

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*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.*



## COMMISSION MEETING AGENDA

Thursday, November 8, 2001

Holiday Inn, Northeast

5321 Date Avenue

Sacramento, CA 95841-2597

(916) 338-5800

### AGENDA

Gray Davis  
Governor

Bill Lockyer  
Attorney General

#### CALL TO ORDER - 10:00 A.M.

#### COLOR GUARD AND FLAG SALUTE

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

Since the last Commission meeting, the following officers have lost their lives while serving the public:

- Erik Telen, Deputy, Fresno County Sheriff's Office
- Hagop "Jake" Kuredjian, Deputy, Los Angeles County Sheriff's Office
- Richard Perkins, Officer, Bishop Police Department

#### ROLL CALL OF COMMISSION MEMBERS

#### INTRODUCTIONS

#### WELCOMING ADDRESS

Welcoming address will be given by Attorney General Bill Lockyer, Ex Officio member of Commission.

#### APPROVAL OF MINUTES

- A. Approval of the Minutes of the August 16, 2001, Commission Meeting at the DoubleTree Hotel in Ontario, California.



## CONSENT CALENDAR

### B.1 Receiving Course Certification Reports

Since the August 2001 meeting there have been 78 certifications, 32 decertifications, and 139 modifications.

In approving the Consent Calendar, your Honorable Commission receives the report.

### B.2 Receiving Financial Report - First Quarter FY 2001/02

The first quarter financial report is enclosed under this tab for information purposes.

In approving the Consent Calendar, your Honorable Commission receives the report.

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

- San Francisco Community College District Police Department has met Commission requirements and has been admitted into the POST Regular (Reimbursable) Program.

In approving the Consent Calendar, your Honorable Commission receives the report.

### B.4 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 Section 13510 (c) and 13525. The following agencies have met these requirements and have been accepted into the POST Reimbursable Public Safety Dispatcher Program.

- Woodlake Police Department
- Mira Costa Community College Police Department

In approving the Consent Calendar, your Honorable Commission receives the report.

### B.5 Report on POST's Recruitment Symposium,

In response to the difficulties faced by local agencies in their efforts to recruit law enforcement officers, the Commission authorized staff to conduct a Symposium on Law Enforcement Officer Recruitment and Retention. The goal of the Symposium was to provide recruitment information, strategies, practical tools and networking opportunities. Held at the Burbank Hilton Airport and Convention Center on

July 24-26, 2001, the Symposium offered a variety of speakers of diverse expertise. Over 300 law enforcement executives and recruiters were in attendance. Each attendee received copies of a document entitled *Peace Officer Recruitment and Retention: Best Practices*, as well as copies of six video taped public service announcements (PSAs), a marketing video and a best practices video. The Symposium and the products presented seemed to be very well received. Further information is included under this tab. This report is provided for information purposes, and no Commission action is required at this time.

**B.6 Report to the Legislature on Course Quality Assessment Program**

As part of the Governor's Budget for Fiscal Year 2001-02, the Commission is required to submit a report to the Legislature on or before December 31, 2001, concerning the Course Assessment Program. The report is required to detail the courses evaluated and assessed, the findings of those assessments, any recommendations for quality improvement made, and progress to date in implementing those recommendations.

In approving the Consent Calendar, your Honorable Commission receives and authorizes staff to submit the report to the Legislative Analyst's Office.

**B.7 APPROVAL OF RESOLUTIONS**

- Retiring Bureau Chief Frederick Williams

Frederick Williams, Bureau Chief of Administrative Services is retiring from POST after 28 years of distinguished state service.

- Retiring Senior Law Enforcement Consultant Mickey K. Bennett

Mickey Bennett, a Senior Law Enforcement Consultant, is retiring after providing POST with eight and one-half years of extraordinary service.

- Retiring Senior Law Enforcement Consultant Bernie Homme

Bernie Homme, a Senior Law Enforcement Consultant, is retiring after more than 15-1/2 years of outstanding service to POST.

- Management Fellow Lori Lee

Lori Lee having served POST in the capacity of Management Fellow from June 2000 through October 31, 2001, is commended for her outstanding performance in the development and production of the POST Recruitment Symposium.

In approving the Consent Calendar, your Honorable Commission adopts resolutions commending the above named individuals.

C. PRESENTATION OF RESOLUTIONS

D. PUBLIC HEARING

Public Hearing on Proposed Increase in Continuing Professional Training (CPT) Hourly Requirement

Currently, every peace officer, Level I/II reserve officer, public safety dispatcher, and public safety dispatch supervisor, shall satisfactorily complete the Continuing Professional Training (CPT) requirement of 24 or more hours every two years. The CPT requirement is set forth in Post Regulation 1005 (d).

It is proposed that POST Regulation 1005 (d) be amended to require that after July 1, 2003, all peace officer ranks shall satisfactorily complete the CPT requirement of 40 or more hours every two years. The CPT hour requirement for reserve officers, dispatcher, and dispatch supervisor shall remain at 24 hours.

The intensity and complexity of law enforcement work over the years, justifies the increase in training. Periodic refresher training through the CPT requirement has also been the primary means by which law enforcement agencies have defended themselves against civil liability claims of negligent training. Such training is frequently the subject of scrutiny by courts and litigants.

A review of all California peace officer training records over the past three fiscal years revealed that the average *annual* training hours per officer exceeds 40 hours.

At the August 16, 2001, meeting, the Commission considered this issue and set it for a public hearing on November 8, 2001.

It is recommended that, subject to the results of a public hearing, the Commission amend POST Regulation 1005 (d) to increase the Continuing Professional Training requirement to 40 hours and that these changes take effect July 1, 2003.

BASIC TRAINING

E. Proposed Changes to Public Safety Dispatcher Basic Course Requirements

As part of the ongoing process to ensure basic training content is contemporary, POST Staff and curriculum consultants (course instructors and subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in workshops during which curriculum and supporting materials for each domain are updated to reflect the emerging training needs, compliance with legislatively mandated subject matter, changes in the law or practice, or to improve student learning and evaluation.

Decision:  
Fiscal  
Impact  
on Post  
and Agencies  
  
Matter to  
be combined  
to next  
fiscal  
year

Bud



Proposed changes to the Training Specifications for the Public Safety Dispatcher's Basic Course are contained in this Commission Agenda Item Report. The recommended changes would significantly modify the course by reorganizing learning domain titles, numbers, and hours, enhancing existing goals and objectives by adding new needs and objectives to update the course specificity, and add more interactive student learning activities. No change is proposed to the total of 120 hours currently required to present the course.

All proposed changes have been recommended, reviewed, and endorsed by the members of the Dispatch Ad Hoc Committee. Staff recommends that the proposed curriculum changes be adopted pursuant to the Administrative Procedures Act by using the Notice of Proposed Regulatory Action Process. If approved, these changes will become effective July 1, 2002.

If the Commission concurs, the appropriate action would be a MOTION to approve the curriculum and training specification changes as described in the staff report. If no one requests a public hearing, the changes would go into effect upon approval of the Office of Administrative Law as to form and procedure.

F  
Bud

Proposed Changes to Basic Course Equivalency and Three Year Requalification Processes

Concerns have been expressed by the field and staff that the Basic Course Waiver (BCW) Process is unnecessarily cumbersome and time intensive. Staff felt there was also a need to update the content of the Requalification Course. Even though the two processes are separate entities, they have become intertwined because the Requalification Course has also become a de facto method for BCW applicants to satisfy the skills testing requirement. The proposed amendments are the result of a long term project to revise both programs. The evaluation component of the BCW Process would be streamlined by taking advantage of recent legislation that allows an applicant's prior training to be evaluated based on his or her total training rather than the line by line comparison that was previously required. Candidates would continue to be allowed to test out or complete the Requalification Course, which contains the same cognitive and skills testing. The course content of the Requalification Course will be changed from broad topical headings to training specifications used in the basic course. A new POST-developed comprehensive examination will be developed based on the testing system used in the Regular Basic Course. The skills component will also be revised and standardized.

The proposed revisions will reduce staff time required to complete the evaluation process while maintaining the high standards inherent in California law enforcement. The revisions to the Requalification Course will make the course content more clearly defined thus standardizing the training. The use of common testing between the two programs will allow for a consistent examination standard. Candidates in both processes will be able to use the student workbooks because the tests are driven by basic course material. Subject matter and test questions will be updated whenever there is a change in the basic course.

If the Commission agrees with the amendments, it is proposed that the Notice of Proposed Regulatory Action process be used. If no one requests a public hearing, the amendments would become effective 30 days after approval by the Office of Administrative Law.

If the Commission concurs, the appropriate action would be a MOTION to approve, subject to the Notice of Proposed Regulatory Action, the amendments to Regulation 1008 and Commission Procedures D-10 and D-11, as described.

G. Proposed Changes to Reserve Training Regulations

*bud*  
The Minimum Standards for Employment for every peace officer (other than reserve officers) are delineated in Regulation 1002. The corresponding section for reserve officers is Regulation 1007(a). The minimum standards for reserve officer selection parallel the standards for other peace officers with two exceptions. Reserve officers are not required to take a test to demonstrate their reading and writing ability and Level III reserve officers are not required to meet the same psychological suitability examination requirements as Level I and II reserve officers.

Regulation 1002 was amended in 2000 as part of a multi-phase project to review and clean up Commission Regulations to assure clarity, consistency and accuracy. The proposed amendments to Regulation 1007(a) are intended to bring the language in this regulation into alignment with Regulation 1002 and require Level III reserve officers to meet the same psychological screening requirements as Level I and II reserve officers. At this time, there are not plans to implement a reading and writing ability test for reserve officers.

Legislation enacted in 1994 required that all Level I reserve peace officers appointed on or after January 2, 1997, must complete the same entry level training as full-time regular officers. The legislation also required the Commission to develop a supplemental course for existing Module A, B and C trained Level I reserve officers desiring to complete the Regular Basic Course. Module D was developed to meet this requirement.

Subsequent legislation has impacted the areas of assignment, supervision and training for Level II and III reserves. In response to these changes, a new entry level training system for reserve officers was implemented on July 1, 1999. Since that time the Module A, B, C and D format has been going through a phase-out period. All Module B and C courses were decertified effective July 1, 2000. Legislation, approved by the Governor, will remove the legislative requirement that led to the development of Module D effective January 1, 2002. The proposed amendments to Regulation 1005 and Commission Procedures D-1 and H-5 are intended to delete the reference to Modules A, B, C and D.

If the Commission agrees with the amendments, it is proposed that the Notice of Proposed Regulatory Action process be used. If no one requests a public hearing, the

## STANDARDS AND EVALUATION

### I. Extension of Contract for POST Proficiency Exam Services

*Paula*  
At its May meeting, the Commission authorized staff to contract with Cooperative Personnel Services to administer the POST Proficiency Examination for the first six months of the 2001-02 fiscal year. In order to administer pilot exams to sufficient numbers of students to complete the ongoing validation study of the Basic Academy mid-term and final examinations, it will be necessary to extend the term of the contract through the end of the fiscal year and to augment the amount originally approved.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to extend the contract with Cooperative Personnel Services for the period of January through July 2002, and to augment the contract in an amount not to exceed \$54,733.65. (ROLL CALL VOTE)

### J. New Hearing Screening Guidelines and Revisions to Other Medical Screening Manual Chapters

*Paula*  
New hearing screening guidelines are ready for issuance to replace the existing POST guidelines created in 1985. The guidelines provide state-of-the-art examination and evaluation protocols to comprehensively assess important job-related hearing capacities. In addition to being available from the POST publication desk, these new guidelines, as well as the entire Medical Screening Manual, will be installed on the POST website.

If the Commission concurs, the appropriate action would be a MOTION to authorize the issuance and publication of these new hearing guidelines for incorporation into the POST Medical Screening Manual for California Law Enforcement.

## TRAINING AND DELIVERY BUREAU

### K. Request to Modify Existing Contract for Santa Rosa Center's Driver Training Mobile Simulator

*Tom*  
In planning the locations for regional skills centers, staff determined that it would be more effective to have a mobile driver simulator that serviced the agencies along the northern coast (Del Norte, Humboldt, Mendocino & Lake counties), as opposed to operating a stationary system in Eureka only. This was determined to be the most reasonable approach due to the relatively small student population in this sparsely populated section of the state. It was further determined that it would be even more cost effective to convert the existing stationary site at the Santa Rosa Training Center to a mobile training platform that would accomplish this purpose, as opposed to expending funds for an additional mobile system.

amendments would become effective 30 days after approval by the Office of Administrative Law.

If the Commission concurs, the appropriate action would be a MOTION to approve, subject to the results of the Notice of Proposed Regulatory Action, the amendments to Regulations 1005 and 1007 (a) and Commission Procedures D-1 and H-5, as described.

## EXECUTIVE OFFICE

### H. Status Report on Anti-Terrorism Training Plan

*tom*  
In late September, POST staff initiated a statewide assessment of training needs related to terrorism. Senior Consultant Lou Madeira, Training Delivery Bureau, has been specially assigned to this project. His responsibility as the lead in this project is to develop a detailed needs assessment and inventory of training resources, coordinate the collection and analysis of in-coming information, and to develop a plan for the development and delivery of training focused on terrorism.

During the initial phase of the training needs assessment, Senior Consultant Lou Madeira gathered information by meeting with training managers, regional training manager groups, and regional chiefs' associations. A survey instrument has been distributed to approximately 100 agencies, selected to provide a representative statewide sample. Responses to the survey are due at POST by November 1, 2001.

The inventory of training resources includes a review of a current and previously certified relevant courses related to terrorism, incident management and response, airport security, and hazardous materials. In addition, federally funded courses and other training resources outside of California are being identified and reviewed. In addition, staff has made several contacts within the federal government to identify potential fiscal and other resources to support new training in California.

In response to an identified need for information on the threat of terrorism and the potential for attacks, staff of the Training Program Services Bureau (TPS) is designing a "Town Hall" teleconference that is scheduled for broadcast on November 13. The program is designed for executives and senior staff to share the latest information and answer questions. Staff is also working on the concept of other video programs that are more focused and technical in content.

Finally, staff of the Information Services Bureau are developing plans to add terrorism related information to the POST website in both public and secure formats.

This report is provided for the information and discussion of the Commission. Additional information will be presented at future meetings to the Long Range Planning Committee and the Commission.

## COMMITTEE REPORTS

*Bill*

N. Long Range Planning Committee Report

Bill Kolender, Chairman of the Long Range Planning Committee, will report on issues discussed at the Committee meeting held October 12, 2001, at the San Diego Sheriff's Office.

O. Advisory Committee Report

Leisha Lekawa, Chairman of the POST Advisory Committee, will report on the results of the Advisory Committee meeting held on November 7, 2001, in Sacramento.

P. Finance Committee Report

Finance Chairman James Fox will report on the results of the November 7, 2001, meeting.

The agenda for the Finance Committee meeting is under this tab.

Q. Legislative Review Committee

Commissioner Laurie Smith, Chairman of the Legislative Review Committee, will report on the issues discussed at the Committee meeting held on November 8, 2001.

R. OLD/NEW BUSINESS

Reappointment of Advisory Committee Members

- Clancy Faria, Jr., President of the Peace Officers Research Association of California (PORAC) has nominated Kevan Otto and Alex Bernard for reappointment to three-year terms of office to the POST Advisory Committee to represent PORAC.
- The California State Sheriffs' Association has nominated Sheriff Charlie Byrd of Siskiyou County, for reappointment to the POST Advisory Committee for another three-year term.
- The California Coalition of Law Enforcement Associations (CCLEA) has nominated Al Waters for reappointment to a three-year term of office to the POST Advisory Committee to represent CCLEA.
- Sergeant Michael Reid of the Fresno Police Department has been nominated by the California Police Training Officers Association for reappointment to a three-year term of office to the POST Advisory Committee to represent CAPTO.

If the Commission concurs, the appropriate action would be a MOTION to approve the increase in the amount of the contract by \$48,240, the total amount of the contract not to exceed \$86,040 for the period starting November 8, 2001 through June 30, 2002. (ROLL CALL VOTE)

### TRAINING PROGRAM SERVICES

L. Approval of POST Guidelines and Training on Mentally Ill and Developmental Disabled.

*Roll*

The State Legislature added Section 13515.25 to the Penal Code. This section requires the Commission to develop a course for California peace officers responding to persons who are developmentally disabled or mentally ill. This is a mandate upon POST to develop and make available the training - not a mandate for officers to complete the training. POST staff assembled subject matter experts, designed an eight-hour curriculum with supporting references and guidelines, and conducted a pilot presentation of the course.

If the Commission concurs, the appropriate action would be a MOTION to approve, subject to the results of the Notice of Proposed Regulatory Action, amendments to Regulation 1081 adding minimum requirements for training on mentally ill and developmental disabled.

M. Proposed Recognition Program for Training Institutions Using POST-Trained Instructors

*Roll*

The Commission has established a long-range goal of requiring the certification of all instructors who teach POST-certified courses. Recognition of presenters who use POST-certified instructors was one of the steps in the Commission-approved Plan for Instructor Certification. It was believed that formal recognition would both motivate and reward presenters and their staff, who demonstrate commitment to instructional quality.

The recognition program has been discussed in depth by the POST Instructor Standards Advisory Council, the broad-based advisory body for implementation of the Plan for Instructor Certification. The Advisory Council has recommended that formal recognition take the form of plaques for conforming training entities, and pins for respective instructional staff members. Presenters would also be specially recognized in the *POST Catalog of Certified Courses*.

Initially, the recognition program would be limited to the Voluntary Basic Course Instructor Certification Program. This is the only program that currently has a certification protocol in place. POST should provide economic support, which is projected to be relatively nominal, particularly in light of the benefit gained.

It is recommended the Commission approve implementation of the described recognition program.

Appointment of Sam Spiegel to Replace Woody Williams as the California Peace Officers Association (CPOA) Representative.

- CPOA has submitted the name of Chief Sam Spiegel, Folsom Police Department, to replace Woody Williams on the POST Advisory Committee, to serve as the CPOA representative for a three-year term.

State Hiring Freeze

- Discussion of State hiring freeze and possible Commission action.

**FUTURE COMMISSION DATES**

January 31, 2002, Marriott Hotel, Riverside  
April 18, 2002, Ramada Plaza Hotel, Culver City  
July 18, 2002, location to be determined  
November 21, 2002, location to be determined

**NOTE: Upon adjournment, at the request of the Executive Director, the Commission will meet in closed session for discussion of Commission and personnel issues.**

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

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## COMMISSION MEETING MINUTES

Thursday, August 16, 2001

DoubleTree Hotel Ontario

222 North Vineyard

Ontario, CA 91764



Chairman William Kolender called the Commission meeting to order at 10:05 a.m.

### FLAG SALUTE AND WELCOMING ADDRESS

The Color Guard from the City of Ontario Police Department posted the colors. Commissioner Lee Baca led the pledge of allegiance.

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

- Lieutenant Larry Estes, Butte County Sheriff's Office
- Deputy Bill Hunter, Butte County Sheriff's Office
- Officer Michael Linen, Jr., California Highway Patrol

### ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

#### Commissioners present:

Lee Baca  
Patrick Boyd  
Marc Cobb  
George (Joe) Flannagan  
James P. Fox  
Bud Hawkins  
Monty Holden  
Ted Hunt  
William Kolender  
Arthur Lopez  
Rana Sampson  
Laurie Smith

#### Commissioners absent:

None.

Gray Davis  
Governor

Bill Lockyer  
Attorney General



## **INTRODUCTIONS**

### **Visitors present:**

Lloyd Scharf, Chief, Ontario Police Department  
Helen Pegletes, Fullerton Police Department  
Deborah Keyworth, Brea 911 Communications  
Mary Savage, Sacramento Police Department  
Tennise Allen, Sacramento Sheriff's Office  
Ron Lowenberg, Huntington Beach Police Department  
Alex Bernard, POST Advisory Committee  
John Zrofsky, Cal Chiefs Training Com./Shafter Police Department  
Charles Byrd, CSSA/Siskiyou Sheriff's Office  
Norman Cleaver, Santa Rosa Training Center/POST Advisory Committee  
Greg Kyritsis, San Bernardino Sheriff's Department  
Chris Schwartz, Tustin Police Department  
Phil Del Campo, POST Advisory Committee  
Kevan Otto, POST Advisory Committee  
Leonard Geise, POST Advisory Committee  
Nancy Allen, Costa Mesa Comm.

### **Staff present:**

Kenneth J. O'Brien, Executive Director  
Glen Fine, Assistant Executive Director  
Hal Snow, Assistant Executive Director  
Mike DiMiceli, Assistant Executive Director  
Ray Bray, Bureau Chief, Training Program Services  
Alan Deal, Bureau Chief, Standards and Evaluations  
Tom Hood, Bureau Chief - Public Information/Legislative Liaison  
Tom Liddicoat, Administrative Services  
Jack Garner, Bureau Chief, Management Counseling  
Frederick Williams, Bureau Chief, Administrative Services  
Bud Lewallen, Bureau Chief, Basic Training  
Dick Reed, Bureau Chief, Training Delivery and Compliance  
Steve Lewis, Center for Leadership Development  
Karen Hightower, POST Advisory Committee Secretary  
Anita Martin, Commission Secretary

## **WELCOMING REMARKS**

Chief Schwarzf, Ontario Police Department, welcomed the Commission, staff and visitors to Ontario.

**APPROVAL OF MINUTES**

A. MOTION - Hawkins, Second - Sampson, carried unanimously to approve the Minutes of the May 10, 2001, meeting at the Holiday Inn Northeast, Sacramento.

**CONSENT CALENDAR**

MOTION - Fox, Second - Hawkins, carried unanimously to approve the following items on the Consent Calendar:

B.1 Course Certification Report

B.2 Financial Report - Fourth Quarter FY 2000 - 2001.

B.3 New Entries Into the POST Regular (Reimbursable) Program

B.4 New Entries Into the Public Safety Dispatcher Program

B.5 Withdrawals from POST Regular (Reimbursable) Program

B.6 Course Development Guidelines

B.7 Resolutions

- Retiring POST Assistant Executive Director Glen Fine;
- Former POST Commissioner Charles Brobeck;
- Retiring Monterey Police Chief Gary E. Brown;
- Retiring El Segundo Police Chief Tim Grimmond;
- Reuben T. Harris, upon his retirement as a faculty member of the Command College Program;
- Robert B. Barnes, upon his retirement as a faculty member of the Command College Program.
- Sue Oliviera, upon her retirement from the South Bay Regional Public Safety Training Center;
- Ron Havner, upon his retirement from the South Bay Regional Public Safety Training Center.

**PRESENTATION OF RESOLUTION TO GLEN FINE**

Chairman Kolender and Executive Director O'Brien presented Glen Fine, Assistant Executive Director, in charge of the Administrative Services Division, with a POST Resolution commending him for nearly 31 years of exemplary service and many outstanding contributions.

Former POST Commissioner and Huntington Beach Police Chief, Ron Lowenberg, came forward on behalf of past Commissioners and the Huntington Beach Police Department to congratulate Glen Fine and express appreciation for his many contributions.

Chairman Kolender introduced Dick Reed as Mr. Fine's successor to the position of Assistant Executive Director, Administrative Services Division.

### **REQUEST BY SACRAMENTO POLICE DEPARTMENT**

D. **Sacramento Police Department - Request for Funding the Purchase of a Simunition Shoot House**

Staff reported that in August 2000, pursuant to a one-time budget augmentation, the Commission authorized the purchase of a variety of equipment items for 22 Regional Skills Training Centers, including a skid car and skid car platform, at a cost of \$62,000.

Sacramento Police Department requested it be allowed to purchase a portable simunition house, at a cost of approximately \$52,000, in substitution of those items. The request was denied by the Executive Director because the purchase of a simunition house had not been approved by the Commission. The denial has been appealed by the Sacramento Police Department.

Staff reported that the decision to deny the request for the substitution was based upon 1) the Commission's practice to carefully and selectively fund, for express purposes, only certain equipment; 2) a desire to avoid precedent setting; and 3) to ensure uniformity throughout the Regional Skills Training Centers.

Executive Director O'Brien explained to the Commission that the underlying principle in denying this request, as well as similar requests from other agencies, is standardization. POST has furnished equipment for 23 Regional Training Centers throughout the state; at the start of the program, officers received a wide variety of training on driving and shooting by assorted instructors. A question of liability arose when officers testified in court concerning the various training. Hence, standardization was implemented throughout the state, which included the equipment provided by POST. Director O'Brien expressed concern that granting the appeal will open the door for similar requests for a variety of equipment from other agencies throughout the state.

Staff reported in addition, that due to administrative oversight, the Commission's 2000-2001 authorization for funding the Sacramento Police Department was not finally processed and approved by the June 30, 2001, deadline. In the interim, the Commission's financial condition has deteriorated as the result of the 2001-2002 budget. Based upon the belief it had a valid contract in effect, the Sacramento Police Department purchased some of the authorized equipment at a cost of \$17,200.

Due to these circumstances, staff recommended that the contract with the Sacramento Police Department be reduced by \$62,000 to eliminate the skid car and skid car platform, and instead, fund the remaining original defensive tactics equipment at a cost not to exceed \$17,200.

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Captain Mary Savage, Sacramento Police Department, addressed the Commission on behalf of the Department. Captain Savage reported that the Sacramento Police Department, in partnership with the Sacramento County Sheriff's Department, has an EVOC course which includes a skid pan. Due to the lack of need for the skid car platform/patrol car, as well as the on-going costs associated with this equipment, the EVOC facility Governing Council concluded it would be in the best interests of both agencies not to accept this equipment. However, a Simunition shoot house was identified as equipment that would greatly enhance the perishable skills training capabilities of both departments.

Captain Tennise Allen of the Sacramento Sheriff's Department, was also present and addressed the Commission in support of the appeal.

There ensued a lengthy discussion and debate by the Commissioners.

Commissioner Lopez suggested that, at the next Long Range Planning Committee, members consider whether Commission policy concerning this issue should be more flexible.

Commissioner Sampson recommended that the simunition house be considered by the Commission for inclusion in the budget as authorized equipment for Regional Training Centers.

Upon further discussion on the issue of authorized equipment, it was established that the initial list of equipment was determined through meetings and recommendations from numerous individuals who would be impacted by the program, including trainers.

MOTION - Cobb, Second - Hunt, failed (vote, by display of hands: 5 ayes - 7 noes) to grant the appeal of the Sacramento Police Department.

MOTION - Fox, Second - Smith, carried by ROLL CALL VOTE (vote: ayes - Baca, Boyd, Flannagan, Fox, Hawkins, Holden, Kolender, Lopez, Smith; noes: Cobb, Hunt, Sampson), to deny the appeal of the Sacramento Police Department and instead reauthorize a contract with the Sacramento Police Department in an amount of \$17,200 for the purchase of specified defensive tactics equipment.

## **BASIC TRAINING**

### **E. Proposed Changes to Training/Testing Specifications for Peace Officer Basic Courses**

Staff reported that as part of an ongoing review of Regular Basic Course content, it is the practice of POST staff curriculum consultants (academy instructors and other subject matter experts) to thoroughly review learning domain content to determine if revisions are necessary.

Proposed changes to the training and testing specifications for Learning Domains #2 Criminal Justice System, #5 Introduction to Criminal Law, # 12 Controlled Substances,

#17 Presentation of Evidence, #19 Vehicle Operations, #21 Patrol Techniques, #25 Domestic Violence, #39 Crimes Against the Justice System and #40 Weapons Violations are the result of these regularly scheduled reviews and significantly modify one or more of the elements of the domains.

All proposed changes have been reviewed and endorsed by the Consortium of Academy Directors.

MOTION - Sampson, Second - Cobb, carried unanimously to approve the changes as described in the staff report. If no one requests a public hearing, the changes would go into effect January 1, 2002.

### **INFORMATION SERVICES BUREAU**

#### **F. Contract Request for POST Library Subscription Services**

Rather than deal with 90 individual publishers from the United States and Europe, the POST Library contracts out for its journal and magazine subscriptions. This service provides POST with a single point of contact for such purchases. The vendor is also used as our agent to obtain missing issues of these magazines and journals. This is a yearly contract renewal.

Commissioner Jim Fox, Chairman of the Finance Committee, reported that the Finance Committee considered this matter on August 15, 2001, and recommends approval.

MOTION - Hunt, Second - Smith, carried by ROLL CALL VOTE, to authorize the Executive Director to sign a contract with a journal/magazine vendor in an amount not to exceed \$16,000.

### **STANDARDS & EVALUATIONS BUREAU**

#### **G. Authorization to Implement Phase 1 of the Testing Management System (TMAS) to Replace the POSTRAC Testing System**

Staff reported that at its July 2000 meeting, the Commission approved staff's request to submit a 2000/2001 Budget Change Proposal (BCP) to provide funding for the first year of a 2-year project to replace the aging statewide academy (POSTRAC) testing system. The first year involves planning and coordination activities with the ultimate objective of establishing a statewide, internet-based Testing Management System (TMAS). The BCP was approved and is included in the 2001/2002 budget.

The project is divided into two phases and will run for 2 years. The first year is devoted to planning and software acquisition; the second year to implementation. The first phase is the Communications Infrastructure Phase, which primarily involves planning and determining the communications needs at each of the Academies that present the Regular

Basic Course to support the computer-based testing environment. The process to acquire the software will involve the competitive bid process.

In order to implement Phase 1, it will be necessary to acquire professional services of a Project Manager and a Design System Integration Specialist. Additionally, it will be necessary to develop a Request For Proposal (RFP) in order to identify and acquire appropriate testing software.

Total implementation cost for this project is \$3,019,000. This amount is allocated as follows: \$921,000 for the first year, and \$2,098,000.00 for the second year. As indicated, the approved State Budget for FY 2001/2002 includes the first year costs. The estimated costs for deliverables during the first year include the following:

- 1) Procurement of the services of a TMAS Program Manager using the CMAS process in an amount not to exceed \$218,000;
- 2) Procurement of the services of a Design System Integration Specialist using the CMAS process in an amount not to exceed \$210,000; and
- 3) Contract with an entity, to be determined by the competitive bid process, for the purchase of testing software and training support in an amount not to exceed \$493,000.

POST Advisory Committee Chair, Leisha Lekawa, reported that the Advisory Committee reviewed this matter on August 15, 2001, and recommends approval.

Commissioner Fox, Chairman of the Finance Committee, reported that the Finance Committee evaluated this matter on August 15, 2001, and also recommends approval.

MOTION - Flannagan, Second - Holden, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to: 1) procure the services of a TMAS Program Manager using the CMAS process in an amount not to exceed \$218,000, 2) procure the services of a Design System Integration Specialist using the CMAS process in an amount not to exceed \$210,000, and 3) contract with an entity to be determined by the competitive bid process for the purchase of testing software and training support in an amount not to exceed \$493,000.

H. Report on Proposal to Standardize Testing Requirement in the Regular Basic Course Standard and Modular Formats

Staff reported that the Regular Basic Course is presented in two formats: Standard and Modular. Currently, the two formats utilize different testing procedures. The Standard format utilizes a computerized approach, called POSTRAC, which electronically delivers a single test for each of 26 learning domains. The Modular format utilizes a set of comprehensive tests that group material from four domains together into comprehensive tests; the comprehensive tests are delivered via an express mail service.

After an in-depth review, staff found the Modular format testing program to be inconsistent with the procedures utilized in the Standard format. Adoption of a modified POSTRAC would completely standardize testing in the Standard and Modular formats and would overcome several shortcomings of the existing Modular format test program.

MOTION - Fox, Second - Cobb, carried unanimously to amend the *Training and Testing Specifications for Peace Officer Basic Courses*, Commission Procedure D-1, and POST Regulation 1005, as proposed, which would standardize all testing activities in the Regular Basic Course Standard and Modular formats, and become effective on January 1, 2002.

I. Request to Amend Contract with the City of Vallejo for a Management Fellow

Staff recounted that at its May 2001 meeting, the Commission authorized an extension of the contract with the City of Vallejo for a POST management fellow to provide information and training to the field regarding the products developed during the course of the recruitment project.

The City of Vallejo has since concluded contract negotiations with its sworn officers, with the resulting salary increase exceeding the amount approved by the Commission. Additionally, the Management Fellow was promoted to Lieutenant on July 14, which also adds to the need to increase the amount requested. In order to ensure continuity in the training that will be provided to law enforcement agencies, it has become necessary to augment the contract by \$12,996.

Commissioner Fox indicated that the Finance Committee heard this issue and recommends approved.

MOTION - Hunt, Second - Cobb, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to augment the contract with the City of Vallejo in an amount not to exceed \$12,996.

TRAINING PROGRAM SERVICES BUREAU

J. Acceptance of 2001-2002 VAWA Law Enforcement Grant Funds and Renewal of the Existing Interagency Agreement to Facilitate Course Presentations, and Contract for a Management Fellow to Coordinate the Grant

Staff reported that in August 1997, the Commission voted to accept a VAWA Law Enforcement Grant in the amount of \$2,929,112. Over the past four years POST has used that money for training.

POST's plans for this year are to continue with the current level of course presentations. In July 2001, the Office of Criminal Justice Planning (OCJP) VAWA Task Force approved additional funding for 2001-02 in the amount of \$695,000 to maintain the current level of course presentations for one year. This amount reflects \$522,000 in actual funds to be expended and \$173,000 in-kind match.

MOTION - Hawkins, Second - Fox, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to accept the additional VAWA SB 350 funding for 2001-02 in the amount of \$695,000, to sign an interagency agreement with San Diego Regional Training Center for the facilitation of the course presentations in an amount not to exceed \$248,826, and to enter into an agreement with a public agency for a grant coordinator/management fellow in an amount not to exceed \$120,000.

K. Approval of Revisions to POST Elder Abuse Training Regulations

Staff recounted that existing law requires police officers and deputy sheriffs assigned to field duties to complete a POST certified Elder Abuse Training course covering specified subjects. Recently enacted legislation expands the specified subjects to include dependent adults, and adds to the list of required subjects physical and psychological abuse of elder and dependent adults and the role of adult protective services and public guardian officers. Since POST Commission Regulation 1081 (25) puts into regulation the subjects required by law, that regulation needs to be modified to mirror the changes made to the Penal Code.

MOTION - Fox, Second - Smith, carried unanimously, to approve regulation changes as proposed, subject to results of a Notice of Proposed Regulatory Action.

L. Contract Request for POST Management Fellow for Regional Skills Training Center

Staff reported that in May of 1999, POST entered into a one-year contract with the San Diego Regional Training Center for the services of a management fellow, Forrest Billington, to coordinate the activities of the 24 Regional Skills Training Centers. The contract was extended for one year, but Mr. Billington has decided to semi-retire and is no longer available to manage the program. Due to the complicated nature of the program, the shortage of POST staff, and the expansion of the scope of the training as a result of required Perishable Skills Training, staffing is required to manage the program.

Commissioner Fox, Chairman of the Finance Committee reported that the Finance Committee reviewed this matter the day before and recommends approval.

There was a brief discussion concerning this issue.

MOTION - Flannagan, Second - Fox, carried unanimously by (ROLL CALL VOTE) to authorize the Executive Director to contract with a public entity (as yet to be identified) for a period of one year, at a cost not to exceed \$110,000 for salary and benefits.

M. Contract Request to Pilot the Mentally Ill and Developmentally Disabled Training Course.

Staff related that in July 2000, legislation was enacted amending P.C. Sec. 13515.25, which mandated that POST develop a training course for law enforcement regarding interactions with persons who are developmentally disabled and mentally ill, and that the



course utilize an interactive classroom setting to ensure that training is as realistic as possible. Funding is necessary to contract for the pilot of two eight-hour training classes.

Commissioner Fox stated that this issue was considered by the Finance Committee the day prior and approval was recommended.

MOTION - Hawkins, Second - Fox, carried unanimously by ROLL CALL VOTE, to authorize the Executive Director to sign an interagency agreement with San Diego Regional Training Center in an amount not to exceed \$15,000.

### **VIDEO PRESENTATION BY CAPTAIN KATIE ROBERTS, ONTARIO POLICE DEPARTMENT**

Commissioner Flannagan introduced Captain Katie Roberts, of the Ontario Police Department and Chair of the Law Enforcement Image Coalition. In addressing the Commission, Captain Roberts presented a Public Service Announcement video, produced by the POST Image Coalition. The video, with segments featuring movie actor Jackie Chan and singer Bobby Sherman, was well received by the Commission.

### **AGENDA RESUMED**

#### **N. Contract Request to Complete a Survey of the Impact of Domestic Violence Training**

Staff reported that the Commission is currently receiving the fifth year of funding of a \$7.1 million grant to present domestic violence and sexual assault training. Several projects were agreed upon by POST and OCJP, one of which was an evaluation of the impact of the VAWA domestic violence training over the past four years. Funds were set aside in the grant to complete this study and San Diego Regional Training Center has the resources and experience with the grant to manage this project.

There was a brief discussion concerning this issue.

Commissioner Fox reported that, after discussion, the Finance Committee recommended approval of this item.

MOTION - Fox, Second - Lopez, carried unanimously by ROLL CALL VOTE, to authorize the Executive Director to enter into an interagency agreement with San Diego Regional Training Center to complete an impact survey in an amount not to exceed \$75,000.

#### **O. Request for Public Hearing on Continuing Professional Training Hours**

Staff proposes the Commission schedule a public hearing in November 2001 to amend Commission Regulation 1005 (d) to expand the current hourly CPT requirement to 40 hours every two years for regular and specialized peace officers, first-line supervisors,

managers, and executives. The CPT requirement for reserve officers and dispatchers would remain the same.

Rationale for increasing the hourly requirement include: 1) The complexities of law enforcement work have increased since the mandate was first established in the 1970's; 2) the majority of officers already exceed the 40 hours every two years; 3) the increase will facilitate law enforcement agencies increasing their training budgets; 4) the increase will provide agencies greater flexibility in meeting local or agency training needs; and 5) many other states have exceeded California's CPT requirement.

MOTION - Hawkins, Second - Flannagan, carried unanimously, to schedule a public hearing on this matter at the November 8, 2001, meeting.

## **COMMITTEE REPORTS**

### **P. Long Range Planning Committee**

Commissioner Kolender, Chairman of the Long Range Planning Committee, reported on the meeting held July 9, 2001, at POST Headquarters in Sacramento.

In addition to those issues already addressed, the Long Range Planning Committee received reports on the following matters:

#### **University of Phoenix Request for Certification**

The Committee accepted the staff report and the recommendation to not certify the Law Enforcement Professional Training Program offered by the University of Phoenix.

#### **POST Safe Driving Award**

The Committee declined to create a POST Safe Driving Award.

#### **Law Enforcement Agency Accreditation Program**

The Committee recommended that staff do no additional work to implement the Accreditation Program, and directed staff to provide a status report during FY 2002/03.

#### **Ethics Symposium**

The Committee directed staff to prepare a proposal for the symposium to be discussed at the December 2001 committee meeting. The proposal will include the goal of presenting the symposium in July 2002.

### Status of the Racial Profiling Training Mandate

This informational report described the status and progress of the work to develop training on racial profiling. The training must be offered no later than January 1, 2002.

### 2001 Commission Policy Manual

The Committee recommended approval of the changes to the POST policy manual. The Commissioners indicated that they had each carefully reviewed the changes to Commission policies and the policy manual.

MOTION - Sampson, Second - Hawkins, carried unanimously to approve the 2001 POST Commission Policy Manual.

MOTION - Sampson, Second - Hawkins, carried unanimously to approve the Report of the Long Range Planning Committee.

### Q. Advisory Committee Report

Leisha Lekawa, Chair of the Advisory Committee, reported on the actions of the Advisory Committee meeting held on August 15, 2001, in Ontario.

Ms. Lekawa thanked Commissioners Kolender, Fox, Flannagan, Sampson, Lopez, Cobb, and Boyd for their attendance at the meeting.

### New Advisory Committee Member

Leonard Geise was welcomed by the Committee as the Public Member representative to the Advisory Committee.

### Budget

The Executive Director presented an overview of the POST Budget.

### Image Coalition

The Committee viewed the Image Coalition PSA video produced by Captain Katie Roberts, and expressed appreciation for the excellent job Katie Roberts has done as Chair of the Law Enforcement Image Coalition.

The Committee also expressed appreciation to the Ontario Police Department for hosting the Law Enforcement Image Coalition meetings.

In addition, Lieutenant Al Vargas of the Anaheim Police Department was recognized for giving his time, effort, and personal financial resources, to the development of the website for the Law Enforcement Image Coalition.

Ms. Lekawa announced that, Tom Hood has recently been appointed Bureau Chief of Training and Delivery, and Bureau Chief Alan Deal will now be the staff liaison to the Image Coalition.

Recruitment Symposium

Bureau Chief Alan Deal and Lt. Lori Lee, Vallejo Police Department, were recognized by the Committee for their outstanding presentation of the Recruitment Symposium.

MOTION - Flannagan, Second - Hunt, carried unanimously to approve the Advisory Committee Report.

R. Finance Committee

Commissioner James Fox, Chairman of the Finance Committee, reported on the meeting held on August 15, 2001, in Ontario.

In addition to those items already addressed, the Finance Committee discussed the following matters:

POST Budget

Mr. Fox reported that the Committee received updated information concerning the budget. Additionally, the Committee was advised that the Department of Finance had written a letter giving assurances that maintaining necessary funding for the POST training program is a priority for the Governor's administration.

Financial Report

The Committee reviewed the year-end report and the projection of FY 2001-2002 training volumes and expenditures.

MOTION - Baca, Second - Hawkins, carried unanimously to approve the Finance Committee Report.

S. Legislative Review Committee

Commissioner Laurie Smith, Chair of the Legislative Review Committee, reported that the committee met last on August 16, 2001, in Ontario.

Tom Hood, Legislative Liaison, reported that the Committee took specific action on the following bills:

AB 376 (Chavez), which originally required POST to develop peer support training, is a two-year bill and appears to be dead. The Committee recommends that the Commission take no position on this measure.

AB 1555 (Ashburn), originally required POST to conduct either a Feasibility Study or a Training Needs Assessment for officers employed by the Department of Mental Health and work in mental hospitals throughout California. After meeting with the sponsors of the bill, staff has negotiated amendments that omit POST entirely. The Commission originally took an "opposed unless amended" position; however, since this proposal has been amended and no longer pertains to POST, the Committee recommends the Commission take no position.

New Legislation The Committee recommends that POST sponsor a bill next year to secure appropriate funding for POST by a 7.70 % increase in the funding received from the Penalty Assessment Fund. This would guarantee, by law, that POST would receive approximately \$12 million per year.

There was a brief discussion concerning this issue.

MOTION - Sampson, Second - Hawkins, carried unanimously to approve the Legislative Review Committee Report.

T. **OLD/NEW BUSINESS**

Advisory Committee Appointments

- California Highway Patrol Commissioner D. O. Helmick has recommended that Chief Sandra Redding, Commander of Personnel and Training, replace Chief Joe Ortiz as representative to the POST Advisory Committee.
- Al Avila, Director of the California Academy Directors Association, has nominated Norman Cleaver for reappointment to a three-year term of office beginning July 2001, to represent the California Academy Directors Association.

MOTION - Cobb, Second - Hawkins, carried unanimously, to accept both recommendations.

Workshop for Commissioners

The Commission Workshop was scheduled for October 4 - 5, 2001, in San Diego. There were no objections to engaging Bill Lewis as facilitator for the Workshop. Mr. Lewis will interview each Commissioner prior to the Workshop to determine individual concerns and areas of interest.

Future Commission Meeting Dates

There was a brief discussion concerning the date of the November 2001 meeting. Executive Director O'Brien referred the Commission to the July 9<sup>th</sup> Long Range Planning Report, which reflects that the Committee agreed to change the Commission meeting from November 1, 2001, to November 8, 2001. The meeting location will be the Holiday Inn Northeast, Sacramento.

Subsequent dates and locations for Commission meetings:

January 31, 2002 , Marriott Hotel, Riverside  
April 18, 2002, Ramada Plaza Hotel, Culver City  
July 18, 2002, Regency Plaza Hotel, San Diego

The meeting was adjourned at 12:58 p.m.

Respectfully submitted,

*Anita L. Martin*

Anita L. Martin  
POST Commission Secretary

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Course Certification/Decertification Report		Meeting Date November 8, 2001
Bureau Training Delivery Bureau	Reviewed By Tom Hood <i>[Signature]</i> Chief	Researched By Rachel S. Fuentes <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval 10-17-01	Date of Report October 9, 2001
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 during the first quarter of the FY 2001-02.

CERTIFIED

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1. Spanish for Law Enforcement	Reg 5 LE Training Council, OR DPSST	Technical	IV	\$ 21,000
2. Violent Crime Info Center	DOJ Training Center	Technical	IV	6,120
3. Driving Training Simulator	Santa Ana P.D.	Technical	II*	12,000
4. Instructor Development	Yolo Comm.	Technical	IV	990
5. Firearms Instructor Update	Yuba College	Technical	IV	990
6. Level II Modular Training, Part 2	Santa Barbara CC	BC Modular Format	N/A	-0-
7. Driver Training (EVOC) Update	San Diego RPST	Technical	II*	2,688
8. Bicycle Patrol	Porterville LETC	Technical	IV	2,400
9. Traffic Collision Inv, Intermediate	State Center RTF	Technical	IV	5,400
10. Expert Witness for Domestic Violence	San Diego RTC	Technical	IV	20,000
11. Firearms Trajectory Inter-Interpretation	Santa Barbara S.D.	Technical	IV	3,200
12. Tactical Response to School/Community Violence	San Luis Obispo S.D.	Technical	IV	32,000

\*Back-fill approved courses

CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Reimbursement Category</u>	<u>Plan</u>	<u>Annual Fiscal Impact</u>
13. Less Lethal Force Instructor	Ukiah P.D.	Technical	II*	\$ 2,080
14. Mounted Horse Patrol	Allan Hancock College	Technical	IV	20,000
15. Public Safety Dispatcher, PS Extended	Ray Simon CJTC	PS Dispatcher	N/A	-0-
16. Tactical Response to School/Community Violence	San Jose P.D.	Technical	IV	-0-
17. Level III Modular Training, Part 2	Mendocino College	BC-Modular Format	N/A	-0-
18. Weapons of Mass Destruction, 1 <sup>st</sup> Responder	Orange Co. S.D.	Technical	IV	37,500
19. Firearms/Tactical Rifle	Calexico P.D.	Technical	II*	1,600
20. Training Conference (For Creating School Schools)	Riverside Co. S.D.	Technical	N/A	-0-
21. Tactical Response to School/Community Violence	Santa Barbara P.D.	Technical	IV	32,000
22. Instructor Development, Basic	Allan Hancock	Technical	IV	40,000
23. Firearms/Tactical Rifle	Montclair P.D.	Technical	II*	14,400
24. Bicycle Patrol	Placer Co. S.D.	Technical	IV	-0-
25. Officer Safety/Field Tactics Update	Ontario P.D.	Technical	II*	16,680
26. COP/Ending Domestic Violence	RCPI - Los Angeles	Technical	N/A	-0-
27. Helicopter - STABO Operations	DOJ Training Center	Technical	IV	9,576
28. Career Ethics/Integrity	Monterey Co. S.D.	Technical	IV	5,600
29. Tactical Response to School/Community Violence	Santa Rosa T.C.	Technical	IV	4,320
30. Tactical Response to School/Community Violence	South Bay RPSTC	Technical	IV	12,300
31. Tactical Response to School/Community Violence	San Diego S.D.	Technical	IV	28,000

\* Back-fill approved Courses



CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
32. Identify Theft Inv./Patrol	Golden West College	Technical	IV	\$ 6,200
33. Radar Operator	Hemet P.D.	Technical	IV	320
34. Court Security	Los Angeles Co. S.D.	Technical	N/A	-0-
35. Critical Incident Instructor	Santa Clara Co. S.D.	Technical	IV	-0-
36. Skills & Knowledge Modular Training	Amador Co. S.D.	Technical	IV	13,440
37. Report Writing, Extended	Napa Valley College	Technical	N/A	-0-
38. Skills & Knowledge Modular Training	Concord P.D.	Technical	IV	26,400
39. Driver Training Simulator	San Bernardino S.D.	Technical	II*	213,600
40. Basic Course Extended Format	Long Beach P.D.	Basic Course	N/A	-0-
41. Mentoring/Coach for Successful L.E.	Santa Ana College	Technical	IV	16,000
42. Skills & Knowledge Modular Training	SHASCOM	Technical	IV	5,280
43. Interview and Interrogation	Lassen College	Technical	II*	75
44. Training Conference (Gang Awareness)	Cabrillo College	Technical	N/A	-0-
45. Firearms/Tactical Shotgun	So. Bay RPSTC	Technical	II*	14,112
46. Dispatcher Orientation	Yuba College	Technical	IV	1,386
47. Search Warrant/Arrest - High Risk	Yuba College	Technical	IV	1,584
48. Surveillance Techniques	Yuba College	Technical	IV	660
49. Civil/Disobedience - Supv.	Redondo Beach P.D.	Supv. Trng.	N/A	1,000
50. Cultural Awareness	Anti-Defamation League	Technical	IV	3,000
51. Recruitment & Retention Strategies	Stanislaus Co. S.D.	Technical	IV	1,500

Back-fill approved courses

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
52.	Dispatcher, PS	Oakland P.D.	Technical	IV	\$ 8,400
53.	Less Lethal Weapons	Sacramento P.D.	Technical	II*	137,700
54.	Level III Modular Training, Part 2	Alameda Co. S.D.	BC-Modular Format	N/A	-0-
55.	Level II Modular Training	Alameda Co. S.D.	BC-Modular Format	N/A	-0-
56.	Officer Update	Long Beach P.D.	Technical	IV	10,000
57.	Domestic Violence Instructor	State Center RTF	Technical	II*	15,300
58.	Driving - Executive Protection	Alameda Co. S.D.	Technical	IV	6,000
59.	Management Update Seminar	San Francisco P.D.	Mgmt. Trng.	IV	16,800
60.	Court Security	Nevada POST	Technical	N/A	-0-
61.	Instructor Development, BC	Cerro Coso College	Technical	IV	5,400
62.	Elder Abuse Inv. - Financial	CSU, San Jose	Technical	IV	10,752
63.	Arrest & Firearms (PC 832)	Alameda Co. S.D.	P.C. 832	N/A	-0-
64.	Radar Operator	Tulare-Kings Co. Peace Officer Academy	Technical	IV	6,000
65.	Investigative Tracking, Basic	Kern Co. S.D.	Technical	IV	1,200
66.	Dispatcher Update	Public Safety Training Consultants (PSTC)	Technical	IV	-0-
67.	Level I Modular Training	Rio Hondo College	BC-Modular Format	N/A	-0-
68.	Level I Modular Training	Ray Simon CJTC	BC-Modular Format	NA	-0-
69.	Adv. Explosives-Bomb Inv.	CA CDF Protection	Technical	IV	1,685
70.	Research & Statistic Forecasting	CSU, Northridge	Technical	IV	18,000
71.	Computer Crime Inv.	CSU, Northridge	Technical	IV	18,000
72.	Criminal Investigative Analysis	CSU, Northridge	Technical	IV	18,000
73.	Criminal Intelligence Data Analyst	CSU, Northridge	Technical	IV	18,000
74.	Criminal Analysis: Impl./Eval.	CSU, Northridge	Technical	IV	9,000

\*Back-fill approved courses

**CERTIFIED (Continued)**

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
75.	Crime Intelligence Course	CSU, Northridge	Technical	IV	\$ 18,000
76.	Training Conference (Tactical EMS)	San Diego P.D.	Technical	N/A	-0-
77.	There was 1 additional IVD/CD ROM courses certified as of 9-30-01. To date, 277 IVD/CD ROM certified presenters have been certified and 1,088 IVD/CD ROM courses certified .				
78.	There was 1 additional Telecourses certified as of 9-30-01. To date, 465 Telecourse presenters have been certified.				

\*Back-fill approved courses

**DECERTIFIED**

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Field Training Officer Update	Ventura P.D.	Technical	II*
2.	Arrest & Firearms-Interactive	Ventura College	PC 832	IV
3.	Chemical Agent Instructor Update	Ray Simon C JTC	Technical	II*
4.	Defensive Tactics Instructor Update	Ray Simon CJTC	Technical	II*
5.	Firearms/Long Rifle Instructor	Ray Simon CJTC	Technical	IV
6.	Firearms/Shotgun, Instructor	Ray Simon CJTC	Technical	IV
7.	Search Warrant & Arrest	Ray Simon CJTC	Technical	IV
8.	Traffic Coll.- Skidmark Analysis	Ray Simon CJTC	Technical	IV
9.	Drug Influence - 11550 H&S	Richmond PD	Technical	IV
10.	Traffic Collision Inv.	Ohlone College	Technical	IV
11.	Civil Unrest Response	CSU, San Francisco PD	Technical	IV
12.	Crime Scene Investigation - Adv.	Salinas P.D.	Technical	IV
13.	Defensive Tactics, Instructor, Trans.	Berkeley PD	Technical	N/A
14.	Arrest & Firearms (PC 832)	De Anza College	PC 832	N/A
15.	Instructor Development	Contra Costa CJTC	Technical	IV
16.	Crime Scene Investigation	Golden West College	Technical	IV

\*Back-fill approved courses

DECERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
17. School Security Officer	Golden West College	Technical	IV
18. Firearms Instructor	Dept. Of Motor Vehicles	Technical	IV
19. CCI-Fundamentals X-Ray Analysis	CCI	Technical	IV
20. Fraud/Forgery Inv. - Advanced	Dept. of Insurance-Fraud Div.	Technical	IV
21. Fraud/Forgery Inv. - Basic	Dept. of Insurance-Fraud Div.	Technical	IV
22. Baton/Impact Weapons Update	El Dorado Co. S.D.	Technical	II*
23. Vice Investigation	Los Angeles Co. S.D.	Technical	IV
24. Narcotic Investigation	Los Angeles Co. S.D.	Technical	IV
25. Homicide Inv. - Patrol Officer Update	Los Angeles Co. S.D.	Technical	IV
26. Crime Inv., High Technology	Los Angeles Co. S.D.	Technical	III
27. Diversionary Devices	Los Angeles Co. S.D.	Technical	IV
28. Crowd & Riot Control Instructor Update	Los Angeles Co. S.D.	Technical	IV
29. Hostage Negotiation - Command Personnel	Los Angeles Co. S.D.	Technical	III
30. Reserve Training Module D	Los Angeles Co. S.D.	BC-Reserve Format	N/A
31. Radar Operator Instructor	Sacramento P.D.	Technical	IV
32. Hate Crimes	Sacramento P.D.	Technical	IV

TOTAL CERTIFIED	<u>78</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>0</u>
TOTAL TELECOURSES CERTIFIED	<u>1</u>
TOTAL IVD/CR-ROM COURSES CERTIFIED	<u>1</u>
TOTAL DECERTIFIED	<u>32</u>
TOTAL MODIFICATIONS	<u>139</u>

4,489 Skills & Knowledge Modules certified as of 9-30-01  
 1,088 IVD/CR-ROM courses as of 9-30-01  
 465 Telecourses as of 9-30-01  
 2,780 Other Courses certified as of 9-30-01  
 781 Certified Presenters

\*Back-fill approved courses

Cerpt 1101.wpd  
 10-9-01

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Financial Report - First Quarter 2001-2002		<b>Meeting Date</b> November 8, 2001
<b>Bureau</b> Administrative Services Bureau	<b>Reviewed By</b> Frederick Williams <i>FW</i>	<b>Researched By</b> Staff
<b>Executive Director Approval</b> <i>Joseph J. Bauer</i>	<b>Date of Approval</b> 10-23-01	<b>Date of Report</b> October 12, 2001
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <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, 2001. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 2001-2002 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, 2001 we received \$9,445,067. The total is \$405,317 more than originally anticipated but is \$3,832,883 less than received for the same period last fiscal year. The latter is due to POST not receiving any funds from the Driver Training Penalty Assessment Fund as in past years.

NUMBER OF REIMBURSED TRAINEES BY CATEGORY - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with number reimbursed last year. The 23,954 trainees reimbursed through the first quarter represent an increase of 14,828 (162%) compared to the 9,126 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 \$8,487,551 represents a \$4,447,286 (110%) increase compared to last fiscal year. (See Attachments 3 and 4.)

**SUMMARY**

Revenue for the first three months of the fiscal year is significantly less than the amount received last year at this time, which is due to the fact that POST will not receive the \$14 million this year as it has in past years from the Driver Training Penalty Assessment Fund. POST has been assured by the State Department of Finance that should authorized expenditures exceed available resources, Finance will make necessary funds available, up to the appropriation level specified in the Governor's Budget.

The number of peace officer trainees and their corresponding reimbursements to date are significantly higher than for FY 2000-01. There are two reasons for this: First, there were no reimbursements paid for trainees in July 2000 as they were paid out of FY 1999-2000 in order to fully expend those resources. Second, only a limited number of trainees were reimbursed in June 2001 as all resources had been exhausted. Most of the June 2001 reimbursements were carried over into FY 2001-02 and are reflected in July 2001 reports. This carry over resulted in a higher number of reimbursements in the first quarter of this year than for the same period in FY 00-01.

## COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 2000-2001 AND 2001-02

FISCAL YEARS 2000-2001 AND 2001-02

2000-01

2001-02

MONTH	2000-01			CUMULATIVE MONTHLY ESTIMATE	2001-02			OTHER * REVENUE	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	PENALTY ASSESSMENT FUND	TRANSFER FROM DT PAF ***	OTHER		CUMULATIVE TOTAL	PENALTY ASSESSMENT FUND	TRANSFER FROM DT PAF					
JULY	3,546,574	1,028,023	25,351	\$4,599,948	\$3,013,250	3,564,934	0	33,037	\$3,597,971	119.40%	\$3,597,971	119.40%
AUGUST	3,085,088	1,241,192	31,072	\$8,957,300	6,026,500	2,829,658	0	46,620	\$2,876,278	95.45%	6,474,249	107.43%
SEPTEMBER	3,070,728	1,235,414	14,508	\$13,277,950	9,039,750	2,953,482	0	17,336	\$2,970,818	98.59%	9,445,067	104.48%
OCTOBER	3,125,488	1,257,445	21,358	\$17,682,241	12,053,000		0		\$0	0.00%	9,445,067	78.36%
NOVEMBER	3,323,414	1,337,075	5,215	\$22,347,945	15,066,250		0		\$0	0.00%	9,445,067	62.69%
DECEMBER	2,879,720	1,072,412	1,200,860	\$27,500,937	18,079,500		0		\$0	0.00%	9,445,067	52.24%
JANUARY	2,816,981	1,219,483	22,741	\$31,560,142	21,592,750		0		\$0	0.00%	9,445,067	43.74%
FEBRUARY	2,639,566	1,061,949	15,861	\$35,277,518	24,606,000		0		\$0	0.00%	9,445,067	38.39%
MARCH	3,232,778	1,300,611	24,132	\$39,835,039	27,619,250		0		\$0	0.00%	9,445,067	34.20%
APRIL	2,914,906	1,172,722	24,473	\$43,947,140	30,632,500		0		\$0	0.00%	9,445,067	30.83%
MAY	3,271,779	1,316,301	30,696	\$48,565,916	33,645,750		0		\$0	0.00%	9,445,067	28.07%
JUNE	3,252,012	757,373	991,097	\$53,566,398	37,159,000		0		\$0	0.00%	9,445,067	25.42%
<b>TOTAL</b>	<b>\$37,159,034</b>	<b>\$14,000,000</b>	<b>\$2,407,364</b>	<b>\$53,566,398</b>	<b>\$37,159,000</b>	<b>\$9,348,074</b>	<b>\$0</b>	<b>\$96,993</b>	<b>\$9,445,067</b>	<b>25.42%</b>	<b>\$9,445,067</b>	<b>25.42%</b>

\* - Includes \$63,893 from coroner permit fees (per Ch 990/90)

COMMISSION ON POST  
NUMBER OF REIMBURSED TRAINEES BY CATEGORY  
SEPTEMBER

COURSE	2000-2001			2001-2002		
	Actual Total For Year	Actual July - September	% of Total	Projected Total For Year	Actual July - September	% of Projection
Basic Course	2,828	124	4%	2,800	577	21%
Dispatchers - Basic	331	58	18%	330	156	47%
Advanced Officer Course	967	63	7%	960	703	73%
Supervisory Course (Mandated)	610	113	19%	610	216	35%
Management Course (Mandated)	618	87	14%	620	518	84%
Executive Development Course	452	85	19%	450	142	32%
Supervisory Seminars & Courses	4,735	606	13%	4,750	1,366	29%
Management Seminars & Courses	2,186	370	17%	2,200	644	29%
Executive Seminars & Courses	555	127	23%	555	284	51%
Tech Skills & Knowledge Course	50,759	7,360	14%	50,800	18,920	37%
Field Management Training	7	1	14%	10	3	30%
Team Building Workshops	600	93	16%	600	251	42%
POST Special Seminars	432	39	9%	435	171	39%
Approved Courses	17	0	0%	20	3	15%
<b>TOTALS</b>	<b>65,097</b>	<b>9,126</b>	<b>14%</b>	<b>65,140</b>	<b>23,954</b>	<b>37%</b>

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

2000-2001

2001-2002

COURSE	Total For Year	Actual July - September	Actual August	Actual July - September
Basic Course	\$2,367,821	\$251,253	\$193,913	\$655,747
Dispatchers - Basic	321,745	55,877	19,431	125,220
Advanced Officer Course	71,620	2,492	22,897	57,010
Supervisory Course (Mandated)	437,395	88,076	51,239	169,429
Management Course (Mandated)	397,571	107,473	8,779	257,153
Executive Development Course	351,616	64,248	47,251	105,258
Supervisory Seminars & Courses	1,952,729	289,989	242,106	630,214
Management Seminars & Courses	903,657	184,838	18,553	303,152
Executive Seminars & Courses	230,014	47,250	18,576	130,062
Tech Skills & Knowledge Course	15,805,618	2,781,998	1,425,862	5,848,188
Field Management Training	3,391	222	0	928
Team Building Workshops	338,835	52,183	23,680	136,133
POST Special Seminars	151,160	13,122	24,411	62,553
Approved Courses	1,979	0	0	2,021
Training Aids Technology	243,937	101,244	1,842	4,483
<b>TOTALS</b>	<b>\$23,579,088</b>	<b>\$4,040,265</b>	<b>\$2,098,540</b>	<b>\$8,487,551</b>



COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 2000-01 Total	FY 2000-01 July - September	2001 September	FY 2001-02 July - September
Resident Subsistence	\$11,135,979	\$2,015,853	\$1,096,122	\$4,391,919
Commuter Meal Allowance	1,060,019	121,832	95,222	375,075
Travel	3,350,827	520,442	319,282	1,228,401
Tuition	4,569,166	694,680	329,491	1,505,434
Backfill Salary	3,219,160	586,214	256,581	982,239
Training Technology Assistance	243,937	101,244	1,842	4,483
<b>TOTALS</b>	<b>\$23,579,088</b>	<b>\$4,040,265</b>	<b>\$2,098,540</b>	<b>\$8,487,551</b>

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> NEW AGENCY - San Francisco Community College District Police Department		<b>Meeting Date</b> November 8, 2001
<b>Bureau</b> Administrative Services	<b>Reviewed By</b> Frederick Williams, Chief <i>[Signature]</i>	<b>Researched By</b> Bob Spurlock <i>[Signature]</i>
<b>Executive Director Approval</b> <i>[Signature]</i>	<b>Date of Approval</b> 9-14-01	<b>Date of Report</b> September 4, 2001
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <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 San Francisco Community College District Police Department is seeking entry into the POST Regular (Reimbursable) Program on behalf of its peace officers.

BACKGROUND

The department's officers are appointed pursuant to Section 830.32(a) of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.

ANALYSIS

The police department currently employs 32 peace officers.

Fiscal impact for reimbursement of training costs will be approximately \$12,000 per year.

RECOMMENDATION

The Commission be advised that the San Francisco Community College District Police Department has been admitted into the POST Regular (Reimbursable) Program consistent with Commission Policy.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Public Safety Dispatcher Program</b>		Meeting Date <b>November 8, 2001</b>
Bureau <b>Administrative Services Bureau</b>	Reviewed By <i>[Signature]</i> <b>Frederick Williams, Chief</b>	Researched By <i>[Signature]</i> <b>Bob Spurlock</b>
Executive Director Approval <i>[Signature]</i>	Date of Approval <b>10-10-01</b>	Date of Report <b>September 24, 2001</b>
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**

Acceptance of agencies into the Public Safety Dispatcher Program.

**BACKGROUND**

The agencies shown on the attached list have requested participation in the POST Reimbursable Public Safety Program pursuant to Penal Code Sections 13510(c) and 13525. The agencies have agreed to abide by POST Regulations and have passed ordinances as required by Penal Code Section 13522.

There are currently 368 agencies participating in the program.

**ANALYSIS**

All of the agencies presently employ full-time dispatchers. The agencies have established minimum selection and training standards which equal or exceed the standards adopted for the program.

**RECOMMENDATION**

The Commission be advised that the subject agencies have been accepted into the POST Reimbursable Public Safety Dispatcher Program consistent with Commission policy.

NEW AGENCIES IN THE PUBLIC SAFETY DISPATCHER PROGRAM

July 1, 2001- October 1, 2001

<u>Name</u>	<u>Ord/Res/Letter</u>	<u>Entry Date</u>
Woodlake Police Department	Ordinance No. 430	9-24-01
Mira Costa Community College Police Department	Resolution #2-02	9-24-01

There are currently 368 agencies participating in the program.

9-24-01

**RECOMMENDATION**

This report is provided for information purposes only, and no Commission action is required at this time.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Report to the Legislature on the Course Quality Assessment Program		Meeting Date November 8, 2001
Bureau Executive Office	Reviewed By Dick Reed	Researched By Alan Deal <i>Alan Deal</i>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <i>Oct 17, 01</i>	Date of Report October 5, 2001
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 and submit a report concerning the CQA program to the Legislature before December 31, 2001?

**BACKGROUND:**

Previous to July 1, 2000, POST primarily ensured the quality of training courses certified by POST through the use of student-completed course evaluation and the course certification process. POST determined that there was a need to make certain that approved training courses consistently addressed legal standards, met management and public concerns, were sensitive to cultural and gender issues, and incorporated appropriate field tactics. In 1995, POST conducted a pilot program to monitor POST-certified courses at the location of training using law enforcement executives as auditors. This program, although well received by POST staff and training presenters, was discontinued due to the lack of staff to coordinate these audits and the lack of availability of volunteers to audit courses.

Following Commission authorization, staff, using the budget change proposal process (BCP), requested funding to permanently establish a course auditing program using retired peace officers. The BCP requested 3.7 PYs in temporary help positions to annually perform the audits. The Law Enforcement Consultant (LEC) classification, which applies to retired peace officers, was selected as being appropriate for the auditor position. Individuals in this classification would have the level of experience needed to determine the quality, the appropriateness, the sufficiency, and the effectiveness of instructional methods used in the training. They would be provided training in contemporary instructional methods. The retired peace officers would be employed as permanent/intermittent or retired annuitant employees in order to perform this function. Funding for the program was approved in the Governor's FY 2000-01 budget in the amount of \$346,000.

During FY 2000-01, the Commission authorized staff, again using the BCP process, to request funding to add one PY for a Senior Law Enforcement Consultant to coordinate and supervise the course auditing program. The request was based on the need to address the management and supervisory elements of the program. The program began with five Permanent/Intermittent or Retired Annuitant Law Enforcement Consultants (LECs) to conduct on-site evaluations of POST-certified training courses. These employees

work out of their homes and correspond with the Course Quality Assessment Program manager via electronic means (i.e., telephone, fax, or email). Direct supervision (face-to-face contact) requires either the Course Quality Assessment Program manager or the employee to travel to a designated meeting place to address specific administrative or personnel issues.

When the program started, the Senior Law Enforcement Consultant assigned to the Executive Office was given responsibility to manage the Course Quality Assessment Program. This has consumed 50-60% of his time. As the program was expected to grow, it was anticipated that a full-time Senior Law Enforcement Consultant would be required. Funding for the position was approved in the Governor's FY 2001-02 budget in the amount of \$117,000.

### ANALYSIS:

The Course Quality Assessment Program has been operational since August 2000. Four of the five Law Enforcement Consultants were hired in that month. Training and orientation of the consultants was performed, and the methods of course evaluation were developed. The program became fully operational in October 2000. The program has undergone some administrative modifications since its beginning, but no significant issues have developed during the first full year of operation. Refinements in practice and reporting procedures continue to occur as the consultants and the supervisor gain experience with the program.

Overall the program has performed as designed. The following is a summary of some of the findings contained in the full report to the Legislature.

- Has the program been effective? The CQAP has been effective in implementing a sustainable, way to ensure that training certified by POST is of high quality. Most of the assessments have identified administrative areas in need of improvement. There have been no significant problems encountered during the first year of the program. The primary focus of the program has been to assess courses that address perishable skills. These are courses primarily attended by experienced officers. The law enforcement officers who attend these courses are critical consumers of training. They view the courses that comprise the category of *perishable skills* (i.e., driver training, use of force, firearms and tactical communications) as important, primary officer safety areas of training. From this perspective, the presenters of training in these areas tend to employ current curricula and use contemporary instructional methods.
- Is the program adequately staffed? The program is adequately staffed. It is funded to allow some increase in staffing. However, economic and practical issues support the decision to continue the program at the present level. The evaluation parameters are being adjusted to increase the range of courses audited. There is need to increase audits in areas of the state which will require additional travel. This will result in an increase to the associated expenses of the program.
- Should changes be made in the program? The program is performing as it was intended. It is providing a means to ensure that POST certified training courses are meeting established standards of professional training. Development of training, assessment of the certification requirements and evaluation of the instructor's ability to deliver quality training are being satisfied through the current program process.



- Are sufficient numbers and types of courses being evaluated? The numbers and kinds of courses evaluated during the first year of operation were intentionally, narrowly focused. This allowed the program and the presenters to gain experience with the evaluation process and feedback reporting. Narrow focus is no longer necessary. POST staff has been informed that the CQAP evaluators are available, through the program supervisor, to assess other courses. The parameters are that these requests should be either to examine specific issues or provide feedback about a potential need to perform curricula update in a course.
- Has COAP improved the overall quality of law enforcement training? The first year of the CQAP has shown favorable results in improving law enforcement training. Conducting site inspections of training delivery is an improvement over sole reliance on written Course Evaluation Instruments completed by students. Inspection of functions reinforces established standards of performance and emphasizes the importance that is placed on an activity. Prior to the establishment of the CQAP, POST lacked the necessary resources to monitor courses in a consistent, comprehensive manner.

With appropriate financial support to create and sustain an evaluation program, POST is able to fulfill its responsibility to ensure training delivered to California law enforcement meets contemporary professional standards. It is anticipated that as the program continues, it will improve. The quality of law enforcement training will likewise be improved.

A properly managed CQAP will validate quality training programs and aid in identifying those in need of improvement. Properly administered and expanded in scope, the CQAP will be a "win-win-win" for POST, its client agencies and the residents of the State of California.

As a condition of the authorization of the funding, the Commission is required to prepare and submit a report to the Legislature on or before December 31, 2001, concerning the Course Quality Assessment Program. The report is required to detail the courses evaluated and assessed, the findings of those assessments, any recommendations for quality improvement made, and progress to date in implementing recommendations.

A report that describes the Course Quality Assessment Program and addresses the requirement of the Legislature has been prepared and is attached to this item.

#### **RECOMMENDATION:**

It is recommended the Commission approve the report and direct staff to forward it to the Legislative Analyst's Office.

## Report to the Legislature on the Commission on Peace Officer Standards and Training Course Quality Assessment Program

The following report is submitted as required in the Supplemental Report of the 2001 Budget Act 2001-02 Fiscal Year, Item 8120-001-0001—Commission on Peace Officer Standards and Training, 1: Course Quality Assessment Program.

### Background

The Penal Code gives the Commission authority to create and set standards of training for California law enforcement officers. To this end, POST has used a Course Evaluation Instrument (CEI) that is completed by students attending POST certified training courses. The CEI is designed to allow the students to rate the course and instructor on the form. There are spaces where students can provide narrative information and give a rating of the overall value of the course.

The instructor collects the CEIs and sends them to POST where it is scanned, a data report developed, and forwarded to one of the 10 POST Regional Representatives for review. When there are concerns expressed about the course, the Regional Representatives will contact the training course coordinator to determine a remedy.

The CEI has inherent limitations. Students voluntarily complete it. The instructor processes the form. The number of courses presented and the corresponding volume of CEIs received by the Regional Representatives are overwhelming.

Although the CEI minimally enables POST to evaluate training courses, on-site auditing provides the best way to critically analyze and critique training. It has long been the desire of POST to provide a consistent way of auditing courses when they are presented.

Following the Rodney King incident (1991), the POST Commission conducted hearings to obtain information on its training programs. A concern identified from these hearings was whether critical training courses were meeting legal standards, addressing management and public expectations, consistently reflecting professional values, were sensitive to cultural and gender issues, and were incorporating appropriate field tactics. The conclusion was that POST needed to look beyond training course outlines and student evaluations.

In November 1993, the Commission directed a pilot program related to *on-site* monitoring of POST-certified courses using law enforcement executives as auditors. A program including rating forms and auditor orientation was developed and piloted between April 1995 and March 1996. In July 1996, the Commission authorized formal implementation of this program as a regular course evaluation activity.

The program was not sustainable. It lacked adequate staff from the beginning to perform the scheduling and coordination functions. After initial interest by law enforcement executives, the amount of time required of the executives to perform the audits conflicted with their primary duties to their local agency.

POST's Strategic Plan, its *mission, vision* and *values* statements strongly emphasize the importance of regularly assessing the quality of POST-certified training. As described in Table 1 below, there is a specific strategic plan objective that requires implementation of course audits. The Course Quality Assessment Program (CQAP) is the implementation of the objective.

### POST-Strategic Plan Objective B.9

**B.9 - Establish and implement a comprehensive plan for assessing the quality of POST-certified courses by January 2003. (formerly objective F.8)**

**Performance Measures:**

- Develop procedural directives for conducting course assessments
- Pilot-test the concept of using part-time Law Enforcement Consultants
- Report to the Commission on pilot program and recommend approval of a plan
- Evaluate staffing needs

Table 1

### Establishing the Course Quality Assessment Program

Funding for the CQAP began July 1, 2000. The State budget authorized an amount \$346,000 to fund 3.7 positions. Five part-time employees are used to perform the course evaluations. During FY 2000-01, the program was in operation for about 10 months. During FY 2001-02, the program has been in operation for six months (Note: this report was completed during October, 2001). As described in Table 2, below, the salary cost of the program for the first year of operation (FY 2000-01) was \$117,386.07 for 3,156.90 hours of work.

In addition, travel expenses reimbursed during the first year amounted to \$15,938.61.

During FY 2000-01, the cost of the program that includes salary and operating expenses was \$133,324.68. In addition there were minimal other general, printing, communications and postage expenses.

During the first few months of this fiscal year (FY 2001-02), the cost of the program has remained consistent with the financial experiences of the previous fiscal year. For the first two months of the fiscal year, the salary cost has been \$17,208.61. The travel expense during the same period has been \$2,216.32.

Table 2 reflects the direct salary cost for each of the auditors, the total salaries and the average salary costs during the first year of operation. Table 3 reflects hours worked, average hours worked per month and the total hours worked during the first year of operations.

Commission on Peace Officer Standards & Training  
 Course Quality Assessment Program  
 Expenditure Summary (FY 2000-01)  
 (Expense in Dollars)

Name	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Evaluator 1	61.66	1,007.44	448.92	4,227.33	1,907.91	2,282.01	1,758.27	3,628.77	2,356.83	2,094.96	3,105.03	1,346.76	24,225.89
Evaluator 2		863.52	336.69	1,047.48	1,010.07	3,329.49	2,319.42	2,431.65	3,179.85	3,778.41	2,244.60	3,366.90	23,908.08
Evaluator 3		863.52	112.23	1,683.45	1,608.63	692.09	3,048.92	2,656.11	1,870.50	2,543.88	2,057.55	3,890.64	21,027.52
Evaluator 4		863.52	448.92	3,142.44	1,833.09	1,047.48	2,282.01	1,907.91	4,077.69	3,928.05	4,376.97	2,730.93	26,639.01
Evaluator 5				1,805.03	3,002.15	1,945.32	2,094.96	2,384.89	1,646.04	3,834.53	2,553.23	2,319.42	21,585.57
<b>Total</b>	61.66	3,598.00	1,346.76	11,905.73	9,361.85	9,296.39	11,503.58	13,009.33	13,130.91	16,179.83	14,337.38	13,654.65	117,386.07
<b>Average</b>	61.66	899.5	336.69	2,381.15	1,872.37	1,859.28	2,300.72	2,601.87	2,626.18	3,235.97	2,867.48	2,730.93	
												<b>Avg total</b>	2,173.82

Table 2.

Commission on Peace Officer Standards & Training  
 Course Quality Assessment Program  
 Expenditure Summary (FY 2000-01)  
 (Hours Worked)

Name	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Hours
Evaluator 1	17.00	28.00	12.00	113.00	51.00	61.00	47.00	97.00	63.00	56.00	83.00	36.00	664.00
Evaluator 2		24.00	9.00	28.00	27.00	89.00	62.00	65.00	85.00	101.00	60.00	90.00	640.00
Evaluator 3		24.00	3.00	45.00	43.00	18.50	81.50	71.00	50.00	68.00	55.00	104.00	539.00
Evaluator 4		24.00	12.00	84.00	49.00	28.00	61.00	51.00	109.00	105.00	117.00	73.00	713.00
Evaluator 5				48.30	80.00	52.00	56.00	63.80	44.00	102.5	68.3	62.00	576.90
<b>Total</b>	17.00	100.00	36.00	318.30	250.00	248.50	307.50	347.80	351.00	432.50	383.30	365.00	3156.90
<b>Average</b>	17.00	25.00	9.00	63.66	50.00	49.70	61.50	69.56	70.20	86.50	76.66	73.00	
												<b>Avg total</b>	58.46

Table 3.

During FY 2001-02, POST was authorized to add a supervisor to the program. With the addition of a Senior Law Enforcement Consultant PY, the cost of the program will result in an annualized increase of \$117,000 dollars. The position has yet to be filled at the writing of this report; however, an existing Senior Law Enforcement Consultant has provided supervision of the program while selection testing for the new position is completed. The process to establish an eligibility list for Senior Law Enforcement Consultant has recently been completed.

During the period FY 2000-01, the cost of the program was \$133,324.68 (38.53%) of the \$346,000 allocated. It is possible to increase the number of Law Enforcement Consultants working the program on a part-time basis to promote greater coverage of the training services areas. Given the present data that is represented in the cost of the work performed by the auditors, it would be possible to increase the number of part-time employees by four and remain within budget.

However, based upon the current funding limitation faced by POST, the decision has been made to limit the number of part-time employees to the present number and address the need to conduct course evaluations by increasing the travel requirements of the existing auditors.

When the economic situation improves, it may be appropriate to reconsider increasing the number of employees within the existing funding authorization of 3.7 PYs.

### **Direction for the Evaluators**

The initial implementation of the CQAP included the decision that the evaluators would primarily focus their effort on audits of *perishable skills* training courses. Perishable skills are those that the POST Commission has determined erode over time when there is little or no refresher training. They also tend to be those functional areas of law enforcement activity that are potentially of high liability for officers, their departments and the communities they serve.

Another program design decision has been to audit those courses where there are legislatively based mandates requiring training and those courses where there has been a specific request to assess the quality of a course.

### **Course Evaluation Program Procedures**

Initiating the Evaluation Process—The selection of a course or courses to be audited may be done either by the evaluator or the supervisor of the CQAP. If the evaluator selects the course(s), a recommended schedule for the month is sent via email to the supervisor for review and approval. The supervisor may approve it or may identify a different course(s) that should be evaluated. For each evaluator, the audits to be conducted are identified and approved at the beginning of the month.

Once a course is identified for audit, a letter of introduction signed by the CQAP supervisor is completed notifying the coordinator/presenter that his or her course has been identified for

assessment. This procedure is followed each time the coordinator/presenter has not been previously contacted for an evaluation or the entity presenting the training requests written notification. An exception to completion of the letter occurs when the coordinator/presenter and the evaluator have previously established rapport and the evaluator is able to telephone the presenter to arrange the evaluation.

A copy of the letter is sent to the Training Delivery Services Bureau Regional Representative as a means of notifying him or her that an audit will be conducted in his or her area. It gives the Regional Representative an opportunity to contact the evaluator before the audit to provide any pertinent information and/or express areas of possible concern to which the auditor can provide particular attention.

Attending the Course—On the day of the training course, the evaluator introduces him/herself to the instructor(s) and the coordinator if present. The role of the evaluator is explained to the instructor(s) and any additional presentation materials are sought for the evaluation package. These items may include the current course outline (which is compared with the course outline in the course certification package on file at Training Delivery Services Bureau). If the instructor(s) is different than identified in the course certification package, and no instructor resume for the current instructor(s) is on file, a copy of the instructor's resume is requested.

The evaluator is a passive observer. An intrusion by an evaluator would occur only where there is a safety issue over the demonstration of skill(s) by the instructor(s) or students. Part of the preparation of the course certification package requires the presenter to identify safety measures appropriate to the course. POST provides written guidelines to assist presenters in identifying safety issues in a variety of law enforcement courses. The presenter must articulate the means of mitigating any potential hazards in the safety plan.

During the course presentation, the course is evaluated in two specific areas. The evaluators use two standardized forms to collect information on the delivery of the course. One is the *Course Evaluation Report*; the other is the *Instructor Evaluation Report* (See Attachments 1A, 1B and 2). These forms illustrate the detailed information that is gathered and assessed by the evaluator. The *Course Evaluation Report* guides the auditor in the collection of course presentation materials, instructor information, administrative reports, student feedback and time management information. The instructor also has room to record general comments and recommended actions.

The *Instructor Evaluation Report* guides the auditor in the collection of information about the instructor(s) performance in delivering the training. The evaluation criteria includes categories about the lesson plan, learning goals and objectives, knowledge of content, instruction methods, materials and media, presentation skills, safety plan, student learning and resume.

Evaluator Meets With the Presenter--Immediately following the conclusion of the training course, the evaluator meets with the instructor(s) to provide preliminary feedback. This part of the process has met with favorable reaction by the instructors. Most have expressed appreciation for the constructive comments made by the auditors. They are informed that a formal report will

be prepared, reviewed by the CQAP supervisor, who will prepare a summary report, and that the summary report will be sent to the course coordinator and anyone designated by the instructor.

**Report Submitted to Program Manager**--The evaluator is responsible for preparing a detailed report. Much of the information is an expansion of the categories assessed during the training course. The time required to complete these reports varies depending upon the length of the course, the complexity of the course, the number of instructors and the number of areas requiring narrative comment about deficiencies and/or exceptionally positive observations.

When the evaluator completes the report, it is electronically sent to the CQAP supervisor. The supervisor reviews each report and prepares a *Course Evaluation Summary Report* (See Attachment C). The summary report is an overview of pertinent, significant observations developed from the report submitted by the evaluator. Particular attention is paid to those areas of the course that require updating or point out areas needing improvement.

A letter is prepared and the summary report attached. The letter is sent to the training course coordinator or the appropriate manager of the course. A copy of the letter and summary report is provided to the Training Delivery Services Bureau Regional Representative responsible for the geographical area where the training is certified for delivery. The course coordinator is invited to respond to either the CQAP supervisor or the appropriate Training Delivery Services Bureau Regional Representative concerning items requiring action or any questions about the evaluation.

In those reports where *deficiencies or improvements needed* (referred to as "Action Items") are identified, the course coordinator is directed to address the items and communicate directly with their assigned Regional Representative within 60-days of receiving the report. The Regional Representative is responsible for assisting the coordinator to regain compliance and/or overcome deficiencies in the course. Additionally, as the program continues to conduct course assessments, the evaluators will routinely review previous audit reports to identify prior notations of deficient course delivery and re-examine whether the deficiency has been addressed during the new evaluation.

A flow chart depicting the steps of the CQAP process is attached as Attachment 4.

### **Training Courses Evaluated**

There have been 116 courses evaluated since the CQAP began. The kinds of courses evaluated during the first year of the program are listed in Tables 4 through 8 below. The number of course titles listed are less than the total number assessed. This is because courses with the same title offered by other presenters were assessed. The titles are shown by the total number of certified course hours (i.e., 8, 16, 24, 32 and 40 hours).



**Course Evaluations—8-Hour Courses**

Course Title or Type
Ethics in Law Enforcement*
Firearms Update
Domestic Violence for First Responders
Emergency Vehicle Operations
Use of Force
Driver Awareness
CPR
Defense Tactics--Grappling
Defensive Tactics Update*
Values, Principles, Ethics
Auto Theft Investigation for Patrol*
Burglary/Theft Investigation for Patrol
Narcotics for Field Officers
Field Officer Update*
Preventing Sexual Harassment*
Child Abuse/Pornography
Conflict Resolution
Tactical Rifle Update
Firearms Laser Training
Violent Crimes Information Systems
Officer Safety

**Table 4.**

**Course Evaluations—16-Hour Courses**

Course Title or Type
Firearms Instructor Update
Officer Involved Shootings
Assertive Supervision
Weaponless Defense
Covert Tactics/Crisis Entry

**Table 5.**

**Course Evaluations—24-Hour Courses**

Gang Awareness*
Emergency Vehicle Operations Course*
Gang Abatement
Applied Ethics in Management
Report Writing
Contacts with the Mentally Ill
Internal Affairs
FTO Management
Risk Management
Disabled Contacts
Drug Abuse Recognition*
Drug Alcohol Recognition
Incident Management
Solving Police Personnel Problems
C.A.D. Crime Scene
Parolee Contacts
Advanced Officer Training-Investigations

**Table 6.**

**Course Evaluations—32-Hour Courses**

Course Title or Type
1. Advanced Officer Course
2. Interview and Interrogation
3. Leadership Accountability
4. ICI Burglary Course*
6. Firearms—Tactical Handgun

**Table 7.**

\* Reflects more than one evaluation performed of a course with the same or similar title.



Age.  
Ref

**Course Evaluations and Completion Times—40-Hour Courses**

Course Title or Type	Course Title or Type
Officer Safety and Field Tactics*	Arrest and Control Defensive Tactics
FTO Course*	Crime Analysis
Driver Training	ICI Hate Crimes (pilot)
Domestic Violence & Sexual Assault	Traffic Collision Investigation*
Interview and Interrogation*	Sexual Assault
Background Investigation*	Narcotics Unit Supervision*
Internal Affairs—Basic	

**Table 8.**

\* Reflects more than one evaluation performed of a course with the same or similar title.

Course Evaluators--As the program was developed it examined many of the evaluation processes and instruments, course development packages, the prior assessment programs and methods employed by POST. Many of the POST Regional Representatives experienced in assessing course content, quality and delivery were interviewed. From this information, several of the evaluators and the supervisor of the CQAP developed the procedural directives for performing course assessments, pilot-tested the administrative and procedural components, and initiated the program.

The program uses retired, part-time law enforcement managers and executives to conduct the audits. The concept of using part-time Law Enforcement Consultants has worked well. They are people with strong backgrounds in the law enforcement profession. Each is an experienced manager or executive and brings a significant amount of practical knowledge from which to appropriately draw upon when performing the assessment function.

The decision to use part-time auditors continues to be appropriate.

Issues With Program Administration--The CQAP functions with a supervisor who has several other unrelated responsibilities. The evaluators operate autonomously in identifying courses to be audited within the established guidelines (i.e., focus upon the training identified as *perishable skills*). They also perform evaluations of courses in other subject areas when staff from other bureaus of POST makes a specific request through the program supervisor.

The current distribution of evaluators (i.e., their residence locations) places four of five of them in the southern California. This coverage has four of the evaluators in the area of the state where there is 60 percent of the peace officer population. The fifth evaluator lives in northern California and performs audits in this area. This geographical distribution of evaluators has kept the cost of assessing training down. Since the evaluators work from their respective residence, most of the audits they perform are within an hour to an hour-and-a-half driving distance to the training sites.

When it is necessary for training to be evaluated in the San Francisco Bay Area or the San Joaquin Valley, an evaluator drives a personal vehicle, uses a rental vehicle or flies commercial airlines. When this kind of expense is needed to travel to a training location, it is discussed with and authorized by the program supervisor. The evaluators are flexible and willingly travel to meet the requirements of the assignment.

Staffing Considerations--As described earlier in the report, the funding for the LEC II positions is authorized at 3.7 full-time person years. In assessing the cost of the program (i.e., salary, benefits, travel, per diem) it is possible to expand the number of part time evaluators. However, at this time it is appropriate to continue staffing at the same level to gain further experience with the program. It is likely the program will experience an increase in the cost of performing the evaluations in areas of the state more distant from the location of the evaluators and in the range of training to be audited. Funding for these expanded program requirements remains sufficient to operate within the existing budget.

Course Presentation Issues Identified--There have been no critical issues or deficiencies encountered by the evaluators since the program began. The kinds of issues identified that required attention were mostly administrative. Many of these issues were resolved prior to completion of the training course. Others were remedied shortly after the course was audited following discussion with the presenter.

The kinds of administrative issues encountered most frequently were related to the need to update the course certification package with Training Delivery Services Bureau. For example, frequently the course outline used by the presenter was more current than the outline in the course certification package. In addition, evaluators frequently found that the course outline was not sufficiently detailed to meet the certification requirement.

With the emphasis by POST on expanding instructor training and competencies, many audits have reflected high marks for the instructors' ability to train using *adult experiential learning*. This approach uses technology (e.g., handout materials, props, and audio-visual equipment), group facilitation, learning activities and interaction among the students and the trainer(s).

Reassessment of Issues--When a course is reevaluated, the evaluators have access to the previous audit report. The auditor is encouraged to review the previous report and examine any recommendations for improvement or any noted deficiencies. This allows the evaluator to assess closely whether those areas have been addressed.

Because the program is new, very few instances have surfaced in which a course has been assessed a second time. This is expected to change as the program continues. Consistent with its initial direction, the CQAP will continue to actively assess training in the area of perishable skills and those training areas that have consistently been sources of high liability for law enforcement. It is also likely that POST program managers and Training Delivery Services Bureau Regional Representatives will want follow up assessments when there is a desire to assess course delivery issues and/or to ensure that recommendations for improvement were implemented.

**Summary of Program Issues**

Has the program been effective? The CQAP has been effective in implementing a sustainable, way to ensure that training certified by POST is of high quality. Most of the assessments have identified administrative areas in need of improvement. There have been no significant problems encountered during the first year of the program. The primary focus of the program has been to assess courses that address perishable skills. These are courses primarily attended by experienced officers. The law enforcement officers who attend these courses are critical consumers of training. They view the courses that comprise the category of *perishable skills* (i.e., driver training, use of force, firearms and tactical communications) as important, primary officer safety areas of training. From this perspective, the presenters of training in these areas tend to employ current curricula and use contemporary instructional methods.

A significant value from the CQAP has been the identification of out-of-date course outlines and instructor resumes. This has resulted in the updating of this material and the course certification packages at POST.

Feedback by instructors and course coordinators has been consistently favorable. Presenters who offer more than one training course have found value in the feedback they receive from the evaluators and the POST summary report. Several presenters have said, when they have been initially audited, they have reevaluated the documents of their other courses and brought them up to date. This is consistent with the experience POST has with its member agencies. They willingly and routinely seek to comply with the requirements of the POST program.

Is the program adequately staffed? The program is adequately staffed. It is funded to allow some increase in staffing. However, economic and practical issues support the decision to continue the program at the present level. The evaluation parameters are being adjusted to increase the range of courses audited. There is need to increase audits in areas of the state which will require additional travel. This will result in an increase to the associated expenses of the program. It is anticipated that there will be an increase in the present number of legislatively mandated courses to be developed and delivered. These are courses that POST will assess starting with calendar year 2002 and into next fiscal year.

Should changes be made in the program? The program is performing as it was intended. It is providing a means to ensure that POST certified training courses are meeting established standards of professional training. Development of training, assessment of the certification requirements and evaluation of the instructor's ability to deliver quality training are being satisfied through the current program process. The course evaluators, the program supervisor and Regional Representatives from Training Delivery Services Bureau, attend a meeting twice each fiscal year to discuss the CQAP. The meeting provides opportunity to assess the program, examine problems, consider ways to improve the program and discuss ways to improve the feedback and training processes related to the CQAP. Members of the program team and Regional Representatives are encouraged to make recommendations and provide feedback at any time.

Are sufficient numbers and types of courses being evaluated? The numbers and kinds of courses evaluated during the first year of operation were intentionally, narrowly focused. This allowed the program and the presenters to gain experience with the evaluation process and feedback reporting. Narrow focus is no longer necessary. POST staff has been informed that the CQAP evaluators are available, through the program supervisor, to assess other courses. The parameters are that these requests should be either to examine specific issues or provide feedback about a potential need to perform curricula update in a course.

Has COAP improved the overall quality of law enforcement training? The first year of the CQAP has shown favorable results in improving law enforcement training. Conducting site inspections of training delivery is an improvement over sole reliance on written Course Evaluation Instruments completed by students. Inspection of functions reinforces established standards of performance and emphasizes the importance that is placed on an activity. Prior to the establishment of the CQAP, POST lacked the necessary resources to monitor courses in a consistent, comprehensive manner.

With appropriate financial support to create and sustain an evaluation program, POST is able to fulfill its responsibility to ensure training delivered to California law enforcement meets contemporary professional standards. It is anticipated that as the program continues, it will improve. The quality of law enforcement training will likewise be improved.

A properly managed CQAP will validate quality training programs and aid in identifying those in need of improvement. Properly administered and expanded in scope, the CQAP will be a “win-win-win” for POST, it’s client agencies and the residents of the State of California.



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

WHEREAS, Frederick E. Williams is retiring from POST as the Senior Law Enforcement Consultant (Bureau Chief) in charge of the Administrative Services Bureau after 28 years of distinguished State service; and

WHEREAS, Frederick previously served Alameda County for 10 years, where he served as a Supervising Probation Officer and later as a Court Officer; and

WHEREAS, he followed this service with nineteen months as a Criminal Justice Planner with the Association of Bay Area Governments, which led to his selection as a Contractor with the Commission's Project M.O.R.E. (Minority Officer Recruiting Effort); and

WHEREAS, Frederick has given exceptional service both as a Law Enforcement Consultant, with service in four bureaus, and as a Bureau Chief with special service in the Executive Office, plus two Bureau assignments; and

WHEREAS, his experience at POST has made him a recognized expert on many of POST's major program areas; and

WHEREAS, Frederick has shown continuous commitment to learning and professionalism throughout his career; and

WHEREAS, he has managed the staff of two bureaus in a manner that fostered an air of team work and camaraderie; and

WHEREAS, Frederick has for the past eight years seen POST through a variety of difficult fiscal issues, always charting a course that combined sound fiscal management with effective delivery of funds to client agencies; and

WHEREAS, he will be greatly missed for both his knowledge and his sharing spirit; and now

THEREFORE BE IT RESOLVED, that the Commission commends Frederick for his many contributions to POST and California law enforcement, and

BE IT FURTHER RESOLVED, that the Commission wishes Frederick a happy and well-deserved retirement.

*W. G. P. Klender*  
Chairman

*Kenneth J. O'Brien*  
Executive Director

*10-24-01*  
Date



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

WHEREAS, Mickey K. Bennett is retiring from POST as the Senior Law Enforcement Consultant responsible for managing all aspects of the Basic Course; and

WHEREAS, Mickey previously served 22 years with the Long Beach Police Department, completing his career there as a Sergeant; and

WHEREAS, Mickey has provided exceptional service to POST for eight-and-one-half years, employing his interpersonal skills and creativity in his assignments with the Training Delivery and Basic Training Bureaus; and

WHEREAS, he worked diligently as the Area 3 Regional Consultant to meet the needs of California's State agencies in acquiring and presenting training; and

WHEREAS, Mickey successfully managed the revision of several training courses, including advancing the level of professionalism in and developing student workbooks for the Specialized Investigators' Basic Course; and

WHEREAS, his vision for the Basic Course resulted in a system for updating student workbooks, and a foundation for integrating leadership, ethics, and community oriented policing into the Basic Course curriculum; and

WHEREAS, Mickey's ability to "begin with the end in mind", combined with his integrity and teamwork approach to projects, established and nurtured cooperative working relationships with law enforcement and education professionals throughout California and the United States, as well as with POST staff; and

WHEREAS, he will be greatly missed for his good nature and creative problem solving, now

THEREFORE BE IT RESOLVED, that the Commission commends Mickey Bennett for his many contributions to POST and California law enforcement, and

BE IT FURTHER RESOLVED, that the Commission further wishes Mickey continued success in his retirement and future endeavors.

*W. B. K. Kender*  
\_\_\_\_\_  
Chairman

*James H. J. O'Brien*  
\_\_\_\_\_  
Executive Director

*10-24-01*  
\_\_\_\_\_  
Date



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

WHEREAS, Bernie Homme is retiring from POST as a Senior Law Enforcement Consultant after more than 15 ½ years of distinguished service; and

WHEREAS, Bernie previously served with the Brawley Police Department for 17 years achieving the rank of Chief of Police; and

WHEREAS, Bernie has given exceptional service in both the Management Counseling and Training Delivery Bureaus for over 15 ½ years; and

WHEREAS, he has assisted in the establishment of advancements in POST's services and standards; and

WHEREAS, he is recognized as a valued member of the POST Family; and

WHEREAS, Bernie has strived to enhance law enforcement professionalism and will be greatly missed by his colleagues and clients alike; now

THEREFORE BE IT RESOLVED, that The Commission commends Bernie for his many contributions to POST and California law enforcement; and

BE IT FURTHER RESOLVED, that the Commission further wishes Bernie a happy and well deserved retirement.

*W. B. Hendrick*  
\_\_\_\_\_  
Chairman

*Kenneth J. E. Bruen*  
\_\_\_\_\_  
Executive Director

*10-24-01*  
\_\_\_\_\_  
Date



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

WHEREAS, Lori A. Lee is a Lieutenant with the Vallejo Police Department with impressive service to law enforcement; and

WHEREAS, she has served the Commission on Peace Officer Standards and Training in the capacity of a POST Management Fellow from June 26, 2000, through October 31, 2001; and

WHEREAS, she was responsible for the management of a multi-faceted POST Recruitment and Retention Project; and

WHEREAS, her performance on this project was tireless and enthusiastic, with commitment and great personal sacrifice; and

WHEREAS, her work on every aspect of this complex and difficult project was exemplary in every respect; and

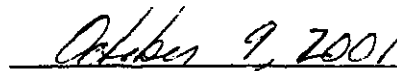
WHEREAS, the results of her work will be of benefit to law enforcement agencies for many years to come, now therefore be it

RESOLVED, that the members of the Commission on Peace Officer Standards and Training commend Lori A. Lee for a job well done; and be it

FURTHER RESOLVED, that the Commission extends its best wishes for continued service to California law enforcement.

  
Chairman

  
Executive Director

  
Date





Periodic refresher training through the CPT requirement has been the primary means by which law enforcement agencies have defended themselves against civil liability claims of negligent training. Such training is frequently the subject of scrutiny by courts and litigants. The Commission's recent action approving specified content (perishable skills and communications) was in part recognition of this liability exposure.

Other states have recognized the increasingly complex nature of law enforcement. Currently, 22 states have surpassed California's 24 hour biannual CPT requirement. Of the 22, five states mandate 40 hours annually and 15 states mandate a minimum of 16 hours annually (32 hours biannually). Four states have triennial requirements.

POST's CPT training requirement has been and continues to be the benchmark upon which law enforcement agencies annually justify their training budgets. Many law enforcement agencies exceed POST's minimum (24 hours every 2 years) as indicated by a recent analysis of POST's training records for law enforcement agencies participating in the POST Program. For the last 3 years (1997-2000) officers have completed an average of 53.1 hours per year (106.2 hours biannually), considerably more than the current proposal. These averages indicate most agencies already exceed 40 hours every two years, though some agencies are providing less training than is being proposed. An increased CPT requirement will provide law enforcement agencies significant justification for seeking increased training budgets.

A review of all California peace officer training records over the past three fiscal years reveals the following average training hours received by each officer. Review of these statistics shows that the average *annual* training hours per officer exceeds 40 hours.

<u>Fiscal Year</u>	<u>Trainees</u>	<u>Individuals Trained</u>	<u>Training Hours</u>	<u>Avg. Training Hours</u>
1997-1998	168,048	52,486	2,680,684	51.1
1998-1999	175,459	52,426	2,825,125	53.9
1999-2000	132,930	48,651	2,227,496	54.3

Total Sworn Personnel: 60,916

POST has afforded law enforcement agencies alternative methods for satisfying the CPT requirement including: 1) use of multimedia training programs within each agency, 2) viewing and documentation of POST's Telecourses, 3) recognition of certain non-POST certified training courses that are presented out of state, 4) conference attendance that has been certified by POST, and 5) testing in lieu of training for perishable skills. In addition, POST has a skills and knowledge course certification program that enables law enforcement agencies to conveniently present certified training within their departments.

Flexibility is also afforded law enforcement agencies in scheduling CPT training. Some agencies would opt to have officers complete a 40-hour course once every two years. Others would rather have more frequent training and thus send officers for a 20+ hour course each year. POST regulations also permit recognition of any combination of POST-certified training courses as long as they total the minimum required hours (proposed 40 every 2 years).

This proposal is to restrict its application to peace officers of all ranks. Excluded groups would include Level I/II reserve officers, and dispatchers. It is believed that the greatest refresher training needs relate to peace officers. Most statutory training mandates focus on peace officers, and this category is most in jeopardy in terms of on-the-job death and injuries. Furthermore, most agency liability actions arise out of the actions of peace officers.

The frequency cycle (every two years) was also reviewed as part of this research. There was consensus among the ad hoc advisory group that met in January of 2001 that the existing two-year cycle should remain unchanged. It provides sufficient flexibility for agencies to train more frequently if training needs exist. There is general agreement that the two-year cycle has served law enforcement well, and there is no need for change.

Cost Implications. It is believed that there would be very modest cost increases for POST in terms of reimbursement because most law enforcement agencies are already exceeding the proposed 40 hours every two years. For law enforcement agencies not now training their officers at this level there would be some additional costs, particularly salary. Most all other costs (travel, per diem, tuition) are reimbursable by POST. Many courses are also presented by community colleges and thus agencies incur only nominal costs. Furthermore, agencies have some options for satisfying CPT (as previously enumerated) that provide reduced costs, i.e. multimedia training courses, Telecourse viewing, etc. POST currently has no reimbursement cap on annual training of officers.

Because there may be budgeting implications for some law enforcement agencies to meet this proposed new requirement, it is proposed that the effective date be established at July 1, 2003.

Compliance by Agencies. Since most law enforcement agencies are already complying with the proposed increase, there should be nominal impact from a standards compliance perspective. The primary reason for agencies to be in non-compliance with POST's standards currently is with CPT for Level I reserves. While there is some justification for including Level I/II reserve officers, there appears to be more compelling justification for not addressing them at this time.

## **RECOMMENDATION**

It is recommended that subject to the results of a public hearing that the Commission amend Commission Regulation 1005(d) to expand the hourly Continuing Professional Training (CPT) requirement for peace officers of all ranks from 24 to 40 hours every two years.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Proposed Changes to the Public Safety Dispatcher's Basic Course Training Specifications		<b>Meeting Date</b> November 8, 2001
<b>Bureau</b> Basic Training Bureau	<b>Reviewed By</b> Forrest G. Lewallen	<b>Researched By</b> Kate Singer
<b>Executive Director Approval</b> <i>Kenneth J. O'Brien</i>	<b>Date of Approval</b> 10-18-01	<b>Date of Report</b> October 1, 2001
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <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 Notice of Proposed Regulatory Action Process, changes to the Public Safety Dispatcher's Basic Course Training Specifications as described in this report?

**BACKGROUND**

As part of the ongoing process to ensure basic training content is contemporary, POST Staff and curriculum consultants (course instructors and subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in workshops during which curriculum and supporting materials for each domain are updated to reflect the emerging training needs, compliance with legislatively mandated subject matter, changes in the law or practice, or to improve student learning and evaluation.

The Commission approved the document, *Training Specifications for the Public Safety Dispatcher's Basic Course*, effective July, 1994 with an approved update in July 1999. This report contains proposals to modify the training specifications for all the learning domains in the course and impacts one or more of the following elements of the domains:

- Learning Domain names and numbers
- Learning Needs
- Learning Objectives
- Required Tests
- Required Instructional Activities
- Required Hours within domains
- Revision Dates

These modifications will ensure a standardized curriculum to guide law enforcement agencies and the 28 POST-certified presenters of the Public Safety Dispatchers' Basic Course in the initial orientation and training of newly selected public safety dispatchers. The course modifications will introduce the skills and knowledge necessary to work in a law enforcement communications center in a competent, productive, and professional manner.

## ANALYSIS

The proposed changes to the Public Safety Dispatchers' Basic Course provide more specificity and standardization among course presenters. The recommended changes will reorganize learning domain titles, numbers, and hours, add new needs and objectives to enhance the course specificity, and add more interactive student learning activities. No change is proposed to the total of 120 hours currently required to present the course. The proposed changes are shown in Attachment A.

To further enhance the delivery of the proposed training and testing specifications, POST is preparing to release a facilitator's guide developed specifically for delivery of the new learning domains, including all revised and newly developed goals and learning needs, as well as the new, interactive, student learning activities. All certified Public Safety Dispatch Basic Course presenters will receive the guide in conjunction with the planned implementation date of the proposed regulation(s) along with the testing and training specifications.

The proposed changes will require amendments to Commission Regulation 1018 and Procedure D-1 and are shown in Attachment B. All proposed changes have been recommended, reviewed, and endorsed by the Dispatch Ad Hoc Committee.

If the Commission concurs, it is proposed that Commission Regulation 1018, Procedure D-1, and the document *Training and Testing Specifications for the Public Safety Dispatchers' Basic Course*, be amended pursuant to the Notice of Proposed Regulatory Action Process. If no one requests a public hearing, the amendments would become effective July 1, 2002.

## RECOMMENDATION

It is recommended that the Commission, subject to the results of the Notice of Proposed Regulatory Action, approve the amendments to Regulation 1018, Procedure D-1, and the *Training and Testing Specifications for the Public Safety Dispatchers' Basic Course*, as described.

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

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

TRAINING SPECIFICATIONS FOR THE  
PUBLIC SAFETY DISPATCHERS BASIC COURSE

DRAFT  
2002

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THE MISSION OF THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING IS TO CONTINUALLY  
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## ACKNOWLEDGEMENTS

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Riverside Police Department

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## FOREWORD

The purpose of the *Training Specifications for the Public Safety Dispatchers' Basic Course* is to provide a standardized curriculum to guide law enforcement agencies and POST-certified presenters in the initial orientation and training of newly selected public safety dispatchers. The increasing complexity of the role and functions of the public safety dispatcher and the advancement of communication technology require that the instructional content and teaching methodologies in the Public Safety Dispatchers' Basic Course be routinely updated. Effective initial training is critical if our public safety dispatchers are to acquire the necessary knowledge, skills, and abilities to provide quality service to the public and our law enforcement agencies.

The goals of the Public Safety Dispatchers' Basic Course are:

1. To provide an understanding of the basic roles, responsibilities, and duties of the public safety dispatcher within the law enforcement agency;
2. To provide standardized training to all newly appointed public safety dispatchers and prepare them for the practical application of learned information; and
3. To introduce the skills and knowledge necessary to work in a law enforcement communications center in a productive and professional manner.

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

The Commission sincerely appreciates the valuable contributions made by the Public Safety Dispatcher Ad Hoc Committee in the preparation of these training specifications. Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

KENNETH J. O'BRIEN  
Executive Director

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**CONTENT AND MINIMUM HOURLY REQUIREMENTS  
FOR THE PUBLIC SAFETY DISPATCHERS' BASIC COURSE**

<u>Domain Number</u>	<u>Domain Description</u>	<u>Minimum Hours</u>
100	Professional Orientation and Ethics	8
101	Criminal Justice System	4
102	Introduction to Law	12
103	Workplace Communication	4
104	Telephone Technology and Procedures	14
105	Missing Persons	2
106	Domestic Violence	4
107	Community Policing/Cultural Diversity/Hate Crimes/Gang Awareness	12
108	Child, Elder and Dependent Adult Abuse	4
109	Law Enforcement Telecommunications	6
110	Radio Technology and Procedures	12
111	Resources/Referral Services	2
112	Critical Incidents	16
113	Wellness Management	4
	<b>Minimum Instructional Hours</b>	<b>104</b>
	<b>Presenter Activities/Exercises/Tests</b>	<b>16</b>
	<b>Total Minimum Required Hours</b>	<b>120</b>

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## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #100 PROFESSIONAL ORIENTATION AND ETHICS**

**July 1, 2002**

#### **I. LEARNING NEED**

Becoming a public safety dispatcher means choosing dispatching not only as a career, but as a moral commitment to maintain public trust. Public safety dispatchers must understand their role and responsibilities, understand the operation of the Communications Center, and act with a high degree of professionalism and ethics.

#### **II. LEARNING OBJECTIVES**

**A. Functions of the public safety dispatcher within the public safety system, including:**

1. First point of public safety contact
2. Allocation of resources
3. Serving as a liaison

**B. Functions of the communication center**

**C. Professional demeanor and ethical behavior, including:**

1. Impact of conduct (e.g., hostile work environment)
2. Sexual harassment
3. Ethical dilemmas
4. Personal and professional values (e.g., work ethics)
5. Agency values and expectations

**D. Developing a community service attitude**

**E. Communicating effectively with the public, co-workers, field personnel and supervisors**

1

F. Work flow in the communications center, including:

1. Various sources of calls
2. Types of calls and incidents commonly received
3. Evaluation, routing and referral of calls
4. Type/level of response
5. Documentation

G. Chain of command and organizational structures

H. Agency policies and procedures impacting communications center operations, training and personnel

I. Career development and opportunities, including:

1. Tactical Dispatcher
2. Hostage Negotiator
3. Communications Training Officer (CTO)
4. Community Services Officer (CSO)
5. Peer counseling
6. Promotions
7. Incident Dispatcher
8. Instructor

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the student's understanding of the importance of flexibility in their role as a public safety dispatcher. The activity should provide the student with an opportunity to examine their personal values and ethics, and minimally provide the student with the opportunity to:

1. Confront alternative value systems
2. Explore ethical differences
3. Confront moral dilemmas
4. Participate in a variety of ethical decision-making situations

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on professional orientation.

VI. ORINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999  
July 1, 2002

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## PUBLIC SAFETY DISPATCHER COURSE

### SPECIFICATIONS FOR LEARNING DOMAIN #101 CRIMINAL JUSTICE SYSTEM

July 1, 2002

#### I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need to understand the criminal justice system and their role within that system.

#### II. LEARNING OBJECTIVES

##### A. Functions of law enforcement in the criminal justice system, including:

1. Local
2. State
3. Federal

##### B. Corrections, including

1. City/county jail
2. State/federal prison
3. Parole
4. Probation

##### C. Public safety dispatcher's role in the criminal justice system, including:

1. First point of contact
  - a. Questioning/developing probable cause
  - b. Documentation
2. Courtroom preparation and testimony

##### D. Impact of the public safety dispatcher's actions on the outcome of a case, including:

1. Errors, omissions, and negligence

- a. Inappropriate and/or untimely computer messages
  - b. Inappropriate and/or untimely telephone messages
  - c. Inappropriate, incomplete, and/or inaccurate radio transmissions
2. Incomplete information gathering techniques
  3. Thorough documentation techniques

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the impact of the public safety dispatcher's actions in the outcome of a case.

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on the criminal justice system.

### VI. ORIGINATION DATE

November 1, 1994

### VII. REVISION DATES

January 1, 1999

July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**

**SPECIFICATIONS FOR LEARNING DOMAIN #102  
INTRODUCTION TO LAW**

**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of the law.

**II. LEARNING OBJECTIVES**

- A. Definition of a crime
- B. Types of crimes
- C. Corpus delicti; elements of selected crimes
- D. Probable cause
- E. Concepts of evidence
- F. Confidentiality of communications information/privileged information
- G. Obligation to release "public information"
- H. Civil liability and criminal negligence
- I. Codified law
- J. Case law
- K. Evidentiary value of communications data
- L. Parties to a crime, including:
  - 1. Principals
  - 2. Accessories
  - 3. Accomplices
- M. Court orders

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- N. Local ordinances
- O. Criminal and civil law
- P. Statutory law vs. case law
- Q. Spirit of the Law vs. Letter of the Law
- R. Criminal intent vs. criminal negligence

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the student's understanding of the elements of various crimes.

### V. HOURLY REQUIREMENTS

Students shall be provided with a maximum of 12 hours on introduction to law.

### VI. ORIGINATION DATE

November 1, 1994

### VII. REVISION DATES

January 1, 1999  
July 1, 2002

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**PUBLIC SAFETY DISPATCHER COURSE**

**SPECIFICATIONS FOR LEARNING DOMAIN #103  
WORKPLACE COMMUNICATION**

**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need to know how to effectively communicate with co-workers, field units and allied agencies.

**II. LEARNING OBJECTIVES**

A. Reasons for developing positive workplace communication skills, including:

1. Career satisfaction and success
2. Better personal and professional relationships
3. Improved personal health
4. Professional and personal liability

B. The communication process, including:

1. Sender and receiver of messages (*who*)
2. Verbal and nonverbal sources of communication (*how; through what means*)
3. Message (*what*)
4. Noise (*distractions on sender's or receiver's end*)
5. Filters messages travel through (*sender and receiver*)
6. Feedback (*what did receiver convey back*)
7. Context of the communication (*anger, frustration, fear, etc.*)

C. Elements of communication, including:

1. Content

2. Nonverbal
    - a. Appearance
    - b. Body language
    - c. Proxemics
  3. Voice
- D. Professional conduct, including:
1. Civil behavior
  2. Courtesy
  3. Voice tone
  4. Word selection
  5. Body language
  6. Dealing with work related stress
- E. Promoting safe workplace environment, free from:
1. Discrimination and harassment
  2. Occupational hazards
  3. Emotional/psychological hazards
  4. Verbal misconduct (e.g., profanity, gossip)
- F. Tolerance, including:
1. Valuing diversity
  2. Perception
  3. Workplace environment
  4. Treating others how you want to be treated
- G. Unacceptable behavior, including:

1. Failure to listen/ignoring
  2. Rude behavior (e.g., shouting, threatening, arguing)
  3. Use of profanity and/or slurs
- H. Effects of nonverbal signals during communications occurring:
1. In person
  2. Over the phone
  3. Over the radio
- I. Communication styles, including:
1. Flexible
  2. Attentive
  3. Friendly
  4. Precise
  5. Dominant
  6. Relaxed
  7. Argumentative
- J. Deflecting verbal abuse, including:
1. Verbal deflection
  2. Refocus/redirection
  3. Advantages
- K. Active listening, including:
1. Definition and purpose
  2. Techniques of active listening
  3. Keys to promote active listening

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- L. Listening obstacles, including:
  - 1. One upmanship
  - 2. Waiting to talk
  - 3. Offering advice
  - 4. Jumping to conclusions
  - 5. Interrupting
  - 6. Making judgments
- M. Definition and purpose of feedback and disclosure
- N. Relationship between feedback and disclosure
- O. Techniques of feedback and disclosure

III. REQUIRED TESTS

None

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IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the student's understanding of the importance of developing and maintaining positive workplace communications.

V. HOURLY REQUIREMENTS

Student shall be provided with a minimum of **4 hours** of instruction on workplace communication.

VI. ORIGINATION DATE

July 1, 2002

VII. REVISION DATES

None



## PUBLIC SAFETY DISPATCHER COURSE

### SPECIFICATIONS FOR LEARNING DOMAIN #104 TELEPHONE TECHNOLOGY AND PROCEDURES

July 1, 2002

#### I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need to understand and have a working knowledge of how to appropriately process, prioritize and collect the necessary information from calls for service.

#### II. LEARNING OBJECTIVES

- A. Interview techniques to obtain information from victims, witnesses, or personnel from other agencies
- B. Techniques for calming a caller in crisis
- C. Receiving and handling callers, including:
  - 1. Crank
  - 2. Nuisance
  - 3. TDD/TTY
  - 4. Non-English speaking callers
  - 5. Witnesses
  - 6. Victims
  - 7. Suspects
  - 8. Anonymous/informant
- D. Techniques to effectively communicate with a person who is:
  - 1. Abrasive
  - 2. Frightened
  - 3. Hysterical
  - 4. Hurried

5. Politically demanding
  6. Intoxicated
  7. Very young or very old
  8. Rambling
  9. Foreign
  10. Hostile or unapproachable
- E. Processing duplicate phone calls for assistance
- F. Obtaining pertinent information using primary and secondary questions for the following incidents:
1. Crime incidents
  2. Traffic incidents
  3. Medical incidents
  4. Fire incidents
  5. HazMat incidents
  6. Evacuations
- G. Routing calls for service and information to allied agencies
- H. Relaying incident information to radio dispatcher in a timely manner
- I. Initiating telephone number trace including Manual ALI
- J. Explaining department procedures/policies, and legal procedures to the public
- K. Monitoring and responding to alarm systems, including:
1. Residential/commercial security systems
  2. Medical alarms
  3. Fire alarms

4. Alarms monitored by Communications
- L. Criteria to classify and prioritize multiple calls and requests for service (e.g., life-threatening, in-progress, property, "cold" response)
- M. Procedures, guidelines and liability issues for advising citizens of actions to take under the following emergency and non-emergency circumstances:
  1. Crime incidents
  2. Traffic incidents
  3. Medical incidents
  4. Fire incidents
  5. HazMat incidents
  6. Evacuations
- N. Purpose and appropriate use of the phonetic alphabet
- O. Detecting and interpreting background voices and noises heard over the telephone (e.g., gunshots, screaming, environmental sounds)
- P. Effective communication skills, including:
  1. Clear voice projection
  2. Good diction
  3. Proper modulation
  4. Active listening
- Q. Conveying clear and accurate directions and instructions on the telephone (e.g., building exit instructions)
- R. Audio recorders
- S. The 9-1-1 system
  1. Calls received from Centrex and PBX systems
  2. Automatic Number Identification (ANI)

3. Automatic Location Identification (ALI)
  4. 9-1-1 printer or PC
  5. Public Safety Answering Points (PSAP)
    - a. Alternate answering point
    - b. Secondary PSAP
  6. Completing ALI routing sheet (9-1-1 distribution correction form)
    - a. Master Street Address Guide (MSAG)
    - b. Emergency Service Number (ESN)
  7. Legal requirements for answering and transferring 9-1-1 calls
  8. Reporting 9-1-1 equipment problems
  9. Cellular 9-1-1 calls
  10. Secondary seven digit number
  11. Alternative numbers (e.g., 3-1-1)
- T. Other telephone technology utilized in a public safety dispatch center (e.g., intelligent work stations and voice activated alarms)

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

- A. The student will participate in an instructional activity that will reinforce the student's understanding of the components of effective interviews, including:
1. Active listening techniques
  2. Gathering information to determine the nature of the caller's problem

3. Methods and techniques of interviewing that maintain control, elicit cooperation, and reflect confidence, empathy and concern

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

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

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

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#### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **14 hours** of instruction on telephone technology and procedures.

#### VI. ORINATION DATE

November 1, 1994

#### VII. REVISION DATES

January 1, 1999  
July 1, 2002

# PUBLIC SAFETY DISPATCHER COURSE

## SPECIFICATIONS FOR LEARNING DOMAIN #105

### MISSING PERSONS

July 1, 2002

#### I. LEARNING NEED

In order for public safety dispatchers to fulfill their responsibilities, dispatchers need to understand and have a working knowledge of the laws governing the receipt and handling of missing person reports.

#### II. LEARNING OBJECTIVES

A. Background and legislative intent underlying missing person laws and regulations, missing person definitions and related Penal Code statutes

B. Types of missing persons, including:

1. At-risk categories

a. Under age as defined by law

b. Victim of foul play

c. Victim of abduction

d. In need of medical attention

e. Mentally disabled

f. Never been missing before, or missing with questionable circumstances

2. Involuntary missing

a. Elder/dependent adult

b. Catastrophic missing

c. Lost

d. Stranger abduction

3. Parental/family abduction

4. Child
  5. Runaway
  6. Unknown missing
    - a. Suspicious circumstances
    - b. Voluntary missing adult
- C. Statutory requirements associated with law enforcement's response, including:
1. Accepting or assisting the reporting party, regardless of jurisdiction
  2. Prioritizing the response
  3. Initiating an investigation
  4. Complying with Department of Justice requirements for obtaining dental/medical records and photographs
  5. Notifying involved agencies
  6. Entering and updating required databases
- D. Critical call taking and dispatcher responsibilities and requirements, including:
1. Empathy and compassion
  2. Information needed to assist initial response action
    - a. Name, age, and description
    - b. Family and social environment
    - c. Missing person's knowledge of the area
    - d. Suspicious circumstances
    - e. Mental, emotional, medical, or physical condition
    - f. Weather/time of day

- g. Resources available to missing person
  - h. Length of time person has been missing
  - i. Parental custody status
3. Classifying missing person situations
  4. Accurate and timely "Be on the Lookout" information
  5. Actions required when a missing person is located
- E. Role of officers and missing person investigators, including:
1. Reasons for making a thorough search
  2. Resources and investigative tools
    - a. TRAK alerts
    - b. Media
    - c. Search dogs and volunteer groups
    - d. Boats, helicopters, specialized equipment

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in a written or verbal exercise in which the student must demonstrate the ability to accurately handle reports of missing persons.

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 hours of instruction on missing persons.

### VI. ORIGINATION DATE

November 1, 1994



VII. REVISION DATES

January 1, 1999

July 1, 2002

**DRAFT**

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #106 DOMESTIC VIOLENCE**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of domestic violence laws, problems, legal definitions/terminology, and law enforcement's role and responsibility to intervene, investigate and resolve domestic violence calls.

#### **II. LEARNING OBJECTIVES**

- A. Provisions of the Penal Code which relate to domestic violence
- B. Domestic violence legal definitions and terminology, including:
  - 1. Domestic violence
  - 2. Abuse
  - 3. Cohabitant
  - 4. Family violence
  - 5. Primary aggressor
- C. Law enforcement's responsibility in responding to a report of domestic violence
- D. The role of the public safety dispatcher in domestic violence calls
- E. Referral agencies and resources
- F. An overview of the domestic violence problem in California including local statistics
- G. The historical background of domestic violence laws including the legislative intent
- H. The nature and extent of domestic violence
- I. The legal rights and remedies available to victims of domestic violence

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- J. Tenancy issues and domestic violence
- K. The impact that law enforcement intervention in domestic violence incidents may have on children
- L. Emergency assistance to victims and how to assist victims in pursuing criminal justice options
- M. Importance of call taking procedures in relation to the Public Safety Dispatcher's courtroom testimony in domestic violence cases, including:
  - 1. Effective questioning
  - 2. Proper documentation

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that reinforces the student's ability to accurately process domestic violence situations.

### V. HOURLY REQUIREMENTS

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

### VI. ORINATION DATE

November 1, 1994

### VII. REVISION DATES

January 1, 1999

July 1, 2002

## PUBLIC SAFETY DISPATCHER COURSE

### SPECIFICATIONS FOR LEARNING DOMAIN #107 COMMUNITY POLICING/CULTURAL DIVERSITY/ HATE CRIMES/GANG AWARENESS

July 1, 2002

#### I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge and understanding of community policing, cultural diversity, hate crimes and gangs.

#### II. LEARNING OBJECTIVES

- A. History and definition of community policing
- B. Benefits of community policing to organization, community and employee
- C. Role of the public safety dispatcher in community policing
- D. Customer service, including:
  - 1. Police related referrals (e.g., 9-1-1 for Kids; Neighborhood Watch, etc.)
  - 2. Non-police related referrals (e.g., Public Works, civil issues, etc.)
- E. Culture and cultural diversity defined
- F. Changing terminology associated with diversity, ethnicity, and human relations
- G. Past, present, and future cultural composition of California
- H. Impact of the changing cultural composition of California on the delivery of law enforcement
- I. Professional, personal, and organizational benefits of valuing diversity within the community and law enforcement organizations
- J. Definitions of and differences between:
  - 1. Prejudice
  - 2. Discrimination

- K. Stereotype defined
- L. Dangers of relying on stereotypes to form judgments or to base actions
- M. Possible barriers to cross-cultural communications, including:
  - 1. Cultural perceptions of law enforcement
  - 2. Law enforcement's perception of cultural groups
- N. Strategies for effective communication within a diverse community, including:
  - 1. Verbal communication
  - 2. Active listening
  - 3. Nonverbal communication
- O. Cross cultural behaviors during telephone contacts with members of a community
- P. Penal Code definition of a hate crime versus a hate incident
- Q. Elements of a hate crime
- R. Legal rights and remedies available to victims of hate crimes based on federal law and civil code
- S. Identifying characteristics and crime trends associated with criminal gangs
- T. Methods gang members often use to communicate information and identities with one another, including:
  - 1. Graffiti
  - 2. Tattoos
  - 3. Other types of communication (e.g., jargon, signs, symbols, etc.)
- U. Dispatcher's role in enhancing officer safety on gang-related calls

### III. REQUIRED TESTS

None

#### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

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

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

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

#### V. HOURLY REQUIREMENT

Students shall be provided with a minimum of **12 hours** of instruction on community policing, cultural diversity, hate crimes and gang awareness.

#### VI. ORIGINATION DATE

November 1, 1994

#### VII. REVISIONS DATES

January 1, 1994  
July 1, 2002

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #108 CHILD, ELDER AND DEPENDENT ADULT ABUSE**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic understanding of the types of child, elder and dependent adult abuse, related laws, and the available resources, services and facilities for victims.

#### **II. LEARNING OBJECTIVES**

- A. An overview of child abuse**
- B. Types of child abuse, including:**
  - 1. Neglect**
  - 2. Sexual abuse**
  - 3. Physical abuse**
- C. Laws related to child abuse**
- D. Crimes associated with the abuse of children**
- E. Resources, services and facilities available to victims of child abuse**
- F. An overview of elder/dependent adult abuse**
- G. Types of elder/dependent adult abuse, including:**
  - 1. Physical**
  - 2. Emotional**
  - 3. Sexual**
  - 4. Fiduciary**
- H. Laws related to elder/dependent adult abuse**
- I. Crimes associated with the abuse of elders and dependent adults**

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J. Resources, services and facilities available to victims of elder/dependent adult abuse

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on child, elder and dependent adult abuse.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999  
July 1, 2002

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## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #109 LAW ENFORCEMENT TELECOMMUNICATIONS**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a working knowledge of the various telecommunication systems and the requirements and procedures for making inquiries into each of the systems.

#### **II. LEARNING OBJECTIVES**

A. Information available, procedures for making inquiry into and the capability of cross referencing information obtained within the following systems:

1. California Law Enforcement Telecommunications System (CLETS)
2. Criminal Justice Information System (CJIS)
3. National Crime Information Center (NCIC) telecommunication system
4. National Law Enforcement Telecommunications System (NLETS)
5. Department of Motor Vehicles (DMV)
6. Oregon Law Enforcement Data System (LEDS)

B. Information systems directly accessible to California law enforcement agencies, including:

1. Wanted Person System (WPS)
2. Domestic Violence Restraining Order System (DVROS)
3. Supervised Release File (SRF)
4. Missing/Unidentified Persons System (MUPS)
5. Stolen Vehicle System (SVS)
6. Automated Boat System (ABS)

7. Automated Firearm System (AFS)
  8. Automated Property System (APS)
  9. Automated Criminal History System (ACHS)
  10. Department of Motor Vehicles (DMV)
  11. Violent Crimes Information Network (VCIN)
  12. Western States Information Network (WSIN)
- C. State laws and policies for obtaining, verifying, and disseminating Telecommunication information, including:
1. Penal Code sections 502, 11075, 11105, 11142, 11143, 11179, 13150-13151, 13302, 13303 and 13304
  2. Government Code sections 6200, 6201 and 15153
- D. Requirements for maintaining records of law enforcement information systems, including:
1. Entry
  2. Update
  3. Cancel
  4. Clear
- E. Computer information systems, including:
1. Departmental
  2. Regional
  3. Specialized

### III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on law enforcement telecommunications.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999  
July 1, 2002

**DRAFT**

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #110 RADIO TECHNOLOGY AND PROCEDURES**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic understanding and working knowledge of radio technology and procedures.

#### **II. LEARNING OBJECTIVES**

- A. Monitoring and responding to radio transmissions from field personnel and other public services**
- B. Monitoring and responding to telecommunications messages from local, state and federal agencies**
- C. Monitoring, recording, coordinating and updating status of field units and incidents**
- D. Providing requested information to law enforcement field units**
- E. Broadcasting officer safety and/or mutual aid information (e.g., incidents in adjoining jurisdictions)**
- F. Dispatching strategies, including:**
  - 1. Geographic considerations**
  - 2. Response time**
  - 3. Available backup**
  - 4. Agency policies**
- G. Effective dispatching techniques and professional radio demeanor, including filtering and/or editing information**
- H. Techniques for managing and prioritizing radio traffic**
- I. Use of clear text and/or radio codes used by different agencies**
- J. Types of calls that require more than one field unit**

- K. Procedures for broadcasting to law enforcement personnel responding to Potentially dangerous situations, including:**
- 1. Felony warrants**
  - 2. Stolen vehicles**
  - 3. Weapons**
  - 4. Medical and fire**
  - 5. Premise history**
  - 6. Supplemental information**
  - 7. Emergency traffic ("clearing the air")**
- L. Evaluating available information to determine what actions, personnel and resources are needed by field operations units**
- M. Transmitting emergency bulletins by telecommunication links to allied agencies**
- N. Circumstances requiring supervisor notification**
- O. Policies, procedures and regulations that affect the dispatcher's decision-making process**
- P. Detecting, interpreting and responding to background voices and noises heard over the radio (e.g., gunshots, screaming, environmental sounds), including:**
- 1. Roll calls**
  - 2. Backups/cover**
- Q. Importance of clear voice projection, good diction and proper modulation in radio communications**
- R. Radio techniques that allow the dispatcher to control the flow of conversation and elicit needed information**
- S. Giving clear and accurate directions and instructions on the radio**
- T. Officer safety considerations**

U. Communication center radio equipment, including:

1. Components and their function
2. Technology (MDTs, radio systems, etc.)
3. Transmitting/receiving range
4. Documenting equipment malfunctions

V. FCC regulations

W. Audio recorders

X. Wireless technology, including:

1. Global Positioning Systems (GPS)
2. Tracking systems (e.g., PRONET, LOJACK)

### III. REQUIRED TESTS

None

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### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

A. The student will participate in an instructional activity that will reinforce the student's ability to effectively dispatch calls. The activity should provide the student with an opportunity to:

1. Prioritize pending calls
2. Dispatch calls based upon available units
3. Develop a strategy to handle pending calls for service
4. Deploy resources based on the plan

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

1. Crime in progress
2. Alarm call

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

The student will dispatch the call(s) using proper radio procedure including: radio broadcasting rules, regulations and policy, radio codes, prioritizing radio traffic, maintaining officer safety, range of available field resources, keeping track of field units, status updates to field units, dispatching cover units, and broadcasting any additional (officer safety related) information.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** on radio technology and procedures.

VI. ORINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

**DRAFT**

## PUBLIC SAFETY DISPATCHER COURSE

### SPECIFICATIONS FOR LEARNING DOMAIN #111 RESOURCES/REFERRAL SERVICES

July 1, 2002

#### I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of the resources and services available to them.

#### II. LEARNING OBJECTIVES

- A. Available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books, maps, and street guides)
- B. Notifying or dispatching other public service resources to an emergency or call for service (e.g., fire, EMS, Public Works, and other law enforcement agencies, etc.)
- C. Types of local, state and federal referral and support agencies
- D. Map reading/geography
- E. The importance of familiarization with jurisdictional geographic characteristics, including:
  - 1. Street layouts
  - 2. Address numbering systems
  - 3. Public building locations
  - 4. Potential law enforcement problem locations
  - 5. Adjoining boundaries that may require notification of outside agencies
  - 6. Commonly used names for locations
- F. Troubleshooting unknown or unclear locations

#### III. REQUIRED TESTS

None



IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce their ability to read a map.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 hours of instruction on resources/referral services.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999  
July 1, 2002

**DRAFT**

# **PUBLIC SAFETY DISPATCHER COURSE**

## **SPECIFICATIONS FOR LEARNING DOMAIN #112**

### **CRITICAL INCIDENTS**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a working knowledge of the dispatch procedures, roles, and resources available for critical incidents.

#### **II. LEARNING OBJECTIVES**

**A. Types of critical incidents in which the dispatcher will play a critical role, including:**

1. Natural disasters
  - a. Earthquakes
  - b. Severe weather
2. Explosions
3. HazMats
4. Transportation accidents
5. Evacuations
6. Fires
7. Terrorist activity/weapons of mass destruction

**B. Resource material available to guide the dispatcher through a critical incident, including:**

1. Call out lists
  - a. Automated computer notification programs
  - b. Pagers
  - c. Telephones

2. Disaster preparedness manuals
  3. Operational guidelines
  4. General orders
  5. Policy manuals
  6. *North American Response Guidebook (DOT Hazmat)*
  7. Maps
  8. Use of the media
- C. Emergency Operation Center, including:
1. Activation criteria
  2. Guidelines
- D. Public safety dispatcher's role in critical incidents, including:
1. Obtaining and disseminating critical information
  2. Screening each call carefully for new or additional information and documenting it
  3. Advising citizens of actions to take in hazardous situations or critical incidents (e.g., chemical spills, severe weather)
  4. Dispatching, deploying and tracking of units/resources
  5. Initiating internal and external call outs
  6. Maintaining flexibility
  7. Continually reviewing information received
  8. Reviewing of incident
- E. Components and procedures to activate the Standardized Emergency Management System (SEMS)
- F. Incidents impacting officer safety, including:
1. Hostage/barricaded situations

2. Suicide incidents
3. Bomb incidents
4. High-risk stops/contacts
5. SWAT call outs
6. Officer-involved shootings
7. Fatal incidents involving officers
8. Civil disturbances

G. Mutual aid, including:

1. Definition and purpose
2. Law enforcement mutual aid ladder
  - a. City police department
  - b. County "operational area"
  - c. Regional area (OES)
  - d. State (OES)
3. Use of other public service departments or agencies as resources
4. Mutual aid communication and equipment considerations
  - a. Commonality of language and codes
  - b. Radio inter-operability issues

H. Other resources, including:

1. FEMA
2. National Guard
3. Volunteers (e.g., Search & Rescue, amateur radio operators)

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the student's understanding of the dispatcher procedures and roles associated with critical incidents, including:

1. Identify threats to safety
2. Prioritize appropriate field unit response
3. Deploy appropriate resources
4. Manage available resources based on incident priorities
5. Maintain flexibility
6. Document incident events
7. Incident review

**DRAFT**

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on critical incidents.

### VI. ORIGINATION DATE

November 1, 1994

### VII. REVISION DATES

January 1, 1999

July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**

**SPECIFICATIONS FOR LEARNING DOMAIN #113  
WELLNESS MANAGEMENT**

**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, dispatchers need a basic knowledge of how to assess and maintain their mental and physical health and well being and to be aware of available resources.

**II. LEARNING OBJECTIVES**

A. Stress defined

B. Symptoms of stress, including:

1. Physiological responses
2. Cognitive responses
3. Emotional responses

C. Sources of stress, including:

1. Personal/family life
2. Work schedules
3. Balancing family and work issues
4. Callers and field units
5. Inter-departmental relationships
6. Training
7. Probation
8. Workplace environment
  - a. Ergonomics
  - b. Interaction with co-workers

D. Acute and long-term effects of stress

E. Techniques to promote wellness, including:

1. Lifestyle
2. Physical fitness
3. Nutrition

F. Resources

1. Peer support/counseling
2. Employee Assistance Programs (EAP)
3. Critical Incident Stress Debriefing Teams (CISD)/Critical Incident Response Teams (CIRT)

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES

Given a diagnostic instrument, questionnaire, personal inventory, or equivalent method, students will be afforded the opportunity to conduct a self assessment of their own wellness.

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

**DRAFT**

## POST ADMINISTRATIVE MANUAL

## COMMISSION PROCEDURE D-1

## BASIC TRAINING

1-1 through 1-5 continued

**1-6. Public Safety Dispatchers' Basic Course Definitions and Requirements:** The terms used to describe testing and training requirements are defined in paragraph 1-6(a). Testing and training requirements are described in paragraph 1-6(b). Testing, training, content, and hourly requirements are provided in detail in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

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

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



(b) **Testing and Training Requirements**

- (1) **Topics Learning Objectives.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, training presenters shall provide appropriate instruction on each required topic-learning objective.
- (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*. The total minimum hourly requirement for the Public Safety Dispatchers' Basic Course is 120 hours.
- (3) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, POST-constructed knowledge tests may be required in some learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the training presenter, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (4) **Scenario Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, scenario tests may be required in some learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (5) **Exercise Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, exercise tests may be required in some learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (6) **Learning Instructional Activities.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, learning instructional activities may be are required in some, but not all, learning domains. Where an learning instructional activity is required, each student must participate in that activity. A student who does not participate in an

Commission on Peace Officer Standards and Training

POST ADMINISTRATIVE MANUAL

1018. Public Safety Dispatcher Programs.

(a) through (f) continued

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PAM section D-1-6 adopted effective December 29, 1988 and amended December 19, 1994 and \* is herein incorporated by reference.

The document, *Training Specifications for the Public Safety Dispatchers' Basic Course* adopted effective December 19, 1994 and amended April 23, 1999 and \* is herein incorporated by reference.

learning instructional activity when given the opportunity fails the course unless the training presenter determines that there were extenuating circumstances. Students who do not participate in an learning instructional activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning instructional activity. If a student fails to participate in an learning instructional activity after being given a second opportunity, the student fails the course.

- (74) **Training Presenter Requirements.** POST has established minimum, statewide training standards for the Public Safety Dispatchers' Basic Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. ~~This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.~~

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Historical Note:

Subparagraph 1-6 adopted and incorporated by reference into Commission Regulation 1018 on December 29, 1988, and amended January 18, 1995 and \*.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Report on Proposal to Amend the Basic Course Waiver Process and the POST-Requalification Course		<b>Meeting Date</b> November 8, 2001
<b>Bureau</b> Basic Training Bureau	<b>Reviewed By</b> Bud Lewallen	<b>Researched By</b> Frank Decker/Melani Singley
<b>Executive Director Approval</b> <i>Seamus J. O'Brien</i>	<b>Date of Approval</b> 10-17-01	<b>Date of Report</b> October 5, 2001
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <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 Notice of Proposed Regulatory Action process, a proposal to amend Regulation 1008 and Commission Procedures D-10 and D-11 to revise the Basic Course Waiver (BCW) Process and the POST-Requalification Course?

**BACKGROUND**

The Basic Course Waiver Process is used by individuals who have completed law enforcement training in other states and are seeking employment as peace officers in California. It has also been used by California reserve officers who want to meet the basic course requirement in order to become Level I reserve or regular officers. The authority for the BCW Process comes from section 13511 of the Penal Code. Commission Procedure D-11 establishes the guidelines for determining whether or not an individual's prior law enforcement training is sufficient for a waiver of attendance of a POST-certified basic course.

The BCW Process consists of an evaluation of training and written and skills examinations. The applicant completes a self-evaluation form detailing all of his/her training and submits all required documentation to POST. The analyst assigned to manage the program evaluates the training and documentation and determines if the training is comparable to the minimum standards for the appropriate basic course (Regular Basic Course [RBC] or Specialized Investigators' Basic Course [SIBC]). If the applicant's prior training meets the minimum standard, he/she is eligible to take the Basic Course Waiver Written Examination. This is a cognitive test of the applicant's knowledge of basic course subject matter. The applicant must pass the written examination before scheduling the skills testing component. The skills component evaluates arrest and control techniques and handgun and shotgun proficiency. The skills component can be met by testing out or completing the 136-hour POST-Requalification Course which includes skills testing as well as cognitive and scenario testing. Most individuals opt for the Requalification Course to satisfy the skills component. Upon successful completion of the skills component the applicant is issued a Waiver of Attendance of a POST-certified basic course which has the same standing in regulation as completion of the basic course.

The Requalification Course is intended to requalify an individual who has previously completed a POST-certified basic course, or has previously been deemed to have completed comparable training (BCW Process), or has been awarded a POST basic certificate, but has a three-year or longer break in service as a California peace officer/Level I reserve officer or from the date of last completion of a basic course or issuance of a Basic Course Waiver. This 136-hour course is offered in both intensive and extended formats. Upon successful completion of the Requalification Course an individual is eligible, for three years, to be appointed or reappointed as a California peace officer/Level I reserve officer. Commission Procedure D-10 establishes the process for requalification. Regulation 1008 describes the Basic Course Waiver and Requalification Processes.

### ANALYSIS

Concerns were expressed by the field and staff that the BCW Process was cumbersome and difficult for applicants to complete due to the inordinate amount of time required for the evaluation portion of the process and the two phase testing requirement. The evaluation portion was time intensive because the analyst had to do a line by line comparison to determine if the prior law enforcement training was equivalent to California training. Following the evaluation process, applicants could take the written test but had to wait for it to be scored before they could get authorization to take the skills examination. If the candidate is residing in another state the two phase process requires two trips to California.

The POST Requalification Course is intended to recertify prior basic course training. Staff felt there was a need to update the course because it is based on broad topical headings instead of current basic course training specifications and there is no mechanism in place to update course content or testing to reflect changes in basic course subject matter.

These concerns led to a long term project to revise both the BCW Process and the Requalification Course. Even though they are separate entities, they have become intertwined because the Requalification Course has also become a de facto method for BCW applicants to satisfy the skills testing requirement. There are two elements in this project that form the basis for the proposed revisions:

1. Recent legislation that allows an applicant's prior training to be evaluated based on his or her total training rather than the line by line comparison that was previously required.
2. The design of a new 136-hour Requalification Course based on training specifications in the Regular Basic Course.

The proposed revisions to the Basic Course Waiver Process are as follows:

1. The evaluation, to determine if an applicant's prior training is comparable to the appropriate basic course, will be based on the following criteria:
  - a. Completion of the total minimum hourly requirement for the basic course (664 hours for the RBC and 587 hours for the SIBC), and
  - b. Completion of the legislative mandates for entry level training (a detailed line by line comparison of each learning domain will no longer be performed).
2. When an applicant has successfully completed the evaluation portion, he/she will be given two options:
  - a. Test out in the cognitive and skills areas, or
  - b. Attend the Requalification Course to accomplish both cognitive and skills testing.
3. The test out option will use the same cognitive and skills testing as the Requalification Course.
4. Applicants, who choose to test out, will be able to take the cognitive and skills tests consecutively (without waiting for the results of the cognitive test).
5. A new BCW application form will be developed to reflect the changes to the current process.

Applicants for a waiver of the RBC must have successfully completed a 200-hour or longer basic general law enforcement training course. SIBC waiver applicants must have successfully completed a basic general or investigative enforcement course (no hourly requirement specified). Completion of a minimum of one year of successful general law enforcement experience is proposed as an additional prerequisite for RBC candidates to enter the BCW Process. Completion of one year of successful general or investigative law enforcement experience would be required for SIBC waiver candidates to enter the BCW Process. This requirement was added to ensure that applicants have practical experience and have demonstrated the ability to perform in a peace officer capacity. A survey of the 48 states that have reciprocity agreements to accept training from other states shows that 33 of these states require at least one year of experience for an individual to be eligible to enter their processes.

The proposed revisions to the Requalification Course are as follows:

1. Change the course content from broad topical headings to training specifications used in the Regular Basic Course.
2. Put the Requalification Course in the *Training and Testing Specifications for Peace Officer Basic Courses* to facilitate updating course content.
3. Develop a POST-constructed comprehensive test for the course that will also be used in the BCW test out option.
4. Develop a skills testing format that will also be used in the BCW test out option.

The proposed revisions will reduce the staff time required to complete the evaluation process while maintaining the high standards inherent in California law enforcement. The revisions to the Requalification Course will make the course content more clearly defined and standardize the training.

The use of common testing between the two programs will allow for a consistent examination standard. Candidates in both processes will be able to use the student workbooks because the tests are driven by basic course material. Subject matter and test questions will be updated whenever there is a change in the basic course.

Copies of the proposed amendments to Regulation 1008, Procedure D-10 and D-11, the hourly distribution of the proposed new POST-Requalification Course are included as Attachments A through D respectively. Due to its size the *Training and Testing Specifications for Peace Officer Basic Courses* is not included. An example of the document (Learning Domain #7) is included as Attachment E. The entire document is available for review.

The proposed revisions will be presented to the Long Range Planning Committee on October 12, 2001.

If the Commission agrees with the amendments, it is proposed that the Notice of Proposed Regulatory Action process be used. If no one requests a public hearing, the amendments would become effective 30 days after approval by the Office of Administrative Law.

#### RECOMMENDATION

It is recommended that the Commission, subject to the Notice of Proposed Regulatory Action, approve the amendments to Regulation 1008 and Commission Procedures D-10 and D-11 as described.

1008. Basic Course Waiver and Requalification Processes Requirements.(a) Basic Course Waiver Process

- (1) An individual who has completed training comparable to The Commission may waive attendance of a POST-certified Regular Basic Course or Specialized Investigators' Basic Course may request a waiver of the basic course training requirement where specified in required by Regulation Sections 1005(a) or 1007(b), for an individual who has completed training equivalent to a certified basic course. This waiver shall be determined by an The application, evaluation, and examination processes as specified in are described in PAM, section D-11, Basic Course Waiver Process.

(b) Requalification Requirement (Three-Year Limit Rule; Six-Year Rule) and Requalification Process

- (1) The provisions specified below apply to all individuals who seek appointment or reappointment to positions for which the Regular Basic Course or the Specialized Investigators' Basic Course are required as the minimum training standard [reference Regulation sections 1005(a) or 1007(b)].

- (A) Three-Year Rule: The Commission requires that each individual who has previously completed a POST-certified basic course Regular Basic Course, Specialized Investigators' Basic Course, or has previously been deemed to have completed equivalent training, or has been awarded a POST Basic Certificate, or has been granted a waiver of the Regular Basic Course or Specialized Investigators' Basic Course in accordance with Regulation 1008(a), but subsequently has a three-year or longer break in service\* as a California peace officer/Level I reserve officer must requalify, unless a waiver is obtained pursuant to guidelines set forth in PAM, section D-10-6 and D-10-7. The Basic Course Requalification Process is specified in PAM, section D-10.

The Three-Year Rule described will be determined from the last date of service in a California peace officer/reserve officer position for which a basic course (as listed in PAM, section D-1) is required, or from the date of last completion of a basic course, or from the date of last issuance of a basic course waiver by POST; whichever date is most recent.

1. The means for requalification are repeating the appropriate basic course or successfully completing a POST-certified Requalification Course, (PAM, section D-10-8).
2. The Executive Director may grant an exemption from the requalification requirement as set forth in PAM, section D-10-6 and D-10-7.

- (B) Six-Year Rule: Individuals who completed a Regular Basic Course, Specialized Investigators' Basic Course or the Basic Course Waiver process on or after July 1, 1999 but who never served in a California peace officer/reserve officer position for which a basic course is required, may requalify by completing a POST-certified Requalification Course one time within six years from the date of basic course completion. After six years, those individuals must successfully complete the entire basic course to requalify.

- (2) Notwithstanding the provisions of subsection (1), individuals who have never served in a position for which a Regular Basic Course training standard is required shall, after six years, be required to complete the Regular Basic Course



~~to requalify.~~

- (3) ~~The means for requalification are repeating the appropriate basic course, satisfactory completion of a POST certified basic training requalification course, (PAM, section D-10.8) or satisfactory completion of the Basic Course Waiver Process (PAM, section D-11).~~
- (4) ~~These provisions apply to all individuals who seek appointment or reappointment to positions for which completion of a basic course is required elsewhere in these regulations. The three-year rule described will be determined from the last date of service in a California peace officer/reserve officer position for which a basic course (as listed in PAM, section D-1) is required, or from the date of last completion of a basic course, or from the date of last issuance of a basic course waiver by POST, whichever date is most recent.~~

*\* For purposes of this regulation, service for a Level I reserve officer will be considered only for a Level I reserve who serves an annual average monthly minimum of 16 hours.*

PAM Section D-11 adopted effective January 28, 1982, and amended August 17, 1986, November 2, 1986, January 29, 1988, February 22, 1996, and July 1, 1999, and \* is herein incorporated by reference.

PAM Section D-10 adopted July 1, 1999, and amended \* is herein incorporated by reference.

## POST ADMINISTRATIVE MANUAL

## COMMISSION PROCEDURE D-10

**BASIC COURSE REQUALIFICATION PROCESS AND COURSE****Purpose**

**10-1. Establishes Process and Course Requirements:** This Commission procedure establishes the process for requalification of an individual who has a three-year or longer break in service as a California peace officer/Level I reserve officer, as specified in Commission Regulation 1008(b) and the minimum training requirements for the Requalification Course.

**Basic Course Requalification Process and Requirements**

**10-2. Eligibility:** These provisions shall apply to all individuals who seek appointment or reappointment to positions for which completion of a Regular Basic Course, or its equivalents, or Specialized Investigators' Basic Course is required, providing the individual meets the criteria in one of the following four categories:

- (a) previously completed a POST-certified Regular Basic Course or Specialized Investigators' Basic Course;
- (b) been awarded a waiver of attendance at a POST-certified Regular Basic Course or Specialized Investigators' Basic Course;
- (c) been awarded a POST Basic Certificate, but has a three-year or longer break in service as a California peace officer/Level I reserve officer; or
- (d) been granted an waiver-exemption by the Executive Director pursuant to guidelines set forth in this procedure.

**10-3. Three-Year Rule Requalification Requirement (Three-Year Rule; Six-Year Rule):**

- (a) Three-Year Rule: The three-year period is determined from whichever of the following dates is most recent:
  - (1) the last date of service in a California peace officer/Level I reserve officer position for Basic Course or Specialized Investigators' Basic Course is required;
  - (2) the date of last completion of a Regular Basic Course, or its equivalents (PAM, section D-1), or Specialized Investigators' Basic Course; or
  - (3) the date of last issuance of a Basic Course Waiver (PAM, section D-11).
- (b) Six-Year Rule: Individuals who completed a Regular Basic Course, Specialized Investigators' Basic Course, or the Basic Course Waiver process on or after July 1, 1999 but who never served in a California peace officer/reserve officer position for which a basic course is required, may requalify by completing a POST-certified Requalification Course one time within six years from the date of basic course completion. After six years, those individuals must successfully complete the entire basic course to requalify.

**10-4. Process:** The means for requalification are: 1) repeating the Regular Basic Course or Specialized Investigators' Basic Course, or 2) satisfactory completion of the POST-certified Basic Course

Requalification Process (BCRP) Course, described herein in paragraph 10-8. Individuals meeting the eligibility requirements in paragraph 10-2 may apply directly to a POST-certified Regular Basic Course, Specialized Investigators' Basic Course or Regular Basic Course Requalification Course training presenter for entry into one of the programs. ~~Individuals participating in the BCRP are responsible for completing all POST-certified training required and in place at the time of application for requalification.~~ Presenters are responsible for pre-screening applicants to ensure that they meet POST entry requirements for the Requalification Course.

**10-5. Completion:** Upon successful completion of a Regular Basic Course, Specialized Investigators' Basic Course, or the Basic Course Requalification Course Process, the individual is eligible, for three years, to be appointed or reappointed as a California peace officer/Level I reserve officer.

**Waiver of Exemption from the Basic Course Requalification Requirement**

**10-6. Eligibility and Process:** The Executive Director may ~~waive the requalification requirement for~~ exempt an individual from the requalification requirement who:

- (a) possesses a POST Basic Certificate and is returning to law enforcement after a three-year or longer break in service, and;
  - (1) Is re-entering a middle-management or executive rank and ~~who will~~ function at the second level of supervision or above; or
  - (2) Has been, with no longer than a 60-day break in service between law enforcement employers as a regular peace officer, employed continuously in another state as a full-time regular peace officer; or
  - (3) Has served, with no longer than a 60-day break in service between law enforcement employers, continuously as a Level I reserve officer in California and the individual's agency chief executive attests in writing that the individual 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; or
  - (5) Is re-entering law enforcement in a permanent "light" duty assignment not involving general law enforcement duties if attested to in writing by the agency chief executive.
- (b) has previously satisfied the basic course training requirement and either does or does not possess the POST Basic Certificate, and for the first time obtains law enforcement employment after a three-year or greater lapse of time since completion of the Basic Course; and the individual's department has obtained prior written approval from POST for the use of an alternative job-related requalification procedure, conducted by a presenter of the POST-certified Basic Course, which verifies that the individual is currently proficient and meets or exceeds minimum performance standards established by the Commission for Basic Course equivalency evaluation and testing.

An individual seeking an waiver of exemption from completion of the BCRP basic course requalification requirement shall submit a letter to the Executive Director, outlining the criteria upon which the applicant's request is based. The letter shall include the reason for the request, a description of the law enforcement position the applicant is seeking, documented prior training and the dates that the training was completed.

**10-7. Requalification Course Waiver/Exemption:** The Commission may, in response to a written request or on its own motion, upon a showing of good cause and based upon an individual's employment, proficiency, training, and education, waive/exempt an individual from completion of the Basic Course Requalification Requirement ~~Process for an individual who if they:~~ 1) have satisfied the Regular Basic

Course training requirement; 2) is being re-employed as a peace officer after a three-year or longer break in service; and 3) is not described or included in D-10-6 above.

**10-8. Requalification Course Definitions and Requirements.** The terms used to describe testing and training requirements are defined in section 10-8(a). Testing and training requirements are described in section 10-8(d). Requirements for reporting successful course completion are contained in Commission Regulation 1055(j). (The minimum requirements for the POST Requalification Course are as follows:

<u>Topic</u>	<u>Hours</u>
<u>Administration</u>	8
Orientation, Cognitive Testing & Scenario Testing	
<u>Human Relations</u>	30
Ethics/Professionalism, Cultural Diversity/Discrimination, Cultural Awareness, Hate Crimes, Sexual Harassment, Victimology, Indemnification, Victim Assistance, Mentally Ill/Developmentally Disabled, Tactical Communications.	
<u>Legal Update</u>	24
Statutory Law, Evidence Law/Hearsay, Laws of Arrest, Search & Seizure, Traffic Law, Interview/Interrogation, Controlled Substances	
<u>Preliminary Investigation</u>	16
Domestic Violence, SIDS, Child Abuse Investigation, Missing Person	
<u>Field Tactics</u>	12
Officer Safety/Patrol Hazards, Crimes in Progress, Vehicle Pullevers, Pursuits, Unusual Occurrences (Carcinogenic Substances/Hazardous Materials)	
<u>Force and Weaponry</u>	46
Use of Force/Legal Aspects, Anger/Fear Management, Intervention, Firearms, Firearms Safety & Range, Defensive Tactics/Arrest Control Techniques Personal Searches, Handcuffing, Control Holds, Take Downs, Weapon Retention/Take Aways, Baton Techniques, Prisoner Transportation, and Carotid Restraint Techniques	
<u>Total Hours</u>	<u>136</u>

(a) Requalification Course Terminology

- (1) Learning Domain. An instructional unit that covers related subject matter. Training specifications for each learning domain include learning needs, learning objectives, and hourly requirements. Training specifications for a domain also may include instructional activities and testing requirements.

- (2) **Learning Need.** A general statement justifying the training for a specific learning domain.
- (3) **Learning Objective.** A word or phrase that succinctly describes subject matter associated with a learning need.
- (4) **Instructional Activity.** An activity designed to achieve or facilitate one or more learning needs. Students participating in an instructional activity may be coached and/or provided feedback, but unlike tests, instructional activities are not graded on a pass/fail basis.
- (5) **Test.** An evaluation of the extent to which students have satisfied one or more learning objectives. Tests are graded on a pass/fail basis. Two types of tests are used in the Requalification Course:
  - (A) **POST-Constructed Comprehensive Test.** A POST-constructed, paper and pencil test that measures acquisition of knowledge in multiple learning domains.
  - (B) **Exercise Test.** Any test other than a POST-constructed knowledge test, POST-constructed comprehensive test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skills required to achieve one or more learning objectives. Exercise tests are administered and scored by the training presenters.
- (6) **Test-Use and Security Agreement.** An agreement between a training presenter and POST that identifies the terms and conditions under which a presenter may acquire and use specific POST-constructed knowledge, comprehensive, scenario and exercise tests. Failure to accept or abide by the terms and conditions of such agreement is grounds for decertification in accordance with POST Regulation 1057.
  - (b) **Single Presenter.** Each course presentation shall be completed under the sponsorship of one presenter unless POST has approved a contractual agreement dividing responsibility for delivering the training between multiple training presenters.
  - (c) **Training Presenter Requirements.** POST has established minimum, statewide training standards for the Requalification Course. However, local conditions may justify higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed tests.
  - (d) **Testing and Training Requirements.**
    - (1) **Learning Objectives.** Presenters shall provide instruction on all learning objectives specified for the Requalification Course in *Training and Testing Specifications for Peace Officer Basic Courses*.
    - (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training and Testing Specifications for Peace Officer Basic Courses*. The total minimum hourly requirement for the Requalification Course is 136 hours.
    - (3) **Testing Requirements.** The tests listed below are graded on a pass/fail basis. Students who fail a test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare

for a retest; and (c) be provided with an opportunity to be retested with an alternate form of the same test. If the student fails the second test, the student fails the course.

- (A) **POST-Constructed Comprehensive Test.** As specified in the *Training and Testing Specifications for Peace Officer Basic Courses*, a POST-constructed comprehensive test is required for the Requalification Course. Students must earn a score equal to or greater than the minimum passing score established by POST.
- (B) **Exercise Tests.** As specified in *Training and Testing Specifications for Peace Officer Basic Courses*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy.
- (4) **Instructional Activities.** As specified in *Training and Testing Specifications for Peace Officer Basic Courses*, instructional activities are required in some, but not all, learning domains. Where an instructional activity is required, each student must participate in the activity. A student who does not participate in an instructional activity when given the opportunity, fails the course unless the presenter determines that there were extenuating circumstances. Students who do not participate in an instructional activity due to extenuating circumstances shall be given a second opportunity to participate in the same or comparable activity. If a student fails to participate in an instructional activity after being given a second opportunity, the student fails the course.

Historical note:

Procedure D-10 was adopted and incorporated by reference into Commission Regulation 1008 on July 1, 1999 and amended \*

**POST ADMINISTRATIVE MANUAL**  
**COMMISSION PROCEDURE D-11**  
**BASIC COURSE WAIVER PROCESS**

**Purpose**

**11-1. Establishes Guidelines:** This Commission procedure establishes the guidelines for determining whether or not an individual's prior law enforcement training is sufficient for a waiver of attendance of a POST-certified basic course. The prescribed course of training appropriate to the individual's assignment is determined by the Commission and is specified in §section 1005(a) or 1007(b) of the Regulations. The requirements for the basic courses are specified in POST Administrative Manual (PAM), §section D-1. A waiver of attendance of a POST-certified basic course is authorized by §section 1008 of the Regulations.

A waiver of attendance of a POST-certified basic course shall be determined through an assessment process, including evaluation and examination. The assessment process assists an agency in determining whether or not an individual should be required to attend a POST-certified basic course, and does not propose to determine whether or not the individual should be hired.

**Evaluation, Examination, and Reexamination Fee**

**11-2. Fee:** A fee to cover administrative costs of evaluation, examination, and reexamination, if applicable, shall be charged by the Commission and/or training presenter. The appropriate fee must accompany the request for evaluation, examination, and reexamination. The appropriate fee shall be determined by the Commission and/or training presenter and shall be based on actual expenditures related to this procedure.

The evaluation requirement and/or the evaluation fee shall be exempted by the Commission in the following circumstances:

- (a) ~~An individual who has been awarded a POST Basic Certificate is exempt from the evaluation of training and the evaluation fee. A photocopy of the certificate must accompany the application form.~~
- (b) ~~An individual who is for individuals who are hired by an agency prior to the date the agency enters the POST program is exempt from the evaluation fee.~~
- (c) ~~An individual who has completed a POST-certified Basic Course after July 1, 1980 is exempt from the evaluation of training and the evaluation fee. A photocopy of the certificate of completion from the academy must accompany the Application for Assessment of Basic Course Training, POST Form 2-267 (Rev. 7/87).~~

**Eligibility**

**11-3. Eligibility for Evaluation:** An individual whose training and education meets the appropriate basic course minimum hourly requirement as specified in PAM, section D-1 and who has at least one year of successful general law enforcement experience for Regular Basic Course Waiver applicants, or at least one year of successful general or investigative law enforcement experience for Specialized Investigators' Basic Course Waiver applicants. An individual who has previously completed law enforcement training is eligible for evaluation. The request for evaluation of prior law enforcement training may be submitted to POST by the individual. To qualify for an evaluation of previously completed basic course training, the individual must have successfully completed the current minimum required hours for the appropriate basic course.

## Evaluation of Training

**11-4. Preliminary Evaluation of Completed Training:** ~~The agency, in the case of an employed individual (or when an individual is under consideration for hire), or the individual, shall compare the peace officer training previously completed by the individual with the current minimum basic course training requirement appropriate to the individual's assignment as specified in PAM, Section D-1. The training that is comparable shall be documented on the Training Evaluation Schedule, POST Form 2-260 (Rev. 1/87), or Training Evaluation Schedule—Specialized, POST Form 2-260.1 (6/84). The individual must show satisfactory completion of the minimum required hours of the basic course in which he or she is applying for a waiver. Prior training and education must meet the appropriate basic course minimum hourly requirements to be acceptable for evaluation.~~

- (a) The Basic Course Waiver Application, POST form 2-267, must be submitted with all supporting training, education and experience documentation.
- (b) The Basic Course Waiver Application, POST form 2-267, is to be signed by the individual, and the department head when appropriate, in Section 2, Request for Evaluation.
- (c) Each evaluation request must be accompanied by the evaluation fee in the form of a certified check or money order, payable to the Commission on POST.

~~Satisfactory-Satisfaction training in each of the Basic Course functional areas following must be documented on the form and verified by supporting documents prior to requesting an evaluation from POST. Specifically, the eCompleted training must be supported by a certificate of completion or similar documentation; official transcripts are required to verify completed college and university courses. Satisfactory training must have been completed in each of the Basic Course functional areas for an individual to be eligible to take the Basic Course Waiver Examination (BCWE) appropriate to the individual's assignment.~~

~~College or university credit in related law enforcement subjects may only be applied to those functional areas not covered through law enforcement training.~~

~~One semester unit shall be equal to a maximum of 20 training hours and one quarter unit shall be equal to a maximum of 14 training hours.~~

- (a) The Regular Basic Course (PAM Procedure D-1-3):
  1. The individual must have successfully completed at least 200 hours of training in one of the following: a basic general law enforcement training course certified or approved by California POST or a similar standards agency of another state; a California reserve course (Modules A, B, and C); or a federal agency general law enforcement basic course. Additional law enforcement training or college and/or university courses in the related subjects may be considered to comprise the remainder of the required minimum hours. Copies of peace officer academy course and reserve officer course outlines are acceptable to support the evaluation. All training must be verified by a certificate of completion or a course roster. When college courses are used to supplement training, a copy of the individual's official college transcript must be submitted. One semester unit shall be equal to a maximum of 20 training hours and one quarter unit shall be equal to a maximum of 14 training hours.
  2. Prior completion of the legislatively mandated topics required by the Regular Basic Course must be documented and submitted with the Basic Course Waiver Application, POST form 2-267.



3. Prior completion of at least one year of successful general law enforcement experience is required for Regular Basic Course Waiver applicants. Written verification on agency letterhead from the department head, training manager, or personnel department for which the applicant was employed must be submitted with the Basic Course Waiver Application, POST form 2-267.

(b) The Specialized Basic-Investigators' Basic Course (PAM Procedure D-1-54):

1. The individual must have successfully completed the current minimum hours of specific training in basic investigative subjects in a California POST-certified or approved training course, or a course certified or approved by a similar standards agency of another state, a California reserve course (Modules A, B, and C), or a federal agency, general or investigative enforcement basic course. Additional law enforcement training or college and/or university courses in the related subjects may be considered to comprise the remainder of the required minimum hours. Copies of peace officer academy course and reserve officer course outlines are acceptable to support the evaluation. All training must be verified by a certificate of completion or a course roster. When college courses are used to supplement training, a copy of the individual's official college transcript must be submitted. One semester unit shall be equal to a maximum of 20 training hours and one quarter unit shall be equal to a maximum of 14 training hours.
2. Prior completion of the legislatively mandated topics required by the Specialized Investigators' Basic Course must be documented and submitted with the Basic Course Waiver Application, POST form 2-267.
3. Prior completion of at least one year of successful general or investigative law enforcement experience is required for Specialized Investigators' Basic Course Waiver applicants. Written verification on agency letterhead from the department head, training manager, or personnel department for which the applicant was employed must be submitted with the Basic Course Waiver Application, POST form 2-267.

~~(c) Prior training and education must be comparable to the functional areas presented in the appropriate Basic Course to be acceptable for evaluation.~~

- ~~(1) The completed Training Evaluation Schedule, POST Form 2-260 (Rev. 7/87), or Training Evaluation Schedule—Specialized, POST Form 2-260.1 (6/84), with all supporting training and education documents shall be submitted to POST with an Application for Assessment of Basic Course Training, POST Form 2-267 (Rev. 7/87).~~
- ~~(2) The Application for Assessment of Basic Course Training, POST Form 2-267 (Rev. 7/87) is to be signed by the individual, and by the individual and the department head when the application is submitted by the employer, in Section 1, Request for Evaluation.~~
- ~~(3) Each evaluation request must be accompanied by the evaluation fee in the form of a certified check or money order, payable to the Commission on POST.~~

**11-5. POST Evaluation Process:** Upon receipt of the completed POST Forms 2-260, or 2-260.1, and POST 2-267, all supporting documents and the appropriate fee, POST will evaluate the individual's prior training, education and experience to verify equivalent comparable training. Copies of peace officer academy course and reserve officer course outlines are acceptable to support the evaluation. All training must be verified by a certificate of completion or a course roster. When college courses are used to

~~supplement training, a copy of the individual's college transcript must be submitted.~~ POST may require additional supporting documents to complete the evaluation.

The individual, and the agency when appropriate, will be notified of the results of the evaluation.

- (a) ~~When prior training, education and experience is~~ are deemed acceptable, the individual will be eligible to take the appropriate Basic Course Waiver Examination (BCWE).
- (b) ~~When the prior training evaluation package is~~ deficient in one or more functional areas, the individual shall have up to 180 days from date of notification by POST to provide additional verification of ~~completion of the additional required training~~ without the payment of an additional evaluation fee. Failure to make up deficiencies within 180 days from the date of notification by POST will result in closure of the application process. After that deadline, the individual shall be required to file a new application (including training certification information) and shall be subject to the training standards, testing, and fee requirements in effect at the time of submission of the new application.

### Basic Course Waiver Examination

**11-76. Completion of the Basic Course Waiver Examination (BCWE):** The BCWE examination consists of two components: written and skills. Both components are graded pass/fail and must be successfully completed.

- (a) ~~The written component consists of an examination is~~ designed to evaluate an individual's knowledge of ~~Basic Course content and is pass/fail. An individual must pass the written examination before being admitted to the skills examination. The written examination must be completed within 180 days of notification by POST of successful completion of the waiver evaluation process, if appropriate.~~
- (b) ~~The skills component consists of tests examination is~~ designed to evaluate an individual's manipulative skills as acquired in the ~~Basic Course. An individual must demonstrate competency in each skill area. The skills examination must be completed within 180 days from the date of notification by POST of successful completion of the written examination.~~
- (c) The BCWE must be completed within 180 days of notification by POST of successful completion of the waiver evaluation process.
- (d) The BCWE can be acquired by:
  - (1) attending and successfully completing a POST-certified Requalification Course, or
  - (2) arranging and successfully completing testing through a POST Testing Center.

**11-67. Examination Scheduling:** ~~The appropriate Basic Course Waiver Examination (BCWE) will be scheduled upon receipt of the examination fee and the properly completed application form(s).~~

- (a) ~~The Application for Assessment for Basic Course Training, POST Form 2-267, signed by the individual, and the department head when appropriate, in Section 2, Request for Examination, is to be submitted to POST with the examination fee in the form of a certified check or money order, payable to the Commission on POST. When the individual chooses to acquire the BCWE through the Requalification Course, the dates and times will be determined by the Requalification Course presenter. When the individual chooses to acquire the BCWE through a POST Testing Center, arrangements must be made directly with the Testing Center.~~
- (b) ~~Location and Frequency of Examination: The Basic Course Waiver Examination will be administered periodically as determined by POST. The frequency will be based upon the~~

~~number of individuals eligible to take the examination. The geographic location of the individuals will be taken into consideration in determining the most appropriate location for the examination to be administrated.~~

~~The individual, and the agency when appropriate, will be notified of the examination date, time, and location. All fees are to be paid directly to the Requalification Course presenter or the POST Testing Center.~~

- (c) An individual who chooses to acquire the BCWE through the Requalification Course must successfully complete the entire course and may not later choose to complete the testing option. If an individual does not successfully complete the Requalification Course, the individual will be excluded from the Basic Course Waiver process and required to successfully complete the appropriate POST-certified basic course before exercising peace officer powers.

An individual who chooses to acquire the BCWE through the testing option must successfully complete all examinations and may not later choose to complete the Requalification Course. If an individual does not successfully complete the testing option, the individual will be excluded from the Basic Course Waiver process and required to successfully complete the appropriate POST-certified basic course before exercising peace officer powers.

### Reexamination

**11-8. Reexamination:** A reexamination date will be determined by the Requalification Course presenter or POST Testing Center no later than 180 days from the original examination date. may be taken no later than 180 days from the date of notification by POST of examination results on the original examination. The reexamination fee shall be submitted directly to the POST-certified Requalification Course presenter or POST Testing Center. Failure to complete a needed reexamination within the 180 days of notification by POST will result in closure of the application process. After that deadline, the individual shall be required to file a new application and shall be subject to the training standards, testing, and fee requirements in effect at the time of submission of the new application.

- (a) The written reexamination shall be allowed one time only, and only as an alternative to retraining. Arrangements for the written reexamination must be made directly with the same POST-certified Requalification Course presenter or POST Testing Center at which the written examination was originally taken. An individual who fails the written reexamination must, before exercising peace officer powers, satisfactorily complete a POST-certified basic course

~~A written request for the written reexamination must be submitted to POST with the reexamination fee in the form of a certified check or money order, payable to the Commission on POST. The individual and the agency, when appropriate, will then be notified of the reexamination date, time, and location.~~

- (b) Reexamination of one or more modules of the skills component shall be allowed one time only. Arrangements for the skills reexamination must be made directly with the same POST-certified Requalification Course presenter or POST Testing Center in which the skills examination was originally taken. An individual who fails one or more modules of the skills examination must, before exercising peace officer powers, either pass the reexamination for each of the previously failed modules or satisfactorily complete a POST-certified basic course. The skills reexamination shall be allowed more than once for each module, and only as an alternative to retraining. Arrangements for skills reexamination must be made directly with the same POST Skills Testing Center in which the skills examination was originally taken. The POST approved reexamination fee shall be submitted directly to the Skills Testing Center in the form of a certified check or money order, payable to the particular institution. The individual, and the agency when appropriate, will then be notified of reexamination dates

and time. An individual who ~~can~~ does not pass ~~any~~ the failed module(s) of the skills reexamination within 180 days from the date of notification by POST of the original examination results must, before exercising peace officer powers, then satisfactorily complete a POST-certified basic course.

#### Issuance of Waiver

**11-9. Issuance of Waiver of Attendance:** Upon satisfactory completion of the assessment process, a Waiver of Attendance of a POST-certified ~~B~~basic ~~C~~course will be granted by POST. The waiver shall be valid for three years.

**11-10. Basic Course Acceptable for Specialized ~~Basic~~ Investigators' Basic Course:** An individual whose previous training satisfies the current minimum Regular Basic Course training requirement is deemed by the Commission to have met the minimum training requirement of the Specialized ~~Basic~~ Investigators' Basic Course.

**11-11. Specialized ~~Basic~~ Investigators' Basic Course Does Not Satisfy the Training Requirements of the Regular Basic Course:** An individual whose previous training only satisfies the current minimum training requirement for the Specialized ~~Basic~~ Investigators' Basic Course is deemed by the Commission not to have met the minimum training requirement of the Regular Basic Course.

#### Historical Note:

Procedure D-11 was adopted and incorporated by reference into Commission Regulation 1008 on January 28, 1982, and amended on August 17, 1986, November 2, 1986, January 29, 1988, February 22, 1996, and July 1, 1999, and \* .

CONTENT AND MINIMUM HOURLY REQUIREMENTS  
FOR THE REQUALIFICATION COURSE

<u>DOMAIN NUMBER</u>	<u>DOMAIN DESCRIPTION</u>	<u>MINIMUM HOURS</u>
<u>01</u>	<u>History, Professionalism and Ethics</u>	<u>2 hours</u>
<u>03</u>	<u>Community Relations</u>	<u>4 hours</u>
<u>04</u>	<u>Victimology/Crisis Intervention</u>	<u>2 hours</u>
<u>07</u>	<u>Crimes Against Persons</u>	<u>4 hours</u>
<u>09</u>	<u>Crimes Against Children</u>	<u>2 hours</u>
<u>10</u>	<u>Sex Crimes</u>	<u>2 hours</u>
<u>11</u>	<u>Juvenile Law and Procedure</u>	<u>4 hours</u>
<u>12</u>	<u>Controlled Substances</u>	<u>4 hours</u>
<u>13</u>	<u>ABC Law</u>	<u>2 hours</u>
<u>15</u>	<u>Laws of Arrest</u>	<u>4 hours</u>
<u>16</u>	<u>Search and Seizure</u>	<u>6 hours</u>
<u>17</u>	<u>Presentation of Evidence</u>	<u>2 hours</u>
<u>19</u>	<u>Vehicle Operations</u>	<u>2 hours</u>
<u>20</u>	<u>Use of Force</u>	<u>4 hours</u>
<u>21</u>	<u>Patrol Techniques</u>	<u>2 hours</u>
<u>22</u>	<u>Vehicle Pullovers</u>	<u>2 hours</u>
<u>23</u>	<u>Crimes in Progress</u>	<u>4 hours</u>
<u>25</u>	<u>Domestic Violence</u>	<u>6 hours</u>
<u>27</u>	<u>Missing Persons</u>	<u>2 hours</u>
<u>28</u>	<u>Traffic Enforcement</u>	<u>4 hours</u>
<u>30</u>	<u>Preliminary Investigation</u>	<u>4 hours</u>
<u>33</u>	<u>Person Searches/Baton</u>	<u>22 hours</u>
<u>35</u>	<u>Firearms/Chemical Agents</u>	<u>18 hours</u>
<u>37</u>	<u>Persons With Disabilities</u>	<u>4 hours</u>
<u>38</u>	<u>Gang Awareness</u>	<u>4 hours</u>
<u>39</u>	<u>Crimes Against the Justice System</u>	<u>2 hours</u>
<u>40</u>	<u>Weapons Violations</u>	<u>4 hours</u>
<u>41</u>	<u>Hazardous Materials Awareness</u>	<u>4 hours</u>
<u>42</u>	<u>Cultural Diversity/Discrimination</u>	<u>6 hours</u>
	<u>Minimum Instructional Hours</u>	<u>132 hours</u>

The minimum number of hours allocated to testing in the Requalification Course are shown below<sup>1</sup>.

<u>Orientation</u>	<u>2 hours</u>
<u>POST-constructed Comprehensive Test</u>	<u>2 hours</u>
<u>Total Minimum Required Hours</u>	<u>136 hours</u>

<sup>1</sup>Time required for exercise testing and instructional activities is included in instructional time.

**TRAINING AND TESTING  
SPECIFICATIONS FOR LEARNING DOMAIN #7  
CRIMES AGAINST PERSONS**

January 1, 2002

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X			X		X	
X			X		X	
X			X		X	X

**I. LEARNING NEED**

Arresting and prosecuting suspects depends on the development of probable cause. Peace officers need to recall the elements required to make arrests for crimes related to **injury**, and to correctly categorize these crimes as felonies or misdemeanors.

**LEARNING OBJECTIVES**

A. Crime elements, classification and Penal Code section of the following crimes:

1. Assault
2. Battery
3. Assault with a deadly weapon or by means of force
4. Mayhem
5. Elder or dependent adult abuse

**II. LEARNING NEED**

Arresting and prosecuting suspects depends on the development of probable cause. Peace officers need to recall the elements required to make arrests for crimes related to **kidnaping**, and to correctly categorize these crimes as felonies or misdemeanors.

**LEARNING OBJECTIVES**

A. Crime elements, classification and Penal Code section of the following crimes:

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	X
X			X		X	X
X			X		X	
X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	

1. Kidnaping
2. False imprisonment
3. Child abduction without custodial right
4. Child abduction with custodial right

### III. LEARNING NEED

Arresting and prosecuting suspects depends on the development of probable cause. Peace officers need to recall the elements required to make arrests for crimes related to robbery, and to correctly categorize these crimes as felonies.

#### LEARNING OBJECTIVES

A. Crime elements, classification and Penal Code section of the following crimes:

1. Robbery
2. Carjacking

### IV. LEARNING NEED

Arresting and prosecuting suspects depends on the development of probable cause. Peace officers need to recall the elements required to make arrests for crimes related to homicide, and to correctly categorize these crimes as felonies or misdemeanors.

#### LEARNING OBJECTIVES

- A. Homicide defined
- B. Elements required for a homicide to be considered excusable
- C. Elements required for a homicide to be considered justifiable
- D. Role of malice aforethought in determining whether an unlawful homicide is a crime of manslaughter or murder

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X X			X X		X X	
X X X			X X X		X X X	
X X X			X X X		X X X	X
X			X		X	
						X

E. Murder

1. Crime elements
2. Felony murder rule

F. Crime elements, classification and Penal Code section of the following manslaughter crimes:

1. Voluntary manslaughter
2. Involuntary manslaughter
3. Vehicular manslaughter

V. LEARNING NEED

Arresting and prosecuting suspects depends on the development of probable cause. Peace officers need to recall the elements required to make arrests for **stalking, extortion and terrorist threats**, and to correctly categorize these crimes as felonies.

LEARNING OBJECTIVES

A. Crime elements, classification and Penal Code section of the following crimes:

1. Stalking
2. Extortion
3. Terrorist threats

VI. REQUIRED TESTS

A. The POST-constructed knowledge test on learning objectives in Domain #7.

B. A POST-constructed comprehensive test for the Requalification Course will include learning objectives in Domain #7



RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
10		2	8		10	<u>4</u>

VII. REQUIRED INSTRUCTIONAL ACTIVITIES

None

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against persons.

IX. ORIGINATION DATE

January 1, 2001

X. REVISION DATE

October 1, 2001  
January 1, 2002

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Report on Proposal to Amend Regulations 1005 and 1007(a) and Procedure D-1 and Delete Procedure H-5 re: Reserve Officer Training		<b>Meeting Date</b> November 8, 2001
<b>Bureau</b> Basic Training Bureau	<b>Reviewed By</b> <i>MLD</i> Bud Lewallen FOR	<b>Researched By</b> Frank Decker/Kelly York
<b>Executive Director Approval</b> <i>Samuel J. O'Brien</i>	<b>Date of Approval</b> 10-17-01	<b>Date of Report</b> October 3, 2001
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <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 Notice of Proposed Regulatory Action process, a proposal to amend Regulations 1005 and 1007(a) and Commission Procedure D-1 and delete Commission Procedure H-5 to update reserve officer minimum standards and eliminate the Reserve Format (Modules A, B, C and D)?

**BACKGROUND**

The Minimum Standards for Employment for every regular peace officer (not reserve officers) are delineated in Regulation 1002. The corresponding section for reserve officers is Regulation 1007(a). The minimum standards for reserve officers parallel the standards for other peace officers with two exceptions. Reserve officers are not required to take a test to demonstrate their reading and writing ability and Level III reserve officers are not required to meet the same psychological suitability examination requirements as Level I and II reserve officers.

Senate Bill 1874, which was enacted in 1994, amended section 832.6 of the Penal Code and made several changes in the reserve program. One of these changes specified that all Level I reserve peace officers appointed on or after January 2, 1997 must complete the same entry level training as full-time regular officers. The legislation also required the Commission to develop a supplemental or bridging course for existing Level I reserve officers desiring to satisfy the basic training standard for deputy sheriff's and police officers (Regular Basic Course).

Level I reserve officers appointed on or before January 1, 1997 were required to complete Reserve Training Modules A, B, and C and 200 hours of structured field training. Module D was developed to meet the legislative mandate for a supplemental course. Completion of Modules A, B, C, and D (Reserve Format) meets the requirements of the Regular Basic Course. Commission Procedure D-1 implements the Reserve Format. Training specifications for Module D are incorporated in Regulation 1005 by reference and Commission Procedure H-5 sets forth the subject matter and hourly requirements for Reserve Modules A, B and C.

## ANALYSIS

Regulation 1002 was amended in 2000 as part of a multi-phase project to review and clean up Commission Regulations to assure clarity, consistency and accuracy. The proposed amendments to Regulation 1007(a) will bring the language in this regulation into alignment with Regulation 1002 and address the psychological screening requirements for Level III reserve officers. At this time, there are no plans to implement a reading and writing ability test for reserve officers. Level III reserve officers are required to be judged free from job-relevant psychopathology, including personality disorders, by a qualified professional as described in Government Code section 1031(f). They do not have to take the two psychological tests required by Commission Procedure C-2. The proposed amendments would specify that all reserve officers would have to meet the requirement of Procedure C-2.

Subsequent to the requirement for all newly appointed Level I reserve officers to complete the Regular Basic Course, the enactment of Senate Bills 786 (1998) and 1417 (1999) impacted the areas of assignment, supervision and training for Level II and III reserves. In response to these changes, the Regular Basic Course - Modular Format was developed to replace the Module A, B, C and D Format effective July 1, 1999. All Module B and C courses were decertified effective July 1, 2000. Senate Bill 485 which amends Penal Code section 832.6 by removing the legislative requirement that led to the development of Module D was approved by the Governor on October 3, 2001 with an effective date of January 1, 2002. The proposed amendments to Regulation 1005 will update the incorporated by reference statements by deleting reference to the Module D training specifications and show a revision date for Procedure D-1. The proposed amendments to Commission Procedure D-1 will delete the Module A, B, C and D Format. The proposed deletion of Commission Procedure H-5 will eliminate the description of the course content for Reserve Modules A, B and C.

The proposed amendments to Regulations 1005 and 1007(a) and Commission Procedures D-1 and H-5 are included as Attachments A through D respectively.

If the Commission agrees with the amendments, it is proposed that the Notice of Proposed Regulatory Action process be used. If no one requests a public hearing, the amendments would become effective 30 days after approval by the Office of Administrative Law.

## RECOMMENDATION

It is recommended that the Commission, subject to the Notice of Proposed Regulatory Action, approve the amendments to Regulations 1005 and 1007(a) and Commission Procedures D-1 and H-5 as described.

Commission on Peace Officer Standards and Training

POST ADMINISTRATIVE MANUAL

**1005. Minimum Standards for Training**

All text continued

PAM section D-1-3 adopted effective April 15, 1982, and amended January 24, 1985, September 26, 1990, January 14, 1994, July 16, 1994, December 16, 1994, August 16, 1995, August 7, 1996, November 27, 1996, February 22, 1997, August 17, 1997, December 4, 1997, and January 1, 2001, January 1, 2002, and \_\_\_\_\_\* is herein incorporated by reference.

~~The document, *Training Specifications for the Reserve Training Module "D" - Modular Format* adopted effective August 7, 1996 and amended effective August 24, 1997, September 26, 1998, and November 26, 1998 is herein incorporated by reference.~~

(b) through (e) continued

PAM Section D-1-3, adopted effective July 1, 1999 and amended January 1, 2001, January 1, 2002 and  
\* is herein incorporated by reference.

~~PAM section H-5 adopted effective July 15, 1982, and amended January 16, 1987, July 1, 1992, July 1,  
1999 and March 24, 2000 is herein incorporated by reference.~~

1007. Reserve Officer Minimum Standards and Waiver of Training Requirements for Modules B and/or C.

- (a) Every reserve peace officer shall be selected in conformance with the following requirements:
- (1) Felony Conviction. Government Code section 1029: ~~Limits e~~Employment of convicted felons is prohibited.
  - (2) Fingerprint and ~~Record~~ Criminal History Check. Government Code sections 1030 and 1031(c): ~~Require f~~Fingerprinting and search of local, state and national files to reveal any criminal records.
  - (3) Citizenship. Government Code sections 1031(a) and 1031.5: ~~Specify e~~Citizenship requirements for peace officers.  
Government Code section 24103. Citizenship requirements for deputy sheriffs.
  - (4) Age. Government Code section 1031(b): ~~Specifies m~~Minimum age of 18 years for peace officer employment.
  - (5) Moral Character. Government Code section 1031(d): ~~Requires g~~Good moral character, as determined by a thorough background investigation. ~~For Level III, Level II and Level I reserve officers, f~~The background investigation shall be conducted as prescribed in PAM, Procedure section C-1. The background investigation shall be completed on or prior to the appointment date
  - (6) Education. Government Code section 1031(e): ~~Requires~~ United States high school graduation, passage of the General Education Development Test (GED) or attainment of a two-year or four-year degree from an ~~aeeredit~~ed college or university accredited by the Western Association of Colleges and Universities.

~~When the GED test is used, an examinee must earn a standard minimum overall score of not less than 45 and a standard score of not less than 35 on any section of the test, as established by the American Council on Education, shall be attained 40 or higher on each of the individual sub-tests and a total standard score of 225 or higher. If the individual tested before July 21, 1984, he or she must have earned a standard score of 35 on the individual sub-tests and a total standard score of 225 or higher.~~

Per Education Code Section 48412, passage of the California High School Proficiency Examination is the legal equivalent of attainment of a California high school diploma.

- (7) Medical and Psychological Suitability Examinations. Government Code section 1031(f): ~~Requires an e~~Examination of physical, emotional and mental conditions. ~~For Level II and Level I reserve officers, Psychological Suitability~~ The Examinations shall be conducted as prescribed in PAM, section C-2.
- (8) Interview. ~~Commission requirement: Each peace officer shall be interviewed personally by the department head or his/her representative prior to appointment~~ Be personally interviewed prior to employment by the department head or a representative(s) to determine the person's suitability for law enforcement service, which includes, but is not limited to, the person's appearance, personality, maturity, temperament, background, and ability to communicate. This regulation may be satisfied by an employee of the department participating as a member of the person's oral interview panel.

## POST ADMINISTRATIVE MANUAL

## COMMISSION PROCEDURE D-1

## BASIC TRAINING

1-1 through 1-3 (f) continued

~~(g) Testing and Training Requirements for the Reserve Format~~

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

- ~~(1) **Module A.** Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007.~~
- ~~(2) **Module B.** Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module A is a prerequisite to Module B.~~
- ~~(3) **Module C.** Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module B is a prerequisite to Module C.~~
- ~~(4) **Module D.** Course content is specified in *Training Specifications for the Reserve Training Module "D"*.~~

~~(A) Module D Terminology~~

- ~~1. **Learning Domain.** An instructional unit that covers related subject matter. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.~~
- ~~2. **Instructional Goal.** A general statement of the results that instruction is supposed to produce.~~
- ~~3. **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.~~
- ~~4. **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass/fail basis.~~
- ~~5. **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. There are four types of tests that are used in Module D:
 
  - ~~(a) **Post-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.~~~~

~~(b) Scenario Test. A job simulation test that measures acquisition of complex psychomotor and decision making skills required to achieve one more instructional goal.~~

~~(c) Physical Abilities Test. A POST developed test of physical abilities described in the *Basic Academy Physical Conditioning Manual—1996*.~~

~~(d) Exercise Test. Any test other than a POST constructed knowledge test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skills required to achieve one more instructional goal. There are two kinds of exercise tests: (1) A POST developed report writing test which is administered and scored under POST's direct supervision, and (2) All other exercise tests which are administered and scored by the academy.~~

~~6. Test Use and Security Agreement. An agreement between a Regular Basic Course presenter and POST that identifies the terms and conditions under which a presenter may acquire and use specific POST constructed knowledge, scenario and exercise tests. Failure to accept or abide by the terms and conditions of such agreement is grounds for decertification in accordance with POST Regulation 1057.~~

~~(B) Prerequisites. Each applicant to a Reserve Training Module "D" course must present proof of the following prerequisites to the training presenter's satisfaction.~~

- ~~1. Successful completion of reserve modules A, B and C with a combined minimum total of 222 hours.~~
- ~~2. Successful completion (within the last 3 years) of the First Aid and CPR training requirements for public safety personnel as prescribed by the Emergency Medical Services Authority (EMSA) and set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, §100005-§100028.~~

~~(C) Abbreviated Course. Module "D" may be presented in an abbreviated course of fewer hours than specified in *Training Specifications for the Reserve Training Module "D"—1995*, when an academy presenter demonstrates through submittal of a course outline comparison that the hours in Module "D" can be reduced because some required topics and hours, learning activities, scenarios, or exercises in the academy's previously presented Modules A, B and C have included the Module "D" required topics and hours, learning activities, scenarios, or exercises. All students accepted to an abbreviated Module "D" course shall have previously satisfied the omitted Module "D" requirements in their Modules A, B and C training.~~

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

~~(E) Hourly Requirements. The minimum number of hours of instruction that shall be delivered for each domain is specified in *Training Specifications for the Reserve Training Module "D"*. The total minimum hourly requirement for Module D is 442 hours.~~



- (F) ~~POST-Constructed Knowledge Tests.~~ As specified in *Training Specifications for the Reserve Training Module "D"*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails Module D.
- (G) ~~Scenario Tests.~~ As specified in *Training Specifications for the Reserve Training Module "D"*, scenario tests are required in some, but not all, learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails Module D.
- (H) ~~Exercise Tests.~~ As specified in *Training Specifications for the Reserve Training Module "D"*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails Module D.
- (I) ~~Learning Activities.~~ As specified in *Training Specifications for the Reserve Training Module "D"*, learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails Module D unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails Module D.
- (J) ~~Physical Conditioning Program.~~ Students must complete the POST physical conditioning program as described in the *Basic Academy Physical Conditioning Manual—1996*.
- (K) ~~Physical Abilities Test Battery.~~ At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in section 1-3(d)(6).

Subparagraph 1-3 adopted and incorporated by reference into Commission Regulation 1005 on April 15, 1982, and amended on January 24, 1985, September 26, 1990, January 14, 1994, July 16, 1994, December 16, 1994, August 16, 1995, August 7, 1996, November 27, 1996, February 22, 1997, August 17, 1997, December 4, 1997, January 1, 2001, and January 1, 2002, and \_\_\_\_\_ \*

**MODULE A - 64 HOURS - ARREST AND FIREARMS (P.C. 832)**

(For full satisfaction of Level III reserve training requirements until 6-30-99)

**Course Outline**

**Arrest Course 40 Hours**

(Required for all peace officers)

- (A) Professional Orientation (4 Hours)\*
- (B) Community Relations (2 Hours)\*
- (C) Law (12 Hours)\*
- (D) Laws of Evidence (3 Hours)\*
- (E) Communications (5 Hours)\*
- (F) Investigation (2 Hours)\*
- (G) Arrest and Control (10 Hours)\*
- POST Examination (2 Hours)\*

**Firearms Course 24 Hours**

(Required for peace officers carrying firearms)

**Classroom (8 Hours)\***

- (A) Firearms Safety
- (B) Handgun Familiarization
- (C) Firearms Care and Cleaning
- (D) Firearms Shooting Principles

**Range (15 Hours)\***

- (E) Firearms Range
- POST Examination (1 Hour)\*

Complete curriculum requirements are contained in the document, "Performance Objectives for the PC 832 Course - 1994."

**\*POST Recommended Hours**

POST ADMINISTRATIVE PROCEDURES MANUAL

COMMISSION PROCEDURE H-5

RESERVE OFFICER COURSES - MODULES A, B, & C

**Purpose**

~~5-1. Specifications of Reserve Officer Courses: This Commission procedure sets forth the specific requirements for Level I, Level II and Level III Reserve Peace Officer Training Courses established in PAM, section H-3.~~

**Training Methodology**

~~5-2. Recommended Methodology: The Commission encourages use of the performance objective training methodology described for the Basic Course in PAM, section D-1. That methodology is not mandated for Module A, B, & C Course presentations.~~

**Content and Minimum Hours**

~~5-3. Reserve Course Content and Minimum Hours: Subject matter and hourly requirements are outlined in the following pages, which describe Modules A, B, & C. Course presenters are encouraged to use the Regular Basic Course performance objectives and unit guides as illustrative content but are not required to do so.~~

MODULE C - 68 HOURS

(For partial satisfaction of the prerequisites for Module D;  
refer to PAM, section D-1-3(e)(4)(A) for additional requirements.)

Course Outline

<u>Minimum Hours</u>	<u>Minimum Hours</u>
A. Professional Orientation _____ 1	E. Patrol Procedures _____ 24
1. Department Orientation	1. Interrogation
2. Career Influences	2. Vehicle Search Techniques
3. Administration of Justice Components	3. Building Search Techniques
4. Related Law Enforcement Agencies	4. Missing Persons
5. California Corrections System	5. Burglary in Progress Calls
B. Police Community Relations _____ 1	6. Robbery in Progress Calls
1. Citizen Evaluation	7. Prowler Calls
2. Crime Prevention	8. Crimes in Progress/Field Problems
3. Factors Influencing Psychological Stress	9. Handling Disputes
C. Law _____ 24	10. Family Disputes
1. Crimes Against Children Law	11. Repossessions
2. Public Nuisance Law	12. Landlord/Tenant Disputes
3. Robbery Law	13. Defrauding an Innkeeper
4. Homicide Law	14. Handling Dead Bodies
5. Crimes Against Children	15. Handling Animals
6. Rape Law	16. Mentally Ill
7. Controlled Substance Law	17. Fire Conditions
8. Hallucinogens Law	18. Barricaded Suspects/Hostage Situations
9. Narcotics Law	19. Domestic Violence
10. Marijuana Law	F. Traffic _____ 4
11. Alcoholic Beverage Control Law	1. Introduction to Traffic
12. Juvenile Alcohol Law	2. Vehicle Code
13. Juvenile Law and Procedure	3. Vehicle Registration
D. Laws of Evidence _____ 8	4. Vehicle Code Violations
1. Privileged Communications	5. Alcohol Violations
2. Subpoena	6. Auto Theft Investigation
3. Burden of Proof	7. Traffic Accident Investigation
4. Legal Showup	G. Criminal Investigation _____ 4
	1. Crime Scene Search
	2. Information Gathering
	3. Courtroom Demeanor
	4. Sexual Assault Investigation
	5. Child Sexual Abuse and Exploitation Investigation
	H. Examinations _____ 2

Note: Hours and instructional topics may be adjusted with prior POST approval.

Historical Note:

Procedure H-5 was adopted and incorporated by reference into Commission Regulation 1007 effective July 15, 1982, and subsequently amended on February 15, 1987, July 1, 1992, July 1, 1999 and March 10, 2000.

## MODULE B - 90 HOURS

(For partial satisfaction of Level II reserve training requirements until 6-30-99; and between 1-1-00 and 6-30-00; refer to PAM, section H-3-3 for additional training requirements.)

### Course Outline

<u>Minimum Hours</u>	<u>Minimum Hours</u>
A. Professional Orientation <span style="float: right;">1</span>	F. Patrol Procedures <span style="float: right;">42</span>
1. History and Principles of Law Enforcement	1. Patrol Concepts
2. Law Enforcement Profession	2. Perception Techniques
B. Law <span style="float: right;">4</span>	3. Observation Techniques
1. Theft Law	4. Beat Familiarization
2. Burglary Law	5. Problem Area Patrol Techniques
3. Receiving Stolen Property Law	6. Patrol "Hazards"
4. Malicious Mischief Law	7. Pedestrian Approach
5. Assault/Battery Law	8. Vehicle Pullover Technique
6. Assault with Deadly Weapon Law	9. Miscellaneous Vehicle Stops
7. Mayhem Law	10. Felony/High Risk Pullover Field Problem
8. Crimes Against Public Peace Law	11. Wants and Warrants
C. Communications <span style="float: right;">8</span>	12. Search/Handcuffing/Control Simulation
1. Report Writing Mechanics	13. Tactical Considerations/Crimes-in-Progress
2. Report Writing Application	14. Officer Survival
3. Uses of the Telephone/Radio/Telecommunications	15. Hazardous Occurrences
D. Vehicle Operation <span style="float: right;">8</span>	16. First Aid and CPR
1. Introduction to Vehicle Operation	G. Traffic <span style="float: right;">4</span>
2. Vehicle Operation Factors	1. Initial Violator Contact
3. Code 3	2. License Identification
4. Vehicle Operation Liability	3. Traffic Stop Hazards
5. Vehicle Inspection	4. Issuing Citations and Warnings
6. Vehicle Control Techniques	5. Traffic Direction
E. Force and Weaponry <span style="float: right;">12</span>	H. Custody <span style="float: right;">1</span>
1. Simulated Use of Force	1. Custody
2. Handgun	2. Custody Procedures
3. Shotgun	3. Prisoner Rights and Responsibilities
4. Shotgun Shooting Principles	I. Physical Fitness and Defense Techniques <span style="float: right;">8</span>
5. Handgun/Night Range/(Target)	1. Baton Techniques
6. Handgun/Combat/Night Range	2. Baton Demonstration
7. Shotgun/Combat/Day Range	J. Examinations <span style="float: right;">2</span>
8. Shotgun/Combat/Night Range	

Note: Other subjects may be included as local needs suggest. However, chemical agent training should not be considered as part of the Level II Reserve Course. In adding subjects, consideration should be given to the content in Module A.

A survey instrument has been distributed to approximately 100 agencies selected to provide a representative statewide sample. Staff in the Management Counseling Services and Standards and Evaluation bureaus assisted in the design and distribution of the survey. The survey instrument is Attachment B. Responses to the survey are due at POST by November 1, 2001. Information from the early responses to the survey will be presented at the Commission meeting.

Training Delivery Bureau Chief Tom Hood and Lou Madeira have initiated contact with the Executive Advisory Group, both legislative working groups, and a number of organizations and trainers who have relevant experience. The organizations include the Office of Emergency Services (OES), the California Specialized Training Institute (CSTI), the State Department of Justice, the Office of Criminal Justice Planning (OCJP), the Los Angeles Police Department, and the FBI.

The ongoing inventory of training resources includes a review of current and previously certified relevant courses related to terrorism, incident management and response, airport security, and hazardous materials. In addition, federally funded courses and other training resources outside of California are being identified and reviewed. One such course, funded by the United States Department of Justice and presented by Louisiana State University Academy of Counter-Terrorism Education, has been tentatively scheduled for presentation in California before the end of 2001 and early in 2002. Senior Consultant Lou Madeira is coordinating these presentations.

At the same time, POST staff is reviewing the contracts with several certified presenters to identify areas where financial resources committed to training can be re-directed, if necessary, to support terrorism training. Finally, staff has made several contacts within the federal government in an attempt to identify potential fiscal and other resources to support new training in California.

In response to an identified need for information on the threat of terrorism and the potential for attacks, staff of the Training Program Services Bureau (TPS) is designing a "Town Hall" teleconference that is scheduled to be broadcast on November 13. The program is designed for executives and senior staff to share the latest information and to answer questions. Several sites will be identified around the state where audiences may actively participate in the conference. Agency staff may also view and participate in the conference using the satellite receiving equipment that was provided by the Commission. Staff is also working on the concept of other video programs that are more focused and technical in content. The development of all of these programs will require the re-direction of resources that were previously committed to other work. Senior Consultant Madeira is also involved in these plans with TPS staff.

Finally, staff of the Information Services Bureau is developing plans to add terrorism related information to the POST Web site in both public and secure formats.

### **RECOMMENDATION**

This report is provided for the information and discussion of the Commission. Additional information will be presented at future meetings of the Long Range Planning Committee and the Commission.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Status Report on Anti-Terrorism Training Needs Assessment		<b>Meeting Date</b> November 8, 2001
<b>Bureau</b> Executive Office	<b>Reviewed By</b> Ken O'Brien	<b>Researched By</b> Mike DiMiceli
<b>Executive Director Approval</b> <i>Kenneth J. O'Brien</i>	<b>Date of Approval</b> 10-24-01	<b>Date of Report</b> October 23, 2001
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <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**

Status Report on Anti-Terrorism Training Needs Assessment

**BACKGROUND**

In late September, POST staff initiated a statewide assessment of training needs related to terrorism. Senior Consultant Lou Madeira, Training Delivery Bureau, has been specially assigned to this project. His responsibility as the lead in this project is to develop a detailed needs assessment and inventory of training resources, to coordinate the collection and analysis of incoming information, and to develop a plan for the development and delivery of training focused on terrorism. POST staff who have relevant information, contacts, or suggestions are providing the information to Lou.

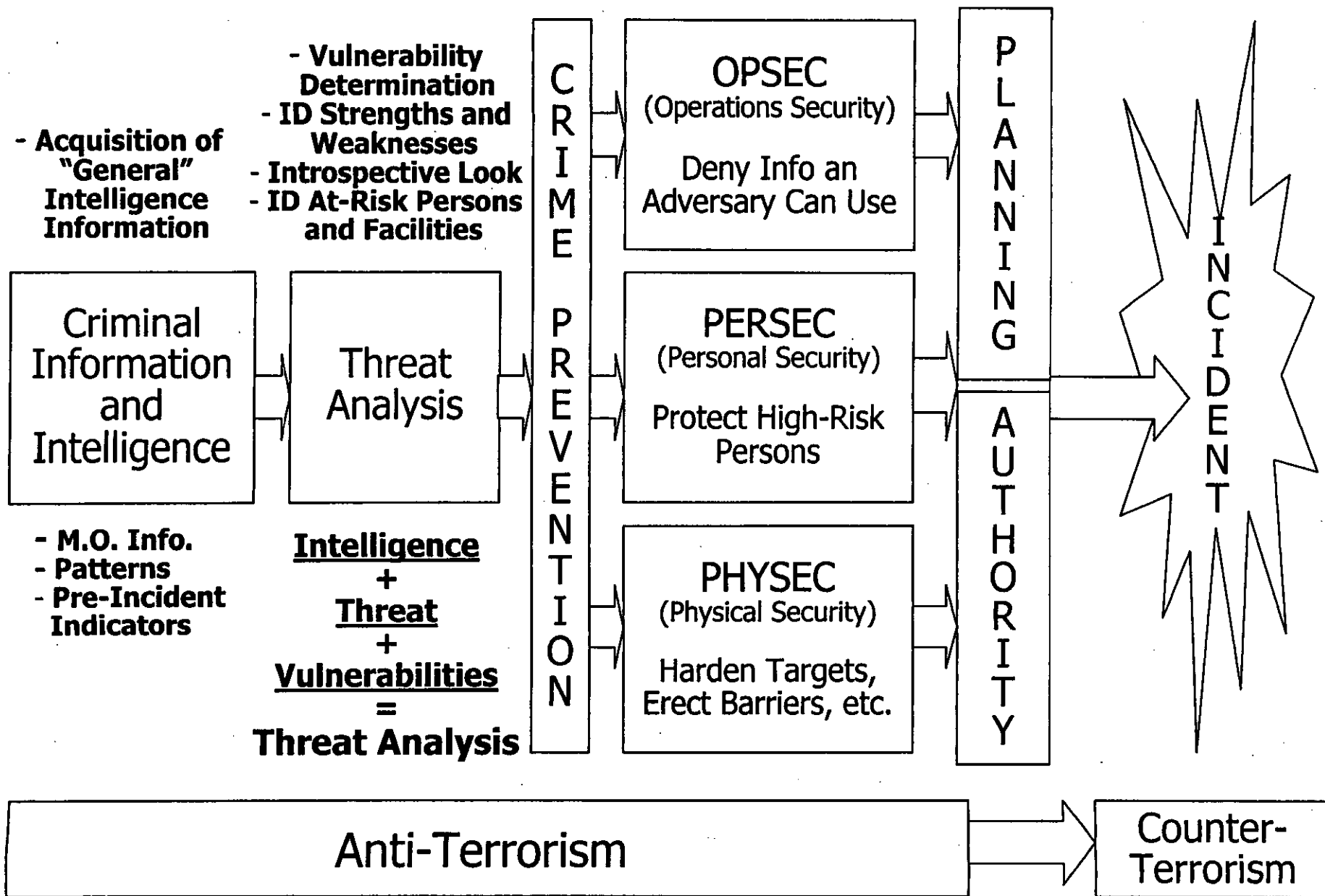
During October, Governor Davis and Attorney General Lockyer announced the creation of the California Anti-Terrorism Information Center and an Executive Advisory Group to the Center. During the same time, Senator McPherson and Assembly Speaker Hertzberg created separate but similar working groups on counter-terrorism.

This report describes the work of POST staff to assess training needs and to develop a plan to coordinate and support training related to terrorism.

**DISCUSSION**

During the initial phase of the training needs assessment, Senior Consultant Lou Madeira gathered information by meeting with training managers, regional training manager groups, and regional chiefs' associations. A chart depicting the preliminary assessment of training needs is Attachment A.

# Anti-Terrorism/Counter Terrorism Planning/Training Model

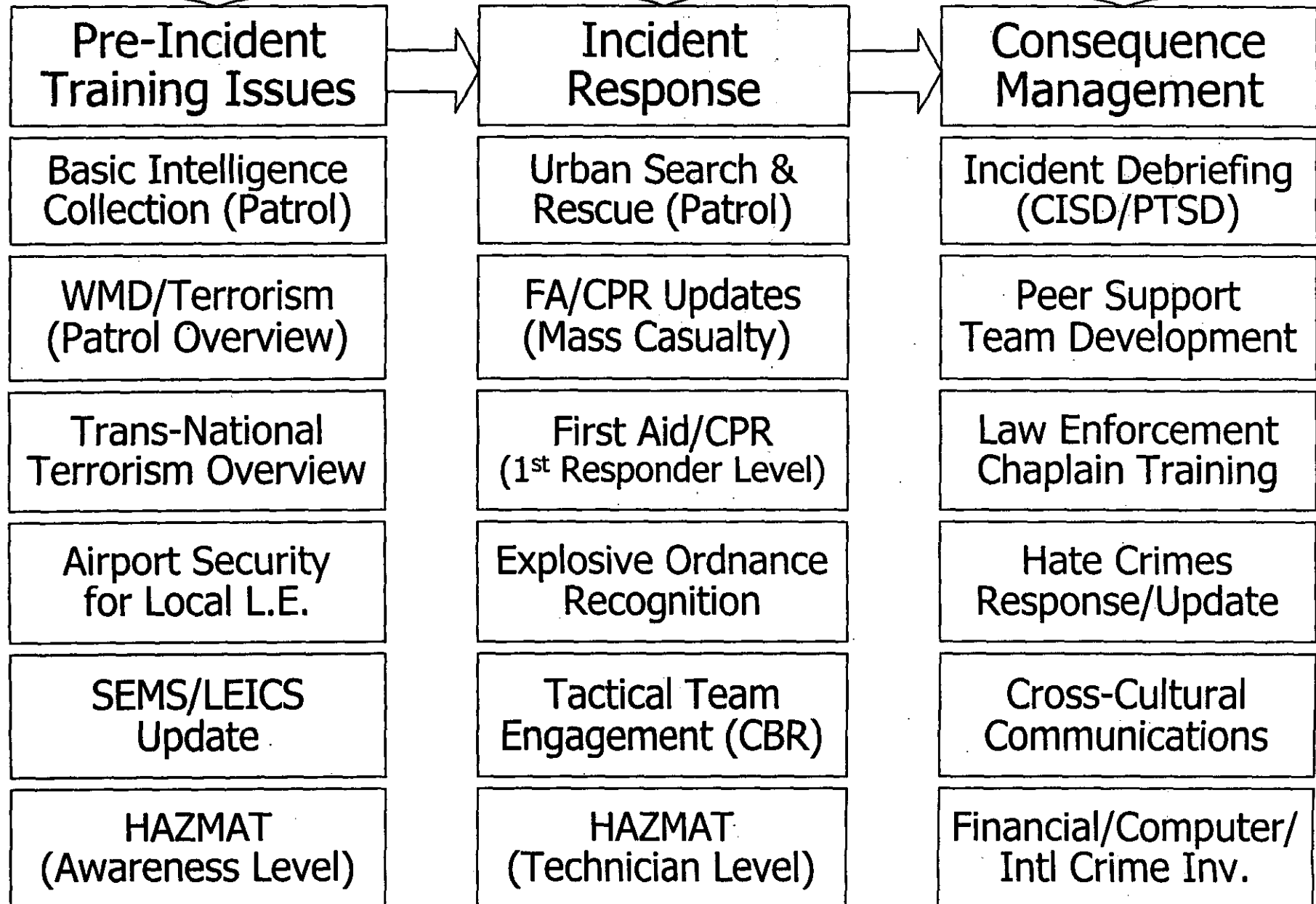




**Preliminary Assessment  
of Law Enforcement  
Anti-Terrorism/Counter-Terrorism  
Training Needs**

Anti-Terrorism and Counter-Terrorism Training by Group	Pre-Incident Training Issues (Anti-Terrorism)	Incident Response (Counter-Terrorism)	Consequence Management (Counter-Terrorism)
Line-Level (1 <sup>st</sup> Responder) Training Needs	Terrorism/WMD Overview, Intelligence Basics, Airport Security	FA/CPR 1 <sup>st</sup> Resp. USAR Explosive R&R	Peer Support Team Training
Tactical Response Specialist Training Needs	Terrorism/WMD Overview, HAZMAT Technician-Level	Tactical Engagement (WMD/CBR)	Peer Support Team Training
Investigative and Support Personnel Training Needs	Terrorism/WMD Overview, Intelligence Data Collection	Evidence Recovery, L.E. Chaplains Core Training	Econ/H.T. Crime Critical Incident Stress Debriefing
Field Supervisor/Commander Training Needs	Terrorism/WMD Overview, Intelligence Basics	SEMS/LEICS Update	After-Incident Critique/Best-Practices Analysis
Senior Management & Executive Level Training Needs	Exec. Orientation, Organizational Preparedness, Community Liaison	SEMS/LEICS Update, Media Relations	After-Incident Critique/Best-Practices Analysis

# Potential Anti-Terrorism/Counter-Terrorism Training Needs



## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*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.*

October 19, 2001



Dear Agency Executive:

The events of September 11, 2001 placed an urgent demand upon law enforcement agencies to provide a timely and coordinated response to acts of terrorism. POST is working to identify critical training needs and to provide needed training programs.

Gray Davis  
Governor

Bill Lockyer  
Attorney General

Your agency is among a select group to receive the enclosed **Law Enforcement Terrorism Training Needs Assessment Survey**. The survey was developed to identify terrorism-related training needs and priorities. It organizes potential training into a pre-incident phase, incident-response phase, and after-incident or "consequence management" phase. A description of each training category is described on the reverse side of the survey.

The survey asks you to rate the *critical need* for specific training for *different categories of personnel*. Space is available on the form to report additional needs or comments which may assist POST in the training development process.

**Please submit your completed survey to POST no later than November 1, 2001.** You may complete the survey either manually or electronically. To complete the survey online, go to <https://edinet.post.ca.gov/POSTtna/index.asp>, enter the password "PREEMPTIVE," fill out the survey, enter your agency information, and click on the submit button at the bottom of the page. If you complete the survey manually, please return it to POST in the enclosed self-addressed, postage-paid envelope or fax it to (916) 227-4823. Whichever method you choose, your quick response is critical to help POST provide needed training, identify other entities that may provide training, and make the best use of our limited financial resources.

Senior Consultant Lou Madeira is the Project Manager supervising development of terrorism-related training. Lou can be reached directly at (916) 227-4872.

POST is also working to coordinate the distribution of technical materials, resource lists, website directories, and other information as it becomes available.

POST is committed to working as quickly as possible to provide and support quality terrorism-related training for California law enforcement. Please do not hesitate to contact us if you have any questions regarding this project.

Sincerely,

 A handwritten signature in cursive script, appearing to read "Kenneth J. O'Brien".
 

KENNETH J. O'BRIEN  
Executive Director

Enclosures



## TRAINING COURSE DESCRIPTIONS

<b>PRE-INCIDENT</b>	<b>INCIDENT RESPONSE</b>	<b>CONSEQUENCE MANAGEMENT</b>
<p><b>Basic Intelligence Collection (Field Personnel)</b> Patrol officer's role in intelligence gathering, sources, information sharing, terrorism early warning groups, and terrorism-related automated information systems.</p> <p><b>Weapons of Mass Destruction (WMD)/ Terrorism Overview</b> Trends, risk assessment, crime prevention, recognizing a terrorist attack, initial incident response, chemical/bio/radiological hazards, decontamination, etc.</p> <p><b>Trans-National Terrorism Overview</b> Incident histories, suspect characteristics/profiles, target/ suspect identification, risk/threat assessment, networking, standardized response information, etc.</p> <p><b>Terrorism/WMD/Basic Intelligence Training for Trainers</b> Training for trainers to instruct the above subjects within their own agencies or in a regional setting.</p> <p><b>Airport Security for Local Law Enforcement</b> Prepares local law enforcement officers to support the airport security function.</p> <p><b>Standardized Emergency Management System/ Law Enforcement Incident Command System Update</b> Refresher training on SEMS/LEICS/ICS model as applied to response to terrorist attack.</p> <p><b>HAZMAT (Awareness Level)</b> Update of HAZMAT awareness-level training with emphasis on terrorist threats/actions.</p>	<p><b>Urban Search and Rescue</b> Provides field personnel with the skills and knowledge to supervise/coordinate groups of volunteers to assist in a search and rescue operation.</p> <p><b>First Aid/CPR (First Responder)</b> First aid/CPR training above the current peace officer minimum (21 hour) level.</p> <p><b>First Aid/CPR Update (Mass Casualty)</b> First aid in mass-casualty situations with emphasis on triage, establishment of treatment sites, resource acquisition, etc.</p> <p><b>Explosive Ordnance Recognition and Reconnaissance</b> Trains field personnel to respond to bomb threats, found or suspected devices, etc. and conduct an appropriate threat/risk assessment. <i>This is NOT technician-level training and does not involve device handling or implementation of render-safe procedures.</i></p> <p><b>Tactical Team Engagement (CBR)</b> Trains tactical team (SWAT) to engage suspects in known or suspected CBR environment while wearing the appropriate protective equipment. May also involve training law enforcement HAZMAT team members to operate in a tactical environment.</p> <p><b>HAZMAT (Technician Level)</b> HAZMAT technician-level training (common for firefighters) for law enforcement officers.</p>	<p><b>Incident De-briefing</b> Training for responders to share experiences, lessons-learned, best practices, etc.</p> <p><b>Peer Support Team Development</b> Develops law enforcement personnel to provide peer support following a terrorist incident or other traumatic event.</p> <p><b>Law Enforcement Chaplain Training</b> Core training program for volunteer law enforcement chaplains.</p> <p><b>Hate Crimes Response/Update</b> Review of existing hate crimes response/investigation with emphasis placed on "backlash" hate crimes.</p> <p><b>Cross-Cultural Communications</b> Culturally specific training focusing on Middle-Eastern/Muslim cultures, ethno-cultural issues, religious values and practices.</p> <p><b>Financial/Computer/International Crime Investigation</b> Investigation of terrorist activities and suspects through financial movements, cyber-communications, etc.</p> <p><b>Civil Disobedience/Protest Response</b> Understanding of and response to civil disobedience and peaceful protests.</p>

# LAW ENFORCEMENT TERRORISM TRAINING NEEDS ASSESSMENT SURVEY

*(See reverse for training course descriptions)*

## TARGET GROUPS & CRITICALITY OF TRAINING NEED

*For each target group below, please indicate the criticality of training need using the following scale:*

- 1 - Not at all Critical (No need for training in this group.)
- 2 - Minimally Critical (A few members in this group will eventually need training in this subject.)
- 3 - Moderately Critical (Many members of this group will eventually need training in this subject.)
- 4 - Very Critical (Most members of this group will need training in this subject within 12 months.)
- 5 - Extremely Critical (This group needs training in this area immediately.)

		Dispatch	Line	Tactical Response Specialist	Investigative & Support Personnel	Field Supv./ Commander	Senior Mgmt. & Executive	TOTAL # TRAINEES	MAX # TRAINEES PER SESSION
<b>ANTI-TERRORISM</b>	<b>PRE-INCIDENT</b>								
	• Basic Intelligence Collection (Field Personnel)								
	• Weapons of Mass Destruction/Terrorism (Overview)								
	• Trans-National Terrorism Overview								
	• Terrorism/WMD/Basic Intelligence Training for Trainers								
	• Airport Security for Local Law Enforcement								
	• Standardized Emergency Management System/Law Enforcement Incident Command System Update								
	• Hazmat (Awareness Level)								
• Other:									
<b>COUNTER-TERRORISM</b>	<b>INCIDENT RESPONSE</b>								
	• Urban Search and Rescue								
	• First Air/CPR (First-Responder Level)								
	• First Aid/CPR Update (Mass Casualty)								
	• Explosive Ordnance Recognition/Reconnaissance								
	• Tactical Team Engagement (CBR)								
	• Hazmat (Technician Level)								
	• Other:								
<b>COUNTER-TERRORISM</b>	<b>CONSEQUENCE MANAGEMENT</b>								
	• Incident Debriefing								
	• Peer Support Team Development								
	• Law Enforcement Chaplain Training								
	• Hate Crimes Response/Update								
	• Cross-Cultural Communications								
	• Financial/Computer/International Crime Investigation								
	• Civil Disobedience/Protest Response								
• Other:									
<b>COMMENTS</b>									
LAW ENFORCEMENT AGENCY:				PERSON COMPLETING FORM:				CONTACT TELEPHONE NUMBER:	

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Extension of Contract for POST Proficiency Examination Services</b>		Meeting Date <b>November 8, 2001</b>
Bureau <b>Standards and Evaluation</b>	Reviewed By <b>Paula Burnette</b>	Researched By <b>Kenneth Krueger</b>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <i>10-22-01</i>	Date of Report <b>October 4, 2001</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for Details) <input type="checkbox"/> No

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

**ISSUE**

Should the Commission approve an extension and augmentation of the POST contract with Cooperative Personnel Services (CPS) to administer the POST Proficiency Examination?

**BACKGROUND**

Since 1981, staff has been required by Penal Code Section 832.3(b) to develop and administer standardized examinations which enable comparisons between presenters of Basic Academy training. Since that time, all basic course graduates have been required to take the POST Proficiency Examination. Because of the volume of test administrations and a lack of available POST staff, POST has contracted with CPS for administration of the Proficiency Examination each of the last nineteen years. CPS has done an acceptable job of administering the examination.

In 1998, PC 832.3(b) was amended to require that, in addition to academy presenter comparisons, that POST also administer examinations to assess student competency as a condition of academy graduation. Pursuant to this amendment, and to assure that the content of the proficiency test matches the content of the Basic Academy student workbooks, POST launched a 2-year project, in 1999, to redevelop and validate the proficiency test program to include mid-term and final examinations that are based on the student workbooks. The contract with CPS was expanded for FY 1999/2000 and 2000/2001 to include the administration of tests required during the validation study, and was scheduled to terminate at the conclusion of the study in December 2001. The cost of the CPS contract for FY 2000/2001 was \$105,593.50; the cost of the CPS contract for the first six months of FY 2001/02 is \$54,733.65.

**ANALYSIS**

Professional and legal test development standards require test publishers (such as POST) to evaluate their tests for differential item functioning (bias) which occurs when members of specified groups perform at a lower level than members of other groups of equal ability. In order to assure that only fair tests are developed, test development efforts must include sufficient numbers of relevant group members to detect and eliminate test bias. In the present case, in order to achieve the required group sample sizes, it will be necessary to administer pilot exams to more students than initially expected. As such, the time frame for the study has been extended to July 2002.

The initial contract for the first six months of Fiscal Year 2001/2002 was for \$54,733.65. This proposed extension and augmentation for the last 6 months of Fiscal Year 2001/2002 is for an amount not to exceed \$54,733.65, which will allow staff to complete the mid-term and final examination validation study. The total amount of the revised FY 2001-02 CPS contract would be \$109,467.30.

**RECOMMENDATION**

Authorize the Executive Director to sign a contract amendment to extend the CPS contract to administer the POST proficiency test examinations through the remainder of Fiscal Year 2001/2002 for an additional amount not to exceed \$54,733.65, which would bring the FY 2001/02 contract total to \$109,467.30.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Issuance of new Hearing Screening Guidelines		Meeting Date November 8, 2001
Bureau Standards and Evaluation	Reviewed By Paula Burnette	Researched By Shelley Spilberg
Executive Director Approval <i>[Signature]</i>	Date of Approval 10-24-01	Date of Report October 11, 2001
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 authorize the publication and issuance of new hearing screening guidelines for incorporation into the POST Medical Screening Manual for California Law Enforcement?

**BACKGROUND**

The existing POST hearing guidelines were issued in 1985. In November 1997, the Commission authorized \$38,000 for conducting research and other activities related to the creation of new hearing guidelines for screening entry-level patrol officers. These resulting guidelines represent significant advances in the occupational screening, providing state-of-the-art examination and evaluation protocols to comprehensively assess important job-related hearing capacities.

The research leading to the development of the revised guidelines was conducted by the House Ear Institute (HEI) in Los Angeles, a nonprofit organization with an international reputation as a leader in the field of applied otologic research. Also involved in the creation of the guidelines was the POST-contracted medical expert, Dr. Robert Goldberg, Assistant Medical Director for the City of Los Angeles. A blue-ribbon steering committee consisted of hearing experts from the military, the federal Office of Personnel Management, and universities and audiological clinics from across the country.

Project activities leading up to the new guidelines included focus panels attended by experienced officers from California law enforcement agencies, including police departments, sheriff's offices, and the California Highway Patrol. These subject matter experts identified hearing critical job tasks and environments which were then recorded and acoustically analyzed by HEI. These hearing-oriented job analytic activities led to the identification and validation of the functional hearing capacities required of patrol officers, and the associated creation of the hearing examination and evaluation protocols.

**ANALYSIS**

Historically, pure tone audiometry has been the only widely accepted screening procedure, and is the only procedure recommended in the 1985 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 *in quiet*, 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 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 the Hearing In Noise Test (HINT) developed by HEI, provides an assessment of an individual's *functional ability* of understanding speech in noise and quiet. As a result, the revised POST guidelines provide a procedure for evaluating hearing-aided candidates, as compared to the current guidelines that make no special provision for hearing aid wearers.

Once approved by the Commission, the new hearing screening guidelines will be available in hard copy and on the POST website. The goal of the revised Medical Screening Manual has been to provide continued evaluation protocols that reflect advances in medical science, epidemiology, and equal employment legislation. Consistent with that goal, installation of the new guidelines on the POST Website will provide a faster, more efficient vehicle for transmitting revisions to agencies, prospective applicants, and other interested parties. It will also result in significantly lower costs for production and distribution to the field.

#### **RECOMMENDATION**

Authorize issuance and publication of the new hearing guidelines for incorporation into the POST Medical Screening Manual for California Law Enforcement.

## I. INTRODUCTION

It would be difficult to overstate the importance of hearing to the conduct of essential patrol officer job functions. This is a hearing-critical job, where the ability to hear, discriminate, localize and respond appropriately to a variety of speech and environmental sounds may literally mean the difference between life and death.

These guidelines are intended to ensure that officers have the hearing ability necessary to protect themselves, their fellow officers, and the public. This update incorporates the latest developments in the assessment of auditory function. Additional depth and detail is provided to enable physicians and hiring authorities to establish guidelines that are fair and consistent, and to allow for the individualized consideration of agency and candidate specifics.

### A. OUTLINE OF HIGHLIGHTED CONDITIONS

- 1) Abnormal Audiogram
- 2) Use of Hearing Aids
- 3) Retrocochlear conditions

### B. IMPORTANCE OF HEARING TO PATROL OFFICER DUTIES

Analyses of the hearing demands of patrol officers have consistently demonstrated the importance of many hearing capacities to the successful performance of patrol officer essential functions. Officers must be able to adequately receive, perceive, and react appropriately to speech communication in a variety of situations, including face-to-face communication, radio communication and telephone conversations. They must also be able to recognize and respond appropriately to nonverbal auditory stimuli, such as the sound of a shotgun racking, retreating or approaching footsteps, or the sound of breathing.

POST has conducted several studies to identify and validate the hearing demands of patrol officers. The first such study, conducted in 1979, gathered data from more than 2,400 subject matter experts across 219 law enforcement agencies. Many hearing-related job tasks were rated as either very or critically

important, including transmitting messages over police radios, interrogating suspects, coordinating tactical operations, and confronting hostile groups.

In 1984, POST conducted a second job analysis, which included 131 officers from seven agencies. These officers were asked to rate 13 hearing-related tasks for importance and frequency of occurrence in various background noise conditions. The tasks were grouped into four major categories: speech comprehension, sound localization, sound detection, and sound recognition. Tasks requiring speech comprehension, such as monitoring radio transmissions and conversing face-to-face, were rated very important to critically important, and occurred daily (Table XII-1). Many officers also rated tasks involving sound localization and sound detection as critically important, noting that these tasks occurred several times a week. Tasks involving sound recognition were rated as "important" to "very important" and occurred on a weekly basis. Moreover, all tasks had to be performed in a wide range of background noise environments from silence to wailing sirens and screaming mobs.

POST also asked each officer to provide information about a critical incident in which the ability to hear was particularly important. A total of 99 such incidents were reported: 29% involved sound detection, 28% sound localization, 21% speech comprehension, and 10% sound recognition. Of the 99 incidents, 15 occurred in quiet environments.

Based on this 1984 study, one can conclude that tasks involving speech comprehension, sound localization, sound detection, and sound recognition in a wide range of acoustic environments are essential job functions for patrol officers.

In support of the current guidelines, POST convened a 1998 job analysis panel meeting consisting of seven senior field-training officers representing police departments, sheriffs' offices, and the California Highway Patrol. These subject matter experts were given the task of reviewing and updating the information from the 1984 study. They rated the resulting hearing tasks on frequency and importance, and identified common background noises encountered during their execution. As in 1984, panelists provided critical incidents associated with each of the major hearing functions (speech comprehension, sound localization, sound detection, and sound recognition).

The results of this analysis (summarized in Table XII-2) confirmed the previous findings: namely, that all major hearing functions are critical to the safe and effective performance of a wide variety of essential patrol officer functions; and, furthermore, that these functions must be performed in the midst of a wide range of often adverse acoustical environments. The ability to comprehend speech, especially in the midst of moderate-to-loud background noise (e.g., freeway traffic, radio static) is clearly one of the most critical hearing skills for a patrol officer. The ability to localize sound is critical to determining the direction of

oncoming vehicles, locating and pursuing suspects, and a wide variety of other critical functions. The ability to detect and recognize a wide variety of sounds - including footsteps, vehicles, leaves, etc. - was also found to be an essential, everyday part of the job.

### C. IMPLICATIONS FOR THE PRE-PLACEMENT SCREENING OF PEACE OFFICERS

Given the importance of these hearing functions, it would seem necessary to require candidates to have normal abilities. While this is a reasonable assumption, it is not necessarily the case that minor degrees of functional hearing impairment would impair job performance or create safety risks. This is an important and relevant issue to the extent that these functional abilities can be assessed clinically, and those with only minor impairment reliably identified. At the present time, this is possible only for speech comprehension in quiet and noise.

Regarding speech comprehension in noisy environments, the major consideration, which determines the significance of minor impairment, is the ratio of the speech level to the background noise level (S/N ratio). As background noise levels exceed about 50 dB, people will try to compensate by speaking louder and moving closer together to maintain comfortable listening (Pearsons 1977). However, for every 1 dB increase in background noise, the average person raises his/her voice by only 0.6 dB. Therefore, as background noise increases, the S/N ratio decreases. At sufficient noise levels, even people with normal hearing abilities are as close as they can be, and are speaking as loudly as they can, but still cannot understand every word that is spoken. If patrol duties are conducted at such levels of background noise that even officers with normal hearing have difficulty understanding speech, then even minor degrees of impairment due to hearing loss would make it increasingly difficult for an officer to effectively carry out his/her duties.

To address this issue, POST contracted with the House Ear Institute in Los Angeles (HEI) in 1999 to do field testing to determine background noise levels for patrol officer duties. Acoustical measurements were obtained at a variety of locations identified by subject matter experts as representative of the most important and acoustically challenging environments faced by officers. These included the interior of patrol vehicles during routine duties and on interstate freeways with radio communications and traffic noise; outside of vehicles during emergency response situations with ambulances and crowds present; and outside of vehicles alongside the freeway in response to a rush hour accident. As indicated in Table XII-3, routine urban patrol duties often include working in noise environments that are 70-80 dB(A). On freeways, or when sirens are on, noise levels can exceed 85 dB(A).

To determine the effect that such background noise has on the speech comprehension ability of persons with normal hearing, HEI tested more than 350 subjects with normal audiograms. Each subject was placed in a sound booth and asked to repeat recorded sentences while background noise was present. The sentences emanated from a speaker in front of the subject, while the noise came from either the same speaker or one located to the side of the subject. The former orientation is an acoustically more difficult listening situation.

This work indicated that even persons with normal hearing are likely to experience diminished speech comprehension in background noise at levels comparable to those that occur during patrol activities (Table XII-4). For example, LAPD patrol officers would be expected to experience up to 30% loss of speech comprehension as background noise levels approach 80 dB(A), and the noise source is in front or behind the officer. This assessment assumed that the officer would get closer than 1 meter to the speaker as the noise increases. Of course, this may not be possible or desirable for patrol officers for various reasons. Given how challenging the acoustic environment is for persons with normal hearing, it appears reasonable to require that patrol officer candidates not have any additional impairment of this functional ability due to their intrinsic hearing loss.

Regarding speech comprehension in quiet environments, the major consideration, which determines the significance of minor impairment, is the level of the speech likely to be encountered by patrol officers. The lower the level, the more difficult the task. Patrol officers may have to listen to conversations through windows or doors, or communicate to one another in whispered speech. Therefore, any acceptable impairment should not impede an officer's ability to perform these tasks.

Acoustic data regarding these tasks is limited. In a small study involving six males and four females, Nilsson (1992) found the average male whisper (measured at 1 meter) to be 40 dB(A) (s.d.=4.5) and the average female whisper to be 33 dB(A) (s.d.=4.7). The lowest whisper level was 27.4 dB(A). Two other sources report whispered speech to be 30 dB(A) (Borden 1984, Ostergaard 1986). To ensure that a candidate could understand whispered speech from all male partners and most female partners, a reasonable guideline would require candidates to understand whispered speech at a volume of at least 30 dB(A) without difficulty. This guideline would also ensure the ability to understand male whispers at distances greater than 1 meter or through doors and windows.

Data collected by HEI indicates that candidates with some degree of impairment would still be able to pass this guideline. As part of a norming study for their speech comprehension test (the Hearing in Noise Test), the HEI found that persons with normal hearing could reliably repeat sentences presented at levels as low as 20 dB(A).

## II. MEDICAL EXAMINATION AND EVALUATION GUIDELINES

### A. GENERAL SCREENING RECOMMENDATIONS

#### 1) History:

The Medical History Statement is adequate for general screening. However, note any history of severe head trauma (see definition in Neurology chapter), stroke, or attention deficit disorder.

#### 2) Examination:

Ear examination is needed only if the screening audiogram is abnormal or there is a history of ear-related symptoms.

#### 3) Routine Testing:

Pure tone threshold testing using appropriate psycho physical techniques should be conducted for each ear separately at 500, 1000, 2000, 3000, 4000, and 6000 Hz in an ANSI approved sound-treated booth (ANSI S3.1-1999) with equipment calibrated to ANSI standards (ANSI S3.6-1996). The test should be conducted by a certified audiologist, or CAOHC-certified "Hearing Conservationist." For acoustical reasons, audiograms must be done without hearing aids in place.

### B. EVALUATION OF COMMON CLINICAL SYNDROMES

#### 1) ABNORMAL AUDIOGRAM

##### a. GENERAL CONSIDERATIONS:

In general, an audiogram is considered to be abnormal if thresholds exceed 25 dB. In these cases, the examining physician must determine 1) whether the hearing loss is functionally relevant to the safe performance of patrol duties, and 2) whether the candidate needs to be evaluated by a hearing specialist to assess treatment options and/or prognosis.

##### *High Frequency Loss:*

The most common audiometric abnormality that the examining physician will encounter in candidates is the classic "4000 Hz notch" pattern. This audiogram is characterized by losses at 3000 and 4000 Hz and sometimes 6000 Hz, which greatly exceed those at 500, and 1000 Hz (Figure XII-1). The majority of these reflect sensorineural damage caused by noise exposure. In these cases, there is

no treatment and the rate of progression depends primarily on whether the ears are protected from further damaging noise exposure.

The primary functional concern in these candidates is impaired speech comprehension in noise. However, it is difficult to predict impairment of this functional ability based on an audiogram alone. This is especially true with candidates whose hearing losses are usually in the mild to moderate range.

Therefore, many tests have been developed which require the subject to repeat lists of words or sentences presented in noise. However, these tests differ in a large number of testing characteristics which have a great impact on an individual's performance on the test, including:

- ¥ use of words vs. sentences for speech material
- ¥ live voice vs. taped speech materials
- ¥ male voice vs. female
- ¥ use of headphones vs. sound field testing
- ¥ the spatial separation between the speech and the noise source
- ¥ the acoustics of the headphones or sound booth
- ¥ the type of background noise
- ¥ the S/N ratio
- ¥ the use of adaptive testing vs. fixed testing techniques

Consequently, speech comprehension scores from different tests are not directly comparable. Neither are scores from the same tests conducted at different locations, unless each location uses headphones/amplifiers calibrated with the same acoustical properties.

Additionally, most of the available tests have limited usefulness for pre-employment screening due to the lack of adequate control subjects. Establishing normative values is difficult, since all of the testing characteristics listed above must be the same for the controls and the subjects, and the control group must be of adequate size to have acceptable statistical properties.

At the present time, POST is aware of only one test, the Hearing In Noise Test (HINT) developed by HEI, which has acceptable minimum performance criteria for use in pre-employment screening. These major criteria include the following:

- *It is available in both headphone and sound field versions.* The headphone version is digitally engineered to create a virtual sound field listening environment so that information from both ears is available simultaneously. It offers the advantage of being commercially available; in addition, the results are not subject to testing error by inadvertent head movement by the candidate. However, it is imperative that a comparable free-field version of a test be available, since candidates who wear hearing aids cannot be tested using headphones.



Presently, the free-field version is available in San Diego, Los Angeles, and San Francisco.

- *It has an adequate normal hearing control group.* Each of the three sites offering the free-field version has established its own normative values by testing 16-20 control subjects (no audiometric thresholds >25 dB). Normative values for the headphone version are based on a group of more than 50 subjects with normal hearing.

- *It is capable of spatial separation between the speech and the noise source.* In the sound field test, this is achieved by using two loudspeakers. In the headphone test, it is achieved by using computer-based virtual audio processing of the sounds for each headphone. This is important since functional impairment in many candidates may not be apparent unless there is a 90-degree spatial separation between the noise and the speech. This is also job relevant; for example, the ability to listen to patrol car radio communication while a window is down.

- *It uses adaptive testing techniques.* Non-adaptive tests consist of a fixed list of words or sentences of given difficulty. Consequently, many of the items will be well above or below the ability level of any given test taker, and therefore, will not contribute useful information on the hearing ability of that individual. In adaptive tests, the difficulty of items is adjusted to the ability of the test taker (based on their correct/incorrect response to previous items). Consequently, more information is obtained from each test item. Therefore, adaptive testing yields much more statistically powerful and reliable measurements compared to fixed tests of similar lengths, resulting in better differentiation between normal and abnormal hearers. In the HINT test, the presentation level of the test sentences is varied using an adaptive technique in a constant noise background until the subject repeatedly responds correctly to 50% of the test sentences. The result is then expressed as a S/N ratio.

- *It uses a stationary background noise with the same average level across frequencies as the speech.* The type of background noise used to measure speech understanding in noise will affect both the accuracy and the reliability of the measurement. Noise with a wide range of level variations over time, such as recordings of crowd noise, can produce unreliable measures of speech understanding unless very lengthy tests are used. Noise with small level variations over time, i.e., stationary noise, and with equal levels at all frequencies (white noise) can produce reliable measures of speech understanding that cannot be accurately generalized to job-related noise environments. The most appropriate background noise is a stationary noise with the same average levels at all frequencies as speech. This type of noise allows reliable, accurate, and conservative prediction of speech understanding in job-related noise environments.

### *Bilateral Low Frequency Loss:*

Candidates with low frequency hearing loss commonly have audiograms that have a "flat" configuration (Figure XII-2), since the audiometric losses extend from the low frequencies through the high frequencies, and all of the losses are of the same approximate magnitude ( $\pm 15$  dB). This loss can be either sensorineural or conductive in origin. This is an important distinction since conductive losses may be reversible. Common causes of conductive hearing loss among candidates include wax build-up, serous otitis from allergies, and perforated tympanic membrane. An uncommon cause is otosclerosis. Sensorineural causes include Meniere's Syndrome and genetic disorders.

The primary functional significance of bilateral low frequency losses is impaired speech comprehension and sound detection in quiet. While speech comprehension in quiet is correlated with low frequency audiometric thresholds, there is a wide range of commercially available tests available for testing of speech comprehension in quiet. As with speech in noise testing, these tests vary on a number of performance characteristics that can have an impact on the test results. However, an acceptable test of quiet functioning is routinely included as part of the HINT procedure discussed above.

There are no standard tests for sound detection in quiet, except the audiogram itself. The audiogram gives hearing thresholds or "detection abilities" at specific frequencies.

### *Asymmetric Hearing Loss:*

In general, hearing loss is considered to have an asymmetric pattern if there is a difference between the left and right ears in average audiometric thresholds of 20 dB or more in the lower frequencies or 35 dB or more in the higher frequencies. This condition often has the same causes as low frequency hearing loss, as discussed above. However, in rare cases, this may be caused by an acoustic neuroma, a benign but progressively destructive lesion.

Persons with asymmetric hearing loss may have difficulty both understanding speech in noise and localizing environmental sounds. The impact on speech comprehension is most evident when there is a noise source on the subject's good side, and the hearing loss includes the higher frequencies. Impairment of the ability to localize environmental sounds is more likely to occur if the hearing loss involves all or most of the audiometric thresholds on one side. At the present time, it is not possible to accurately predict localization ability based on the audiogram alone, and there are no commercially available functional tests.

b. RECOMMENDED EVALUATION:

Before assigning a candidate to one of the groups below, it is important to determine if the hearing loss is reversible. Recent colds, or bouts with allergies frequently cause temporary conductive hearing losses, and warrant repeat audiometric testing after these conditions have resolved. The American Academy of Otolaryngology recommends a medical specialist evaluation based on any of the following:

- 1) Average hearing level at 500, 1000, 2000, and 3000 Hz greater than 25 dB, in either ear.
- 2) Difference in average hearing level between the better and poorer ears of
  - a) More than 15 dB at 500, 1000, and 2000 Hz, or
  - b) More than 30 dB at 3000, 4000, and 6000 Hz.
- 3) History of ear pain; drainage; dizziness; severe persistent tinnitus; sudden, fluctuating, or rapidly progressive hearing loss; or a feeling of fullness or discomfort in one or both ears within the preceding 12 months.
- 4) Cerumen accumulation sufficient to completely obstruct the view of the tympanic membrane or a foreign body in the ear canal.

When requesting an otologic evaluation, it is helpful to specify that the otologist should address only the issues of reversibility and prognosis, not fitness for duty as a patrol officer. The latter should be a separate assessment following the guidelines below.

Group I: Normal audiogram (all thresholds between 500-6000 Hz are 25 dB or better in both ears)

These candidates are unlikely to have functional impairment unless they have a retrocochlear condition discussed below in section (3).

Group II: One or more thresholds are >25 dB in either ear

A functional hearing evaluation is recommended. This evaluation should consist of directional speech comprehension in noise and speech comprehension in quiet using the HINT test or other tests that meet the performance characteristics stated earlier in this guideline. Candidates who perform more poorly than the 5<sup>th</sup>

percentile of the normal hearing control group under any of the three background noise conditions (noise in front, right, or left) should be restricted from safety-sensitive tasks which require accurate and rapid understanding of speech in noise. Candidates with quiet thresholds greater than 28 dB(A) on the HINT should be restricted from safety-sensitive tasks, which require accurate and rapid understanding of, whispered speech and speech heard through doors or windows. [Note: A quiet threshold on the HINT test of 28 dB(A) corresponds to an intelligibility of approximately 90% at the job-critical level for soft or whispered speech of 30 dB(A).]

*Consideration of Prior Experience:* It could be argued that prior peace officer experience may mitigate some of the impact of functional impairment on a candidate's job performance. For example, familiarity with typical police communications may reduce the criticality of understanding every word of communication. Furthermore, the judgment gained from prior experience may somewhat compensate for the loss of speech information in a given situation. However, great caution must be exercised when considering prior experience. The degree and nature of prior law enforcement experience can vary dramatically, thereby limiting the ability to confidently generalize across this candidate group. It is possible that experience accrued elsewhere (e.g., a different state with different penal codes) could result in a negative transfer of training-i.e., these officers might need to *unlearn* some of the agency-specific jargon of their previous employers. For these reasons, it is recommended that prior experience only be considered in very close-call (i.e., borderline) cases.

## 2) USE OF HEARING AIDS

### a. GENERAL CONSIDERATIONS:

There are two major considerations with hearing aids:

#### 1. *Do they restore normal functional ability?*

Hearing aids are battery-powered electronic circuits with a miniature microphone and loudspeaker that are designed to fit in the ear canal. The circuits amplify sound from the microphone by different amounts at different frequencies to compensate for loss of sensitivity. In theory, they should restore hearing function to normal.

Unfortunately, the hearing aids that are currently available do not meet this goal completely. In fact, the U.S. F.D.A. requires manufacturers to warn consumers that these devices do not restore normal hearing. While hearing aids can substantially improve such tasks as sound detection and comprehension in quiet environments, they provide limited benefit for

hearing critical tasks that are performed in noise. This is especially true for patients with predominantly high frequency losses. Improvement of sound localization ability is also difficult to achieve.

2. *If they can restore normal functional ability, can they be depended upon to reliably function as a mitigating device during full field activities?*

To be considered a mitigating device, hearing aids would have to be worn at all times when an officer is assigned to field duties, and the aids would have to be effective when worn.

Unfortunately, people who obtain hearing aids often choose to not wear them. Ovegard (1994) found that 34% of patients wore them less than one hour a day when asked one year after the aids were dispensed. Sorri (1984) found that 43% of patients did not wear them every day when asked two years after the aids were dispensed. Of perhaps the most relevance to the law enforcement candidate population, Surr (1978) found that 34/97 patients who were 21-40 years old wore their aids only "occasionally" (1%-50% of the time). The primary reasons for non-use were background noise and a perceived lack of need.

These studies indicate that an employing law enforcement agency would need to use pre-placement agreements and have an active monitoring program to ensure compliance. This may or may not be practical depending on agency specific factors.

However, unlike analogous monitoring programs for contact lenses, confirmation by a supervisor that an officer is wearing a hearing aid does not automatically mean that the device is providing its expected benefit under field conditions due to the following:

*Acoustic feedback* - Feedback produces an audible and distracting squealing sound from the hearing aid, and a distorted sound output. This occurs when sound from the hearing aid loudspeaker leaks back through the ear canal to the microphone. Feedback occurs when the hearing aid is improperly seated in the ear canal, during exaggerated jaw movements, or when a hand or other sound-reflecting object is held near the ear.

*Batteries* - Hearing aid batteries usually have a life of several weeks, depending on how much the hearing aid is used and whether it is turned off at night. Weak batteries or a difference in battery strength between the right and left aid could reduce the effectiveness of the aids.

*Control switches and knobs* - Many hearing aids have an on-off switch, volume control, and perhaps adjustable controls. Hearing aids may need

to be adjusted as the sound environment changes. If the controls were misadjusted, less than optimal performance would occur.

*Earwax and debris in the ear canal* – The opening in the hearing aid for the loudspeaker output is relatively deep in the ear canal where earwax and tissue debris can accumulate and block the opening. This type of blockage is a common occurrence, and usually requires a visit to an audiologist to have the blockage removed without damage to the hearing aid.

*Loss of the hearing aid during a critical incident* – Hearing aids are held in place by the snugness of the device in the ear canal. Vigorous physical activity or a blow to the head could easily cause a hearing aid to be dislodged or shattered.

In conclusion, there are a number of very real concerns, both functional and practical, surrounding the use of hearing aids by patrol officers. However, fair employment laws require that an agency evaluate each aided candidate on a case-by-case basis. The Recommended Evaluation below provides a protocol for assessing functional hearing ability. If it is determined that a candidate possesses adequate functional ability, an agency should then consult with an otological specialist to review the practical concerns discussed above, as well as to evaluate the candidate's specific experience with hearing aids and any agency-specific factors which may be relevant before a final decision is made regarding whether the candidate's use of hearing aids is "acceptable."

#### b. RECOMMENDED EVALUATION:

Aided candidates who wish to be tested with their hearing aids should be administered the HINT to assess speech comprehension ability in noise and quiet. Both tests must be administered by sound field methods rather than headphones. At the present time, sound field HINT testing is available at San Francisco<sup>1</sup>, Los Angeles<sup>2</sup>, and San Diego<sup>3</sup>. An aided audiogram can be reviewed to evaluate sound detection ability.

Prior to functional testing, the examining physician should ensure that the aids have been worn regularly for at least one month, since it takes some practice before a patient obtains the maximum benefit from the hearing aids. Furthermore, the examining physician should obtain all records from the audiologist who dispensed the hearing aids. These must include documentation

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<sup>1</sup> University of California, San Francisco Audiology Clinic (415) 353-2101

<sup>2</sup> House Ear Institute Audiology Clinic (213) 483-9930

<sup>3</sup> San Diego State University Audiology Clinic (619) 594-7747

of the fitting program and other hearing aid settings, which are used on a regular basis by the subject. This information needs to be reviewed by the certified audiologist performing the HINT procedure to verify that the settings have not been intentionally altered.

It is critically important that the audiologist use the following protocol, and that no modifications to the candidate's hearing aid program or settings should be made prior to or during the performance of this protocol.

- 1) *Evaluate whether the aids are working properly:* The electroacoustic response characteristics of each hearing aid worn by the candidate should be measured in an appropriate acoustic coupler and test chamber according to ANSI specifications (ANSI 1992 and 1996). It is especially important that the response of the hearing aid(s) be measured at the four designated input levels with a broadband test signal, as specified in the standards. All measurements should be printed and retained in the subject's records. If the hearing aids are not in proper working condition, no further testing should be performed at the time. The subject may elect to have the hearing aids repaired or replaced and return to repeat the protocol. In this event, the entire protocol, including measurements of the electroacoustic response characteristics of each hearing aid, should be repeated with the new or repaired hearing aids. Hearing aid sales, repairs, and replacements should be from an independent provider other than the provider of the functional assessment services.
- 2) *Review the candidate's regular fitting program and settings:* These should be equivalent to those measured above. If not, no further testing should be performed at the time.
- 3) *Determine whether the functional gain is both physiologic and appropriate for the subject's hearing loss:* Unaided and aided binaural sound field thresholds should be measured at 250, 500, 1000, 2000, 3000, 4000, and 6000 Hz, using warble tone stimuli presented from a loudspeaker positioned 1 meter in front of the subject at 0 degrees azimuth. If the functional gain is not physiologic and appropriate, then no further testing should be performed at the time.
- 4) *Perform aided sound field HINT in noise and quiet:* Compare the results to the site-specific normal values for sound-field Noise Front, Noise Right, and Noise Left conditions. If the measured thresholds are better than the 5<sup>th</sup> percentile under all three conditions, then repeat the noise testing with the background noise fixed at 80 dB(A). The same normative values used with the standard background noise levels may be used to assign percentile scores to these results (Soli, 2001).

5) *Send all results to the examining physician.*

Upon receipt of the results from the audiologist, the examining physician may use the evaluation algorithm described in Section 1 (Abnormal Audiogram) with one exception. Since many present day hearing aids employ methods of sound processing that vary as a function of the background noise level, it is necessary to measure aided sound-field HINT thresholds through a range of background noise levels. Therefore, candidates who use hearing aids should be functionally normal both under standard HINT background noise levels (i.e., 65 dB) and at levels that are commonly encountered in the field (80 dB).

If the candidate has demonstrated acceptable functional ability when wearing hearing aids, the examining physician should inform the hiring department that the candidate must wear hearing aids when assigned to field duty or other hearing critical tasks. The subsequent determination as to whether hearing aids are acceptable should be determined by the hiring department, in consultation with otological specialists, as discussed above.

### 3) RETROCOCHLEAR CONDITIONS

Understanding speech is not just an auditory process, but also involves cerebral processing of the signals from the ear. Therefore, for a variety of reasons, functional impairment may occur when the audiogram is normal. Known as obscure auditory dysfunction or discriminatory hearing loss, this condition may represent up to 10% of the patients that visit hearing specialists. Known causes include cortical damage due to stroke or head trauma, and attention deficit disorder (Cook, et al., 1993). While not pathological, learning English as a second language also affects the ability to understand English in noise. This is especially true when English is learned after age 14 (Mayo et al., 1997).

For these reasons, candidates with the following should be required to have functional hearing testing even when their audiograms are normal:

- a) History of moderate-to-severe head trauma (see Neurological section for definition)
- b) History of stroke
- c) History of attention deficit disorder
- d) Learned English as a teenager or older.



TABLE XII-1

Hearing-Related Tasks

Task	Importance* to Overall Job Performance	Frequency** of Performance Under Specific Background Noise Conditions			
		Silence <sup>a</sup>	Moderate <sup>b</sup>	Loud <sup>c</sup>	Very Loud
<b>Speech Comprehension</b>					
Radio transmission	5.6	5.1	7.0	6.5	4.0
Face-to-face conversations	5.2	4.9	6.5	5.5	3.1
Conversation when speaker is not visible (excluding telephone and radio use)	4.5	2.8	3.5	3.1	2.0
Telephone use	4.3	4.7	5.1	4.2	2.4
<b>Sound Localization</b>					
While on foot	5.4	4.1	5.6	5.1	3.4
While in patrol vehicle	5.4	4.1	5.9	5.3	3.6
<b>Sound Detection</b>					
While on foot	5.4	4.4	5.8	5.2	3.3
While in patrol vehicle	5.4	4.1	5.9	5.4	3.5
<b>Sound Recognition</b>					
Identify various types of alarms	4.4	3.3	4.4	3.9	2.3
Notice changes in sound of patrol car	4.1	3.7	5.0	4.1	2.6
Recognize beeps or clicks signaling message from device	4.1	3.8	4.8	4.3	3.0
Identify by sound an approaching vehicle	4.0	3.8	5.2	4.3	2.6

IMPORTANCE SCALE					
Critically Important	Very Important	Important	Of Some Importance	Importance	Task Not Important
6	5	4	3	2	1

FREQUENCY SCALE							
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once a month	I have never performed this task
8	7	6	5	4	3	2	1

a Silence: virtually no background noise

b Moderate: muffled street sounds, running car engine, quiet conversation, etc.

c Loud: honking horns, motorcycle engines, noisy restaurant, etc.

d Very loud: wailing sirens, large burning building, screaming mob, etc.

TABLE XII-2

SUMMARY OF 1998 SUBJECT MATTER EXPERT PANEL  
RATINGS OF HEARING RELATED TASKS

	SPEECH COMPREHENSION	SOUND LOCALIZATION	SOUND DETECTION & RECOGNITION
MOST COMMON TASKS	Radio transmissions and face-to-face conversations, most often amidst noise	Localizing sound while driving in alleys, on bike patrol, and wearing headgear	Recognizing sounds to investigate while on foot or in vehicle (e.g., alarms, approaching vehicles)
MOST IMPORTANT TASKS	Understanding dispatcher transmission against background noise; understanding communication from portable radios.	Localizing sound in patrol vehicle and on foot; determining direction of oncoming vehicles	All tasks were important as in 1984 (e.g., identifying alarms, someone running from behind, changes in patrol car sounds, identify approaching vehicles)
MOST COMMON CRITICAL INCIDENTS	Talking to driver beside freeway; radio communication while on patrol, communicating with suspect/ other officers.	Footsteps of suspects, vehicle sounds, rustling sounds, gunshot/projectile impact sounds.	Running sounds, breaking branches, etc. while chasing suspects; voices, slaps etc. during domestic violence calls.
COMMON BACKGROUND NOISES DURING CRITICAL INCIDENTS	Crowd noises; radio transmissions; vehicle traffic; helicopters and aircraft.	Vehicle traffic; radio transmissions; sirens.	Vehicle traffic; radio transmissions; neighborhood noises; helicopters and aircraft.

TABLE XII-3: DISTRIBUTION OF BACKGROUND NOISE LEVELS FOR PATROL DUTIES

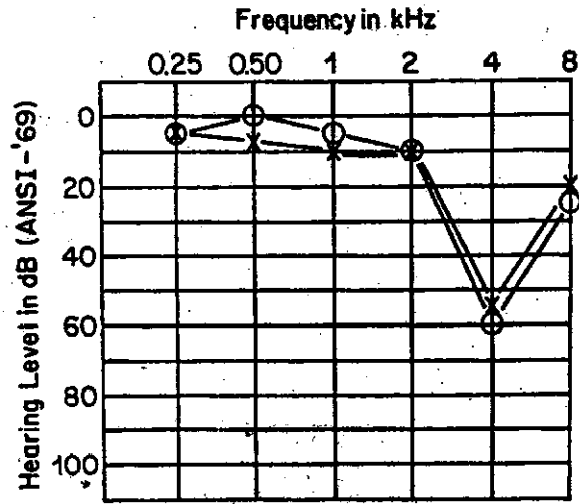
Patrol Duty	Noise level: 70-75 dB(A) 75-80dB(A) 80-85 dB(A) >85dB(A)			
	Percentage of sampling time			
Inside LAPD patrol vehicle on routine activities	35%	10%	0%	0%
Outside LAPD vehicle during emergency response situation with ambulance and crowds present	54%	28%	6%	6%
Inside CHP vehicle on interstate freeway with radio communications and traffic noise	11%	6%	16%	8%
Outside CHP vehicle along side of freeway during response to an accident at rush hour	0%	28%	59%	13%

Source: House Ear Institute data.

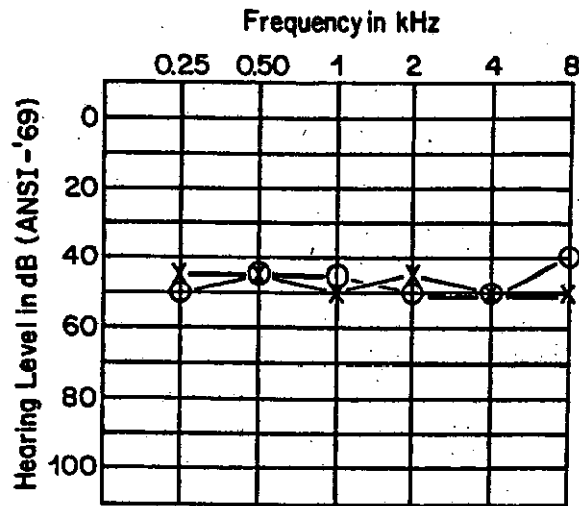
TABLE XII-4: EXPECTED SPEECH COMPREHENSION AT VARIOUS BACKGROUND NOISE LEVELS AND DIRECTIONALITY FOR PERSONS WITH NORMAL HEARING

Noise Orientation	Noise level: 70-75 dB 75-80 dB 80-85 dB >85dB			
	Expected Speech Comprehension			
Noise in Front or Back	90%	70%	50%	<40%
Noise off to one side	100%	100%	100%	<100%

Source: House Ear Institute data based on sound-field HINT testing.  
Assumes a maximum speech level of 85 dB based on work by Pearsons, 1977.



**Figure XII-1.** An example of a high-frequency notch audiometric configuration.



**Figure XII-2.** An example of a relatively flat audiometric configuration.

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## ANALYSIS

Providing mobile Driver Simulator Training to agencies in the northern coastal areas would be more cost effective than purchasing an additional driver simulator system. Santa Rosa Center has converted a stationary driver training simulator system to a mobile platform to provide this service to Mendocino, Lake, Humboldt, Trinity and Del Norte counties. The increase from \$37,800.00 to \$86,040.00 (a difference of \$48,240.00) will pay the tuition for an additional 360 students who otherwise would have to travel a significant distance and incur travel and per diem expenses in order to receive the same training.

## RECOMMENDATION

Authorize the Executive Director to modify the existing contract with Santa Rosa Training Center to provide mobile Driver Simulator training for a maximum of 360 students in the north coast counties for FY 01-02 at a cost of \$134.00 per student. The total amount of the contract not to exceed \$86,040.00 for the period starting November 8, 2001 through June 30, 2002.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Approval of POST Training on Developmental Disabilities and Mental Illness		Meeting Date November 8, 2001
Bureau Training Program Services	Reviewed By <i>Ray A. Bray</i>	Researched By Pat Hunton
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval 10-17-01	Date of Report October 5, 2001
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 proposed training curriculum on mental illness and developmental disabilities as required by 13515.25 P.C.?

BACKGROUND

In calendar year 2000, the State Legislature enacted Penal Code Section 13515.25 (Attachment A). This section mandated POST develop a continuing education course for peace officers responding to persons with a developmental disability or mental illness. Participation is voluntary, however, the Legislature will review the number of officers attending the POST certified course to evaluate the adequacy of training.

At the January 2000 Commission meeting, approval was granted to contract for a management fellow to conduct research and facilitate the design of the curriculum. Working with experts from local and state agencies and community advocates (Attachment B), the curriculum has been completed and is being presented to the Commission for approval. At the August 2001 meeting, the Commission approved two pilot courses to validate training content and delivery. The pilots have been scheduled and will be presented to validate training content and delivery methods.

ANALYSIS

POST has developed an eight-hour classroom training curriculum and supporting field reference guide for interacting with people with a mental illness or developmental disability. The curriculum focuses training at the advanced officer level and uses a variety of media and role-plays to enhance communication and intervention skills. The curriculum includes topics mandated by 13515.25 P.C. ( Attachment C).

It is proposed that section 1081 (31) be added to Commission Regulation 1081 as indicated (Attachment D).

RECOMMENDATION

It is recommended that the Commission approve the proposed curriculum for distribution and inclusion in Commission Regulation 1081, subject to approval of the Office of Administrative Law.

**515.25 Developmentally disabled and mentally ill persons; law enforcement interaction; training course**

- (a) The Commission on Peace Officer Standards and Training shall, on or before June 30, 2001, establish and keep updated a continuing education classroom training course related to law enforcement interaction with developmentally disabled and mentally ill persons. The training course shall be developed by the commission in consultation with appropriate community, local and state organizations and agencies that have expertise in the area of mental illness and developmental disability, and with appropriate consumer and family advocate groups. In developing the course, the commission shall also examine existing courses certified by the commission that relate to mentally ill and developmentally disabled persons. The commission shall make the course available to law enforcement agencies in California.
- (b) The course described in subdivision (a) shall consist of classroom instruction and shall utilize interactive training methods to ensure that the training is as realistic as possible. The course shall include at a minimum, core instruction in all of the following:
- (1) The cause and nature of mental illnesses and developmental disabilities
  - (2) How to identify indicators of mental illness and developmental disability and how to respond appropriately in a variety of common situations.
  - (3) Conflict resolution and de-escalation techniques for potentially dangerous situations involving mentally ill and developmentally disabled persons.
  - (4) Appropriate language usage when interacting with mentally ill and developmentally disabled persons.
  - (5) Alternatives to lethal force when interacting with potentially dangerous mentally ill and developmentally disabled persons.
  - (6) Community and state resources available to serve mentally ill and developmentally disabled persons and who these resources can be best utilized by law enforcement to benefit the mentally ill and developmentally disabled community.
- (c) The Commission shall submit a report to the Legislature by October 1, 2003, that shall include all of the following:
- (1) A description of the process by which the course was established including a list of the agencies and groups that were consulted.
  - (2) Information on the number of law enforcement agencies that utilized, and the number of officers that attended, the course or other courses certified by the commission relating to mentally ill and developmentally disabled persons from July 1, 2001, to July 1, 2003 inclusive.
  - (3) Information on the number of law enforcement agencies that utilized, and the number of officers that attended, the course or other courses certified by the commission relating to mentally ill and developmentally disabled persons from July 1, 2000, to July 1, 2001 inclusive.
- (d) The Legislature encourages law enforcement agencies to include the course created in this section, or any other course certified by the commission relating to mentally ill and developmentally disabled persons, as part of their advanced officer training program.
- (e) It is the intent of the Legislature to reevaluate, on the basis of its review of the report required in subdivision (c), the extent to which law enforcement officers are receiving adequate training in how to interact with mentally ill and developmentally disabled persons.

## SUBJECT MATTER EXPERTS

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Dianne **WOLFE**, R.N., M.S.  
Critical Focus

**Police Response to People with a  
Mental Illness or Developmental Disability**

**Topical Outline**

1. Cause and Nature of Mental Illness and Developmental Disabilities
2. Indicators of Mental Illness and Developmental Disabilities
3. Verbal Intervention Strategies
4. Responding to Violent Subjects
5. Alternatives to Lethal Force
6. Community and State Resources

**ADDITION TO COMMISSION REGULATION 1081**

- (31) Responding to Mental and Developmental Disabilities  
8 Hours  
(Penal Code section 13515.25)

- (A) Cause and Nature of Mental Illness and Developmental Disabilities
- (C) Indicators of Mental Illness and Developmental Disabilities
- (E) Verbal Intervention Strategies
- (F) Responding to Violent Subjects
- (G) Alternatives to Lethal Force
- (H) Community and State Resources

\*This training was not mandated for peace officers, however, the Commission was mandated to develop the curriculum.

A compliance percentage of 80 percent, i.e., at least 80 percent of an institution's full-time and part-time instructors, is recommended as an appropriate minimum qualifying percentage for formal institutional recognition. Eligible academies would have to apply to POST to receive recognition.

Costs for implementing this recognition program will be nominal in the respect that only basic academies would be eligible to participate. If and when all 40 academies became eligible, the cost would be \$6,861, which would be spread over a period of years as the program implemented incrementally.

**RECOMMENDATION:**

Approve implementation of the described recognition program.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

<b>COMMISSION AGENDA ITEM REPORT</b>		
<b>Agenda Item Title</b> Proposed Recognition Program for Basic Academies Using POST-Trained Instructors		<b>Meeting Date</b> November 8, 2001
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>[Signature]</i> Ray Bray	<b>Researched By</b> Mike Hooper
<b>Executive Director Approval</b> <i>[Signature]</i> Kenneth J. O'Brien	<b>Date of Approval</b> 10-17-01	<b>Date of Report</b> October 15, 2001
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUE**

Should POST provide recognition for institutions that meet POST instructor training requirements?

**BACKGROUND**

The Commission has established a long range goal of requiring the certification of all instructors who teach in POST-certified training courses. The strategy adopted by the Commission has been to establish voluntary instructor training and certification programs and incrementally make mandatory training for particular instructors when feasible.

Recognition of presenters who use POST-certificated instructors was one of the steps in the 12-step POST Plan for Instructor Certification, which was approved by the POST Commission at its April 2000 meeting. It was believed that formal recognition would both motivate and reward presenters, and their staff, who demonstrate commitment to instructional quality control. The Instructor Standards Advisory Council is the broad-based advisory council dedicated to implementation of the Plan for Instructor Certification. The Council includes representation from the following: agency-based academies, college-based academies, California Academy Directors Association, California Association of Police Training Officers, California Organization of Police and Sheriffs, California Police Chiefs Association, California Peace Officers Association, California State Sheriffs Association, Master Instructors, and perishable skills experts.

**ANALYSIS**

The recognition program has been discussed in depth by the Instructor Standards Advisory Council. It is the consensus that both the training institution and instructor should be recognized and that for the short term the program should be limited to the Voluntary Basic Course Instructor Certification Program. This is the only program that currently has a certification protocol in place. POST should provide economic support for the recognition program.

Institutional recognition may include asterisked acknowledgment in course listings within the *POST Catalog of Certified Courses*, on the POST web site, and on all course flyers. Also, it is recommended that POST issue a plaque, which should be kept current through issuance of date bars as appropriate. Qualifying instructors should receive an emblematic pin. Costs are itemized on the attached fact sheet.

**Estimated Program Costs:**

Following are costs for individual plaques and pins:

Plaques

"8 x 10" institutional plaques (similar to POST Command College plaques)  
purchased in lots of 20.....\$25.00 each

Date bars (inserted on plaques as academies certified/recertified)..... 1.50 each

Pins

Pins for instructors, five-color, in quantities of 100..... 2.10 each

(Pins in quantities of 250)..... (1.80 each)

Pin die fee (one-time charge)..... 50.00

Logo

Superimposing a POST logo for courses (within the web-posted Catalog of Courses) presented by a compliant institution would amount only to the time expended by a POST employee in appending logos. The expense would be nominal.

\*\*\*\*\*

Following is a projected program cost based upon the participation of all 40 basic academies:

Plaques and date bars, 40 . .....	\$1,060
Pins, 3,195 .....	<u>5,801</u>
(Based upon survey returns from 32 of 40 academies, and then extrapolation to "40")	Total \$6,861



## FACT SHEET

### Key Terms:

#### Certification

*Certification.* Meeting the minimum standards for instructor development training specified in Guidelines and Curriculum for the Voluntary Basic Course Instructor Certification Program. The guidelines detail a 32- to 40-hour curriculum that entails 24 hours of instruction in core instructional competencies and 8 to 16 hours for competency verification (via the standard *Competency Verification Checklist*).

Certification may also be achieved via an equivalency process. Equivalency may be satisfied by (1) presentation of proof of prior completion of at least 24 hours of instructor development training, (2) completion of a tutorial on the basic course instruction system, learning domain workbooks, and adult learning basics, and (3) demonstration of competency (via the *Competency Verification Checklist*).

All persons completing the full Voluntary Basic Course Instructor Certification Program or the equivalency process receive serialized certificates. Certificates must be renewed every three years by satisfying two requirements: delivering at least 24 hours of instruction within 3 years and providing evidence of continued professional development experience within 3 years..

#### Instructional Staff

*Full-Time Instructor.* An individual who is assigned full-time, as determined by the respective local authority, to academic duties. The number of hours constituting "full-time" varies among institutions, as do the tasks comprising the instructional work load.

*Part-Time Instructor.* In the context of a non-agency-based academy, "part-time" status is accorded someone who performs academic duties less than 60 percent of the time a full-time instructor would.

For agency-based academies, "part-time" status extends to any agency employee who teaches blocks of instruction in the agency's academy, regardless of duration.

*Technical Specialist.* A person who instructs only occasionally on a highly specialized subject and who has unique qualifications in the subject area. These specialists may include physicians, social scientists, psychologists, public administrators, coroners, forensics experts, etc.

NOTE: "Technical specialists" would not be included in calculations for the qualifying percentage for recognition status since technical specialists are exempt from the certification requirement (though they are subjected to classroom auditing via the *Competency Verification Checklist*).

### Quarterly Report on Strategic Plan Implementation

The Committee received a report that describes progress to implement the Strategic Plan. Staff reported that a public hearing is scheduled for the November 2001 Commission meeting concerning a proposal to increase the Continuing Professional Training (CPT) requirement to 40 hours every 24 months. The work on the CPT requirement is in response to Objective A.2. Staff recommended deferring the public hearing to a meeting in 2002 to provide time to assess the effect of POST's limited fiscal resources, possible cutbacks in training resources, reduction in training activity within agencies, and the priority and demand for training related to terrorism.

Following discussion, the Committee directed staff to keep the public hearing on the agenda for the November 2001 Commission meeting (Motion-Sampson, Second-Cobb) and accepted the report.

### Proposed Revisions to the Basic Course Waiver Process and POST Requalification Course

Staff reported on the proposed changes to Commission Regulation 1008, and Procedures D-10 and D-11. The changes will simplify the evaluation of prior training, add new requirements for the evaluation of prior training, continue testing in lieu of requalification training, and revise the requalification training course.

Following discussion, the Committee accepted the report and directed staff to present the proposed revisions to the Commission at the November 2001 meeting (Motion-Flannagan, Second-Fox).

### Report on Basic Criminal Investigation Training

Staff reported on the research concerning the need for a 24-hour basic criminal investigation training course that would provide an alternative to the 80-hour, ICI core course. The suggestion for the course came from a graduate of the Master Instructor Development Program (MIDP). Staff reported that a variety of basic criminal investigation training courses are certified and available, and that a "hybrid" course does not appear to be necessary.

Following discussion, the consensus of the Committee was to accept the report and to direct staff to cease further work on this issue. Staff agreed to inform the MIDP student.

### Report on the Proposed Ethics Symposium

Staff was previously directed to submit a proposal to the Long Range Planning Committee in December 2001 concerning an Ethics Symposium for first level supervisors and field training officers. This report briefly described the potential cost and staff resources that would be required to present the symposium and the ethics telecourse that was released in July 2001.

October 19, 2001

TO: POST Commissioners

From: Bill Kolender, Chairman  
Long Range Planning Committee

Re: REPORT OF THE LONG RANGE PLANNING COMMITTEE

The Committee met at the San Diego Sheriff's Department, on October 12, 2001, at 10:00 a.m. Present were Commissioners Kolender, Cobb, Flannagan, Fox, Lopez, and Sampson. Commissioner Baca was absent. Captain Skip Murphy, San Diego Sheriff's Department attended as a visitor. POST staff present included Ken O'Brien, Mike DiMiceli, and Hal Snow.

The Committee received reports from staff on the following issues:

Status of Racial Profiling Training Course Development

Staff reported on the progress to develop the racial profiling training course that is required by Penal Code Section 13519.4, and the relationship of staff, the advisory curriculum committee, and the Governor's Panel. Staff recommends: a) the proposed training course be presented to the Long Range Planning Committee at the December 2001 meeting; b) the training course be presented and evaluated as a pilot in early 2002; and c) the completed training curriculum be presented to the Commission for approval at the January 2002 meeting.

Staff reported that this timeline will not meet the January 1, 2002 deadline for the training that is required by the law, but the timeline is necessary for the continuing discussion about the training between POST staff and the Governor's Panel.

Following extensive discussion, the consensus of the Committee was to accept the staff report and approve the timeline for development of the training course.

Status Report-Integrating Leadership, Community Oriented Policing, and Ethics Throughout the Regular Basic Course

Staff provided a progress report on the project to integrate the principles and competencies of leadership, ethics, and Community Oriented Policing throughout the entire Basic Course curriculum.

The Committee accepted the report.

Following the discussion, the consensus of the Committee was to direct staff to suspend further work on the symposium. In addition, the Committee asked for a report from staff in early 2002 concerning the progress of work to include ethics in other appropriate training courses. The report should identify the types of courses, the audience for each course, and the priority for adding ethics to the curriculum.

#### Report on POST's Financial Support of the California Image Coalition

The staff report describes the Commission's support of the Image Coalition and addresses the request for additional support to underwrite the development of video public service announcements.

Following the discussion, the consensus of the Committee was that staff should not produce or underwrite the production of videos or video public service announcements for the Image Coalition. The Committee suggested POST staff consider, if asked, the reproduction and mass distribution of videos produced by the Coalition.

#### Report on Anti-Terrorism Training Needs Assessment

The report described the statewide training needs assessment concerning terrorism that has been underway since late September. Senior Consultant Lou Madeira is the project manager. The needs assessment includes the review of available training, the collection of information from agencies statewide, and discussions with members of the Executive Advisory Group for the California Anti-Terrorism Information Center, and staff of local, state, and federal agency. A chart depicting the initial identification and organization of training needs and categories was included in the report.

Following the discussion, the consensus of the Committee was to direct staff to continue the work and to report on progress regularly to both the Committee and the Commission. The Committee complimented Senior Consultant Lou Madeira on his work thus far.

#### Recognition Program for Presenters Using POST-Trained Instructors

The report described a proposed recognition program for basic academies that participate in the Instructor Certification Program and use an instructional staff at least 80% of which are certified by POST.

Following discussion, the consensus of the Committee was that the relatively small costs of the program would be paid over more than one year and development of the program should continue. The Committee directed staff to present the report to the Commission at the November 2001 meeting.

#### Old Business

Mike DiMiceli reported the staff analysis of the issues related to contracts for training equipment requested by Commissioner Lopez will be presented to the Committee at the December 2001 meeting.

Future Committee Meeting

The Committee will meet on Friday, December 14, 2001, at 10:00 AM, at the Long Beach Police Officers' Association, 2865 Temple Avenue, Long Beach.

Adjournment

The meeting adjourned at 12:30 pm

- L. Old and New Business
- Election of Officers (for 2002)

M. Next Meeting

Wednesday, January 16, 2002  
Holiday Inn, Riverside

N. Adjournment

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*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.*



POST Advisory Committee Meeting  
Wednesday, November 7, 2001  
Holiday Inn Northeast, Sacramento  
5321 Date Avenue  
Sacramento, CA 95841  
(916) 338-5800

## AGENDA

Gray Davis  
Governor.

Bill Lockyer  
Attorney General

9:00 A.M.

- |   |         |
|---|---------|
| A. Call to Order and Welcome  | Chair   |
| B. Introductions  |         |
| • Advisory Committee  |         |
| • Commissioners   |         |
| • Audience  |         |
| C. Flag Salute  |         |
| D. Moment of Silence Honoring Peace Officers Killed in the Line of Duty |         |
| E. Roll Call  |         |
| F. Announcements  | Chair   |
| G. Approval of Minutes of August 15, 2001 Meeting                       | Chair   |
| H. Scheduling for Review of Governor's Awards Nominations               | Chair   |
| I. Review of Commission Meeting Agenda and Advisory Committee Comments  | Chair   |
| J. Advisory Committee Member Reports                                    | Members |
| K. Commission Liaison Committee Remarks                                 | Members |



Scott, Michael - California Organization of Police and Sheriffs (COPS)  
Waters, Al - California Coalition of Law Enforcement Associations (CCLEA)  
Williams, Woody - California Peace Officers' Association (CPOA)

Members Absent:

Gurney, John - California Police Chiefs' Association (CPCA)  
Redding, Sandra - California Highway Patrol (CHP)

Commission Members Present:

Bill Kolender, Chairman  
Patrick Boyd  
Marc Cobb  
Joe Flannagan  
Jim Fox  
Monty Holden  
Arthur Lopez  
Rana Sampson

**INTRODUCTIONS**

Members of the audience introduced themselves.

**ANNOUNCEMENTS**

Hal Snow asked Advisory Committee members to sign the attendance roster and to update information on the Advisory Committee roster.

**APPROVAL OF THE MINUTES OF THE MAY 9, 2001, POST ADVISORY COMMITTEE MEETING**

**MOTION** - del Campo, second - Williams, carried unanimously to approve the minutes of the May 9, 2001, meeting. Leonard Geise abstained.

**POST BUDGET UPDATE**

Executive Director Ken O'Brien provided a POST Budget update. Ken stated that POST's overall fiscal outlook remains unsettled and recommended that the following items which were deferred to this meeting from the May meeting be further deferred. Included are the following: 1) Contract for Instructional Design of the Field Training



# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

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## POST Advisory Committee Meeting Minutes

Wednesday, August 15, 2001  
Doubletree Hotel  
222 North Vineyard  
Ontario, CA 91764  
(909) 937-0900

Gray Davis  
Governor

### CALL TO ORDER

Bill Lockyer  
Attorney General

The meeting was called to order at 9:01 a.m. by Chairman Leisha Lekawa. Leisha welcomed everyone and introduced POST Commissioners. Leisha invited everyone to attend a social event to be held that evening which was hosted by the Women Peace Officers' Association. In addition, Leisha welcomed and introduced new Advisory Committee member Leonard Geise and presented him with a POST badge.

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

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 Larry Estes, Lieutenant, Butte County Sheriff's Department
- o Bill Hunter, Deputy, Butte County Sheriff's Department
- o Michael Linen, Jr., California Highway Patrol (CHP)

### ROLL CALL AND SPECIAL INTRODUCTIONS

#### Members Present:

Bernard, Alex - Peace Officers' Research Association of California (PORAC)  
Byrd, Charles - California State Sheriffs' Association (CSSA)  
Cleaver, Norman - California Academy Directors' Association (CADA)  
del Campo, Ph.D., Phil - Public Member  
Enquist, Marvin - California Justice Educators' Association (CAAJE)  
Geise, Leonard - Public Member  
Lekawa, Leisha - Women Peace Officers' Association (WPOA)  
Otto, Kevan - California Specialized Law Enforcement  
Reid, Mike - California Association of Police Training Officers (CAPTO)  
Ruelas, Ed.D., Leo - California Community Colleges

The remainder of the agenda was discussed, including the presentation of a Resolution to Assistant Executive Director Glen Fine, of POST staff, who would be retiring after serving at POST for 31 years.

## **ADVISORY COMMITTEE MEMBER REPORTS**

### Peace Officers' Research Association of California (PORAC)

Alex Bernard reported that the PORAC training committee is preparing the training schedule for 2002. Additionally, Alex noted that PORAC will hold its Annual Conference in Reno, Nevada on November 15-18 and informed members that extra brochures describing the event were available.

### California Peace Officers' Association (CPOA)

Woody Williams reported that CPOA is preparing for the trade show which will be held in Ontario in September.

### California Academy Directors' Association (CADA)

Norm Cleaver told the group that CADA is "raising the bar" in some of the testing that will interface with the Testing Management System (TMAS) project. Norm noted that Al Avila, of Santa Maria, is the new CADA president and that the next Academy Directors' meeting will be held in Ontario in September.

### California Justice Educators' Association (CAAJE)

Marv Engquist informed committee members that the CAAJE Board of Directors would be meeting soon.

### California Organization of Police and Sheriffs (COPS)

Michael Scott complimented POST staff on the presentation of the Recruitment Symposium and specifically commented on the excellence of the keynote speakers. Additionally, Michael thanked those who had attended the COPS reception the prior evening.

### California Coalition of Law Enforcement Associations (CCLEA)

Al Waters commended POST staff on the outstanding Recruitment Symposium.

Course, 2) Contract for Basic Course Student Workbook Updates, 3) Contracts for Presentation of the revised Supervisory Course, and 4) Backfill Reimbursement for Dispatchers.

Ken also provided information concerning the passing of the State Budget and its affect on POST monies. Ken noted that the 14 million dollars POST received from the driver training fund have been transferred to the State General Fund, and the two million dollars previously allotted for the Museum of Tolerance must be paid by POST this upcoming fiscal year. Additionally, five million dollars have been transferred from the POST reserve fund to the Office of Criminal Justice Planning (OCJP) to support the development of training facilities for the counties of Los Angeles, Orange, and Sacramento. Also, POST monthly revenue projections to the Peace Officer Training Fund have fallen short.

As a result of these critical circumstances, Ken stated that he had contacted Darius Anderson who directly approached the Governor with POST's concerns. The Governor and the Department of Finance have assured POST that funding will be made available for the upcoming year; however, no new programs can be generated nor will any programs be enhanced.

Ken added that he will submit a nine-million Budget Change Proposal to the Commission for approval so POST can create reserve funding. In the meantime, Ken said he will recommend to the Commission that POST adopt a cautious posture with regard to new spending proposals.

#### **REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS**

Committee members discussed, at length, "Item G" - *Authorization to Implement Phase One of the Testing Management System (TMAS) to Replace the POSTRAC Testing System* (Internet-based testing and tracking system). Included under this request for approval are the following:

1) procure the services of a TMAS Program Manager using the CMAS process in an amount not to exceed \$218,000, 2) procure the services of a Design System Integration Specialist using the CMAS process in an amount not to exceed \$210,000, and 3) contract with an entity to be determined by the competitive bid process for the purchase of testing software and training support in an amount not to exceed \$493,000.

**MOTION** - Cleaver, second - Williams, carried unanimously to recommend to the Commission to approve Authorization to Implement Phase One of the Testing Management System to Replace the POSTRAC Testing System.

funded the Image Coalition Web page. Tom encouraged those present to access the Web page at [www.calpoliceimage.org](http://www.calpoliceimage.org) which is getting roughly 180 hits per week from places as far away as Australia and Spain.

Additionally, Tom said that reporters have shown interest in the Image Coalition in the last several months and have written some outstanding articles for Inland Empire newspapers; one reporter attended a meeting, took photographs, and wrote an excellent article describing the goals of the Image Coalition.

Tom commended current Chair, Captain Katie Roberts of the Ontario Police Department, for her work on the Image Coalition committee and noted that she will be the Chair for the upcoming year also.

Tom also added that Katie has been instrumental in developing PSA's with some notable individuals including actor Jackie Chan, and former singer Bobby Sherman who is now a reserve in the San Bernardino Police Department; Katie is also exploring the possibility of using sports figures for the PSA's.

#### Chairman's Comments

Leisha Lekawa commended Tom, Joe Flannagan, and Katie Roberts for their efforts on the Image Coalition committee. Leisha also noted that Tom will no longer serve on the committee.

Leisha also commended Alan Deal and Lori Lee for the phenomenal success of the Recruitment Symposium.

Leisha, on behalf of the committee members, told Norm Cleaver they were pleased to learn that he had been reappointed to the Advisory Committee for another term.

#### **COMMISSION LIAISON COMMITTEE REMARKS**

Commissioner Marc Cobb thanked Michael Scott and Monty Holden for hosting the COPS reception the previous evening and stated that the event provided an opportunity for Advisory Committee members and Commissioners to associate in a less formal setting.

Commissioner Joe Flannagan told the group that the PORAC Board of Directors met two weeks prior and selected Alex Bernard as the appointee to the Advisory Committee.

Commissioner Pat Boyd commented that he was impressed with the Recruitment Symposium and the material that he was able to share with members in his agency responsible for recruiting. Commissioner Boyd also noted that he was able to utilize negotiation techniques introduced at the Symposium.

California Association of Police Training Officers (CAPTO)

Mike Reid informed the group that he had copies of the July CAPTO newsletter available for those interested.

California Community Colleges State Chancellor's Office

Leo Ruelas reported that the Chancellor's Office has lost funding in the amount of five million dollars for the equipment support project. Leo also stated that the Chancellor's Office is collaborating on projects with POST, the Fire Marshal's Office, the Department of Corrections, and community colleges, and two projects have received augmentations of \$50,000 each. Leo requested that newly promoted Assistant Director Dick Reed comment on the two projects receiving the augmentation because Dick was part of the leadership that made the projects possible.

Dick Reed reported on the Leadership and Ethics Grant project funded through the Chancellor's Office and the intention to seek additional funds to expand instructor training for this program once the pilot is completed. Pilot presentations will be given at Santa Rosa College, Alan Hancock College, and the Ben Clark Training Center in Riverside. Dick also referenced the Instructor Training Grant project being developed for the second year by the South Bay Regional Consortium. The grant will culminate in an Instructor Training Symposium which will be presented on February 25-27, 2002, at the Burbank Hilton.

Women Peace Officers' Association (WPOA)

Leisha Lekawa noted that WPOA would be meeting later in the month in Hillsborough. Leisha also reported that the conference with CPOA was a great success. Leisha mentioned that she has been asked to participate as Vice Chair of the CPOA Women in Policing Committee; CPOA and WPOA are partners in this effort.

California Image Coalition (Tom Hood)

Tom Hood reported that the last Image Coalition Meeting was held on July 19 in Ontario. Tom was pleased to report that attendance and productivity were both up. In addition, Tom stated that members of the California Association of Highway Patrolmen (CAHP) agreed to allow the Image Coalition to collect donations and to put that money in the CAHP, tax-exempt account; Mark Muscardini, president of the CAHP, serves as a member on the Image Coalition Committee and was influential in bringing this about. This funding will be helpful in assisting in the cost of printing brochures, etc., and, more specifically, reimbursing Joe Vargas of the Anaheim Police Department who graciously

**NEXT MEETING**

Wednesday, November 7, 2001  
Holiday Inn - Northeast in Sacramento

**Adjournment** 10:45 a.m.

Respectfully submitted,

*Karen Hightower*

Secretary

This proposal restores some of the lost funds and provides for a \$6 million reserve.

- (2) Support Adjustment - 0 PY - \$379,000  
Provide an augmentation in the Support budget to provide adequate funding to offset increased salary savings, travel agency service fees, and rent.
- (3) Contracts Cost Increase Adjustment - 0 PY - \$1,300,000  
Though cost-of-living budget increases have not been granted, the fact is that contract costs have continued to increase. These cost increases have been absorbed by transferring funds from the Local Assistance Item, which reduces the amount available to reimburse local agencies.
- (4) Clearinghouse Librarian - 1.0 PY - \$72,000  
The POST Clearinghouse Librarian is currently a limited term position which will expire on 6/30/02. Due to the constant timely and critical workload, this position is requested on a permanent basis.
- (5) Graphic Designer - 1.0 PY - \$71,000  
This request will add a Graphic Designer III to be responsible for the overall look and design of POST's printed materials and web-based publishing.

GRAND TOTAL : \$11,183,000

GRAND TOTAL PY'S : 2.0

E. Explanation of Contracts Process

At its July meeting, Finance Committee members made inquiry as to how contract providers are selected and what rules govern the letting of State contracts. POST regulations, laws, Commission policy and past practices will be presented in a report to the Finance Committee. Printed backup material will be provided at the meeting.

F. Review of New Expenditure Items on the Regular Commission Agenda

Routinely, the Committee reviews matters on the regular agenda that have a fiscal impact and make recommendations to the full Commission.

**Item I** - Extension of Contract for POST Proficiency Exam Services      \$54,733.65

**Item K** - Modification of Training Contract for Santa Rosa  
Center's Driver Training Mobile Simulator      \$48,240.00

FINANCE COMMITTEE MEETING

November 7, 2001 - 2:00 P.M.

Holiday Inn - Northeast

5321 Date Avenue

Sacramento, CA 95841 - 2597

(916) 338-5800

AGENDA

COMMITTEE MEMBERS

James Fox, Chairman  
Patrick Boyd  
Bud Hawkins  
Monty Holden  
Art Lopez  
Rana Sampson  
Laurie Smith

A. CALL TO ORDER

B. POST's Current Year Revenue and Expenditure Status

The Committee will review budgeted and actual revenues as well as training volumes for the First Quarter 2001/2002. The First Quarter financial report is Item B.2 on the Consent Calendar.

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

C. Proposals for Addressing a Projected Budget Shortfall

Staff have been developing proposals for the Finance Committee's consideration that will address the current year projected budget shortfall. A list of alternatives and staff's recommendation(s) will be provided at the meeting.

D. Status Report on Budget Change Proposals (BCP's) Submitted to the Department of Finance

Staff is now involved with the justification process with representatives of the Department of Finance. The following BCP's are under consideration:

- (1) Revenue and Reserve Restoration - 0 PY - \$9,361,000  
POST lost \$19 million from our reserve in FY 2001-02.



G. Allocation of Peace Officers Training Fund (POTF) FY 00/01.

At the October 4<sup>th</sup> and 5<sup>th</sup> Commissioners' Workshop, the Commission requested a report detailing the amount of POTF dollars reimbursed to the field, specifically reflecting the number of trainees by rank or classification, average amount reimbursed per trainee and the total amount reimbursed to each classification. A report will be presented at the meeting.

ADJOURNMENT.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

*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.*

**LEGISLATIVE REVIEW COMMITTEE**

November 8, 2001  
Holiday Inn – Northeast  
5321 Date Avenue  
Sacramento, CA 95841-2597  
(916) 338-5800



**MEMBERS**

- Laurie Smith, Chairman
- Lee Baca
- Patrick Boyd
- James Fox
- Bud Hawkins
- Monty Holden
- Bill Kolender

Gray Davis  
Governor

Bill Lockyer  
Attorney General

**AGENDA**

**9:00 A.M.**

**ATTACHMENT**

- |   |                 |
|---|-----------------|
| <p><b>A. Status of Legislation of Interest to POST</b></p> <p>See attached</p>  | <p><b>A</b></p> |
| <p><b>B. Status of Effort to Seek Legislation in Support of Permanently Increasing POST's Portion of the POTF</b></p> <p>See attached.</p>  | <p><b>B</b></p> |
| <p><b>C. Minutes of Meeting of Law Enforcement Representatives Hosted by Senator Bruce McPherson on October 2, 2001 to Discuss the Needs of Law Enforcement Related to Anti-Terrorism</b></p> <p>See attached</p> | <p><b>C</b></p> |



<b>Bill #</b>	<b>Subject</b>	<b>Status</b>
AB 687 (Thomson)	<p><b>Emergency Medical Services: Trauma Care Systems:</b> Currently POST receives an annual transfer of \$14 million from the Driver Training Fund to the POST Budget. These funds are used for a number of critical ongoing police training programs. This bill deletes the Driver Training Fund and replaces it with the Emergency Medical Services and Trauma Care Fund. This action could result in the loss of \$14 million in POST revenues.</p> <p><i>Commission Position: No Position</i></p>	No Longer Pertains to POST
AB 758 (Maddox)	<p><b>Peace Officers: Spinal X-Rays:</b> Existing law defines personnel records for peace officers. This bill would require any peace officer, as specified, who is hired by a city, county, or city and county, to have a spinal x-ray at the time of hiring at the expense of the city, county, or city and county. The x-ray shall become a part of the permanent record of the peace officer.</p> <p><i>Commission Position: Neutral</i></p>	Two-Year Bill
AB 882 (Cedillo)	<p><b>Peace Officers:</b> This bill would provide that persons found or adjudged guilty of a felony, and persons adjudged or found guilty of an offense punishable as a felony or misdemeanor if either (1) the sentence imposes punishment other than imprisonment in the state prison, or (2) the court grants probation without imposition of sentence and declares the offense to be a misdemeanor, are prohibited from holding office or being employed as a peace officer.</p> <p>This bill would eliminate the Commission's power to withdraw or revoke certificates. It would limit the Commission's authority to cancel certificates to those situations in which a certificate was obtained as the result of misrepresentation, fraud, or an administrative error. This bill would also prohibit the Commission from following existing regulations for the revocation or withdrawal of certificates and from issuing any new regulations that provide for the revocation or withdrawal of certificates.</p> <p>This bill would establish that certificates of the Commission shall be considered professional certificates. It would require the Commission to enter a notation in the Commission's training record whenever a person holding a certificate is determined to be disqualified from holding office or being employed as a peace officer on the grounds of having committed a specified offense.</p> <p><b>(Continued on Following Page)</b></p>	Two-Year Bill

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

### 2001 Status of Active Legislation of Interest to POST

(Revised October 18, 2001)

(Note: Text in bold indicates new bills added to list or different bill status since last revision)

<u>Bill #</u>	<u>Subject</u>	<u>Status</u>
AB 155 (Lowenthal)	<p><b>Commission on Peace Officer Standards and Training:</b> Existing law provides that the Commission on Peace Officer Standards and Training consists of 14 members appointed by the Governor. Four members are peace officers of the rank of sergeant or below. This bill would increase the size of the Commission to 15 members appointed by the Governor by adding one additional member from the rank of sergeant or below.</p> <p><i>Commission Position: Neutral</i></p>	Two-Year Bill
AB 204 (Lowenthal)	<p><b>Driver Training:</b> Currently, POST receives an annual transfer of \$14 million from the Driver Training Fund. The bill would transfer the amount of money transferred monthly from the State Penalty Fund to the Driver Training Penalty Assessment Fund from the Driver Training Penalty Assessment Fund to the General Fund and would appropriate annually the amount so transferred in each fiscal year from the General Fund to the State Department of Education for the purposes of, solely and exclusively, providing driver training instruction in the public schools. Passage of this bill could result in a \$14 million reduction in POST revenues.</p> <p><i>Commission Position: Oppose</i></p>	Two-Year Bill
AB 355 (Havice)	<p><b>Peace Officers: School Resource Officer Training:</b> This bill would require the Commission to develop a course, before January 1, 2002, for school police personnel and peace officers assigned to school resource officer duties. The course would cover specified topics related to the position of school resource officer. Specified school police personnel and peace officers assigned to work in schools, hired after January 1, 2002, would be required to complete the course.</p> <p><i>Commission Position: Neutral</i></p>	Senate Appropriations Committee - Suspense File
AB 376 (Chavez)	<p><b>Public Safety Officers: Peer Support Program:</b> This bill would require the Commission on Peace Officer Standards and Training to develop peer support training, as specified.</p> <p><i>Commission Position: Neutral</i></p>	No Longer Pertains to POST

<b>Bill #</b>	<b>Subject</b>	<b>Status</b>
SB 173 (Poochigian)  Two-Year Bill	<p><b>Peace Officers: Reserve Officer Training:</b> Existing law requires the Commission on Peace Officer Standards and Training to annually allocate from the Peace Officers' Training Fund to each city, county, and district, as specified, for training expenses of full-time regularly paid employees of eligible agencies from the city, county, or district. This bill additionally would include reserve officers as persons to whom these training expenses apply.</p> <p><i>Commission Position: Oppose</i></p>	Two-Year Bill
SB 485 (Committee on Public Safety)	<p><b>Public Safety:</b> Under existing law, specified reserve officers have the powers of a peace officer upon compliance with certain conditions that include, among other things, completion of the basic training course for deputy sheriffs and police officers prescribed by the Commission on Peace Officer Standards and Training. Existing law imposes upon the Commission specified requirements for implementing this provision. Among these requirements is the development of a supplemental course for existing level I reserve officers desiring to satisfy the basic training course for deputy sheriffs and police officers. This bill would delete this requirement.</p> <p><i>Commission Position: Support</i></p>	<b>Chaptered No. 473</b>
SB 780 (Ortiz)	<p><b>Protection of the Exercise of Constitutional Rights:</b> This bill would implement State laws defining anti-reproductive rights crimes and associated penalties. This bill would require POST to develop a telecourse outlining the provisions of this new law and make it available to the field.</p> <p><i>Commission Position: Neutral</i></p>	<b>Chaptered No. 899</b>
SB 911 (Alarcon)	<p><b>Tribal Justice:</b> This bill would state the Legislature's findings and declarations with respect to crime and law enforcement within Indian country. This bill would require that all law enforcement officers in the state receive training regarding tribal issues by taking courses on tribal issues by taking courses on tribal issues developed by the Commission on Peace Officer Standards and Training in collaboration with various state agencies that deal with tribal issues.</p> <p><i>Commission Position: Oppose, unless amended</i></p>	Two-Year Bill
SB 1211 (Romero)	<p><b>Peace Officers: Interrogations:</b> This bill would provide that, except as provided, where a peace officer has questioned a suspect who is in custody after that suspect has invoked his or her right to remain silent or right to have an attorney present, the suspect's statement and evidence derived from that statement would not be admissible into evidence or otherwise used by the prosecution for any purpose at the suspect's preliminary hearing, grand jury proceeding, trial, or sentencing.</p> <p><i>Commission Position: Neutral</i></p>	<b>Assembly Floor - Third Reading File</b>

<u>Bill #</u>	<u>Subject</u>	<u>Status</u>
AB 882 (Cedillo)	<p><b>Peace Officers: (Continued)</b></p> <p>The bill would require the law enforcement agency that employs, or formerly employed a person who is required to hold a certificate, or the law enforcement agency that investigates an offense to notify the Commission of a felony conviction within 30 days of the conclusion of the proceedings. The bill would authorize the Commission to reinstate a person's certificate in the event a conviction of the offense requiring ineligibility is subsequently overturned or reversed by the action of a court of competent jurisdiction.</p> <p><i>Commission Position: Neutral</i></p>	Two-Year Bill
AB 1152 (Vargas)	<p><b>Peace Officer Qualifications:</b> Existing law establishes certain minimum standards for public officers or employees declared by law to be peace officers. The minimum education requirement is high school graduation, passing the General Education Development Test at high school graduation level, or a two-year or four-year degree from an accredited college or university. This bill would provide that the education requirement may be met by passing the California School Proficiency Examination and would revise the accreditation standard.</p> <p><i>Commission Position: Support</i></p>	Chaptered No. 29
AB 1339 (Keeley)	<p><b>School Security Training: Peace Officers and Security Guards:</b> Existing law requires any school peace officer employed by a K-12 public school district, or a community college district, to complete a prescribed course of training, as specified.</p> <p>This bill would, in addition, require a peace officer assigned primarily to K-12 or community college campus, who works less than 20 hours per week, to complete that prescribed course of training, as specified.</p> <p><i>Commission Position: Neutral</i></p>	Two-Year Bill
AB 1555 (Ashburn)	<p><b>Mental Health: Peace Officers and Crimes:</b> Under existing law, various officers and employees of state and local agencies, including officers of a state hospital under the jurisdiction of the State Department of Mental Health or the State Department of Developmental Services, are classified as peace officers. Existing law authorizes these state hospital peace officers to carry firearms only if authorized and under terms and conditions specified by their employing agency. This bill would specify that these peace officers are required to complete the Regular Basic Course of training prescribed by the Commission on Peace Officer Standards and Training.</p> <p><i>Commission Position: No Position</i></p>	No Longer Pertains to POST

an opportunity to send officers to critically needed training while maintaining the field strength to provide public protection services. Backfill-approved courses include: use of force, domestic violence, child abuse, tactical communications, driver training, field training officer updates, and others .

Regional Skills Centers have been established at 23 strategic locations throughout the State, and tuition reimbursement has been extended. These Regional Skills Centers are equipped with not only state-of-the-art simulators for both driving and force option decision-making training but also for classrooms and defensive tactics equipment. Many also include behind-the-wheel driving courses and firearms ranges for live-fire proficiency training. POST maintains these centers by providing funding resources for instructional costs. These centers are one of the key providers of recently mandated perishable skills training as part of the Continuing Professional Training requirement.

A number of training programs using CD-ROM technology have been developed. Self-paced programs on domestic violence, driver training, drug identification, and first-aid/CPR have been made available to the field at no cost. Other critical programs are currently being developed to assist law enforcement professionals to train employees in a cost-effective and flexible manner.

These funds have also allowed POST to increase tuition and per diem allowances. Bringing these allowances into alignment with actual costs met a need of several years standing.

#### POST Budget Projections

A recent budget analysis by POST staff indicates that revenues from the Penalty Assessment Fund are leveling off. POST budget analysts rely heavily on revenue projections provided by the Department of Finance. These projections are carefully compared to actual revenues to determine accuracy. This allows POST management to make periodic adjustments to ensure that actual expenditures remain within the available revenues.

POST staff's budget projections differ significantly from those used by the Department of Finance. POST staff projects that lower than anticipated revenues, coupled with Legislatively mandated budget transfer from the POTF, will exhaust all reserve funds and plunge POST into a serious budget deficit. Under this scenario, serious program and administrative cutbacks may have to be considered by the Commission.

#### Recommendations

In order to ensure a secure revenue stream, staff recommends that a bill be sponsored that would amend the penal code to increase the percentage the POTF receives from the State Penalty Fund. This legislative action would increase the percentage the POTF receives from 23.99% to 31.49%. This would provide for an increase of approximately \$12 million to the POTF as an operation of law and not an annual fund-to-fund transfer. Concurrently, the bill would reduce the percentage the Driver Training Fund receives from the State Penalty Fund from 25.7% to 18.2%. Proposed bill language is attached.

## **Fact Sheet Regarding the Commission on Peace Officer Standards and Training Effort to Increase the Peace Officer Training Fund**

Funding trends related to the State's economy and a tentative funding stream have raised concerns about the overall health of the Commission budget. During the FY 2001/02 budget hearings, State budget experts felt that the Commission could weather a short-term disruption in revenue by spending down its reserves. However, differences between POST and the State projections of the POST reserve fund balance, future revenue streams, and unstable economic forecasts creates an environment where immediate action is needed to ensure the structural integrity of the Peace Officer Training Fund – POTF (i.e., the primary source of POST's budget).

### BACKGROUND

Since 1996, the POTF has received an annual transfer of \$2 million from the Driver Training Penalty Assessment Fund to support the Tools for Tolerance Program at the Simon Weisenthal Museum of Tolerance in Los Angeles. In 1998, Governor Pete Wilson increased this amount by \$12 million. This additional amount of funding provided stability in the level of training and other services provided to California Law enforcement. Combining this with the funding provided for the training from the Museum of Tolerance resulted in an annual transfer from the Driver Training Penalty Assessment Fund of \$14 million. Since 1998, Governor Gray Davis and the Legislature have supported the annual transfer of \$14 million. These "new" monies were used to develop the backfill reimbursement program, finance high-technology training applications, and bring course administrative expenditures into alignment with current costs.

Over the past three years, robust economic conditions have resulted in the POTF showing a surplus. Several efforts were made to spend down the surplus with limited success. Periodic budget augmentations were authorized from the surplus to fund specific one-time capital expenditures.

After the 2001 May Revision, the Governor's proposed POST budget kept the transfer of \$14 million from the Driver Training Fund intact. Subsequently, the Legislative Budget Conference Committee transferred the entire Driver Training Fund to the General Fund. Thus, the annual \$14 million transfer from the Driver Training Fund to the POST budget was eliminated. This legislative action has been recommended for Fiscal Year 2001/02 only, but there are no guarantees that this will not become an annual event. The Governor has expressed his desire that, in spite of revenue losses, no existing POST programs be cut or curtailed in any way.

### ISSUES

The ability of POST to meet its operational requirements is dependent upon an annual transfer of \$12 million from the Driver Training Fund. These funds have enabled POST to implement a back-fill reimbursement program, expand tuition support for law enforcement training courses, establish and maintain Regional Training Centers, and financially support a rising volume of critically needed law enforcement training programs.

The concept of backfill is to reimburse law enforcement agencies for overtime costs incurred while replacing field officers who are away from their jobs for training. This program provides



(3) Once a month there shall be transferred into the Peace Officers' Training Fund an amount equal to ~~23.99~~ 31.49 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month.

(4) Once a month there shall be transferred into the Driver Training Penalty Assessment Fund an amount equal to ~~25.70~~ 18.2 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month.

(5) Once a month there shall be transferred into the Corrections Training Fund an amount equal to 7.88 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month. Money in the Corrections Training Fund is not continuously appropriated and shall be appropriated in the Budget Act.

(6) Once a month there shall be transferred into the Local Public Prosecutors and Public Defenders Training Fund established pursuant to Section 11503 an amount equal to 0.78 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month. The amount so transferred shall not exceed the sum of eight hundred fifty thousand dollars (\$850,000) in any fiscal year. The remainder in excess of eight hundred fifty thousand dollars (\$850,000) shall be transferred to the Restitution Fund.

(7) Once a month there shall be transferred into the Victim-Witness Assistance Fund an amount equal to 8.64 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month.

(8) (A) Once a month there shall be transferred into the Traumatic Brain Injury Fund, created pursuant to Section 4358 of the Welfare and Institutions Code, an amount equal to 0.66 percent of the state penalty funds deposited into the State Penalty Fund during the preceding month. However, the amount of funds transferred into the Traumatic Brain Injury Fund for the 1996-bbb97, 1997-bbb98, and 1998-bbb99 fiscal years shall not exceed the amount of five hundred thousand dollars (\$500,000). Thereafter, funds shall be transferred pursuant to the requirements of this section.

(B) Any moneys deposited in the State Penalty Fund attributable to the assessments made pursuant to subdivision (i) of Section 27315 of the Vehicle Code on or after the date that Chapter 6.6 (commencing with Section 5564) of Part 1 of Division 5 of the Welfare and Institutions Code is repealed shall be utilized in accordance with paragraphs (1) to (8), inclusive, of this subdivision.

**PC§ 1464. State Penalty Assessment for Vehicle Violations**

(a) Subject to Chapter 12 (commencing with Section 76000) of Title 8 of the Government Code, there shall be levied a state penalty, in an amount equal to ten dollars (\$10) for every ten dollars (\$10) or fraction thereof, upon every fine, penalty, or forfeiture imposed and collected by the courts for criminal offenses, including all offenses, except parking offenses as defined in subdivision (i) of Section 1463, involving a violation of a section of the Vehicle Code or any local ordinance adopted pursuant to the Vehicle Code. Any bail schedule adopted pursuant to Section 1269b may include the necessary amount to pay the state penalties established by this section and Chapter 12 (commencing with Section 76000) of Title 8 of the Government Code for all matters where a personal appearance is not mandatory and the bail is posted primarily to guarantee payment of the fine.

(b) Where multiple offenses are involved, the state penalty shall be based upon the total fine or bail for each case. When a fine is suspended, in whole or in part, the state penalty shall be reduced in proportion to the suspension.

(c) When any deposited bail is made for an offense to which this section applies, and for which a court appearance is not mandatory, the person making the deposit shall also deposit a sufficient amount to include the state penalty prescribed by this section for forfeited bail. If bail is returned, the state penalty paid thereon pursuant to this section shall also be returned.

(d) In any case where a person convicted of any offense, to which this section applies, is in prison until the fine is satisfied, the judge may waive all or any part of the state penalty, the payment of which would work a hardship on the person convicted or his or her immediate family.

(e) After a determination by the court of the amount due, the clerk of the court shall collect the penalty and transmit it to the county treasury. The portion thereof attributable to Chapter 12 (commencing with Section 76000) of Title 8 of the Government Code shall be deposited in the appropriate county fund and 70 percent of the balance shall then be transmitted to the State Treasury, to be deposited in the State Penalty Fund, which is hereby created, and 30 percent to remain on deposit in the county general fund. The transmission to the State Treasury shall be carried out in the same manner as fines collected for the state by a county.

(f) The moneys so deposited in the State Penalty Fund shall be distributed as follows:

(1) Once a month there shall be transferred into the Fish and Game Preservation Fund an amount equal to 0.33 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month, except that the total amount shall not be less than the state penalty levied on fines or forfeitures for violation of state laws relating to the protection or propagation of fish and game. These moneys shall be used for the education or training of department employees which fulfills a need consistent with the objectives of the Department of Fish and Game.

(2) Once a month there shall be transferred into the Restitution Fund an amount equal to 32.02 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month. Those funds shall be made available in accordance with Section 13967 of the Government Code.

### What is POST doing to identify training needs related to terrorism?

- ❖ All of the above course outlines have been reviewed.
- ❖ A POST Law Enforcement Consultant (Lou Madeira) has been assigned full-time to perform a training needs assessment.
- ❖ The 10 Area Consultants have begun discussions with their law enforcement-training managers to identify training needs.
- ❖ During October, the LEC dedicated to the assessment will review all certified training, convene small groups of POST staff, agency executives, training managers, and other officials to discuss current training and future needs.
- ❖ This week the LEC will be meetings with OES, DOJ and the FBI to examine existing training, potential resources and training needs.
- ❖ The LEC will organize a meeting with representatives of the Governor's Executive Advisory Group for the new California Anti-Terrorism Information Center to establish communications between POST and that group.
- ❖ During this month, POST will identify experts and resources to determine what is needed and what is available for training.

**NOTE: It is safe to assume that experts in fields of interest associated with all aspects of training in this area are busy.**

- ❖ The primary outcome of this project will be a plan that identifies training needs, resources, and outlines the developmental work that will be required to provide the required training.

### What will occur following completion of the training needs assessment process?

- ❖ The training needs identified from the process will be prioritized, consolidated where possible and developed.
- ❖ The usual time required by POST to develop many forms of training takes **six to nine months**.
- ❖ For this training, POST will *fast track* its development through re-direction of resources.
- ❖ POST will explore (or identify) state and federal funds to support training development and delivery.

**Training Needs Assessment—Related to Law Enforcement's Response to Terrorism**  
 Roundtable Discussion convened by Senator Bruce McPherson of law enforcement  
 representatives (October 2, 2001)—Senate Members Lounge

**Assumptions:**

1. Training related to terrorism, many forms of security, intelligence gathering and response to hazardous materials incidents has been seriously impacted with the events in of September 11.
2. An increase in training related to law enforcement's response to terrorism is anticipated.
3. Some existing training will need to be updated.
4. Some training will need to be overhauled.
5. New topics will be identified requiring development of new training.
6. A thorough, methodical training needs assessment must be done. Urgency should not compromise the needs assessment process.
7. Planning for training will recognize the need for coordination of training, resources and differing roles of entities at the federal, state and local level.
8. Not every area or region of the state may have the same training needs.
9. Training will address the needs of law enforcement at every level.
10. The cost to develop the training to respond to the needs of the field was not anticipated and will require reallocation of POST resources and the identification of other sources.
11. Depending on the complexity of the training (e.g., CSTI type programs [complex, interactive, multiple scenarios, monitors, evaluators, multiple days]) POST's resources will not sufficient.

**Present Training Situation**

Over the past several years, the number of **stand-alone training courses** related to anti-terrorism has dropped from 12 to four. Some of these involve **domestic terrorism** (e.g., environmental, animal rights, anti-abortion). Of these, very few course offerings have occurred because of **diminished** numbers of students **interested** in this training.

There are **12 Skills & Knowledge** courses where there is some subject matter related to anti-terrorism. These vary in length and content.

There are only **two presenters** of the **Aviation Security Course** (Los Angeles and San Francisco) neither has offered the course this year. This course is the **basic course required** by statute for airport peace officers. The law requires these officers to attend the training within 90 days of being assigned to an airport peace officer assignment.

There is **one FAA course** offered for **supervisors and managers** that is available to law enforcement officers; however, the content of the course is almost exclusively oriented to the operation of a law enforcement agency air force. The emphasis is on operations and maintenance safety requirements.

## Personnel Needs

- Sheriff Blanas emphasized that many agencies have had to provide additional security (airports, and high-risk locations), provide immediate training and deploy people to assignments not covered by existing budget (EOD, and dog handlers). For this reason (setting training aside) the most important thing that agencies need are block grants for personnel to continue staffing these new functions.
- Some departments are impacted when their officers are called to active duty. Ted Hunt
- May be appropriate to seek reserve call up deferment for peace officers (didn't find support when considered with national security interest).
- Can reserve police officers be deployed to help? Asked by a staffer from Senator Burton's Office (Told not enough to make a difference).

## Present Situation

- First responders are ill prepared to perform first responder duties; they lack proper, adequate equipment—COPS representative and Ted Hunt
- COPS has contacted OCJP, the Legislatures (state and federal), the Attorney Generals Officers (state and federal) soliciting funding for training and equipment.
- COPS identified HR 2491 that would provide block grants for anti-terrorism training (it provides 10, \$100,000 grants).
- The Homeland Security entity will probably have some amount and capability for training and equipment funding; however, the entity is too new to provide immediate support.
- AB 443 placed legal limits on the use of facial recognition electronic equipment funding.

## Response to Needs

- Any effort to provide training, resources and funding should be coordinated.
- Fire and other emergency services providers should be involved in any planning and training development efforts.
- There should be one point of contact to coordinate funding requests, needs and administer allocation (There seemed to be a notion that the function should be coordinated at the State level; however, this was not flushed out).
- Training funding, backfill reimbursement (including other forms of reimbursement) needs to be expedited. This includes the needs to provide multiple training delivery sites to speed up the training.
- Local cities and counties need to identify their specific needs to determine the use of block grants, regardless of the source of the funding—Sheriff Laurie Smith
- Local law enforcement needs authority to use roving wiretaps.
- The need for training is immediate. The field can't wait for POST to go through some lengthy process to develop training. POST should identify training that is already available and get it to the field. Sheriff Blanas and several others

October 2, 2001

**Recap of meeting on Law Enforcement's Response to Terrorism--Roundtable Discussion convened by Senator Bruce McPherson of law enforcement representatives (October 2, 2001)—Senate Members Lounge**

Senator McPherson opened the meeting and gave an overview of his expectations for the discussions. He asked POST to discuss the issues of training (existing, future, work POST has underway and what POST will do following completion of the TNA).

There were several labor, management legislative advocates, agency training SMEs, Sheriff Blanas, Sheriff Laurie Smith, Chief Sam Spiegel, Ted Hunt, Tony Beard, Jr. (Chief Sergeant at Arms, CA State Senate), CHP, various staffers from Senators McPherson and Burton, in attendance.

There was general discussion about various issues (see topics described below). The end result as voiced by Sheriff Blanas and summed up by Senator McPherson was three-fold:

1. POST—immediately identify training, develop training and provide the means of delivery.
2. Equipment—law enforcement needs to identify equipment needed in the field
3. Block Grants—(state and federal) to address personnel, equipment and training needs

The topics discussed during the meeting were as follows:

Training Providers

- Identify and use both POST certified and non-certified trainers (look at state, local, national and military [CA National Guard])
- San Diego SD has used a trainer from Louisiana to provide an eight-hour train the trainer course for first responders. This paid for via a federal grant program. The training was not POST certified
- San Diego has sent people to a first responders course, titled COBRA, in Alabama. Rick Dickerson is the coordinator at the training site. The training is paid for by the federal government, is free to law enforcement and is 40 hours in length.
- LASD has developed a 2-hour video course that addresses emergency response training.
- The CA National Guard has training in place that addresses many of the first responder issues discussed in the meeting. They also have equipment that could be used in the training. They have training presenter (in their Speaker's Bureau) who could provide the training—Chief Deputy Michael Smith, Sacramento SD and member of the National Guard
- Title 32 authorizes the governor to use the CA National Guard to assist local agencies (training by the National Guard would be within his authority to authorize).
- POST should use the State Fire Marshall's training capability and the National Guard to establish a quick form of readily available first responder training

- Can training be done outside of POST certification? Asked by Senator McPherson (answer, Yes.) He stated that training and proper response suits (equipment) seem to be the priority.
- How quickly can POST put critical information out to the field (e.g., quick snippet, not course length training)?—San Bernardino SD Leg Advocate
- Planning, training and equipping should focus on obvious targets within the cities and counties
- October 15 a group of law enforcement executives will travel to Washington, D.C., to meet with Legislators and officials to see if COPS and Narcotics Task Force grants can be reallocated to address terrorist response priorities.
- There was a suggestion to add a quarter cent to the sales tax to fund the training and equipment needs.
- The need for funding by CA should be addressed to the two CA Senators (Finestien, Boxer)—COPS representative
- There will probably need to be a comprehensive package of specific needs to point to when seeking funding and resources. Other states will be seeking the same things. A complete package may have greater support by those who make financial support decisions.

#### Equipment needs

- First responders are ill equipped (base unit gas masks are \$200/unit). Sheriff Blanas
- Level C protection (chemical, biological, etc. exposure) as used by the military includes a paper suit, mask, gloves and duct tape cost \$300/unit. San Diego SD
- Level A protection equipment (enclosed breathing apparatus, reusable suit, made of high-quality) cost \$7,000/unit.
- Where there is equipment related to a training need, the equipment should be issued at the same time as when the training takes place. Officers would retain the equipment and have it avail when they return to their assignment.

#### Recommendations

- Form a smaller working committee to focus on the issues described above. Membership will be the usual (CPCA, CSSA, some labor, some PD and SD reps and POST).
- Should hear from Senator McPherson's office by weeks end (10-05-01).

Alan Deal



# Peace Officers Research Association *of California*

August 28, 2001

Commission on POST

AUG 28 2001

Mr. Ken O'Brien  
Executive Director  
Commission on POST  
1601 Alhambra Blvd.  
Sacramento CA 95816

Re: Re-appointment of Kevan Otto to the  
POST Advisory Committee

Dear Mr. O'Brien:

As President and on behalf of the Peace Officers Research Association of California (PORAC) representing over 50,000 sworn California peace officers, we enthusiastically support and recommend to you the re-appointment of Kevan Otto to the POST Advisory Committee.

Kevan is a longtime member of PORAC who possesses the qualities and skills necessary to advance the public safety field to a higher level. He brings extensive experience to specialized law enforcement and is a valuable member of the Advisory Committee.

We urge the re-appointment of Kevan Otto to the POST Advisory Committee.

Feel free to contact me at (916) 921-0660 if you have any questions.

Sincerely,

CLANCY F. FARIA, JR.  
President

cc: PORAC Board of Directors





# Peace Officers Research Association of California

August 28, 2001

Commission on POST

AUG 30 2001

Mr. Ken O'Brien  
Executive Director  
Commission on POST  
1601 Alhambra Blvd.  
Sacramento CA 95816

Re: Re-appointment of Alex Bernard to the  
POST Advisory Committee

Dear Mr. O'Brien:

As President and on behalf of the Peace Officers Research Association of California (PORAC) representing over 50,000 sworn California peace officers, we enthusiastically support and recommend to you the re-appointment of Alex Bernard to the POST Advisory Committee.

Alex is a longtime PORAC member and brings a wealth of experience as a valuable leader currently serving on the Advisory Committee. We feel he has the qualities and strong law and order background necessary to advance the law enforcement community.

We urge the re-appointment of Alex Bernard to the POST Advisory Committee.

Feel free to contact me at (916) 921-0660 if you have any questions.

Sincerely,

CLANCY F. FARIA, JR.  
President

cc: PORAC Board of Directors

*Forwarded to Chairman*  
*[Signature]*



# California State Sheriffs' Association

Organization Founded by the Sheriffs in 1894

**President**  
Larry Smith  
Sheriff, Riverside County

**1st Vice President**  
Warren Rupf  
Sheriff, Contra Costa County

**2nd Vice President**  
Bruce Mix  
Sheriff, Modoc County

**Secretary**  
Robert Doyle  
Sheriff, Marin County

**Treasurer**  
Bill Kolender  
Sheriff, San Diego County

**Sergeant-at-Arms**  
Gary Penrod  
Sheriff, San Bernardino County

**Sergeant-at-Arms, Emeritus**  
O. J. "Bud" Hawkins

**Immediate Past President**  
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Don Horsley  
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Clay Parker  
Sheriff, Tehama County

Michael Prizmich  
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Gary Simpson  
Sheriff, Napa County

Laurie Smith  
Sheriff, Santa Clara County

Carl Sparks  
Sheriff, Kern County

Mark Tracy  
Sheriff, Santa Cruz County

## Presidents' Counsel

Charles Byrd  
Sheriff, Siskiyou County

Ronald Jarrell  
Sheriff, Lassen County

James Plummer  
Sheriff, Alameda County

Jim Pope  
Sheriff, Shasta County

September 25, 2001

Ken O'Brien, Executive Director  
Commission on Peace Officer Standards and Training  
1601 Alhambra Boulevard  
Sacramento, CA 95816-7083

Dear Mr. O'Brien:

The California State Sheriffs' Association (CSSA) is pleased to support Siskiyou County Sheriff Charles Byrd for reappointment as CSSA's representative on the POST Advisory Committee.

Thank you very much for your consideration regarding this matter. If you have any questions or need additional information, please do not hesitate to contact me at 909/955-2409 or our executive director, Joan Phillippe at 916/375-8000.

Sincerely,

Larry Smith, President  
Sheriff, Riverside County

LDS/cmc

Commission on Peace Officer Standards and Training

SEP 27 2001

Joan L. Phillippe  
Executive Director

Nick Warner  
Legislative Advocate

Martin J. Mayer  
General Counsel

1450 Halyard Drive, Suite 6 ★ West Sacramento, California 95691-5001  
P O Box 980790 ★ West Sacramento, California 95798-0790

Telephone 916/375-8000 ★ Fax 916/375-8017 ★ Website calsheriffs.org ★ e-mail cssa@calsheriffs.org

**California Coalition of Law Enforcement Associations**

755 Riverpoint Drive  
West Sacramento, CA 95605  
(916) 372-6060 • FAX (916) 372-6505

October 18, 2001

Hal Snow  
POST Commission

via fax: 916 227-2801

Dear Mr. Snow:

This letter is to inform you that Mr. Al Waters is the California Coalition of Law Enforcement Associations (CCLEA) representative to the Post Advisory Commission.

Please feel free to contact us at 916 372-6060 if you have any questions.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Sharon Rafferty", is written over the typed name.

Sharon Rafferty  
Communications Liaison  
CCLEA

**Don Novey**

President

**Wayne Quint**

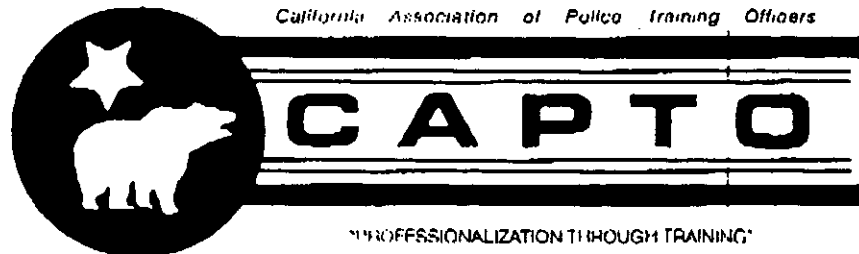
Vice President

**Cliff Ruff**

Secretary

**Mike Minton**

Treasurer



October 24, 2001

Attention: Kenneth J. O'Brien, Executive Director  
Commission On POST  
1601 Alhambra Ave.  
Sacramento, CA 95816-7083

Dear Mr. O'Brien,

On behalf of the California Association Of Police Training Officers (CAPTO) please accept the nomination of Sgt. Michael Reid to the POST Advisory Committee. We are requesting his retention as a representative of CAPTO to the POST Advisory Committee because of his knowledge and dedication to the professionalization of law enforcement in California.

Sincerely,

Sgt. Rudy Polak  
CAPTO State President  
Tulare County Sheriff's Department  
Personnel & Training  
County Civic Center  
Visalia, CA 93291-4580  
559-733-6246 fax 559-737-4602  
rpolak@co.tulare.ca.us



# California Peace Officers' Association

1455 Response Road, Suite 190, Sacramento, CA 95815

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October 18, 2001

Hal Snow

Commission on Peace Officer Standards and Training  
1601 Alhambra Blvd.  
Sacramento, CA 95816

Dear Hal:

The California Peace Officers' Association is nominating Folsom Police Chief Sam Spiegel as our representative to the POST Advisory Committee. Chief Spiegel is a long-time, active CPOA member and will be an asset to the Advisory Committee. Please feel free to contact me at (909) 351-6073 if you have any questions.

Sincerely,

David G. Dominguez  
President

Commission on Post

OCT 22 2001