Benefits of Interactive Multimedia Instruction

Research and experience have shown that learning can be greatly facilitated by the proper use of audio and visuals and by having students actively involved in their learning. Well-designed multimedia instruction can combine video (motion and stills), audio, text, and computer graphics and have students interact with this material in a way that assists learning. There are numerous benefits of this technology as described below.

Training Available When and Where Needed

Multimedia training is available whenever it is needed -- at 3 in the morning or 3 in the afternoon. Since the multimedia systems are located in the local agencies, one does not have to wait until the class is offered to receive training. Instead of being sent off to training, it is available where the officer is assigned -- at the main station or a substation.

Individualized

The IVD courses are individualized by allowing each student to progress at his or her own pace, reviewing material as many times as needed or skipping over material that is already known. The courseware is modularized so that an officer can readily access a particular lesson or topic. The computer keeps track of each individual's progress and even places a bookmark when the student leaves. This means that when the officer returns to the system later, the officer continues from where he or she had stopped during the previous session.

Competency-Based Rather Than Hourly-Based Training

The objectives of several of the IVD courses have been derived from specific competencies. The courses include tests that the officer takes to demonstrate mastery of the objectives. Having a means for demonstrating mastery is what is important, not how many hours the officer has studied.

Decreased Time Required for Training

The First Aid/CPR course has pretest questions that are keyed to specific topics mandated by the Emergency Medical Services Authority. If an officer who is taking the course for recertification answers the questions for a given topic incorrectly, the computer indicates that area as

Comments from officers who participated in validation tryouts of the *Law Enforcement First Aid/CPR IVD* course:

"This was the best first aid/CPR course I've ever taken."

"Didn't bore you with stuff you already knew."

"Interaction made you pay more attention."

"So much easier for retention."

"Computer tests made you pay more attention than you have to in a class."

"required." Some officers may have to spend only four hours, while others might take up to eight hours. This is far less time than the 12 hours for recertifying most traditional classes require, where the instructor often has to proceed at a slower pace to ensure that all of the students learn the material. The P.C. 832 classroom course normally takes 32 hours to "cover" material that students using the IVD P.C. 832 course can master in 16 hours, on average.

Another reason for the decreased training time when using multimedia instruction is that officers can progress at their own pace. By monitoring the results of the practice exercises, an officer may spend additional time in order to master a particular topic while spending minimal time on a topic that is less difficult.

Decreased Training Costs

With multimedia, officers are able to complete the training in segments over a period of time. For example, an officer may complete a course over a period of six weeks during regular shift time. This is accomplished by working perhaps one or two hours at a time when work permits. Since officers are able to take training during their regular shifts, there are no costs associated with bringing in replacements (and paying overtime) while officers are away at training. Also, the POST reimbursement costs for travel and lodging are eliminated. As mentioned previously, one agency has estimated saving \$45,000, and another saved approximately \$100,000 through use of the First Aid/CPR IVD course alone.

For those agencies that have limited overtime budgets, multimedia may mean the difference between having and not having training.

Simulations for Teaching Judgment and Decision-Making

Multimedia is especially useful for simulating real-life situations in which the student can interact with the instruction. Based on each decision, the simulation will branch to show the consequences of the student's action. Being able to practice life and death situations is only possible in a simulation, where officers can safely make incorrect decisions and experience their consequences. Multimedia provides the opportunity for officers to participate in simulations that would be prohibitively expensive and impractical to provide locally in any other manner.

Consistent Training

The quality of instruction delivered via multimedia will be the same every time it is used, whether this is in a small rural agency or a large urban one. Care is taken to ensure that the content is applicable to all POST agencies. Because of the built-in testing mechanisms, there is impartial documentation that an officer has satisfied the training requirements. Also, the quantity of the instruction is the same every time the course is used. When there is a finite amount of time blocked out for a class, too often the instructor will skip over something because "there is not enough time."

Changing Technology

It has been more than four years since the Commission began reimbursing agencies for purchasing IVD systems, and several IVD courses have been developed and distributed to the field. However, the rapid pace at which technology is changing places a burden on policy makers. It seems that as soon as one technology is adopted, it is superseded by new developments. The challenge is to develop strategies for dealing with these changes that take advantage of the advances in an economical manner.

There are several issues that the Commission will probably need to address related to supporting the investment that has been made in multimedia technology.

- How long can agencies expect to use their existing IVD systems?
- What upgrades/replacements are foreseen in the future and why?
- When should recommended equipment changes be implemented?
- How will upgrades be funded?

Obsolescence of Technology

POST has been faced with several challenges resulting from the rapid pace with which computer technology has been changing. One challenge was discovering that 27 agencies had purchased IVD systems that would not run the new drug courses even though those IVD systems met the specifications stipulated by POST in 1993. (In July 1996, the Commission authorized funds for those agencies to replace the 55 computers involved.)

While that problem was unanticipated, there are several others that can be anticipated. It is clear that POST needs to develop a new standard for multimedia equipment. The reasons for this will be clear from a discussion of the technical issues involved.

The Current Technical Situation

The majority of the 620 IVD computers in the 463 agencies are not powerful enough to run courseware with sophisticated graphics and digital video. Most of the computers are 386 33Mhz or 486 33Mhz machines. Approximately 40 of the systems have 386 processors, 578 have the 486 processor, and 66 are Pentiums.

Many of the computers have only 4MB of RAM, but others have 8MB. (A minimum of 16MB of RAM is now required by many applications in order to have adequate performance.) The hard disk capacity for the majority of computers ranges from 80MB to 200MB. (The six IVD courses now in the agencies require approximately 73MB of disk space.) Some agencies have

installed additional RAM and larger hard drives. Many of the systems have DOS 5.0; some have Windows 3.1 installed, although this was not a requirement when the systems were purchased. Agencies purchasing systems since July 1996 are getting Pentium 120-133MHz systems with 16MB of RAM, 1.2GB hard drives, DOS 6.2, and Windows 3.11.

All but approximately 24 systems use the VideoLogic DVA-4000 graphics adapter. This \$1000 board in the computer enables video from the videodisc to be displayed on the computer screen with text and graphics from the computer. The 24 systems use the Sony SMI-3082 graphics adapter.

Technical Issues Related to Change

- DVA-4000 Graphic Overlay Board

VideoLogic has stopped manufacturing the DVA-4000 board. These boards have been reliable, with few failures. The company will continue to provide technical support (i.e., answering questions about its operation), but finding replacements could be a problem. While there are now less expensive video adapters available, the existing courseware cannot run with such boards unless major changes are made to the courseware.

This means that as agencies purchase additional multimedia systems, different equipment will be needed. POST must determine what that standard will be and ensure that new courseware will support that standard.

- Windows

Presently, all of the POST IVD courseware is DOS-based. However, future courses will be developed to run under Windows. Agencies will have to purchase some additional software in order to run any Windows-based IVD courses that are developed.

- Digital Video

Until recently, digital video from a CD-ROM was unacceptable for POST multimedia training. The video was very jerky and could only run in a small portion of the screen. This is in contrast to the video from a videodisc that is of superb quality and can fill the screen. Now digital video in the MPEG 1 format (Motion Picture Experts Group) has matured so that it is possible to use a CD-ROM to display a full-screen, full-motion video image that is smooth.

A significant development is that MPEG 1 video can be decompressed using software rather than a special board in the computer. This means that one is not dependent on a single hardware manufacturer to support the digital video. Using software to decompress video rather than a board in the computer requires a relatively high-powered computer system and fast CD-ROM drive.

Recently, a new digital format, DVD (digital versatile disc) has been developed, which has a much larger capacity than a CD-ROM and displays very high quality video. Some industry analysts have predicted that DVD will eventually replace CD-ROM. DVD can play CD-ROMs, but the cost of such drives is high compared to CD-ROM drives.

While it would be premature for POST to commit to the DVD format at this time, since there are technical aspects that the industry has not yet firmly established, it might be farsighted for POST to purchase powerful enough multimedia computers that could be upgraded in the future to take advantage of DVD technology. (See the Glossary for more information about DVD.)

- **Internet Delivery**

Using the Internet to deliver some aspects of multimedia training may be a practical, cost-effective alternative for POST to pursue, especially given the ease of updating material. There are numerous technical issues that will have to be researched. For example, a modem would be a critical component of any multimedia computer being used for training via the Internet. Also, it may be possible to combine Internet and Intranet delivery for some agencies. (See Glossary for definition of "Intranet.")

Operational Goals

Prior to establishing the specific direction to follow for coping with the changing technology previously discussed, here are some operational goals that should be considered:

Standardize Equipment

As mentioned previously, there are three types of computers being used: 385, 486, and Pentiums. While the majority of the computers use the DVA-4000 graphics overlay card, there are approximately 24 systems that use the SONY SMI-3082 card and two agencies use the Visage 1910 card. The 55 systems that used the IBM M-Motion video adapter are in the process of being replaced. All of these systems met the specifications that were initially developed.

During the past four years, staff and the vendors who developed the existing IVD courses have had to spend an inordinate amount of time dealing with the specialized configuration needs of these systems that comprise a minority of the total systems. There is clearly a need to have more equipment standardization.

Minimize Need for Specialized Equipment

Digital video technology has advanced to the point where it is now possible to have digital decoding performed by software only. This means that it is no longer necessary to have special boards in the computer to perform the decoding necessary for digital video. In addition to not

having the cost of the extra hardware, a major advantage is that one is not dependent on the manufacturer of the hardware. POST would avoid the situation faced now with the DVA-4000 card needed for the videodisc systems no longer being manufactured.

Another piece of specialized equipment required to run an IVD course is a videodisc player, which takes up desk space, is expensive, creates configuration problems, and requires special bulky cables to be connected to the computer.

Make Multimedia Easy to Use

The existing IVD systems are not as user-friendly as staff would like. One of the difficulties is the amount of special hardware required: the graphics overlay board, special cables, and the large videodisc player. Also, loading the courseware is inconvenient and requires handling numerous floppy diskettes which are easily damaged or misplaced. Keeping the system up and running can be a burden for a training manager. Simplifying the operation of the equipment is needed so that users can focus on the learning rather than on the use of the computer.

Options for Managing Changes in Technology

The following options are suggested to assist the Commission in developing a strategy for coping with changing technology related to multimedia training.

Option No. 1: Develop New Courseware in CD-ROM Format.

The question is not *whether* to move from our present analog (IVD) medium to a digital medium (CD-ROM); the question is *when*. Option 1 suggests that the time is now. Digital video from a CD-ROM has now reached a level of quality that is acceptable. New computer systems would be required, but this does not make the existing systems obsolete. Rather, new systems would be used for new courseware, and the existing ones would be used for the present courses.

Moving to digital video will be required at some time, for the analog DVA-4000 board is no longer manufactured and will be supported for a limited amount of time. Many of the existing systems are reaching the point where maintenance for the DVA-4000 card and the videodisc player will be required. Also, newer authoring software no longer supports developing courseware that uses analog video.

One of the challenges with the present systems is having different types of computers and several different types of graphics overlay boards. Designing courseware to run on the slowest machines and having different configurations for each type of machine have created numerous challenges. These could be avoided in the future by having all agencies acquire the same type of computer.

Advantages

There are several advantages to moving to CD-ROM-based delivery of training:

- **Simplicity**

A single CD-ROM can hold all of the video and computer code for a course. It is no longer necessary to use floppy diskettes and videodiscs to distribute courseware. The present drug courses require 20 diskettes, which makes installation of the courses cumbersome. A single diskette that is damaged or lost can create serious problems. When using CD-ROMs, much less space is required, since the CD-ROM drive is built into the computer. This is in contrast to the space required for the large videodisc player that has to be near the computer and connected with cumbersome cables. Keeping these cables connected properly has also proven to be a challenge.

- **Flexibility for Officers**

A CD-ROM-based course can be run on any computer that has the required processing power and a high-speed CD-ROM drive. Laptop computers and home-based systems could be used if desired.

- **Less Expensive**

The cost for making a master for replicating a two-sided videodisc (one hour of video) is about \$3800; the cost for a comparable CD-ROM (more than one hour of video) is \$250. The cost for replicating a two-sided videodisc is approximately \$14. The cost is about \$1 for a CD-ROM.

Mailing costs are significantly less, too, given the difference in weight and size between videodiscs and CD-ROMs. Even though the cost for compressing video for inclusion on a CD-ROM is an expense not required when making a videodisc, all in all, using CD-ROM is less expensive than using videodiscs.

- **Updating Becomes Economical**

Once analog video is edited for a videodisc, making revisions to include updated material is very expensive. Since mastering and replication costs are so much less when using CD-ROM, making changes is economical. Also, since the video is in the form of digital files, it is possible in some situations to simply replace a single file, which can be accessed from the hard drive of the computer, thereby not having to even replace the CD-ROM.

- **Opens Possibilities for Using the Internet for Training**

The Internet has many possibilities for providing quality training to agencies. One approach many organizations are using combines CD-ROM delivery with Internet delivery in a "hybrid"

system. One advantages for using the Internet is being able to update material and have it available to the field quickly. This topic is discussed further in the section on "Investigating Emerging Technologies with Potential for Training Delivery."

- Use by Agencies Outside of California

The present videodisc format of the POST courses greatly limits the use of the courses. Most organizations are now working in a Windows environment and do not have the specialized graphics overlay boards needed to run the existing courses. On the other hand, there is considerable interest outside of California in these courses if they were in CD-ROM format. There is the possibility of POST receiving royalty payments from the sale of the courses.

- System for Electronic Transfer of Data

Staff would recommend a modem for providing electronic data transfer between POST and the agencies. This would include providing agencies with access to the POST clearinghouse as well the capability to update courseware and to send course completion data to POST in electronic form. In addition, having the modem in the multimedia computer would make agencies ready for the delivery of courses via the Internet.

Disadvantages

Moving to CD-ROM will entail the expense of having to purchase new computer systems. As explained previously, the existing systems are not powerful enough; simply adding a CD-ROM drive is not sufficient. This is a disadvantage that will have to be faced in any case since technology is driving the change to a digital video medium.

Cost

Preliminary cost estimates for each system would be approximately \$3300, including shipping and tax. The total cost for 620 systems would be \$2.1 million. Staff would recommend what is now a relatively high-end machine (e.g., Pentium II, 266Mhz) that would last several years. One advantage of having what is now a high-end machine is that it should be possible to later install a DVD-ROM drive should DVD prove to be an effective way to deliver training.

The Commission will have to decide who will fund the cost of new multimedia computers -- POST, the agencies alone, or some shared arrangement. Regardless of who provides funding, it is assumed that the Commission will continue its commitment to provide multimedia courseware to the agencies.

The Commission authorized spending \$1,045,000 in July 1996 for continuing to reimburse agencies for satellite antennas and IVD systems. It is now estimated that only about 80 agencies will purchase IVD systems, for many of the marshals, coroners, and district attorneys will

probably not purchase the IVD systems. This will leave at least \$450,000 that could be applied to the \$2.1 million cost of purchasing new computers.

It will be critical for POST to provide necessary specifications, cost, and time lines for upgrading or replacing equipment far enough in advance to meet agencies' budget planning deadlines. These specifications and recommendations must be developed with input from the POST Multimedia Advisory Council. (The formation of that council is discussed later in this report.)

Option No. 2: Use Existing IVD Systems for Two to Three More Years and Continue to Develop Videodisc-based Courseware.

For the next two to three years, POST can continue to develop courseware that will use laserdisc technology. The new courseware will be Windows-based rather than DOS-based and will run on the existing machines (with some minor upgrades). For this option to be viable, it is assumed that the DVA-4000 cards will continue to function properly and can be repaired as necessary, for new cards will no longer be available.

Advantages

There are now approximately 620 computers with laserdisc players in the agencies that run the IVD courses. These systems can continue to run the existing DOS-based courseware and can be upgraded to run Windows-based courses.

Disadvantages

- Inconvenience of Upgrading Existing Systems

A certain amount of upgrading would be necessary in order to run Windows-based and DOS-based courses on the same machine. Each computer would require the following:

Windows:	Version 3.11
RAM:	8MB minimum
DOS:	Version 6.2
DVA-4000	MIC System 2 software

It is uncertain how much longer the MIC System 2 software will be available since the DVA-4000 board will soon be impossible to purchase.

- Challenge of Reconfiguring the Systems

It is possible to reconfigure the existing systems to run both the DOS-based courses and a Windows-based course on the same system. The computers would require major reconfiguring. Some of this could be accomplished through a specially developed software program sent out to

the agencies, but agencies would probably require a large amount of support. Moreover, if past experience is any guide, there will be unanticipated problems, too.

In short, by attempting to make the existing systems run both existing DOS-based and new Windows-based courses, we would be increasing the difficulty of operating a computer system that is already creating problems for agencies because of its complexity.

- Short-term Solution

Since the DVA-4000 will be phased out, making the upgrades specified above is at best a "band-aid" solution. Also, all of the 386 and 486 and some of the Pentiums will ultimately need to be replaced by faster machines needed to run CD-ROM courses. If the DVA-4000 board could be used indefinitely, such an effort might be defensible; since the entire computer system will need to be replaced anyway, one questions whether such efforts would be wise.

- Failure of DVA-4000 Boards

Even if systems are successfully reconfigured to run existing courseware as well as possibly one or two new courses developed in the future, it is possible that the DVA-4000 boards may begin to fail. Since replacement boards will no longer be available, an agency may not be able to use even the existing courses, let alone any new courseware.

- Limits Design to Capabilities of Existing Systems

Developing courseware to run on the existing systems would be limited to the lowest common denominator (386 system). This will have an impact on the number of colors that can be displayed, whether or not sophisticated graphic animations can be used, and on the way that video can be used. Also, having to produce courseware that can run on systems with different types of graphic overlay cards would continue to result in certain design compromises.

- Cost

It is estimated that the cost for all of the upgrades needed for the existing computers would range from \$20 to \$250 per computer. The total cost could be as high as \$155,000 (\$250 x 620 computers). Many, though not all, of the computers already have Windows 3.1 and DOS 6.22, and many have 8MB of RAM. None, though, have the special DVA-4000 software required for Windows. In addition to purchasing the software, some agencies might have to hire someone to install the RAM and install the new software. There would also be costs involved in developing the special software program required to reconfigure the systems, and eventually there would be the cost of converting to the digital video format.

Option No. 3: Develop New Courseware in Both Videodisc and CD-ROM Formats.

This option would provide for a gradual migration of the agencies to having systems that would be capable of running digital video via CD-ROM. First, upgrades of all systems would be required as explained in Option No. 2 above in order to run the existing DOS-based courses and new Windows-based courses. Then, as agencies acquired the new computers, they would be able to use the CD-ROM version.

Advantages

Developing courseware for both videodisc and CD-ROM format would allow for a longer transition from videodisc to CD-ROM, thereby spreading the financial burden for purchasing new computers over time.

Disadvantages

- Increased Complexity

Having agencies upgrade over a two-to-three year period would mean there would be even a greater range of machines in the agencies than there are presently. This would make it more difficult for staff to manage the support needed. It is anticipated that most of this support would be for systems that would have to be configured to run both the DOS and Windows IVD courses. Additionally, the agencies would be required to operate on even more complex multimedia training systems than they do now.

- Additional Development Time and Cost

There would be additional costs associated with creating courseware in both videodisc and CD-ROM formats. Videodisc production is more expensive than comparable CD-ROM. The extra resources spent in developing the dual formats might be better used in developing more courseware. Furthermore, it is unlikely that both versions of a course could be released at the same time.

Investigating Emerging Technologies with Potential for Training Delivery

The LTRC needs to conduct research and undertake pilot projects using different delivery systems and technology that may be viable and cost effective in the future. For example, given the explosive growth of the Internet, it may be advantageous to deliver some training via the Internet using a hybrid system. (See Glossary for definition of "hybrid.") Such a system might use the Internet to transmit the text parts of a course and receive student data, while graphics, audio, and video would be on a CD-ROM or DVD-ROM. Another idea is developing courseware that would allow customization by agencies to meet their local needs. For example,

it might be possible to provide the means for an agency to easily incorporate its own policy on a particular topic into a multimedia course.

In order for POST to establish specifications for new equipment that may be required in the agencies, it will be necessary to try out various alternatives. Technology has great potential for improving law enforcement training, but the correct choices have to be made. Because of the complexities involved, it is imperative that new technologies be tested prior to being adopted. Just because something is new does not mean that it is viable for the long run. POST must stay abreast of new developments. Innovative design techniques need to be pilot tested prior to their being used widely.

Implementing Multimedia Training

Instructional systems development is often portrayed as consisting of five major phases: analysis, design, development, implementation, and evaluation. Planning the way a program will be implemented is as important as any of the other phases. For multimedia training for California law enforcement, implementation involves such issues as the way a course will be delivered (e.g., via mail or workshops), ways agencies can schedule training (during regular shifts rather than on training days), and ways to ensure acceptance of a different approach to training that may be totally new to law enforcement personnel. For various reasons, the initial implementation phase for the POST IVD program has had several challenges, as explained next.

Challenges

Beginning in 1993, agencies received their IVD equipment, were mailed the driver training courseware, and were expected to use IVD training with minimal assistance. While some training workshops were offered, not all of the agencies with IVD systems participated. Also, agencies experienced problems that were not anticipated. Examples included receiving courseware that had major "bugs," having equipment that was not working properly, and having difficulties in understanding the concept of individualized training that could occur during a regular shift.

Then, over time, the training manager who may have gotten the program off the ground for an agency, was reassigned, leaving the new person without the experience, training, or knowledge about the IVD system. Each year approximately 20 percent of the training managers are new.

A major challenge was not having enough courseware to encourage the use of the IVD systems on a full-time basis. Often an agency used the IVD system for non-training purposes, changing the configuration so that when the machine was later needed for training, it would not operate properly. (The "Report on Results of the IVD/Telecourse Analysis Project" submitted to the Commission in July 1996 discusses all of these problems in detail. See the Attachment for a summary of the report.)

Ways Implementation is Being Improved

Having learned from this initial experience and from findings of the analysis project, IVD implementation has been improved in the following ways:

- **Distributing Courseware at Workshops**

This past year, 35 workshops were presented on the new drug and alcohol IVD courses, and the courseware was distributed to the participants. It appears that distributing courseware at the workshops may be one factor for more agencies starting to use these courses sooner than was the case with driver training or first aid.

- **Communicating the Benefits and Flexible Uses of IVD Training**

A greater effort has been made at workshops and meetings to discuss the benefits of multimedia training, whether an agency has officers using the IVD system individually or in a group with an instructor. Experiences of agencies that are reporting benefits of IVD training have been shared with other agencies.

- **Demonstrating IVD Courses to Different Groups**

The new drug and alcohol courses have also been demonstrated at training needs assessment meetings and to one of the quarterly new training managers' workshops.

- **Developing an *IVD Coordinator's Notebook***

Given the high turnover of training managers, there is a need to ensure that information about the IVD system and courses is not lost when one person leaves and another takes over an agency's coordination of the IVD program. The purpose of the *IVD Coordinator's Notebook* is to provide information that should help with this continuity. The notebook contains technical information on the system, including a section on "Preventive Maintenance Tips" and "Top Ten Troubleshooting Tips." Before the manual is distributed to all the agencies, it will also include information on ways to manage IVD training as well as information especially useful for IVD coordinators who were not able to attend an IVD workshop. The notebook is intended to be periodically updated with additional information as needed.

- **Broadening Objectives of IVD Training Workshops**

Recent IVD training workshops have focused on some of the more common technical issues that IVD coordinators have had to deal with (e.g., how to connect the various hardware components) as well as learning how the drug and alcohol courses are organized, the content that is included, and the different ways the courses can be used. The technical issues have been added because many training coordinators and managers do not feel comfortable with technology and have

expressed a desire for additional information. These workshops were well received and will be continued as appropriate.

- **Contracting with Individuals to Provide Technical Support**

In addition to the technical support provided by telephone by the staff in the LTRC, a plan is currently being developed to contract with individuals in different regions of the state to provide technical support.

Future Development of Multimedia Instruction

When the POST LTRC was established and partially staffed as directed by section 13508 of the Penal Code, the primary goal was for staff to develop new IVD courseware. Instead, the staff has been heavily involved in working with the vendors who were contracted to develop the IVD courses (Driving Training, First Aid/CPR, the four drug and alcohol courses, and P.C. 832). The only course which the LTRC staff has actually managed from beginning to end was P.C. 832. Even under these conditions, staff had to be heavily involved in the development in order to ensure a quality product.

Learning from Past Experience

The following is presented for the reader to understand the nature of the challenges faced and what was involved in getting the courses completed:

- **Driver Training**

Law Enforcement Driver Training was the first POST IVD course to be widely distributed. Unfortunately, it had many bugs that caused major problems to users. The first task of the LTRC staff, who joined POST shortly after the driver training course had been distributed, was to carefully review the course, identify the bugs, and work with the vendor to correct them. Revised courseware was distributed in February 1994, many months after most of the IVD systems were in place.

- **First Aid/CPR**

The *Law Enforcement First Aid/CPR* IVD course was in the midst of development when LTRC staff joined POST. The vendor was experiencing numerous problems in managing the course. Key people left the company, leaving the project in disarray. In a two-year period, the vendor assigned six different managers to the project. The reference manual was totally unacceptable; the vendor had to terminate the contract with the subcontractor who had done the work and rewrite the manual. Similarly, while most of the video was correct, there were major problems

with the computer coding. The vendor had very poor quality control, and LTRC staff performed much of the checking that the vendor should have done.

- Drug and Alcohol Courses

The drug and alcohol courses also had many challenges. The vendor was unable to properly control the scope, cost, and quality of the courses. After making changes in management, the project progressed better. Nevertheless, LTRC staff spent many weeks performing the needed quality control work, resolving numerous inconsistencies in content, and ensuring that the courses ran properly. Even though the vendor had conducted several validation tests in fulfilling its contractual obligations, some of these tryouts were insufficient; POST had to conduct further tests.

- P.C. 832

Even though P.C. 832 was the first IVD contract that the LTRC staff managed completely from start to finish, there were numerous problems. Primarily these involved ensuring that the contractor performed quality work. As with the other IVD projects, LTRC staff did quality control checking, writing, and editing that the vendor should have done.

A Way to Proceed

There are several points that need to be made as POST moves to improve the multimedia program.

Need for More Courseware

One of the major findings of the analysis project was the need for more IVD courseware (see the Attachment). Participants in focus groups universally recommended developing shorter courses (1-4 hours long). Several topic areas were suggested. Additional input on potential IVD topics has been obtained from questionnaires completed by participants at several training needs assessment meetings held throughout the state recently. These data are currently being reviewed.

Establishing a Multimedia Advisory Council

From experience gained over the past four years, LTRC staff feels it is important to establish a multimedia advisory council. This committee, representing IVD users from different regions of the state and different sizes of agencies, would perform several functions: provide input on the selection of topics for future courses, review drafts of instructional materials in various stages of development to ensure that the field's needs are being met, and provide suggestions for ways to improve the program. A subset of this group might include individuals who would be able to actually test prototypes and portions of new courseware during its development to ensure that various design conventions and content are on target and technical capabilities are met.

Expediting IVD Course Development

- Designing and Developing IVD Courses at POST Rather Than Contracting with Vendors

From the experience obtained during the past three years working with vendors in developing IVD courseware, LTRC staff is convinced that POST would be well advised to have its staff, who have experience in developing this kind of courseware, do the analysis, design, and development work for future multimedia projects rather than contracting out for these services. There are several advantages for not contracting out all of the work: reduced costs, control over quality resulting ultimately in better training, and shorter development time.

Each of the IVD courses has taken about two years from the letting of an RFP to the distribution of the finished course to the field. The process of selecting a vendor for this type of project is time consuming, and there is no guarantee that a vendor who did quality work would be selected on a subsequent project. Video production would still need to be done by an outside producer, possibly with another state agency.

- Leveraging Expertise of Experienced Author

Even though LTRC staff has experience in designing and developing multimedia instruction, these individuals need time to learn the new authoring system (IconAuthor) they will be using as well as time to set standards and do the design and development work. In order to expedite the completion of this first course, LTRC is considering contracting with an individual who is an expert in IconAuthor. This person would be responsible for doing most of the authoring as well as training LTRC staff in the process.

- New Ways of Working with Subject Matter Experts (SMEs)

Staff is also considering ways to work more efficiently and effectively with subject matter experts in an effort to reduce the overall development time. One way is to perform some of the work at a distance using e-mail and an electronic forum.

- Using Predesigned Templates

There are several templates (pre-developed shells) that are available for use with IconAuthor that LTRC should consider purchasing. Initial review indicates that using these templates for POST's next multimedia application may save considerable time and effort. Later these templates could be modified as necessary by LTRC staff.

Conclusion

This report has attempted to provide information about the POST interactive videodisc experience that will be of assistance to all who need to make decisions about the best ways to proceed in the future.

It is important for POST to develop additional courseware that the field has requested, to continue providing support to agencies as they increase their use of multimedia technology, to make plans for upgrading and or replacing equipment to fully realize the benefits of technology-assisted training in the future, and to increase communication channels with the field to ensure that what POST develops is meeting agency needs.

This report has also presented some options for managing changes in the POST multimedia program. All of the suggestions are consistent with the goals and objectives of the POST Strategic Plan: to develop competency-based training, to develop self-directed instruction, to upgrade multimedia equipment, to conduct research and development in new technologies that have potential benefit for training law enforcement personnel, and to use technology as appropriate for training. In short, multimedia technology is a powerful way for POST to provide cost-effective training for the officer in the field.

GLOSSARY

Authoring: The process of using specialized software to program computer-based instruction. Just as a writer uses word processing software to create documents, a multimedia developer uses an authoring system to integrate all of the elements of a multimedia course.

AVI: One of the formats of digital video. Usually, this video is displayed in a very small window and does not run smoothly.

CD-ROM: Compact Disk-Read Only Memory. Media for storing large amounts of digital data -- 650MB (megabytes). Without special hardware or other software, it has limited capability for quality video.

Digital Video: Refers to video that can be stored in the form of bits and bytes in contrast to video on a videotape or videodisc that is stored in analog format. Digital video has many advantages over analog video: it is easier to edit and can be copied many times without losing any quality (just as computer data does not lose quality upon being copied). A major disadvantage at present is that digital video files are extremely large; also there is a cost associated for converting analog video to digital form. There are different formats for digital video. One common format is AVI, but it is limited to video that runs only in a small portion of the computer screen and is very jerky. Another format that has acceptable quality is MPEG 1 (see below).

DVD: Digital Video Disc or Digital Versatile Disc. A new format for digital video that is stored on a disc that looks like a CD-ROM disc but will store 4.7GB (gigabytes) of data, which is seven times more data than can be put on a CD-ROM. There is also a version of DVD envisioned that will permit storing 17GB of data.

Video quality is superior to that even from an analog videodisc. Video is full motion and full screen. DVD will be used initially to store feature-length motion pictures and applications that now require multiple CD-ROM disks. DVD may replace CD-ROM as a standard storage medium in the future. Multimedia developers will use a DVD-ROM format when authoring tools are available.

Hybrid System: Refers to using the Internet to transmit text and small graphic files from a central location to the user while having large data files like those required for sophisticated graphics and video at the user's location using a storage device such as CD-ROM or a very large fixed disk.

Interactive Videodisc: See IVD.

Intranet: A private network (e.g., in a particular city) that uses Internet software and standards to enable employees of the organization to have easy access to the organization's information.

IVD: Interactive Videodisc: Refers to using a videodisc that is programmed so that the viewer can interact with the material. There are different levels of interactive videodisc. POST is using level III in which the videodisc is controlled by a computer. Material that a student views combines text and graphics from the computer with the audio and video material from the videodisc. IVD is one form of multimedia (see Multimedia).

Laserdisc: See Videodisc.

MPEG: Motion Picture Experts Group. This group has developed the MPEG 1 and MPEG 2 standards for digital video and audio. The standard refers to the way in which analog video is compressed to work on a computer. MPEG 1 is a standard that has sufficient quality for the multimedia courses that POST will produce in the future.

Multimedia: Multimedia refers to a computer and its software that presents material using a variety of media (text, graphics, motion video, still photographs, audio). The system has the capability of being highly interactive as in the many games that are available to be played on multimedia computers. A multimedia system may use videodisc or CD-ROM, in addition to the fixed disk of a computer for storing material. In hybrid multimedia systems, some material is stored on a server and transmitted via a modem to the user's desktop system. (See Hybrid.)

For instructional uses, the audio and video may be from a videodisc. When a CD-ROM is used, all of the material (video, text, graphics, programming) may be stored on the CD-ROM.

Videodisc: A storage medium for analog video and audio (such as that on a normal videotape). The standard videodisc is 12 inches in diameter and is played on a videodisc player. The advantage of videodisc over videotape is the short "seek time" to access any material on the disc; also, the quality of the video is excellent.

A 12-inch videodisc can store 30 minutes of video on one side or 54,000 still frames and 60 minutes of audio. The audio is on two tracks, each 30 minutes long. IVD usually refers to combining text and graphics from a computer with the video from the videodisc. (See IVD.)

information, staff would be able to provide the right kind of support to ensure that agencies realize the full benefits of these technologies. Second, the analysis would assist in determining the future direction of the IVD and satellite programs, and third, the information obtained would assist in determining which features and functions should be incorporated into future training courses to make them as effective as possible.

Since the IVD program is in its infancy, with only two courses, and still in the process of being implemented, the purpose of the project was to gather and analyze information in order to determine how best to facilitate the agencies' use of the courses. The purpose was not to formally evaluate the IVD program, for this would be premature.

Moreover, the emphasis of the project was on the IVD program since this program had never been formally studied. This is in contrast to the satellite program which had been surveyed in 1994. Since various changes had been implemented subsequent to that survey, the Commission directed staff to gather additional information.

ANALYSIS

The results of the analysis are contained in the report under Attachment A. The following is a synopsis of the full report. Attachment B contains the questionnaire with a compilation of the responses, and Attachment C has a summary of the 1994 report of survey results for the satellite program.

Level of IVD Utilization

More than half (60%) of the agencies are using the IVD systems either frequently or infrequently. More than three fourths (77%) of the agencies reported plans to use IVD training in the future. Based on estimates supplied by the agencies, to date 2,338 officers have taken the Driver Training and 3,508 have taken First Aid/CPR. The most frequent users of IVD are small agencies (1-24 sworn), although there are some larger agencies utilizing IVD training. (These figures do not include officers in the approximately 10% of agencies that have not yet responded to the questionnaire.)

Most agencies that use IVD training do so in the individualized mode as time permits during shifts. Some agencies train groups of officers with the IVD.

Elements of Successful IVD Implementation

Agencies that are using the IVD courses successfully and are realizing cost savings have the following characteristics:

- Solid commitment to providing quality training, i.e., competency-based rather than hourly-based training.
- Willingness to overcome the challenges of working with new technology
- Willingness to embrace new ways of scheduling and conducting training

Reasons Agencies are Under-Utilizing IVD Training

There are several reasons why agencies are not fully utilizing IVD training: First, many agencies are unable to fit IVD training into existing training schedules. Second, agencies that want to use IVD with groups may lack the equipment necessary to display the material on a large screen. Third, larger agencies report not having enough IVD systems for the number of officers. Fourth, personnel are needed who know how to set up and keep the equipment running.

Other reasons for not fully using the IVD training include the courseware itself (especially the Driver Training course), perceived as too basic by many. In agencies not using the IVD systems for training, the computers may be inaccessible, or if they are available, they may not be configured correctly.

Interest in Computer-based Instruction

Over three-fourths of the agencies reported that they are interested in using computers for training in the future. This includes agencies not now using the existing courses. About half of the agencies (47%) rated computer-based instruction, in general, as "Good," "Very Good," or "Excellent."

Suggestions for Supporting and Improving the IVD Program

Agencies want more and better IVD courses that are shorter, easier to use, harder to break, and have simpler record keeping systems. Agencies also need more training on use of the IVD systems and on ways for managing individualized training.

Utilization of Satellite Broadcasts

For any given broadcast of a telecourse or video training tape, it is estimated that there are more than 14,000 viewers. More than 90% of these individuals view a videotape of the broadcast rather than view the program live as it is broadcast. (This estimate may be low since it is based only on data provided by agencies that returned questionnaires. About 10% of the agencies still have not returned the questionnaire.)

Suggestions for Improving the Satellite Program

A majority of agencies reported that dividing the broadcasts into logical segments was useful, but many would like to have even shorter segments for use in roll call training. Some agencies would like to receive CPT credit for viewing a telecourse over a several-day period.

Summary

The implementation of the IVD program is well under way but is far from completed. Agencies are beginning to use the two IVD courses and some agencies have been very successful, realizing savings through reduced costs and decreased training time as well as seeing increased learning from using interactive technology. A large number of agencies, though, are still facing numerous challenges. Agencies want more and better IVD courseware that is easy to use and meets their training needs. Agencies need continued support from POST in learning the ways to best use interactive instruction for both group and individualized instruction. Developing channels of communication with individuals who are managing use of the IVD systems in the agencies is important; this analysis project has been instrumental in initiating this communication.

The satellite distance learning program is well received. Breaking the telecourse broadcasts into short, logical segments in response to feedback from the agencies has been helpful. POST needs to continue to monitor the program and make refinements as needed.

RECOMMENDATIONS

IVD Program

It is recommended that POST do the following to ensure the success of the IVD program:

- Work in partnership with agencies to improve the implementation of the IVD program (e.g., train agency personnel in the philosophy, benefits, and technical aspects of using IVD training; provide models for scheduling).
- Develop additional courseware that meets agencies' training needs (e.g., programs that are short, easy-to-use, and job-related, that share a simple record-keeping system, and are delivered in a timely manner).

- Develop channels of communication with the field (e.g., share implementation ideas, receive feedback on development plans, establish a design review committee and have groups test pre-release versions of courses).

It is also recommended that during an agency's annual compliance check, POST area consultants should determine whether the agency's IVD system is being used for training. If the agency is experiencing any difficulty, it should be encouraged to contact the LTRC.

Satellite Program

- Explore the feasibility for allowing telecourses to be viewed in roll call segments over a several-day period but still maintain accountability and control for receiving CPT credit.
- Determine what additional information might be necessary to provide agency personnel on the operation of the satellite receiver and its components, including reasons why satellites and channels are changed periodically.

State of California

Department of Justice

Memorandum

TO: Long Range Planning Committee

DATE: Sept. 30, 1997

FROM: *Ken*
KENNETH J. O'BRIEN
Executive Director
Commission on Peace Officer Standards and Training

SUBJECT: REGIONAL SKILLS TRAINING CENTERS

Assembly Bill 1496, concerning the establishment of regional skills centers, stalled in the Legislature during the 1997 session. This occurred even after the bill was stripped of all of its funding provisions. In its original form, the bill called for the skill centers to annually receive the \$60 million currently being received by the State General Fund from the State Penalty Assessments. A similar bill (AB 1020) of 1996 that called for \$850 million in bonds for the skill centers also failed passage.

The Governor's Office has recently reaffirmed its unwillingness to up-front support of such legislation but would sign a bill if it got to his desk. The prospects for passage next year may be enhanced by an improved economy as well as some law enforcement's funding priorities having been satisfied this year.

Law enforcement appears to be divided on supporting the regional skill centers legislation. The California State Sheriffs' Association is neutral on AB 1496. A divided law enforcement will not enhance the chances of its passage.

The issue before the Commission is what posture should POST assume on AB 1496 next year. POST supported the bill this year and also financially supported the meetings of the Regional Skills Centers Advisory Board. Are there changes in the bill that could make it more attractive to law enforcement? Should POST support a more modest proposal that would call for the establishment of two or three pilot demonstration skill centers so that they could be evaluated?

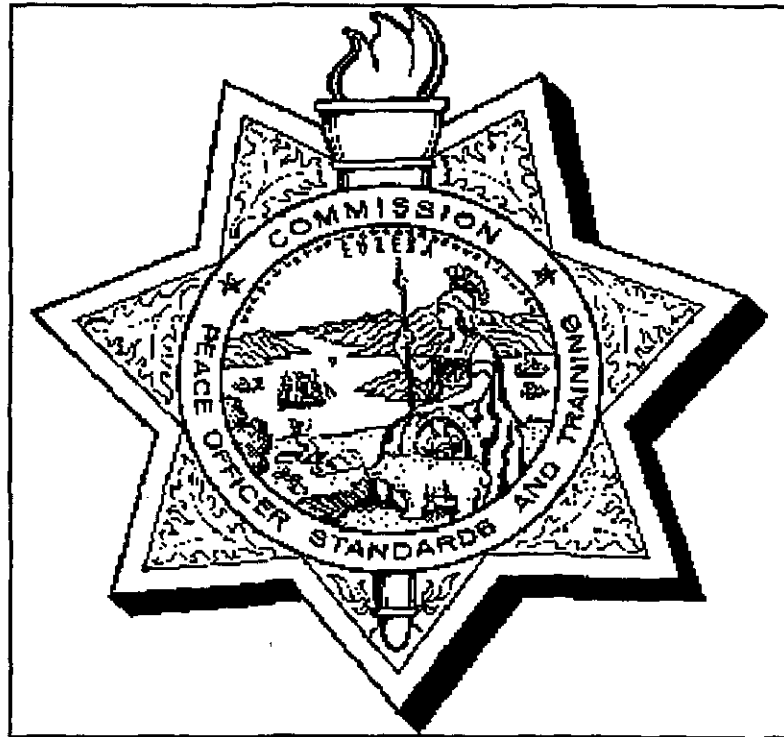
It would seem the Legislature is reticent to approve ambitious outlays of dollars until there is a greater understanding of need and utility for these skill centers.

Staff is seeking direction from the Commission on:

1. Posture on AB 1496 (a two-year bill)
2. Changes to its provisions
3. Continued support of the Regional Skill Centers Advisory Board

Commission on Peace Officer Standards and Training

COMMISSION POLICY MANUAL 1997



COMMISSIONERS

Jody Hall-Esser, Chair	Chief Administrative Officer City of Culver City
Collene Campbell, Vice-Chair	Public Member
David C. Anderson	Sergeant, Los Angeles County Sheriff's Department
Sherman Block	Sheriff, Los Angeles County Sheriff's Department
Charles S. Brobeck	Chief of Police Irvine Police Department
Michael T. Carre	Investigator Orange County District Attorney's Office
Philip del Campo, Ph.D.	Public Member
Ted Hunt	Director Los Angeles Police Protective League
Thomas J. Knutson, Ph.D.	Professor of Communication Studies California State University, Sacramento
William B. Kolender	Sheriff, San Diego County Sheriff's Department
Ronald E. Lowenberg	Chief of Police Huntington Beach Police Department
Daniel E. Lungren	Attorney General
Jan Scully	District Attorney Sacramento County District Attorney's Office
Rick TerBorch	Chief of Police Arroyo Grande Police Department
Kenneth J. O'Brien	Executive Director

SECTION INDEX

A. Certificates

- ~~A1. Certification of Matrons (Repealed)~~
- ~~A2. Sergeants' Eligibility for Management Certificates~~
- ~~A3. Basic Certificate Issuance to Chiefs Selected From Out-of-State~~
- ~~A4. Computing First 18 Months of Employment P.C. 832.4(a)~~
- A5. POST Certificate Awards Affecting Basic Training Requirements

B. Commission

- B1. Conformance Reports
- B2. Commission Agenda Material Mailing
- ~~B3. Competitive Award for Training Contracts~~
- B4. Contracts
- ~~B5. Public Hearing Notice Cost Statement (Repealed)~~
- B6. Commission Meeting Site
- B7. Advisory Committee, Service and Appointment of Members
- B8. Advisory Committee, Orientation
- B9. Recognition of Exemplary Law Enforcement Service
- ~~B10. Advisory Committee Member Nominations~~
- ~~B11. Commission Quorum~~

C. Courses

- ~~C1. Enrollment Requirements - Agency Based Courses~~
- ~~C2. Advanced Officer Course Format~~
- C3. Labor Management Courses
- C4. Scope of Basic Course Certification
- C5. Team Teaching
- C6. Regional Curriculum Development
- C7. Regional Training
- ~~C8. Commission Endorsement of Seminars~~
- ~~C9. Teacher Training Course Certification~~
- ~~C10. Advanced Officer Course Content~~
- C11. Tuition Charges for Nonreimbursable Students
- C12. Certified Course Presenters Out-of-State
- C13. Major Basic Course Performance Objectives Changes
- ~~C14. Minor Changes Basic Course Performance Objectives~~
- C15. Agency Specific Performance Objectives
- C16. Optional Performance Objectives Basic Course
- C17. Extended Format Basic Course Length
- C18. Command College - Applicant Requirements
- C19. Budget Submission for Tuition Courses
- C20. Command College Chief Executive Admittance Guidelines
- C21. Non-Reimbursable Agencies' Personnel Attending the Command College
- C22. Command College Graduate Awards
- ~~C23. P.C. 832 Testing Waiver~~
- C24. Executive Secretary Course Certification

D. Legislation

- D1. Legislative Policy
- D2. Legislatively Mandated Training
- D3. Reimbursement Program
- D4. Distribution of Law Enforcement Equipment
- D5. New Categories of Peace Officer, Reimbursement Program
- D6. New Categories of Peace Officer, In General

E. Management Counseling Services

- ~~E1. General Surveys~~
- ~~E2. Administrative Counseling Fees~~
- ~~E3. Prohibition of Subsidies from Peace Officer Training Fund~~
- E4. Lengthy Surveys
- ~~E5. Administrative Counseling Services Limited~~

F. Reimbursement

- F1. Unit Fees
- ~~F2. Reimbursement for Partial Completion of Basic Course~~
- ~~F3. Reimbursement for Civilians in Mandated Courses~~
- F4. Eligibility Criteria for Agencies in the POST Reimbursement Program
- ~~F5. Job Specific Training~~
- ~~F6. Advanced Officer Reimbursement~~
- F7. Administrative Discretion for Reimbursement
- F8. Payment of Reimbursement Claims
- ~~F9. Per Diem and Mileage Reimbursement~~
- ~~F10. Travel Reimbursement - Cost Effective Options~~
- F11. Reimbursement for Training Dispatchers
- F12. Driver Training Simulator Program Funding

G. Standards

- ~~G1. Reserve Standards~~
- G2. Waiver of Reading Ability Test
- ~~G3. Specialized Program Eligibility~~
- ~~G4. Under Consideration for Hire, Definition~~
- ~~G5. New Agency Training Standards Plan~~
- ~~G6. Writing Ability Testing Waiver~~
- G7. Prior Completion of Specialized Basic Inv. Course, DA Investigators
- G8. New Agency Standards
- ~~G9. Guidelines for Waiver of Testing/Retraining Requirement~~
- G10. Use of POST Entry-Level Reading and Writing Test By State Agencies
- G11. Graduation from High School in Foreign Country

H. Staff

- H1. Consultants Not to Serve as Chiefs of Police
- ~~H2. Staff Memberships in Professional Organizations~~
- H3. Law Enforcement Training Media Productions, POST's Role
- H4. POST Internal Audits

A. CERTIFICATES

~~A1. Certification of Matrons~~

~~Commission Meeting~~ ~~9/14/72~~

~~Commission Meeting (Repealed)~~ ~~1/24/85~~

Reason for deletion: Commission repealed

~~A2. Sergeants' Eligibility for Management Certificates~~

~~In determining eligibility to receive the Management Certificate, the Commission has directed staff to consider a sergeant's actual functions within his department and commensurate pay, rather than his title.~~

~~Commission Meeting~~ ~~11/19/74~~

~~Ref: PAM Section F-19(d)~~

Reason for deletion: referenced in PAM

~~A3. Basic Certificate Issuance to Chiefs Selected From Out of State~~

~~Commission Meeting~~ ~~5/27/77~~

~~Commission Meeting (Repealed)~~ ~~1/27/85~~

Reason for deletion: Commission Repealed

~~A4. Computing First 18 Months of Employment P.C. 832.4(a)~~

~~In adhering to P.C. Section 832.4(a), which requires a peace officer to obtain the POST Certificate within 18 months of the date of hire, POST may count the most recent 18 months of continuous service.~~

~~Commission Meeting~~ ~~7/26-27/79~~

~~Ref: Penal Code Section 832.4(a)~~

~~PAM Section F-1-5(a)~~

Reason for deletion: referenced in PAM and Penal Code

A5. POST Certificate Awards Affecting Basic Training Requirements

All matters relating to the issuance of POST certificates, as they affect basic training requirements, are to come before the Commission as a matter of course.

Commission Meeting

7/17/80

B. COMMISSION

B1. Conformance Reports

Agency conformance reports to the Commission will be based upon the following definitions:

- a) **Voluntary Non-Conformance:** The agency is aware of its deficiencies and is making little or no effort to conform with Commission standards.
- b) **Involuntary Non-Conformance:** Deficiencies exist but the agency is working to comply with POST standards.
- c) **Technical Non-Conformance:** The agency is substantially in conformance, but minor deficiencies were noted which require additional documentation on the part of the agency to conform fully to POST standards.

Only those agencies found to be in *Voluntary Non-Conformance* shall be listed by name in the report on *Non-Conformance* to the Commission, and the categories *Involuntary Non-Conformance* and *Technical Non-Conformance* shall be reported by citing the number of agencies falling under each category rather than listing the agencies by name.

Commission Meeting

1/26-27/78

B2. Commission Agenda Material Mailing

All agenda item material must be sent to the commissioners at least two weeks before Commission meetings. Items that cannot be finalized and mailed by that time are to be held for the next Commission meeting. Financial reports are excepted.

Commission Meeting

7/27-28/78

Ref: PIM, *Commission Meeting Agenda Format*

~~B3. Competitive Award for Training Contracts~~

~~Contracts for courses shall be awarded competitively with the training to be presented in the most cost-effective manner possible consistent with quality, cost, and need considerations.~~

~~All requests for Commission approval of contracts for training course presentations must include:~~

- ~~a) Description of the process used to identify the presenter and an assessment of interest and capability of other vendors.~~
- ~~b) An analysis of the cost effectiveness of the contract proposal.~~
- ~~c) An assurance that the approach is in harmony with state requirements.~~

~~Commission Meeting 1/29/81~~

~~Ref: PAM Section D-10~~

Reason for deletion: Referenced in PAM

B4. Contracts

All contracts or interagency agreements in excess of \$10,000 shall be approved by the Commission.

After contracts or interagency agreements are approved by the Commission, the Executive Director is authorized to make any of the following modifications:

- a) An extension of time,
- b) An increase in cost up to \$2,500, or
- c) A modification of contractual services or solutions to other technical problems.

Contracts or interagency agreements of \$10,000 or less may be entered into upon the authority of the Executive Director without approval of the Commission.

The Executive Director shall periodically report to the Commission on all contracts, and once each year on a predetermined date submit a written report to the Commission which enumerates the contracts and interagency agreements entered into during the year, and the status of each, showing the amount of money encumbered for contracts.

Commission Meeting	4/16/81
Commission Meeting (Revised)	1/24/85
Ref: PIM, <i>Contracts</i>	

~~B5. Public Hearing Notice Cost Statement~~

Commission Meeting	1/17/80
Commission Meeting (Repealed)	1/24/85

Reason for deletion: Commission repealed

B6. Commission Meeting Site

Commission meetings shall be scheduled in cities within the State in the vicinity of major airports for travel convenience.

Commission Meeting 1/17/80

B7. Advisory Committee, Service and Appointment of Members

- a) Members are appointed by the full Commission.
 - (1) Members representing an association or agency ~~are~~ may nominated one individual for appointment to the Advisory Committee ~~by the association or agency.~~ The Commission may reject a nominee, or review and modify this policy at any time. The Commission will appoint an individual from the nominees. *(NOTE: See B10.)*
 - (2) The public members are nominated by members of the Commission. If more than one nomination exists for an opening, the ~~Chairman~~ of the Commission shall poll the Commissioners to determine the nominee.
- b) Members always serve at the pleasure of the Commission, with a normal term for members being three years.

- c) The appointment cycle of members is on a September-to-September basis, in conformance with Commission Appointments, with staggered terms.
- d) The Advisory Committee Chairman and Vice-Chairman are elected by their fellow members at the last scheduled meeting of each calendar year.
- e) A member's unexcused absence from two consecutive regularly scheduled meetings shall result in formal review by the Commission of the member's status for consideration of removal from the Advisory Committee.
- f) A member's service shall, where appropriate, be reviewed annually by the Commission with the association or group represented.
- g) Members are not allowed to send alternates to represent them at meetings.
- h) The Advisory Committee shall schedule as far in advance as practical at least four meetings annually, any one or more of which may be canceled if deemed not necessary by the Chairman. One of the four scheduled meetings shall be with the Commission or its representatives, preferably at or near the site of the Commission meeting and the day before.
- i) The Chairman of the Advisory Committee shall attend Commission meetings and serve as spokesman person for the Advisory Committee.

Commission Meeting	1/27/83
Revised:	11/6/97

Reason for proposed revision: consistency with current policy/practice.

B8. Advisory Committee, Orientation

- a) New POST Advisory Committee Members shall be invited to visit POST Headquarters within six months of their appointment for the purpose of orientation to POST and its activities. This visit should be *in conjunction* with a Commission meeting held in Sacramento, to allow the new member(s) to observe Commission deliberations and to personally meet the Commissioners.
- b) After the initial orientation meeting in Sacramento, Advisory Committee Members shall only be reimbursed for expenditures incurred while attending scheduled Advisory Committee meetings, with the exception of the annual joint Commission/Advisory Committee meeting.
- c) The annual Commission/Advisory Committee meeting should include a no-host informal luncheon, for all Commissioners and Advisory Committee Members.

Commission Meeting 4/19/84

B9. Recognition of Exemplary Law Enforcement Service

Exemplary law enforcement service may be recognized and appropriate resolutions, letters or other forms of expression may be presented to honorees at the time of retirement. The Chairman of the Commission and the Executive Director shall determine and issue the appropriate type of recognition, and shall advise the Commission of such actions periodically.

It is not the Commission's intent that this policy obligate the Commission to recognize all retiring law enforcement officials; the policy is meant to be a guideline, when occasional requests are received for expressions of recognition to retiring law enforcement officials.

Commission Meeting 10/23/86

~~B10. Advisory Committee Member Nominations~~

~~Associations or agencies may nominate one individual for appointment to the Advisory Committee. The Commission may reject a nominee, or review and modify this policy at any time.~~

~~Commission Meeting — 1/21/88~~

Reason for deletion: merged with B-7.

~~B11. Commission Quorum~~

~~Seven members of the Commission shall constitute a quorum~~

~~Commission Meeting ————— 1/18-19/79~~

~~Ref. Penal Code Section 13501~~

Reason for deletion: referenced in Penal Code

C. COURSES

~~C1. Enrollment Requirements - Agency Based Courses~~

~~Outside agency enrollment requirements shall be only that outside participation be encouraged except in courses where circumstances might be such that more specific requirements would be necessary.~~

~~Commission Meeting _____ 9/13-14/73
Ref: _____ PAM Section D-10~~

Reason for deletion: referenced in PAM

~~C2. Advanced Officer Course Format~~

~~Commission Meeting _____ 1/20-21/77
Commission Meeting (Repealed) _____ 1/24/85~~

Reason for deletion: Commission repealed

~~C3. Labor Management Courses~~

~~The Commission will not certify courses which train "management" and/or "employees" in labor negotiations, but treat certification requests for labor management as any other course. The Commission will certify courses concerning labor/management.~~

~~Commission Meeting _____ 3/25/77
Revised: _____ 11/6/97~~

Reason for proposed change: clarity

C4. Scope of Basic Course Certification

When the Commission certifies presentations of the Basic Course, the act of certification means:

- a) The Commission has been assured that facilities, instructional staff, and course management are adequate.
- b) The Commission has been assured that at least the n-minimum curriculum content and hours of instruction (Section D-1, POST Administrative Manual) will be presented in the Basic Course.
- c) Agreement exists that the Commission will monitor presentations in order to assure conformance of its minimum standards and to maintain quality control.

Certification does not imply the Commission has adopted any locally required training subjects as state-level requirements, nor does the Commission take responsibility for the adverse impact of any locally required subject matter.

Commission Meeting 4/20-21/78

C5. Team Teaching

Team teaching is defined as having two or more instructors in the classroom for actual teaching purposes and under conditions which the particular subject matter, material, or format of instruction may require, which may include workshops, exercises or panel discussions. No coordinator or observer, while acting as such, will be considered simultaneously a teacher.

Commission Meeting 7/29/77
Ref: ~~PAM Section D-10~~

Reason for proposed change: clarity

C6. Regional Curriculum Development

Los Angeles Police Department and any other department of comparable size are recognized as a region for curriculum consideration in certifying training courses.

Commission Meeting 1/20-21/77

C7. Regional Training

The Commission recognizes ~~the 12 training zones, established in the report, Operational Plan/Training Needs Assessment, which was approved at the October 1976 meeting (Item G-1, Page 6); and~~

- a) Priorities for each zone shall be used as a planning tool by POST staff, training agencies, and the Commission in the development and certification of training.
- b) Allocation of training responsibilities within these zones shall be decided, in POST Problem-Solving Seminars, by principals in the zone.

Commission Meeting 10/76
Ref: ~~PAM Section D-10~~

Reason for change: to clarify and reflect currency

~~C8. Commission Endorsement of Seminars~~

~~Commission will not endorse or cosponsor any outside institute meeting, seminar, or other program, nor will permission be granted for use of Commission's name unless the Commission takes part in the planning phase and is aware of the subject matter and the caliber of the speakers.~~

~~Commission Meeting 4/11/69
Ref: ~~PAM Section D-8-3~~~~

Reason for deletion: referenced in PAM

~~C9. Teacher Training Course Certification~~

The Commission will not allow certification of teacher training courses that are required for state credentials on the premise that the training is available in the state college system.

~~Commission Meeting 7/26-27/79~~
~~Ref: Regulation Section 1012(a)~~
~~PAM Section D-10~~

Reason for deletion: no longer relevant

C10. ~~Advanced Officer Course Content~~

~~Commission Meeting 7/26-27/79~~
~~Commission Meeting (Repealed) 1/24/85~~

Reason for deletion: Commission repealed

C11. Tuition Charges for Nonreimbursable Students

When POST contracts for a course and that course presenter allows nonreimbursable students to attend that course, those students shall be charged an appropriate tuition and the amount of the contract shall be reduced accordingly. Exceptions may be authorized by written approval of the Executive Director.

Commission Meeting 4/24/80

C12. Certified Course Presenters-Out-of-State

Qualified out-of-state course presenters may be considered for certification. (*Note: Staff assumes such courses would be presented in California.*)

Commission Meeting 10/23/80

C13. ~~Major~~ Basic Course Performance Objectives Changes

Performance Objectives for the Basic Course requiring major changes (additions or deletions) shall be approved by the Commission in advance of their adoption.

Minor changes in the Basic Course Performance Objectives may be made administratively and will take effect immediately. They must be reported to the Commission annually at its July meeting.

Commission Meeting 10/23/81

Reason for change: Merge C13. and C14.

~~C14. Minor Changes Basic Course Performance Objectives~~

~~Minor changes in the Basic Course Performance Objectives may be made administratively and will take effect immediately, they must be reported to the Commission annually at its July meeting.~~

~~Commission Meeting 10/23/81~~

Reason for deletion: merged with C13. above

C15. Agency Specific Performance Objectives

Effective July 1, 1984, POST staff shall discontinue usage of Basic Course Performance Objectives that contain "agency specific" language.

Commission Meeting

10/20/83

C16. Optional Performance Objectives Basic Course

Effective July 1, 1984, POST staff shall discontinue designating certain Basic Course Performance Objectives as "optional."

Commission Meeting 10/20/83

C17. Extended Format Basic Course Length

The extended format basic course curriculum shall be presented within 10 consecutive months.

Commission Meeting 1/18/79

C18. Command College - Applicant Requirements

Applicants ~~applying for admission~~ to the Command College must meet the following qualifications:

1. ~~Have completed the~~ Eligible to possess a POST Management Course Certificate,
2. ~~Occupy a law enforcement management position which demonstrably includes full-time permanent responsibility to supervise others whose duties include supervising other full-time permanent personnel. This is generally at the rank of lieutenant or higher;~~
Be currently employed in a management position or higher in an agency in the POST regular or specialized program.
3. ~~Demonstrate the potential for an executive position; and,~~
Have experience in a leadership position with the ability to influence policy or impact the operation of the agency,
4. ~~Demonstrate the ability to influence the policy, or impact the operation of the agency.~~
Have involvement in community and professional activities.
5. Have leadership potential as viewed by others.
6. Have basic word processing skills.
7. Have the ability to express an understanding of the dynamics of leadership in a law enforcement agency, both in writing and verbally.
8. Have evidence of interest in major issues and concerns facing the future of California law enforcement, and
9. Be nominated to attend by the applicant's agency and chief executive.

Commission Meeting: 10/18/84 - Revised: 10/24/85 & 4/18/96

Reason for changes: Commission action - 4/18/96

C19. Budget Submission For Tuition Courses

An agency presenting a POST-certified course for which it charges tuition to other law enforcement agencies for this training, is required to submit course budget information using POST forms "to assure that costs passed on to agencies participating in the program are appropriate".

Commission meeting 3/73

C20. Command College Chief Executive Admittance Guidelines

1. Effective July 1, 1988, chiefs of police and sheriffs will participate in the same selection process with the general applicant population.
2. Five positions shall be reserved for chiefs of police and sheriffs in each Command College class.
3. After successful completion of the selection process and acceptance to attend a Command College class, notification of acceptance to the city manager or city/county administrator shall be made at the discretion of the concerned chief of police or sheriff.
4. Chiefs of police, sheriffs, and other prospective Command College participants shall be encouraged to contact graduates of the Command College to obtain an understanding of the commitment the program requires.
5. A statement shall be included on the Command College applications regarding the candidate's intent to remain in public law enforcement for three years following graduation.

Commission Meeting: 10/23/86

C21. Non-Reimbursable Agencies' Personnel Attending the Command College

Allow persons from non-reimbursable agencies to apply for admission to the Command College with a maximum of three students from this category for each Command College class. A tuition for each trainee for the two-year course shall be charged to nonreimbursable agencies; the amount of the tuition charged shall be reviewed annually. This policy takes effect for all classes beginning after January 22, 1987.

Commission Meeting 4/23/87

C22. Command College Graduate Awards

Outside entities that wish to present awards to outstanding Command College graduates should make arrangements for such with individual agencies. Awards of this type shall not be made at Command College graduations.

Commission Meeting 1/21/88

~~C23. P.C. 832 Testing Waiver~~

~~All requests under Regulation 1080 (a) (1) (E) for waivers of the immediate P.C. 832 testing requirement shall be presented to the Commission for a decision~~

~~Commission Meeting 1/21/93~~

Reason for deletion: referenced in PAM

C24. Executive Secretary Course Certification

The Commission will certify courses to train Chief Executive secretaries in their duties, but agencies will not be eligible for POST reimbursement of any training expenses associated with this course.

Commission Meeting 10/17/95

D. LEGISLATION

D1. Legislative Policy

- a) The Commission shall assume a leadership role on selective legislation pertaining to its mission and goals in improving law enforcement.

"Leadership role" in the context of this policy is defined as: a) Identifying, anticipating and soliciting legislative needs related to POST and its objectives; b) Conducting research which relates to the evaluation and formation of legislative proposals; and c) Following and testifying on relevant legislative matters.

- b) The Commission shall extend full cooperation to the Legislature, the Executive Branch, and other interested parties on all legislative matters.
- c) The Commission may oppose or seek modification of legislation which would:
- (1) Augment the Commission's workload without adequate financing.
 - (2) Impose by law programs which the Commission is now legally empowered to establish administratively.
 - (3) Detrimentially impact a source of revenue for the Peace Officer Training Fund.
- d) Staff Discretion
- (1) On legislative topics where there is established Commission policy, the POST Executive Director is authorized to speak in behalf of the Commission and perform necessary legislative activities without prior authorization.
 - (2) On legislative topics of a controversial nature, or where substantive issues are involved, and time constraints preclude awaiting a regular Commission meeting, the Chairman of the Legislative Review Committee shall be solicited for direction.
 - (3) On legislative matters of a technical or non-policy nature, staff is authorized to testify or perform other legislative activities necessary to clarify issues, laws, procedures, or processes.

Commission Meeting 10/29/76

D2. Legislatively Mandated Training

The Commission shall be supportive of only those legislatively mandated training programs which include funding provisions.

Commission Meeting 9/13-14/73
Affirmed, Commission Meeting 7/26-27/79
Revised, Commission Meeting 11/17/84

D3. Reimbursement Program

The immediate position of the Commission is to oppose any legislative mandate which would include categories in the reimbursement program other than those established by statute in Section 13522 P.C., e.g., police and sheriffs of cities, counties or districts authorized to maintain police departments.

Commission Meeting 6/14-15/73
Ref: PAM Section E-1-2

D4. Distribution of Law Enforcement Equipment

The Commission will oppose all future legislative efforts that would cause the Commission to be involved in the process of distributing equipment to law enforcement in California.

Commission Meeting 9/13-14/73
Ref: Government Code Section 50082

D5. New Categories of Peace Officer, Reimbursement Program

The immediate position of the Commission is neutral on legislation making new categories of peace officers eligible for POST reimbursement when there is included in the measure:

- 1) an appropriation to POTF equal to the estimated reimbursement cost of the new category; and
- 2) legislative intent language that every year thereafter the POST Aid to Local Government budget is to be augmented by the cost of such legislation.

This position shall remain in effect only until the next scheduled Commission meeting at which time the legislation will be reviewed and an official Commission position articulated.

Commission Meeting 10/22/82

D6. New Categories of Peace Officers, In General

The immediate position of the Commission is to oppose proposed legislation to establish new categories of peace officers without a feasibility study as required by PC 13540. Once the feasibility study has been approved by the Commission and results made available to the Legislature, the Commission's position becomes "no position."

Commission Meeting 11/30/94

E. MANAGEMENT COUNSELING SERVICES

E1. ~~General Surveys~~

~~All requests for general surveys are subject to approval by the Commission.~~

~~Commission Meeting _____ 11/20/75~~

~~Ref: PAM Section G-1-5~~

Reason for deletion: referenced in PAM

E2. ~~Administrative Counseling Fees~~

~~There shall be no charge for administrative counseling services performed by POST staff.~~

~~Commission Meeting _____ 11/20/75~~

~~Ref: PAM Section G-1-11~~

Reason for deletion: referenced in PAM

E3. ~~Prohibition of Subsidies from Peace Officer Training Fund~~

~~The Peace Officers' Training Fund shall not be used to provide subsidy to local agencies in order for the agency to employ private consultants.~~

~~Commission Meeting _____ 11/20/75~~

~~Ref: PAM Sections G-1-8, G-1-12~~

Reason for deletion: referenced in PAM

E4. Lengthy Surveys

The Commission directs that staff notify the Comma of any special survey requiring more than 30 consultant workdays for completion.

Commission Meeting

1/22/76

E5. ~~Administrative Counseling Services Limited~~

~~Administrative Counseling Services shall be provided only to local law enforcement agencies.~~

~~Commission Meeting _____ 1/26-27/78~~

~~Ref: PAM Sections G-1-1~~

~~Penal Code Section 13513~~

Reason for deletion: referenced in PAM and Penal Code

F. REIMBURSEMENT

F1. Unit Fees

The cost of fees for the award of college units for individual officers shall not be considered an allowable cost as part of the tuition schedule established for a particular course.

Commission Meeting

6/14-15/73

~~F2. Reimbursement for Partial Completion of Basic Course~~

- a) ~~Sworn officers. Sworn officers may be reimbursed for partial completion of the Basic Course in the following circumstances:~~
- ~~(1) To clear up deficiencies identified in the Basic Course Waiver Examination.~~
 - ~~(2) Where training evaluations identify subject areas where specific documentation of training is deficient.~~
- b) ~~Civilian employees. The employers of civilians may also be reimbursed for out-of-pocket expenses for partial completion of the Basic Course with prior approval of the Executive Director.~~

~~Commission Meeting 1/20-21/77~~

~~Ref: PAM Section E-1-3(f)(3)~~

Reason for deletion: referenced in PAM

~~F3. Reimbursement for Civilians in Mandated Courses~~

~~Employers may not be reimbursed for civilians' attendance at any mandated course with the following exceptions:~~

- a) ~~They may be reimbursed for previously approved portions of mandated courses.~~

~~Commission Meeting 3/25/77~~

- b) ~~Paraprofessionals will be included in the regular reimbursement process for attendance at the Basic Course.~~

~~Commission Meeting 7/26-27/79~~

~~Ref: Regulation Section 1014~~

~~PAM Section E-1-3(f)(2)~~

Reason for deletion: referenced in PAM

F4. Eligibility Criteria for Agencies in the POST Reimbursement Program

The following criteria and consideration are adopted as eligibility requirements for inclusion in the reimbursement program.

- a) The agency must be a unit of local government.
- b) The agency must perform the following range of law enforcement functions:
 - (1) Patrols a specified geographic area for the purpose of crime control.
 - (2) Operates emergency vehicles.
 - (3) Responds to calls regarding criminal or suspicious activities.
 - (4) Generates crime specific reports.
 - (5) Controls and coordinates crime scene activities.
 - (6) Collects and preserves evidence.
 - (7) Controls and/or disperses crowds and resolves violent conflicts.
 - (8) Intervenes in personal family crisis situations.
 - (9) Arrest adults/juveniles for violation of criminal statutes. Determines legality of arrest and his authority to arrest, search and seize property.
 - (10) Uses firearms and other weapons as authority and discretion may dictate.
 - (11) Serves warrants of arrest and other orders of the court.
 - (12) Conducts searches for missing children and disoriented adults.
 - (13) Conducts criminal investigations.
 - (14) Anticipates, recognizes and appraises crime risk situations and initiates action to remove or reduce it.
 - (15) Engages in delinquency control and protective custody of juveniles. Makes dispositions on cases involving delinquent and/or dependent juveniles.
 - (16) Renders assistance to sick and injured persons.
 - (17) Has authority to engage in traffic law enforcement and traffic accident investigation.
- c) An agency allowed to participate which does not meet all these requirements must be funded from sources other than the Peace Officer Training Fund as it is presently constituted.

Commission Meeting

1/20-21/77

~~F5. Job Specific Training~~

~~Job Specific Training courses, for salary reimbursement purposes, are defined as courses of instruction which teach the basic skills required to perform sworn or civilian jobs in local law enforcement agencies. Training courses excluded by this definition are advanced job specific courses, and those courses which teach only a single skill or technique, i.e., driver training, firearms training, fingerprint collection, report writing, etc.~~

~~Commission Meeting~~

~~1/20-21/77~~

Reason for deletion: no longer current or relevant

F6. ~~Advanced Officer Reimbursement~~

~~Commission Meeting~~ ~~7/26-27/79~~
~~Commission Meeting (Repealed)~~ ~~1/26/84~~

Reason for deletion: Commission repealed

F7. Administrative Discretion for Reimbursement

The Executive Director is authorized administrative discretion to resolve situations of equity associated with certain reimbursement questions (for example, allowing reimbursement when a trainee successfully completes a major portion of a course, but for some reason, such as injury, is prevented from completing the entire course).

All such actions are to be reported annually to the Commission.

Commission Meeting 7/26-27/79

F8. Payment of Reimbursement Claims

The Commission directs that every effort shall be made to accurately forecast training needs and the reimbursement of such training for each fiscal year. The Commission shall pay all reimbursement claims from the allocation appropriated for the fiscal year in which the claims are received.

In the event reimbursement claims exceed forecasted estimates and the amount of appropriated monies available, prior approval of the Commission shall be required to *withhold payment of such claims* until the following fiscal year's appropriation from the Aid to Local Government Budget.

Special Commission Meeting 6/19/80

F9. ~~Per Diem and Mileage Reimbursement~~

~~Reimbursement from the Aid to Cities and Counties Budget for per diem and mileage allowances for out-of-pocket travel expenses will be based on the maximum amount allowed under the State Board of Control rules.~~

~~Commission Meeting~~ ~~7/31-8/1/75~~

Reason for deletion: referenced in PAM

F10. ~~Travel Reimbursement - Cost-Effective Options~~

~~Commission Meeting~~ ~~10/23/80~~
~~Commission Meeting (Repealed)~~ ~~1/24/85~~

Reason for deletion: Commission repealed

F11. Reimbursement for Training of Dispatchers

POST shall continue to reimburse law enforcement agencies for dispatcher training until implementation of regulations regarding the selection and training of dispatchers. After Commission approval of the regulations, law enforcement agencies must submit resolutions of intent to abide by the regulations as a condition for reimbursement eligibility.

Commission Meeting

1/21/88

F12. Driver Training Simulator Program Funding

Policy regarding the driver training simulator program includes:

1. Do not fund the purchase, maintenance, or upgrading of driving simulator equipment except in special circumstances.
2. Encourage agencies interested in purchasing driving simulators to seek funding through grants or other means.
3. Continue to work closely with agencies to ensure that their driving simulator courses can be certified.
4. Grant reasonable reimbursement of tuition for POST-certified driving simulator courses to cover some of the presentation costs (not possible for POST to assume all costs associated with these programs).
5. Continue support of Driver Simulator Committee to promote cooperation, information sharing, and development of standards for driving simulator instructors and programs.
6. Continue working in partnership with companies in the private sector that are interested in developing driving simulators by providing information on requirements for law enforcement driver and technical specifications that will assist these companies in using their technology most appropriately.

Commission Meeting:

4/27/97

G. STANDARDS

~~G1. Reserve Standards~~

~~The Commission supports the concept of developing selection and training standards for reserves.~~

~~Commission Meeting 4/22/76~~

Reason for deletion: no longer relevant

G2. Waiver of Reading Ability Test

POST staff is granted the authority to waive the reading ability test requirement (POST Regulation 1002(a)(7)) for those law enforcement applicants who have previously successfully completed a POST-certified Basic Course or who have successfully completed the Basic Course Waiver Examination process.

Commission Meeting

1/28/82

~~G3. Specialized Program Eligibility~~

~~Eligibility for participation in the Specialized Program shall be determined by the Commission. The following categories are approved by the Commission to participate in the Specialized Program:~~

~~California State Fair Police
Community College District Campus Police
Coroners Deputy Coroners
District Attorney Investigators (county)
Fire Department Arson Investigators
Harbor Police (830.4(a)(9), P.C.)
Housing Authority Police 9 Marshals Deputy Marshals
Municipal Utility Districts (Park Rangers)
Municipal Water Districts (Park Rangers)
Railroad Police
Rapid Transit District Police
State Law Enforcement Officers Identified in P.C. 13510.5
Unified School District Campus Police
Welfare Fraud Investigators (county) 9 City and County Airport Police~~

~~Commission Meeting 1/27/83~~

~~Ref: PAM, Regulations Section 1009~~

Reason for deletion: referenced in PAM

~~G4. Under Consideration for Hire, Definition~~

~~An individual is under consideration for hire when POST receives a statement from an agency head attesting to the fact that the agency has accepted an employment application from the individual and that the individual is under consideration for hire.~~

~~Commission Meeting _____ 10/23/81
Ref: PAM Procedure D-1-1-3~~

Reason for deletion: referenced in PAM

~~G5. New Agency Training Standards Plan~~

~~Commission Meeting _____ 1/28/82
Commission Meeting (Repealed) _____ 1/24/85~~

Reason for deletion: Commission repealed

~~G6. Writing Ability Testing Waiver~~

~~POST Staff shall have the authority to waive the writing ability test requirement (POST Regulation 1002(a)(7)) for those individuals who are under consideration for hire by a given agency prior to January 1, 1984, as evidenced by the individual having competed in one or more components of the agency's selection process, and who is subsequently hired by that agency.~~

~~Commission Meeting _____ 10/20/83~~

Reason for deletion: referenced in PAM

G7. Prior Completion of Specialized Basic Investigators Course, District Attorney Investigators

Individuals who have successfully completed the POST Basic Specialized Investigators Course *prior to April 27, 1983*, and have been employed by a district attorney's office in a capacity other than an investigator *prior to April 27, 1983*, shall be deemed to have met the basic training requirements for District Attorney's Investigators provided:

1. Each individual so described successfully completed an 80-hour Investigation and Trial Preparation Module for District Attorney Investigators, and
2. Each individual so described be hired as a District Attorney's Investigator prior to January 1, 1985.

Commission Meeting 10/20/83

G8. New Agency Standards

POST standards shall be met only by officers hired after an agency enters a POST Program.

Commission Meeting

7/21/83

~~G9. Guidelines for Waiver of Testing/Retraining Requirement~~

~~The Executive Director may waive the testing/retraining requirement under Commission Regulation 1008 for an individual who is returning to law enforcement employment after a three-year or longer break in service, possesses a POST basic certificate, and:~~

- ~~1. Is reentering a middle management or executive rank and who will function at least at the second level of supervision; or~~
- ~~2. Has been (with no more than a 60-day break in service between law enforcement employers) employed continuously in another state as a full-time peace officer; or~~
- ~~3. Has served (with no more than a 60-day break in service between law enforcement employers) continuously as a Level I or Level II reserve officer in California and the individual's department head attests in writing that the reserve officer is currently proficient; or~~
- ~~4. The individual's employment, training, and education during the break in service provides assurance, as determined by POST, that the individual is currently proficient.~~

~~Commission Meeting ————— 4/24/85~~

~~Reason for deletion: referenced in PAM~~

G10. Use of POST Entry-Level Reading and Writing Tests by State Agencies

The Commission encourages nonreimbursable state agencies to use the POST Entry level Reading and Writing Tests and to provide sufficient staff support to ensure that such testing is conducted in accordance with POST testing procedures. The Commission will not, however, underwrite the costs for such testing.

Commission Meeting

7/24/86

G11. Graduation from High School in a Foreign Country

Persons who have graduated from a high school in a foreign country shall pass a General Education Development (GED) test indicating high school graduation level.

Commission Meeting

4/20/89

H. STAFF

H1. Consultants Not to Serve as Chiefs of Police

POST consultants shall not serve as interim chiefs of police
(ref: request from City of Folsom).

Commission Meeting

12/7/73

~~H2. Staff Memberships in Professional Organizations~~

~~Commission Meeting 7/26-27/79~~

~~Commission Meeting (Repealed) 1/24/85~~

~~Ref: PIM, Associations/Organizations Approved for Membership~~

Reason for deletion: Commission repealed

H3. Law Enforcement Training Media Productions - POST's Role

POST's role in law enforcement training media production shall be governed by the following guidelines:

1. Coordinate identification of needed subjects for production.
2. Act as a catalyst to bring media producers and subject-matter experts together in the developmental stages so that productions may have benefit of the widest possible appropriate input, and be technically sound and correct in every regard.
3. Assist in the "signal calling" role to coordinate which producers will produce which subjects, with a purpose of avoiding costly duplication.
4. Develop guidelines for production quality with the producers.
5. Provide a process whereby the fact that a video production has been developed under the guidelines of the POST Training Media Producers Committee appears on the videotapes.
6. Act as a clearinghouse for the distribution of information on media through advertising the availability of training media.
7. Encourage reproduction of certain selected media to make them more accessible to regional repositories and trainers generally.
8. Avoid direct participation in production costs; however, in the event of a critical statewide need that cannot be met otherwise, assist in the funding of production to meet the critical need. (The Executive Director has authority to sign contracts up to \$10,000 for training efforts, which could include media productions. Any amounts above that would need to be approved by the Commission.)

Commission Meeting

10/18/84

H4. POST Internal Audits

For purposes of maintaining sound fiscal controls, staff will cause the review of the internal control structure of the organization on a biennial (every two years) basis. These audits will normally be conducted by the State Department of Finance, under a contractual agreement.

Commission Meeting 08/23/95

LEGISLATIVE REVIEW COMMITTEE
THURSDAY, NOVEMBER 6, 1997
MISSION INN - RIVERSIDE
3649 Mission Inn Avenue
Riverside, CA 92501
(909) 784-0300

AGENDA

9:00 A.M.

Attachment

A. Results of the 1997 Legislative Session

A

Attachment A provides charts indicating the status of all active and informational bills followed during 1997. This item is provided for information purposes and no action is necessary.

B. Proposed Legislation for 1998

B

Every year at the November meeting, the Commission considers possible legislation that can be introduced in coordination with other statewide law enforcement organizations. Attachment B provides a description of possible legislative proposals that the Committee may wish to consider including:

1. Modification of PC 832.3 (b) - Proficiency Testing for the Basic Course
2. Addition of a penal code section for POST to research on an ongoing basis officer-involved shootings and officer deaths
3. Modification of PC 13511.5 - Criminal History Clearance
4. Modification of PC 13511(b) - Substitute "comparable" for "equivalent" training
5. Introduction of legislation to increase POST revenues

The committee may wish to consider other possible legislative proposals.

C. Legislative Policy on Training Mandates

C

The attached Legislative Policy on Training Mandates is for the Committee's review and information.

D. Recommendation for approval of the third-year funding of the Museum of Tolerance's ongoing training

D

Attachment D provides: 1) a request by the Museum of Tolerance to include budget control language that makes eligible all affiliated and non-affiliated students at police academies as well as reserve officers, and 2) a POST staff report on the issue.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1997 Status of Active Legislation of Interest to POST (Revised October 14, 1997)

<u>Bill #</u>	<u>Subject</u>	<u>Status</u>
AB 271 (Villaraigosa)	Correctional Peace Officers: This bill would make several changes related to state agency correctional peace officers including requiring investigators under the authority of the Inspector General to complete an Internal Affairs Investigation Course certified by POST. <i>Commission Position: Support, if amended</i>	Senate Rules Committee (two-year bill)
AB 531 (Knox)	Community Policing: This bill establishes, in the Office of Criminal Justice Planning, the Community Policing Grant Program to provide grants of up to \$500,000 to local law enforcement agencies. <i>Commission Position: Opposed</i>	Senate Appropriations Committee (two-year bill)
AB 533 (Knox)	Weapons Scanning Devices: Required Training: This bill would authorize law enforcement agencies to acquire weapons scanning devices, preclude the public's access, and require peace officers who use these devices to receive POST-certified training. <i>Commission Position: Neutral</i>	Senate Public Safety Committee (two-year bill)
AB 870 (Hertzberg)	Elder Abuse: Law Enforcement Training: This bill would propose mandated training for in-service officers. <i>Commission Position: Support</i>	Chaptered 97-0444
AB 1211 (Hertzberg)	Standards for Police Chiefs: This bill would require police chiefs and heads of local law enforcement agencies to complete the basic course and receive a POST basic certificate with 24 months of employment. <i>Commission Position: Support</i>	Assembly - Inactive File (two-year bill)
AB 1343 (Martinez)	Photos and Video of Dead Bodies: This bill would prohibit use of law enforcement photos and videos of dead bodies for law enforcement training purposes. <i>Commission Position: Oppose, unless amended</i>	Assembly - Public Safety Committee (two-year bill)
AB 1496 (Papan)	Public Safety Training Act of 1997: This bill would establish the Public Safety Training Facilities Fund to finance the establishment and ongoing maintenance of regional public safety skills centers. <i>Commission Position: Support</i>	Senate Appropriations Committee (two-year bill)

<u>Bill #</u>	<u>Subject</u>	<u>Status</u>
SB 350 (Lee)	Domestic Violence Appropriation: This bill makes an \$11,040,840 appropriation of federal revenue for domestic violence enforcement/prevention programs, of which \$2.2 million is designated for specified POST training programs on domestic violence. <i>Commission Position: Support in Concept</i>	Chaptered 97-0009
SB 366 (Hughes)	School Peace Officer Study: This bill would require POST to review the minimum training standards for peace officers employed by school districts including community college districts. <i>Commission Position: Support, if Amended</i>	Chaptered 97-0117
SB 588 (Hughes)	Elder Abuse Training: This bill would require POST to develop elder abuse guidelines and incorporate curriculum related to these guidelines into the basic course. <i>Commission Position: Neutral</i>	Senate Judiciary Committee (two-year bill)
SB 786 (Knight)	Reserve Peace Officer Definitions: This bill would: (1) combine non-designated and designated Level I reserves, (2) eliminate limited Level I reserves, (3) expand the duties of Level II and III reserves to work alone, and (4) eliminate the continuous field training requirement for Level II reserves. <i>Commission Position: Oppose, Unless Amended</i>	Chaptered 97-0127
SB 923 (Thompson)	Traumatic Brain Injured Fund: This bill would eliminate the present \$500,000 cap on revenue to the Traumatic Brain Injured Fund and the redistribution of excess revenue to the other state penalty funds including the Peace Officer Training Fund. <i>Commission Position: Oppose</i>	Assembly Health Committee (two-year bill)
SB 951 (Johnson)	Peace Officers: Franchise Tax Board: This bill would provide that designated employees are peace officers provided that the primary duty is the enforcement of specified provisions of the Revenue and Tax Code. <i>Commission Position: Neutral</i>	Chaptered 97-0670
SB 1213 (Vasconcellas)	Santa Clara County Correctional Officers: This bill would confer peace officer status on correctional officers of Santa Clara County, notwithstanding the existing law that requires a peace officer feasibility study. <i>Commission Position: Oppose</i>	Senate Public Safety Committee (two-year bill)

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1997 Status of Informational Legislation of Interest to POST

Bill #	Subject	Status
AB 86 (Pringle)	Trial Court Funding: This bill makes technical changes to the distribution of the State Penalty Fund that do not impact the Peace Officer Training Fund.	Assembly Judiciary Committee (dead)
AB 124 (Runner)	County Penalties: Parking Surcharges: This bill would eliminate the required transfer of a portion of the county surcharges on parking fines to the state controller.	Assembly Judiciary Committee (two-year bill)
AB 177 (Goldsmith)	Board of Corrections: This bill would expand the Board to 12 members by including a deputy sheriff of the rank of sergeant or below with a minimum of five years experience.	Chaptered 97-0830
AB 233 (Escutia)	Trial Court Funding: Essentially the same as AB 86.	Chaptered 97-0850
AB 343 (Woods)	Custodial Officers: Assignments: An act to amend Section 831.5 of the Penal Code relating to custodial officers. This bill would authorize the sheriff in counties with a population of 200,000 or less to assign a custodial officer as a court bailiff. Additionally, this bill provides that if the Governor or county board of supervisors declares a state of local emergency, a custodial officer may be assigned limited law enforcement responsibilities, including the powers of arrest.	Assembly Public Safety Committee (two-year bill)
AB 344 (Morrissey)	Citizen Complaints About Peace Officers: This bill would require a decision from a law enforcement agency within six months after an investigation of a citizen complaint.	Assembly Public Safety Committee (two-year bill)
AB 436 (House)	Peace Officer Disability Retirement: This bill would specify that retirement for psychological disability must be accompanied with a written opinion from a physician that the retired peace officer is a danger to himself, herself, or others if permitted to carry a concealed and loaded firearm.	Senate - Inactive File
ACR 63	Reserve Peace Officers: This measure would encourage all Californians to join with the Legislature in commending reserve peace officers for their service, dedication, and commitment to the citizens of California.	Chaptered 97-R-101
SB 470 (Rainey)	County Sheriff: Alameda: This bill would permit the Board of Supervisors of Alameda County to authorize the sheriff to enforce provisions of the Vehicle Code.	Senate Committee on Local Government (dead)
AB 856	Crime Prevention - Witness Protection Program: This bill would establish the Witness Protection Program and require that the program be administered by the Attorney General to provide for the relocation or other protection of a witness in a criminal proceeding where there is substantial danger that the witness may suffer retaliatory violence or oppression.	Chaptered 97-0507

Bill #	Subject	Status
AB 920 (Davis)	California Forensic Science Laboratory Enhancement Program: This bill would require the Office of Criminal Justice Planning to establish and implement the California Forensic Science Laboratory Enhancement Program to assist local agencies in the maintenance of existing criminal forensic science laboratories located within specified local agencies.	Chaptered 97-0931
AB 1016	Peace Officer Personnel Files: This bill would require the removal of complaints from a peace officer's personnel file that have been determined to be unfounded or exonerated.	Senate - Inactive File
AB 1191 (Shelley)	Vehicles: Traffic Rules and Regulations: Violations: This bill would change the base fine for violation of the red signal light infraction to a fine of \$100. Violation of specified Vehicle Code provisions concerning red lights would be allocated by the county treasurer to the local law enforcement agencies in whose jurisdictions the offenses occurred.	Chaptered 97-0852
AB 1308	Peace Officer Powers: This bill would provide that security officers of the Department of General Services of the City of Los Angeles, who are peace officers, would be authorized to carry firearms only if authorized by, and under the terms and conditions specified by, the department.	Chaptered 97-0446
AB 1386 (Goldsmith)	Public Safety Officer Procedural Bill of Rights: Public Safety: Extends Peace Officers' Bill of Rights to reserve and auxiliary officers.	Assembly Public Safety Committee (two-year bill)
AB 1398 (Oller)	Washoe Tribal Law Enforcement: This bill would extend peace officer powers (not status) to members of Washoe Tribal Police located in Alpine County.	Chaptered 97-0033
AB 1468 (Runner)	Reserve Peace Officers: Firearms: This bill would authorize a police chief or sheriff to issue concealed weapons permits to certain reserve peace officers.	Chaptered 97-0744
SB 9 (Lockyer)	Trial Court Funding: This bill would revise the system of state funding of trial courts.	Senate Appropriations Committee (two-year bill)
SB 11 (Brulte)	Local Law Enforcement: Supplemental Funding: This bill would allocate an unspecified amount of money to cities and counties for Citizens Option for Public Safety (COPS) Program established by this bill.	Senate Appropriations Committee (dead)
SB 22 (Johnson)	Elective County Offices: Term Limits: This bill would authorize a board of supervisors of any general law or charter county, and the residents of the county, by initiative, to submit a proposal to limit or repeal the number of terms any officer may serve in an elective county office.	Senate Elections & Reapp. Committee (dead)
SB 58 (Ayala)	State Agencies: This bill would require every state agency, that may be significantly affected by a bill, to prepare an analysis of the bill and deliver that analysis to the bill's author and each policy committee.	Senate Governmental Organization Committee (dead)

Bill #	Subject	Status
SB 139 (Kopp)	Police Protection Districts: This bill requires that if a district maintains and operates its own police department, the police department, its chief of police and its employees shall have all the rights, duties, privileges, immunities, obligations, and powers of a municipal police department.	Senate Appropriations Committee (two-year bill)
SB 142 (Knight)	Concealed Weapons License: This bill defines "good cause" and requires the licensing authority to deal fairly and in good faith with an applicant for a license.	Senate Public Safety Committee (two-year bill)
SB 146 (Johnston)	Concealed Weapons License: This bill would limit a chief to issue a license to carry a concealed firearm to a qualified resident of the city.	Chaptered 97-0408
SB 162 (Haynes)	Fines and Forfeitures: This bill would authorize reimbursement of a county or court for costs of operating a comprehensive collection program for delinquent payment.	Chaptered 97-0703
SB 182 (Peace)	Fines and Forfeitures: This bill would require courts to impose an additional penalty of \$32 for each conviction of driving under the influence and the revenue to be deposited in the Fingerprint Fees Account to process criminal history records.	Senate Appropriations Committee (two-year bill)
SB 243 (Peace)	Security Services: Concealed Firearms: This bill would exempt peace officers from certain licensing requirements while working casual or part-time employment as a private security guard or patrolman for a public or private entity.	Chaptered 97-0452
SB 458 (Peace)	State Agencies: Correspondence: Disclosure of Personal Information: Prohibits a state agency, including the California State University, from sending any correspondence to individuals containing personal information about that individual unless correspondence is sealed.	Chaptered 97-0685
SB 467 (Rainey)	County Water Districts: This bill would grant authority for any regular employee of a county water district, who is a deputy sheriff designated by a resolution of the district board, to issue prescribed citations for trespassing violations. This same authority would be granted to any regular employee who has successfully completed a peace officer training course as specified by the board.	Chaptered 97-0532
SB 492 (Rosenthal)	State Agencies and Regulatory Boards: Internet: Requires state agencies to provide public information on the internet, including license suspensions and revocations by state agencies and other regulatory boards. Also included is other related enforcement action taken against persons, businesses, or facilities.	Chaptered 97-0661
SJR 5 (Haynes)	March Air Force Base Closure: This resolution memorializes the Secretary of the United States Department of Interior to direct the Fish and Wildlife Service to enter into, with all deliberate speed, consultations concerning the Riverside Sheriff's regional training center property, with all other necessary federal and state agencies.	Chaptered 97-R-073
SJR 22 (Costa)	Crime Victims: This measure would memorialize the Congress and President of the United States to enact United States Senate Joint Resolution No. 6 of the 105th Congress, which proposes an amendment to the Constitution of the United States to protect the rights of crime victims.	Senate Public Safety Committee (two-year bill)

State of California

Department of Justice

MEMORANDUM

To : Legislative Review Committee

Date: October 14, 1997

KENNETH J. O'BRIEN

Executive Director

From : Commission on Peace Officer Standards & Training

Subject: PROPOSED LEGISLATION FOR 1998

Proposed legislation for 1998 includes the following:

1. Modification of PC 832.3(b)

Modify Penal Code Section 832.3 (b) concerning basic course proficiency testing to expand the purpose of testing to also include determining successful course completion by trainees. The rationale for this proposal is to reflect current POST Commission practices and regulation provisions which require POSTrac testing of all cognitive curriculum in the basic course. Academies currently access these test items via a computer modem. The proposed change should be written in broad terminology to authorize POST testing to be used in existing block exams, mid-term, and final exams and allow a year lead time for preparation. The language should be broad enough to authorize POST testing in cognitive as well as scenario and skill testing areas. The proposed change would provide POST authority to set pass/fail scores on tests.

2. Addition of a penal code section concerning officer-involved shootings

Add a Penal Code Section concerning a requirement for POST to research on an ongoing basis officer-involved shootings, assaults on and deaths of peace officers for the purpose of preventing such incidents, developing improved tactics and training. The purpose of this change is to reflect an existing POST Force and Safety Unit which was created after a 1985 law (AB 1911) was passed requiring POST to study incidents of officers killed or injured in the line of duty (see attachment). No additional resources are being sought. Results of this research have demonstrated reduced officer injuries and deaths.

3. Modification of Penal Code Section 13511.5

Modify Penal Code Section 13511.5 regarding fingerprinting of basic course applicants to delineate the training required in Penal Code Sections 832 and 832.3. This will clarify that dispatcher and other basic courses, not including weapons, are not subject to this requirement. It would also establish, for the first time, fingerprint/criminal history clearance before enrollment in the P.C. 832 course (firearms portion).

4. Modification of Penal Code Section 13511 (b) - Basic Course Equivalency Evaluation

Modify Penal Code Section 13511 (b) to substitute "comparable" for "equivalent" training to provide flexibility. Modify the language relating to testing to authorize the Commission to develop regulations that afford some degree of flexibility in testing for persons entering California law enforcement at management and executive level positions.

5. Introduction of Legislation to Increase Revenues

Introduce legislation to increase POST revenues by modifying the Penalty Assessment Fund distribution to give back to POST \$12 million (or the 30%) that was removed in 1991.

ATTACHMENT C

State of California

Department of Justice

MEMORANDUM

To : Legislative Review Committee

Date: October 3, 1997

KENNETH J. O'BRIEN

Executive Director

From : Commission on Peace Officer Standards & Training

Subject: POST LEGISLATIVE POLICY ON TRAINING MANDATES

At the July 1997 meeting, the Legislative Review Committee, discussed changing the Commission policy regarding taking a "neutral" position on bills that mandated training but did not include the funding. Committee members suggested it would provide them with more flexibility in taking a position on bills if, instead, the Commission policy was that it would review each proposed legislative training mandate as to its merit and need. The proposed policy change is, therefore, brought to the Legislative Review Committee for review:

The Commission shall review each legislative proposal involving an unfunded training mandate in order to determine merit, need, and impact.

State of California

Department of Justice

MEMORANDUM

To : Legislative Review Committee

Date: October 14, 1997

Kenneth O'Brien
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: THIRD-YEAR FUNDING FOR MUSEUM OF TOLERANCE TRAINING

POST has supported the \$2 million annual budget augmentation for the last two years for the Museum of Tolerance Tools for Tolerance Training Program. The program receives positive review by trainees and their employing agencies. The course is considered beneficial to both recruits and in-service officers. It is recommended POST support the Museum's third-year request for supplemental funding from the General Fund.

Another issue concerns the Museum of Tolerance's request to include budget control language in next year's request that makes eligible for reimbursement, all affiliated and non-affiliated basic course trainees, as well as reserve officers. Reimbursement eligibility requested pertains only to the Museum's ability to train under its appropriation. This proviso, if approved, would not affect eligibility for POST travel and per diem reimbursement.

Currently, budget control language limits eligible trainees to sworn officer and non-sworn agency employees. Of the total 5,382 annual basic academy graduates, 1,475 are non-affiliated. The rationale for making eligible, non-affiliated students is that academies will not treat affiliated and non-affiliated students differently. They must send all of their students or none. The reality is that mostly Southern California academies, that are college-operated, would take advantage of this proposed change. Even if this change were to occur, Northern California academies are not likely to send any of their trainees.

The disadvantage of the Museum's proposed change is that to the extent non-affiliated trainees of the basic course attend, the fewer sworn officers can be trained. Also, the Legislature's committees have, in the past, expressed a desire to restrict these General Funds to sworn officers. The Museum is authorized to annually train 7,000 students.

MEMORANDUM

DATE: September 23, 1997
TO: Hal Snow, Cliff Berg
FROM: Rabbi Meyer H. May *MHM*
RE: Legislation Language
CC: Dave Spisak, Liebe Geft

In a conversation with Dave Spisak of POST and Liebe Geft from our Tools for Tolerance project, they indicated that next year's legislation should include a statement indicating that we want to include all the affiliated and non-affiliated at the various police academies, as well as reserve officers.

I thank you for your assistance in making sure that this gets included in the language of the legislation.

Thank you.

MHM:pm

09239700



California POLICE CHIEFS Association Inc.

1455 Response Rd., Suite 190 Sacramento, California 95815 Telephone (916) 923-2375 (916) 923-1825 FAX (916) 263-6090

OFFICERS

Immediate Past President
RON LOWENBERG
Huntington Beach

President
RICHARD PROPSTER
Gardena

1st Vice President
PETE HERLEY
Tiburon

2nd Vice President
RICHARD TEFANK
Buena Park

3rd Vice President
CRAIG STECKLER
Fremont

Secretary/Treasurer
TED MERTENS
Manhattan Beach

DIRECTORS

BOB BLANKENSHIP
Redding

BRIAN BRADY
Novato

RICK BREZA
Santa Barbara

LUCY CARLTON
Los Altos

B. WARREN COCKE
Retired, San Bernardino

KEN FORTNER
Riverside

ROGER HILL
Tulare

BOB McDONELL
Newport Beach

ROBERT NORMAN
Foster City

JOE SAMUELS
Oakland

TOM SIMMS
Roseville

RICK TERBORCH
Arroyo Grande

COMMITTEE CHAIRS

LAW & LEGISLATION
LARRY GORE
West Sacramento

NOMINATING
RON LOWENBERG
Huntington Beach

PAST PRESIDENTS
RON LOWENBERG
Huntington Beach

PUBLICATIONS
JOHN DISTELRATH
West Covina

RETIRED MEMBERS
NEAL JOHNSON
Arcadia

STANDARDS & ETHICS
PAT LUNNEY
Merced

TRAINING
RICHARD THOMAS
Ventura

WAYS & MEANS
RON INGELS
La Verne

.....

SPECIAL COUNSEL
Martin J. Meyer

EXECUTIVE DIRECTOR
Rick D. Hutchings, CAE

September 12, 1997

Jody Hall-Esser, Chair
POST Commission
1601 Alhambra Blvd.
Sacramento, CA 95816

Dear Ms. Hall-Esser:

On behalf of the California Police Chiefs' Association (CPCA), I am requesting that Chief Bob Blankenship, Redding Police Department, be appointed to represent CPCA on the POST Advisory Committee. Chief Blankenship serves on CPCA's Board of Directors and has the experience and qualifications to speak for the California Police Chiefs' Association.

Please do not hesitate to contact me if you need additional information in this regard.

Sincerely,

Richard Propster
President

CITY OF

Glendale CALIFORNIA

140 North Isabel Street Glendale, California 91206 - 4382

(818) 548-3140

July 31, 1997

POLICE
DEPARTMENT
Chief of Police

Mr. Kenneth J. O'Brien
California Department of Justice, P.O.S.T.
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

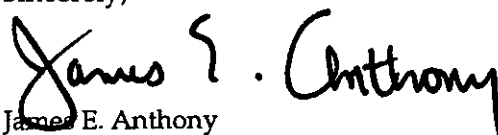
Dear Mr. Kenneth J. O'Brien

On behalf of every member of the Glendale Police Department I want to express our sincere and deep felt thanks for your sympathy in the days which followed the death of Officer Chuck Lazzaretto. Recovery from our grief is assisted by the remembrance of Chuck's bright spirit and the enormous outpouring of support from people like you who showed they really cared.

Like the many other calls, cards and letters we received, yours helped us make it through the toughest part of our period of grief. Adjourning the July 17th meeting of the Commission in the name and memory of Chuck was a thoughtful token of appreciation.

The members of the Glendale Police Department will not soon forget your caring concern.

Sincerely,



James E. Anthony
Chief of Police

JEA:DSS





State of California
Office of the Attorney General

Daniel E. Lungren
Attorney General

August 21, 1997

Kenneth J. O'Brien, Executive Director
Commission on Peace Officer Standards and Training
1601 Alhambra Blvd.
Sacramento, California 95816

Dear Mr. O'Brien:

I would like to take this opportunity to recognize the Commission on Peace Officer Standards and Training's tremendous support in implementing Megan's Law. Your efforts in coordinating and producing the Megan's Law telecourse, and in working with our office to address the myriad of issues associated with implementing this important new law, were crucial to its success.

Today, California has the most comprehensive sex offender notification system in the nation. I am happy to report that more than 400 agencies have received the Megan's Law CD-ROM and are better protecting their communities by utilizing this important new tool. We have already seen numerous examples where sex offender disclosures have enabled individuals and families to better protect themselves.

While Megan's Law is still relatively new, numerous legislative bills are pending which will have a significant impact on registration, tracking and the notification of sex offenders. Consequently, I feel that California's law enforcement community would greatly benefit from the continued outstanding support of Senior Consultant Ray Bray to help address the training associated with the implementation of these new laws. I hope that through his involvement, we can better provide the necessary guidance and training to the California law enforcement community to address these upcoming changes.

Again, thank you for your outstanding contribution to the California law enforcement community and to the citizens of this state.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dan Lungren".

DANIEL E. LUNGREN
Attorney General



P.O. BOX 903281
SACRAMENTO, CA 94203-2810
Public: (916) 227-2222

Facsimile: (916) 227-3880
(916) 227-3884

July 2, 1997

Mr. Kenneth J. O'Brien
Executive Director
POST
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Dear Mr. O'Brien: *Ken*

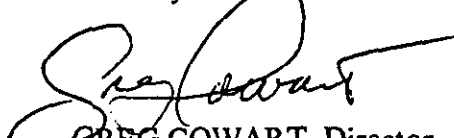
Let me take this opportunity to commend the POST Commission and staff for the excellent video, *Victims of Violence*. I appreciate having been given the opportunity to preview this extremely valuable video. The Executive Staff at the Division of Law Enforcement (DLE) has given this video the highest rating. In fact, our Advanced Training Center is planning to incorporate this video into future (DOJ) Homicide Investigations Course offerings. I see tremendous value in having criminal investigators as well as crime victims view this tape. I believe that it is axiomatic that the better the relationship between investigator and victim, the more effective and efficient will be the overall investigation.

It was the consensus of DLE Executive Staff that the *Victims of Violence* video should receive the widest distribution possible, including appropriate training courses, victim advocacy offices and law enforcement agencies.

Please accept my sincere commendation to POST for a job well done.

Sincerely,

DANIEL E. LUNGREN
Attorney General


GREG COWART, Director
Division of Law Enforcement

Commissioners:

From. Koldene Campbell

I received the handwritten note in the mail. F.Y.I., I have added the case description. To date, this is one of very few victims who have received the tape.

Aug. 18, 1997

Dear Colleen,

I received the video and I think it is great. Only wish this was available for Dan & I, during our ordeal.

Thank you, I appreciate you sending it to me.

Please keep in touch.

Sincerely,

Kathleen E. Sullivan

Name

Description Of Crime

KATHLEEN SULLIVAN

Son, MATTHEW SULLIVAN, 22, and four friends stopped at a taco shop, March 23, 1991, where four gang members made nasty remarks to the girls. A fight ensued and while two were beating on Matt, the 3rd stabbed him seven times with a screwdriver. Matthew's twin brother, Michael, called for help and was with Matt when he died in the hospital. Killer was arrested three months later. Tried and charged with 2nd degree murder: 16 years, plus 6 years on a previous crime. During the trial, the killer had fights with fellow inmates and received an additional 14 years. Sentenced to 36 years to life but parole date is 2005.

CRIME LOCATION: Oceanside, San Diego County

Family Lives: Oceanside, San Diego County



County of San Luis Obispo

Edward C. Williams
Sheriff-Coroner

P.O. Box 32
San Luis Obispo, CA 93406
(805) 781-4540

August 18, 1997


Ms. Collene Campbell, Founder
Memory of Victims Everywhere
2755 Rolling Woods Lane
San Juan Capistrano, CA 92675

Dear Ms. Campbell,

I found the tape to be of high quality and exceptional content. I asked for, and received, permission to copy it from POST. All sworn members of the Sheriff's Office are required to view the tape, and Detective and Coroner deputies will have the tapes on hand for distribution in appropriate cases. In addition, I made copies for the Victim/Witness Unit of the District Attorney's Office in hopes that they will make them available when appropriate.

I want to thank you and the others involved in the production of the tape. You have all provided an outstanding service to the citizens of our State.

Warmest regards,


EDWARD C. WILLIAMS
Sheriff-Coroner

ECW/etd



Mad About Rising Crime

Together We Make A Difference

August 20, 1997

Chairman
POST Commission
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Dear Honorable Chairman and members of the POST Commission:

I want to express my extreme pleasure at the exceptional quality of the "Victims of Violence" video. As a mother whose youngest son was shot and killed, I had the honor of being involved in the development and taping of this training film. I commend you and the members of the Commission for your visionary stance in providing such an exemplary documentary aimed specifically at the role victims and their families can play.

For too long, we victims have felt "outside the loop" in helping law enforcement solve our crimes. Now, we see a specific role we can play as information givers. Perhaps facts we give may provide the specific piece which will lead to successful case resolution... a common goal to families and law enforcement alike.

As Co-Founder of a community-based organization working to reduce crime and violence, I look forward to showing this film to people in Los Angeles County who have been victims of violence. Your permission to do so would be greatly appreciated!

In talking with numerous members of our Los Angeles Police Department, I am concerned that not one is aware of this film. Has it been released or broadcast throughout the state? A film of such powerful impact deserves a wide audience. The more officers who are made aware of victims, their needs and capacity to help, the more likely we will be to successfully arrest many violent offenders.

Thank you again for a job well done! I look forward to hearing from you!

Respectfully,

Mrs. Lin G. Squires
Mad About Rising Crime, Inc.

cc: Governor Pete Wilson
Attorney General Daniel Lungren

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING1601 ALHAMBRA BOULEVARD
SACRAMENTO, CA 95816-7083(916) 227-3909
FAX (916) 227-3895
www.post.ca.gov

September 3, 1997

Mrs. Lin G. Squires
Mad About Rising Crime, Inc.
P.O. Box 7774
Northridge, CA 91327-7774

Dear Mrs. Squires:

Thank you for your letter complimenting the "Victims of Violence" video. The Commission is indeed pleased with this important production. You and the others who worked so diligently to make the video a success have reason to be proud and are to be congratulated. Our initial evaluations have thus far shown the video to be well received.

To update you on the distribution progress, the video was broadcast statewide on August 21, 1997 in its entirety. A short introduction was added to encourage all law enforcement agencies to copy the video for use in their communities. California law enforcement agencies were also invited to videotape their personal messages from the Chief or Sheriff and distribute them within their respective communities.

POST, with the assistance from the Governor's office, is currently seeking funds from several sources to provide law enforcement agencies with copies of the video, both in English and Spanish. We hope to secure funding in the near future and will begin distribution to those requesting agencies as soon as possible.

Thank you again for your inquiry and your kind words. Should you have additional questions or comments, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kenneth J. O'Brien".
KENNETH J. O'BRIEN
Executive Director

To: POST Commission & Staff
FROM: Collene Campbell

As POST Commissioners and POST staff, I thought you might find a little additional pride in a job well done, if you knew about the attached case. Naturally, this is just one of thousands, but this person took a moment to write, so I thought I would share it with you. A faxed copy of the letter to the Governor was sent to me and since I knew Donna I thought you might find the story and her assessment of interest. --- Collene Campbell

DONNA FRIESS

Donna Friess, a victim of child molestation at the hands of her father from her earliest memories, continuing until she went away to college. She was to discover later that all female members of her family and many of their little friends had also been seriously sexually abused, but because the father had threatened to kill them, more than thirty victims remained silent. After forty years of his extensive sexual abuse, a court case was perpetrated by the Friess family because Donna's young niece was about to become a victim of his abuse and rape. The result was a thirteen year prison sentence of which he was scheduled to serve only six and one-half years and was given a release date of Summer 1996. This case was considered to be one of the worse and most grotesque child molestation cases on record. Donna has authored three books, including "Cry the Darkness," describing being one of her father's victims. Her father threatened to kill Donna on his release. The new sexual predator law kept him in prison one year longer and his new release date was set for September 20, 1997, he died August 6th.

Donna L. Friess, Ph.D.

31506 Paseo Christina, San Juan Capistrano, CA 92675
Tel 714 496 8895 Fax 714 489 0046 E Mail Donafriess @ AOL.COM

9/29/97

Pete Wilson
Governor of the State of California
State Capitol
Sacramento, CA 95814


Dear Governor Wilson,

Well my story finally came to a close. Thanks to our legal system and the package of stricter laws against sexual predators of children which you spearheaded through the process, we were able to keep my father in prison one year longer than expected. He would have been paroled last Saturday, September 20th. As the fates would have it he passed away in prison on August 6th.

I want to take this time to tell you how much it meant to me to have you so personally in my corner every step of the way. It was very scary taking on my father and the legal system. The 15 month long trial alone would have been enough to discourage most families. The fact that you listened to us and helped to criminalize incest which had once been viewed as a "victimless crime" in California has done much to discourage child molesters. I believe that the chemical castration law will also help greatly along with the Three Strikes package.

The fact that you are willing to help those of us victims who have been through the court system with the Victims of Violence video produced by POST just proves your dedication. If families can know what to expect through the system, as the video explains, I think that we will be able to bring even more perpetrators to justice, as discouraged families will not "drop out" as frequently from the trial system. I think the video program is a very important leg of the whole crime package which has evolved over the past five years. You have much to be proud of in supporting victims and bringing lifetime child molesters like my father Raymond W. Lewis, Jr. to justice.

Sincerely,


Donna L. Friess, Ph.D.

Cc: Chairman, POSTG
1601 Alhambra Blvd.
Sacramento, CA 95816

Ordeal's epilogue: Imprisoned molester dies

O.C. Register
8/11/97

UPDATE: O.C. professor who revealed dad's abuse writes a new ending to her book - and her family's saga.

By CAROL MASCIOLA
The Orange County Register

Donna Friess was the pretty, popular college professor wife of San Juan Capistrano's mayor in 1990 when she revealed a secret that shocked her community: She was molested by her father from the time she was a small child until she went away to college.

After 40 years of silence, Friess wrote a book about the abuse called "Cry the Darkness" and was instrumental in her father's 1990 conviction for child molestation and incest.

Now Friess is adding an epilogue to her book: Her father, Raymond Lewis Jr., died alone in prison Aug. 6, six weeks shy of his release date. He was 73 and had leukemia. There was no funeral.

"At first I was numb, and the next day I was crying," said Friess, 54, a noted activist against sex crimes. "There's no hope now of him ever saying he's sorry."

She said she did not know her fa-

ther was seriously ill.

Friess, a professor of human communication at Cypress College, said she succeeded in getting her father's prison term extended for an extra year by sending prison officials a package of his recent letters.

The letters, always many pages long, written in block print and full of biblical references, justified fathers molesting their children and contained oblique threats on Friess' life.

"Some said, 'Donna should be dead,' and that it's God's will that a father can even eat his children if he wants to," she said.

That extra year was to have ended Sept. 20. Friess said she already had taken steps to increase her personal security. She was about to get new locks and buy a car her father wouldn't recognize, and was hatching escape plans in case her father broke into her house, she said.

Her husband, Ken, had urged her to hire a bodyguard, she said.

"Cry the Darkness" has been published in Korea, the Netherlands and

Please see FAMILY Page 3



ANA VENEGAS/The Orange County Register
DONNA FRIESS: Father's death means he can never apologize.

FAMILY: Epilogue deals with father's death

FROM 1

Germany, Friess said, and is about to be released in Norway, with an added epilogue about Lewis' death. Friess said the book sold about 20,000 copies in the United States.

In her epilogue, she writes, in part:

"I am sad tonight for what he could have been with his advantages, his handsome good looks, his creative intellect and his wonderful sense of humor. He could have been anything at all

that he wanted. Sadly, my grandmother's old prophecy still rings in my head: 'I am afraid that Junior will end up a penniless old man alone in a room somewhere.'"

Since her father's conviction, Friess has written two other books on recovery and relationships and is working on a third book, "The Story of Historic Weesha," about an area in the San Bernardino Mountains.

Lewis' conviction was for molesting a 4-year-old niece. The statute of limitations had expired for a series of sex crimes Friess says he committed against her, her sister and various relatives and friends over the years.

Friess said she paid to bury her father.

"I did that just to have it be done with," she said. "I did get life from him. The little girl in

October 8, 1997

Collene Campbell
Vice Chair
Commission on Peace officer Standards and Training
1601 Alhambra Blvd.
Sacramento, CA 95816-7083

Dear Collene:

Thank you for the *Victims of Violence* video tape! We took it to our homicide support group and watched it with our facilitator and other members. Everyone agreed it is a valuable service. It is well done. The very personal approach using different victims hits home quite well for most people. Every victim has their "own story", but the video touches enough crime types, and personal feelings and reactions to reach many people emotionally and intellectually.

One good point made in our group was this. Suggest to advocate groups, police departments, and DA offices that they give this video to close friends or family members of the victim instead of to the victim themselves. Ask the person receiving the video to view it with the victim or close survivors in order to help them retain the information. The "friend" can remember and advise from the information on the video. We all, in the support group, remember being so shocked and hurt that we couldn't think clearly when we needed to in those early days (weeks and months) after the crime.

We thank you so much on behalf of all of us with broken hearts.

Sincerely,



David and Ellen Sheive
11118 Red Cedar Dr.
San Diego, CA 92131



OFFICE OF THE
DISTRICT ATTORNEY

ORANGE COUNTY, CALIFORNIA

MICHAEL R. CAPIZZI, DISTRICT ATTORNEY

MAURICE L. EVANS
CHIEF ASSISTANT

JOHN D. CONLEY
DIRECTOR
MAJOR OFFENSES

JAN J. NOLAN
DIRECTOR
SUPERIOR COURT

BRENT F. ROMNEY
DIRECTOR
MUNICIPAL COURT

WALLACE J. WADE
DIRECTOR
SPECIAL OPERATIONS

LOREN W. DuCHESNE
CHIEF
BUREAU OF INVESTIGATION

PLEASE REPLY TO:

CENTRAL OFFICE
VICTIM CENTER DR. W.
BOX 808
SANTA ANA, CA 92701
(714) 834-3600

NORTH OFFICE
1275 N. BERKELEY AVE.
FULLERTON, CA 92631
(714) 773-4480

WEST OFFICE
8141 13TH STREET
WESTMINSTER, CA 92683
(714) 896-7261

SOUTH OFFICE
30143 CROWN VALLEY PKWY.
LAGUNA NIGUEL, CA 92677
(714) 249-5026

HARBOR OFFICE
4601 JAMBOREE BLVD.
NEWPORT BEACH, CA 92660
(714) 476-4650

JUVENILE OFFICE
341 CITY DRIVE SOUTH
ORANGE, CA 92668
(714) 935-7624

MAJOR FRAUD
CONSUMER PROTECTION
405 W. 5TH STREET
SUITE 606
SANTA ANA, CA 92701
568-1200

September 29, 1997

Commission on Peace Officer Standards & Training
State of California
Department of Justice
1601 Alhambra Boulevard
Sacramento CA 95816-3895

RE: Feedback on Victims of Violence Videotape, Costs of Duplication

Dear Members of the Commission:

Collene Campbell, Vice Chair of the POST Commission, was kind enough to send us members of the California Council on Criminal Justice a copy of your recent videotape for crime victims, entitled "POST--VICTIMS OF VIOLENCE."

I watched the video and felt it was very well done, so I asked the Victim Witness Program in Orange County to watch it as well. [Victim Witness here is run by a non profit organization and is not part of the District Attorney's Office.] I mentioned that we might be able to assist in making some copies for them.

Victim Witness liked the film so much they asked for 600 copies! Well, duplicating 600 copies (and presumably another 600 next year) is well beyond our abilities, so we obtained a quick over the telephone bid from a video lab in Irvine. They would charge \$3.03 per film.

In a nutshell, then, the POST Commission has developed a fine film for victims--both from the perspective of prosecutors and victim advocates. The problem is cost of duplication. Who has funding for duplication?

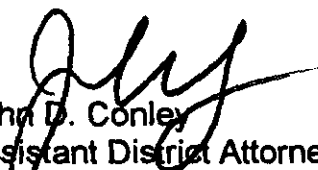
The cost of \$3. per victim of a violent crime is very little for our society to pay. On the other hand, in aggregate, that is a lot of money: about \$2,000. per year in Orange County alone.

Commission on Peace Officer Standards & Training
Members of the Commission
September 29, 1997
Page 2

I would hope the Commission could look at its own funding sources somewhere else in the State budget. The film is very worthwhile, and victims deserve it. On the other hand, the costs of duplication may keep it from being used as much as we all would like.

I hope these comments are helpful to you.

Respectfully,


John D. Conley
Assistant District Attorney
Director, Major Offenses

cc: Mr. Jeff Randall
Ray Johnson

COMMISSION ON POST
97 OCT 15 AM 10:13

October 6, 1997



Commissioners and Involved Staff
Peace Officers Standards and Training
State of California
1601 Alhambra Boulevard
Sacramento, California 95816

Dear Commissioners and Involved Staff:

STF Productions, Inc.

5151 Wisconsin Avenue, N.W.

Washington, D.C. 20016

Telephone (202) 895-3100

Fax (202) 895-3280

On behalf of John Walsh, Host of America's Most Wanted, I want to congratulate all those involved with the inception, production and distribution of the video "Victims of Violence." The video is truly an historic one being the first in the country of its kind, by victims, for victims. You are all to be commended for not only making it happen but making it available to those who need it most, victims of violent crime.

California once again leads the nation in taking an innovative step not because it is politically expedient but because it is the right thing to do. I hope every state will follow your lead.

Sincerely,

Cheri Nolan

Cheri Nolan
Executive Assistant to
John Walsh

Thank You!

A subsidiary of

Fox Television Stations Inc.

cc: Governor Pete Wilson