

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

COMMISSION MEETING AGENDA
January 27, 1994 - 10:00 A.M.
Westin South Coast Plaza
686 Anton Blvd.
Costa Mesa, CA 92626-1988
(714) 540-2500

AGENDA

CALL TO ORDER

FLAG SALUTE

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTIONS

APPROVAL OF MINUTES

- A. Approval of the minutes of the November 4, 1993 regular Commission meeting at the Waterfront Hilton in Huntington Beach.

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

Since the November meeting, there have been 58 new certifications, 3 decertifications, and 64 modifications. In approving the Consent Calendar, your Honorable Commission receives the report.

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

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

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

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

B.4 Setting Command College Tuition for Non-Reimbursable Agencies

At its January 1987 meeting, the Commission adopted a Command College tuition for all non-reimbursable agencies. Staff was instructed to annually review the tuition and to report to the Commission each January with the recommended tuition for the coming year. The tuition for Classes 20 and 21 was \$3,790 for the two-year program. Analysis of costs is included in the report under this tab.

In approving the Consent Calendar, your Honorable Commission receives the report and approves continuing the Command College tuition for the two-year program unchanged at \$3,790. The tuition would be effective for Class 22 beginning July 24, 1994, and Class 23 beginning January 29, 1995.

B.5 Setting Supervisory Leadership Institute Tuition for Non-Reimbursable Agencies

At its January 1991 meeting, the Commission adopted a Supervisory Leadership Institute tuition for all non-reimbursable agencies. Staff was instructed to annually review the tuition and to report to the Commission each January with the recommended tuition for classes beginning in the coming year. The tuition for classes starting in 1991 was \$1,568 for the eight-month program. However, due to increased instructional costs, the current tuition does not reflect actual costs. A tuition increase to \$1,636 will bring the tuition in line. Analysis of costs is included in the report under this tab.

In approving the Consent Calendar, your Honorable Commission receives the report and sets the tuition rate of \$1,636 effective for classes beginning July 1994 through June 1995.

B.6 Adopting a Resolution Commending Retired Bureau Chief S. Douglas Thomas

In approving the Consent Calendar, your Honorable Commission adopts a resolution commending S. Douglas Thomas for his service to POST. Doug began service to the Commission in 1981, having previously served five years as Sheriff-Coroner of Plumas County. During his tenure at POST, Doug provided many important services and served as Assistant Executive Director from 1988 to 1990. Doug concluded his service with POST as Bureau Chief of the Center for Leadership Development.

B.7 Approving a Resolution Commending Special Consultant Jeff Kermode

In approving the Consent Calendar, your Honorable Commission adopts a Resolution commending Jeff Kermode for his outstanding service to POST in developing the Basic Course Student Workbook feasibility study and report. Sergeant Kermode, of the Irvine Police Department, served as a Special Consultant under the POST Fellowship Program from June 28, 1993 through December 10, 1993.

BASIC TRAINING BUREAU

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

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

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

Significant proposed changes include addition of new subject matter regarding tactical communications and community-based policing concepts, and changes to the testing requirements regarding law enforcement contacts with crime victims and persons in crises.

The recommended changes were developed with the participation and concurrence of the Basic Course Consortium. Future agendas will have similar recommendations for improving training specifications for other Basic Course learning domains.

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

If the Commission concurs, the appropriate action would be a MOTION to adopt, subject to the results of the Notice of Regulatory action, proposed changes to the regular Basic Course to be effective upon approval as to form and procedure by the Office of Administrative Law.

D. Report and Recommendations on Proposed Changes to Basic Course Performance Objectives

Ongoing review of Regular Basic Course curriculum over the past six months has identified the need for a variety of changes to course content and organization. The enclosed report describes these changes as follows:

- o Additions of performance objectives believed necessary to improve instruction in existing areas or to introduce new material into the Basic Course;
- o Deletion of performance objectives where the subject matter is no longer needed, where required instruction exceeds the training needs of a patrol officer, or where the objective is redundant by virtue of its coverage in another part of the course;
- o Conversions of objectives into learning activities, merger of objectives without loss of content, or other administrative changes to language and structure which are desirable to improve instructional effect.

Significant proposed changes include new instruction in two scenario tested objectives and one supporting learning activity regarding tactical communications, one learning activity requiring structured problem-solving, and an exercise test regarding interpreting gang graffiti and gang-related communications. Proposed changes also include deletion of two cognitive performance objectives relating to chemical development of latent fingerprints.

The proposed performance objective changes will keep Basic Course training relevant and up-to-date. The Consortium of Academy Directors concurs with the proposed changes.

As described in the previous item, Training Specifications are now the means of specifying course content in Administrative Law. Performance Objective changes no longer require OAL review.

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

E. Report on Feasibility of Developing and Maintaining Student Workbooks for the Basic Course and Recommendation to Defer a Proposed Limited Pilot Program Pending Funding Resolution

The 1992 Basic Course Study on improving the overall effectiveness of basic training recommended converting certain Basic Course Unit Guides to student workbooks. The idea was to improve learning and reduce the amount of classroom time for certain Basic Course topics.

In April 1993, the Commission authorized the Executive Director to contract with a Management Fellow to research the Basic Course student workbooks issue. Sergeant Jeffery Kermode, Irvine Police Department, began work on the project in June 1993.

Research was conducted on current adult learning theory, learning technology, instructional design, and textbook design to properly assess the role of student workbooks in the Basic Course setting. This research was followed by a comprehensive review of the Basic Course curriculum to identify those Learning Domains most suited for enhanced learning through the use of student workbooks. This review indicated that each Learning Domain could probably benefit from a student workbook.

As noted in the report under this tab, workbooks have high potential for improving learning, but can be costly to develop and maintain. Based upon consideration of projected costs and administrative issues, the project report recommends a limited "pilot project." Estimates for development of a six-workbook pilot project range between \$86,000 and \$235,000. Cost estimates for developing a workbook for all 41 Learning Domains ranges between \$492,000 and \$1,348,000. On-going maintenance costs of the workbook project could range between \$17,000 and \$119,000 per year depending upon the number of workbook updates required. Actual workbook costs and the impact of workbooks on student success can best be determined after a pilot project is undertaken.

Developing student workbooks for a limited number of Learning Domains for a pilot project with evaluation is a good idea. However, in light of the current fiscal situation faced by POST and the costs associated with the project, the Commission may wish to defer future action until the budget picture for this Fiscal Year becomes more clear, or until the project can be considered in context of the 1994/95 budget. A MOTION to that effect would be appropriate, if the Commission agrees.

TRAINING PROGRAM SERVICES

F. Contract for Robert Presley Institute of Criminal Investigation

At its July meeting, the Commission approved two contracts to provide offerings of the Robert Presley Institute of Criminal Investigation Core Course during Fiscal Year 1993/94. The Sacramento Public Safety Center and the San Diego Regional Training Center were approved to present four Core Course offerings each. Expenditure of \$240,000 was authorized via \$120,000 contracts with the two presenters.

The San Diego Regional Training Center ratified the contract and has presented two offerings of the course. The Sacramento City College Board of Trustees has not yet approved the contract which is again scheduled for the Board's January 12, 1994 meeting. Previous presentations by the Sacramento Public Safety Center have been by reimbursable tuition and handled administratively. Contracts go to the Board, and this is new to them.

Should the Sacramento City College Board of Trustees fail to adopt the contract at its January meeting, the need to provide the scheduled presentations would require contracting with another appropriate entity. The San Diego Regional Training Center's Director has indicated that they could present the four Core Course offerings originally scheduled in Sacramento, if the college does not.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to rescind, if necessary, the contract offer with the Sacramento Public Safety Center and instead increase the contract with the San Diego Regional Training Center by \$120,000 to present the four Core course offerings. (ROLL CALL VOTE)

LEARNING TECHNOLOGY RESOURCE CENTER

G. First Aid/CPR Interactive Multimedia Courseware Demonstration

Industrial Training Corporation (ITC) has been developing the First Aid/CPR training course since March 1992. A status report concerning this project was presented at the November 1993 meeting. A review, evaluation, and formal testing of the courseware is being conducted. Further report will be made to the Commission at the meeting about the current status of the courseware.

A demonstration of selected portions of the First Aid/CPR courseware will be presented at the January meeting.

EXECUTIVE OFFICE

H. Report and Recommendation to Approve a Contract for Upgrade and Revision of the IVD Courseware

At its July 1993 meeting the Commission authorized the dissemination of a Request for Proposal (RFP) to develop an interactive multimedia course of instruction for Introduction to Law Enforcement P.C. 832. The RFP called for the revision and updating of the existing P.C. 832 courseware that the Commission released in 1989.

In addition, the RFP called for the design and development of instructional materials and software to be used with the same or compatible equipment being used by law enforcement agencies and training institutions to deliver the other POST multimedia training courseware. Planned time for delivery from expected start-up time in February 1994 is approximately 12 months, or by February 28, 1995.

The RFP was distributed to over 165 potential vendors. The proposals were evaluated for key factors such as instructional design, technical approach, available expertise and experience, and ability to deliver the product on schedule. Nine formal proposals were received.

CAE-Link of Lemoore, California is the top scoring proposal, and they have submitted a cost of \$366,806 to develop this courseware. The bids ranged from \$297,550 to \$800,000 to complete this project.

In awarding this contract, it is proposed that the Commission restrict the FY 1993/94 deliverables to a cost that would not exceed \$100,000. The additional \$266,806 would be authorized to be allocated from funds contained in the FY 1994/95 budget act. This would spread the development costs across two fiscal cycles, and would be consistent with the length of the course development process.

The California Youth Authority is administering a Community College Chancellors' grant to provide \$96,000 towards the development of this IVD courseware. The monies are specifically dedicated to video production of public safety scenarios to be used with the course. This grant is in the final stages of approval by the Chancellors' Office. This money is within the proposed \$366,806 award, not in addition to it. Therefore, the Commission's net cost should be approximately \$276,000.

If the Commission concurs, the appropriate action would be a MOTION to approve the contract with CAE-Link at a cost that

would not exceed \$366,806 with the following additional provisions:

1. Costs to POST for deliverables in FY 1993/94 would not exceed \$100,000;
2. The remaining \$266,806 (with \$96,000 offset by the Chancellors' grant) would be authorized for expenditure in the FY 1994/95 budget year; and
3. Authorize the Executive Director to enter into an interagency agreement with other state agencies to obtain grant funds, as described to offset Commission costs, for the development of this courseware. (ROLL CALL VOTE)

I. Proposed Revision of Contract with LASD to Continue Special Consultant Services in Support of the Regional Training Center Study

Penal Code Section 13508 requires the Commission to conduct research and carry out pilot projects regarding the application of modern technology to law enforcement training. The law also requires a study of the feasibility of establishing regional skill training centers and an implementation plan for acquiring needed technology and facilities. A comprehensive report to the Legislature is required by January 1, 1995.

The Commission approved a contract with the Los Angeles County Sheriff's Department at the January 21, 1993 meeting to provide the services of a Special Consultant for this two-year study project. The Commission approved the contract for a one-year period at that time with the understanding that a two-year project was planned.

It is proposed that the Commission amend the original contract to allow for completion of this legislatively-mandated project. Lieutenant Jim Holts, the Special Consultant assigned to this study, would continue in that assignment for the duration of the project. Cost for his services, including salary and benefits, would be \$113,210.93 for this one-year period.

If the Commission concurs, the appropriate action would be a MOTION authorizing the Executive Director to enter into an amended contract with the Los Angeles County Sheriff's Department for the described purpose in an amount not to exceed \$113,210.93. (ROLL CALL VOTE)

COMMITTEE REPORTS

J. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, will report on the Committee meeting held on January 26, 1994 in Costa Mesa. Items to be addressed on the agenda include:

1. Financial Report - Second Quarter FY 1993/94
2. Review of Suspended Reimbursements
3. 1994/95 Governor's Budget
4. Progress Report on Efforts to Inform the Field and Legislators on POST Funding Issues
5. Review of Expenditure Proposals on the January 27 Commission Agenda
6. Approval to Negotiate Training, Standards, and Administrative Contract Renewals for 1994/95

Copies of reports available at the time the agenda being mailed are included under the tab for information.

K. Long Range Planning Committee

Chairman Block, who also chairs the Long Range Planning Committee, will report on the Committee meeting held on December 20, 1993 in Los Angeles.

L. Legislative Review Committee

Chairman Block, Chairman of the Commission's Legislative Review Committee, will report on the Committee meeting held January 27, 1994 in Costa Mesa.

M. Advisory Committee

The Chairman of the POST Advisory Committee, will report on the Committee meeting held January 26, 1994 in Costa Mesa.

OLD/NEW BUSINESS

N. Resignation of Advisory Committee Member

Chief Alica Powers, WPOA representative, has resigned from Advisory Committee due to conflicting scheduling problems. It is anticipated that WPOA will submit the name of a new representative prior to the next Commission meeting.

O. Correspondence

Letter from Cecil E. Riley, President, CCLEA, requesting the Commission consider repeal of regulations governing the revocation of POST certificates for misdemeanor convictions.

The request is made in light of a recent opinion of the Attorney General.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

April 21, 1994 - Hotel Sainte Claire - San Jose
July 21, 1994 - Red Lion Hotel - San Diego
November 17, 1994 - Waterfront Hilton, Huntington Beach
January 17, 1995 - Southern California

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING MINUTES
November 4, 1993
Waterfront Hilton Hotel
Huntington Beach, CA 92648

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

Commissioner Cois Byrd led the flag salute.

WELCOME TO NEW COMMISSIONERS

Chairman Block welcomed newly appointed Commissioners Cois Byrd, George Kennedy, and Dale Stockton.

HONORING PAST COMMISSIONERS

Chairman Block displayed a plaque prepared for former Commissioner Floyd Tidwell, who was unable to attend the meeting, in appreciation for his outstanding public service and dedication to law enforcement as a member of the Commission from August 1987 to September 1993. Sheriff Tidwell served as Commission Chairman from April 1990 to April 1991.

Former Commissioner Edward Hunt, who was also unable to be present, will be sent a plaque in appreciation for his outstanding public service and dedication to law enforcement as a member of the Commission from September 1990 to September 1993.

ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

Commissioners Present:

Sherman Block, Chairman
Marcel Leduc, Vice-Chairman
Cois Byrd
Colleen Campbell
Jody Hall-Esser
George Kennedy
Ronald Lowenberg
Manuel Ortega
Bernard Parks
Devallis Rutledge
Dale Stockton

Commissioners Absent:

Attorney General Daniel E. Lungren
Raquel Montenegro

POST Advisory Committee Members Present:

Charles Brobeck, Chairman
Charles Byrd
Jay Clark
Norman Cleaver
Derald D. Hunt

Staff Present:

Norman C. Boehm, Executive Director
Glen Fine, Deputy Executive Director
Hal Snow, Assistant Executive Director
John Berner, Bureau Chief, Standards and Evaluation
Ray Bray, Consultant, Training Program Services
Mike DiMiceli, Bureau Chief, Management Counseling
Bob Fuller, Bureau Chief, Basic Training
Tom Liddicoat, Budget Officer, Administrative Services
Darrell Stewart, Bureau Chief, Information Services
Ken Whitman, Bureau Chief, Learning Technology Resources Center
Frederick Williams, Bureau Chief, Administrative Services
Vera Roff, Executive Secretary

Visitor's Roster:

Gary Creason, CADA
Hugh Foster, CADA
Jan Bradford, California State Office of Emergency Services
Les Gogerty, Costa Mesa Police Department
Joey Gonzalez, Costa Mesa Police Department
Barbara Harrison, San Diego RLETC
Ed Hendry, Orange County Sheriff's Department
Deborah Stockton, San Diego District Attorney's Office
C. B. Wilson, Simpson Simulation and Training
Al Zapanta, Simulation Technologies

A. APPROVAL OF MINUTES

MOTION - Lowenberg, second - Byrd, carried to approve the minutes of the July 22, 1993 regular Commission meeting held at the Pan Pacific Hotel in San Diego.

CONSENT CALENDAR

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

- B.1 Receiving Course Certification Report
- B.2 Receiving Financial Report - First Quarter FY 1993/94
- B.3 Receiving Information on New Entries into the POST Regular (Reimbursement) Program
- B.4 Receiving Information on New Entry into the POST Specialized (Non-Reimbursable) Program
- B.5 Receiving Information on Withdrawal of Stanislaus County Marshal's Office from the POST Regular (Reimbursement) Program
- B.6 Receiving Information on New Entries into the Public Safety Dispatcher Program

PUBLIC HEARING

- C. Receiving Testimony on Proposal to Modify Pertaining to Specifications for the Regular Basic Course by Amending Commission Regulation 1005 and Commission Procedure D-1

The purpose of the public hearing was to receive testimony in regard to proposed amendments to Regulation 1005 and Procedure D-1 in regard to specifications for the Regular Basic Course.

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

Staff reported that since 1985, presenters of the regular basic course have had the option of presenting curricula in either a 12-subject functional area format or a 40-subject knowledge domain function. In October 1992, the Commission established mandatory testing and set minimum cut scores for each domain and eliminated the functional area option. This proposal amends Regulation 1005 and Commission Procedure D-1 to reflect these changes.

Further modification of Commission Procedure D-1 was proposed to clarify terminology, establish the minimum required hours for each domain, and add formal learning activities as another vehicle by which instruction could be required. It was also proposed that the document, *Training Specifications for the Regular Basic Course (1993)*, be incorporated into Regulation 1005. This document contains instructional goals, required topics, prescribed learning activities, and test requirements for each of the subject areas which currently comprise the Regular Basic Course.

Following the staff report, Chairman Block invited oral testimony from those in favor or opposed to the recommendation to address the Commission. No one present indicated a desire to testify.

There being no testimony, the hearing was closed and the following action was taken:

MOTION - Hall-Esser, second - Ortega, carried unanimously to adopt the proposed regulation changes subject to approval as to form and content by the Office of Administrative Law.

BASIC TRAINING BUREAU

D. Approval of a contract with the San Diego Regional Training Center to provide four presentations of the Cultural Diversity Training for Basic Academy Instructors Course

Staff reported that additions to Basic Course curriculum regarding racial and cultural diversity were developed in response to a modification of Penal Code Section 13519.4 which required this training for academy presentations beginning on or after August 1, 1993.

An instructor development program was developed and two pilot sessions have been presented. The emphasis of the program is to enhance instructional quality and promote consistent delivery of course materials. Based on the success of the pilots and the need to qualify a number of academy instructors throughout the State, funding for four additional presentations at a cost not to exceed \$32,200 was requested.

The Commission expressed special appreciation to Commissioner Montenegro for her continued interest and perseverance in improving training in the area of cultural awareness.

MOTION - Leduc, second - Lowenberg, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign a contract with the San Diego Regional Training Center to provide four presentations of the Cultural Diversity Training for Basic Academy Instructors Course at a cost not to exceed \$32,200.

TRAINING PROGRAM SERVICES

E. Report on Feasibility of POST Reimbursing for Approved Field Training Programs

At the Commission's direction, staff reported on the feasibility of reimbursing local agencies for costs incurred

in managing POST-approved field training programs. Reimbursement to local agencies for field training costs would provide new economic resources, enhance the role of field training officers, and promote program standardization statewide.

For illustration purposes, projected cost of the field training reimbursement program is calculated based on the number of academy graduates during recent years at \$2 per training hour for 12 weeks. Annual cost would be in the range of \$1.5 to \$3.6 million. Current revenue projections would make reimbursement of field training programs virtually impossible at this time. However, conceptual approval, combined with the Commission's efforts to restore recent funding cuts, would be appropriate.

MOTION - Byrd, second - Leduc, carried unanimously to approve the concept of reimbursing local agencies for costs associated with managing POST-approved field training programs, but delay implementation of reimbursement until funds are available.

F. Approval to Develop a Process for the Monitoring and Evaluation of POST Certified Courses using Police and Sheriff Staff as Monitors and Evaluators

Staff reported that meetings with chief executives and organizations including CAPTO, CPCA and CPOA have consistently resulted in recommendations for increases in the monitoring of POST-certified courses.

Chiefs and sheriffs have shown interest in personal involvement in such a program. They have also indicated willingness to involve their senior staff in both program development and on-site monitoring. Earlier, the Training Issues Committee expressed support for monitoring courses.

It was recommended that staff meet with chiefs, sheriffs, and trainers to establish guidelines and to develop methods, instruments, and resources for a pilot program. Cost of a pilot is estimated at \$19,050, principally in reimbursements for monitors' travel and per diem costs. The Long Range Planning Committee has reviewed the matter and concurs with the recommendation.

Commissioner Ortega suggested that procedures include feedback to monitors, and that monitoring be expanded to include any appropriate staff member who is an expert in a specific field.

MOTION - Ortega, second - Campbell, carried unanimously to authorize the development of a pilot program for the

monitoring and evaluation of POST-certified courses at an estimated cost of \$19,500. The program will be implemented early in January 1, 1994.

G. Status of the Satellite Receiver/IVD Reimbursement Program

Staff reported that as of October 1993, 409 (76.3%) of the eligible agencies have purchased, installed, and are being reimbursed for satellite antennas and IVD delivery systems.

Approximately \$3.9 million of the \$4.7 million originally estimated for the program has been either expended or encumbered for approved equipment requests. Also, the 122 remaining eligible agencies, should they desire to participate, would require an additional \$940,000 in reimbursement.

In view of financial concerns, as well as other policy issues, it was recommended that the Commission continue the current program and not expand it at this time. The matter could be revisited as circumstances may indicate in the future.

MOTION - Lowenberg, second - Ortega, carried unanimously, to continue to deny requests for additional satellite and IVD substations with limited user personnel and reaffirm its policy to provide no more than one IVD system at each approved substation or training site.

H. Approval of Contract for Master Instructor Training With the San Diego Regional Training Center in an Amount Not to Exceed \$21,000

It was reported that POST has developed an Instructor Development Program with emphasis given to the development and pilot testing of the Master Instructor Development Program component. The Master Instructor Program consists of three phases that develop the competencies of selected experienced instructors to a mastery level. Participants are expected to serve as mentors and trainers for all other instructors at all levels of instructional experience.

The development and pilot testing of Master Instructor Class #1 has concluded with excellent results. In order to continue the program and initiate Class #2 (projected to begin in March, 1994) the Phase I Core Course and Phase II Learning Project Workshop total contract costs are estimated to be \$21,000 scheduled during the remainder of FY 93-94.

MOTION - Byrd, second - Kennedy, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into a contract with the San Diego Regional Training Center for

an amount not to exceed \$21,000 to provide Master Instructor Training as proposed.

I. Authorization to Sell POST Telecourses

POST has received requests for copies of POST Telecourses from all over the United States. Procedures are not in place for POST to duplicate and sell video tapes. Doing so would direct staff away from their primary service responsibilities to provide telecourse training. An alternative would be to enter into a profit-making agreement with San Diego State University (the producer of POST's telecourses). SDSU/KPBS would take and fill orders and split any profits 60% to POST and 40% to San Diego State University-KPBS.

MOTION - Hall-Esser, second - Leduc, carried unanimously to authorize the Executive Director to enter into an agreement with San Diego State University-KPBS for the sale of copies of POST Telecourses to out-of-state law enforcement agencies, private parties, and in-state, non-law enforcement agencies, with profits to be divided 60% to POST and 40% to SDSU-KPBS.

TRAINING DELIVERY AND COMPLIANCE SERVICES

J. Approval for Converting Basic Course Driver Training Tuition Courses to Contracts

At its April 1993 meeting, the Commission acted to approve the selective conversion of tuition courses to contracts. This action provides for direct payment of tuition by POST, eliminating the need for agencies to pay tuition and wait for POST reimbursement.

At its July meeting, the Commission approved conversion to contracts for specific presenters of the Basic Narcotics course, the Basic Motorcycle course, the ICI Core course, and for one presenter of driver training in the Basic Course. The proposal was made to convert the remaining presenters of Basic Course driver training from tuition to contract.

MOTION - Ortega, second - Byrd, carried by ROLL CALL VOTE to authorize the Executive Director to sign contracts with presenters of driver training in the Basic Course to convert from tuition to contract courses in a total amount not to exceed \$504,735. (Abstain: Block, Parks)

MANAGEMENT COUNSELING

K. Approval of Peace Officer Feasibility Study for the Department of Conservation, Division of Recycling

Penal Code Section 13540 provides that individuals and groups seeking legislation to confer peace officer status shall first contract with POST for a feasibility study. Feasibility studies with recommendations of the Commission are submitted to the Legislature.

The Director of the Department of Conservation, Edward G. Heidig, requested a study concerning the designation of certain auditor positions of the Department of Conservation as peace officers. The Department of Conservation does not currently employ any peace officers.

The staff study concluded that the work of the auditors does not demonstrate sufficient need for peace officer authority. The report also suggested the Department consider legislation to amend Section 830.11, Penal Code, to give the auditors the authority to serve arrest and search warrants within the limited scope of their employment.

MOTION - Lowenberg, second - Hall-Esser, carried unanimously to submit the completed feasibility study report, including recommendations, to the Director of the Department of Conservation and the Legislature.

CENTER FOR LEADERSHIP DEVELOPMENT

L. Report on Supervisory Leadership Institute Pilots

At its April 1992 meeting, the Commission approved pilot-tested outreach presentations of the Supervisory Leadership Institute. The intent of the pilots was to evaluate modified presentation formats in terms of cost-effectiveness and overall impact on the course quality.

Because no student travel or per diem costs were involved, the pilot presentations were considerably less expensive than the live-in format. Though less costly, and while learning did occur, the quality, effectiveness, and results of the pilot course were judged to be unacceptably low when compared with the off-site format. The resulting recommendation is to not pursue the SLI commuter program.

MOTION - Leduc, second - Stockton, carried unanimously to discontinue the commuter format for future SLI classes.

M. Report on Center for Labor/Management Training and Recommendation to Begin Center Activities

In October 1992, the Commission authorized the establishment of a Center for Labor and Management Training. Since that time, an implementation committee composed of labor leaders and chief executives has helped develop mutually acceptable goals for the Center.

The major initial activity of the Center will be to develop and present courses, such as Leadership, Organizational Communications, and Role Identification, for attendance jointly by law enforcement executives and labor leaders. The Center's courses will be presented through a series of seminars within which communications and sharing between labor and management are maximized.

Implementation plans include recruiting and contracting with qualified workshop facilitators, developing workshop materials, and establishing a workshop schedule. The total costs of the programs presented by the Center are expected to be modest and within the Commission's current financial capabilities. The program is an important and innovative effort.

MOTION - Lowenberg, second - Byrd, carried unanimously to accept the report, approve the direction proposed, and authorize the Center to begin activities as soon after January 1, 1994 as appropriate.

STANDARDS AND EVALUATION

N. Report and Recommendation on Advisory Committee Proposal to Further Examine Physical Abilities Requirements for Peace Officers

Pursuant to a request from the Advisory Committee, at the July 22, 1993 Commission meeting, staff was directed to prepare a proposal for conducting a longitudinal study of the changes that occur in officers' physical attributes and physical job task performance capabilities.

While difficult to estimate at this time, the costs to conduct a longitudinal study could be substantial. Staff recommended the Commission defer action on conducting a longitudinal study, and approve two lesser actions that would provide the Commission and local agencies with information germane to the in-service fitness programs. It was proposed that the Commission authorize staff to:

- (1) Establish an information clearinghouse on law enforcement fitness/wellness programs (initiated by a statewide survey of existing programs and program evaluation information); and
- (2) Conduct a search of the recent, published research on workplace fitness/health programs (with a report disseminated to interested agencies as part of the clearinghouse function).

Commissioner Hall-Esser provided a list of eight state colleges and universities where exercise physiology labs currently exist, and suggested that staff contact those groups to determine their interest in assisting in this research.

MOTION - Hall-Esser, second - Kennedy, carried unanimously to approve the staff recommendations and to research the interest colleges and universities with exercise physiology programs may have in conducting additional research.

EXECUTIVE OFFICE

O. Report on State of California Teale Data Center's Study on the Adequacy of POST's Computer System and Recommendation to Implement Findings

In June 1993, POST obtained the services of the State's Stephen P. Teale Data Center consultants to conduct a feasibility study to improve POST computer operations. In order to improve service to the field and allow the Commission to communicate electronically with member agencies in the future, the Teale study recommends an upgraded DEC minicomputer linked with a local area network (LAN).

MOTION - Byrd, second - Ortega, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to amend the current Teale Data Center Interagency Agreement (FY 93/94) for an amount not to exceed \$100,000 to develop, install, and maintain (for one year) a LAN computer system at POST, with an additional amount, not to exceed \$100,000, added to the FY 94/95 Teale Interagency Agreement for services.

P. Report on Presentations to Legislators and Chiefs and Sheriffs

The Executive Director provided a report on presentations made since July to law enforcement organizations concerning the critical need for POST's standards and training and the corresponding need for financial support.

The Commission expressed support for the presentations and directed staff to continue meeting with law enforcement groups throughout the State.

Q. Proposal to Rename the Institute of Criminal Investigation the "Robert Presley Institute of Criminal Investigation"

It was proposed that the ICI be renamed to the "Robert Presley Institute of Criminal Investigation" in honor of Senator Robert Presley and in recognition of his support. The purpose of this proposal is to recognize the Senator for his significant contribution to law enforcement training through his ongoing support of POST's goals and objectives.

MOTION - Byrd, second - Lowenberg, carried unanimously to authorize the ICI to be renamed the "Robert Presley Institute of Criminal Investigation," effective immediately.

R. Report on the November 3, 1993 Technology Demonstration Workshop

The Technology Demonstration Workshop was held on November 3 in Huntington Beach. The Commission noted that the workshop, with more than 70 attendees, provided an explanation and demonstration of the driving simulators, a telecourse via satellite, an advanced technology classroom, interactive videodisc courseware, and teleconferencing. The demonstration was very productive and well received by those in attendance. Commissioners raised the possibility of future demonstrations of training technology in other settings.

S. Acceptance of First Aid/CPR IVD Training Course and Authorization for Release of Request for Proposal (RFP) for Marketing of the Courseware

Industrial Training Corporation (ITC) has been developing the First Aid/CPR IVD training courseware since March 1992. The first three discs dealing with First Aid were completed in December 1992. Development of the fourth disc was significantly delayed due to variety of reasons, including a patent conflict, and is still in the process of final revisions. Evaluation testing must still be completed at a selected site in California before final acceptance by the Commission.

The rights to market this course for the Commission will be negotiated after the issuance of a Request for Proposal (RFP). Staff has developed an RFP to implement a marketing program for the courseware. A recommendation to award a contract for the marketing agreement will be brought to the Commission at the April 1994 meeting.

MOTION - Ortega, second - Leduc, carried unanimously to authorize the Executive Director to: (1) accept the First Aid/CPR IVD courseware when the course has been completed by ITC and all corrections, testing, and evaluations are complete; and (2) release a Request for Proposal (RFP) to market the courseware upon completion and acceptance of the program.

COMMITTEE REPORTS

T. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, reported on the committee meeting held November 2 in Huntington Beach. Reports were received from staff concerning current and projected revenue and expenditures.

The quarterly financial report shows that training volume and reimbursements are within our beginning-of-year projections. However, revenue is significantly below projections. If revenue remains at the current level, a \$5 million deficit could result at the end of the year.

The Committee recommended the Commission take the following actions to guard against a deficit:

- o Effective immediately, suspend until further notice reimbursement for satellite receivers and IVD equipment. This proposed action would apply to agencies that have not, as of November 5, 1993, purchased or received POST approval for purchase of equipment. Reimbursement could be renewed later this fiscal year if the financial situation improves.
- o Suspend reimbursements for agency course presentation costs pending further review of revenue and expenditure factors at the January 1994 Commission meeting.

The Finance Committee will meet again prior to the January 1994 meeting to provide continuing review of the fiscal picture.

The Committee also received a report on the proposed 1994/95 Fiscal Year budget. It was reported that the Department of Finance has approved converting a previously authorized limited-term Law Enforcement Consultant position to permanent status. Currently, the position is dedicated to development of the Commission's Instructor Development Program.

The Committee recommended that the Commission authorize continuation of the position as approved.

The Executive Director reviewed an \$11.6 million Budget Change Proposal for augmentation of the Peace Officers' Training Fund from the State's General Fund. This proposal would restore revenues to the 1990/91 level. This proposal has been denied at the review level, but is scheduled for appeal to the Director of the Department of Finance.

It is recommended that the Commission authorize staff to pursue an appeal on this issue.

Other matters discussed by the Committee were included on the regular agenda and were previously addressed.

After discussion, the following action was taken:

MOTION - Byrd, second - Hall-Esser, carried unanimously to approve the recommendations of the Finance Committee.

4. Long Range Planning Committee

Chairman Block, who also chairs the Long Range Planning Committee, reported that the Committee met in Los Angeles on September 3, 1992. In addition to items previously addressed, the Committee discussed the following:

1. Victims' Training Update

A report was received on progress to assemble a committee to review training peace officers may need to effectively interact with crime victims. The committee will consist of judges, victims, victims' advocates, and law enforcement officials. The consensus of the Long Range Planning Committee is that this should proceed.

2. Mather Air Force Base Joint Powers Agreement

The Committee received a progress report on the status for the Mather Air Force Base Joint Powers Agreement. The Federal Government is prepared to award a portion of Mather Air Force Base to a Joint Powers entity consisting of the Sacramento Police Department, Sacramento Sheriff's Department, DOJ Advanced Training Center, Los Rios Community College District, and POST. The award would be for land and facilities at the air force base.

A business plan for the award has yet to be completed, and no action for committing funding will be entered into without a report to and approval of the Commission. However, staff would sign on behalf of the Commission to form the Joint Powers Agreement. Of

course, the Commission is free at any time to withdraw from the Joint Powers Agreement prior to any financial commitment being made.

The Committee concurred with the report and recommendation. Actions taken to date are pursuant to direction approved by the Commission in 1990.

3. Support of International Association of Directors of Law Enforcement Standards and Training (IADLEST) Proposals

The Committee received a report that the Western Region of IADLEST will propose at the conference in October in St Louis, that: (1) other states become involved in producing telecourses so as to multiply the number of courses available to law enforcement; (2) IADLEST pursue identifying federal resources to help initiate and then sustain new technologies for training; and (3) that IADLEST explore, in conjunction with the National Association of Sheriffs and IACP, the development of a statement describing appropriate levels of state support for local law enforcement training. Upon approval, this idea might be taken to Congress for formal adoption.

Staff informed the Commission that the proposals were adopted at the IADLEST conference in October and work is continuing.

MOTION - Kennedy, second - Stockton, carried unanimously to accept the Committee's report.

V. Legislative Review Committee

Commissioner Block, Chairman of the Commission's Legislative Review Committee, reported on the results of the Committee meeting held November 4, 1993 just prior to the Commission meeting and recommended the following positions on proposed legislation for the 1994 legislative session:

1. Acquiring Increased POST Funding From State Penalty Assessments - Committee recommended pursuing legislation to redistribute the 25.70% going to the Driver Training Penalty Fund to the other major subscribers, including POST. It is estimated POST's proportionate share would amount to \$11.9 million.
2. Establishing the Robert Presley Institute of Criminal Investigation - Committee recommended that POST pursue legislation to establish in law the Robert Presley Institute of Criminal Investigation in order to give

recognition to Senator Robert Presley who originally recommended that POST give greater attention to the training of investigators.

3. Funding for the Law Enforcement Agency Accreditation Program - Committee recommended POST seek modification of P.C. 13551 to postpone the implementation date for accreditation due to the lack of potential funding sources.
4. Establishing Fee Charging Authority for P.C. 832 Course Testing - Committee recommended that POST seek statutory authority to charge non-affiliated students fees for tests administered in P.C. 832 courses.

MOTION - Hall-Esser, second - Kennedy that the Commission adopt the recommendations of the Legislative Review Committee.

W. Advisory Committee

Charles Brobeck, newly elected Chairman of the POST Advisory Committee, reported that the Committee met on November 2 in Huntington Beach, and took the following actions:

- o Expressed appreciation to Cois Byrd, for his service as Chairman of the Advisory Committee from 1992-1993, and congratulations on his appointment as a Commissioner.
- o Welcomed Charles Byrd, Sheriff, Siskiyou County, as the California State Sheriff's Association representative on the Advisory Committee.
- o Elected Charles Brobeck as Chairman and Judith Valles as Vice-Chairman for the Advisory Committee for 1993-1994.

It was the consensus of the Commission to receive the report of the Advisory Committee.

OLD/NEW BUSINESS

X. Appointment of Advisory Committee Member


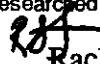

Chairman Block appointed Donald Menzmer of the California Highway Patrol to fill the unexpired term of Jack Healy who resigned because of a job transfer. The appointment will expire in September 1996.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

January 20, 1994 - Westin Hotel, Costa Mesa
April 21, 1994 - Hotel Sainte Claire - San Jose
July 21, 1994 - Red Lion Hotel - San Diego
November 17, 1994 - Waterfront Hilton - Huntington Beach

ADJOURNMENT - 12:50 p.m.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Course Certification/Decertification Report		Meeting Date January 20, 1994
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief 	Researched By  Rachel S. Fuentes
Executive Director Approval 	Date of Approval 12-28-93	Date of Report December 24, 1993
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

The following courses have been certified or decertified since the November 4, 1993 Commission meeting:

CERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1.	Firearms/Semi-Auto Pistol	Kern Co. S.D.	Technical	V	\$31,104
2.	Defensive Tactics	Pacific Grove P.D.	Technical	IV	-0-
3.	Skills & Knowledge Modular Training	Woodland P.D.	Technical	V	3,200
4.	Drug Influence - 11550 H&S	College of the Sequoia	Technical	IV	3,912
5.	Training Conference	Calif. Assoc. of Police Officers Trng.	Technical	N/A	-0-
6.	Cultural Diversity Training	San Francisco P.D.	Technical	V	53,640
7.	Hostage Negotiations	Oakland P.D.	Technical	V	21,750
8.	Firearms-Semi-Auto Pistol	Sacramento PSC	Technical	IV	1,120
9.	Firearms-Intermediate	Sacramento PSC	Technical	IV	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
10.	Skills & Knowledge Modular Training	Stanislaus Co. S.D.	Technical	V	\$ 462
11.	Skills & Knowledge Modular Training	Sanger P.D.	Technical	V	810
12.	Skills & Knowledge Modular Training	Garden Grove PD	Technical	V	2,500
13.	Skills & Knowledge Modular Training	Simi Valley P.D.	Technical	V	720
14.	Skills & Knowledge	Modesto P.D.	Technical	V	9,000
15.	Narc Inv. - Aerial	Natl. Interagency Counterdrug Inst.	Technical	IV	4,600
16.	Gang Awareness Update	Golden West Col.	Technical	IV	6,720
17.	Spanish for Law Enforcement	Santa Barbara P.D.	Technical	N/A	-0-
18.	Traffic Collision Inv. Adv.	Los Angeles S.D.	Technical	V	45,324
19.	Advanced Officer	Milpitas P.D.	Technical	V	21,147
20.	Radar Operator	San Mateo S.D.	Technical	V	2,760
21.	Violence in America	Santa Clara S.D.	Technical	V	3,200
22.	Basic Course-Ext.	Golden West Col.	Basic Course	N/A	-0-
23.	Sex Harassment: Prev. Strategy	Los Angeles S.D.	Technical	V	2,545

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
24.	Controlled Substance Screening Overview	Calif. Crim. Inst.	Supv. Trng.	IV	\$ 1,290
25.	Forensics/Interpretation of Infrared Spectra	Calif. Crim. Inst.	Technical	IV	2,760
26.	Forensic Toxicology II	Calif. Crim. Inst.	Technical	IV	6,000
27.	Firearms/Toolmark Overview	Calif. Crim. Inst.	Technical	IV	7,600
28.	Haz. Materials-On Scene Mgmt.	Allan Hancock College	Technical	IV	19,200
29.	Haz. materials- First Responder	Allan Hancock College	Technical	IV	10,368
30.	Child Victims-Interviewing	Gavilan College	Technical	IV	16,800
31.	Cultural Diversity Training	Long Beach P.D.	Technical	IV	10,800
32.	First Aid/CPR Instr.	Santa Barbara S.D.	Technical	V	6,696
33.	Drug Prevention/Reduction	Natl Interagency Counterdrug Inst.	Technical	IV	11,360
34.	Officer Update I	San Jose P.D.	Technical	V	20,790
35.	Officer Update II	San Jose P.D.	Technical	V	20,790
36.	Officer Update	San Mateo P.D.	Technical	V	8,400
37.	Advance Officer	Contra Costa Co. S.D.	Advance Officer	V	52,316
38.	Problem Oriented Policing	San Bernardino Co. S.D.	Technical	V	25,542
39.	Bicycle Patrol Inst.	San Bernardino Co. S.D.	Technical	IV	2,100

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
40.	Legal Update	Modesto P.D.	Technical	V	\$ 66,656
41.	Baton Instructors Update	Santa Rosa Center	Technical	IV	22,073
42.	Patrol Strategies, Adv.	San Diego S.D.	Technical	V	13,140
43.	Driver Awareness Update	Los Angeles S.D.	Technical	IV	4,800
44.	Cultural Awareness	East Bay Regional Parks Dist.	Technical	V	1,533
45.	Arson/Explosive Inv. 2B	State Fire Marshal	Technical	IV	18,000
46.	Testimony Skills Wkshp	Calif. Crim. Inst.	Technical	IV	1,760
47.	Skills & Knowledge Modular Training	Ventura Co. CJTC	Technical	V	37,440
48.	Vehicle Stop Update Officer Safety	William Penn Mott Jr. Trng. Center	Technical	IV	600
49.	Complaint/Dispatcher Med. Emerg.	Evergreen Valley College	Technical	IV	10,016
50.	Officer Health & Safety	Kern Co. S.D.	Technical	V	35,520
51.	Chemical Agents Trng (P.C. 12403)	Brd of Corrections	Technical	N/A	-0-
52.	Bicycle Patrol	UC, San Diego PD	Technical	IV	6,144
53.	Advanced Officer	Los Gatos P.D.	Advanced Officer	V	5,000
54.	ICS - Agency Personnel	East Bay Regional Parks Dist.	Technical	V	2,940
55.	Reserve Training, Module C	Ohlone College	Reserve Training	N/A	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
56.	Serial Killers	Santa Clara S.D.	Technical	V	947
57.	Advanced Officer	Santa Cruz P.D.	Advanced Officer	V	7,908
58.	Reserve Training, Module A, B, C	San Diego LETC	Reserve Training	N/A	-0-

No additional Proposition 115 Hearsay Evidence Testimony Course Presenters were certified as of 12-24-93. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 266 presenters of Proposition 115 have been certified.

59. - 467. 409 additional Telecourses certified as of 12-24-93. To date, 263 Telecourse presenters have been certified and 2,450 Telecourses certified.

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Reserve Training, Module A	San Diego LETC	Reserve Training	N/A
2.	Reserve Training, Module B	San Diego LETC	Reserve Training	N/A
3.	Reserve Training, Module C	San Diego LETC	Reserve Training	N/A

TOTAL CERTIFIED	<u>58</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>0</u>
TOTAL TELECOURSES CERTIFIED	<u>409</u>
TOTAL DECERTIFIED	<u>03</u>
TOTAL MODIFICATIONS	<u>64</u>

3,872 Courses certified as of 12-24-93
556 Presenters certified as of 12-24-93

860 Skills & Knowledge Modules certified as of 12-24-93
77 Skills & Knowledge Presenters certified as of 12-24-93

4,732 TOTAL CERTIFIED COURSES

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Financial Report - Second Quarter 1993/94		Meeting Date January 27, 1994
Bureau Administrative Services Bureau	Reviewed By Frederick Williams	Researched By Staff
Executive Director Approval <i>Monica C. Behm</i>	Date of Approval 1-24-94	Date of Report January 10, 1994
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" 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 December 31, 1993. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1993/94 Budget to California cities, counties and districts.

COMPARISON OF REVENUE BY MONTH - This report, shown as Attachment 1A, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through December 31, 1993, we received \$15,264,551. The total is \$2,837,449 less than currently anticipated on a straight line projection (see Attachment 1B) and is \$3,555,080 (19%) less than received for the same period last fiscal year.

NUMBER OF REIMBURSED TRAINEES BY CATEGORY - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 19,628 trainees for the second quarter represents a decrease of 2,000 compared to the 21,628 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. Second quarter reimbursement of \$7,957,531 represents a \$617,366 (7%) decrease compared to last fiscal year. (See Attachments 3A & 3B)

ANALYSIS AND RECOMMENDATION - Revenue continues at a rate below the \$37.7 budget appropriation. Current revenue projection for this fiscal year is estimated to be \$31.2 million.

At its November meeting, the Commission acted to address the reported projection of a revenue shortfall for this fiscal year. The Commission suspended reimbursements for satellite receivers, IVD equipment and course presentation costs. As directed, these matters are currently before the Commission for further consideration.

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The program suspension action taken by the Commission in November served to reduce what could have been a \$5.8 deficit to a potential lesser deficit amount of approximately \$1.8 million. Options for further reductions of this shortfall are limited. The Commission could cease training reimbursement at the time the POTF is exhausted and defer payments until the new fiscal year. All new spending on contract obligations could be curtailed. It is also possible that not all the \$7.4 million encumbered for training contracts will be spent, possibly allowing for the rollover of a portion of these funds which could be applied to fiscal year 93/94 obligations.

Because of the continuing tenuous financial situation, it is recommended that the suspension of expenditures for the programs previously described continue until the April Commission meeting. At that time these matters could be reexamined in the context of available resources.

The Commission's Finance Committee will discuss these matters and will offer recommendations at the meeting.

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COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1992-93 AND 1993-94

1992-93

1993-94

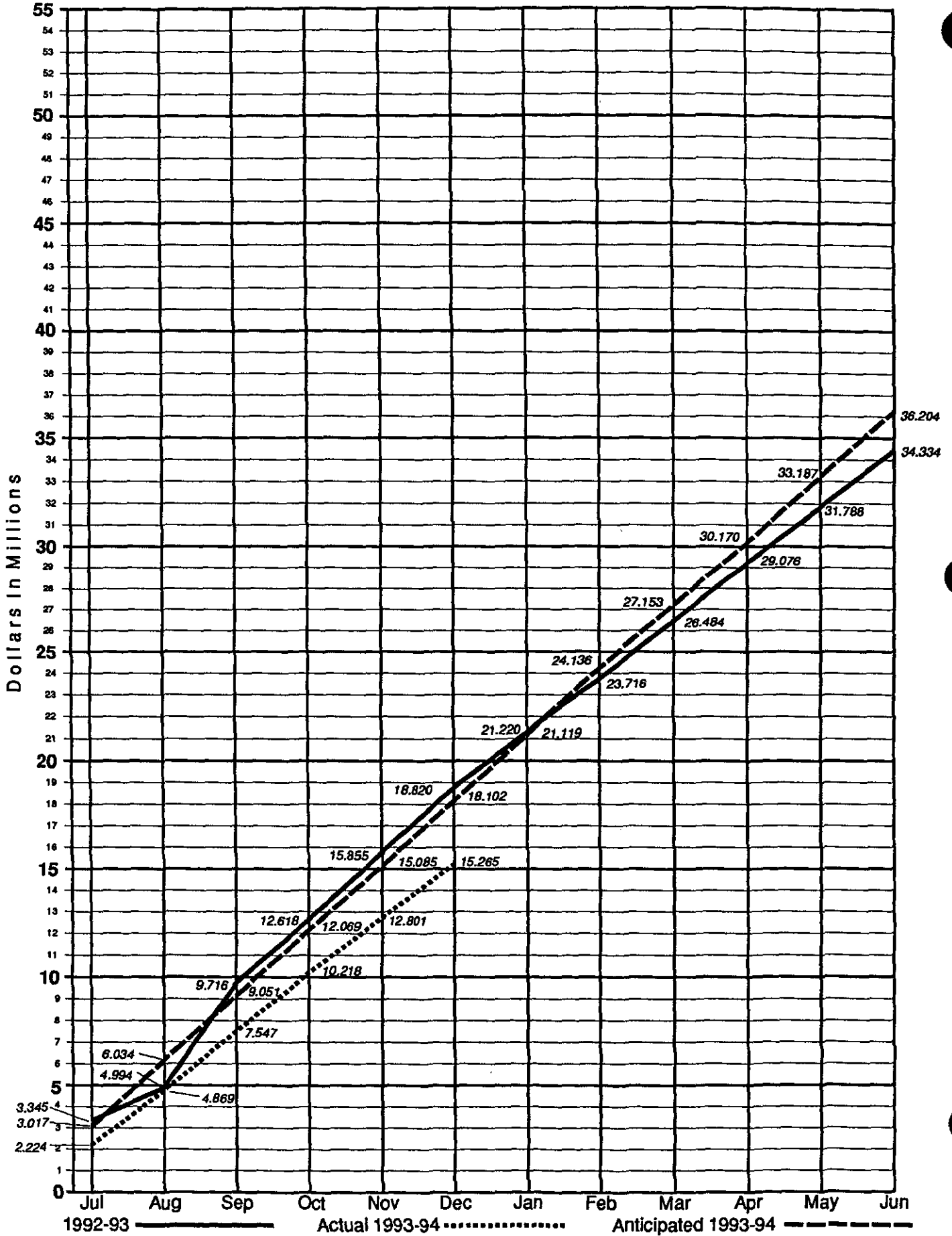
MO	PENALTY ASSESSMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESSMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND						
JUL	3,328,543	16,927	3,345,470	3,017,000	2,224,418			2,224,418	73.73%	2,224,418	73.73%
AUG	1,638,281	9,755	4,993,506	6,034,000	2,644,649			2,644,649	87.66%	4,869,067	80.69%
SEP	4,700,348	22,530	9,716,384	9,051,000	2,674,196	3,565		2,677,761	88.76%	7,546,828	83.38%
OCT	2,882,743	19,297	12,618,424	12,068,000	2,670,689			2,670,689	88.52%	10,217,517	84.67%
NOV	3,207,262	29,649	15,855,335	15,085,000	2,559,137	24,366		2,583,503	85.63%	12,801,020	84.86%
DEC	2,945,291	19,005	18,819,631	18,102,000	2,454,936	8,595		2,463,531	81.65%	15,264,551	84.33%
JAN	2,252,045	147,914	21,219,590	21,119,000				0	0.00%	15,264,551	72.28%
FEB	2,461,959	34,737	23,716,286	24,136,000				0	0.00%	15,264,551	63.24%
MAR	2,764,158	3,881	26,484,325	27,153,000				0	0.00%	15,264,551	56.22%
APR	2,568,778	22,949	29,076,052	30,170,000				0	0.00%	15,264,551	50.60%
MAY	2,677,804	34,424	31,788,280	33,187,000				0	0.00%	15,264,551	46.00%
JUN	2,364,064	181,422	34,333,766	36,204,000				0	0.00%	15,264,551	42.16%
TOT	33,791,276	542,490	34,333,766	36,204,000	15,228,025	36,526		15,264,551	42.16%	15,264,551	42.16%

** - Includes \$33,209 from coroner permit fees (per Ch 990/90)

Comparison of Revenue by Month

Fiscal Years 1992-93 and 1993-94

Attachment 1B



Commission on POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY - FOR CLAIMS PROCESSED

December 1993

	1992-93			1993-94		
	Actual Total For Year	Actual July - Dec.	% of Total	Projected Total For Year	Actual Dec.	% of Projection
Basic Course	1,159	625	.54	1,160	371	.32
Dispatchers - Basic	490	219	.45	490	124	.25
Advanced Officer Course	15,935	4,894	.30	15,935	1,843	.12
Supervisory Course (Mandated)	748	322	.43	750	231	.31
Supervisory Seminars & Courses	3,298	1,524	.46	3,300	1,287	.39
Management Course (Mandated)	220	55	.25	220	76	.35
Management Seminars & Courses	2,235	956	.43	2,235	919	.41
Executive Development Course	511	173	.34	515	238	.46
Executive Seminars & Courses	548	237	.43	550	194	.35
Other Reimbursement	204	76	.37	205	31	.12
Technical Skills & Knowledge Course	27,324	11,940	.44	27,325	13,902	.51
Field Management Training	30	13	.43	30	14	.47
Team Building Workshops	410	168	.41	410	146	.36
POST Special Seminars	839	383	.46	840	239	.28
Approved Courses	64	43	.67	65	13	.20
TOTAL	54,015	21,628	.40	54,030	19,628	.36

COMMISSION ON POST
REIMBURSEMENT BY COURSE CATEGORY

Course Category	1992-1993		1993-1994	
	Total For Year	Actual July - Dec.	December	Actual * July - Dec.
Basic Course	\$ 5,146,881	\$1,667,875	\$433,751	\$1,564,284
Dispatchers-Basic	437,636	179,468	0	57,066
Advanced Office Course	5,555,844	1,629,160	40,813	369,283
Supervisory Course (Mandated)	957,022	334,503	18,623	180,060
Supervisory Seminars and Courses	1,087,396	552,553	88,918	474,217
Management Course (Mandated)	426,324	119,054	12,756	104,767
Management Seminars and Courses	718,222	266,797	60,834	269,041
Executive Development Course	463,177	151,096	18,275	142,271
Executive Seminars and Courses	170,629	60,572	18,790	58,787
Other Reimbursement	176,390	71,035	0	18,724
Technical Skills and Knowledge Courses	8,288,928	3,376,177	815,712	3,863,101
Field Management Training	11,198	5,706	1,351	6,815
Team Building Workshops	182,496	78,302	12,631	60,564
POST Special Seminars	154,320	73,520	9,370	35,363
Approved Courses	17,430	9,079	0	4,726
Training Aids Technology	2,809,703	0	383,121	748,462
TOTAL	\$ 26,603,596	\$8,574,897	\$ 1,914,945	\$ 7,957,531

*\$1,366,104.27 charged to 1992 - 1993 F.Y. Funds

Commission on POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	Total 1992-93 FY	1992-93 July - Dec.	1993 December	1993-94 *Jul-Dec.
Resident Subsistence	\$ 7,045,937	\$2,895,377	\$ 609,813	\$3,104,795
Commuter Meal Allowance	625,429	254,757	38,832	234,248
Travel	2,532,610	1,148,066	207,345	1,010,834
Tuition	3,070,388	1,275,947	293,647	1,290,171
Salary	10,519,529	3,000,750	382,187	1,569,021
Training Aids Technology	2,809,703	0	383,121	748,462
Totals	\$26,603,596	\$8,574,897	\$ 1,914,945	\$ 7,957,531

* \$1,366,104.27 charged to 1992-93 F.Y. Funds.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title New Agency - Butte County District Attorney's Office	Meeting Date January 20, 1994	
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen <i>(Signature)</i>	Researched By Bob Spurlock <i>(Signature)</i>
Executive Director Approval <i>(Signature)</i>	Date of Approval 12-28-93	Date of Report December 10, 1993
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.		
<p><u>ISSUE</u></p> <p>The Butte County District Attorney's Office is seeking entry into the POST Reimbursable Program on behalf of its investigators.</p> <p><u>BACKGROUND</u></p> <p>The County of Butte has submitted the proper documentation supporting POST objectives and regulations.</p> <p><u>ANALYSIS</u></p> <p>The Butte County District Attorney's Office has 22 full-time investigators. The agency is complying with POST Regulations. Fiscal impact for reimbursement of training costs is approximately \$11,000 per year.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the Butte County District Attorney's Office be admitted into the POST Reimbursable Program consistent with Commission Policy.</p>		

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Annual Review of Command College Tuition	Meeting Date January 20, 1994	
Bureau Center for Leadership Development	Reviewed By <i>Doug Thomas</i>	Researched By Beverley Short
Executive Director Approval <i>Norman C. Becham</i>	Date of Approval 12-15-93	Date of Report December 13, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

This item is before the Commission for its annual review of the Command College tuition.

BACKGROUND

At the January 1987 meeting, the Commission designated a tuition be charged all eligible, non-reimbursable agencies desiring to send participants to the Command College. The Commission also directed staff to monitor the direct costs of the two-year program and to submit a report annually with recommendations for the tuition rate for the coming year.

The current tuition approved by the Commission for participants beginning the Command College program in 1993 is \$3,790.

The non-reimbursable agencies currently in the Command College and being charged a tuition are the California Highway Patrol, the Department of Justice, Los Angeles Housing Police, Department of Motor Vehicles, and Office of the Attorney General. The total amount of tuition collected for the 19 officers from these non-reimbursable agencies since it was implemented with Class 8 in June 1987 is \$56,149.12.

ANALYSIS

The recommended tuition based on anticipated direct Command College costs per participant for the two-year program in Classes 22 and 23 is \$3,790. The cost breakdown is as follows:

	<u>Per Student</u>
Faculty	\$2,248
Facility Fees	376
Project Consultants	400
Independent Project and Interession Grading	618
Lead Faculty/ Academic Consultant Training	148
Total	\$3,790

Program costs have remained relatively unchanged over the past year and no significant increase is anticipated for 1994, therefore, the recommended tuition per participant for 1994 is to remain at \$3,790.

RECOMMENDATION

Approve the Command College tuition for the two-year program remain unchanged at \$3,790. The tuition would be effective for the Command College Class 22 beginning July 24, 1994, and Class 23 beginning January 29, 1995.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Supervisory Leadership Institute Tuition		January 20, 1994
Bureau	Reviewed By	Researched By
Center for Leadership Development	<i>D. Thomas</i>	Tom Hood
Executive Director Approval	Date of Approval	Date of Report
<i>Monica C. Boehm</i>	12-15-93	December 7, 1993
Purpose:		Financial Impact:
<input type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input type="checkbox"/> Yes (See Analysis for details)
<input type="checkbox"/> Status Report		<input type="checkbox"/> No

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

Issue

This item is before the Commission for its annual review of the Supervisory Leadership Institute tuition.

Background

At the January 1991 meeting, the Commission designated a tuition be charged all eligible non-reimbursable agencies desiring to send participants to the Supervisory Leadership Institute. Staff was instructed to annually review tuition and to report to the Commission each January with the recommended tuition for classes beginning the coming year.

The current tuition approved by the Commission is \$1,568. The tuition has remained unchanged at this amount since the program's inception July 1991; however, due to increased instructional costs, the current tuition does not reflect actual costs. A tuition increase of \$68 will bring the tuition in line. The new tuition will be \$1,636 for the eight-month program.

The non-reimbursable agency currently in the Supervisory Leadership Institute and being charged a tuition is the California Highway Patrol.

Analysis

The recommended tuition based on anticipated direct Supervisory Leadership Institute cost per participant in 1994 is \$1,636. The cost breakdown is as follows:

Instruction	\$ 980.
Supplies	95.
Instructor Travel/Per Diem	391.
Facility Rental/Misc.	<u>170.</u>
	\$1,636.

Recommendation

Approve a tuition of \$1,636 for non-reimbursable agencies, to cover the direct costs for participation in the Supervisory Leadership Institute for classes beginning July 1994 through June 1995.



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

WHEREAS, S. Douglas Thomas served the Commission on Peace Officer Standards and Training with distinction since June 1981; and

WHEREAS, Mr. Thomas served as a Law Enforcement Consultant and attained the rank of Bureau Chief in 1987; and

WHEREAS, Mr. Thomas served as Assistant Executive Director from 1988 to 1990; and

WHEREAS, Mr. Thomas served as Bureau Chief in the Center for Leadership Development from 1990 to 1993; and

WHEREAS, Mr. Thomas also served law enforcement as Sheriff-Coroner of Plumas County for five years; now

THEREFORE, BE IT RESOLVED, that the members of the Commission on Peace Officer Standards and Training do hereby commend S. Douglas Thomas for his dedicated and effective service and offer their personal and best wishes upon this occasion of his retirement.

Chairman

Executive Director

January 20, 1994



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

WHEREAS, Jeff Kermode is a Police Sergeant with the Irvine Police Department with impressive service to law enforcement; and

WHEREAS, he served the Commission on Peace Officer Standards and Training in the capacity of a POST Management Fellow, full time from June 28, 1993 through December 10, 1993; and

WHEREAS, he was the Project Director for the development of the Basic Course Student Workbook feasibility study and report; and

WHEREAS, his work on this difficult project was exemplary in every respect; and

WHEREAS, the results of his work will be of benefit to the law enforcement training community for many years to come, now therefore be it

RESOLVED, that the members of the Commission on Peace Officer Standards and Training commend Jeff Kermode 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

January 27, 1994

Date

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Proposed Changes to the Regular Basic Course Training Specifications		Meeting Date January 20, 1994
Bureau Basic Training Bureau	Reviewed By Robert Fuller	Researched By Shirley Paulson Lou Madeira
Executive Director Approval <i>Houman C. Boehm</i>	Date of Approval 12-23-93	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Should the Commission approve, subject to a public review process, changes to basic training specifications as enumerated in this report?</p> <p><u>BACKGROUND</u></p> <p>In July 1993, the Commission approved, subject to the public review process, changes to Regulation 1005 and Procedure D-1 regarding minimum standards for the Regular Basic Course. Among these changes was the identification of training specifications for each basic course learning domain. These requirements are detailed in a new document entitled <u>Training Specifications for the Regular Basic Course (1993)</u>, which is incorporated into Regulation 1005 by reference.</p> <p>In November 1993 these changes were adopted by the Commission following a public hearing and pending approval by the Office of Administrative Law.</p> <p>These training specifications were developed based upon instruction which was required at the time the specifications were promulgated. Although they were designed to be broad enough to obviate the need for frequent modification, initially there will be a need to examine each of the domains over a three year cycle to ensure that the specifications and curriculum are consistent and contemporary.</p> <p>As part of this process, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review curriculum to determine what revisions are necessary. This process occurs during regularly scheduled workshops during which curriculum and supporting materials are updated to reflect emerging training needs, legislatively mandated subject matter, changes in the law, or to resolve testing and evaluation problems.</p> <p>Training specifications for the Regular Basic Course address five major areas within each learning domain. These include:</p>		

- o Instructional goals
- o Required topics
- o Required tests
- o Required learning activities
- o Hourly requirements

ANALYSIS

Following is a description of proposed changes to the training specifications. A summary of the proposed modifications can be found in Attachment A. The complete text of all proposed changes can be found in Attachment B.

o Learning Domain #3 - Community Relations

It is proposed that new subject matter be added to this domain regarding tactical communications and community-based policing concepts. These subjects were not previously a part of the basic course, but reflect contemporary knowledge, skills and abilities which will enhance the delivery of law enforcement services. Five learning activities are proposed to be added which require the student to receive training and participate in discussions or other instructional events in these areas, as well as community relations principles, crime prevention concepts, telephone etiquette and focused problem-solving. Each of these topics are fundamental to the Basic Course, but they cannot be effectively evaluated by multiple-choice tests. As a result, it is proposed that the pencil and paper test requirement be replaced with scenario tests.

o Learning Domain #4 - Handling Emotional Situations

Two learning activities are proposed to be added to this domain which would require the student to receive training and participate in instructional events related to law enforcement contacts with crime victims and persons in crisis. These topics are presently evaluated by multiple choice tests, however this has proven ineffective as a means to assess the students' actual ability to provide victim assistance or to effectively intervene in a crisis situation. As a result, it is proposed that the pencil and paper test requirement be replaced with scenario tests which provide a better vehicle to reliably evaluate these skills.

A title change to **Victimology/Crisis Intervention** is also proposed to more accurately describe the material addressed in this domain.

o Learning Domain #25 - Domestic Violence

Two learning activities are proposed to enhance instructional effectiveness by requiring student participation in focused discussions concerning law enforcement responses to domestic violence, legal considerations, legislative intent and other

background issues. The topic of tenancy would be deleted from this domain because that subject is covered in detail in learning domain 24 - disputes.

o Learning Domain 30 - Preliminary Investigation

It is proposed that the courtroom testimony scenario test be changed to a learning activity. Although every academy stages a "moot trial" as a vehicle to provide instruction related to courtroom demeanor and testimony, it has proven cost and time prohibitive to accord every student an opportunity to testify under a variety a questioning styles. The proposed learning activity will continue to require the trial reenactment, but will permit students to either provide testimony or critique testimony provided by another person.

o Learning Domain 38 - Gangs

Two learning activities are proposed to enhance instructional effectiveness by requiring student participation in focused discussions concerning gang culture and dynamics and profiling of local criminal gang activities occurring within the area serviced by the academy. Student evaluation will be enhanced by proposing an exercise test relating to the interpretation of graffiti, tattoos, and other gang communications.

A title change to **Gang Awareness** is also proposed to more accurately describe the material addressed in this domain.

o Changes to Other Learning Domains

Minor changes are proposed to Learning Domain 18 (Investigative Report Writing) and Learning Domain 37 (Persons with Disabilities) to update terminology, clarify language and more effectively describe existing test specifications and curricula.

o Anticipated Fiscal and Minimum Hours Impact

Most of the changes proposed herein are not expected to significantly impact training costs or overall instructional delivery time. Proposed learning activities are designed to work with existing curricula and within currently prescribed domain hour ranges. Proposed scenario tests are intended to be conjoined with existing scenarios to mitigate cost and minimize any adverse impact on the academies. The evaluation of victim assistance skills, for example, will be accomplished during a number of currently prescribed scenarios such as a rape investigation, assault investigation, or domestic violence incident.

The inclusion of tactical communications training is an exception which will likely require some additional time to present. Core instruction in the classroom is expected to require approximately

8 hours. As with the example cited above, however, scenario testing of tactical communication skills will be accomplished during a variety of existing events such as vehicle pullovers and responses to disputes. The majority of basic course presenters have already incorporated this material into currently certified programs.

Staff is currently in the process of collecting information from basic course presenters regarding the minimum time needed to deliver POST-mandated instruction for each learning domain. It is expected that a report to the Commission regarding Basic Course minimum hours will be completed by the April meeting.

SUMMARY

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

If the Commission agrees that proposed changes be made, it is proposed that the abbreviated public notice process be used. If no one requests a public hearing, these proposed changes would go into effect 30 days after approval by the Office of Administrative Law. It is also proposed that pursuant to Commission Regulation 1005, Training Specifications for the Regular Basic Course (1993) be amended to include the recommended revisions. A copy of Regulation 1005 and Commission Procedure D-1 are included as Attachment B.

RECOMMENDATION

Subject to the results of the proposed Notice of Regulatory Action, approve the revisions to Training Specifications for the Regular Basic Course (1993) and amendment of Commission Regulation 1005.

SUMMARY OF PROPOSED MODIFICATIONS TO TRAINING SPECIFICATIONSLearning Domain #3 - Community Relations

- o Modify instructional goals and required topics to reflect the addition of instruction related to tactical communications, community-based policing concepts and focused problem solving
- o Delete instruction related to cultural differences which is covered in detail in its own learning domain #42 - cultural diversity
- o Delete the requirement for a written test in this domain
- o Require two scenario tests as the method of evaluating the student's understanding of tactical communications
- o Add five supporting learning activities to include instruction and discussion of tactical communications, community-based policing concepts, community relations, telephone etiquette and focused problem solving

Learning Domain #4 - Handling Emotional Situations

- o Retitle the domain **Victimology/Crisis Intervention** to more clearly reflect the content
- o Expand and clarify goals and topics to more completely describe the content of the domain
- o Delete the requirement for a written test in this domain
- o Require evaluation of student performance in scenarios where victim assistance (changed from exercise to scenario) and crisis intervention skills can be more appropriately assessed
- o Add two supporting learning activities regarding victim assistance and crisis intervention skills

Learning Domain #18 - Investigative Report Writing

- o Make minor modifications to instructional goals and required topics to clarify language
- o Make minor clarifying modifications to language associated with exercise test and learning activity specifications

Domain #25 - Domestic Violence

- o Minor wording changes to the existing instructional goals and required topics sections to bring the specifications into compliance with recent law changes and to reflect more appropriate terminology
- o Delete topic regarding tenancy issues which is redundant with topics in learning domain 24 - disputes
- o Add two supporting learning activities regarding domestic violence incidents

Domain #30 - Preliminary Investigation

- o Change the courtroom testimony scenario test to a learning

activity to more properly address the instructional approach used by basic course presenters which is to provide students with the opportunity to provide or critique testimony. One scenario inherently cannot require students to be evaluated on both providing and critiquing testimony.

Domain #37 - Persons with Disabilities

- o Modify terminology in the instructional goals and required topics to more accurately accomplish the desired instructional outcome
- o Add topic regarding confiscation and custody of deadly weapons from persons who are subject to detention under Section 5150 of the Welfare and Institutions Code. This instruction is presently in the curriculum and should be included as a topic in the specifications.

Learning Domain 38 - Gangs

- o Retitle the domain **Gang Awareness** to more clearly reflect the content and level of mastery intended
- o Modify instructional goals and required topics to reflect enhanced instruction related to gang types, gang culture and dynamics, officer safety, criminal gang laws, and the interpretation of gang communications
- o Enhance student evaluation by adding an exercise test related to interpreting gang communications
- o Add two supporting learning activities to address generic gang issues and also to specifically focus instruction on local gang activities occurring within the geographical region serviced by the academy

**TRAINING SPECIFICATIONS
FOR THE
REGULAR BASIC COURSE
July 1993**

**SPECIFICATIONS FOR LEARNING DOMAIN #03
COMMUNITY RELATIONS**

July March 1, 19934

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the roles of law enforcement in the community;
- B. an understanding of community needs expectations and community perceptions of law enforcement services and peace officer behavior;
- ~~C. an appreciation of cultural differences and the skills needed to communicate with members of the community; and~~
- ~~DC. a knowledge of crime prevention concepts and techniques and the ability to do a crime prevention survey;~~
- D. an understanding of community-based and problem-oriented policing concepts;
- E. an understanding of tactical communication and verbal persuasion concepts;
- F. the ability to use tactical communication techniques to diffuse conflict and obtain voluntary compliance from uncooperative persons; and
- G. the ability to apply problem-solving concepts to a variety of law enforcement situations.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Roles of law enforcement in the community
- B. Community needs and community perceptions of law enforcement services

- G. ~~Cultural differences~~
- DC. Community needs for law enforcement services expectations and perceptions of the peace officer
- ED. Communication and active listening skills
- FE. Crime prevention concepts and techniques
- F. Methods of reducing crime risks associated with residences, vehicles/vessels, commercial establishments, and persons
- G. Residential and commercial security surveys
- H. Enhancing professionalism through effective communication
- I. General concepts of tactical communication, verbal persuasion and persuasive rhetoric
- J. Five conditions when words fail
- K. The five-step process for obtaining voluntary compliance
- L. The eight-step process for conducting a vehicle stop
- M. Deflecting verbal abuse
- N. Paraphrasing
- O. Nonverbal elements of communication
- P. Factors which inhibit effective communication
- Q. Problem-solving models (e.g., the SARA model of Scanning, Analysis, Response and Assessment)
- R. Community-based and problem-oriented policing concepts

III. REQUIRED TESTS

~~The POST constructed knowledge test for Domain #3~~

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

IV. REQUIRED LEARNING ACTIVITIES

None

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

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on community relations.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None March 1, 1994

**SPECIFICATIONS FOR LEARNING DOMAIN #04:
~~HANDLING EMOTIONAL SITUATIONS~~
VICTIMOLOGY/CRISIS INTERVENTION**

July ~~March~~ 1, 19934

I. INSTRUCTIONAL GOALS

The goals of instruction on ~~Handling Emotional Situations~~
Victimology/Crisis Intervention are to provide students with:

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Psychodynamics of stress and victimization
- B. Provisions of ~~the California crime victims assistance act~~ California law relating to victim assistance
- C. ~~Hate crime and its p~~Psychological impact of crime
- D. Reactions experienced by persons in crisis
- E. Techniques for defusing crisis reactions

- F. Providing information to crime victims regarding acquisition of law enforcement reports and expected follow-up activities
- G. Situations which are likely to elicit a strong psychological response
- H. Situations which are likely to elicit a strong community response

III. REQUIRED TESTS

- A. ~~The POST-constructed knowledge test for Domain #4~~
- B.A. An exercise scenario test that requires the student to interview a person playing the role of a crime victim provide a crime victim with appropriate assistance, referral and support services
- C.B. A scenario test that requires the student to interview a person simulating impaired communications due to his or her emotional state provide assistance, referral and support services to a person(s) in crisis

IV. REQUIRED LEARNING ACTIVITIES

None

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

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on handling emotional situations victimology/crisis intervention.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ March 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #18: INVESTIGATIVE REPORT WRITING

July ~~March~~ 1, 1993~~4~~

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the various uses of police reports which include:
 - 1. Providing information to investigators, prosecutors, defense attorneys, and other entities
 - 2. Assisting officers in refreshing their memory before testifying
 - 3. ~~Use at preliminary hearings by~~ Serving as reference documents for officers testifying to at preliminary hearings regarding statements made by victims, witnesses, and other involved parties
 - 4. ~~Use by~~ Providing data for criminal justice researchers to who are studying and reporting on the activities of the criminal justice system
 - 5. ~~Documenting~~ Documentation of events which involve potential civil liability
- B. the ability to write reports that conform to accepted professional standards ~~of quality~~ (e.g., recording of all relevant information, use of first person, use of active voice, etc.);
- C. the ability to take field notes that include the information needed to complete a crime or incident report (e.g., description of suspects, names of victims, and witnesses, etc.);
- D. the ability to reduce observations and other information to clear, concise, logically organized reports that are readable and relatively free of mechanical writing errors;

While the ~~curricula~~ curriculum will provide instruction in improving writing skills, the goals of report writing instruction do **not** include the development of

command of the English language ~~that permits them to write understandable prose.~~

II. REQUIRED TOPICS

- A. How crime, incident, and arrest reports are used by the criminal justice system
- B. Notetaking
- C. Characteristics of an acceptable law enforcement report
- D. Organization and structure of report narratives
- E. Anticipating defenses which are likely to be asserted by a suspect
- F. General content requirements of crime, incident, and arrest reports
- G. ~~Elements of clear writing to include:~~
 - ~~1. Active voice versus passive voice~~
 - ~~2. First person versus third person~~
 - ~~3. Concrete concepts versus abstract concepts~~
 - ~~4. Facts versus inferences~~
 - ~~5. Chronological sequencing of events~~

An understanding of the difference between facts and inferences

H. Elements of clear writing to include:

- 1. Logical relationships between narrative elements
- 2. Chronological sequencing of events
- 3. Natural vocabulary
- 4. Active voice
- 5. First person

HI. Review of basic writing mechanics to include:

- 1. Spelling
- 2. Punctuation

3. Grammar
4. Word choice
5. Syntax

III. TEST REQUIREMENTS

The following tests shall be administered:

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

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

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

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

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

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

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

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

4. Physical evidence

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

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

IV. REQUIRED LEARNING ACTIVITIES

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

- A. Students will be required to ~~generate~~ write five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the academy.
- B. The events selected should require reports reflecting a progressive level of difficulty (e.g., from a simple ~~unwitnessed~~ incident or crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)
- C. Each learning activity must incorporate:
 1. Generation of appropriate field notes narrative

2. ~~Generation of a complete report which includes a narrative component~~
32. Formal feedback to the student regarding the quality of the ~~report~~ student writing. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

- a. The adequacy of the decisions made by the cadet regarding the incident/crime. This includes:
 - a. ~~Fluency and command of the language~~
 - b. ~~Use of active voice~~
 - c. ~~Use of first person~~
 - d. ~~Appropriate sequencing of events~~
 - e. ~~Organization of the report~~
 - f. ~~Inclusion of relevant information~~
 - g. ~~Reference to possible defenses that might be asserted by the suspect~~
 - h. ~~Grammar, punctuation, spelling, word choice and other mechanical elements that adversely impact the evidentiary value of the report~~
- (1) The determination of the existence or nonexistence of a crime
- (2) If a crime has been committed, the proper identification of that crime
- (3) The taking of proper safety measures
- (4) The preservation of evidence
- (5) The capturing of all essential information

b. The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:

- (1) The organization and development of the report
- (2) The inclusion of relevant information
- (3) The anticipation of possible defenses that might be asserted by the suspect
- (4) The use of the active voice
- (5) The use of the first person
- (6) The proper use of grammar, punctuation, spelling, and word choice

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **36 hours** of instruction on report writing.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ March 1, 1994

**SPECIFICATIONS FOR LEARNING DOMAIN #25
DOMESTIC VIOLENCE**

July ~~March~~ 1, 1993~~4~~

I. INSTRUCTIONAL GOALS

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

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Cultural and societal values that ~~contribute~~ relate to the extent of the domestic violence problem
- B. ~~Impact~~ Relationship of alcohol and drug use ~~on~~ to domestic violence
- C. Extent and nature of domestic violence, particularly local statistics and experience
- D. Cycles of violence
- E. ~~Research based reasons for current domestic violence laws (e.g., the Minnesota study)~~ Review of recent research that relates to domestic violence
- F. ~~Legislative intent~~ Events, research and case law that prompted

domestic violence legislation (e.g., Thurman vs. Torrington case)

- G. Domestic violence statutes (Penal Code Section 13700 et seq.)
- H. Court orders including temporary restraining orders, stay-away orders, and emergency protective orders.
- ~~I. Tenancy issues~~
- ~~J. Communicating with the perpetrator and the victim~~ Response to and preliminary investigation of a domestic violence incident including effective communication with all involved parties.
- ~~K. Tactical/safety considerations~~ pertinent to domestic violence incidents
- ~~L. Enforcing the law~~ Enforcement aspects, including legislative intent
- ~~M. Assisting victims~~ Victim assistance, including local resources and the requirement for officers to explain the private person arrest process
- ~~N. Reporting domestic violence~~ Domestic violence reporting mandates (state and, if applicable, local)

III. REQUIRED TESTS

The following tests shall be administered:

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

IV. REQUIRED LEARNING ACTIVITIES

~~NONE~~

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

- B. Participation in a facilitated discussion relating to proper response to a domestic violence incident

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on domestic violence.

VI. ORINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ March 1, 1994

**SPECIFICATIONS FOR LEARNING DOMAIN #30
PRELIMINARY INVESTIGATION**

July ~~March~~ 1, 1993~~4~~

I. INSTRUCTIONAL GOALS

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

- A. the knowledge and skills needed to conduct a preliminary investigation of specific crimes such as child abuse, burglary, and grand theft;
- B. the knowledge and skills needed to conduct a preliminary investigation and assist survivors of a sudden infant death;
- C. the knowledge and skills needed to provide effective courtroom testimony;
- D. the knowledge and skills needed to identify, preserve, document, and collect physical evidence; and
- E. the knowledge and skills needed to conduct an effective preliminary interview.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Identification, preservation, documentation, and collection of physical evidence including:
 - 1. crime scene search techniques
 - 2. crime scene notes
 - 3. crime scene sketches
 - 4. chain of custody

- B. Initial actions to be taken when conducting a preliminary investigation including:
 - 1. generation of a crime scene broadcast
 - 2. controlling access to a crime scene
- C. Interviewing
- D. Courtroom demeanor and testimony
- E. Sources of information
- F. Initial actions to be taken during a preliminary investigation
- G. Techniques for investigating the following types of incidents:
 - 1. auto theft
 - 2. burglary
 - 3. child abuse, neglect, and sexual exploitation
 - 4. felony assault
 - 5. grand theft
 - 6. homicide
 - 7. kidnapping
 - 8. poisoning
 - 9. robbery
 - 10. sexual assault
 - 11. sudden infant death

12. suicide
13. unattended death

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #30
- B. An exercise test that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch
- C. An exercise test which requires the student to locate latent and plastic prints placed on objects of varying texture and color
- D. An exercise test which requires the student to roll a full set of legible fingerprints on a standard fingerprint card
- E. An exercise test which requires the student to complete "chain of custody" forms
- F. An exercise test which requires the student to identify the types of information and community resources that may assist SIDS survivors
- G. A scenario test that requires the student to conduct a preliminary investigation of a simulated crime scene
- ~~H. A scenario test which requires the student to provide or critique testimony at a simulated criminal trial~~
- H. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a burglary
- J. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a grand theft

- KJ. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a felonious assault
- LK. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a sexual assault
- ML. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a homicide
- NM. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a suicide
- ON. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a either a child abuse, child neglect, or child sexual exploitation

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in an ~~instructor-led~~ facilitated discussion relating to actions which should be taken during the preliminary investigation of a SIDS death
- B. Participation in an ~~instructor-led~~ facilitated discussion relating to actions which should be taken during the preliminary investigation of a kidnapping
- C. Participation in an ~~instructor-led~~ facilitated discussion relating to actions which should be taken during the preliminary investigation of a robbery
- D. Participation in an ~~instructor-led~~ facilitated discussion relating to actions which should be taken during the preliminary investigation of an unattended death
- E. Participation in an ~~instructor-led~~ facilitated discussion relating to actions which should be taken during the preliminary investigation of an auto theft

- F. Participation in an ~~instructor-led~~ facilitated discussion relating to actions which should be taken during the preliminary investigation of a poisoning
- G. Participation in a discussion/critique of one or more simulated interviews or interrogations
- H. Participation in a simulated criminal trial by providing or critiquing testimony

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **31 hours** of instruction on preliminary investigation

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ March 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #37: PERSONS WITH DISABILITIES

July 4 ~~March 1~~, 1993

I. INSTRUCTIONAL GOALS

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

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and communicating with ~~the~~ hearing impaired persons
- B. Recognizing and communicating with ~~the~~ visually impaired persons

- C. Provisions of law dealing with the hearing and visually impaired persons
- D. Section 5150 of the Welfare and Institutions Code
- E. ~~Symptoms~~ Behaviors associated with mental illnesses
- F. ~~Symptoms~~ Behaviors associated with developmental disabilities
- G. Postpartum psychosis
- H. Confiscation and custody of deadly weapons from persons who are subject to detention under Section 5150 of the Welfare and Institutions Code.

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #37
- B. A scenario test that requires the student to respond appropriately to a person simulating a mental illness

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

VI. ORINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ March 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #38: GANGS AWARENESS

~~July~~ March 1, 19934

INSTRUCTIONAL GOALS

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

- A. knowledge of the types of gangs ~~common to~~ in California;
- B. ~~an understanding of reasons why people join gangs;~~
- ~~C.~~B. an understanding of gang culture ~~and dynamics~~ and;
- D. ~~knowledge of the relationship between gang membership and criminal activity; and~~
- ~~E.~~C. an understanding of the law enforcement methods that are useful in ~~reducing~~ supressing gang activity.
- D. knowledge of criteria which can assist in identifying suspected gangs, gang subgroups, gang crimes, and individual gang members;
- E. knowledge of how to interpret graffiti and other gang communications;
- F. an understanding of how to identify gang territory;
- G. an understanding of the importance of appropriate and thorough documentation of both gang members and gang activities;
- H. an understanding of officer safety issues particular to gang contacts; and
- I. knowledge of laws related to criminal gang activity.

REQUIRED TOPICS

The following topics shall be covered:

A. ~~Types of gangs and examples~~ Categories and types of gangs

1. Street (Hispanic, Black, White, Asian)
2. Organized crime
3. Motorcycle
4. Prison

B. How gangs attract and hold members

C. Gang culture and characteristics

D. Gangs and criminal activity

E. Enforcement methods

F. Gang identification

1. Subgroups
2. Territory

G. Gang member identification

1. Associates

H. How to interpret gang communications

1. Graffiti
2. Tattoos
3. Other types of communication

I. Officer safety considerations particular to gang contacts

J. Laws related to gangs and gang activity

REQUIRED TESTS

The POST-constructed knowledge test for Domain #38

An exercise test related to the interpretation of gang communications

REQUIRED LEARNING ACTIVITIES

None

Participation in a facilitated group discussion concerning gang dynamics

Participation in a facilitated group discussion concerning local/regional criminal gang activities

HOURLY REQUIREMENTS

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

ORIGINATION DATE

July 1, 1993

REVISION DATES

None March 1, 1994

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PROPOSED LANGUAGE

1005. Minimum Standards for Training.

(a) - (j) (2) (continued)

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

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

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

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

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

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

(Continued - All incorporation by reference statements in between.)

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

The document *Performance Objectives for the POST Specialized Basic Investigators Course - 1991* adopted effective October 27, 1991 is herein incorporated by reference.

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

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

* To be filled in by OAL.

**COMMISSION ON POST
COMMISSION PROCEDURE D-1**

BASIC TRAINING

Purpose

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

Training Content and Methodology

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

1-3. Regular Basic Course Definitions, Requirements, and Content: The terms used to describe testing and training requirements are defined in paragraph 1-3(a). Testing and training requirements are described in paragraph 1-3(b). Content specifications are listed in paragraph 1-3(c). Testing and training requirements are provided in greater detail in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*. Attendance requirements are contained in Commission Regulation 1055(k).

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

- (1) **Learning Domain.** An instructional unit that covers related subject matter. Each Regular Basic Course learning domain is described in *Training Specifications for the Regular Basic Course - July 1993*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) **Instructional Goal.** A general statement of the results that instruction is supposed to produce.
- (3) **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Four types of tests are used in the Regular Basic Course:

- (A) **POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
 - (B) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
 - (C) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual*.
 - (D) **Exercise Test.** Any test other than a POST-constructed knowledge test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skill required to achieve one or more instructional goals.
- (5) **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (6) **Test-Item Security Agreement.** An agreement between a basic course academy and POST that identifies the terms and conditions under which an academy may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) **Testing and Training Requirements**

- (1) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the academy determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (2) **Scenario Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, scenario tests are required in some, but not all, learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be

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

- (3) **Exercise Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (4) **Learning Activities.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.
- (5) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.
- (6) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students must pass a POST-developed physical abilities test battery as described in the *POST Basic Academy Physical Conditioning Manual*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability.

Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.

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

(c) **Content and Hourly Requirements**

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

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	History, Ethics & Professionalism	6 hours
02	Criminal Justice System	4 hours
03	Community Relations	4 hours
04	Handling Emotional Situations	6 hours
05	Introduction to Criminal Law	6 hours
06	Crimes Against Property	8 hours
07	Crimes Against Persons	8 hours
08	General Criminal Statutes	6 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedure	6 hours
12	Controlled Substances	10 hours
13	ABC Law	4 hours
15	Laws of Arrest	12 hours
16	Search & Seizure	12 hours
17	Evidence	8 hours
18	Report Writing	36 hours
19	Vehicle Operations	24 hours
20	Use of Force	8 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	12 hours
23	Crimes in Progress	12 hours
24	Handling Disputes	12 hours
25	Domestic Violence	8 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic	20 hours
29	Traffic Accident Investigation	12 hours
30	Investigation	31 hours
31	Custody	4 hours
32	Physical Fitness/Officer Stress	40 hours
33	Person Searches, Baton, etc.	44 hours

34	First Aid & CPR	21 hours
35	Firearms/Tear Gas	60 hours
36	Information Systems	4 hours
37	Persons with Disabilities	4 hours
38	Gangs	4 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials	4 hours
42	Cultural Diversity	16 hours

Minimum Instructional Hours 512 hours

The minimum number of hours allocated to testing in the Regular Basic Course are shown below.¹

TEST TYPE	HOURS
Scenario Tests	24 hours
POST-Constructed Knowledge Tests	24 hours
Total Minimum Required Hours	560 hours

1-4. District Attorney Investigators' Basic Course Content and Minimum Hours: The District Attorney Investigators' Basic Course contains the following Functional Areas and minimum hours. District attorney basic training may be met by satisfactory completion of the training requirements of the Regular Basic Course, plus the satisfactory completion of a certified Investigation and Trial Preparation Course.

Functional Areas:

1.0	Professional Orientation	11 hours
2.0	Police Community Relations	16 hours
3.0	Law	52 hours
4.0	Laws of Evidence	20 hours
5.0	Communications	32 hours
6.0	Vehicle Operations	8 hours
7.0	Force and Weaponry	54 hours
8.0	Custody	4 hours
9.0	Physical Fitness and Defense Techniques	42 hours
*10.0	Field Techniques	79 hours
*11.0	Criminal Investigation and Trial Preparation	50 hours
*12.0	Specialized Investigation Techniques	30 hours
*13.0	Civil Process	20 hours
	Practical Exercise/Scenario	24 hours
	Written Examinations	20 hours
	Total Minimum Required Hours	462 hours

¹Time required for exercise testing, learning activities, and physical abilities testing is included in instructional time.

*Functional Areas that form the basis of the POST-certified 80-hour Investigation and Trial Preparation Course.

1-5. Marshals' Basic Course Content and Minimum Hours: The Marshals' Basic Course contains the following Functional Areas and minimum hours. Marshals basic training may be met by satisfactory completion of the training requirements of the Basic Course, plus the satisfactory completion of a certified Bailiff and Civil Process Course or the Bailiff and Court Security Course and Civil Process Course.

Functional Areas:

1.0	Professional Orientation	11 hours
2.0	Police Community Relations	16 hours
3.0	Law	37 hours
4.0	Laws of Evidence	20 hours
5.0	Communications	32 hours
6.0	Vehicle Operations	8 hours
7.0	Force and Weaponry	54 hours
8.0	Criminal Investigation	24 hours
9.0	Physical Fitness and Defense Techniques	42 hours
*10.0	Field Techniques	79 hours
*11.0	Custody	19 hours
*12.0	Civil Process	60 hours
*13.0	Bailiff	40 hours
	Practical Exercise/Scenarios	24 hours
	Written Examinations	20 hours
	Total Minimum Required Hours	486 hours

*Functional Areas that form the basis for the POST-Certified Bailiff and Civil Process Course or the 40-hour Bailiff and Court Security Course and the 40-hour Civil Process Course.

1-6. Specialized Basic Investigators' Course Content and Minimum Hours: The Performance Objectives listed in the POST Document *Performance Objectives for the POST Specialized Basic Investigators' Course -1991* are contained under broad Functional Areas and Learning Goals. The Functional Areas and Learning Goals are descriptive in nature and only provide a brief overview of the more specific content of the Performance Objectives. This course includes the curriculum of the 40-hour P.C. 832 Laws of Arrest and Firearms Course. Successful course completion is based upon students meeting the established success criteria specified for all objectives in this document. Tracking performance objectives to document student achievement is mandatory; however, the tracking system to be used is optional. Specialized Investigators' Basic Training may be met by satisfactory completion of the training requirements of the Regular Basic Course.

Functional Areas:

1.0	Professional Orientation	12 hours
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2.0	Police Community Relations	16 hours
3.0	Law	42 hours
4.0	Laws of Evidence	18 hours
5.0	Communications	15 hours
*6.0	Deleted	0 hours
7.0	Force and Weaponry	48 hours
8.0	Field Procedures	40 hours
*9.0	(Deleted)	0 hours
10.0	Criminal Investigation	42 hours
*11.0	Custody	1 hours
12.0	Physical Fitness and Defense Techniques	40 hours
13.0	Specialized Investigative Techniques	36 hours
	Practical Exercise/Scenario Testing	19 hours
	Written Examinations	11 hours
	Total Minimum Required Hours	340 hours

*Since the majority of the Specialized Basic Course is taken directly from the Regular Basic Course, it is important that the two numbering systems correspond. For that reason Functional Areas 6.0 and 9.0 (Vehicle Operations and Traffic, respectively) are shown deleted. Conversely, a new functional area, 13.0 Specialized Investigative Techniques, has been developed for the Specialized Basic Investigators Course.

1-7. Basic Complaint/Dispatcher Course: The Basic Complaint/Dispatcher Course contains the following Functional Areas and minimum hours. This course provides instruction regarding entry-level skills and knowledge to personnel whose duties include receiving emergency calls for service and dispatching law enforcement personnel. With prior POST approval, flexibility shall be granted to adjust hours between functional areas.

Functional Areas:

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

Total Minimum Required Hours

80 hours

1-8. Coroners' Death Investigation Course: The Coroners' Death Investigation Course contains the following Functional Areas and minimum hours. This course partially fulfills the minimum basic training required under 1005(a)(5) for peace officer members of Coroners' Offices. With prior POST approval, flexibility shall be granted to adjust hours between functional areas.

Functional Areas:

1.0	Course Overview Administrative Issue	1 hour
2.0	Death Investigation	40 hours
3.0	Introduction to Disaster Management	2 hours
4.0	Role of Coroner/Public Administrator	4 hours
5.0	Coroners' Law	2 hours
6.0	General Laboratory Practices	4 hours
7.0	Vehicle Fatalities	2 hours
8.0	Forensic Use of Medical Records	2 hours
9.0	Forensic Anthropology	4 hours
10.0	Forensic Pathology	10 hours
11.0	Death and Grief Bereaved.	2 hours
12.0	A.I.D.S. and Other Communicable Diseases	2 hours
13.0	Forensic Odontology	4 hours
14.0	Test	1 hour

Total Minimum Required Hours

80 hours

Historical Note:

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

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

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, and *

Subparagraph 1-4 adopted and incorporated by reference into Commission Regulation 1005 on April 27, 1983, and amended on January 24, 1985, September 26, 1990, and *

Subparagraph 1-5 adopted and incorporated by reference into Commission Regulation 1005 on April 27, 1983, and amended on January 24, 1985, January 15, 1987, September 26, 1990, and *

Subparagraph 1-6 adopted and incorporated by reference into Commission Regulation 1005 on October 20, 1983, and amended on September 26, 1990, October 27, 1991, and *²

²*To be filled in by OAL.

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

Subparagraph 1-8 adopted and incorporated by reference into Commission Regulation 1005 on February 4, 1993.

nonsubstantial in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to all persons whose comments were received by POST during the public comment period, and all persons who request notification from POST of the availability of such changes. A request for the modified text should be addressed to the agency official designated in this notice,. The Commission will accept written comments on the modified text for 15 days after the date of which the revised text is made available.

TEXT OF PROPOSAL

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

ESTIMATE OF ECONOMIC IMPACT

Fiscal impact on public agencies including costs or savings to state agencies or costs/savings in federal funding to the state: None

Nondiscretionary Costs/Savings to Local Agencies: None

Costs to any local agency or school district for which Government Code Section 17561 requires reimbursement: None

Impact on California business: None

This action involves changes to state standards for training administered by POST-certified basic training academies and does not have a financial impact.

Cost impact on private persons or entities: None

Housing Costs: None

CONSIDERATION OF ALTERNATIVES

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

CONTACT PERSON

Inquiries concerning the proposed action and requests for written material pertaining to the proposed action should be directed to Anna Del Porto, Associate Governmental Program Analyst, 1601

Alhambra Blvd., Sacramento, CA 95816-7083, or by telephone at
(916) 227-4854.

Commission on Peace Officer Standards and Training

REGULATORY ACTION: AMEND THE DOCUMENT
TRAINING SPECIFICATIONS FOR THE REGULAR BASIC COURSE (1993)

STATEMENT OF REASONS

The Commission on Peace Officer Standards and Training (POST) proposes to revise the document *Training Specifications for the Regular Basic Course (1993)* which is incorporated by reference into Commission Regulation 1005(a). These revisions are proposed to accomplish the following goals:

- 1) Add instructional goals and required topics which enable the student to perform the duties of a patrol officer
- 2) Eliminate unnecessary instructional goals and required topics
- 3) Clarify terms and reflect contemporary language
- 4) Require appropriate types of tests

The changes proposed to the training specification document result from an ongoing review of Basic Course curriculum by POST staff and curriculum consultants who are either academy instructors or experts in their fields. Their recommended curriculum changes are reviewed by a consortium of POST basic academy directors at regularly scheduled meetings. These changes are then presented to the POST Commission for approval.

Four types of revisions are proposed to the training objective document:

- o Title of Learning Domain
- o Instructional Goals and Topics
- o Required Tests
- o Required Learning Activities

PROPOSED REVISIONS TO LEARNING DOMAIN TITLES

Handling Emotional Situations (Learning Domain #4)

For clarity, the contents of this domain would be more accurately described by changing the title to **Victimology/Crisis Intervention**.

Gangs (Learning Domain #38)

For clarity, the contents of this domain would be more accurately described by changing the title to **Gang Awareness**.

PROPOSED REVISIONS TO INSTRUCTIONAL GOALS AND TOPICS

Community Relations (Learning Domain #3)

Modifications are proposed to reflect the addition of instruction related to tactical communications, community-based policing concepts and focused problem solving, all of which are skills needed by the basic recruit officer. Instruction related to cultural differences is deleted from this domain because it is redundant with instruction now contained in learning domain #42 - cultural diversity

Handling Emotional Situations (Learning Domain #4)

Goals and topics are expanded for clarity to more completely and accurately describe contents of the domain.

Investigative Report Writing (Learning Domain #18)

Minor modifications are proposed to clarify language.

Learning Domain #25 (Domestic Violence)

Language changes to the existing instructional goals and required topics sections are made to bring the specifications into compliance with recent law changes and to clarify language.

Topic regarding tenancy disputes is deleted because this information is redundant with information already contained in learning domain #24 - disputes.

Persons with Disabilities (Learning Domain #37)

Terminology is revised and clarified to more accurately describe the desired instructional outcome regarding identifying persons exhibiting unusual behavior or appearance (e.g., recognition of specific behaviors characteristic of a developmental disability, mental illness or other neurological conditions as opposed to symptoms.)

A topic regarding confiscation and custody of deadly weapons from persons who are subject to detention under Section 5150 of the Welfare and Institutions Code is added. This instruction is presently included in the performance objectives and should be included as a topic in the specifications.

Gangs (Learning Domain #38)

Terminology is modified and clarified to reflect enhanced instruction related to gang types, gang culture and dynamics, officer safety, criminal gang laws and the interpretation of gang communications

PROPOSED REVISIONS TO REQUIRED TESTS

Community Relations (Learning Domain #3)

Requirements for a knowledge test are proposed for deletion because paper/pencil tests on this subject have not been effective. This is information on attitudes and behaviors which is more appropriately taught and discussed as learning activities. Two scenario tests would be added as a means of evaluating new goals and topics on the student's understanding of tactical communications.

Handling Emotional Situations (Learning Domain #4)

Requirements for a knowledge test are proposed for deletion because the goal of instruction in victim assistance and crisis intervention is for students to be able to sensitively and effectively provide assistance to a victim, witness or other person. A knowledge test stresses rote memory of specific facts and rules rather than providing a reliable evaluation of the student's actual ability to assist a person. Two scenario tests would be added as a means of evaluating the student's ability to provide appropriate assistance, referral and support services to a person in crisis and a crime victim.

Investigative Report Writing (Learning Domain #18)

Minor modifications for clarity are made to the exercise test specifications.

Preliminary Investigation (Learning Domain #30)

The scenario test relating to courtroom testimony is proposed to be deleted and replaced with a learning activity because the scenario is flawed as written in that a scenario cannot require students to be evaluated on providing and critiquing testimony. The instructional approach used by all basic course presenters is to provide students with the opportunity to provide or critique testimony which is actually a learning activity.

Gangs (Learning Domain #38)

Enhance student evaluation by adding an exercise test related to interpreting gang communications. Instructors can focus and evaluate instruction on local gang communications occurring within the geographical region serviced by the academy.

PROPOSED REVISIONS TO LEARNING ACTIVITIES

Community Relations (Learning Domain #3)

Five learning activities are proposed which involve facilitated discussions regarding:

- 13.03.01 Peace officer contacts with the public
- 13.03.02 Crime risks and crime prevention concepts

These learning activities contain instruction presently contained in individual cognitive objectives. Instructional sequencing and student instruction is improved by requiring the student to apply their knowledge to examples, as prompted by the instructor.

- 13.03.03 Discussion/critique of telephone contacts

This learning activity contains instruction presently contained in a performance objective tested by exercise. It is more effective to discuss and critique than to require each student to have a telephone conversation.

- 13.03.04 Tactical communications
- 13.03.05 Tactical communications

These learning activities are additions to the basic course curriculum. The ability to effectively defuse conflict situations is an essential element of a peace officer's duties.

Handling Emotional Situations (Learning Domain #4)

Two learning activities are proposed which require instruction and participation in facilitated discussions regarding law enforcement contact with:

- 13.03.01 A person in crisis
- 13.03.02 A crime victim

Including this information in learning activities provides for effective instructional sequencing and student instruction in assisting persons in crisis and persons who are crime victims.

Domestic Violence (Learning Domain #25)

Two learning activities are proposed which require participation in facilitated discussions relating to:

- 13.25.01 Background, legal aspects and legislative intent associated with domestic violence incidents
- 13.25.02 Proper response to a domestic violence incident

Including this information in learning activities provides for effective instructional sequencing and student instruction in assisting persons in crisis and persons who are crime victims.

Preliminary Investigation (Learning Domain #30)

Two learning activities are proposed which require participation in facilitated discussion relating to:

- 13.25.01 Gang dynamics

13.25.02 Local/regional criminal gang activities

These learning activities allow the instructor to address generic gang issues and also to specifically focus instruction on local gang activities occurring within the geographical region serviced by the academy.

Gangs (Learning Domain #38)

Proposed performance objective 8.50.10 requires the student to perform an exercise in which, given examples of tattoos, gang graffiti or other forms of gang communications, they must identify the specific individual or gang involved, the neighborhood or area and indicators of pending or past gang conflicts. This determination is best made locally because it is not possible to provide academies with appropriate examples for all areas.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Proposed Changes to Regular Basic Course Performance Objectives	Meeting Date January 27, 1994	
Bureau Basic Training Bureau	Reviewed By Robert Fuller	Researched By Shirley Paulson Lou Madeira
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval 12/28/93	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Should the Commission approve changes to regular basic course performance objectives as enumerated in this report?</p> <p><u>BACKGROUND</u></p> <p>Performance objectives have previously served as the mechanism for specifying minimum curricula standards for the regular basic course. In November 1993, the Commission approved the document <i>Training Specifications for the Regular Basic Course (1993)</i> which has been incorporated into Commission Procedure D-1 by reference. The training specifications serve in a more general way to identify instructional goals, required content, learning activities, and testing requirements for each Learning Domain.</p> <p>Training specifications are a matter of administrative law by virtue of their reference in D-1. Any changes to training specifications must subsequently be reviewed by the Office of Administrative Law following approval by the Commission. Because individual performance objectives are no longer referenced in POST regulations, the proposed changes described herein are subject only to Commission review and approval.</p> <p>Performance objectives serve as the foundation upon which tests are developed. There are three types of tests in the regular basic course for which performance objectives are the basis: written tests (POSTRAC), exercise tests, and scenario tests. Learning activities are not tests, but they are a valuable mechanism to prescribe student participation in specific instructional events when a test is undesirable, or when overall instructional effect can be enhanced by their inclusion. Examples of learning activities include: student participation in a facilitated discussion regarding specific subject (e.g. law enforcement contacts with members of cultural groups), or an activity such as the generation of practice crime reports.</p>		

The nature of changes proposed in this report fall into the following categories:

- o **Additions** of performance objectives believed necessary to improve instruction in existing areas or to introduce new material into the basic course. As an example, two performance objectives are proposed which would add tactical communications training.
- o **Deletions** of performance objective where the subject matter is no longer needed, where required instruction clearly exceeds the training needs of a patrol officer, or where the objective is redundant. As an example, two performance objectives are proposed to be deleted because they address chemical processing of latent fingerprints. Chemical processing is typically beyond the scope of the average patrol officer.
- o **Conversions** of performance objectives to learning activities. This is generally prompted by the need to preserve desirable instruction, but to eliminate the requirement for a test. This occurs when experience has revealed that the subject matter is not suitable for evaluation by an objective test. Several changes of this type are proposed in Learning Domain #4 (handling emotional situations) where the written test has proven ineffective in determining whether or not the student can competently assist a victim. In this case, learning activities can ensure that enabling instruction occurs and scenario testing can provide evidence that the student has mastered the material.
- o **Merging** of performance objectives without loss of content. This may be desirable for a variety of reasons including the need to provide a better objective upon which test items can be generated, consolidation of related subject matter into one instructional event, or conversion of a test from one type to another (e.g. changing a written test requirement to a scenario test requirement). Several changes of this type are proposed in the preliminary investigation domain where a number of objectives relating to crime scene management can be evaluated in a single event re-enactment.
- o **Administrative changes** to performance objectives without loss of content. Modifications of this type generally relate to issues of grammar, clarity or numbering. In addition, it may be necessary to modify an objective to provide better testability (e.g. change the stem of an objective from a direct question format to one based upon a word picture description).

The changes proposed in this report represent recommendations identified by staff and curricula consultants (academy instructors and other subject matter experts) over the past six months. All proposed changes have been reviewed and supported by the Consortium of basic academy directors.

ANALYSIS

The following is a description of the most significant modifications to regular basic course performance objectives. Attachment A contains the complete text of all proposed changes. All recommendations are consistent with the proposed changes to *Training Specifications for the Regular Basic Course (1993)* which are detailed in a separate agenda item.

o Learning Domain #3 - Community Relations

Additions

Proposed additions include two scenario test objectives (5.9.1 and 5.9.2) and one supporting learning activity (13.03.04) which will prescribe enabling instruction and student evaluation of tactical communications skills during traffic stops and other types of peace officer contacts. This is new subject matter which meets a statewide demand for enhanced verbal skills training of peace officers.

A new learning activity (13.03.05) is also proposed which addresses structured problem-solving. This is desirable because previous instruction concentrated on knowledge of problem-solving steps, rather than application of these steps to job-related situations. This requirement allows instructors to identify job-relevant problems to which students will collectively apply their training.

Deletions

An exercise test objective (2.4.3) requiring the student to conduct a residential or commercial security survey is proposed for deletion because the subject matter can be better addressed in a supporting learning activity (13.03.02) which requires the student to evaluate a broader range of crime risks (e.g. carjacking) which they are likely to encounter on the beat. This learning activity also taxes higher level problem-solving skills by requiring students to identify viable strategies for mitigating perceived crime risks.

Conversions, merges and other administrative changes

Several performance objectives relating to general concepts of community relations (2.1.1, 2.2.2, 2.2.3, 2.3.1, and

2.3.3) will be consolidated into a learning activity (13.03.01). These objectives did not lend themselves to effective cognitive testing, so it is proposed that the subject matter be addressed by enabling instruction which is complemented by focused discussions relating to public expectations of law enforcement personnel and services.

The curricula associated with several other performance objectives (2.2.4, 5.1.1 and 5.1.2) regarding cultural contacts is now redundant because this subject matter is covered in much greater detail in its own domain (learning domain #42 - cultural diversity).

An exercise objective (5.6.1) which requires every student to demonstrate telephone etiquette has proven cost-ineffective and instructionally unnecessary. A more appropriate alternative is a learning activity (13.03.03) where students are required to critique actual examples of law enforcement telephone communications.

o Learning Domain #4 - Handling Emotional Situations

Conversions, merges and other administrative changes

Instruction required by several performance objectives (2.5.5, 2.5.6, 2.5.7, 2.6.2, 2.6.3, 2.6.4, and 2.7.2) relating to victim assistance and crisis intervention will be consolidated into two supporting learning activities (13.04.01 and 13.04.02) and two scenario tests (8.42.2 and 5.1.3). Cognitive testing has proven ineffective in determining whether or not a student actually possesses the skills necessary to effectively provide victim assistance or to successfully intervene in a crisis situation.

As a result, learning activities are a better vehicle to ensure delivery of enabling instruction and expose students to conceptual examples. Students will be tested by the scenarios. This approach was endorsed by a committee of victim advocates who met with staff in November.

o Learning Domain #25 - Domestic Violence

Conversions, merges and other administrative changes

Instruction required by several performance objectives (8.47.2, 8.47.3, 8.47.4, 8.47.5, 8.47.6, 8.47.7, 8.47.8, and 8.47.9) will be consolidated into a single objective (8.47.12). Additionally, a related objective (8.47.1) will be rewritten. Although no loss of instruction will occur, these changes substantially improve staff's ability to generate quality test items. Instruction will also be complemented by two supporting learning activities (13.25.01

and 13.25.02) relating to law enforcement responses to domestic violence cases.

o Learning Domain #30 - Preliminary Investigation

Additions

A new objective (10.23.3) is proposed to be added to complement existing instruction regarding responses to suspected sudden infant death (SIDS) incidents. Although the material addressed by the objective was previously taught, the new objective provides a necessary base to improve the existing written examination.

Deletions

Two performance objectives (10.5.4 and 10.5.5) relating to chemical development of latent fingerprints are proposed for deletion because this material exceeds the scope of the patrol officer. Instruction related to non-chemical processing (e.g. powder development) is still included in the course.

Conversions, merges and other administrative changes

The content of one performance objective relating to SIDS (8.33.1) will be consolidated into the new objective mentioned above (10.23.3) and into a learning activity (13.30.01) which identifies actions which should be taken when responding to a suspected SIDS case.

Performance objectives relating to uses of sketches and crime scene access control (10.1.4 and 10.4.1) have been consolidated into an exercise test (10.2.1) which requires the students to actually apply this knowledge.

A performance objective relating to searches of deceased persons (8.33.3) is redundant with material covered in detail in learning domain #16 (search and seizure)

A performance objective regarding fragile evidence (10.6.2) has been consolidated into an improved evidence packaging objective (10.6.2). This change significantly improves staff ability to generate quality test items while retaining all supporting curriculum.

Several objectives relating to specific types of investigations have been conjoined with supporting learning activities. This proposal will eliminate long standing testing concerns (e.g. depending upon a multiple choice test to try to determine if a student can conduct a preliminary investigation) and makes enabling instruction more cohesive.

For example, two objectives relating to auto theft and VIN numbers (10.24.1 and 10.24.2) will now be addressed in a learning activity which directs students through the example preliminary investigations of vehicle or vessel thefts.

A number of other objectives would be consolidated into related scenario tests which are already required. For example, objectives relating to preparing for an interview (10.8.1) and considerations for conducting child abuse interviews are more appropriately evaluated by one or more scenario tests. The material contained in these objectives is presently evaluated in a variety of scenarios (e.g. 10.22.1 - child abuse-exploitation investigation, 10.13.1 - sexual assault investigation, 10.15.1 - felonious assault investigation, etc.), where students are actually evaluated on their ability to conduct an interview.

It is important to mention that this learning domain is the largest in the entire basic course. This is a reflection of the large number of specific types of investigations which are addressed. The overriding strategy behind the proposed changes is to give the domain overall cohesion and improve its general instructional effectiveness. This will be accomplished by identifying and reinforcing elements which are common to all preliminary investigations and to complement this core approach with instruction which is specific to the types of cases addressed.

o Learning Domain #37 - Person with Disabilities

Conversions, merges and other administrative changes

Several performance objectives within this domain are proposed to be rewritten to significantly improve test construction and instructional utility. Objectives relating to mental illness (8.36.7) and developmental disabilities (8.36.8) will be combined with another performance objective (8.36.6) which addresses persons exhibiting unusual behaviors or appearance. Descriptions of these specific behaviors have been identified to assist students in determining what may be causing behaviors they are likely to encounter in the field (e.g. behaviors which may resemble intoxications, but which are actually related to a disability or other type of disorder). This approach is also what advocate groups endorse as best meeting their concerns.

o Learning Domain #38 - Gangs

Additions

A exercise test objective (8.50.10) is proposed to be added which will require students to interpret gang graffiti and other gang-related communications they are likely to encounter in the field. Instruction will equip students with ability to identify gang names, gang member names, and develop information concerning past or pending gang rivalry. This is viewed as being a critical skill for peace officers.

Conversions, merges and other administrative changes

A number of cognitive objectives relating to gang dynamics (8.50.1, 8.50.2, 8.50.3, 8.50.4, 8.50.5, 8.50.6, and 8.50.7) are proposed to be consolidated into two cognitive objectives and two supporting learning activities (8.50.8, 8.50.9, 13.38.01, and 13.38.02). These proposed changes will significantly improve testability because credible test items could not be generated from the previous objectives, as written.

The proposed changes will focus the written test on recognition of indicators which suggest that a person may be a gang member and indicators which suggest that a crime may be gang related. Instruction will also be enhanced by requiring instructors to address gang trends which are occurring within the geographical area serviced by the academy.

SUMMARY

The revisions proposed are necessary to keep the regular basic course performance objectives contemporary, consistent with new laws, and instructionally effective. Additionally, these changes provide staff with the ability to support instruction with sound, relevant, and defensible testing.

The complete text of all proposed changes is included in Attachment A.

All proposed changes have been reviewed and approved by the Consortium of basic academy directors.

RECOMMENDATION

Approve changes to regular basic course performance objectives and content as proposed.

TEXT OF PROPOSED CHANGES TO BASIC COURSE PERFORMANCE OBJECTIVES

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LEARNING DOMAIN #3
COMMUNITY RELATIONS

KNOWLEDGE TEST:

- ~~2.1.1~~ Given a direct question, the student will identify the following roles as those included within the police responsibility to provide community service:
- ~~A.~~ Order maintenance
 - ~~B.~~ Crime prevention
 - ~~C.~~ Public education
 - ~~D.~~ Delivery of service
 - ~~E.~~ Enforcement of law
- ~~2.2.2~~ Given a word picture depicting an officer's interaction with the public, the student will identify the expected behavior of an officer from the perspective of the following: ~~(1 1 84)~~
- ~~A.~~ The community
 - ~~B.~~ The persons directly involved
 - ~~C.~~ The student's department
 - ~~D.~~ The student officer
- ~~2.2.3~~ Given a direct question, the student will identify the following techniques for coping with cultural and socioeconomic differences: ~~(1 1 84)~~
- ~~A.~~ Identify and communicate with the representatives of different cultural and socioeconomic groups
 - ~~B.~~ Avoid pre judging individuals based on their cultural origins or socioeconomic status
 - ~~C.~~ Avoid the "we they" syndrome
- ~~2.2.4~~ Given a direct question, the student will identify the folkways, mores, values, and particular needs for law enforcement services of each of the following community groups: ~~(1 1 84)~~
- ~~A.~~ Racial Minority
 - ~~B.~~ Ethnic Minority
 - ~~C.~~ Women
 - ~~D.~~ Sexual Orientation
 - ~~E.~~ Economic Group
 - ~~F.~~ Elderly/youth
 - ~~G.~~ Physically Handicapped
 - ~~H.~~ Developmentally disabled
- ~~2.3.1~~ Given a direct question, the student will identify the following as the primary criteria the general public uses to evaluate law enforcement services. The criteria includes: ~~(7 1 92)~~

- ~~A. An officer's behavior and use of time and equipment when not responding to calls for service~~
- ~~B. The amount of time it takes an officer to respond to calls for service (i.e., how long the calling party waits before the officer arrives)~~
- ~~C. An officer's behavior and appearance at crime scenes, accidents, and when providing other law enforcement services~~
- ~~D. An officer's judgment, particularly in vehicle pursuits and in situations involving the use of force~~
- ~~E. An officer's ability to successfully resolve problems~~

~~2.3.3 Given a direct question, the student will identify the following as the most commonly held negative law enforcement stereotypes: (7-1-92)~~

- ~~A. Law enforcement officers are apathetic and don't really care about the community's problems~~
- ~~B. Law enforcement officers are inept and ineffective in delivering services and fighting crime~~
- ~~C. Law enforcement officers are unethical and abuse their authority as evidenced by the unnecessary use of force, the acceptance of gratuities, and the favoritism shown to friends and other officers~~
- ~~D. Law enforcement officers are biased against racial and ethnic minorities, gays, and women~~
- ~~E. Law enforcement officers are sloppy, lazy, and out of shape~~

~~2.4.8 Given a direct question, the student will identify the following elements which define crime prevention: (7-1-92)~~

- ~~A. Anticipation of criminal activity~~
- ~~B. Recognition of crime risks~~
- ~~C. Appraisal of crime problems~~
- ~~D. Action to remove or reduce opportunity for criminal activity~~

~~5.1.1 Given a direct question, the student will identify the following as non language factors which contribute to a negative response from the public:~~

- ~~A. Officious and oppressive manner~~
- ~~B. Disrespectful attitude~~
- ~~C. Officious tone of voice~~
- ~~D. Use of body language~~

- ~~5.1.2~~ Given a direct question, the student will identify the following as being language factors which contribute to a negative response from the public: ~~(1-1-89)~~
- ~~A.~~ Profanity
 - ~~B.~~ Derogatory language
 - ~~C.~~ Offensive terminology directed toward members of community groups
 - ~~D.~~ Inappropriate use of police jargon

EXERCISES:

- ~~2.4.3~~ The student will conduct a security survey of a residential and/or commercial establishment. ~~(1-1-84)~~
- ~~A.~~ Exterior
 - ~~B.~~ Perimeter
 - ~~C.~~ Interior
- ~~5.6.1~~ Given a simulated call for service, the student will demonstrate the following elements of telephone etiquette: ~~(1-23-92)~~
- ~~A.~~ Prompt answering
 - ~~B.~~ Appropriate greeting and identification
 - ~~C.~~ Courteous listening
 - ~~D.~~ Accurate recording of information
 - ~~E.~~ Quick routing of calls
 - ~~F.~~ Provision of service
 - ~~G.~~ Courteous termination of call

SCENARIOS

- 5.9.1 Given a scenario depicting a law enforcement contact other than a vehicle stop in which the subject of the contact is uncooperative, the student will use tactical communication to obtain voluntary compliance.
- 5.9.2 Given a scenario depicting a law enforcement contact involving a vehicle stop in which the subject of the contact is uncooperative, the student will use tactical communication to obtain voluntary compliance.

LEARNING ACTIVITIES

- 13.03.01 Given a series of simulations, scenarios, video representations, role-plays, word pictures, case studies or other sets of facts depicting law enforcement interactions with the public, the student must participate in a facilitated discussion which addresses the following:

- A. Roles and responsibilities of peace officers relative to the incident, including:
 - 1. Order maintenance
 - 2. Crime prevention
 - 3. Public education
 - 4. Delivery of service
 - 5. Enforcement of the law
- B. Expectations of the peace officer's behavior from the viewpoint of the:
 - 1. Community
 - 2. Government (particularly the local governing body such as City Council, Board of Supervisors, etc.)
 - 3. Persons directly involved in the incident
 - 4. Officer's employing department
 - 5. Officer's peers
 - 6. Officer
- C. Criteria commonly used by the public to evaluate the effectiveness of law enforcement services to include the peace officer's:
 - 1. Use of time and equipment when not responding to calls for service
 - 2. Response time
 - 3. Behavior and appearance
 - 4. Judgement, particularly in stress situations
 - 5. Problem-solving or conflict resolution skills
- D. Typical stereotypes that the public may have about law enforcement
- E. The application of community-oriented/problem-oriented policing concepts
- F. Current issues which impact the delivery of law enforcement services

13.03.02 Given a series of simulations, scenarios, video representations, role-plays, word pictures, case studies or other sets of facts depicting a potential crime risk, the student must participate in a facilitated discussion which addresses the following:

- A. Anticipating criminal activity
- B. Recognizing a crime risk
- C. Appraising crime problems
- D. Taking specific actions which can remove or reduce the opportunity for criminal activity.

The discussion should involve depictions of crime risks which include residences, vehicles/vessels, commercial establishments and persons.

13.03.03 Given a series of simulations, scenarios, video representations, role-plays, word pictures, case studies or other sets of facts depicting telephone

contacts between law enforcement and the public, the student will critique the effectiveness of the contact based upon the following concepts of telephone etiquette:

- A. Prompt answering
- B. Appropriate greeting and identification
- C. Courteous listening
- D. Accurate recording of information
- E. Quick routing of calls
- F. Provision of service
- G. Courteous termination of the call

13.03.04 Given a series of simulations, scenarios, video representations, role-plays, word pictures, case studies or other sets of facts depicting law enforcement contacts with the public, the student must participate in a facilitated discussion and/or critique which addresses the following aspects of tactical communication:

- A. Conditions when words fail (SAFER: Security, Attack, Flight, Excessive repetition, and Revised priorities)
- B. Five-step process for dealing with uncooperative people (asking, setting context, presenting options, confirming and taking appropriate action)
- C. Eight-step process for conducting a vehicle stop (greeting, identification of self and department, reason for stop, legal justification, request for driver's license, request for registration, enforcement decision and closing)

13.03.05 Given a series of simulations, scenarios, video representations, role-plays, word pictures, case studies or other sets of facts depicting a law enforcement-related situation, the student must participate in an activity where a problem-solving model is used to identify the root issue, information sources, response alternatives, and potential solutions.

LEARNING DOMAIN #4
HANDLING EMOTIONAL SITUATIONS
VICTIMOLOGY/CRISIS INTERVENTION

KNOWLEDGE TEST:

~~2.5.5~~ Given a direct question, the student will identify the following basic psychological responses to victimization: (1 1 88)

- ~~A. Feelings of helplessness and lack of control~~
- ~~B. Self blame and/or blaming others, including law enforcement~~
- ~~C. Fear from attack or fear of retribution~~
- ~~D. Anger~~
- ~~E. Denial~~

~~2.5.6 Given a direct question, the student will identify the following symptoms exhibited by persons in crisis: (7-1-92)~~

- ~~A. Displaying extreme emotions such as screaming, crying, or hysterics~~
- ~~B. Depression as displayed by prolonged silences, sadness, feelings of guilt and shame, thoughts of suicide~~
- ~~C. Incongruent emotions or behavior such as claiming no anger while clenching fists and locking jaws~~
- ~~D. Immobility or frenzied activity~~
- ~~E. Self destructive or violent behavior~~

~~2.5.7 Given a direct question, the student will identify the following verbal and non verbal techniques for defusing crisis symptoms:~~

- ~~A. Acknowledge victims' ordeal and reassure their safety~~
- ~~B. Provide active listening~~
- ~~C. Ask diversionary reality questions~~
- ~~D. Pose simple choices to help victims regain some sense of control~~
- ~~E. Explain all options and procedures that will follow~~
- ~~F. Maintain good eye contact and body posture~~
- ~~G. Keep facial expressions appropriate~~

~~2.6.2 Given a direct question, the student will identify the following information which should be provided to crime victims, in addition to that information which is required by law. (7-1-92)~~

- ~~A. Instructions on how to obtain copies of police reports~~
- ~~B. Information on what follow up activities to expect (e.g., further investigation, arraignment, hearings, etc.)~~

~~2.6.3 Given a direct question, the student will identify the following individuals who qualify for state assistance to crime victims under Government Code Section 13960: (7-1-92)~~

- ~~A. Anyone who is injured or dies as a direct result of a crime committed in California~~
- ~~B. A resident of California who is injured or dies as a direct result of a crime while temporarily outside the state~~
- ~~C. Anyone legally dependent for support upon a person who: (a) is injured or dies as a direct result of a crime committed in California, or (b) is a resident of California and is injured or dies as a direct result of a crime while temporarily outside the state~~
- ~~D. A family member or any person in close relationship with a crime victim if that person was present when the crime was committed and: (a) the victim was injured or died as a direct result of the crime, and (b) the crime was committed in California or the victim was a resident of California and the crime occurred while the victim was temporarily outside the state~~
- ~~E. A family member or any person in close relationship with a crime victim whose presence is required for the successful treatment of the victim if: (a) the victim was injured as a direct result of the crime, and (b) the crime was committed in California or the victim was a resident of California and the crime occurred while the victim was temporarily outside the state~~
- ~~F. Any individual who legally assumes the obligation or voluntarily pays the medical or burial expenses incurred as a direct result of a crime if the crime was committed in California or the victim was a resident of California and the crime occurred while the victim was temporarily outside the state~~

~~2.6.4 Given a direct question, the student will identify the following information which a law enforcement officer must provide to individuals who qualify as crime victims entitled to state assistance. (Government Code Section 13968). (7 1 92)~~

- ~~A. The victim may receive cash payments for loss of income and expenses related to medical treatment, rehabilitation, mental health counseling services, and burial costs under Sections 13959 et seq. of the Government Code~~
- ~~B. The phone number and address of the local victim assistance center, or if there is no local victim assistance center, a state application for victim assistance~~

~~2.7.2 Given a direct question, the student will identify the following effects of hate crimes on victims, targeted groups, and the community at large. (7-1-92)~~

- ~~A. Individual victims are denied their constitutional rights and may suffer loss of property, physical and psychological injury, or death~~
- ~~B. Targeted groups (e.g., racial and ethnic minorities) become fearful, angry and alienated, and may sometimes retaliate~~
- ~~C. The community becomes divided and violence may spread as individuals side with either the victims or their antagonists~~

EXERCISE SCENARIO:

~~8.42.2 Given a role playing exercise with the instructor assuming the role of scenario involving a law enforcement contact with a crime victim, the student will perform the following tasks: (1-23-92)(3-1-94)~~

- ~~A. Provide victim assistance and support including attempting to identify all outstanding any underlying or related problems (i.e., medical, emotional, and financial)~~
- ~~B. Identify the appropriate referral agencies (e.g., County Mental Health Department, Victim Assistance Office, self-help groups)~~

SCENARIO:

~~5.1.3 Given practical exercises depicting stressful situations of interaction with the public, the student will deal properly and effectively with persons exhibiting difficulty communicating due to: Given a scenario involving a person in crisis, the student will perform those tasks appropriate to the event to include: (1-1-88)~~

- ~~A. Irrational Behavior~~
- ~~B. Age~~
- ~~A. Use proper techniques to diffuse or resolve the situation~~
- ~~B. Provide assistance and support to the person(s) in crisis~~
- ~~C. Identify referral resources~~

LEARNING ACTIVITIES:

~~13.04.01 Given a series of video re-enactments, exercises, role-plays, word pictures or other depictions of a law enforcement contact with a person in crisis, the~~

student will participate in a facilitated discussion regarding the professional quality and effectiveness of the contact. The discussion should address:

- A. Reasons for crisis reactions
- B. Behaviors exhibited by person(s) in crisis
- C. Verbal and nonverbal techniques for diffusing the crisis

13.04.02 Given a series of video re-enactments, exercises, role-plays, word pictures or other depictions of a law enforcement contact with a crime victim, the student will participate in a facilitated discussion regarding the professional quality and effectiveness of the contact. The discussion should address:

- A. Psychological reactions to victimization
- B. Identification of any underlying or related problems (e.g., medical, emotional, financial, etc.)
- C. Whether or not appropriate assistance and support was provided to the victim
- B. Whether or not appropriate information was provided to the victim
- C. Whether or not the person qualified for state assistance under Government Code Section 13960

**LEARNING DOMAIN #25
DOMESTIC VIOLENCE**

KNOWLEDGE TEST:

~~8.47.1 Given a direct question, the student will identify the difference between domestic violence and a domestic dispute.~~

Given a word picture depicting a domestic dispute, a domestic violence incident or a civil dispute, the student will determine what situation is depicted

- ~~A. Domestic violence requires presence of abuse~~
- ~~B. Disputes are disagreements that do not include abuse, court orders or threats of abuse~~

~~8.47.2 Given a direct question, the student will identify the extent, nature and impact of domestic violence including:~~

- ~~A. Without law enforcement intervention, domestic violence may occur more frequently and may escalate in nature and lethality~~

- ~~B. Victims are provided moral, physical and community support, children learn there are negative consequences to a parent's violent behavior, and batterers can be arrested, deterred, or treated~~
- ~~C. Strong law enforcement response can break the cycle of violence and continuing domestic violence~~
- ~~D. Dynamics of the victim and batterer~~
- ~~E. Domestic violence is a learned behavior~~
- ~~F. The family structure and culture suffer~~
- ~~G. Effectiveness and impact of law enforcement intervention~~
- ~~H. Special interviewing skills~~

~~8.47.3 Given a direct question, the student will identify essential elements of Penal Code Sections 13700 et seq. and 13519 and legislative intent for law enforcement response to domestic violence incidents including:~~

- ~~A. Domestic violence as a serious crime against society~~
- ~~B. Enforcement of laws to provide maximum protection to the victim from abuse~~
- ~~C. Violent behavior in the home is criminal behavior and will not be tolerated~~
- ~~D. Not to remove a peace officer's individual discretion~~
- ~~E. Not to hold individual peace officers liable for exercising such discretion~~

~~8.47.4 Given a direct question, the student will identify the officer's responsibility and authority in taking enforcement action related to domestic violence incidents including:~~

- ~~A. Felonies (arrest when probable cause exists)~~
- ~~B. Misdemeanors (when not committed in officer's presence, advise victim to make a private person's arrest)~~
- ~~C. Cite and release (if no prior domestic violence history, if there is no court order violation, etc.)~~
- ~~D. Seizure of firearms (book for safekeeping in accordance with Penal Code Section 12028.5)~~

~~8.47.5 Given a direct question, the student will identify the officer's responsibilities and authority regarding the following:~~

- ~~A. Restraining orders

 - ~~1. Verify existence of order~~
 - ~~2. Verify proof of service~~
 - ~~3. Identify the terms of the order~~~~

~~B. Emergency protective orders~~

- ~~1. Can be requested on non court days and hours~~
- ~~2. Expires in two judicial days~~
- ~~3. Is required when there is imminent danger to the victim~~

~~8.47.6 Given a direct question, the student will identify the officer's responsibility and authority with tenancy issues related to domestic violence and domestic disputes. (Penal Code 602.5)~~

~~8.47.7 Given a direct question, the student will identify the officer's responsibility in documenting incidents of domestic violence including:~~

- ~~A. Written report~~
- ~~B. Legal requirements upon law enforcement agencies~~
- ~~C. Provide victim with case number of the report~~

~~8.47.8 Given a direct question, the student will identify the officer's responsibility to provide assistance to victims of domestic violence including:~~

- ~~A. Medical attention~~
- ~~B. Arrange for transportation to alternate shelter~~
- ~~C. Stand by for removal of personal property~~
- ~~D. Personal safety options~~

~~8.47.9 Given a direct question, the student will identify the officer's responsibility in referring victims of domestic violence for legal options and criminal follow-up.~~

8.47.11 Given an exercise scenario, the student will handle a domestic violence situation meeting all criteria of legislative intent, safety, effectiveness, legality, and reasonableness.

8.47.12 Given a word picture depicting a possible domestic violence incident and the manner in which the officer responded, the student will identify if the response was appropriate.

A. The depiction should include whether or not:

1. The suspect had a prior history of arrests or citations involving domestic violence
2. The suspect had a prior history of other assaultive behavior (e.g., arrest/convictions for battery or aggravated assaults)
3. Statements taken from the victim indicated that the suspect had a history of physical abuse towards the victim

4. Statements taken from the victim expressed fear of retaliation or further violence should the suspect be released
 5. Firearms were involved
 6. A court order existed and was being violated or was previously violated (including temporary restraining order, emergency protective order, stay-away order and permanent restraining order)
 7. The suspect was in lawful possession of the residence and the victim requested that the suspect leave
 8. The victim was injured or claimed to be injured
 9. The victim expressed fear of being left alone or the officer determined the victim needed to be taken to an alternate shelter
 10. The victim wanted to leave but needed to remove some essential items
- B. The circumstances depicted should require one of the following responses by the officer:
1. Made an arrest when there was reasonable cause to believe that a felony occurred
 2. Made an arrest when there was reasonable cause to believe that a misdemeanor occurred in the officer's presence (violation of restraining order Penal Code Section 273.6 or 166(4))
 3. If the crime was committed out of the officer's presence, informed the victim of the right to make a private person's arrest and advised the victim on how to do it safely (Penal Code Section 836)
 4. Requested emergency protective orders when appropriate (Code of Civil Procedure Section 46(b))
 5. Verified and enforced restraining orders (Penal Code Sections 166.4 and 13730)
 6. Wrote a retrievable domestic violence incident report and included whether weapons were involved, if applicable (Penal Code Sections 13730(a)(c) and 13701(i))
 7. Provided the victim with the case number of the report or explained how to obtain it (Penal Code Section 13701(i))
 8. Accepted a private person's arrest
 9. Assisted in obtaining appropriate medical attention for the victim
 10. Assisted in making arrangements to transport the victim to an alternate shelter

11. If requested by victim, stood by for a reasonable amount of time while victim removed essential items of personal property
12. Seized any firearms in plain sight or found during a consent search and took them into temporary custody (Penal Code Section 12028.5)
13. Provided a printed information card to the victim

LEARNING ACTIVITIES:

13.25.01 Given a video, film, photograph(s), audiotape, role-play, or other depiction of a domestic violence incident, students will participate in a facilitated discussion relating to:

- A. The extent, nature and impact of domestic violence
- B. The essential elements of Penal Code Section 13700 et seq.
- C. Penal Code Section 13519 including the legislative intent for law enforcement response to domestic violence incidents
- D. Officer discretion

13.25.02 Given one or more simulations, role-plays, reenactments or other depictions of domestic violence incidents, the student will participate in a facilitated discussion relating to:

- A. Initial response and on-scene actions
- B. Identification of involved parties
- C. Enforcement aspects
- D. Evidence considerations
- E. Documenting the incident
- F. Victim assistance actions
- G. Seizure of firearms, if applicable

**LEARNING DOMAIN #30
PRELIMINARY INVESTIGATION**

KNOWLEDGE TEST:

~~8.33.1 Given a direct question, the student will identify the most common tasks and practices delegated to the responding officer for the handling of calls involving the death of a person, including the death of an infant. These minimally include: (7 1 90)~~

- ~~A. Determination of the need for emergency medical treatment~~
- ~~B. Implementation of death scene procedure~~

- ~~C. Identification and interviewing of family, care providers, and witnesses~~
- ~~D. Notification to other investigative, medical and coroner staff~~
- ~~E. Documentation and reporting of incident~~

~~8.33.3 Given a direct question, the student will identify that a peace officer may search the person or property on or about a deceased person, only if death is due to a traffic accident, and only for a driver's license or identification card to determine if an anatomical donor card is attached. (Government Code Section 27491.3) (7 1 92)~~

~~10.1.4 Given a direct question, the student will identify the primary reasons to deny access to a crime scene by unauthorized persons including: (7 1 90)~~

- ~~A. Contamination/destruction of evidence~~
- ~~B. Interference with preliminary investigation~~
- ~~C. Protection of victim's rights and property~~

~~10.4.1 Given a direct question, the student will identify the following uses of crime scene sketches: (7 1 90)~~

- ~~A. Clarify the appearance of a crime scene and aid in its reconstruction~~
- ~~B. Simplify a crime scene leaving out extraneous details~~
- ~~C. Provide a permanent record of the location of items found at a crime scene~~
- ~~D. Provide the basis for court exhibits~~

~~10.5.4 Given a direct question, the student will identify the health hazards associated with substances used in the processing of latent prints. These include: (7 1 90)~~

- ~~A. Respiratory and/or digestive disorders~~
- ~~B. Eye and skin irritation~~

~~10.5.5 Given a direct question, the student will identify protective measures to be used when processing latent prints. These include: (7 1 90)~~

- ~~A. Particle mask~~
- ~~B. Eye protection~~
- ~~C. Skin protection~~

~~10.6.2 Given descriptions of situations in which a word picture depicting a crime scene where one of the following types of evidence must be collected, the student will identify the appropriate methods for~~

protecting, collecting, marking (or tagging), and/or packaging evidence: (7-1-90)

- A. Fingerprints
- B. Tools and toolmarks
- C. Firearms
- D. Bullets and projectiles
- E. Shoeprints and tiretracks
- F. Bite marks
- G. Questioned documents
- H. Paint
- I. Glass
- J. Fibers
- K. Hairs
- L. Body fluids
- M. Soil
- N. ~~Hazardous materials~~

~~10.6.3 Given a description of a crime scene which includes the presence of fragile and non fragile evidence, the student will identify the appropriate method for protecting each item from damage. (7 1-90)~~

~~10.6.7 Given a direct question, the student will identify the following items of evidence as those which corroborate child abuse charges:~~

- ~~A. Photographs of injuries and surroundings~~
- ~~B. Physician's report~~
- ~~C. Instruments or implements used in the crime~~
- ~~D. Diagrams and measurements~~
- ~~E. Materials applicable to the crime~~
- ~~F. Medical history indicating previous abuse~~
- ~~G. Witness' statements~~

10.7.1 Given a direct question word picture depicting the collecting and processing of evidence, the student will identify what is meant by the term "determine whether or not the chain of custody" and why it must be was maintained. (California Evidence Code and Case Law)

~~10.8.1 Given a direct question, the student will identify the following steps which an officer should take in preparing for an interview with suspects, victims, witness(es), and other officers: (7 1-90)~~

- ~~A. Review any information about the case and the person to be interviewed~~
- ~~B. Select a proper time and place which will be conducive to the purpose of the interview~~
- ~~C. Develop a list of questions~~

- ~~D. Make preparations for recording the interview, when appropriate~~
- ~~10.8.2 Given a direct question, the student will identify the following as proper interviewing and investigative procedures for investigating child abuse cases: (7 1 90)~~
- ~~A. Consider the attitudes of parent/guardian toward child~~
 - ~~B. Interview and examine minor in an environment which offers protection for the victim and officer and is away from distracting influences~~
 - ~~C. Record all statements made by victim and suspects, when appropriate~~
 - ~~D. Compare explanation by parents/guardian with actual injury of minor~~
 - ~~E. Interview all parties involved~~
 - ~~F. Avoid leading questions~~
- ~~10.10.1 Given a direct question, the student will identify the following sources of information which are available to criminal investigators: (7 1 90)~~
- ~~A. People (witnesses, victims, suspects, informants, experts)~~
 - ~~B. Physical objects and records of physical objects such as fingerprints and photographs~~
 - ~~C. Records, documents, and other public and private written materials~~
 - ~~D. Electronic data bases such as the National Crime Information Center (NCIC)~~
- ~~10.11.1 Given a direct question, the student will identify the following benefits of appropriate behavior and dress in the courtroom: (7 1 90)~~
- ~~A. It enhances the credibility of the witness~~
 - ~~B. It shows respect for the court and the judicial process~~
 - ~~C. It reflects the professionalism of the witness and the agency~~
- ~~10.11.2 Given a direct question, the student will identify the following areas in which an officer should prepare before appearing as a witness: (7 1 90)~~
- ~~A. Refreshing the memory of events related to testimony, by reviewing crime, arrest, and evidence reports~~
 - ~~B. Personal appearance, (grooming and dress)~~

~~10.11.3 Given a question asked under direct or cross examination, the student will identify a response consistent with the following principles: (7-1-90)~~

- ~~A. Never answer a question until it is fully understood~~
- ~~B. Answer as simply, briefly, and directly as possible~~
- ~~C. Only testify to information derived from personal observation unless the circumstances (e.g., a preliminary hearing) permit the introduction of hearsay evidence~~
- ~~D. Do not distort or embellish testimony for any reason~~
- ~~E. Don't offer an opinion unless testifying as a court qualified expert~~
- ~~F. Don't react emotionally or defensively to aggressive cross examination~~

~~10.19.1 Given a word picture depicting an alleged kidnapping, the student will identify those tasks delegated to a responding field officer.~~

~~10.20.1 Given a word picture depicting an alleged poisoning—accidental or otherwise—the student will identify those tasks delegated to a responding field officer.~~

~~10.21.1 Given a word picture depicting an alleged robbery, the student will identify those tasks delegated to a responding field officer.~~

10.23.1 Given a word picture depicting a child's death, the student will identify whether or not indicators are present which would suggest the possibility of Sudden Infant Death Syndrome (SIDS) is the most likely cause of death based on the following SIDS indicators: death. The following indicators are generally present in a SIDS death:

- A. A SIDS death generally occurs within one year of birth
- B. A SIDS death generally occurs during a sleep period
- C. SIDS infants appear to have been healthy
- D. Generally there are no visible signs of trauma
- E. Frothy or blood-tinged mucus or vomit may be present in or around the nose and/or mouth

10.23.3 Given a word picture describing a possible Sudden Infant Death Syndrome (SIDS) death and the subsequent response by a peace officer, the student will determine if the officer's response met the guidelines for

handling a SIDS incident. The guidelines require that an officer:

- A. Explain SIDS facts to involved parties
- B. Explain required investigative tasks
- C. Provide information concerning regional SIDS resources
- D. Make an appropriate referral
- E. Notify the coroner
- F. Avoid making specific remarks which would demonstrate insensitivity to the survivors

~~10.24.1 Given a direct question, the student will identify the following tasks as those involved in the preliminary investigation of a possible stolen car: (7 1 90)~~

- ~~A. Inspect the license plates and look for signs of tampering~~
- ~~B. Inspect the exterior for signs of forced entry~~
- ~~C. If the vehicle is occupied, identify the driver and passengers~~
- ~~D. Compare driver license and vehicle registration for signature and address~~
- ~~E. Compare serial plate information and registration slip for signs of tampering~~
- ~~F. Check for ignition key and signs of hot wiring under dash~~
- ~~G. Compare engine and serial number with registration slip for signs of tampering~~
- ~~H. Search interior of vehicle and record the mileage~~
- ~~I. Complete vehicle theft report~~

~~10.24.2 Given a description of a vehicle, the student will identify the most likely location of the vehicle identification number (VIN) in accordance with the following rules: (7 1 90)~~

- ~~A. Vehicles manufactured prior to 1960 may have identification numbers other than the VIN number stamped on the engine and recorded on the title~~
- ~~B. Vehicles manufactured between 1960 and 1967, inclusive, have the VIN plates attached to the fire wall, fender well, or driver's side door post~~
- ~~C. Most vehicles manufactured after 1967 have VIN plates attached to the dash so they are visible through the front windshield~~

EXERCISES:

~~5.2.4 Given a practical exercise, the student will take notes during an interview in such a manner as to not discourage the interviewee from talking.~~

~~10.1.2 Given an exercise wherein a crime has just occurred and the suspect has fled the scene, the student will determine if the initiation of a "crime broadcast" is appropriate and, if so, will broadcast the appropriate information.~~

~~10.1.3 Given an exercise depicting a crime scene, information about the environmental conditions, available manpower and equipment, the student will identify and contain the perimeter of the crime scene. (7-1-90)~~

10.2.1 Given an exercise simulating a crime scene (premises or landscape) where a legally authorized search is permissible, the student will locate the predesignated physical evidence through the use of a systematic search method such as the strip, spiral, or quadrant methods, contain the crime scene, search the crime scene, locate and identify evidence, prepare crime scene notes, and prepare a crime sketch of the crime scene using the following criteria:

~~Physical evidence to minimally include:~~

- ~~A. Instruments of the crime~~
- ~~B. Contraband~~
- ~~C. Fruits of the crime~~
- ~~D. Other evidence~~

- A. The search should use a systematic method such as the strip, spiral or quadrant technique
- B. The physical evidence should minimally include instruments, of the crime, contraband, fruits of the crime, and other evidence pertinent to the event selected.
- C. Crime scene notes should minimally include:
 - a. Observations of significant conditions present at the time of arrival
 - b. Identification of victim(s), witness(es), suspect(s), and other person(s) at the crime scene, as appropriate
 - c. A chronological account of actions taken until relieved
 - d. Recording of any identification and handling of items of evidence
- D. The crime scene sketch should include the following:
 - a. Appropriate measurements
 - b. Identification of items of evidence
 - c. Identification of reference points
 - d. Scale to which sketch is drawn
 - e. A legend
 - f. Direction of north

~~10.3.1~~ Given an exercise simulating a crime scene, the student will satisfactorily prepare crime scene notes. The notes will minimally include:

- ~~A.~~ Observations of significant conditions present at the time of arrival
- ~~B.~~ Identification of victim(s), witness(es), suspect(s), and other person(s) at the crime scene, as appropriate
- ~~C.~~ A chronological account of actions taken until relieved
- ~~D.~~ Recording of any identification and handling of items of evidence

~~10.4.2~~ Given an exercise simulating a crime scene, the student will prepare a crime scene sketch which includes the following:

- ~~A.~~ Appropriate measurements
- ~~B.~~ Identification of items of evidence
- ~~C.~~ Identification of reference points
- ~~D.~~ Scale to which sketch is drawn
- ~~E.~~ A legend
- ~~F.~~ Direction of north

10.23.2 Given a direct question, the student will identify the types of information and community resources that may assist parents and/or child care providers involved in a possible SIDS death. These include: (7-1-90)

Given an exercise depicting a possible SIDS death, the student will identify either verbally or in writing the types of information and community resources that may assist SIDS survivors. They are:

- A. Explanation of SIDS facts to involved parties, as appropriate
- B. Explanation of required investigative tasks and need for complete investigation
- C. Availability of local and regional SIDS peer parent/care provider SIDS survivor support groups
- D. Referral to county public health nurse
- E. State agencies responsible for SIDS education, parent/care provider SIDS survivor counseling and support
- F. County coroner/medical examiner's office

SCENARIOS:

10.1.1 Given an exercise a scenario depicting a crime scene, the student will effectively conduct a preliminary investigation that would minimally include: (7-1-90)

- A. Location and identification of suspects, witnesses, and victims
- B. Conduct initial interviews
- C. Complete field notes, noting conditions and events
- D. Complete written reports as may be required

~~10.11.4 Given an exercise, the student will furnish or critique testimony in such a manner as to promote the development of professionalism and the administration of justice when faced with a variety of "attorney personalities".~~

~~These personalities will include:~~

- ~~A. Badgering/belligerent~~
- ~~B. Offensive~~
- ~~C. Friendly~~
- ~~D. Condescending~~

10.13.1 Given a ~~practical exercise~~ a scenario, the student will satisfactorily handle those tasks delegated to a field officer responding to an alleged burglary.

10.14.1 Given a ~~practical exercise~~ a scenario, the student will satisfactorily complete those tasks delegated to a field officer responding to an alleged grand larceny.

10.15.1 Given a ~~practical exercise~~ a scenario, the student will satisfactorily complete those tasks delegated to a field officer responding to an alleged felonious assault.

10.16.1 Given a ~~practical exercise~~ a scenario, the student will satisfactorily accomplish all tasks delegated to a field officer responding to an alleged sexual assault.

10.17.1 Given a ~~practical exercise~~ a scenario, the student will satisfactorily perform those tasks delegated to a field officer responding to an alleged homicide.

10.18.1 Given a ~~practical exercise~~ a scenario, the student will satisfactorily perform those tasks delegated to a field officer responding to an apparent suicide.

10.22.1 Given a ~~practical exercise~~ a scenario, the student will satisfactorily accomplish all tasks delegated to a field officer responding to either an alleged child neglect, sexual abuse, physical abuse, or exploitation.

LEARNING ACTIVITIES:

13.30.01 Given a re-enactment, simulation, role-play, word picture, verbal description, set of facts or other depiction of a possible SIDS incident, the student will engage in a facilitated discussion relating to actions which should be taken during a preliminary investigation. The discussion should address:

- A. Initial actions
- B. Sources of information
- C. Indications that a SIDS death has occurred
- D. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
- E. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
- F. Physical evidence considerations

13.30.02 Given a re-enactment, simulation, role-play, word picture, verbal description, set of facts or other depiction of a possible kidnapping, the student will engage in a facilitated discussion relating to actions which should be taken during a preliminary investigation. The discussion should address:

- A. Initial actions
- B. Sources of information
- C. Establishing the elements of the crime
- D. Physical evidence considerations

13.30.03 Given a re-enactment, simulation, role-play, word picture, verbal description, set of facts or other depiction of a possible robbery, the student will engage in a facilitated discussion relating to actions which should be taken during a preliminary investigation. The discussion should address:

- A. Initial actions
- B. Sources of information
- C. Establishing the elements of the crime
- D. Physical evidence considerations

13.30.04 Given a re-enactment, simulation, role-play, word picture, verbal description, set of facts or other depiction of an unattended death, the student will engage in a facilitated discussion relating to actions which should be taken during a preliminary investigation. The discussion should address:

- A. Initial actions
- B. Sources of information
- C. Establishing whether or not a crime has occurred
- D. Physical evidence considerations

13.30.05 Given a re-enactment, simulation, role-play, word picture, verbal description, set of facts or other depiction of an auto theft, the student will engage in a facilitated discussion relating to actions which should be taken during a preliminary investigation. The discussion should address:

- A. Initial actions
- B. Sources of information
- C. Establishing whether or not a crime has occurred
- D. Physical evidence considerations
- E. Vehicle identification numbers (VIN) locations

13.30.06 Given a re-enactment, simulation, role-play, word picture, verbal description, set of facts or other depiction of a poisoning, the student will engage in a facilitated discussion relating to actions which should be taken during a preliminary investigation. The discussion should address:

- A. Initial actions
- B. Sources of information
- C. Establishing whether or not a crime has occurred
- D. Physical evidence considerations

13.30.07 Given one or more video re-enactments, simulations, scenarios, role-plays or other depictions of interviews or interrogations, the student will participate in a facilitated discussion/critique which minimally addresses the following issues:

- A. Mechanics of the interview process
- B. Location and physical environment
- C. Interviewer's actions and style
- D. Types of questions

13.30.08 Given a simulation of a criminal trial, the student will participate in the event by either providing testimony or critiquing testimony provided by another person. The simulation should incorporate a variety of questioning styles that officers are likely to encounter on the witness stand, including:

- A. Badgering/belligerent
- B. Offensive
- C. Friendly
- D. Condescending

LEARNING DOMAIN #37
PERSONS WITH DISABILITIES

KNOWLEDGE TEST:

5.7.1 Given a word picture depicting a person who may be deaf or hearing impaired (see list of cues), the student will identify an appropriate response (see list of appropriate responses for communicating with ~~the~~ deaf or hearing impaired persons). ~~(10-31-91)~~3-1-94)

- A. The following cues signal that a person may be deaf or hearing impaired:
1. Signing
 2. Speaking with difficulty
 3. Reaching for a pad and pencil
 4. Pointing to the ear and then the lips
 5. Pointing to the ear and shaking the head negatively
 6. Failing to answer questions or failing to obey instructions
 7. Using prosthetic devices such as hearing aids or artificial speech synthesizers
 8. Attempting to gain attention by touching, foot stomping, hand waving, or other body movements
- B. The following responses are appropriate for communicating with ~~the~~ deaf or hearing impaired persons:
1. Use the sign for driver license (palms out, tips of thumbs touching, index fingers extended upward) to request identification
 2. Make a "C" with your right hand over your heart to identify yourself as an officer if you are not in uniform
 3. Use a pad and pencil to ask questions and receive answers (use common words and simple sentences)
 4. Give Miranda warnings and interrogate only with the assistance of a qualified sign language interpreter
 5. Arrange for the use of a TTY or TDD device if an arrested person cannot use a standard telephone due to a hearing impairment. (Note: A TTY or TDD device allows the deaf or hearing impaired persons to transmit typewritten messages over standard telephone lines.)

5.7.2 Given a word picture depicting a person who may be blind or visually ~~handicapped~~ impaired (see list of cues), the student will identify an appropriate

response (see list of appropriate responses) for communicating with ~~the blind or visually handicapped~~ impaired persons.

- A. The following cues signal that a person may be blind or visually ~~handicapped~~ impaired:
1. Using seeing eye dog and/or cane (all white or metallic color - with or without red tip, collapsible or noncollapsible)
 2. Jerky motion of the eyes
 3. Milky coloration of the eyes
 4. Person appears to be tracking the sound of someone's voice or is unable to maintain eye contact
 5. Rocking motion of body
 6. Unusual head motion or position of head
 7. Getting unusually close to printed material or objects
 8. Using bioptic lens and/or thick clear lenses or sunglasses
 9. Holding onto arm of sighted guide

(NOTE: Eighty percent of the "blind" population have partial vision and may not be identifiable using these cues.)

- B. The following responses are appropriate for communicating with blind or visually ~~handicapped~~ impaired persons:
51. Identify yourself by saying "I'm a police officer. My badge number is __. Are you blind?"
 62. Allow the blind person to feel your badge or handcuffs if he/she seeks confirmation of your identity
 - ±3. Help a blind person cross an intersection by introducing yourself and asking if he/she needs assistance
 24. When guiding a blind person, let that person hold your elbow or shoulder so that he/she can more easily follow your body movements
 35. Walk normally when guiding a blind person; don't pull or push the person along
 46. Talk directly to the blind person in a normal manner (they are blind, not deaf)

5.7.3 Given a direct question, the student will identify the following provisions of law which apply to deaf and hearing impaired persons and the blind and visually handicapped.

- A. Vehicle Code Section 21963 entitles total or partially blind pedestrians carrying white canes or using a guide dog to the right-of-way
- B. Civil Code Section 54.1 ("White Cane Law") entitles totally or partially blind persons and deaf persons to full and equal access to public streets and byways, buildings, facilities, modes of transportation, lodging, amusement and other places to which the public is invited
- C. Civil Code Section 54.2 ("White Cane Law") entitles totally or partially blind persons and deaf or hearing impaired persons to be accompanied by a guide dog, signal dog, or service dog in any of the places specified in Section 54.1
- D. Civil Code Section 54.4 ("White Cane Law") entitles total or partially blind persons to the same rights and privileges conferred by law upon other persons in any of the places, accommodations, or conveyances specified in Sections 54 and 54.1 with or without white cane or guide dog
- E. Penal Code Section 365.5 provides that blind or deaf persons who are passengers on public conveyances have a right to have specially trained guide, signal, or service dogs, and to be admitted to places of public accommodation. Dog guides may or may not be permitted in zoos. Anyone who prevents a blind or deaf person from exercising these rights is guilty of an infraction

8.36.2 Given a ~~description~~ word picture of a situation involving a person exhibiting unusual behavior, the student will identify whether the person can be lawfully detained under the provisions of Section 5150 of the Welfare and Institutions Code. The student will be minimally required to respond to descriptions of situations where the following conditions exist:

~~(7-1-90)~~ (3-1-94)

- A. A person is mentally ill and a danger to himself
- B. A person is mentally ill and a danger to others
- C. A person is mentally ill and incapable of providing for his own needs
- D. A person is not mentally ill but is a danger to himself or others
- E. A person is mentally ill but is not a danger to himself, a danger to others, or incapable of providing for himself

8.36.6 Given a ~~description~~ word picture of a person exhibiting unusual behavior or appearance, the student will identify ~~the most likely primary disability or problem.~~

These include: whether the behavior is most likely to be related to mental illness, a developmental disability or a neurologic disorder. (7-1-90)-(3-1-94)

- ~~A. Autism~~
- ~~B. Mental retardation~~
- ~~C. Epilepsy~~
- ~~D. Cerebral palsy~~
- ~~E. Thought disorder~~
- ~~F. Mood disorder~~
- ~~G. Substance abuse~~
- ~~H. Other neurologic conditions~~

A. Mental illnesses

- 1. Thought disorders (the behaviors may include hallucinations, delusions, disorganized speech patterns, impaired self-care, bizarre behavior, disorientation)
- 2. Mood disorder (the behaviors may include impaired self-care, depression and thoughts of death and suicide, anxiety, excitability, impulsive, erratic actions)

B. Developmental disabilities

- 1. Autism (the behaviors may include interpersonal communication difficulties, inability to relate well with people, nonresponsiveness to sounds, lack of interest in nearby persons, fixation on objects, lack of meaningful speech, echoing another person's words, self-endangering actions, purposeless repetitive movements)
- 2. Mental retardation (the behaviors may include actions which are not age-appropriate, child-like behavior, difficulty understanding complex instructions)
- 3. Cerebral palsy (the behaviors may include a loss of motor/muscle control, somewhat spasmodic but repetitive movements, slurred speech, but usually no impairment of mental ability)
- 4. Epilepsy (the behaviors may include obvious or subtle seizures followed by disorientation, confusion, lethargy, slurred speech and staggering which collectively resemble intoxication or substance abuse)

C. Neurologic disorders

- 1. Alzheimer's Disease (the behaviors usually include confusion and loss of memory - the disease usually affects persons over 40 but more commonly over 60)
- 2. Traumatic or acquired brain injury (These include stroke as well as accidental injuries. Behaviors may resemble

developmental disabilities or substance abuse.)

~~8.36.7 Given a description of a person exhibiting any of the symptoms listed below, the student will identify them as symptomatic of mental illness. (7-1-90)~~

- ~~A. Delusions~~
- ~~B. Hallucinations~~
- ~~C. Disorganized speech patterns~~
- ~~D. Irrational fear or sense of panic~~
- ~~E. Depression~~
- ~~F. Thoughts of death and suicide~~
- ~~G. Impaired self care~~
- ~~H. Impulsive, erratic, and bizarre behavior~~
- ~~I. Disorientation~~

~~8.36.8 Given a description of a person exhibiting any of the symptoms listed below, the student will identify them as symptomatic of a developmental disability. (7-1-90)~~

- ~~A. Receptive or expressive communication difficulty~~
- ~~B. Seizure disorder~~
- ~~C. Muscle control difficulty~~
- ~~D. Slurred speech~~
- ~~E. Confused or disoriented~~
- ~~F. Lethargic~~
- ~~G. Self endangering behaviors~~
- ~~H. Inappropriate response to situation~~
- ~~I. Purposeless repetitive behavior~~
- ~~J. Deficits in common language~~

8.36.9 Given a direct question, the student will identify the following procedures required of officers for safeguarding the rights of a person detained under the authority of Section 5150 of the Welfare and Institutions Code:

Given a word picture of a detention under Section 5150 of the Welfare and Institutions Code, the student will identify if the detaining officer(s) followed the appropriate procedures to safeguard the rights of the person detained.

- A. The circumstance under which the person's condition was called to the officer's attention and the observation constituting probable cause for detention must be recorded on the Application for 72-Hour Detention For Evaluation and Treatment
- B. ~~Advisement of Miranda rights, as appropriate, when criminal action is involved~~

- EB. Reasonable precaution must be made to safeguard personal property in the possession of or on the premises occupied by the person
- EC. The person must be informed of the officer's name and agency, and the reason the person is being detained
- ED. If taken into custody at a residence, inform person of personal items that may be brought along, right to a telephone call, and right to leave a note to friends or family

8.36.10 ~~Given a description of a situation in which involuntary detention for evaluation and treatment is NOT appropriate, the student will identify appropriate alternative methods for handling the situation. These include:~~

Given a word picture depicting behavior which does NOT qualify for involuntary detention under Section 5150 of the Welfare and Institutions Code, the student will identify appropriate alternative response for handling the situation. These responses are:

- A. Urgent medical attention
- B. Arrest
- C. Referral for mental health services
- D. Referral to local developmental disabilities agency
- E. No police arrest action required
- F. Appropriate social resource referral

8.36.11 Given a ~~description~~ word picture of a situation involving a woman who has given birth within the last 12 months and who displays one or more of the following risk factors, the student will identify that the woman may be suffering from postpartum psychosis. ~~(7-1-90)~~

(3-1-94)

Risk Factors:

- A. Insomnia
- B. Agitation
- C. Hyperactivity
- D. ~~Stupor~~ Severe depression
- E. Confusion
- F. Hallucinations
- G. Delusions
- H. Violent or bizarre behavior (directed toward child or self)
- I. Fearful thoughts concerning child's safety
- J. Physical appearance and behavior appear to be normal (moods may rapidly change)

8.36.12 Given a ~~description~~ word picture of a situation involving a woman who might be suffering from post partum psychosis, the student will identify an appropriate course of action from the following options: ~~(7-1-90)~~ (3-1-94)

- A. Involuntary detention under Section 5150 of the Welfare and Institutions Code
- B. Referral for mental health services, and notify family members or other concerned parties
- C. Report to child protective services
- D. Arrest
- E. Emergency medical care
- F. No arrest ~~police~~ action required

SCENARIO:

8.36.5 Given an ~~exercise~~ scenario, the student will safely and properly handle a person simulating mental illness. ~~(7-1-90)~~ (3-1-94)

**LEARNING DOMAIN #38
GANGS AWARENESS**

KNOWLEDGE TEST:

~~8.50.1 Given a direct question, the student will identify the following types of gangs which represent law enforcement concerns: (9-1-89)~~

- ~~A. Street gangs~~
- ~~B. Motorcycle gangs~~
- ~~C. Prison gangs~~
- ~~D. Cult/ritualistic gangs~~

~~8.50.2 Given a direct question, the student will identify the following primary reasons for gang membership: (9-1-89)~~

- ~~A. Peer pressure~~
- ~~B. Common interest~~
- ~~C. Protection/safety~~

~~8.50.3 Given a direct question, the student will identify the following characteristics which are common to most gangs: (9-1-89)~~

- ~~A. Cohesiveness~~
- ~~B. Code of silence~~
- ~~C. Rivalries~~
- ~~D. Revenge~~

~~8.50.4 Given a direct question, the student will identify the following methods which gangs use to distinguish their members from members of other gangs: (9 1 89)~~

- ~~A. Tattoos~~
- ~~B. Attire and accessories~~
- ~~C. Use of monikers~~
- ~~D. Use of hand signs~~

~~8.50.5 Given a direct question, the student will identify the following gang graffiti factors as significant to law enforcement operations: (9 1 89)~~

- ~~A. Identifying individuals and/or a specific gang~~
- ~~B. Identifying gang boundaries~~
- ~~C. Indications of pending and/or past gang conflicts~~

~~8.50.6 Given a direct question, the student will identify the following types of criminal activities as those commonly engaged in by gangs: (9 1 89)~~

- ~~A. Sale and use of narcotics~~
- ~~B. Physical violence~~
- ~~C. Auto theft/burglary from vehicles~~

~~8.50.7 Given a direct question, the student will identify law enforcement methods used to reduce gang activity. These include: (9 1 89)~~

- ~~A. Identification of gang activity~~
- ~~B. Coordination with allied agencies~~
- ~~C. Reduction of the opportunity for criminal activities~~

8.50.8 Given a word picture depicting a person, the student will determine if one or more of the following indicators are present to suggest the person is a gang member or gang associate:

- A. Admission of gang membership or association
- B. Observed associating with known gang members on a regular basis
- C. Tattoos indicating gang membership
- D. Gang clothing, symbols, etc., that identify the person with a specific gang
- E. Pictured in a photograph with known gang members and/or observed using gang-related hand signs
- F. Name is on a gang document, hit list, or gang-related graffiti
- G. Identification as a gang member by a reliable source

- H. Arrested in the company of identified gang members or associates or participates in a gang-related crime
- I. Corresponds with known gang members or writes and/or receives correspondence about gang activities
- J. Writes about gangs (graffiti) on walls, books, papers, etc.
- K. Attendance at gang functions or known gang hangouts

8.50.9 Given a word picture depicting possible gang activity, the student will identify if one or more indicators are present to suggest the crime may be gang-related. The indicators are:

- A. Victim is a gang member
- B. Suspect is a gang member
- C. Type of crime
- D. Number of suspects
- E. Suspect descriptions with emphasis on teenagers and young adults
- F. Location of crime (hangout, territory)
- G. Type of vehicle(s)
- H. Victim or witness opinions
- I. Gang attire
- J. Slogans, hand signs

EXERCISE:

8.50.10 Given examples of tattoos, gang graffiti or other forms of gang communication, the student will determine, either verbally or in writing, the:

- A. Specific individual or gang involved
- B. Neighborhood or area
- C. Indicators of pending or past gang conflicts

LEARNING ACTIVITIES:

13.38.01 The student will participate in a facilitated discussion regarding gang dynamics. The discussion should address:

- A. Types of gangs (e.g., street gangs, organized crime gangs, motorcycle gangs and prison gangs)
- B. Reasons for gang membership
- C. Characteristics common to most gangs
- D. Common criminal activities
- E. Enforcement methods that reduce gang activity
- F. Officer safety considerations for gang contacts

13.38.02 Given stimulus material provided by the instructor (e.g., newspaper articles, news videos, intelligence information, crime analysis data, etc.), the student will participate in a facilitated discussion regarding local/regional criminal gang activity occurring in the geographical area serviced by the academy. Examples include:

- A. Gang-related crimes (e.g., drive-by shootings, other assaults on gang members, murders in the name of the gang, etc.)
- B. Profit-related gang crimes (e.g., swarm robberies, narcotics trade, etc.)
- C. Nontraditional crimes (e.g., kidnapping, vehicle identification number switching, etc.)
- D. Enforcement methods used to reduce gang activity

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Report On Basic Course Student Workbook Project		Meeting Date January 20, 1994
Bureau Basic Training Bureau	Reviewed By Robert Fuller	Researched By Jeffery Kermode
Executive Director Approval <i>Morgan C. Boehm</i>	Date of Approval 12-31-93	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Is it currently feasible for POST to develop and maintain a series of student workbooks for the Basic Course?

BACKGROUND

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

- reduce the amount of classroom time devoted to certain subjects; and
- resolve certain existing student testing problems by requiring problem solving abilities to be demonstrated through workbook exercises.

In April 1993, the Commission authorized the Executive Director to contract for a special consultant to research the need for Basic Course student workbooks, to identify those subject areas most compatible with the student workbook concept, to develop a plan for a student workbook project which addresses short and long term costs, workbook style, workbook design, and to prepare a RFP for the student workbook project. Sergeant Jeffery Kermode, Irvine Police Department, was employed through contract to conduct the study. His report, "Basic Course Student Workbook Project", is Attachment A.

ANALYSIS

Research was conducted on current adult learning theory, learning technology, instructional design and textbook design to properly assess the role of student workbooks in the Basic Course setting. This research indicated that student workbooks can be an important

element of an overall instructional system. As in the case of *P.C. 832, Driver Awareness* and *First Aid/CPR*, workbooks seem to be most effective when combined with other instructional methods, such as interactive video or classroom instruction. The research also suggested that student workbooks would be effective in enhancing the current Basic Course instructional methods by making more effective use of classroom time.

A comprehensive review of the Basic Course curriculum was conducted following the initial research phase. This review included the Instructor Unit Guides, the Performance Objectives for the Basic Course and the Training Specifications for the Regular Basic Course. The purpose of the review was to identify those Learning Domains most suited for enhanced learning through the use of student workbooks. This review indicated that all Learning Domains could probably benefit from student workbooks, however some did appear to be better suited than others.

A meeting was held in September 1993 with the Basic Course Review Committee to obtain input from the Basic Course presenters as to their needs and concerns regarding student workbooks and their past experience in the use of student workbooks.

The Basic Course presenters were generally supportive of the workbook concept but expressed concern over two areas. The first was reproduction costs associated with the distribution of the workbooks to their students. The second was the need for on-going review and updating of the workbooks. The inability of Basic Course presenters to keep past workbooks up to date resulted in the discontinued use of otherwise effective material.

The Basic Course presenters viewed workbooks as a tool to be used by the student prior to, and as preparation for, the relevant classroom session. If the workbook is successful in presenting information to the student, it is believed that classroom time can be reduced and that remaining classroom time can be maximized through meaningful discussions, role playing or other instructional methods which should enhance the student's learning experience.

The Basic Course presenters also found improved testing methodology to be an important goal, but they were concerned about the impact on instructor workload if all workbooks were "instructor scored". It was recommended that those workbooks requiring instructor scoring be carefully considered and that other options, such as student exchange and self scoring, be considered where appropriate.

A significant amount of time was spent considering the two original project goals, the administrative requirements associated with the project, and input from the Basic Course presenters. The original goals, reduction of classroom time and resolution of testing problems, continue to be appropriate, however, the following additional goals were identified:

- More effective use of classroom hours through better student preparation.
- Improved testing methodology and enhanced evaluation of student performance.
- Improved student success as measured by improved Knowledge Domain scores and increased retention of subject matter.
- Standardized presentation of subject matter by all Basic Course presenters.
- Creation of a living document through on-going review by experts and prompt distribution of updated materials.

The attached project report addresses several issues considered as having potential impact on the success and the scope of a student workbook program. The most critical issues focused on workbook development costs to POST, on-going maintenance costs to POST, reproduction and on-going maintenance costs to the Basic Course presenters and the initial and on-going costs to agencies and presenters for the supplying of Subject Matter Experts.

As described in the project report initial consideration was given to designing a project that would develop a workbook for all Learning Domains. The estimated costs associated with this approach were found to be significant. The project report concludes that a pilot project involving workbooks for six Learning Domains would be the most appropriate course of action. A pilot would be less costly and would enable a more comprehensive evaluation before commitment to the full project.

The development costs associated even with a limited pilot are of immediate concern. Estimates for development of the six workbook pilot range between \$86,000.00 and \$235,000.00 depending on the content and style of the workbooks. Cost estimates for a full 41 workbook project range between \$492,000.00 and \$1,348,000.00. The range of potential costs could be narrowed with further analysis, but actual costs for the project can not be determined until vendors complete an RFP process.

On-going workbook maintenance costs could also prove to be substantial. Long term maintenance expenses for a six workbook pilot project is estimated at \$17,000.00 per year. The long term costs would be approximately \$119,000.00 per year for a full 41 workbook project. These cost estimates may vary depending on a variety of factors which include frequency of updates and staff time required for updates and other maintenance issues.

Additional administrative issues which could affect the program are also discussed in the enclosed report. These issues include project management, validation of workbook effectiveness, the visual quality

of the workbooks, the impact of workbooks on challenged learners, integration of workbooks into the classroom, and the practicality of pre-academy reading assignments.

The complete text of findings and recommendations for the Basic Course Student Workbook project are included in the document "Basic Course Student Workbook Project", (Attachment A).

In light of the current fiscal situation facing POST it may be premature to fund the six workbook pilot project as recommended in the report. The student workbook project could be reconsidered when funding becomes available.

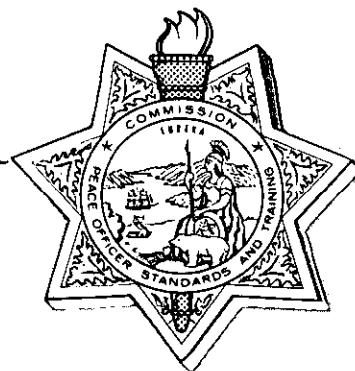
RECOMMENDATION

Defer action until funds become available.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
BASIC TRAINING BUREAU

BASIC COURSE STUDENT
WORKBOOK PROJECT

December 30, 1993



THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING
STATE OF CALIFORNIA

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COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
BASIC TRAINING BUREAU

BASIC COURSE STUDENT WORKBOOK PROJECT
EXECUTIVE SUMMARY

December 30, 1993

EXECUTIVE SUMMARY

GENERAL OVERVIEW

During 1992, a Basic Course Study was initiated to identify strategies for improving the overall effectiveness of basic training. Among the specific issues contained in the report was a recommendation to convert certain Basic Course Unit Guides to student workbooks. The development of student workbooks was viewed as a means to reduce the amount of classroom time devoted to certain subjects and to resolve problems associated with student testing in subject matter which involves critical thinking.

In April 1993, the Commission authorized the Executive Director to contract for a special consultant under the POST Management Fellow program. The POST Fellow was to research the need for Basic Course student workbooks, to identify those subject areas most compatible with the student workbook concept, to develop a plan for a student workbook project and to prepare an RFP for the student workbook project. The POST Fellow began work on the project in June 1993.

In September 1993, a workshop was held with the Basic Course Review Committee to obtain input from the Basic Course presenters as to their needs and concerns regarding student workbooks and their past experience in the use of student workbooks. The Basic Course presenters were generally supportive of the workbook concept but expressed concern over two areas. The first was reproduction costs associated with the distribution of the workbooks to their students, especially for those Basic Course presenters who cannot charge a "material fee" to their students. The second was the need for on-going review and updating of the workbooks. The inability of the presenters to keep past workbooks up to date resulted in the discontinued use of otherwise effective material.

RECOMMENDATIONS

The following is a summary of the major recommendations contained in the staff report.

- POST should proceed with the implementation of a Basic Course Student Workbook Pilot Project consisting of six workbooks.
- POST should issue a Request for Proposal (RFP) for a vendor contract to provide for the design, production, testing and distribution of the student workbooks and the development of an instructor guide.

- The overriding goal of each student workbook should be improved student success.
- POST should not consider the replacement of Instructor Unit Guides with student workbooks since the two sets of documents are intended for different audiences with different purposes.
- POST should bear the responsibility for coordinating the on-going review and update of student workbooks.
- An additional staff person should be assigned to the Basic Training Bureau, possibly a management fellow, to effectively manage the project and serve as the vendor liaison.

ORIGINAL PROJECT GOALS

As noted above, the Basic Course Study included a recommendation to convert certain Basic Course Unit Guides to student workbooks. The report discusses the potential student impact of these two original goals:

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

REVISED PROJECT GOALS

The report next discusses the two original project goals in light of the input received from the Basic Course presenters as to their needs, research into current learning theory and textbook design and the administrative needs of the Basic Training Bureau staff. As a result, Basic Training Bureau staff has recommended the following revised goals for the Basic Course Student Workbook Project:

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

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

PROJECT SCOPE

Initial consideration was given to designing a project which would result in a student workbook to parallel each of the Instructor Unit Guides. A detailed review of the *Instructor Unit Guides*, the *Performance Objectives for the Basic Course* and the new *Basic Course Training Specifications*, indicated that student workbooks would probably be appropriate in support of each of the forty one Learning Domains.

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

The six recommended Learning Domains listed below represent a cross section of the Basic Course curriculum in terms of complexity, subject matter and type of learning involved.

- LD #01 History/Professionalism/Ethics
- LD #02 Criminal Justice System
- LD #05 Introduction to Criminal Law
- LD #13 A.B.C. Law
- LD #30 Preliminary Investigation
- LD #32 Physical Fitness/Stress

ADMINISTRATIVE ISSUES

Several issues are discussed in the report as having potential impact on the success and the scope of a student workbook program. The most critical issues focused on cost, project management and workbook maintenance.

- **POST Development Costs (Excluding Vendor Contract)**

The workbook development costs chargeable to POST, other than the vendor contract, are somewhat predictable. Based upon POST's experience with other projects such as the P.C. 832, *Driver Awareness* and *First Aid/C.P.R. I.V.D.* projects, it appears that the POST development costs for a six workbook pilot project, including an Instructor Guide will be approximately \$61,784.40. These same costs for a full project could reach \$352,768.00. These costs include POST staff time and travel expenses, as well as subject matter

expert travel expenses, associated with workshops to review the workbooks.

- **POST Development Costs (Including Vendor Contract)**

It is difficult to predict just how expensive the project will prove to be. It appears that it will be necessary to wait for the vendor bids on the RFP to determine that cost. The actual vendor contract cost per workbook will depend on the complexity of the subject matter, the number and quality of graphics involved and the number and complexity of practice exercises included in each workbook. However, the "Estimate of Workbook Development Costs" supplement to the staff report indicates a total cost, including both POST and vendor costs, ranging from \$86,000.00 to \$235,000.00 for six workbooks and from \$492,000.00 to \$1,348,000.00 for a full thirty nine workbooks.

- **Project Management / Vendor Liaison (POST)**

A member of the POST staff, probably from the Basic Training Bureau, would be required to supervise the Student Workbook Project. Past experience with other vendor projects indicates the need for on-going interaction with the vendor to ensure satisfactory progress. Additionally, a POST staff member will need to review and comment upon draft documents and to coordinate the use of Subject Matter Experts during their involvement at various stages of the project.

More important than the dollar cost for project management, is the impact on staff time and workload. Currently, the staff of the Basic Training Bureau is heavily involved in several other projects with little or no available discretionary time. Assignment of existing staff to manage this project would be likely to have a negative impact on the other projects which are currently in progress.

- **Workbook Maintenance**

Workbook maintenance is a critical area of concern for course presenters. Many Basic Course presenters who have used workbooks in the past have found that the most serious flaw was the inability to keep the workbooks current and up to date. In fact, several Basic Course presenters have discontinued the use of workbooks due to this problem and are concerned about similar problems with any future workbooks. These strong concerns on the part of the presenters are likely to require a continuous effort on the part of POST to prevent the concerns from becoming reality.

- **Maintenance Costs (POST)**

Depending on the scope of the project, the on-going workbook maintenance costs could prove to be substantial. One cost effective way to address this issue and to minimize the fiscal impact on POST seems to be to incorporate the updates of workbooks into the on-going Instructor Unit Guide Update Workshops conducted by the Basic Training Bureau. Such a process could cost up to \$17,417.28 if each of six workbooks were reviewed each year. Two alternative methods of workbook maintenance are also discussed in the report.

Several other issues which could affect the project are also discussed in the report. These include validation of workbook effectiveness, the visual quality of the workbooks, the impact of workbooks on challenged learners, integration of workbooks into the classroom, instructor scoring of workbooks, the need for an Instructor Guide, the practicality of pre-academy reading assignments, potential F.L.S.A. overtime implications and acceptance of the workbooks by law enforcement.

BASIC COURSE STUDENT WORKBOOK PROJECT REPORT

RECOMMENDATIONS

- POST should proceed with the implementation of a Basic Course Student Workbook Pilot Project consisting of six workbooks, involving six Learning Domains, as outlined in **Appendix A**.
- POST should issue a Request for Proposal (RFP) for a vendor contract to provide for the design, production, testing and distribution of six Basic Course Student Workbooks and the development of an Instructor Guide.
- Student workbooks should be included as one important element of the Basic Course instructional system.
- The overriding goal of each student workbook should be improved student success, rather than reduction of classroom hours.
- The purpose of each workbook, whether it is to reduce or to enhance classroom instruction, to serve as a testing and evaluation instrument or to serve primarily as a student learning aid, should depend on the particular subject matter involved.
- POST should not consider the replacement of Instructor Unit Guides with student workbooks since the two sets of documents are intended for different audiences with different purposes.
- POST should bear the responsibility for coordinating the on-going review and update of student workbooks in association with the update of Instructor Unit Guides to provide for useful, living documents.
- An additional staff person should be assigned to the Basic Training Bureau, possibly a management fellow, to effectively manage the project and serve as the vendor liaison.

BACKGROUND

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

The development of student workbooks was viewed as a means to reduce the amount of classroom time devoted to certain necessary subjects and to resolve current problems associated with student testing which might be best measured by analysis of critical thinking, as opposed to response to a multiple choice question.

In April 1993, the Commission approved the appointment of a special consultant for a six month period to develop the Basic Course Student Workbook Program. The special consultant was to address the following concerns:

- Identify the specific subject areas most compatible for replacement or enhancement by student workbooks.
- Assess the exact type of workbook needed to accomplish a particular instructional objective.
- Acquire information necessary to compose a Request for Proposal (RFP) directed to identifying a workbook producer.
- Coordinate the efforts of contributing subject matter professionals and to identify available resources required for production, initial evaluation and final distribution of the workbooks.
- Develop a plan addressing, both short and long term costs, and resources necessary to support the initial program, as well as the requisite document updates.
- Develop an evaluation system which will validate the effectiveness of the workbooks in the overall training process.

Since the outcome of this project was intended to be a product which the Basic Course presenters would find useful, a Basic Course Review Committee Workshop was held in September 1993. The purpose of the workshop was to gain input from the Basic Course presenters as to their past experiences with student workbooks and as to their needs and expectations in regard to student workbooks.

The Basic Course presenters expressed concern over various issues, such as reproduction costs, the need for frequent updates, whether the workbooks would actually enhance student performance or possibly hinder the performance of disadvantaged or minority students and whether the use of workbooks would possibly result in additional classroom time due to instructor led discussions. However, the presenters did express a desire for materials which would support the Instructor Unit Guides for each Learning Domain and they also supported a pilot project to examine the feasibility of workbooks.

ANALYSIS:

SECTION I discusses the original project goals suggested by the Basic Course Study. SECTION II presents the revised project goals proposed by the Basic Training Bureau. SECTION III defines the scope of the recommended pilot project. SECTION IV addresses the elements of workbook design from the perspective of an overall instructional system. SECTION V discusses the administrative issues identified as having an impact on the project.

As an overview, **TABLE I** presents the advantages and disadvantages associated with the use of student workbooks as they relate to trainees, P.O.S.T., academy presenters and academy instructors.

TABLE I
ADVANTAGES & DISADVANTAGES OF STUDENT WORKBOOKS

	ADVANTAGES	DISADVANTAGES
TRAINEE	<ul style="list-style-type: none"> + Available when trainee is ready + Trainee able to work at own pace + Immediate feedback to trainee + Serves as a review and reference source + Better prepared for classroom sessions + No subject matter surprises on exams 	<ul style="list-style-type: none"> - Unfamiliar with self paced learning - No instructor present for questions - Uncomfortable relying on workbook - Impact on disadvantaged learners?
P.O.S.T.	<ul style="list-style-type: none"> + Statewide consistency of training content + Trainee centered training + Enhanced testing methodologies + More effective use of classroom time + Reduced classroom time for some topics 	<ul style="list-style-type: none"> - Initial workbook development costs - Workbook distribution costs - Annual workbook revision/update costs - Staff time required for on-going updates
ACADEMY PRESENTER	<ul style="list-style-type: none"> + Consistency of training content + Trainee centered training + More effective use of classroom time + Reduced classroom time for some topics + Enhanced testing methodologies + Flexibility in assignment of instructors 	<ul style="list-style-type: none"> - Initial duplicating/reproduction costs - Annual revision/update costs - Exercises/Discussion <i>may</i> take more time - Impact on disadvantaged learners?
TRAINER/INSTRUCTOR	<ul style="list-style-type: none"> + Reduction of basic lecture material + More time for tutoring/coaching + More time available for exercises/activities + More classroom time for other subjects + Review provides instructor feedback 	<ul style="list-style-type: none"> - Need for revisions to remain current - May restrict instructor presentation - Exercises/Discussion <i>may</i> take more time

SECTION I: ORIGINAL PROJECT GOALS

As noted above, the Basic Course Study included a recommendation to convert certain Basic Course Unit Guides to student workbooks. The purpose of this conversion was twofold:

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

One of the first steps in developing the student workbook project was to more closely examine the recommendation itself, the conversion of certain Instructor Unit Guides to student workbooks, and the two stated purposes of the recommendation. These issues were discussed among the staff of the Basic Training Bureau and the Learning Technology Resource Center and during the Basic Course Review Committee Workshop. The results of those discussions are presented below.

The Conversion Of Instructor Unit Guides To Student Workbooks

Historically, the Instructor Unit Guide has been POST's effort to provide direction to Basic Course *instructors* in an attempt to ensure consistency in the presentation of required subject matter. The Instructor Unit Guide is written for the *instructor's* perspective and it presents the *instructor* with the required performance objectives and an outline of the subject matter which should serve as the foundation for the *instructor's* lesson plan. The basic intent of the Instructor Unit Guide is to make the *instructor* more effective.

On the other hand, student workbooks should be designed with the *student* in mind. The student workbook should effectively present the material in a way that the *student* will understand, should prompt responses from the *student*, and should provide feedback to the *student*. It may serve the *student* as a preview to classroom sessions, a review or study reference prior to testing or as the testing mechanism itself. Fundamentally, the workbook is intended as a device designed to help the *student* succeed.

The P.C. 832 Course is an example of a program which utilizes student workbooks, but no longer has a current Instructor Unit Guide. However, there are two significant differences between the P.C. 832 Course and the Basic Course in this regard. First, the P.C. 832 workbooks are integrated into the POST IVD program which can totally eliminate the need for a course instructor and, therefore, an Instructor Unit Guide.

Second, the P.C. 832 subject matter is presented at a very elementary level without much detail on each performance objective. The Basic Course is presented at a more sophisticated level which requires elaboration and enhancement of the performance objectives and which increases the need for both instructor involvement and an Instructor Unit Guide to ensure subject matter consistency.

POST staff associated with the Basic Course, as well as the Basic Course presenters, believe that the differing interests of the instructor and the student cannot be effectively served through the student workbook alone, as long as there is classroom lecture or discussion associated with student workbook topics. Even in cases where the student workbook might eliminate classroom instruction, the need would still exist for instructors to have a reference source to provide for the consistent and effective evaluation of the student's workbook efforts. As such, it is recommended that certain Instructor Unit Guides be *enhanced* or *supplemented* by students workbooks, rather than be *converted* to workbooks.

Reduction Of Classroom Time Devoted To Certain Necessary Subjects

One of the primary goals of the student workbook recommendation contained in the Basic Course Study was to reduce the amount of time devoted to certain necessary subjects. On the surface, this seemed to be a worthwhile goal due to the ever increasing number of subjects required to be covered in the 560 hour Basic Course. However, closer consideration of this goal generated other related issues which suggest that more effective use of classroom time might be a more appropriate goal, with a possible result being an eventual reduction in classroom time.

Any discussion on the reduction of classroom hours through the use of student workbooks should consider the potential impact of such a reduction on student learning and student success. One potential problem in this area relates to learning styles. While some students are visual learners, and could effectively learn from workbooks alone, significant numbers of students are either audio or participatory learners. In other words, they learn primarily from either hearing information or by participating in the instructional process through exercises or practical application. These students might be disadvantaged by totally eliminating a Learning Domain from the classroom, however such effects could be mitigated by providing classroom time for student questions and through the either instructor or student-exchange scoring as discussed in Workbook Scoring segment of Section V.

Student motivation could also become an issue if material is relegated to outside or pre-academy reading. The Basic Course

presenters and the Learning Technology Resource Center staff were concerned about the assumptions which might be made by students about material treated in this manner.

Material presented solely through workbooks, without classroom discussion, could be perceived by the students as unimportant, or at least less important than other material, with a resulting reduced motivation to seriously study the material. Human nature would suggest that students with limited time to deal with an almost overwhelming work load would quickly allocate their study efforts toward that which is perceived by them to be most important. Any material which is addressed solely through the workbooks, without classroom instruction, should be tested in order to emphasize its importance to the student and to encourage the serious use of the workbooks.

Finally, the literature in this area indicates that to be successful from a learning standpoint, student workbooks should be integrated into an overall instructional system with the result of enhancing the effectiveness of that system. Such an instructional system should include at least three elements: (1) presentation to the learners, (2) activities by the learners and (3) feedback to the learners. The workbooks, if properly developed, should enhance, or, in some instances, satisfy each of these elements. However, workbooks should still be considered as only one aspect of an overall instructional system and should generally be used in conjunction with other instructional methods, such as traditional classroom instruction, group discussions, learning exercises, and scenarios to achieve the best results for the student.

Resolve Current Problems Associated With Student Testing

One of the concerns expressed in the Basic Course Study was that certain areas which are currently tested through multiple choice test items could possibly be better evaluated through written responses which would test the student's critical thinking ability. POST staff has found that the student's ability to recognize a correct choice from a list of multiple choice test items does not effectively evaluate the student's ability to analyze situations, problem solve or critically think.

Basic Training Bureau staff and the Basic Course presenters agree that student workbooks could be helpful in this regard. Using the material on ethics as an example, a properly constructed workbook could present ethical dilemmas which would require a narrative response from the student. Such a response, if reviewed by an instructor, could lend itself to an evaluation of the student's understanding of the material, the student's critical thinking and the student's general writing ability.

The Basic Course presenters did express some concern about the potential instructor workload which would be generated if each student workbook had to be reviewed by an instructor. This particular concern is discussed in the **Workbook Scoring** segment of **SECTION IV**.

SECTION II: REVISED PROJECT GOALS

After discussion of the two original project goals and considering input from the Basic Course presenters as to their needs, the Basic Training Bureau staff recommends the following goals for the Basic Course Student Workbook Project:

- Improved student success as measured by improved Knowledge Domain scores and increased retention of subject matter as measured through follow up testing of students during pilot project.
- More effective use of classroom hours through better student preparation.
- Standardized presentation of subject matter by all Basic Course presenters.
- Improved testing methodology and enhanced evaluation of student performance in those areas where critical thinking is important, through instructor scoring of narrative workbook responses .
- Creation of a living document through on-going review by experts and prompt distribution of updated materials.

SECTION III: PROJECT SCOPE

Initial consideration was given to designing a project which would result in a student workbook to parallel each of the Instructor Unit Guides. A detailed review of the *Instructor Unit Guides*, the *Performance Objectives for the Basic Course* and the new *Basic Course Training Specifications*, indicated that student workbooks would probably be appropriate in support of each of the forty one Learning Domains.

However, based upon the administrative issues discussed in **SECTION V**, the Basic Training Bureau staff and the Basic Course Review Committee favor a more conservative approach to the Student Workbook Project. Rather than initiating a full forty one Learning Domain project, it is recommended that a limited number of carefully selected Learning Domains be incorporated into a "pilot project". Workbook costs and the impact on student success and Basic Course hours could then be evaluated prior to investing in a full workbook project.

Recommended Learning Domains

The Basic Course Review Committee Workshop resulted in a list of Learning Domains which were perceived by presenters as likely workbook subjects to serve as a pilot project. The list was intended as a base which could then be expanded in the future, should the workbooks developed for these Learning Domains prove to be effective. The six recommended Learning Domains which are found in **TABLE II** were selected from that committee list.

The six Learning Domains provide a cross section of Basic Course subject matter. The content ranges from the basic and primarily cognitive (intellectual) material contained in the *Criminal Justice System* to the more complex subject matter covered in *Preliminary Investigation*. The workbook for *History, Professionalism & Ethics* will address both cognitive and affective (attitude or opinion) material and should form the basis for classroom discussions on sensitive issues such as ethics and intervention. The workbook on *Physical Fitness* will deal with both cognitive and psychomotor (physical or manual skills) material and should be able to replace classroom lecture and serve as a personal progress record for the student. Finally, two workbooks will focus on legal issues, *Introduction to Law* and *A.B.C. Law*, both of which are essentially cognitive in nature.

TABLE II

RECOMMENDED PILOT PROJECT SUMMARY

LEARNING DOMAINS		AVG HRS	PERFORMANCE OBJECTIVES			CONTENT TYPE			CONTENT STABILITY		SCORING METHOD		
#	TITLE		K	E	S	C	P	A	S	F	I	E	S
1	History/Professionalism/Ethics	6	10			✓		✓	✓		✓		
2	Criminal Justice System	4	07			✓			✓			✓	
5	Introduction to Criminal Law	6	06			✓			✓			✓	
13	A.B.C. Law	4	11			✓			✓			✓	
30	Preliminary Investigation	31	23	08	09	✓	✓			✓	✓		
32	Physical Fitness/Stress	40	16	01		✓	✓	✓	✓				✓

Performance Objectives:

Content Type:

Content Stability:

Scoring Method:

K=Knowledge

C=Cognitive

S=Relatively Stable

I=Instructor

E=Exercise

P=Psychomotor

F=Frequently Changing

E=Student Exchange

S=Scenario

A=Affective

S=Self Review

The content of each of the Learning Domains which has been recommended for the pilot project should remain relatively static each year as compared to areas such as criminal law or search and seizure. As such, the maintenance costs for these particular Learning Domains should be low in comparison to those that require extensive updating on an annual basis due to frequent changes.

Additional Workbooks In The Development Process

Two additional Learning Domains are being addressed by student workbooks, however not through this pilot project. The Standards and Evaluations Bureau is in the process of developing a new instructional approach to Learning Domain 18, *Report Writing*. This project includes the development of a student workbook which will be integrated with the classroom instruction, video tapes and practical application. The instructional requirements for Learning Domain 34, *First Aid & C.P.R.*, are being addressed through the new interactive video disc program and student workbook which is being developed through the Learning Technology Resource Center.

Both of these projects are consistent with the student workbook goals referred to previously in this report in that they are an attempt to improve student success through the more effective use of classroom time and reduced reliance on traditional classroom lecture.

SECTION IV: WORKBOOK DESIGN

1970 California Council on Criminal Justice Grant:

In 1970, the Oakland Police Department, in association with Dr Peter Lenn, received a grant from the California Council on Criminal Justice for the development of student workbooks based upon the concept of "programmed instruction." Programmed instruction involved behavioral learning theories and linear programming. These workbooks followed a three step process of "stimulus-response-reinforcement" which resulted in a series of "frames." Each frame contained a statement (stimulus) and a question (response) which was then followed by the correct answer to the question (reinforcement). These workbooks contained no graphics, diagrams or other types of visual aids to stimulate the reader's interest or to assist visual learners.

Learning Theory

A review was conducted of the current literature relating to instructional technology, instructional design and workbook or textbook design to obtain information on the current learning and

design theories. This information was supplemented with information provided by the specialists in the POST Learning Technology Resource Center.

The current body of knowledge on learning theory tends to support the cognitive or information processing approach to learning. In this approach, the student is presented with larger bits of information than those associated with behavioral learning. The new information is linked to other information to promote deeper processing and better retention of the material. In fact, "branching", or allowing the student to make incorrect choices, as used in the IVD programs, seems to promote even deeper processing and has the added benefit of correcting mental errors and misinterpretations by the student.

Elements Of Workbook Design

As discussed earlier in **SECTION I**, student workbooks should be considered as one element of an overall instructional system. However, the workbooks should also be designed with three specific internal design elements in mind. Successful textbooks or workbooks should effectively combine the elements of attention, comprehension and retention.

- **Attention:** The student should be stimulated to at least continue reading and, if possible, the workbook should generate excitement about the topic being presented.
- **Comprehension:** The information must be presented in such a manner and at such a level that the student can understand the information.
- **Retention:** The student must retain information at both the micro level (technical terms, radio codes, laws, etc.) and the macro level (major concepts, systems, procedures, etc.).

Textual Display Techniques

The evolution of modern technology and textbook design has resulted in dramatic changes which benefit the student. While the original workbooks were not much more than statement-question-answer, current texts incorporate several visual elements to stimulate the reader and maintain interest. This area, known as Textual Display Techniques is intended to assist the student with the task of focusing on important points and enable the student to selectively process the text when necessary. Textual Display Techniques include the use of devices

such as horizontal and vertical spacing, varying font sizes, labeling, highlighting, margin notes, graphics, charts and diagrams as an integral part of the text design.

The workbooks which were produced for the original P.C. 832 POST IVD course are an example of the effective use of textual display techniques. The particular style used in these workbooks is the Organized Content Technique (OCT) (Wright, E. and Pyatte, J.A., *Educational Technology*, 1983). The goal of OCT is to present content in a way that is stimulating, effective and efficient and that is likely to facilitate learning, assimilation, retention, and subsequent application of the material. While the P.C. 832 workbooks were not designed to be truly interactive workbooks, they are a good example of current textbook design and they have been well received by both instructors and students.

The original Commission Agenda Item indicated that recommendations should be made on the particular type of workbook design for each subject matter. However, discussions with professionals in the POST Learning Technology Resource Center suggest that design recommendations which are too specific might unnecessarily limit the creativity of the actual workbook designers.

Therefore, while the student workbooks should facilitate learning by trainees through use of a text formatting procedure that distills and organizes instructional content, such as OCT, it is recommended that the RFP particularly describe the *goals* and *expectations* for each workbook, while allowing the vendor the latitude to create a design which will be effective in achieving those goals.

SECTION V: ADMINISTRATIVE ISSUES

Several issues were identified as having potential impact on the success and the scope of a student workbook program. The most critical issues revolve around cost: workbook development costs to POST, on-going maintenance costs to POST, reproduction and on-going maintenance costs to the Basic Course presenters and the initial and on-going costs to agencies and presenters for the supplying of Subject Matter Experts.

Additional administrative issues such as validation of workbook effectiveness, the visual quality of the workbooks, the impact of workbook learning on disadvantaged or challenged learners, integration of workbooks into the classroom, the practicality of pre-academy reading assignments and questions about out of class workbook assignments and associated potential F.L.S.A. overtime implications could also affect the program.

POST Development Costs (Excluding Vendor Contract)

The workbook development costs chargeable to POST, other than the vendor contract, are somewhat predictable. The estimates in **TABLE III**, on the next page, are based upon POST's experience with other projects such as the P.C. 832, Driver Awareness and First Aid/C.P.R. I.V.D. projects. Some assumptions were made in order to develop those estimates.

The assumptions included the need for two Subject Matter Expert workshops for each workbook, one to review each draft workbook and one to review each final workbook. A second assumption was that an average of 15 Subject Matter experts would attend each workshop. A third assumption was that one general Instructor Guide could be developed for the entire workbook series with approximately the same cost factor as an individual workbook.

TABLE III

**ESTIMATED P.O.S.T. WORKBOOK DEVELOPMENT EXPENSES
(EXCLUDING VENDOR CONTRACT)**

ANTICIPATED P.O.S.T. WORKBOOK EXPENSE ITEMS	INDIVIDUAL WORKBOOK	6 L.D.s + Instructor Guide	39 L.D.s + Instructor Guide
¹ POST CONSULTANT SALARY (29.60/hr)	947.20	6,680.40	37,888.00
¹ POST CONSULTANT PER DIEM (123.00)	492.00	3,444.00	19,680.00
² S.M.E. PER DIEM (123.00)	7,380.00	51,660.00	295,200.00
TOTAL ESTIMATED COSTS	8,819.20	61,784.40	352,768.00

- ¹ Estimates are based upon the anticipated need for at least two two-day workshops, one to review each draft workbook and one for final review of each workbook.
- ² Estimates are based upon an average of 15 S.M.E.s attending each two-day workshop.

POST Development Costs (Vendor Contract)

The question of development costs associated with the student workbook program is of immediate concern. While the actual cost will be significant, it is difficult to predict just how expensive the project will prove to be. It appears that it will be necessary to wait for the vendor bids on the RFP to determine that cost.

In general, the development of highly interactive workbooks using advanced textual display techniques, such as OCT, would involve relatively high development costs. This is due to the incorporation of graphics and other visual aids and the use of more sophisticated practice exercises than

those contained in the original programmed instruction texts of the 1970's. The actual vendor contract cost per workbook will depend on the complexity of the subject matter, the number and quality of graphics involved and the number and complexity of practice exercises included in each workbook.

Project Management / Vendor Liaison (POST)

A member of the POST staff, probably from the Basic Training Bureau, would be required to supervise the Student Workbook Project. While the RFP should require the vendor to assign a project manager, past experience with the *P.C. 832, Driver Awareness* and *First Aid/C.P.R.* projects indicates the need for on-going interaction with the vendor to ensure satisfactory progress.

Additionally, a POST staff member will need to review and comment upon draft documents and to coordinate the use of Subject Matter Experts during their involvement at various stages of the project.

The day-to-day dollar costs associated with project management are not reflected in the **TABLE I** estimates for "Post Consultant." The only costs reflected in that category are for those associated with anticipated workshops. However, more important than the dollar cost for project management is the impact on staff time and workload.

Currently, the staff of the Basic Training Bureau is heavily involved in several other projects with little or no available discretionary time. Assignment of existing staff to manage this project would be likely to have a negative impact on the other projects which are currently in progress.

Workbook Maintenance (POST)

Workbook maintenance is a critical area of concern for Basic Course presenters. Many of the presenters who have used workbooks in the past have found that the most serious flaw was the inability to keep the workbooks current and up to date. Many presenters have discontinued the use of workbooks due to this problem and are concerned about similar problems with any future workbooks. These strong concerns on the part of the presenters are likely to require a continuous effort on the part of POST to prevent the concerns from becoming reality.

Depending on the scope of the project, the on-going workbook maintenance costs could prove to be substantial. One cost

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

Estimates of the expenses involved in the workbook maintenance, based upon the above method, are reflected in **Table IV**.

TABLE IV
ESTIMATED P.O.S.T. WORKBOOK MAINTENANCE EXPENSES

ANTICIPATED P.O.S.T. WORKBOOK EXPENSE ITEMS	INDIVIDUAL WORKBOOK	PILOT PROJECT 6 L.D.s	FULL PROJECT 41 L.D.s
¹ CONSULTANT SALARY (29.60/hr)	236.80	1,420.80	9,708.80
¹ CONSULTANT PER DIEM (123.00)	123.00	738.00	5,043.00
¹ ANALYST SALARY (18.29/hr)	146.35	878.10	6,000.35
¹ ANALYST PER DIEM (123.00)	123.00	738.00	5,043.00
² OFFICE TECH SALARY (11.42/hr)	45.67	274.02	1,872.47
³ S.M.E. PER DIEM (123.00 x 15)	1,845.00	11,070.00	75,645.00
⁴ REPRODUCTION (179 @ 1.40 ea)	250.60	1,503.60	10,274.60
⁴ MAILING (179 @ .74 ea)	132.46	794.76	5,430.86
TOTAL ESTIMATED COSTS	2,902.88	17,417.28	119,018.08

- ¹ Estimates are based upon one additional eight hour day being added to the on-going Unit Guide Update Workshops.
- ² Estimates are based upon an average of four hours of Office Tech support being needed for each update.
- ³ Estimates are based upon an average of 15 S.M.E.s spending one additional day at each Unit Guide Update Workshop.
- ⁴ Estimates are based upon current reproduction and mailing costs associated with Unit Guide updates. Actual workbook costs could be significantly higher depending on the size of the documents.

Two alternative methods of workbook maintenance may also be appropriate. The first, and possibly more expensive, alternative would be to contract with a vendor for workbook updates. POST staff could forward the revised Instructor Unit Guides to the vendor with strict time lines for return of an updated workbook. POST could then distribute the updates to the Basic Course presenters. It is difficult to predict the cost of such an on-going contract without knowing the exact cost associated with the initial development, as noted above.

The second, and presumably less expensive, alternative would be to select a two or three person sub-committee during the Instructor Unit Guide Update Workshop. Once the workshop has been completed, the sub-committee could then work from the revised Unit Guide and review the associated workbook. Recommended changes could then be forwarded to POST with the revisions to be processed by POST staff. This alternative could have more of an impact on staff time, however it should substantially reduce POST travel expenses as reflected in **Table IV**.

Reproduction And Maintenance Costs To Presenters

The cost of reproducing the initial workbooks, as well as the costs associated with reproducing workbook updates were concerns which were shared by all Basic Course presenters. The presenters at the Basic Course Review Committee Workshop indicated that these costs would be significant enough to interfere with the successful implementation of a full forty one Learning Domain workbook project.

Those presenters able to charge a "material fee" would be least impacted as they could pass on the increased expenses directly to the individual student. However, agency presenters and others who are unable to charge a material fee, could be seriously impacted by these costs. Clearly, these costs should be significantly less for a six Learning Domain pilot project than for a full forty one Learning Domain workbook project.

Cost To Agencies And Presenters For Subject Matter Experts

Another cost item to be addressed is the cost to agencies and Basic Course presenters associated with the furnishing of Subject Matter Experts (S.M.E.s). S.M.E.s will be needed to evaluate the content of the draft workbooks. The S.M.E.s will also be needed each time a workbook is reviewed for update purposes. As discussed under **Workbook Maintenance (POST)**, it is anticipated that the S.M.E.s will be needed for at least one additional day during each Unit Guide Update Workshop to deal specifically with the workbooks. While the actual costs are difficult to estimate, the S.M.E. costs should be significantly less for a six Learning Domain pilot project than for a full forty one Learning Domain workbook project.

Workbook Quality

The issue of workbook quality is one of balance and it is closely associated with both POST development costs and the

maintenance and distribution costs faced by POST and the Basic Course presenters. While a full color, bound workbook, on high quality paper, with high resolution photographs might be the possible state of the art workbook, the fiscal restraints faced by POST and the Basic Course presenters will require somewhat of a compromise in this regard.

The reality of the situation seems to be that any workbook which can be affordably distributed by POST and reproduced by the Basic Course presenters must be produced in black and white. As such, the goal should be to produce the highest quality document possible, including photographs, sketches or drawings, in black and white copy. As technology advances and the use of high quality color copiers and printers comes into broader use, the workbooks could possibly be upgraded to color.

Workbook Format

The consensus of the Basic Course Review Committee was that the workbooks be by individual Learning Domain, rather than by groupings of Learning Domains, and that a loose-leaf notebook format would prove to be the most convenient. The reasons for this format include ease of reproduction and the ability to update and replace individual pages which could result in lower costs for reproduction, distribution, binding and maintenance.

Validation Of Workbook Effectiveness

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

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

Workbook Distribution

The method of distribution for both workbooks and workbook updates must be prompt, minimize POST staff time and be "user friendly" for the course presenters. A combination of at least two options, photo ready copies and floppy disks, is recommended in order to satisfy the needs of all the involved parties. Although *Microsoft Word* was suggested as a possible format, the disks should be in *WordPerfect* since that is the format agreed upon by POST and the presenters for computer bulletin board purposes. The computer bulletin board would also be an effective and economical way to distribute workbook updates once the technical issues have been resolved.

User Cooperation

A policy decision should be made by the POST executive staff in regard to "user cooperation." In other words, if the student workbooks are produced and distributed by POST, will the Basic Course presenters be required to incorporate them into their programs or will the workbooks be viewed as an optional resource for the students. It is the recommendation of the Basic Training Bureau staff that the workbooks be mandated for use. It would make no economic sense to create and maintain the student workbooks if they were only used by a few of the presenters. Such optional usage would also seem to defeat the intended goals of the program.

Integration Of Workbooks Into The Classroom

The majority of those present at the Basic Course Review Committee Workshop did not foresee any problems integrating workbooks into the classroom. In some subject areas, the workbook would be best used as a tool by the student prior to, and as preparation for, the relevant classroom session. If the workbook is successful in preparing the student for that classroom session, it is believed that the time spent during that session can be maximized through meaningful classroom discussions, role playing or other instructional methods which should enhance the student's learning experience. In other subject areas, the use of workbooks should eliminate the need for classroom lecture altogether.

Workbook Scoring

One of the original project goals dealt with improved testing methodology in those areas where critical thinking

is important. While the Basic Course presenters also found this to be an important goal, they were concerned about the impact on instructor workload if all workbooks were "instructor scored". It was recommended that those workbooks requiring instructor scoring be carefully considered and that other options, such as student exchange and self scoring, be considered where appropriate. For example, the narrative responses in the workbook dealing with "ethics" should be instructor scored to evaluate the student's critical thinking. On the other hand, the workbook on physical fitness and stress could be self-scored since it is primarily intended as a tool for student use.

In an effort to reduce potential instructor workload associated with workbook scoring, one presenter has suggested the incorporation of a tear-out computer scored answer sheet when multiple choice questions might be appropriate. However, the use of multiple choice questions would restrict the student's interactive opportunities and would be likely to hinder the effort to evaluate the student's critical thinking. Tear-out computer scored answer sheets might be appropriate as an incentive or motivational device if a decision is made to initiate the pre-academy use of workbooks.

Instructor Training

There will be a need to train Basic Course instructors in the appropriate use of student workbooks. Instructors using the workbooks should understand the role of the workbooks in the overall instructional system and how the workbooks may be integrated into classroom sessions. The creation of an Instructor Guide should be useful in this regard. The Instructor Guide should discuss how students should use the workbooks, how the workbooks should be scored ("instructor scoring", "self scoring" and "student exchange"), and how the workbooks can be used to support classroom activities, such as role playing, small group discussions or instructor-led discussions. The integration of workbooks into the classroom should also be addressed in the POST Master Instructor Program and other POST instructor development courses.

Impact Of Workbooks On Challenged Learners

Some Basic Course presenters expressed a strong concern regarding the potential impact of student workbooks on disadvantaged or challenged learners. The concern focuses primarily on those students who may have difficulty reading or comprehending the written word, either as a result of a

learning disability or because English is a "second language" to the student. Any such potential adverse impact should be minimized through:

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

The Practicality Of Pre-academy Reading Assignments

Most of the presenters did not believe that pre-academy reading was a practical alternative under the current Basic Course structure. As discussed previously in this report, there was some concern that items relegated to pre-academy reading might be perceived by the students as less important which could result in a less than serious effort in learning the material. However, such perceptions could be overcome by holding students accountable for pre-academy reading through mandatory testing of the material. In those Basic Courses in which a "pre-academy course" is a pre-requisite, or should the structure of the Basic Course be modified, the use of pre-academy reading assignments would be more appropriate.

Homework Assignments And F.L.S.A. Overtime Issues

Some Basic Course presenters have been audited by the U.S. Department of Labor in the past in regard to overtime issues. As a result, under some circumstances, agency employed students have been found eligible for overtime pay for mandated activities which go beyond a normal "40 hour" work week. The required completion of workbook assignments outside of classroom hours could create a potential overtime issue for agency employed students, however the majority of the Basic Course presenters saw this as only a minor problem.

One option which was suggested to avoid the homework-overtime issue was the use of classroom "study hall" time. The study hall approach was successfully used by Dr. Lenn

during the grant project discussed previously, however the Basic Course presenters did not see this as a practical approach within the current academy structure since it would have the effect of adding classroom hours.

Acceptance By The Law Enforcement Community

A final issue, one which is somewhat subjective, but crucial to the project's success, involves law enforcement participation in the design and development process. The unique nature of law enforcement requires that whatever the form of the completed workbooks, it must be accepted by law enforcement officers, instructors and students to be effective. Descriptions, definitions, examples and hypothetical situations must be job related with the goal of producing competent entry level law enforcement officers. For example, a workbook on *Introduction to Criminal Law* could be an overwhelming success among pre-law students, but prove to be ineffective for law enforcement if students are unable to relate the content to the role of the law enforcement officer.

The following factors should be considered in this regard include:

- Preference given to vendors with experience in law enforcement publications or textbooks;
- Focus on law enforcement students as the target audience, during all project phases;
- Review and critique of the draft workbooks by active law enforcement Subject Matter Experts prior to their release for pilot testing in the academies; and
- Review and critique of the pilot test findings by staff from the Learning Technology Resource Center and the Standards and Evaluations Bureau prior to final workbook revisions.

CONCLUSION

The Basic Training Bureau, based upon its research and analysis, recommends that interactive student workbooks should be included as one element of an effective Basic Course instructional system. The implementation of a limited scope pilot project should provide POST with the opportunity to evaluate the effectiveness of student workbooks at a cost much less than that of a full scale project. As in the case of the P.C. 832, First Aid and

Driver Awareness I.V.D. projects, the design expertise and time commitments involved in developing a series of student workbooks indicate that the use of an outside vendor would be the most effective and timely method of implementing the project.

BASIC COURSE STUDENT WORKBOOK PROJECT

APPENDIX A
WORKBOOK SPECIFICATIONS

BASIC COURSE STUDENT WORKBOOK PROJECT

**LEARNING DOMAIN #1
HISTORY, PROFESSIONALISM & ETHICS**

I. SUMMARY

This learning domain provides a limited history of law enforcement and presents the concepts of professionalism, ethics, moral standards and intervention. It also introduces students to the Law Enforcement Code of Ethics and the Code of Professional Conduct and Responsibility.

The subject matter of this learning domain is primarily of a cognitive nature, however the material relating to the topics of ethics and intervention is also affective as it is intended to impact the student's attitudes, beliefs and values as they relate to law enforcement. The material will ultimately be tested by a POST-constructed written test and there are currently no required learning exercises or scenarios.

II. RECOMMENDATIONS

A. Intended Use

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

B. Workbook Design

This workbook should be interactive, possibly incorporating pre-tests, organized content pages and examples, followed by exercises which prompt narrative responses by the student. These exercises should reinforce the student's learning of the material which will be subsequently tested by the POST-constructed test. Visual aids, such as graphics, diagrams and charts, should be included where appropriate. The workbook should also provide practice exercises which present professional and ethical dilemmas which will help to reinforce the student's understanding of the concepts of *professionalism, ethical behavior and intervention.*

C. Classroom Integration

The performance objectives related to the history of law enforcement and professionalism should be adequately covered through the workbook, with either minimal or no classroom discussion.

The presentation of the performance objectives related to ethics and intervention should include classroom and/or small group discussion, possibly incorporating video taped scenarios, and the workbook should serve as a foundation for such discussions, including the presentation of discussion scenarios.

D. Workbook Scoring

Since one purpose of the workbook is to supplement the current written test, the workbook should be "instructor scored" and it should prompt narrative responses to professional and ethical dilemmas which will help to assess the student's critical thinking ability and understanding of the concepts of *professionalism, ethical behavior and intervention.*

III. INSTRUCTIONAL GOALS:

The *History, Professionalism & Ethics* workbook, in conjunction with classroom discussion, should provide the law enforcement student with:

- A. An understanding of the history of law enforcement as it evolved in the United States and in California;
- B. An understanding of how professionalism, ethics, and moral standards relate to the pursuit of a law enforcement career;
- C. Knowledge of the ethical principles embodied in the *Law Enforcement Code of Ethics* and the *Code of Professional Conduct and Responsibilities for Peace Officers*;
- D. The ability to intervene when the behavior of a fellow officer is unethical or unlawful; and
- E. An understanding of the problems created by accepting gratuities or other favors.

IV. REQUIRED TOPICS

The following topics shall be covered:

- A. History of law enforcement in the United States and in California;
- B. Professionalism and law enforcement;

- C. The importance of ethical and moral standards in law enforcement;
- D. Law Enforcement Code of Ethics and the Code of Professional Conduct and Responsibilities for Peace Officers;
- E. Preventing/correcting unethical behavior;
- F. Applying the criminal statutes fairly and consistently; and
- G. Accepting gratuities and other favors.

V. STUDENT PERFORMANCE OBJECTIVES

- A. The student will identify the following historical events which marked the development of law enforcement in the United States.
 - The colonists brought the practices of English common law, the "watch-and-ward" system, and the county form of government to the American colonies;
 - The urbanization of America produced big-city police departments;
 - As the automobile increased mobility, state and national law enforcement agencies were created to enforce laws across county and state boundaries;
 - Modern day law enforcement is characterized by "professionalism" and the use of technology to improve communications and mobility.
- B. The student will identify the following historical events which marked the development of law enforcement in California.
 - The nation's first police academy was established in San Francisco in 1923;
 - August Vollmer's tenure as police chief for the City of Berkeley from 1905 to 1932 was marked by innovations in police selection, crime prevention, patrol, record keeping, beat analysis, and communications;
 - California has recently introduced new technology including the use of helicopters for patrol and computers for fingerprint searches.

- C. The student will identify the following characteristics of a profession.
- Members share a common set of principles and goals;
 - A recognized body of knowledge is systematically transmitted to new members;
 - Members belong to one or more organizations which promote the interests of the profession;
 - A code of ethics regulates the conduct of the members;
 - A license or certificate is required to practice.
- D. The student will identify why law enforcement officers, both on and off duty, should exemplify the highest ethical and moral standards.
- To promote professionalism in law enforcement;
 - To gain public support for law enforcement;
 - To earn the respect and confidence of peers;
 - To maintain a sense of self-worth and pride in being a law enforcement officer.
- E. The student will identify the following fundamental duties of a law enforcement officer as described in the "*Law Enforcement Code of Ethics.*"
- To serve mankind;
 - To safeguard lives and property;
 - To protect the innocent against deception;
 - To protect the weak against oppression or intimidation;
 - To protect the peaceful against violence or disorder;
 - To respect the Constitutional rights of all.
- F. The student will identify the following canons of the "*Code of Professional Conduct and Responsibilities for Peace Officers.*"
- Uphold the Constitution of the United States, state statutes and local laws;
 - Perform duties ethically;

- Regard discharge of duties as a public trust;
 - Exemplify high standards in public and private life;
 - Recognize the freedom of others shall not be infringed upon without just and legal cause;
 - Maintain integrity and competence;
 - Cooperate with lawful officials and organizations;
 - Refuse to accept gratuities;
 - Maintain the confidentiality of information.
- G. Given a word picture depicting unethical and/or criminal conduct on the part of a fellow officer, the student will identify the best method for handling the situation based on the following principles.
- Express verbal disapproval of minor infractions by a fellow officer;
 - Discuss continued infractions with a supervisor;
 - Report misconduct to a supervisor immediately;
 - Prevent criminal behavior, if possible, and report it to a supervisor immediately.
- H. The student will identify the following problems associated with an officer's nonenforcement of specific laws by personal choice.
- Public disrespect for the law and law enforcement;
 - Public confusion as to the meaning or intent of the law.
- I. The student will identify problems associated with an officer's acceptance of gratuities.
- Creates a negative public image of law enforcement officers and their agencies;
 - Obligates the officer to the gift giver;
 - May lead to the acceptance of larger gifts, serious misconduct, or the commission of a crime.
- J. The student will identify why it is necessary for an officer to take positive action when becoming aware of unethical and/or criminal conduct on the part of a fellow officer.

- To maintain the public trust
- To prevent further misconduct
- To permit corrective action to take place.

BASIC COURSE STUDENT WORKBOOK PROJECT

**LEARNING DOMAIN # 2
CRIMINAL JUSTICE SYSTEM**

I. SUMMARY

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

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

II. RECOMMENDATIONS

A. Intended Use

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

B. Workbook Design

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

C. Classroom Integration

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

classroom discussion, except where necessary to clarify the criminal complaint process and to emphasize the importance of the preservation of constitutional rights.

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

D. Workbook Scoring

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

III. INSTRUCTIONAL GOALS

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

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

IV. REQUIRED TOPICS

The following topics shall be covered:

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

V. STUDENT PERFORMANCE OBJECTIVES

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

Trial Courts

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

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

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

Appellate Courts

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

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

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

should be bound over for trial

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

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

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

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

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

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

BASIC COURSE STUDENT WORKBOOK PROJECT

LEARNING DOMAIN # 5
INTRODUCTION TO CRIMINAL LAW

I. SUMMARY

This learning domain is intended to provide the student with sufficient knowledge of the concepts and terminology necessary to understand the California criminal law and the criminal justice system. This knowledge will serve as the foundation for subsequent instruction on criminal law and criminal procedure.

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

II. RECOMMENDATIONS

A. Intended Use

The workbook should be considered as the primary medium for the presentation of this learning domain. It should be designed to be used for either pre-academy reading or independent study. The content should be comprehensive enough that only minimal classroom discussion should be necessary to clarify the students' understanding of the material. The overall effect of the workbook, if used to prepare for classroom sessions, should be to significantly reduce the amount of lecture time necessary for this topic.

B. Workbook Design

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

The workbook should include examples and exercises which prompt responses which will help to reinforce the student's understanding of the concepts of *spirit of the law v. letter of the law*, and *criminal law v. civil law*, as well as the student's understanding of relevant legal terminology.

The workbook should also include a comprehensive **glossary** of criminal justice terms, especially the required terms outlined below, to be used as a study aid and reference for the student.

C. Classroom Integration

The performance objectives in this learning domain should be adequately covered by the workbook alone, with either minimal or no classroom discussion. Classroom time will likely be spent in discussions which clarify any questions the students' might have following the use of the workbook.

D. Workbook Scoring

This material should be adequately tested through the POST-constructed written test, therefore the workbook need **not** be "*instructor scored*". However, the workbook should at least be reviewed through the exchange of workbooks with fellow students during classroom discussion.

III. INSTRUCTIONAL GOALS

The *Introduction to Criminal Law* workbook should provide the law enforcement student with the knowledge of the criminal justice concepts and legal terminology which is needed to understand the California criminal justice system.

IV. REQUIRED TOPICS

The following topics shall be covered:

- A. Distinction between *spirit of the law* and *letter of the law*
- B. Distinction between *criminal* and *civil* law
- C. Criminal justice terminology and concepts

V. STUDENT PERFORMANCE OBJECTIVES

- A. Given a word picture depicting an officer's response to a crime, the student will identify whether the officer's response was in accordance with the "*spirit*" or "*letter*" of the law.
- B. Given a definition of one of the following terms, the student will identify the term that matches the definition.

Spirit of the law means that the law is applied in accordance with the intent of the legislature and not in literal compliance with the words of the statute.

Letter of the law means that the law is strictly applied in accordance with the literal meaning of the statute, leaving no room for interpretation.

Common law is the body of laws that originated and developed in England. It is based on court decisions, on the doctrines implicit in those decisions, and on custom and usage.

Statutory law is written law enacted by the legislative body of a nation, state, county, or city.

Constitutional law is the law of a nation or state which addresses the organization and powers of government, and the fundamental principles which regulate the relations of government with its citizens.

Municipal codes are statutes enacted by a city.

Ordinances are statutes enacted by a city or county.

Stare decisis means "let the prior decision stand." It is a policy of law by which courts abide by previously decided principles. This policy is also called "precedent." The application of this policy creates a body of law called "case law".

Case law is a body of law based on prior judicial decisions (i.e., precedent).

A **crime** is an act committed or omitted in violation of a law forbidding or commanding it, and for which punishment is imposed upon conviction.

A **tort** is a private or civil wrong or injury, other than breach of contract, for which the court will provide a remedy. An act or omission is tortious if it violates a legal duty owed to another person.

A **felony** is the most serious of crimes, punishable by death or imprisonment in a state prison.

A **misdemeanor** is an offense of lesser gravity than a felony, for which punishment may be a fine or imprisonment in a local jail rather than a state prison.

An **infraction** is a public offense which is punishable by a fine only.

"**wobbler**" is a crime that may be punished by imprisonment in either the county jail or the state prison.

Corpus delicti literally means the "body of the crime." The **corpus delicti** are the basic facts necessary to prove the commission of a crime.

Intent is a state of mind inferred from evidence. The presence of a designated state of mind (general intent, specific intent, or criminal negligence) distinguishes a crime from an accident or mistake of fact.

Specific intent denotes a design, resolve, or determination to commit an act the law prohibits. Specific intent is a state of mind that must be proved along with the other elements of the crime.

Transferred intent is when the intended act misses or goes beyond the person it was intended to injure and causes the intended results to fall on a third person. Transferred intent requires that the intention of the criminal act be transferred from the intended victim to another victim. The intended act must, however, be unlawful.

General intent is the intent to do that which the law prohibits. It is not necessary for the prosecutor to prove the defendant intended the precise harm or result that occurred. General intent requires that the accused merely intended to commit the act even if he or she had no intention or knowledge of violating the law.

Criminal negligence is failure to use the degree of care required to avoid criminal consequences.

Principals are all persons concerned in the commission of a crime, whether it be felony or misdemeanor, and whether they directly committed the act constituting the offense, or indirectly committed the act by aiding, abetting, counseling, encouraging or threatening. (Penal Code § 31)

An **accessory** is a person who, after a felony has been committed, harbors, conceals or aids a principal, with the intent of helping the principal to escape or avoid arrest, trial or conviction. (Penal Code § 32)

An **accomplice** to a crime is a co-principal who testifies against another principal. (Penal Code § 1111)

A **feigned accomplice** to a crime is one who pretends to consult and act with others in the planning or commission of a crime, but only for the purpose of discovering their plans and confederates and securing evidence against them.

Entrapment is inducing a person to commit a crime which he did not contemplate for the purpose of prosecuting him. Entrapment is a defense in which the defendant claims that an officer caused him to commit the crime. The test is whether a normally law-abiding citizen would have committed the crime under the same circumstances. (Barraza, 1979, 23 Cal. 3d 675)

Reasonable suspicion is the amount of knowledge sufficient to induce an ordinarily prudent and cautious person under similar circumstances to believe criminal activity is at hand. In order for an officer to validly detain a person based on reasonable suspicion, the officer must be able to articulate the specific facts which lead to the belief that a crime had occurred (or was about to occur) and that the person detained was connected with the crime.

Probable cause is a suspicion founded on circumstances that are sufficiently strong to justify a person in the belief that the charge is true.

Persons that cannot be held liable for committing a crime are:

- Children under the age of 14, in the absence of clear proof, as determined by the court, that at the time of the act they knew of its wrongfulness;
- Idiots or persons who exhibit mental deficiency in its most severe form (severe mental retardation);
- Persons who act under an ignorance or mistake of fact, which disproves any criminal intent;
- Persons who commit an illegal act without being conscious of their actions;
- Persons who commit an illegal act by accident without evil design or intention, or culpable negligence;
- Persons (unless the crime be punishable with death) who commit illegal acts under threats or menaces that lead them to believe their lives would be endangered if they refused to commit the act. (Penal Code § 26)

The **elements of a crime** constitute the parts of a crime which must be proved by the prosecution to sustain a conviction.

- C. Given a word picture depicting a tort, contract dispute, or crime, the student will identify whether the matter is civil or criminal.
- D. Given a word picture depicting a crime, the student will identify which of the following can be legally inferred from the acts of the perpetrator.
 - General intent
 - Specific intent
 - Transferred intent

- Criminal negligence

- E. Given a word picture depicting a crime, the student will identify the parties involved as principals, or accessories.
- F. Given a word picture depicting the conduct of an undercover officer or a person acting on behalf of a law enforcement agency, the student will identify whether the conduct constitutes entrapment.

BASIC COURSE STUDENT WORKBOOK PROJECT

LEARNING DOMAIN # 13
ALCOHOLIC BEVERAGE CONTROL LAW

I. SUMMARY

This learning domain contains the California statutory law and case law relating to violations of the **Alcoholic Beverage Control Act**. For the purposes of this learning domain, **A.B.C. violations** include crimes such as *sale of alcoholic beverages without a license, furnishing alcoholic beverages to an intoxicated person, sale of alcoholic beverages to minors, minors possessing alcoholic beverages, and minors displaying false I.D.*

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

II. RECOMMENDATIONS

A. Intended Use

The workbook should be designed for the student's use prior to the relevant classroom session as a preview of the material. The instructor should then be able to refer to the workbook as he or she progresses through the classroom session. The workbook should also serve as resource for a review of the material by the student following the classroom session.

The use of the workbook in preparation for the classroom sessions, in conjunction with its use for review of the material, should aid in the student's comprehension of the material and result in more effective use of both classroom lecture time and the student's independent study time.

B. Workbook Design

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

The workbook should provide the student with examples depicting each of the specified types of **ABC violation**, followed by practice exercises which require the student to recognize whether all elements of the crime are present. The workbook should prompt responses which will help to reinforce the student's understanding of A.B.C. violations.

C. Classroom Integration

It is likely that the material in this learning domain will be presented by instructors through a somewhat "traditional" classroom lecture. However, the student's preview of the material through the workbook should increase the effectiveness of that lecture time by allowing the instructor to refer to the workbook for the basic information and then focus on the more complex issues and enforcement scenarios.

D. Workbook Scoring

Since this workbook is intended primarily as a resource for the student to preview and review the material, the workbook need **not** be "instructor scored". However, the workbook should be at least be reviewed through the exchange of workbooks with fellow students during classroom discussion.

III. INSTRUCTIONAL GOAL

The *Alcoholic Beverage Control* workbook, in conjunction with classroom lecture and discussion should provide the law enforcement student with the ability to:

- A. Recognize common violations of the Alcoholic Beverage Control Act; and
- B. Identify violations by their common crime names.

IV REQUIRED TOPICS

The following topics shall be covered:

- A. Sale of alcoholic beverages without a license
- B. Unauthorized alcoholic beverages on premises
- C. Furnishing alcoholic beverages to an intoxicated person
- D. Sale of alcoholic beverages after hours
- E. Sale of alcoholic beverages to a minor
- F. Minor in possession of an alcoholic beverage

- G. Minor present inside and "on-sale" premises
- H. Possession of alcohol on school grounds
- I. Minor displaying false identification
- J. Keeping or permitting a disorderly house
- K. Seizure of alcoholic beverages from a private residence

V. STUDENT PERFORMANCE OBJECTIVES

- A. Given a word picture depicting the sale of alcoholic beverages without a license, the student will identify if the crime is complete and, if it is complete, identify it by its common name. (B & P Code § 23300)
- B. Given a word picture depicting the presence of an alcoholic beverage on the premises where such beverage is not authorized by license, the student will identify if the crime is complete and, if it is complete, identify it by its common name and crime classification. (B & P Code § 25607)
- C. Given a word picture depicting the possible sale or furnishing of an alcoholic beverage to an obviously intoxicated person, the student will identify if the crime is complete and, if it is complete, will identify it by its common name and crime classification. (B & P Code § 25602)
- D. Given a word picture depicting the sale or consumption of alcoholic beverages on a licensed premises during prohibited hours, the student will identify if the crime is complete and, if it is complete, identify it by its common name. (B & P Code §§ 25631 & 25632)
- E. Given a word picture depicting the sale of an alcoholic beverage to a minor or an attempt to purchase an alcoholic beverage by a minor, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (B & P Code §§ 25658a, 25658b & 25658.5)
- F. Given a word picture depicting a minor in possession of an alcoholic beverage, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (B & P Code § 25662(a))
- G. Given a word picture depicting a minor's presence inside "on-sale public premises," the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (B & P Code § 25665)

- H. Given a word picture depicting an individual possessing, consuming, selling, giving or delivering to any person an alcoholic beverage in or on the grounds of a public schoolhouse, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (B & P Code § 25608)
- I. Given a word picture depicting an individual furnishing false identification to a minor or a minor displaying such identification, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (B & P Code §§ 25660, 25660.5, and 25661)
- J. Given a word picture depicting a set of circumstances which may or may not describe a "disorderly house", the student will identify whether the situation constitutes a "disorderly house". (B & P Code § 25601)
- K. Given a word picture depicting a social gathering where alcoholic beverages are present and/or being consumed, the student will identify whether or not enforcement action is permissible. (B & P Code § 25662)

BASIC COURSE STUDENT WORKBOOK PROJECT

**LEARNING DOMAIN # 30
PRELIMINARY INVESTIGATION**

I. SUMMARY

This learning domain is intended to provide the student with the knowledge and skills needed to investigate specific crimes, such as child abuse, burglary, and grand theft. It should also provide the student with the necessary skills to use several common investigative techniques.

The subject matter of this workbook is a combination of cognitive material and psychomotor skills which will ultimately be tested by a POST-constructed written test and by several required exercises and scenarios.

II. RECOMMENDATIONS

A. Intended Use

The workbook should be designed for the student's use prior to the classroom sessions as a preview of the material. The instructor should then be able to refer to the workbook as necessary during the classroom sessions. The workbook should also serve as resource for a review of the material by the student following the classroom sessions.

The use of the workbook in preparation for the classroom sessions, in conjunction with its use for review of the material, should aid in the student's comprehension of the material and result in more effective use of both classroom lecture time and the student's independent study time.

B. Workbook Design

This workbook should be interactive, possibly incorporating pre-tests, content pages and examples, followed by exercises which prompt narrative responses by the student. These exercises should reinforce the student's learning of the material which will be subsequently tested by the POST-constructed tests. Visual aids, such as graphics and diagrams, should be included where appropriate, especially those which depict the steps involved in the various required psychomotor skills.

The workbook should also prompt narrative responses to hypothetical situations which will help to reinforce the student's ability to apply his or her understanding of concepts such as *chain of evidence*, *evidence collection*, *interviewing* and *information sources* and of the particular needs of each specified type of investigation.

C. Classroom Integration

The complex nature of this subject matter, combined with the learning of psychomotor skills will require extensive instructor-student interaction. However, the student's preview of the material through the workbook should increase the effectiveness of the sessions by allowing the instructor to refer to the workbook for the basic information and then focus on examples, classroom discussion, learning exercises and scenarios.

D. Workbook Scoring

Due to the complexity of the subject matter and its critical role in law enforcement, the workbook should be "*instructor scored*" and it should prompt narrative responses to hypothetical situations which will help to assess the student's critical thinking ability and ability to apply his or her understanding of concepts such as *chain of evidence*, *evidence collection*, *interviewing* and *information sources* and of the particular needs of each specified type of investigation.

III. INSTRUCTIONAL GOAL

The *Criminal Investigation* workbook, in conjunction with classroom lectures, exercises and scenarios, should provide the law enforcement student with:

- A. The knowledge and skills needed to investigate specific crimes such as child abuse, burglary, and grand theft; and
- B. The skills needed to use several common investigative techniques including interviewing and fingerprinting.

IV. REQUIRED TOPICS

The following topics shall be covered:

- A. Chain of evidence
- B. Information sources
- C. Handling dead body calls
- D. Law limiting the search of dead bodies

- E. Controlling access to a crime scene
- F. Crime scene sketches
- G. Fingerprinting
- H. Interviewing
- I. Collecting, marking, and preserving evidence
- J. Child abuse investigations
- K. Kidnapping investigations
- L. Poisoning investigations
- M. Robbery investigations
- N. Sudden infant death investigations
- O. Auto theft investigations
- P. Preparing to testify
- Q. Courtroom deportment and testimony

V. STUDENT PERFORMANCE OBJECTIVES

KNOWLEDGE

- A. The student will identify the most common tasks and practices delegated to the responding officer for the handling of calls involving the death of a person, including the death of an infant. These minimally include:
 - Determination of the need for emergency medical treatment
 - Implementation of death scene procedure
 - Identification and interviewing of family, care providers, and witnesses
 - Notification to other investigative, medical and coroner staff
 - Documentation and reporting of incident
- B. The student will identify that a peace officer may search the person or property on or about a deceased person, only if death is due to a traffic accident, and only for a driver's license or identification card to determine if an anatomical donor card is attached. (Government Code § 27491.3)

- C. The student will identify the primary reasons to deny access to a crime scene by unauthorized persons including:
- Contamination/destruction of evidence
 - Interference with preliminary investigation
 - Protection of victim's rights and property
- D. The student will identify the following uses of crime scene sketches:
- Clarify the appearance of a crime scene and aid in its reconstruction
 - Simplify a crime scene leaving out extraneous details
 - Provide a permanent record of the location of items found at a crime scene
 - Provide the basis for court exhibits
- E. The student will identify the health hazards associated with substances used in the processing of latent prints. These include:
- Respiratory and/or digestive disorders
 - Eye and skin irritation
- F. The student will identify protective measures to be used when processing latent prints. These include:
- Particle mask
 - Eye protection
 - Skin protection
- G. The student will identify the appropriate methods for collecting, marking (or tagging), and/or packaging the following types of evidence:
- Fingerprints
 - Tools and toolmarks
 - Firearms
 - Bullets and projectiles
 - Shoe prints and tire tracks

- Bite marks
 - Questioned documents
 - Paint
 - Glass
 - Fibers
 - Hairs
 - Body fluids
 - Soil
 - Hazardous materials
- H. Given a description of a crime scene which includes the presence of fragile and non-fragile evidence, the student will identify the appropriate method for protecting each item from damage.
- I. The student will identify the following items of evidence as those which corroborate child abuse charges:
- Photographs of injuries and surroundings
 - Physician's report
 - Instruments or implements used in the crime
 - Diagrams and measurements
 - Materials applicable to the crime
 - Medical history indicating previous abuse
 - Witness' statements
- J. The student will identify what is meant by the term "chain of custody" and why it must be maintained. (California Evidence Code and Case Law)
- K. The student will identify the following steps which an officer should take in preparing for an interview with suspects, victims, witness(es), and other officers.
- Review any information about the case and the person to be interviewed
 - Select a proper time and place which will be conducive to the purpose of the interview
 - Develop a list of questions

- Make preparations for recording the interview, when appropriate
- L. The student will identify the following as proper interviewing and investigative procedures for investigating child abuse cases:
- Consider the attitudes of parent/guardian toward child
 - Interview and examine minor in an environment which offers protection for the victim and officer and is away from distracting influences
 - Record all statements made by victim and suspects, when appropriate
 - Compare explanation by parents/guardian with actual injury of minor
 - Interview all parties involved
 - Avoid leading questions
- M. The student will identify the following sources of information which are available to criminal investigators.
- People (witnesses, victims, suspects, informants, experts)
 - Physical objects and records of physical objects such as fingerprints and photographs
 - Records, documents, and other public and private written materials
 - Electronic data bases such as the National Crime Information Center (NCIC)
- N. The student will identify the following benefits of appropriate behavior and dress in the courtroom.
- It enhances the credibility of the witness
 - It shows respect for the court and the judicial process
 - It reflects the professionalism of the witness and the agency
- O. The student will identify the following areas in which an officer should prepare before appearing as a witness.
- Refreshing the memory of events related to

testimony, by reviewing crime, arrest, and evidence reports

- Personal appearance (grooming and dress)
- P. Given a question asked under direct or cross examination, the student will identify a response consistent with the following principles.
- Never answer a question until it is fully understood
 - Answer as simply, briefly, and directly as possible
 - Only testify to information derived from personal observation unless the circumstances (e.g., a preliminary hearing) permit the introduction of hearsay evidence
 - Do not distort or embellish testimony for any reason
 - Don't offer an opinion unless testifying as a court qualified expert
 - Don't react emotionally or defensively to aggressive cross examination
- Q. Given a word picture depicting an alleged kidnapping, the student will identify those tasks delegated to a responding field officer.
- R. Given a word picture depicting an alleged poisoning (accidental or otherwise) the student will identify those tasks delegated to a responding field officer.
- S. Given a word picture depicting an alleged robbery, the student will identify those tasks delegated to a responding field officer.
- T. Given a word picture depicting a child's death, the student will identify whether Sudden Infant Death Syndrome is the most likely cause of death based on the following SIDS indicators:
- A SIDS death generally occurs within one year of birth
 - A SIDS death generally occurs during a sleep period
 - SIDS infants appear to have been healthy
 - Generally there are no visible signs of trauma

- Frothy or blood-tinged mucous or vomit may be present in or around the nose and/or mouth
- U. The student will identify the types of information and community resources that may assist parents and/or child care providers involved in a possible SIDS death. These include:
- Explanation of SIDS facts to involved parties, as appropriate
 - Explanation of required investigative tasks and need for complete investigation
 - Availability of local and regional SIDS peer parent/care provider support groups
 - Referral to county public health nurse
 - State agencies responsible for SIDS education, parent/care provider counseling and support
 - County coroner's office
- V. The student will identify the following tasks as those involved in the preliminary investigation of a possible stolen car:
- Inspect the license plates and look for signs of tampering
 - Inspect the exterior for signs of forced entry
 - If the vehicle is occupied, identify the driver and passengers
 - Compare driver license and vehicle registration for signature and address
 - Compare serial plate information and registration slip for signs of tampering
 - Check for ignition key and signs of hot wiring under dash
 - Compare engine and serial number with registration slip for signs of tampering
 - Search interior of vehicle and record the mileage
 - Complete vehicle theft report
- W. Given a description of a vehicle, the student will identify the most likely location of the vehicle

identification number (VIN) in accordance with the following rules:

- Vehicles manufactured prior to 1960 may have identification numbers other than the VIN number stamped on the engine and recorded on the title
- Vehicles manufactured between 1960 and 1967, inclusive, have the VIN plates attached to the fire wall, fender well, or driver's side door post
- Most vehicles manufactured after 1967 have VIN plates attached to the dash so they are visible through the front windshield

EXERCISES

- A. Given an exercise wherein a crime has just occurred and the suspect has fled the scene, the student will determine if the initiation of a "crime broadcast" is appropriate and, if so, will broadcast the appropriate information.
- B. Given an exercise depicting a crime scene, information about the environmental conditions, available manpower and equipment, the student will identify and contain the perimeter of the crime scene.
- C. Given an exercise simulating a crime scene (premises or landscape) where a legally authorized search is permissible, the student will locate the predesignated physical evidence through the use of a systematic search method such as the strip, spiral, or quadrant methods.

Physical evidence to minimally include:

- Instruments of the crime
 - Contraband
 - Fruits of the crime
 - Other evidence
- D. Given an exercise simulating a crime scene, the student will satisfactorily prepare crime scene notes.

The notes will minimally include:

- Observations of significant conditions present at the time of arrival
- Identification of victim(s), witness(es), suspect(s), and other person(s) at the crime scene, as appropriate

- A chronological account of actions taken until relieved
 - Recording of any identification and handling of items of evidence
- E. Given an exercise simulating a crime scene, the student will prepare a crime scene sketch which includes the following:
- Appropriate measurements
 - Identification of items of evidence
 - Identification of reference points
 - Scale to which sketch is drawn
 - A legend
 - Direction of north
- F. Given an exercise wherein a variety of latent and plastic prints have been placed on a number of items which vary in texture and color, the student will locate the prints.
- G. The student will roll a full set of legible fingerprints on a standard FBI fingerprint card.
- H. Given a word picture of a situation where evidence was collected and a list made of the evidence, the student will complete the necessary forms generally utilized by law enforcement to insure the chain of custody.

SCENARIOS

- A. Given an exercise depicting a crime scene, the student will effectively conduct a preliminary investigation that would minimally include:
- Location and identification of suspects, witnesses, and victims
 - Conduct initial interviews
 - Complete field notes, noting conditions and events
 - Complete written reports as may be required
- B. Given an exercise, the student will furnish or critique testimony in such a manner as to promote the development of professionalism and the administration of justice when faced with a variety of "attorney personalities".

These personalities will include:

- Badgering/belligerent
 - Offensive
 - Friendly
 - Condescending
- C. Given a practical exercise, the student will satisfactorily handle those tasks delegated to a field officer responding to an alleged burglary.
- D. Given a practical exercise, the student will satisfactorily complete those tasks delegated to a field officer responding to an alleged grand larceny.
- E. Given a practical exercise, the student will satisfactorily complete those tasks delegated to a field officer responding to an alleged felonious assault.
- F. Given a practical exercise, the student will satisfactorily accomplish all tasks delegated to a field officer responding to an alleged sexual assault.
- G. Given a practical exercise, the student will satisfactorily perform those tasks delegated to a field officer responding to an alleged homicide.
- H. Given a practical exercise, the student will satisfactorily perform those tasks delegated to a field officer responding to an apparent suicide.
- I. Given a practical exercise, the student will satisfactorily accomplish all tasks delegated to a field officer responding to an alleged child neglect, sexual abuse, physical abuse, or exploitation.

BASIC COURSE STUDENT WORKBOOK PROJECT

LEARNING DOMAIN # 32
PHYSICAL FITNESS & OFFICER STRESS

I. SUMMARY

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

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

II. RECOMMENDATIONS

A. Intended Use:

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

B. Workbook Design:

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

Visual aids, such as graphics, diagrams and charts, should be included where appropriate. Devices such as exercise logs or fitness logs might be particularly useful for measuring the student's progress toward fitness goals. Illustrations of stretching exercises or similar illustrations would also be useful.

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

C. Classroom Integration:

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

D. Workbook Scoring:

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

III. INSTRUCTIONAL GOALS

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

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

IV. REQUIRED TOPICS

The following topics shall be covered:

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

V. STUDENT PERFORMANCE OBJECTIVES

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

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

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

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

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Change of Contract Re: the Robert Presley Institute of Criminal Investigation Core Course		Meeting Date January 20, 1994
Bureau Training Program Services	Reviewed By <i>[Signature]</i> Otto Saltenberger	Researched By <i>[Signature]</i> Neil Zachary
Executive Director Approval <i>[Signature]</i> Mouman C. Boehm	Date of Approval 12-22-93	Date of Report December 20, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission authorize the Executive Director to rescind the contract offer to the Sacramento Public Safety Center to present four offerings of the Robert Presley Institute of Criminal Investigation Core Course and offer the contract to the San Diego Regional Training Center to present the four offerings, at a cost not to exceed \$120,000.00.

BACKGROUND

At its July meeting, the Commission approved \$240,000.00 in two contracts to provide eight offerings of the Robert Presley Institute of Criminal Investigation Core Course during Fiscal Year 1993-94. The Sacramento Public Safety Center and the San Diego Regional Training Center were approved to present four Core Course offerings each.

The San Diego Regional Training Center ratified the contract and has presented two offerings of the course. The Sacramento Public Safety Center to date, however, has not accepted the contract.

ANALYSIS

Sacramento Public Safety Center is organized under Sacramento City College. The Core Course Contract has been before the Sacramento City College Board of Trustees on two occasions without any action being taken, and is on the scheduled agenda for the Board's January 12, 1994 meeting.

All of the eight scheduled course presentation dates have been filled to capacity. Sacramento filled its course presentation dates pending Board of Trustee approval. To forestall negative impact on law enforcement personnel scheduled to take the course, it is necessary to assure the originally approved offerings are conducted.

Should the Sacramento City College Board of Trustees fail to adopt the contract at its January meeting, the need to provide the scheduled presentations requires contracting with another appropriate entity. The Executive Director of the San Diego Regional Training Center has indicated that she would present the four Core Course offerings originally scheduled in Sacramento.

RECOMMENDATION

The Commission authorize the Executive Director to rescind the contract for four presentations of the Robert Presley Institute of Criminal Investigation Core Course with the Sacramento Public Safety Center and enter into contract with the San Diego Regional Training Center to present the four Core Course offerings, at a cost not to exceed \$120,000.00.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Approve Contract Award to Revise PC 832 Interactive Multimedia Training Course		Meeting Date January 20, 1993
Bureau Learning Technology Resource Center	Reviewed By Ken Whitman	Researched By Ken Whitman
Executive Director Approval <i>Herman C. Bohm</i>	Date of Approval 12-28-93	Date of Report December 23, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Approval of vendor selection and award of contract to develop a computer-based, interactive multimedia training course for Introduction to Law Enforcement PC 832. This contract is for revising the current courseware that was developed beginning in 1986.</p> <p><u>BACKGROUND</u></p> <p>In July 1993, the Commission authorized the issuance of a Request for Proposal (RFP) to develop a computer-based, interactive multimedia training course. This proposal dealt with revision and updates to the existing PC 832 IVD courseware. A copy of the July 1993 agenda item is included in the package for information.</p> <p>A comprehensive RFP was developed and issued on August 31, 1993. The process of vendor selection was initiated by mailing the RFP to more than 165 firms or individuals. On November 5, 1993 POST received nine proposals for evaluation. Initial screening of the submitted proposals was completed, and two proposals were disqualified from consideration because of non-compliance with State requirements.</p> <p>The Evaluation Committee individually reviewed the remaining seven proposals on December 3, 1993. At the conclusion of this evaluation meeting, the top four companies submitting proposals were identified and then invited to make oral presentations to the committee on December 10, 1993.</p> <p><u>ANALYSIS</u></p> <p>Based on the initial evaluations and the oral presentations, the Evaluation Committee rated the four vendors using the same evaluation process to arrive at a weighted, adjusted score. Once those scores were in place, the cost proposal for each vendor was</p>		

opened, and using a specific formula, the final adjusted score was determined. Attachment A outlines the adjusted final scores of the highest ranking proposals.

CAE-Link, Inc., of Lemoore, California received the highest score at the conclusion of this lengthy evaluation process. CAE-Link will provide POST with a course that will effectively integrate the benefits of videodisc with the flexibility of computer graphics and software. The project scope also includes the creation and programming of an extensive and powerful computer management instruction software program that will be integrated into the courseware to track trainees' progress as they navigate through the course.

At the completion of the development of this multimedia training program, POST will have sole ownership and copyrights to a high-quality training program that takes advantage of many technological advancements since the initial release of this training program in 1989. CAE-Link Corporation has proposed a cost of \$366,806 to provide the complete development of this training program for POST. The contract would call for development to start on February 1, 1994 and be delivered to POST on February 28, 1995. The final start date and delivery dates would be contingent on the Commission awarding the contract at the January 1994 meeting and that State approval be completed as quickly as possible.

Cost Information

The Commission has been presented with a cost-effective proposal by CAE-Link to develop this training courseware for \$366,806. This cost proposal also includes the delivery of the initial 150 sets of courseware to POST for dissemination to certified training presenters. This courseware will take advantage of the latest computer-based technology and will run on all hardware platforms that meet minimum standards set by POST in February 1993.

With consideration to available revenues that could be allocated for development of this courseware, it is proposed that the contract be awarded for the \$366,806. During subsequent contract negotiations, a clause would be added that all deliverables received during FY 1993-94 could not exceed \$100,000. Since this contract would run through FY 1994-95, authorization for the additional \$266,806 would be negotiated in the form of specific progress payments for identified deliverables and would be

subject to availability of funds in the 1994-95 Budget Act. This would spread the development costs across two fiscal cycles, rather than encumbering the entire amount from the current fiscal year budget.

Issues surrounding the delivery and marketing of this courseware can be considered after the development of the courseware is underway.

RECOMMENDATION

Approve a contract with CAE-Link to develop the Introduction to Law Enforcement PC 832 interactive multimedia course at a cost not to exceed \$366,806, and 1) the FY 1993-94 costs not exceed \$100,000 and 2) the remaining \$266,806 cost be contained in the 1994-95 budget.

Commission on Peace Officer Standards and Training

ADJUSTED FINAL SCORES OF HIGHEST RANKING PROPOSALS

Responses to POST RFP #93-011-25-
 (Introduction to Law Enforcement PC 832
 Interactive Videodisc Course)

On December 3, 1993, the Evaluation Committee* evaluated seven proposals in response to our Request for Proposal (RFP) to provide for a new version of the Introduction to Law Enforcement PC 832 Interactive videodisc course. This course was first introduced in 1989, and needs revisions in course content and inclusion of newer technology features. Following oral presentations by the four highest ranking vendors on December 10, 1993, the tentative scores were adjusted on the basis of cost proposals to arrive at the final scores.**

	FINAL SCORE
CAE-LINK, INC., Lemoore, CA.	23.0019
Total points after initial evaluation....25.7	
Total points after oral presentation....24.45	
Total cost proposal.....\$366,806	
SWL, INC., Vienna, VA	20.15
Total points after initial evaluation....26.4	
Total points after oral presentation....20.15	
Total cost proposal.....\$296,550	
JWK, INC., Annandale, VA	19.2926
Total points after initial evaluation....28.3	
Total points after oral presentation....29.1	
Total cost proposal.....\$696,341	
DHR Technologies, Columbia, MD	13.4109
Total points after initial evaluation....24.4	
Total points after oral presentation....23.3	
Total cost proposal.....\$800,000	

* Evaluation Committee

Neal Allbee, Sierra Community College
Karl Hutchinson, Sacramento Public Safety Training Center
G. Dean Haumschildt, California Youth Authority Training
Dennis Aronson, POST
Jan Myyra, POST
Graham Breck, POST

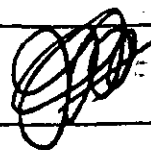
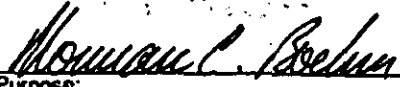
** Total Points Adjustment

The total points assigned to a proposal by the Evaluation Committee following the oral presentation were adjusted according to the following formula:

$$\text{ADJUSTED FS} = \text{TP} - \left(.25 \times \text{TP} \times \frac{\text{C} - \text{LC}}{\text{LC}} \right)$$

where: FS Final Score
 TP Total points assigned by Committee
 C The cost of the proposal
 LC The cost of the proposal with the lowest cost

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Request for Proposal to Update PC 832 Courseware		Meeting Date July 22, 1993
Bureau Training Program Services	Reviewed By Ken Whitman 	Researched By Ken Whitman
Executive Director Approval 	Date of Approval 7.7.93	Date of Report June 29, 1993
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 authorize the Executive Director to prepare a Request for Proposal (RFP) for updating the PC 832 Introduction to Law Enforcement videodisc courseware?

BACKGROUND

In January 1986 the Commission awarded a contract to develop the Introduction to Law Enforcement interactive videodisc (IVD) program. Over the next three years, Comsell, Inc., the contractor for this project, developed the courseware. The courseware was designed to be used in training as a prerequisite to the exercise of peace officer powers and to provide a generic and standardized training course in PC 832 subject matter recommended by the Commission.

This courseware was completed and released for use in December 1989. It is currently being used by approximately 33 presenters in California. The courseware is used mainly in an instructor-led mode, with the instructor filling in gaps or providing additional information. The presenters are tailoring the existing courseware for their specific needs. Very few presenters are now allowing trainees to use the system one-on-one; however, some are allowing the trainee to use the system for remediation in this mode.

A dramatic increase in the requests for PC 832 courseware has shown that more and more presenters have acquired the necessary hardware to present the courseware. Currently POST has 66 presenters certified to present the PC 832 courseware, and 33 of them have interactive videodisc hardware to deliver the course. An additional 29 systems will be purchased in fiscal 1993-94 from the Chancellor's IVD grant and placed in community college based training centers to deliver the PC 832 courseware.

ANALYSIS

Since the development of the PC 832 courseware began in 1986, there have been many changes in technology that are used for interactive and multimedia courseware. The Commission has also approved changes in the PC 832 course content, and will be considering additional changes at the July 1993 meeting. The basics of the PC 832 course are contained in the current version of the interactive courseware. However, course content changes and technological enhancements including making the courseware much easier to use need to be incorporated.

The current courseware consists of eight laser disc sides and three student workbooks. The workbooks were updated in 1990 and are excellent resource materials for the students. Many of the presenters who do not have access to IVD hardware have been using the workbooks as student reference material.

Workbook revisions are relatively easy to make. The most that would be required would be a mix of authoring, editing, development of demonstration graphics, reproduction expenses, and publication costs. Additional trainee testing instruments, such as fill-in questions would be added during workbook revisions.

Videodisc revisions are more costly and require a mix of graphics development, audio tracks (narration) and video production. Over 50% of the IVD program consists of graphics accompanied by voice narration. All of the graphics currently reside on the videodiscs (rather than in the computer), taking up valuable video architecture space. The revision of the IVD courseware, using newer technology applications, will move much more information onto the computer side of the system, allowing for easy future revision.

As noted, in addition to courseware content changes, there is a need to change the technology level in the PC 832 courseware to allow moving graphics and text portions to the computer side of the system. The course also needs a computer management information system, to track students' work. This will include an instructor control path that allows instructors instantaneous access to any part of the courseware. An instructor guide to navigate through the courseware and operate the courseware must also be developed. Enhancements would include a greater mix of media and user-friendly features that will allow for easier navigation through the courseware by the student or instructor.

Additional video material needs to be shot covering any content changes. Original video material included in the current IVD version will be reviewed for use in the updated courseware, where applicable. The updated version of the courseware videodiscs may be reduced in number, allowing effective use of storage space on the discs with highly interactive scenarios.

The updated version of the courseware will enable the courseware to reach a larger target audience to include using modular blocks of specific instruction in the Basic, Extended Format, Reserve, and Basic Specialized Investigator Courses. Modularized portions of the courseware could be used in requalification courses, as well as directly in departments that have the IVD hardware systems, and in the newly-installed community college systems.

Currently over 10,000 students are being tested annually on a statewide basis in the PC 832 curriculum. The statewide average test score on the POST PC 832 test is 86%. The pilot control group of 184 trainees using the IVD courseware completed the 40-hour courseware in an average of 14.5 hours with an average test score of 96%. Advantages of the IVD system for PC 832 training have been stated before: instruction is more consistent and clearly standardized, students can take the course at their own pace, and instructors can spend more time with individuals clarifying the concepts taught in the course.

A consortium has been formed to work on plans for the potential revision of the PC 832 IVD courseware and its reintroduction to public safety training programs statewide. This consortium will include POST, the Department of Corrections, the Department of Youth Authority, the State Fire Marshal's Office, and one or more community college regions. The consortium is working to expand targeted trainee audience, increase the use of IVD technology in law enforcement training, and to maximize the effectiveness of dollars spent on the revision of the IVD courseware.

The Community College Chancellor's Office may contribute \$100,000 in grant monies from the special project vocational education funds so that correctional, fire, and other scenarios could be added (these and other public safety personnel take the Commission's PC 832 course). POST would be responsible for and take the lead in developing the potential revisions. The IVD courseware update will require extensive re-design of the Basic Course material, and provide for the addition of many of the newest technical advances to help the courseware deliver a high quality training course.

The Learning Technology Resource Center (LTRC) staff is preparing a comprehensive request for proposal for updating the current courseware. If approved for release, the request for proposal (RFP) process can take up to three months to complete under current State guidelines. Within guidelines, we will try to get the process ready for a recommendation for Award of Contract at the November 1993 meeting.

The RFP would be released without identification of maximum funding. The Commission should be aware that the scope of changes are estimated to be in the range of \$350,000 to \$450,000. This amount would be offset by \$100,000 available from the Chancellor's Office.

Based on an estimated courseware life of five years, costs of the revision would be amortized over the life of the courseware. Costs would be approximately \$90,000 per year. With a current student population of approximately 10,000 students annually using the courseware, the cost per student would be approximately \$9 per student. With a larger target-user audience, that student cost could be even lower.

In order to properly plan for a decision on the update of this courseware, both in terms of resources and cost, it is prudent to have a variety of vendors respond to the RFP and provide the Commission with clearly calculated estimates of all costs associated with the updating of this courseware. After careful review of all RFP responses, staff will make a report to the Commission on the total costs associated with updating the course and making the necessary courseware revisions.

RECOMMENDATION

Authorize the Executive Director to issue a Request for Proposal (RFP) to update the PC 832 Introduction to Law Enforcement interactive courseware, with the understanding that a final recommendation on selection of a vendor and award of a contract to revise the courseware will be presented at the November 1993 meeting.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Request for Approval of Contract for Special Consultant for PC 13508	Meeting Date January 20, 1994	
Bureau Learning Technology Resource Center	Reviewed By Ken Whitman <i>[Signature]</i>	Researched By Staff
Executive Director Approval <i>[Signature: Norman C. Boehm]</i>	Date of Approval 12-31-93	Date of Report December 29, 1993
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.		
<p><u>ISSUE</u></p> <p>Should the Commission authorize the amendment to an existing contract with the Los Angeles County Sheriff's Department to employ a Special Consultant in an amount not to exceed \$113,210.93?</p> <p><u>BACKGROUND</u></p> <p>In January 1993 the Commission approved a contract with the Los Angeles County Sheriff's Department to employ Lieutenant Jim Holts as a Special Consultant to work on the AB 492 Regional Skill Facility project. This project was to cover a two-year period of time. PC 13508 required the Commission to report to the Legislature by January 1, 1995 regarding its pilot programs in the use of technology and its recommendations regarding regional skill centers. The study was also to include a report and recommendation on costs and funding alternatives. A copy of the January 1993 agenda item is attached.</p> <p><u>ANALYSIS</u></p> <p>The first year of this project will be completed on February 1, 1994. During the current year, a large volume of research and information gathering has occurred. A number of meetings on skill facilities have occurred. A sixteen-member advisory committee has been formed to provide feedback from the Training Facilities Workshop in August 1993. The facilities advisory committee will begin their work at a series of meetings over the next six months.</p> <p>POST has also approached the Governor's staff with the concept of requesting federal assistance and funding support for the conversion of selected military sites to regional public safety skill facilities. POST will provide assistance to regional trainers by encouraging the State to request federal assistance.</p>		

On November 9, 1993 POST hosted a workshop on Military Base Closures as part of the skill facilities study. Twenty-seven members of law enforcement agencies attended the meeting and identified 12 bases that could be used for training facilities. A summary report of that meeting has also been given to the Commission.

This project has required a significant amount of work on the part of Lieutenant Holts. A large volume of resource material and information has been gathered to date. The facilities advisory committee will continue to gather additional information in preparation for the comprehensive report that is required by the Legislature. It is desirable to have Lieutenant Holts continue in this role to ensure continuity during the final phase of this project.

This contract amendment would provide the services of Lieutenant Holts for the duration of this project. Holts would remain on the Sheriff's Department payroll with salary and benefits reimbursed through this contract amendment. This first year of this contract has been successful to POST in allowing the Commission to focus the necessary resources on the successful completion of this legislatively-mandated project. If the Commission concurs, it would be desirable to extend the existing contract until February 1, 1995.

RECOMMENDATION

Authorize the Executive Director to sign an amended contract with the Los Angeles County Sheriff's Department for the services of Special Consultant Jim Holts in an amount not to exceed \$113,210.93.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Request for Approval of Contract with Los Angeles Sheriff's Department for Special Consultant		Meeting Date January 21, 1993
Bureau Executive	Reviewed By	Researched By Staff
Executive Director Approval <i>William C. Boehm</i>	Date of Approval 1-6-93	Date of Report January 6, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission authorize a contract with the Los Angeles Sheriff's Department to employ a Special Consultant in an amount not to exceed \$108,727.08.

BACKGROUND

In 1989 ACR 58 requested the POST Commission study a variety of issues relating to improvements in law enforcement training. The resulting study focused on application of technology in training delivery, but also concluded that additional study should be made of technology and the need for regional skill training centers. As a result of this study and the Commission's report to the Legislature, AB 492 was passed enacting Penal Code Section 13508. PC 13508 requires the Commission to report to the Legislature by January 1, 1995 regarding its pilot programs in the use of technology and its recommendations regarding regional skill training centers. The study was also to include a report and recommendation on costs and funding alternatives. A copy of PC 13508 is attached.

ANALYSIS

POST currently has a number of vacant Law Enforcement Consultant positions and is experiencing recruitment difficulties. A significant amount of work will be required to prepare the required report to the Legislature.

Lt. James Holts, Los Angeles Sheriff's Department, previously worked for POST as a Special consultant (1985-1988) evaluating training technologies and doing preliminary work on skill training center needs. Lt. Holts is currently available and his department is willing to contract with POST for his services. A contract for Lt. Holts' services would be highly advantageous due to the current staff shortage and his familiarity with POST and the issues surrounding the project.

If the Commission concurs, it would appear desirable to contract with the Los Angeles County Sheriff's Department for Lt. Holts' services. He would remain on the Sheriff's Department payroll with salary and benefits reimbursed through the contract. While an initial contract would be for one year, it would be entered into with an understanding that unless circumstances change, it would be continued for a second year.

RECOMMENDATION

Authorize the Executive Director to sign a contract with LASD for services of a Special Consultant in an amount not to exceed \$108,727.08.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083FINANCE COMMITTEE MEETING
January 26, 1994 - 2:00 P.M.
Westin South Coast Plaza
686 Anton Blvd.
Costa Mesa, CA 92626-1988
(714) 540-2500

AGENDA

A. CALL TO ORDERB. Financial Report - Second Quarter FY 1993/94

A report on the status of the training reimbursement budget will be presented at the meeting. The report will include revenue and reimbursement paid through December 31, 1993.

C. Review of Suspended Reimbursements

At the November 4, 1993 meeting, the Commission suspended reimbursement for agency course presentation costs and purchase of IVD and satellite receive equipment. The report will enable the Committee to reexamine those issues and make recommendations to the Commission.

D. 1994/95 Governor's Budget

The Governor's proposed budget will have been released prior to the meeting. This item allows for review of the budget proposals for POST funding.

E. Progress Report on Efforts to Inform the Field and Legislators on POST Funding Issues

Revenue problems beginning with FY 1991/92, has created deep concerns over the Commission's ability to meet its responsibilities for peace officer selection standards, training, and leadership development. From conversation and observation, it became clear that many in the State's budgetary process were not aware of POST's role in law enforcement throughout the State. Nor were they appreciative of the State's role and responsibilities in the State/Local "contract" represented by the Commission.

In July 1992, the Commission approved the Executive Director to meet with Chiefs, Sheriffs, labor organizations, as well as with State administrative and legislative officials. The purpose of these visits was to help assure that budgetary

decision-makers have the information on the critical role of POST in law enforcement's capacity to provide its crucial public safety role. The report and attachments under this tab outline efforts to date to help assure a heightened awareness and need for financial support.

F. Review of Expenditure Proposals on the January 27, 1994 Commission Agenda

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

- o Contract for Robert Presley Institute of Criminal Investigation Core Course Presentation (Tab F)
- o Contract for Interactive Multimedia Introduction to Law Enforcement P.C. 832 (Tab H)
- o Contract with LASD to Continue Special Consultant Services in Support of the Regional Training Center Study (Tab I)

G. Contract Renewals

At each January meeting, the Commission receives a Committee report on major training standards and administrative contracts planned for the upcoming fiscal year. Information regarding these contracts is presented in order to obtain the Commission's approval to negotiate and return the proposed contracts for final approval at the April 1994 Commission meeting.

If the Finance Committee concurs, the appropriate action would be to recommend that the Commission authorize the Executive Director to negotiate the contracts and return them to the April meeting for formal approval.

Proposed contracts to be negotiated for Fiscal Year 1994/95:

Training Contracts

1. Management Course

This course is currently budgeted at \$309,338 for 20 presentations spread among five presenters:

California State University - Humboldt
California State University - Long Beach
California State University - Northridge
California State University - San Jose
San Diego Regional Training Center

Course costs are consistent with Commission guidelines, and performance by all five presenters has been satisfactory. Staff anticipates modest increases over FY 1993/94 due to increased costs for instructors, coordination, facilities, materials, and two additional presentations.

2. San Diego Regional Training Center for support of Executive Training (e.g., Command College, Executive Training, and Executive Seminars)

The San Diego Regional Training Center serves as the chief contractor for a variety of training activities of the Commission conducted by the Center for Leadership Development. Curriculum development as well as instructional and evaluation costs for these training activities for FY 1993/94 was \$542,300. Staff anticipates only modest increased costs in the 1994/95 contract.

3. CSU Long Beach for support of the Supervisory Leadership Institute

The CSU Long Beach Foundation provides administrative services for the Supervisory Leadership Institute. This includes training site support, ordering materials, paying instructors and auditors, and purchasing/maintaining equipment. Costs for these services in FY 1993/94 were \$406,357 for six classes running continuously throughout the year. An amount close to this is anticipated for 1994/95.

4. Department of Justice Training Center

The Department of Justice has provided training to local law enforcement each year through an Interagency Agreement with POST since 1974. The Commission approved a current year contract in an amount not to exceed \$930,858.

Approval is requested to negotiate a similar agreement for Fiscal Year 1994/95. Staff anticipates that any presentation cost increases will be offset by the cancellation of existing courses or reducing course presentations where appropriate. The overall contract amount is not expected to exceed the 1993/94 total.

5. San Diego State University for 12 Satellite Video Broadcasts

POST currently has an interagency agreement with San Diego State University for \$54,000 for the assembly and transmission of 12 videotape training programs during 1993/94. It is recommended that this interagency agreement be continued for similar services during 1994/95.

Approval is requested to negotiate a new contract with San Diego State University, or other units of the California State System, for 12 satellite broadcasts.

6. Alameda County District Attorney's Office and Golden West College for Case Law Update Video Production

POST currently has contracts with Alameda County District Attorney's Office and Golden West College for \$52,000 for the production of 24 Case Law Update programs each during 1993/94. It is requested that these contracts be negotiated for similar services during 1994/95 as well.

7. 1994/95 Telecourse Programs

POST will have developed and delivered 12 telecourse programs and two specialized training films during Fiscal Year 1993/94. The current contract for these programs is with the San Diego State University for a cost not to exceed \$40,000 per telecourse.

Unless otherwise indicated, we propose that the Commission continue with the regular 12 telecourses for 1994/95. However, experience has shown the need to be able to produce additional unspecified training broadcasts during the year. To meet this telecourse training need, we propose adding two additional contingency broadcasts to the contract at an amount not to exceed \$25,000 per broadcast.

Approval is requested to negotiate and enter into an interagency agreement with the San Diego State University for production and uplinking of 12 regular telecourse training and two contingency broadcasts in a total amount not to exceed

\$530,000.

8. Master Instructor Program

At its November 1993 meeting, the Commission, after receiving an evaluation report of the pilot testing of Class #1 of the Master Instructor Development Program, approved continuing the program on an ongoing basis by funding the first two workshops of Class #2 for the remainder of FY 1993/94 through contract assistance with the San Diego Regional Training Center. The estimated annual cost to maintain this program is \$66,000.

9. Robert Presley Institute for Criminal Investigation

The core course is being presented under contract in FY 93/94 at a cost of \$240,000. A similar amount is anticipated for FY 94/95. One or more vendors may be interested and qualified to present the Core Course. The contract approach allows agencies to send investigators to the Core Course without having to pay tuition costs "up-front" and then apply to POST for reimbursement. The cost to POST is essentially the same.

Approval is requested to negotiate a contract(s) to provide FY 94/95 ICI Core Course offerings at the current year level (eight presentations statewide).

10. Basic Narcotic, Basic Motorcycle, and Basic Academy Driver Training

At its July and November, 1993 meetings, the Commission approved conversion to contracts for specific presenters of the Basic Narcotics, Basic Motorcycle, and Basic Academy Driver Training Courses for FY 1993/94.

Total cost for training approximately 5000 students in these courses is budgeted for \$2,229,911 in the current year. It is expected the Commission will desire to continue contracts for these courses in FY 94/95 in order that agencies will not have to front tuition costs.

Standards Contracts

11. Cooperative Personnel Services for Basic Course Proficiency Exam

POST has contracted with Cooperative Personnel Services for administration of the POST Proficiency Examination each of the last ten years. The current year contract is for \$24,985.

The amount of the FY 93/94 contract should not exceed \$35,980. The increase is due in part to an overall billing rate increase of 2% and an estimated 14% increase in the number of basic academy graduates. The remainder of the increase (approximately \$7,000) is for implementation of an ongoing program for pilot-testing experimental items. Adoption of this program will make it possible to develop a new form of the Proficiency Examination every year.

12. Interagency Agreement with Cooperative Personnel Services for Entry-Level Reading and Writing Test Battery

POST has contracted with Cooperative Personnel Services for administration of the POST entry-level reading and writing test battery since 1983. The current year contract is for \$78,647.20. The proposed contract for Fiscal Year 1994/95 is not expected to exceed this amount.

13. Interagency Agreement with Cooperative Personnel Services for P.C. 832 Written Examination

POST has contracted with Cooperative Personnel Services for administration of the P.C. 832 Written Examination since 1989. The current year contract is \$78,470. The proposed contract for FY 1994/95 is not expected to exceed this amount.

Administrative Contracts

14. State Controller's Office for Interagency Agreement for Auditing Services

Each year POST has negotiated an Interagency Agreement with the State Controller's Office to conduct audits of selected local jurisdictions

which receive POST reimbursement funds. The Commission approved an agreement not to exceed \$85,000 for the current Fiscal Year.

Approval is requested to negotiate a similar agreement to maintain current level of service for FY 1994/95.

15. Interagency Agreement with Teale Data Center for Computer Services

Each year POST has negotiated an Interagency Agreement with Teale Data Center (a state agency) for supplemental computer services. The contract provides a link between POST's computer and the Data Center's mainframe computer. This allows data processing jobs and the storage of large data files that require more resources than POST's minicomputer can provide. The current year contract is for \$165,000. (This includes an additional \$100,000 as part of an agreement to upgrade POST's DEC Microcomputer and install a LAN, approved at the November 1993 Commission meeting.)

Approval is requested to negotiate an Interagency Agreement with the Teale Data Center for computer services in 1994/95 for an amount similar to the current year's costs.

16. CALSTARS Contract

The mandated California Accounting and Reporting Systems (CALSTARS) requires an agreement with the Health and Welfare Data Center to provide computer linkage and necessary data processing services. The Commission approved a current year contract in an amount not to exceed \$25,000.

Approval is requested to negotiate a similar agreement to maintain the current level of required services for Fiscal Year.

G. ADJOURNMENT

BUDGET SUMMARY HANDOUT

THE FOLLOWING REPORTS SHOW WHERE POST WAS, WHERE WE ARE AND WHERE WE PROJECT WE

The material in this handout attempts to show where POST was, where POST is, and where POST projects to be with regard to the FY 93-4 budget and expenditures. It also provides a first glimpse of POST's FY 94-5 status.

will BE with REGARD to 93/94 - 94/95 Budget STUBS

ALSO A GLIMPSE OF

ATTACHMENT 1

This sheet is the same one that was provided to you at the November Finance Committee meeting. As you recall, staff was projecting a \$5.5 million deficit if no further action was taken by the Committee and the Commission.

ATTACHMENT 2

This sheet is an update of Attachment #1. It has been updated to reflect a revised trainee projection of 44,790 trainees. Likewise the cost estimates have been revised to include the trainee adjustment and the current average cost, per expense category, per trainee. The net change is an increase of the projected deficit by \$384,717 to \$5,853,085.

ATTACHMENT 3

This sheet takes Attachment #2 a step further to include Committee action taken in November to suspend reimbursement for satellite antennas, IVD equipment, and course presentation costs. Though the projected deficit has been reduced significantly, there is still a deficit of approximately \$1.9 million.

ATTACHMENT 4

Attachment #4 is a listing of possible means to address the revenue shortfall/deficit problem. It is an update of a similar listing that was provided at the November Commission meeting upon which action previously mentioned in #3 above was taken.

ATTACHMENT 5

(READ)

Attachment #5 shows the proposed FY 94-5 Governor's Budget and the projected operational budget for POST. It assumes no carryover of resources from FY 93-4 and no transfer to the General Fund. The trainee projection is the same as the initial estimate for FY 93-4. Attachment #5 also shows an amount for satellite antennas and IVD equipment. This amount is what is needed to provide systems to remaining agencies that were not approved (due to the suspension action) in FY 93-4. The bottom line is that there would be \$4,028,603 available for reimbursement for training development and presentation costs.

* Remaining agencies (19%) or 101

COMMISSION ON POST
FY 93-4 BUDGET SUMMARY

	SIGNED GOVERNOR'S BUDGET	1993-94 BUDGET (Projected)
RESOURCES:		
Carryover from FY 92-3	0	1,366,105
Beginning Reserves	4,038,000	-755,000
Revenue Projection	36,204,000	31,286,000
Asset Forfeitures	0	0
Transfer to the General Fund	-2,220,000	-2,220,000
Transfer to the GF (per Sec 13.50)	-300,000	-275,000
Sub-total, Resources	<u>37,722,000</u>	<u>29,402,105</u>
EXPENDITURES:		
1. Administration/Support	9,463,000	9,614,000
2. Training Contracts/ LA	4,100,000	* 7,494,618
a. Training Contracts	(3,300,000)	(6,694,618)
b. Letters of Agreement	(700,000)	(700,000)
c. Conf Room Rental	(100,000)	(100,000)
3. Training Reimbursements	22,588,000	17,761,855
a. Transfer to Training Contracts	1,477,600	(1,477,600) **
b. Satellite Antennas/IVD	1,500,000	2,013,569
c. Reimbursements		
Trainees: 54,030		
Subsistence	7,050,081	6,621,685
Commuter Meals	625,640	821,052
Travel	2,534,095	2,301,747
Tuition	3,255,242	1,338,224 ***
Salary	0	1,500,000
sub-total, Reimb	13,465,058	12,582,708
sub-total, Tng Reimb	16,442,658	14,596,277
d. Available for TD/TP	6,145,342	0
Training Development	(1,545,342)	0
Training Presentation	(4,600,000)	3,165,578
Total	<u>36,151,000</u>	<u>34,870,473</u>
BUDGETED RESERVES	<u>1,571,000</u>	<u>-5,468,368</u>

anticipated

* - \$7,494,618 includes \$1,477,600 additional training contracts from Training Reimbursement and
and \$1,917,018 from Tuition (\$1,412,283 in July and \$504,735 in Nov)

** - Is information only

*** - Is reduced by \$1,917,018 transferred to training contracts (\$1,412,283 in July & \$504,735 in Nov)

③ and Lowering
of anticipated
revenue

① Shows the
loss of asset
forfeiture monies
and the loss of
2.2 million
transfer to
General Fund -
cutting resources
from 37.7
to 29.4

COMMISSION ON POST
 FY 93-4 BUDGET SUMMARY
 ** Revised as of 12-31-93 **

	SIGNED GOVERNOR'S BUDGET	1993-94 BUDGET (Projected)
RESOURCES:		
Carryover from FY 92-3	0	1,366,105
Beginning Reserves	4,038,000	-755,000
Revenue Projection	36,204,000	31,286,000
Asset Forfeitures	0	0
Transfer to the General Fund	-2,220,000	-2,220,000
Transfer to the GF (per Sec 13.50)	-300,000	-275,000
Sub-total, Resources	<u>37,722,000</u>	<u>29,402,105</u>
EXPENDITURES:		
1. Administration/Support	9,463,000	9,606,000
2. Training Contracts/ LA	4,100,000	* 7,494,618
a. Training Contracts	(3,300,000)	(6,694,618)
b. Letters of Agreement	(700,000)	(700,000)
c. Conf Room Rental	(100,000)	(100,000)
3. Training Reimbursements	22,588,000	18,154,572
a. Transfer to Training Contracts	1,477,600	(1,477,600) **
b. Satellite Antennas/IVD	1,500,000	2,013,569
c. Reimbursements		
Trainees:	[54,030 Trainees]	[44,790 Trainees]
Subsistence	7,050,081	6,981,256 <i>UP</i>
Commuter Meals	625,640	533,550 <i>DOWN</i>
Travel	2,534,095	2,270,448 <i>DOWN</i>
Tuition	3,255,242	1,590,171 <i>UP</i>
Salary	0	1,600,000 <i>UP</i>
sub-total, Reimb	<u>13,465,058</u>	<u>12,975,425</u>
sub-total, Tng Reimb	<u>16,442,658</u>	<u>14,988,994</u>
d. Available for TD/TP	6,145,342	3,165,578
Training Development	(1,545,342)	0
Training Presentation	(4,600,000)	0
Total	<u>36,151,000</u>	<u>35,255,190</u>
BUDGETED RESERVES	<u>1,571,000</u>	<u>-5,853,085</u>

* - \$7,494,618 includes \$1,477,600 additional training contracts from Training Reimbursement and and \$1,917,018 from Tuition (\$1,412,283 in July and \$504,735 in Nov)

** - Is Information only

Big "UP" item (over \$300,000) is subsistence - owing to increase \$10⁰⁰ allowance per day - effective 2/93

COMMISSION ON POST
 FY 93-4 BUDGET SUMMARY
 ** Revised as of 12-31-93 **

	SIGNED GOVERNOR'S BUDGET	1993-94 BUDGET (Projected)
RESOURCES:		
Carryover from FY 92-3	0	1,366,105
Beginning Reserves	4,038,000	-755,000
Revenue Projection	36,204,000	31,286,000
Asset Forfeitures	0	0
Transfer to the General Fund	-2,220,000	-2,220,000
Transfer to the GF (per Sec 13.50)	-300,000	-275,000
Sub-total, Resources	<u>37,722,000</u>	<u>29,402,105</u>
EXPENDITURES:		
1. Administration/Support	9,463,000	9,606,000
2. Training Contracts/ LA	4,100,000	* 7,494,618
a. Training Contracts	(3,300,000)	(6,694,618)
b. Letters of Agreement	(700,000)	(700,000)
c. Conf Room Rental	(100,000)	(100,000)
3. Training Reimbursements	22,588,000	14,186,861
a. Transfer to Training Contracts	1,477,600	(1,477,600) **
b. Satellite Antennas/IVD	1,500,000	1,211,436
c. Reimbursements		
Trainees:	[54,030 Trainees]	[44,790 Trainees]
Subsistence	7,050,081	6,981,256
Commuter Meals	625,640	533,550
Travel	2,534,095	2,270,448
Tuition	3,255,242	1,590,171
Salary	0	1,600,000
sub-total, Reimb	<u>13,465,058</u>	<u>12,975,425</u>
sub-total, Tng Reimb	<u>16,442,658</u>	<u>14,186,861</u>
d. Available for TD/TP	6,145,342	0
Training Development	(1,545,342)	0
Training Presentation	(4,600,000)	0
Total	<u>36,151,000</u>	<u>31,287,479</u>
BUDGETED RESERVES	1,571,000	-1,885,374

* - \$7,494,618 includes \$1,477,600 additional training contracts from Training Reimbursement and and \$1,917,018 from Tuition (\$1,412,283 in July and \$504,735 in Nov)

** - Is information only

Satellite Antennas/FID

93/96 would require
\$1.2 million to ~~pay~~
reimburse for up to
435 agencies - or 81%.

Will save \$462,974
by ceasing reimbursement
as of Dec. 31, 1993

* 1.2 million less \$748,462
reimbursed to date

*Thought to be
severe steps:*

POSSIBLE MEANS TO ADDRESS REVENUE SHORTFALL

As reflected on previous work sheets, a predicted revenue shortfall will have a serious impact upon POST if additional steps (to those taken at the November Commission meeting) are not considered and taken to address the issue. The current estimate is for a \$1,885,374 net deficit if no further action is taken. Of course revenues may come in greater than projections or training volume and/or reimbursement may actually be less than estimated. The following is a partial listing of potential steps or measures that could be taken to address the potential deficit.

* Reduce Travel and Per Diem Reimbursement -(e.g. Cut reimbursement rates by 10%)	450,000
* Delay New Programs/Projects Not Yet Initiated -P.C. 832 IVD Upgrade -POSTRAC Improvement	100,000 230,000
* Suspend Reimbursement for Sat/IVD Equip (Approved equipment less paid-to-date)	462,974
* Cease Reimbursement for Low Priority Tng -This option is illustrative only. It represents ceasing reimbursement for the lowest priority courses as of January 1, 1994. If the option were exercised, actual savings would depend upon where the line was drawn cutting off the lowest priority courses and when the cutoff was made.	436,000
* Suspend the Last 4 (of 12) Telecourses	160,000
Total	<u>\$ 1,838,974</u>

COMMISSION ON POST
FY 94-5 BUDGET SUMMARY

	PROPOSED FY 1994-95 BUDGET
RESOURCES:	
Carryover from FY 93-4	0
Beginning Reserves	0
Revenue Projection	33,538,000
Asset Forfeitures	0
Transfer to the General Fund	0
Transfer to the GF (per Sec 13.50)	0
Sub-total, Resources	33,538,000
EXPENDITURES:	
1. Administration/Support	9,946,000
2. Training Contracts/ LA	6,635,911
a. Training Contracts	(5,835,911) *
b. Letters of Agreement	(700,000)
c. Conf Room Rental	(100,000)
3. Training Reimbursements	16,956,089
a. Satellite Antennas/IVD	742,350
b. Reimbursements	
Trainees: 54,030	
Subsistence	7,324,046
Commuter Meals	784,801
Travel	2,486,118
Tuition	1,590,171
Salary	0
sub-total, Reimb	12,185,136
sub-total, Tng Reimb	12,927,486
c. Available for TD/TP	4,028,603
Training Development	
Training Presentation	
Total	33,538,000
BUDGETED RESERVES	0

- could be less deficit, if any

* - As was done in FY 93-4, an internal redirection of funds has been made to provide for additional training contract requirements.

*We have some
7 million \$ encumbered
for training contracts
this fiscal year -
possible savings of \$674,000
\$673,924*

FINANCIAL ANALYSIS-CONTRACTS

Type of Contract Initial Amount Revised Amount Savings

Center for Leadership Development

Management Courses	308,268	272,921	35,347
Executive Developmt/ Command College	542,300	467,300	75,000
		Total Savings	110,347

Training Delivery & Compliance

Driver Training*	680,770	339,948	340,822
Narcotic Training	132,682	39,118	93,564
Motorcycle Training	628,932	410,394	218,538
Department of Justice	930,858	909,858	21,000
		Total Savings	673,924

*The LAPD and LASD do not offer driver training under contract. Their driver training costs are projected to be an additional 220,400. *(PLAN III)*

**CONTRACT
STUDENTS**

Request the following agency and college Basic Course Driver Training courses be converted from Plan III to contract courses:

	COST		# PRESENTATIONS	# STUD
45	17,100	✓ Alameda County Sheriff's Department	1	45
25	1,615	✓ Alan Hancock College	1	5
130	41,990	✓ Butte College	8	130
100	38,760	✓ Evergreen College	3	120
	12,920	Fresno City College NO CONTACT	2	40
10	4,845	✓ Gavilan College	1	15
	36,800	Los Angeles Police Department NO CONTRACT	6	360
	83,600	Los Angeles Sheriff's Department	3	220
10	3,230	✓ Los Medanos College	2	10
	1,615	Modesto Junior College NO CONTACT	1	5
40	15,200	✓ Oakland Police Department	1	40
10	6,460	✓ Redwoods Center - College of the Redwoods	2	20
30	11,400	✓ Sacramento Police Department	1	30
	1,900	Sacramento County Sheriff's Department ?	1	5
270	76,000	✓ San Diego Police Department	3	200
100	32,300	✓ San Francisco Police Department -	3	100
40	19,000	✓ Ventura County Sheriff's Department	1	50
545	176,035	SAN BERNARDINO SHERIFF'S DEPT		545

RECOMMENDATION

Authorize the Executive Director to enter into contracts with the agencies and colleges described above to present a maximum of 40 presentations, training a maximum of 1395 students. The total amount of these contracts not to exceed \$ 504,735 for the period starting January 1, 1994 and ending June 30, 1994.

DOJ 21,000

NARCOTIC

ORANGE SO = \$71,550 @ 150 STUDENTS (477) 50 (\$23,850)
 GAVILAN CO = \$61,132 @ 80 STUDENTS 20 (\$15,280)

MOTORCYCLE

SAN MATEO PD = \$75,900 @ 60 STUDENTS 20 (\$25,300)
 CHP = \$196,320 @ 180 STUDENTS (130,880)
 SAN DIEGO P.D. = \$69,066 @ 60 STUDENTS
 SAN BERN SO = \$59,696 @ 144 STUDENTS SAME
 LAPD = \$72,510 @ 15 STUDENTS (14,502)
 LONG BEACH = \$54,400 @ 140 STUDENTS (\$12,950)

M E M O R A N D U M

To : Finance Committee

Date: Dec. 30, 1993

NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: UPDATE ON POST FUNDING

At its July 1993 meeting, the Commission received a recommendation that POST begin a focused approach to calling the field's attention to the disturbing revenue and budgetary trends of the last two and a half years. The Commission instructed that the field should be apprised of the funding concerns. This report to the Long Range Planning Committee is a summary of activities in the intervening months, and a projection of what appears to be ahead.

Revenues to POST have dropped over 25% since Fiscal Year 1989-90. This is primarily as a result of the Trial Court Realignment Act of 1991 which was rushed through the Legislature without opportunity to comment and then signed by the governor.

Additionally, resources for training of local peace officers has increasingly come under pressure in the Legislature. In the current Fiscal Year (1993-94), the Legislature transferred \$2.9 million from the POST budget directly to the General Fund. The governor did not respond to a request from Senator Presley to veto that transfer. The following chart shows the Commission's revenue status for the past several years.

The state's financial problems have prompted the budgetary decision makers, and their staff, to look for all possible sources of money for the General Fund. The Peace Officer Training Fund has been challenged as a result. Some question why the state should pay for training of local peace officers. They suggest that cities and counties, or the officers themselves, pay for training.

The emphasis of the Commission's information program is that the state has a vital interest in training local peace officers. In presentations to chiefs, sheriffs, labor organizations, and legislators, among others, we remind with emphasis that local officers: (1) derive their powers from state law; (2) enforce mainly state laws as set forth in the penal code; (3) meet training mandates set by the state in law or regulation; and (4) that statewide minimum standards for selection and training of peace officers is imperative in a state as diverse and complex as California.

The same presentation instructs that the three keys to effective law enforcement are: (1) selecting the right people; (2) training to acquire the requisite skills and knowledge; and then (3) providing personal and organizational leadership. These three keys are exactly what POST assists law enforcement with: common statewide selection standards, basic and in-service training, and leadership development.

In the presentations, we encourage chiefs, sheriffs, and labor organizations to consciously make the effort to inform their legislators about the importance and value of POST to them. We suggest that these contacts be made early and informally in advance of any specific requests for any pending legislation. If people have something positive to say about POST, tell the legislator. Any other comments, complaints, or suggestions should be referred to POST so we can respond.

With this as background, this is a list of organizations and individuals who have been seen on the matter:

LEGISLATORS

Senate

Dan Boatwright
Bill Lockyer (Aide)
Dan McCorquodale
Robert Presley

Assembly

Larry Bowler
Bob Campbell
Bob Epple
Richard Rainey

ASSOCIATIONS

Chico Chiefs & Sheriffs
COPS
CPCA Board of Directors
CPOA Board of Directors
CSSA (On 12/16/93)
Fresno/Madera County Chiefs & Sheriffs
Humboldt County Chiefs & Sheriffs
IACP Conference - California Chiefs
Los Angeles County Chiefs' Association
LA North Chapter PORAC
Marin & Sonoma County Chiefs
Northern California Chiefs & Sheriffs
PORAC Annual Conference
PORAC Board of Directors
Riverside County Chiefs & Sheriffs
San Bernardino Chiefs & Sheriffs
San Bernardino Employees Benefits Assn.
San Diego County Chiefs & Sheriffs
San Jose Deputy Sheriffs' Association
San Mateo County Chiefs
Solano County Chiefs
Stanislaus County Chiefs & Sheriffs
Tri-County Chiefs & Sheriffs Executive Seminar
WPOA

STATE

Dean Shelton, Governor's Liaison to Law Enforcement
Cal Smith, Department of Finance

FUTURE

Meetings with the Orange County Chiefs and the Northern California Chiefs, as well as PORAC various chapters throughout the state, will be held after the first of the year.

In addition, we have made presentations and discussed budget issues with the Director of Finance and DOF staff as part of the 1994-95 governor's budget process. During these recent discussions, we learned two important things. First, that all local reimbursement funds are at risk of not being included in the governor's budget. Second that the whole penalty assessment fund (from which the POTF gets its revenue) is under study and therefore also at risk.

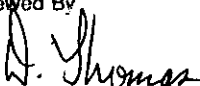
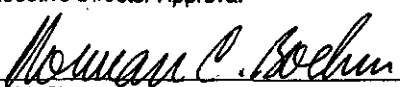
In response to these possibilities, Chairman Block sent a letter to Governor Wilson. In that letter he reminded the Governor that POST is a voluntary program and that resources for training and standards is a major part of the incentive for agencies to meet the common statewide standards. A copy

of Sheriff Block's letter was previously sent to the Commission and a copy is attached.

It is important that the Governor's budget include appropriate funding for POST. If money is in the budget, law enforcement can more readily make a case for keeping it in, than in trying to get the legislature to add appropriations which they may think the Governor might veto. Therefore, the points made in Sheriff Block's letter are timely and telling.

To give the field additional thoughts and rationale, we are including, in *POSTscripts'* next issue, a reminder of the Commission's admonition that the field become more informationally active. The emphasis is that the integrity of government's police powers is at the heart of what government is for. Something as important as assuring competent and professional law enforcement cannot be left to chance. It requires a constant investment in the selection, training, and leadership development of peace officers. A copy of the original admonition in the Fall, 1993 *POSTscripts*, and well as the next-issue reminder are attached. We are also making these and possibly other articles available to PORAC, CPOA, CalChiefs, and CSSA for their consideration to use in newsletters as they see fit.

All this really represents an information and education effort. In the vortex of vocal competing interests, something as critical as law enforcement may become taken for granted by the budgetary decision makers. It seems incumbent on law enforcement to assure that legislators and the administration have the information they need to make good decisions as we approach budget time. This report is before the Committee for its information, as well as for suggestions or comments that may be helpful. The work on this continues.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Management Course Contracts Fiscal Year 1994/95	Meeting Date January 20, 1994	
Bureau Center for Leadership Development	Reviewed By 	Researched By Beverley Short
Executive Director Approval 	Date of Approval 12-15-93	Date of Report December 10, 1993
Purpose:		
<input type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input type="checkbox"/> Status Report
		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>Issue</u></p> <p>Commission review and approval of Management Course contracts as proposed for Fiscal Year 1994/95 are required to authorize the Executive Director to negotiate contract with presenters.</p> <p><u>Background</u></p> <p>These courses are currently budgeted at \$309,338 for twenty (20) presentations by five (5) presenters:</p> <ul style="list-style-type: none"> California State University - Humboldt California State University - Long Beach California State University - Northridge California State University - San Jose San Diego Regional Training Center - San Diego <p>No other educational institutions have expressed interest in presenting the Management Course. In addition, there are two (2) certified Management Course presenters who offer training to their own personnel at no cost to the POST fund:</p> <ul style="list-style-type: none"> California Highway Patrol State Department of Parks and Recreation <p><u>Analysis</u></p> <p>Course costs are consistent with POST tuition guidelines. Required learning goals are being satisfactorily presented by each contractor.</p> <p>It is estimated that twenty-two (22) presentations will be required in FY 1994/95. Staff anticipates some increases over FY 1993/94 due to increased costs for instructors, coordination, facilities, materials, and two additional presentations.</p> <p><u>Recommendation</u></p> <p>Authorize the Executive Director to negotiate new contracts to be returned to the Commission at the April 1994 meeting.</p>		

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Command College and Executive Training Fiscal Year 1994/95		Meeting Date January 20, 1994
Bureau Center for Leadership Development	Reviewed By <i>D. Thomas</i>	Researched By Beverley Short
Executive Director Approval <i>Thomas C. Boehm</i>	Date of Approval 12-15-93	Date of Report December 13, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

Issue

Commission review and approval of the Command College and Executive Training contract for fiscal year 1994/95 are required to authorize the Executive Director to negotiate with the presenter.

Background

Since the inception of the Command College in 1984, the Commission has approved a contract with San Diego Regional Training Center to provide the services of faculty, facilitation, coordinators, facilities, materials, course development, and related activities for the Command College and seminars for chiefs, sheriffs, and senior law enforcement managers. Additionally, beginning with the 1992/93 fiscal year, the Commission approved the costs of administering and presenting the Executive Development Course to be included in the executive training contract.

Each year, two Command College classes graduate and two classes begin the two-year program. During the 1994/95 Fiscal Year, 21 Command College workshops will be presented for Classes 18, 19, 20, 21, 22, and 23.

Executive training has been designed to meet the stated needs of chiefs, sheriffs, and senior managers. In 1994/95, CLD staff will develop, coordinate, and present 25 executive seminars.

The Executive Development Course is presented in two modules of 40 hours each. The course is held in both the northern and southern part of the state for the convenience of the participants and to further conserve on travel and per diem reimbursement costs. During 1993/94 fiscal year, five presentations were approved by the Commission for a total cost of \$105,850. During the 1994/95 fiscal year, five presentations will also be needed to meet the high demand for this training for law enforcement executives and their next-in-command officers. The total cost for the Executive Development Course for 1994/95 is expected to remain the same.

The total contract costs for the Command College, management and executive training seminars, and the Executive Development Course for F.Y. 1993/94 is \$542,300.


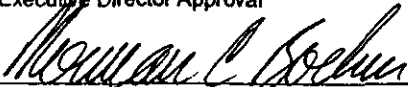
Analysis

Funds will be needed to support the on-going programs of the Command College, management and executive training, and the Executive Development Course.

Recommendation

Authorize the Executive Director to negotiate a new contract to be returned for Commission approval at the April 1994 meeting.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Supervisory Leadership Contract Fiscal Year 1994/95	Meeting Date January 20, 1994	
Bureau Center for Leadership Development	Reviewed By <i>Doug Thomas</i>	Researched By Tom Hood
Executive Director Approval <i>Norman C. Boelw</i>	Date of Approval 12-15-93	Date of Report December 7, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>Issue</u></p> <p>Commission review and approval of the Supervisory Leadership Contract as proposed for Fiscal Year 1994/95 are required to authorize the Executive Director to negotiate a contract with CSU Long Beach.</p> <p><u>Background</u></p> <p>The Commission approved three classes of the Supervisory Leadership Institute (SLI) for Fiscal Year 1988/89 and four classes commencing FY 1989-90. Beginning the 1990-91 FY the Commission approved six classes to run continuously.</p> <p>The Commission approved a contract with CSU Long Beach to assist in the development and administration of the program.</p> <p><u>Analysis</u></p> <p>The 1993/94 contract costs of \$406,357 are consistent with similar management and executive training programs administered by POST. Plans are to continue six classes in FY 94/95. This will require the continuing search for and development of a total of 12 facilitators to meet the need of team instruction and courses being presented simultaneously.</p> <p><u>Recommendation</u></p> <p>Authorize the Executive Director to negotiate a new contract to be returned for Commission approval at the April 1994 meeting.</p>		

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title POST/DOJ Interagency Agreement for Training		Meeting Date January 20, 1994
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen 	Researched By Bob Spurlock ^{RS}
Executive Director Approval 	Date of Approval 12-15-93	Date of Report December 10, 1993
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.		
<p><u>ISSUES</u></p> <p>The Commission and the Department of Justice Advanced Training Center have provided training to local law enforcement agencies during Fiscal Year 1993-94 through an Interagency Agreement.</p> <p><u>BACKGROUND</u></p> <p>The Department of Justice has been contracting with POST to provide training to local law enforcement agencies since 1974. During Fiscal Year 1993-94, the amount allocated to this training was \$930,858. For this amount the Department of Justice presented 19 separate courses.</p> <p>The Department of Justice is agreeable to conduct a similar training program in Fiscal Year 1994-95.</p> <p><u>RECOMMENDATION</u></p> <p>Authorize the Executive Director to negotiate a similar agreement with the Department of Justice for Fiscal Year 1994-95.</p>		

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Broadcast Video Training Tapes		Meeting Date January 20, 1994
Bureau Training Program Services	Reviewed By Otto Saitenberger	Researched By Bill Masters
Executive Director Approval <i>William C. Boehm</i>	Date of Approval 12-15-93	Date of Report November 22, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission authorize the Executive Director to negotiate an interagency agreement with San Diego State University or other public entities to assemble and broadcast twelve videotape training programs during Fiscal Year 1994-95.

BACKGROUND

At its April 15, 1993 meeting, the Commission approved a \$54,000 contract with San Diego State University for twelve satellite broadcasts of videotape training programs during 1993-94. Seven of the broadcasts have been completed with the remaining five scheduled for one each month through June 1994. The broadcasts are being recorded and used by law enforcement agencies for training of their personnel. Feedback from the field continues to be highly commendatory, and the Commission has been encouraged to continue this program.

ANALYSIS

Broadcasting of training programs via satellite has proven to be an effective method of delivery. Each two-hour broadcast contains at least four agency-produced videotapes and four segments of Case Law Updates, two each produced by the Alameda County District Attorney's Office and Golden West College. Over 350 tapes have been presented via satellite since the series began in December of 1988. This method of distribution has greatly expanded the use of existing videotaped material and helped to improve the effectiveness of training programs overall.

RECOMMENDATION

It is recommended that the Executive Director be authorized to negotiate a new contract with San Diego State University, or other units of the California State University System, for the assembly and transmission of twelve training tape satellite broadcasts.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Produce Case Law Update Satellite Programs		Meeting Date January 20, 1994
Bureau Training Program Services	Reviewed By Otto Saltenberger <i>[Signature]</i>	Researched By Bill Masters <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval 12-15-93	Date of Report November 22, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission authorize the Executive Director to negotiate contracts with Alameda County District Attorney's Office and Golden West College to produce 24 Case Law Update training programs each during Fiscal Year 1994-95.

BACKGROUND

At its April 15, 1993 meeting, the Commission approved \$52,000 for contracts with Alameda County District Attorney's Office and Golden West College for the production of 24 Case Law Update training programs each during 1993-94. Fourteen programs from each producer have been included in monthly POST videotape training broadcasts so far, with ten from each producer scheduled for use during the remainder of this fiscal year. The reaction to the programs has been favorable, and the Commission has been encouraged to continue this series.

ANALYSIS

Case Law Updates are included in POST satellite broadcasts to provide current information on recent court decisions to all California law enforcement agencies. The presenters include three assistant district attorneys and an Orange County Superior court judge. The subject matter has been coordinated by POST staff to avoid duplication of production efforts. Cases chosen are recent and applicable to the needs of the law enforcement community. These updates have greatly increased the effectiveness of videotape training broadcasts.

RECOMMENDATION

It is recommended that the Executive Director be authorized to negotiate new contracts with the Alameda County District Attorney's Office and Golden West College for the production of 24 Case Law Updates each during the 1994-95 fiscal year.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Request for Authority to Negotiate Contracts for the FY 1994-95 Telecourse Programs		Meeting Date January 20, 1994
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Ray Bray
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval 12-22-93	Date of Report December 7, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<u>ISSUE</u> Should the Commission authorize the Executive Director to negotiate an interagency agreement with San Diego State University, or other public entities, for distance learning telecourse training programs for fiscal year 1994-95.		
<u>BACKGROUND</u> During fiscal year 1993-94, POST will have produced and presented a total of 12 telecourses. At this time it appears that the costs for producing these programs will not exceed the costs allocated for the current fiscal year of \$480,000. Two necessary specialized training videos (Presenters tape and POST Bulletin Board) were also completed during the 93/94 fiscal year. Additionally, the contract resources were used to accommodate the technology demonstration workshop in November 1993. It is assumed that the need will exist to complete additional, but unspecified projects and training broadcasts in the upcoming fiscal year. The production and presentation of satellite telecourses continues to be a valuable, effective training medium. The Law Enforcement community has enthusiastically accepted the medium, as evidenced by positive evaluations and many unsolicited calls requesting specific topics for future broadcasts. Moreover, 429 law enforcement agencies currently possess satellite receivers provided by the Commission and an increase in program demand is expected.		
<u>ANALYSIS</u> It is proposed to produce 12 telecourses during the 1994-95 Fiscal year. Subject matter for the planned telecourse programs are drawn from a variety of contemporary law enforcement issues, legislative mandates and from topics requested by officers on their evaluations of recently viewed telecourses. Although we would like to do more, staff and fiscal resources might prove prohibitive.		

The inevitable contingency exists which may require the completion of unscheduled specialized training video production (such as the previous Oleoresin Capsicum training tape). Such events impact and strain the contract resources designed for telecourse production. Specialized videos are estimated at approximately \$25,000. each. The completion of two unplanned videos would require an additional \$50,000.

San Diego State University' KPBS Public Broadcasting has provided POST with excellent production capability. Their management, script writers, producers , directors, and camera operators have adapted well and support POSTS demand for high quality law enforcement programming.

RECOMMENDATION

Authorize the Executive Director to negotiate with San Diego State University or other public entities for production of telecourses and specialized training videos in an amount to accommodate current and project increased costs.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Request for Authority to Negotiate a Contract for the 1994-95 Master Instructor Program	Meeting Date January 20, 1994	
Bureau Training Program Services	Reviewed By Otto Saltenberger <i>[Signature]</i>	Researched By Don Moura <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval 12-28-93	Date of Report December 24, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Should the Commission authorize the Executive Director to negotiate a contract for the Master Instructor Development Program for Fiscal Year 1994-95.</p> <p><u>BACKGROUND</u></p> <p>During Fiscal Year 1993-94, the Commission approved funding to complete the pilot testing of Class #1 of the Master Instructor Development Program, and continue the program by approving funding the first two workshops of Class #2 for the remainder of this current fiscal year. Each Master Instructor Program Class consists of five workshops over a twelve month period which transcends fiscal years.</p> <p>The Master Instructor Program trains and develops instructors to the Master Instructor level. Individuals completing the course in turn track prospective and journeymen level training instructor development courses. The Master Instructor Program is the key to the Commission's emphasis on improving the quality of instruction for law enforcement.</p> <p><u>ANALYSIS</u></p> <p>The final development and pilot testing of Class #1 and preparations for Class #2 has occurred through contract assistance with the San Diego Regional Training Center with excellent results. The contractor has provided POST with superior presentation support and meets POST's demand for high quality law enforcement training.</p> <p>Authority to negotiate terms for a new annual contract with the San Diego Regional Training Center is appropriate. This 1994-95 contract would provide the remaining three workshops for Class #2, four of five workshops needed for Class #3, and two of five workshops for class #4. Contract costs are projected at \$66,000.</p>		

RECOMMENDATION

Authorize the Executive Director to negotiate a new contract with the San Diego Regional Training Center for the Master Instructor Development Program for Fiscal Year 1994-95.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Request for Contract with the San Diego RTC and/or Other Presenter to conduct the Robert Presley ICI Core Course	Meeting Date January 20, 1993	
Bureau Training Program Services	Reviewed By Otto Gartenberger	Researched By Neil Zachary
Executive Director Approval <i>Norman C. Belin</i>	Date of Approval 12-28-93	Date of Report December 20, 1993
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Should the Commission authorize the Executive Director to negotiate a contract to present POST's Robert Presley Institute of Criminal Investigation (ICI) Core Course during Fiscal Year 1994-95.</p> <p><u>BACKGROUND</u></p> <p>The Commission approved contracts totalling \$240,000.00 to provide eight offerings of the ICI Core Course in Fiscal Year 1993-94. The San Diego Regional Training Center was granted a contract for \$120,000 to present four of the offerings. An identical contract for \$120,000 was authorized with the Sacramento Public Safety Center to present the other four offerings.</p> <p><u>ANALYSIS</u></p> <p>The ICI Core Course is presented using the adult experiential learning concepts which have proven to be an excellent method of instruction. Trainees are challenged to learn and perform in realistic role-play exercises and practical simulations. This type of instruction, although the best model for students retention, is costly.</p> <p>The Core Course is a recommended prerequisite to all other courses in the ICI program and is therefore the foundation upon which all other courses are built.</p> <p>Because local agencies were experiencing fiscal constraints during Fiscal Year 1993-94, and found it difficult to front tuition costs for the Core Course, the Commission approved paying the presentations costs of the Core Course directly to the presenter. Since the fiscal outlook has not improved for Fiscal Year 1994-95, it is assumed they will desire to continue presenting this training via contracts.</p> <p><u>RECOMMENDATION</u></p> <p>Authorize the Executive Director to negotiate a new contract or contracts with interested and qualified public entities.</p>		

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Approvals - Basic Driver Training, Motorcycle and Narcotic Courses		Meeting Date January 20, 1994
Bureau Training Delivery and Compliance	Reviewed By Ronald T. Allen, Chief <i>RA</i>	Researched By Gary C. Sorg
Executive Director Approval <i>Mouman Bedwin</i>	Date of Approval 12-28-93	Date of Report December 17, 1994
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Approval to enter into contract agreements with certain POST certified presenters of the Basic Academy Driver Training course, the Basic Motorcycle Course, and the Basic Narcotic Course to provide training to California law enforcement for Fiscal Year 1994/1995.

BACKGROUND

Traditionally, these courses have been presented as Plan III tuition courses. Shrinking County and City budgets have made it difficult for law enforcement agencies to pay the up-front tuition costs for these courses.

At the April 1993 Commission meeting, staff was directed to transfer some categories of training, identified as high cost and needed statewide, from Plan III to contract. Basic Academy Driver Training, Basic Motorcycle Training, and Basic Narcotics Training, have been identified as meeting this category. At the 1993 July and November meetings, the Commission approved the conversion to contracts for specific presenters of the Basic Narcotics course, the Basic Motorcycle course, and the Basic Academy Driver Training Course for Fiscal Year 1993/1994.

This proposal would allow the current contractual arrangement to continue for presenters of these courses for Fiscal Year 1994/1995.

ANALYSIS

Basic Narcotic Course presenters would train 216 students at a cost not to exceed a maximum of \$122,040.

Basic Motorcycle Course presenters would train 575 students at a cost not to exceed a maximum of \$636,651.

Basic Academy Driver Training Course presenters would train 4,250 students at a cost not to exceed a maximum of \$1,470,220.

RECOMMENDATION

Authorize the Executive Director to negotiate contracts with the presenters of the Basic Narcotic Course, Basic Motorcycle Course, and the Basic Academy Driver Training Course to be returned to the Commission at the April 1994 meeting.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Administration of POST PC 832 Written Exam		Meeting Date January 20, 1994
Bureau Standards & Evaluation	Reviewed By	Researched By John Berner
Executive Director Approval <i>Morgan C. Boehm</i>	Date of Approval 12-22-93	Date of Report December 14, 1993
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

Continuation of POST contract with Cooperative Personnel Services (CPS) to administer the POST PC 832 written examination.

BACKGROUND

Penal Code Section 832(a), which went into effect July 1, 1989, requires that persons must pass a POST-developed or POST-approved examination to successfully complete the PC 832 course. POST has contracted with CPS to administer the PC 832 written examination each of the last five years.

ANALYSIS

CPS has done an acceptable job of administering the examination. The amount of the 1993/94 fiscal year contract is \$78,470. The proposed contract for fiscal year 1994/95 is not expected to exceed this amount.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS for administration of the POST PC 832 written exam during fiscal year 1994/95 for an amount not to exceed \$78,470.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title State Controller's Office Agreement for Auditing Services		Meeting Date January 20, 1994
Bureau Administrative Services Bureau	Reviewed By Frederick Williams	Researched By Staff
Executive Director Approval <i>Norman C. Behm</i>	Date of Approval 12-28-93	Date of Report December 24, 1993
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

Continuation of the Commission on Peace Officer Standards and Training agreement with the State Controller's Office to provide auditing Services.

BACKGROUND

Each year for the past several years, the Commission on Peace Officer Standards and Training has negotiated an interagency agreement with the State Controller's Office to conduct necessary audits of selected local jurisdictions which receive POST reimbursement funds.

ANALYSIS

The State Controller's Office continues to do an acceptable job in conducting the audits of several selected jurisdictions yearly to assure that reimbursement funds are being appropriately expended.

The Commission approved an agreement not to exceed \$85,000 for the current fiscal year. Approval is requested to negotiate a similar agreement for Fiscal Year 1994/95 for an amount to maintain current level of service.

RECOMMENDATION

Authorize staff to negotiate an interagency agreement with the State Controller's Office for services during Fiscal Year 1994/95.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Interagency Agreement With Teale Data Center		Meeting Date January 20, 1994
Bureau Computer Services Unit	Reviewed By Glen Fine	Researched By Mitch Coppin <i>TC</i>
Executive Director Approval <i>Marwan C. Behm</i>	Date of Approval 12-30-93	Date of Report December 28, 1993
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

Authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center in Fiscal Year 1994/95 for computer services.

BACKGROUND

POST has an Interagency Agreement with Teale Data Center (a State agency) for computer services. The contract provides for a link between POST's computer and the Teale Data Center's mainframe computer. This allows POST to utilize the mainframe's power for complex data processing jobs and the storage of large data files that require more resources than POST's minicomputer or PCs can provide. Teale Data Center staff also provide communications and Local Area Network (LAN) support and consulting services. The current year contract is for \$65,000. An additional \$100,000 was added to the current year contract (approved at the November 4, 1993 Commission meeting) to upgrade POST's DEC Microcomputer and install a LAN.

ANALYSIS

POST uses the Teale Data Center mainframe computers for processing large statistical jobs and the storage of large test score data files. POST will also need support services for installing, maintaining, and troubleshooting our LAN system. This agreement will give POST the processing power, storage capabilities and technical LAN support that it needs during FY 1994/95. Costs are expected to be similar to this year. Based upon Commission action on November 4, 1993, it is planned that the normal contract amount be augmented by \$100,000 to spread total costs for an upgraded computer system over two fiscal years.

RECOMMENDATION

Authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center for computer services in Fiscal Year 1994/95.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Health and Welfare Data Center - CALSTARS Support		Meeting Date January 20, 1994
Bureau Administrative Services Bureau	Reviewed By Frederick Williams	Researched By Staff
Executive Director Approval <i>Mouman C. Behar</i>	Date of Approval 12-28-93	Date of Report December 24, 1993
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.		
<p><u>ISSUE</u></p> <p>Continuation of the Commission on Peace Officer Standards and Training agreement with Health and Welfare Agency Data Center for computer linkage in support of the State Accounting System (CALSTARS).</p>		
<p><u>BACKGROUND</u></p> <p>The mandated California Accounting and Reporting System (CALSTARS), implemented in 1986, requires that POST enter into a yearly contract with the Health and Welfare Data Center to provide data processing services during the year. The Commission approved an agreement not to exceed \$25,000 for current Fiscal Year 1993/94.</p>		
<p><u>ANALYSIS</u></p> <p>Without the continuation of an agreement with the Health and Welfare Data Center, POST will not be able to perform necessary accounting requirements. Approval is requested to negotiate a similar agreement for Fiscal Year 1994/95 for an amount to maintain required level of service.</p>		
<p><u>RECOMMENDATION</u></p> <p>Authorize staff to negotiate an interagency agreement with the Health and Welfare Data Center for computer services during Fiscal Year 1994/95.</p>		

M E M O R A N D U M

To : POST Commissioners Date: Dec. 31, 1993

From : Sherman Block, Chairman
Long Range Planning Committee
Commission on Peace Officer Standards and Training

Subject : REPORT OF THE LONG RANGE PLANNING COMMITTEE

The Committee met in my office in Los Angeles on December 20, 1993 at 10:00 a.m. Present, in addition to myself, was Commissioner Manuel Ortega. Staff present were Executive Director Norman Boehm, Deputy Director Glen Fine, and Bureau Chief Bob Fuller.

The Executive Director briefed the Committee on activities to date involving presentations about POST funding problems and needs. Presentations have been made to a variety of law enforcement groups and a number of legislators. Similar briefings will continue on an on-going basis. Reported feedback suggests these presentations are very worthwhile and particularly appreciated by legislators.

The Committee also received reports and discussed the following matters:

A. Distance Learning Use Patterns

There is reason to believe that satellite broadcasts are being widely received and effectively used. However, staff recommends, and the Committee agrees, that it would be timely to survey all agencies to assess how broadcasts are being used and solicit suggestions for program improvements.

B. Learning Technology Resource Center

This is a new function established pursuant to P.C. Section 13508 requiring POST to develop pilot programs concerning training technology. The new center is now staffed with three of the four budgeted technical/professional positions. Results of these efforts will be reported to the Legislature next year.

C. Review of Training Needs on Victim Issues

A progress report was received, but discussion postponed until the next Committee meeting.

D. Basic Course Student Workbook Project

This matter is on the Commission's regular agenda. The Committee concurs the project is worthwhile, but should be deferred until funds are available.

E. Alternate Model for Delivering the Basic Course

A concept was discussed concerning the potential for greater utilization of community colleges to deliver the knowledge-oriented instruction portions of the Basic Course. This curriculum could be integrated with pre-service Administration of Justice program curriculum. Students graduating from these programs would need a shorter, skills-oriented academy. There are concerns about this concept, including the need to screen for employment qualifications. But, potential for savings suggests that staff should further explore the idea with chief executives and college officials.

There being no further business, the meeting was adjourned at approximately 11:50 a.m.

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

Legislative Review Committee

Thursday, January 27, 1994

Westin South Coast Plaza

686 Anton Boulevard

Costa Mesa, CA 92626-1988

(714) 540-2500

AGENDA9:00 a.m.Attachment**A. Status of Proposed Legislation****A**

Attachment A identifies the status of legislation previously considered by the Commission for introduction in the 1994 session.

B. Proposed Legislation on Exempting Peace Officers From Legislative Training Mandates**B**

Attachment B recommends POST support of legislation that would authorize law enforcement agencies to exempt their peace officers from legislative training requirements who have previously completed equivalent training consistent with guidelines to be developed by POST.

C. Results of Senate Special Committee Hearing on POST Training Concerning Training on Developmental Disabled and Mental Illness**C**

Attachment C provides a summary of results of a Senate Special Committee on the adequacy of POST training on Developmental Disabled and Mental Illness.

State of California

Department of Justice

M E M O R A N D U M

To : Legislative Review Committee Date: December 15, 1993

NORMAN C. BOEHM
Executive Director
From : Commission on Peace Officer Standards and Training

subject : STATUS OF PROPOSED LEGISLATION

At the November 4, 1994 meeting, the Commission approved seeking sponsors of legislative ideas. This report summarizes the status of this effort

1. Acquiring Increased POST Funding From State Penalty Assessments

The proposal to redistribute the Driver Training Fund, currently receiving 25.70 of state penalty assessments, to the other current major fund users has been introduced by PORAC. Other statewide law enforcement organizations are being solicited to also co-sponsor the legislation.

2. Establishing the Robert Presley Institute of Criminal Investigation

The proposal to establish the POST Institute of Criminal Investigation in law as a POST responsibility and to name it after Senator Robert Presley is being sponsored by the California State Sheriffs' Association.

3. Revising the Implementation Date for the Law Enforcement Accreditation Program

The proposal to postpone the July 1, 1994 implementation date for the Law Enforcement Accreditation Program is being sponsored by the California State Sheriffs' Association.

4. Establishing Fee Charging Authority for the PC 832 Course Test

The proposal to authorize POST to charge a fee for the PC 832 Course Test will be sponsored by PORAC. Specifically exempted are those required to complete the course and those under consideration for appointment.

State of California

Department of Justice

M E M O R A N D U M

To : Legislative Review Committee Date: December 15, 1993

NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards and Training

Subject : PROPOSED LEGISLATION ON EXEMPTING PEACE OFFICERS FROM
LEGISLATIVE TRAINING MANDATES

Law enforcement agencies have expressed concern about recently enacted legislative training mandates that are redundant with training already provided their peace officers, e.g., Sexual Harassment and High Speed Vehicle Pursuits. This issue can apply to any existing or future training mandate. The repeat of training already completed training is costly to POST and law enforcement agencies.

Therefore, the below proposed legislation is recommended to address this problem:

Add Section 13519.9. Any law enforcement agency, whose peace officers are subject to legislative training requirements under this chapter, may deem a part or all of any training requirement as successfully completed based upon an evaluation of previously completed training. Agencies shall base their equivalency evaluations upon the guidelines established by the Commission on Peace Officer Standards and Training for content, length of training, recency of completion and documentation.

State of California

Department of Justice

M E M O R A N D U M

To : Legislative Review Committee Date: December 15, 1993

NORMAN C. BOEHM
Executive Director
From : Commission on Peace Officer Standards and Training

Subject : RESULTS OF SENATE SPECIAL COMMITTEE ON DEVELOPMENTAL
DISABILITIES AND MENTAL HEALTH

On December 8, 1993, the Senate Special Committee on Developmental Disabilities and Mental Health, chaired by Senator Dan McCorquodale, conducted a hearing on POST training: How Effective Is Training About Persons With Developmental and Mental Disabilities? The POST Executive Director was requested to testify on POST's training standards developed on handling persons with developmental disabilities and mental illness, the process for developing the requirements, frequency of training required, updating of training requirements, and how POST monitors and measures the effectiveness of the training. Attached is a copy of the testimony offered to the Committee.

Other questions asked of POST included efforts to document training effectiveness and whether POST would be receptive to legislation to mandate training on dealing with the traumatic brain injured and other specific forms of mental illness.

Others testifying before the Committee were mixed in their comments about the adequacy of law enforcement training. Some lauded the training while others questioned the length, comprehensiveness, and lack of reoccurring training requirements for this subject area. Several citizens recounted horror stories resulting from alleged inadequate training. The law enforcement agencies and officers involved in these situations were not present to provide their point of view.

One of the more revealing testimonies at this hearing was that law enforcement has unwittingly become not only the gate keeper for jails but also mental health treatment in California. The de-institutionalization of mentally ill persons has caused a tremendous increase of law enforcement activity involving the mentally ill. The lack of sufficient referral sources has compounded the problem for law enforcement but that greater training and coordination with mental health organizations is needed.

Although there appears to be no specific concerns about POST's current training requirements about handling the developmentally disabled and mentally ill, it seems probable that further related legislation will be introduced to mandate further training for law enforcement.

POST Advisory Committee Meeting
Wednesday, January 26, 1994
Westin South Coast Plaza
686 Anton Boulevard
Costa Mesa, California 92626-1988
(714) 540-2500

AGENDA

10:00 a.m.

- | | |
|---|-----------------|
| A. Call to Order | Chair |
| . Roll Call | |
| . Introductions | |
| . Announcements | |
| B. Approval of Minutes of November 4, 1993 Meeting | Chair |
| C. Update and Coordination of POST Funding and Information Dissemination Efforts (Who Has Been Doing What to Inform Legislators?) | Staff & Members |
| D. Review of Commission Meeting Agenda and Advisory Committee Comments | Staff |
| E. Demonstration of First Aid/CPR Interactive Courseware | Staff |
| F. Advisory Committee Member Reports | Members |
| G. Commission Liaison Committee Remarks | Commissioners |
| H. Old and New Business | Members |
| I. Adjournment | Chair |
| J. Next Meeting - April 20, 1994
Hotel Sainte Claire
San Jose | |

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting
November 2, 1993 - 3:00 p.m.
Waterfront Hilton Hotel
Huntington Beach, California

MINUTES**CALL TO ORDER**

The meeting was called to order at 3:00 p.m. by Vice-Chairman Charles Brobeck.

ROLL CALL OF ADVISORY COMMITTEE MEMBERS

Present: Charles Byrd, California State Sheriffs' Association
Charles Brobeck, California Police Chiefs' Association
Don Brown, California Organization of Police and Sheriffs
Jay Clark, California Association of Police Training Officers
Norman Cleaver, California Academy Directors' Association
Marie Danner, Public Member
Don Forkus, California Peace Officers' Association
Derald Hunt, California Association of Administration of Justice Educators
Ernest Leach, California Community Colleges
Alicia Powers, Women's Peace Officer Association
Judith Valles, Public Member

Absent: Joe Flannagan, Peace Officers' Research Association of California
Cecil Riley, California Specialized Law Enforcement

Commission Advisory Liaison Committee Members Present:

Marcel Leduc
Ron Lowenberg
Manuel Ortega

POST Staff Present:

Norman Boehm, Executive Director
Hal Snow, Assistant Executive Director
John Berner, Bureau Chief, Standards and Evaluation
Doug Thomas, Bureau Chief, Center for Leadership Development
Carol Ramsey, Executive Secretary

INTRODUCTIONS

Vice-Chairman Brobeck welcomed Charles Byrd, Sheriff, Siskiyou County, as the California State Sheriffs' Association representative on the Advisory Committee. Sheriff Byrd's term will expire in September 1996.

ANNOUNCEMENTS

Cois Byrd, Sheriff, Riverside County, our former Chairman has been appointed as Commissioner, representing the California State Sheriffs' Association.

Jack Healy, California Highway Patrol, has resigned his position on the POST Advisory Committee due to his new assignment to the Golden Gate Division of the CHP.

ELECTION OF OFFICERS FOR 1993/94 FY

Charles Brobeck was unanimously elected as Chairman of the POST Advisory Committee.

Judith Valles was unanimously elected as Vice-Chairman of the POST Advisory Committee.

APPROVAL OF MINUTES OF JULY 21, 1993 MEETING

The minutes of the July 21, 1993 meeting were approved as distributed.

FINANCIAL STATUS/ACTIVITIES PRESENTATION

Norm Boehm gave an overview on the financial status of POST and POST activities to gain support. Increased financial resources are necessary so that existing programs can continue and to meet emergency needs that come along. Law enforcement and others are encouraged to contact their legislators to let them know what we do and why we do it in order to gain their support.

STATUS OF EXECUTIVE TRAINING

Doug Thomas, Bureau Chief of the Center for Executive Development and Management, gave a report on the status of executive and management training with specific attention to the Command College.

POST recently received the 1993 FLETC Award for Excellence in Law Enforcement for Organizational Achievement which was for the POST Command College. Norm Boehm will be going to Washington, D.C. to receive this award from the Secretary of the Treasury Lloyd Benson in January which is ten years from the date of the first class of the Command College.

Don Forkus and others expressed compliments to the Center for Leadership Development.

ADVISORY COMMITTEE PROPOSAL TO FURTHER EXAMINE PHYSICAL ABILITIES REQUIREMENTS FOR PEACE OFFICERS

John Berner reported on the staff proposal to further examine and address officers' physical capabilities to be considered by the Commission at the November 4 meeting.

It is recommended that (1) POST establish a formal clearinghouse for California law enforcement agencies of information on existing programs. This information would be summarized and put into a publication that would be available to law enforcement; and (2) POST conduct a search of published literature on fitness and wellness programs both in law enforcement and private sector.

It was motioned, seconded and passed that consideration be given in support of these recommendations.

REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS

Staff reviewed the November 4, 1993 Commission agenda and responded to questions and discussion of the issues.

On Agenda Item "E" - Report on Feasibility of POST Reimbursing for Approved Field Training Programs, it was motioned, seconded and passed that this item be supported as written; however, the mechanism for reimbursing be revisited when it is ultimately considered for implementation.

ADVISORY COMMITTEE MEMBER REPORTS

California Organization of Police and Sheriffs - Don Brown reported that COPPS has been appointed as the official spokesman for the ATM Safety Program. COPS will be sending a copy of a video on this subject to each Advisory Committee member.

California Academy Directors' Association - Norm Cleaver reported that CADA is very supportive and appreciative of POST's current efforts to modify the Basic Course that will be considered by the Commission at this meeting.

California Association of Police Training Officers - Jay Clark reported that Art Basile, Center for Criminal Justice, California State University, Long Beach, is the new State President for CAPTO.

The Annual CAPTO Training Conference for 1993 was held at the Red Lion Hotel, San Diego, October 13-15, 1993, with approximately 110 members in attendance. Training courses were offered that meet POST requirements for Continuing Professional Credit. Jay expressed thanks to those in Training Delivery and Compliance at POST for assistance in helping get the certification process completed in this new arena.

Women's Peace Officers Association - Alicia Powers commented that Norm Boehm and his message about POST's financial challenges were very well received when he visited with the Women's Peace Officers Association recently.

California Peace Officers' Association - Don Forkus reported that the CPOA All Committee Workshop is scheduled to be held in La Jolla, November 14-17.

California Community Colleges - Dr. Ernest Leach gave a brief update on the report from the Commission on Innovation for Community Colleges.

California Association of Administration of Justice Educators - Derald Hunt reported that CAAJE held a Southern region workshop on October 22 and will hold a Northern region workshop on December 1 to fine tune the administration of justice core curriculum.

OLD/NEW BUSINESS

Norm Boehm presented Norm Cleaver with a certificate of recognition for his outstanding efforts in advocating and testifying on Senate Bill 460 of 1993 resulting in the exemption of public safety employees and volunteers from the \$50 semester/unit college fee.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 5:00 p.m.

Carol Ramsey
Executive Secretary



CITY OF HERCULES
111 CMC DRIVE, HERCULES, CA 94547
PHONE: 510 • 799 • 8200

December 22, 1993

Mary Landreth, President
Women's Peace Officer Association
3561 Legato Court
Pomona, CA 91766-0979

Dear Mary,

It is with great regret that I must submit my resignation as the POST representative.

As you can imagine, the responsibilities of a Chief require a significant commitment of time. As the POST representative, this has also required several days away from my duties for the city. While I had hoped to manage these conflicting demands until my term ended, I find that I cannot do justice to both obligations.

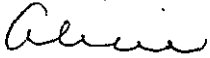
I would therefore ask that you find a replacement as soon as feasible. I realize this will create an inconvenience for you and I truly regret it. While I am willing to continue until a replacement can be named, I will not be able to attend the January POST Advisory Committee meeting. The following meeting should be in April. Please let me know if you will need me to attend this meeting.

By copy of this letter, I am notifying the Advisory Committee of this decision. I extend my apologies as well to POST, the Commission and the Advisory Committee for this untimely transition. However, I know I can count on the understanding and support of all involved.

I have genuinely enjoyed my tenure as your representative. The WPOA Board provides excellent role models for women in law enforcement. The Association leadership has consistently made me feel welcome. Certainly, working with the Advisory Committee and the Commission has been an opportunity not many in our profession are privileged to have and I most grateful to WPOA for giving me this trust. If I can assist in identifying a replacement, I will be happy to do so.

Thank you again for your support. I look forward to continuing our relationship as co-members of the Women's Peace Officers Association.

Sincerely,



Alicia Powers
Chief of Police
Hercules Police Department


P.S. Enclosed are minutes from the November Commission meeting and the November progress report.

cc: Hal Snow, POST
Chuck Brobeck, Advisory Committee Chair
Lynn Heywood, Executive Director WPOA

M E M O R A N D U M

To : POST Commissioners

Date: Dec. 24, 1993


NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: ATTORNEY GENERAL'S OPINION ON COMMISSION'S AUTHORITY TO
CANCEL CERTIFICATES

Last year the Commission asked for an Attorney General's Opinion regarding the Commission's authority to cancel professional certificates following conviction of certain felony crimes punished as misdemeanors. The opinion request was sought following requests by law enforcement labor union officials who objected to enabling regulations adopted by the Commission in July 1991.

The opinion has been received and a copy is enclosed. Essentially, the opinion appears to hold that POST is not empowered to cancel certificates for any and all misdemeanor convictions, but is empowered to cancel certificates following convictions that demonstrate moral unfitness.

The Commission has before it the opinion, the language of the opinion request, a letter from Cecil Riley asking the Commission to rescind its earlier action, and a response to Mr. Riley. The legalities still need to be understood, and we have asked counsel (Deputy Attorney General Vince Scally) to be at the meeting to address the matter.

Given current circumstances and pending legal clarification, the Commission may wish to consider initiating action to suspend implementation of the revocation procedures in question, should a case arise. This should allay concerns while legal clarifications are forthcoming. After that time, the Commission may wish to consider its role in officer certificates afresh with the appropriate input by those concerned and affected.

TO BE PUBLISHED IN THE OFFICIAL REPORTS

OFFICE OF THE ATTORNEY GENERAL
State of California

DANIEL E. LUNGREN
Attorney General

OPINION :
: No. 93-101
of :
: December 8, 1993
DANIEL E. LUNGREN :
Attorney General :
: :
ANTHONY S. Da VIGO :
Deputy Attorney General :
:

THE COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING has requested an opinion on the following questions:

1. May the Commission on Peace Officer Standards and Training adopt a regulation authorizing the withdrawal or cancellation of a valid certificate previously issued by it to a peace officer who has been convicted of, or entered a plea of guilty or nolo contendere to, an offense punishable in the discretion of the court by imprisonment in the state prison or by fine or imprisonment in the county jail, and (A) for which punishment has been imposed other than imprisonment in the state prison, or (B) for which probation was granted without imposition of sentence and at the time of granting probation, or thereafter upon the application of the defendant or probation officer, the court declared the offense to be a misdemeanor?

2. May the Commission on Peace Officer Standards and Training adopt a regulation authorizing the withdrawal or cancellation of a valid certificate previously issued by it to a peace officer who has been adjudicated by a court of competent jurisdiction as a person falling within the peace officer disqualification provisions of Government Code section 1029, subdivision (a)?

CONCLUSIONS

1. Without specificity regarding moral unfitness, the Commission on Peace Officer Standards and Training may not adopt a regulation authorizing the withdrawal or cancellation of a valid certificate previously issued by it to a peace officer who has been convicted of, or entered a plea of guilty or nolo contendere to, an offense punishable in the discretion of the court by imprisonment in the state prison or by fine or imprisonment in the county jail, and (A) for which punishment has been imposed other than imprisonment in the state prison, or (B) for which probation has been granted without imposition of sentence and at the time of granting probation, or thereafter upon application of the defendant or probation officer, the court declared the offense to be a misdemeanor.

2. The Commission on Peace Officer Standards and Training may adopt a regulation authorizing the withdrawal or cancellation of a valid certificate previously issued by it to a peace officer who has been adjudicated by a court of competent jurisdiction as a person falling within the peace officer disqualification provisions of Government Code section 1029, subdivision (a).

ANALYSIS

The Commission on Peace Officer Standards and Training ("commission") is part of the Department of Justice and is governed and administered pursuant to a detailed legislation scheme (Pen. Code, §§ 13500-13553).¹ Among its responsibilities pertinent to this analysis are those specified in section 13510:

"For the purpose of raising the level of competence of local law enforcement officers, the commission shall adopt, and may from time to time amend, rules establishing minimum standards relating to physical, mental, and moral fitness which shall govern the recruitment of . . . [designated peace officers], and shall adopt, and may from time to time amend, rules establishing minimum standards for training of . . . [designated peace officers] . . ."

Section 13510.1 provides additional responsibilities as follows:

"(a) The commission shall establish a certification program for peace officers"

¹Undesignated section references herein are to the Penal Code.

"(b) Basic, intermediate, advanced, supervisory, management, and executive certificates shall be established for the purpose of fostering professionalization, education, and experience necessary to adequately accomplish the general police service duties performed by peace officer[s]

"(c)(1) Certificates shall be awarded on the basis of a combination of training, education, experience, and other prerequisites, as determined by the commission.

".

"(e) Certificates remain the property of the commission and the commission shall have the power to cancel any certificate.

"(f) The commission shall cancel certificates issued to persons who have been convicted of, or entered a plea of guilty or nolo contendere to, a crime classified by statute or the Constitution as a felony."

Certain peace officers, including deputy sheriffs and police officers, are required to obtain a basic certificate issued by the commission as a condition of continued employment as a peace officer. (§ 832.4, subd. (a).)

The two inquiries presented are whether the commission may adopt a regulation authorizing the cancellation of a certificate previously issued by it to a peace officer (1) who has been convicted of an offense which is punishable as a felony or misdemeanor and (A) for which punishment as a misdemeanor is imposed or (B) for which probation is granted without imposition of sentence and which is declared a misdemeanor, or (2) who has been adjudicated as a person described in Government Code section 1029, subdivision (a). We conclude that the commission has the authority to adopt the regulation with respect to the latter situation but not the former.

1. Section 17 Felonies and Misdemeanors

Section 17 provides in pertinent part:

"(a) A felony is a crime which is punishable with death or by imprisonment in the state prison. Every other crime or public offense is a misdemeanor except those offenses that are classified as infractions.

"(b) When a crime is punishable, in the discretion of the court, by imprisonment in the state prison or by fine or imprisonment in the county jail, it is a misdemeanor for all purposes under the following circumstances:

"(1) After a judgment imposing a punishment other than imprisonment in the state prison.

".....

"(3) When the court grants probation to a defendant without imposition of sentence and at the time of granting probation, or on application of the defendant or probation officer thereafter, the court declares the offense to be a misdemeanor."

In 58 Ops.Cal.Atty.Gen. 886, 887 (1975) we explained that some crimes are both felonies and misdemeanors at different times under the terms of section 17:

"... except where a crime is specifically charged as a misdemeanor, the character of the crime which is punishable by either state prison or county jail, is determined by the punishment specified by the court. Penal Code section 17, as applied to a crime which is punishable either as a felony or as a misdemeanor, requires that the charge stand as a felony *for every purpose* up to judgment. *People v. Banks*, 53 Cal.2d 370, 381 (1959). Indeed, if it is adjudged a misdemeanor, it is deemed a misdemeanor for all purposes thereafter, but the judgment does not have a retroactive effect. *People v. Banks, supra, see also Doble v. Superior Court*, 197 Cal. 556, 576-577 (1925); *People v. Bozigian* 270 Cal.App.2d 373, 379 (1969)."

Hence, certain felonies become misdemeanors after judgment is imposed by a court.

The events described in subdivision (b)(1) and (b)(3) of section 17 occur after a finding of guilt by the court or upon a verdict, at which time the felony has become a misdemeanor. The primary issue to be resolved is whether in such circumstances the person has been "convicted of, or entered a plea of guilty or nolo contendere to . . . a felony" for purposes of section 13510.1, subdivision (f). If so, regardless of the fact that the offense may later become a misdemeanor, the commission would be required to cancel the person's peace officer certificate, as directed in subdivision (f).

The critical question is: at what point is a person "convicted" as specified in subdivision (f) of section 13510.1? In a comprehensive analysis, we have previously considered the nature of a "conviction" in the context of various laws providing for disqualification of or exclusion from public office. In 57 Ops.Cal.Atty.Gen. 374 (1974), it was concluded that a conviction consists of a verdict or finding of guilt by the court "followed by a judgment of the trial court upholding and implementing such verdict or finding." (Id., 383.) A conviction thus includes the imposition of judgment by the court.

The additional phrase "or entered a plea of guilty or nolo contendere to"² contained in subdivision (f) of section 13510.0 does not refer to the nature of the offense at the moment of the entry of the plea. Rather, it refers to the nature of the offense as ultimately determined by the court pursuant to section 17, subdivision (b)(1) or (b)(3). As we previously explained, "the character of the crime . . . is determined by the punishment specified by the court." (58 Ops.Cal.Atty.Gen., *supra*, at p. 887.) It would, of course, be wholly incongruous to treat differently those who have entered a plea of guilty as distinguished from those who have been convicted upon a finding of guilt by a court or jury.

Hence, in our view subdivision (b)(1) and (b)(3) of section 17 pertains exclusively to *misdemeanors* under the circumstances therein described and provides no basis for the cancellation of a certificate under the terms of subdivision (f) of section 13510.1 pertaining to *felony* convictions. (Cf. *People v. Hamilton* (1948) 33 Cal.2d 45, 50 [witness could not be impeached after conviction deemed a misdemeanor under section 17].)

Section 13510.1, subdivision (e), however, provides that ". . . the commission shall have the power to cancel any certificate." While subdivision (f) of the statute is mandatory, subdivision (e) is permissive. It remains to be determined, therefore, whether the commission *may* adopt a regulation authorizing the cancellation of the certificates of those who have been convicted of a misdemeanor within the description and circumstances of section 17, subdivision (b)(1) or (b)(3).

If subdivision (e) of section 13510.1 were construed literally to authorize the commission to "cancel any certificate" without regard to perceived legislative standards or guidelines, the statute would be subject to challenge as an unconstitutional delegation of legislative power. (See *Kugler v. Yocum* (1968) 69 Cal.2d 371, 375-377; 64 Ops.Cal.Atty.Gen. 503, 511-512 (1981).) However, a statute must be construed, if possible, in favor of its constitutional validity. (*In re Rodriguez* (1975) 14 Cal.3d 639, 651; 64 Ops.Cal.Atty.Gen. 894, 899 (1981).) A court will construe an enactment to give specific content to terms that might otherwise be unconstitutionally vague. (*Klarfeld v. State of California* (1983) 142 Cal.App.3d 541, 548; 66 Ops.Cal.Atty.Gen. 367, 368 (1983).) Accordingly, we shall first determine the existence of perceived legislative standards or guidelines, and then examine whether cancellation based solely upon a section 17, subdivision (b)(1) or (b)(3) misdemeanor violation would be justified under such standards or guidelines.

²The Latin phrase means "I will not contest it." The court is required to "ascertain whether the defendant completely understands that a plea of nolo contendere shall be considered the same as a plea of guilty . . ." (§ 1016.)

It may be suggested that subdivision (e) of section 13503 provides the requisite legislative standards, since it authorizes the commission "[t]o develop and implement programs to increase the effectiveness of law enforcement." However, we do not view this language as having any probative assistance inasmuch as the power to cancel a certificate does not appear to be a "program" as portended in section 13503.

Section 13510, authorizing the commission to adopt rules establishing minimum standards of physical, mental, and moral fitness for purposes of recruitment, does appear to provide sufficient legislative standards and is not irrelevant because of its specific reference to recruitment. The implication that persons falling below those minimum standards should not be initially employed as peace officers provides a reasonable basis for cancelling the certificate of any person who fails to maintain such standards.

Nevertheless, we cannot agree that every section 17, subdivision (b)(1) or (b)(3) misdemeanor conviction is a necessary indicator of unfitness without regard to the individual circumstances. We believe that the offense must be one involving moral turpitude demonstrating unfitness to be a peace officer (see *Call v. State Bar* (1955) 45 Cal.2d 104, 109; *In re Hallinar* (1954) 43 Cal.2d 243, 247-248), not merely involving "private" or other conduct which would not so demonstrate unfitness (see *Pettit v. State Board of Equalization* (1973) 10 Cal.3d 29, 34-35; *Morrison v. State Board of Equalization* (1969) 1 Cal.3d 214, 223; *Orloff v. Los Angeles Turf Club, Inc.* (1951) 36 Cal.2d 736, 741) sufficient to meet the legislative standards of section 13510.

We find no other purported statutory basis for the commission's regulation in question. Since we are asked generally and without specificity regarding moral unfitness, we conclude that the commission may not adopt a regulation authorizing the withdrawal or cancellation of a valid certificate previously issued by it to a peace officer who has been convicted of, or entered a plea of guilty or nolo contendere to, an offense punishable in the discretion of the court by imprisonment in the state prison or by fine or imprisonment in the county jail, and (A) for which punishment has been imposed other than imprisonment in the state prison, or (B) for which probation has been granted without imposition of sentence and at the time of granting probation, or thereafter upon application of the defendant or probation officer, the court declared the offense to be a misdemeanor.

2. Government Code Section 1029 Disqualifications

With regard to the second inquiry, Government Code section 1029 provides:

"Except as provided in subdivision (b), (c), or (d), each of the following persons is disqualified from holding office as a peace officer or being employed as a peace officer of the state, county, city, city and county

or other political subdivision, whether with or without compensation, and is disqualified from any office or employment by the state, county, city, city and county or other political subdivision, whether with or without compensation, which confers upon the holder or employee the powers and duties of a peace officer:

"(1) Any person who has been convicted of a felony in this state or any other state.

"(2) Any person who has been convicted of any offense in any other state which would have been a felony if committed in this state.

"(3) Any person who has been charged with a felony and adjudged by a superior court to be mentally incompetent

"(4) Any person who has been found not guilty by reason of insanity of any felony.

"(5) Any person who has been determined to be mentally disordered sex offender

"(6) Any person adjudged addicted or in danger of becoming addicted to narcotics, convicted, and committed to a state institution

"(b) Any person who has been convicted of a felony, other than a felony punishable by death, in this state or any other state, or who has been convicted of any offense in any other state which would have been a felony, other than a felony punishable by death, if committed in this state, and who demonstrates the ability to assist persons in programs of rehabilitation may hold office and be employed as a parole officer of the Department of Corrections or the Department of the Youth Authority, or as a probation officer in a county probation department, if he or she has been granted a full and unconditional pardon for the felony or offense of which he or she was convicted. Notwithstanding any other provision of law, the Department of Corrections or the Department of the Youth Authority, or a county probation department, may refuse to employ any such person regardless of his or her qualifications.

"(c) Nothing in this section shall be construed to limit or curtail the power or authority of any board of police commissioners, chief of police, sheriff, mayor, or other appointing authority to appoint, employ, or deputize any person as a peace officer in time of disaster caused by flood, fire, pestilence or similar public calamity, or to exercise any power conferred by

law to summon assistance in making arrests or preventing the commission of any criminal offense.

"(d) Nothing in this section shall be construed to prohibit any person from holding office or being employed as a superintendent, supervisor, or employee having custodial responsibilities in an institution operated by a probation department, if at the time of the person's hire a prior conviction of a felony was known to the person's employer, and the class of office for which the person was hired was not declared by law to be a class prohibited to persons convicted of a felony, but as a result of a change in classification, as provided by law, the new classification would prohibit employment of a person convicted of a felony."³

Besides the disqualifying provisions of subdivision (a) of section 1029, we note the minimum standards for peace officers contained in Government Code section 1031:

"Each class of public officers or employees declared by law to be peace officers shall meet all of the following minimum standards:

"(a) Be a citizen of the United States or a permanent resident alien who is eligible for and has applied for citizenship, except as provided in Section 2267 of the Vehicle Code.

"(b) Be at least 18 years of age.

"(c) Be fingerprinted for purposes of search of local, state, and national fingerprint files to disclose any criminal record.

"(d) Be of good moral character, as determined by a thorough background investigation.

"(e) Be a high school graduate, pass the General Education Development Test indicating high school graduation level, or have attained a two-year degree from a college or university accredited by the Western Association of Colleges and Universities; provided that this subdivision shall not apply to any public officer or employee who was employed, prior to the

³In accord with our interpretation of the term "convicted" as contained in section 13510.1, subdivision (f), a conviction for purposes of Government Code section 1029 encompasses a determination of guilt and judgment. Where "... a civil disability flows as a consequence of the conviction, the majority and better rule is that 'conviction' must include both the guilty verdict (or guilty plea) and a judgment entered upon such verdict or plea." (*Boyll v. State Personnel Board* (1983) 146 Cal.App.3d 1070, 1074.)

effective date of the amendment of this section made at the 1971 Regular Session of the Legislature, in any position declared by law prior to the effective date of such amendment to be peace officer positions.

"(f) Be found to be free from any physical, emotional, or mental condition which might adversely affect the exercise of the powers of a peace officer. Physical condition shall be evaluated by a licensed physician and surgeon. Emotional and mental condition shall be evaluated by a licensed physician and surgeon or by a licensed psychologist who has a doctoral degree in psychology and at least five years of postgraduate experience in the diagnosis and treatment of emotional and mental disorders.

"This section shall not be construed to preclude the adoption of additional or higher standards, including age."⁴

We believe that Government Code sections 1029 and 1031 provide a constitutionally adequate basis for guidance by the commission in the performance of its delegated power under section 13510.1, subdivision (e), to "cancel any certificate." Inasmuch as the regulation under consideration provides for a determination by a court of an individual's status which would constitute a disqualification, no issue arises concerning the exercise by the commission of judicial power.

Accordingly, in answer the second inquiry, we conclude that the commission may adopt a regulation authorizing the withdrawal or cancellation of a valid certificate previously issued to a peace officer who has been adjudicated by a court of competent jurisdiction as a person falling within the peace officer disqualification provisions of Government Code section 1029, subdivision (a).

* * * * *

⁴Vehicle Code section 2267 states:

"(a) No person shall be appointed as a member of the California Highway Patrol who is not a citizen of the United States.

"(b) A member of the patrol appointed prior to the effective date of this act who is not a United States citizen shall become a United States citizen at the earliest possible time. Inability or failure to comply with this subdivision shall result in termination of employment."

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

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December 10, 1992

Daniel E. Lungren, Esq.
Attorney General, State of California
Department of Justice
1515 K St., Suite 511
P.O. Box 944255
Sacramento, CA 94244-2550Re: Request for Formal Opinion

Dear Mr. Lungren:

The Commission on Peace Officer Standards and Training (POST) is requesting a formal opinion as to whether the Commission's July 18, 1991 enactment of regulations concerning certificate cancellation is within the Commission's legal authority. Specifically, this opinion request concerns:

Does POST have legal authority to enact regulations to cancel POST certificates possessed by peace officers who have been: (1) convicted of certain felonies but reduced to misdemeanors by virtue of sentence received pursuant to section 17(b)(1) or (3) of the Penal Code; or (2) adjudged by a superior court as meeting one of the peace officer disqualifications in section 1029 (a) of the Government Code.

The following is provided as background information. Section 13510.1 of the Penal Code requires the Commission to establish a described certification program for certain peace officers. Section 13510.1 (e) empowers the Commission to cancel any certificate awarded under the program. Section 13510.1 (f) requires the Commission to cancel certificates when recipients have been convicted of crimes classified as felonies.

Section 13510 of the Penal Code requires the Commission to adopt rules relating to the physical, mental, and moral fitness which shall govern the recruitment of specified peace officers. Section 13503 (e) empowers the Commission to develop and implement programs to increase the effectiveness of law enforcement.

Pursuant to its Regulation 1011, the Commission has for many years canceled certificates when the holders have been convicted of felony crimes. Following a public hearing on July 18, 1991, the Commission acted to expand its provisions for cancellation to include all peace officer disqualifications listed in Section 1029 (a) of the Government Code and the conviction of certain felony offenses reduced to misdemeanors pursuant to Section 17(b)(1) and (3).

Certain groups and individuals have questioned the Commission's authority to adopt those expanded provisions. Those expressed concerns prompted the Commission's request for opinion of the Attorney General.

To assist your office, the following information is supplied as attachments: (a) copy of the agenda item report and minutes for the July 18, 1991 Commission meeting; (b) copy of an opinion by the Legislative Counsel of California; (c) copy of informal legal advice from the Attorney General's Office; and (d) copy of the Commission's regulations.

If you have questions concerning this request, please call Hal Snow, Assistant Executive Director, at (916) 739-5333.

Sincerely,



NORMAN C. BOEHM
Executive Director

Attachments

M e m o r a n d u m

To : **HAL SNOW**
P.O.S.T.

JUL 26 8 51 AM '91

Date : July 24, 1991

File No.

Telephone: ATSS (8) 454-5468
(916) 324-5468

From : **VINCENT J. SCALLY, Associate**
Supervising Deputy Attorney General
Office of the Attorney General - Sacramento

Subject : **P.O.S.T. AUTHORITY TO ADOPT REGULATIONS PROVIDING FOR REVOCATION OF POST CERTIFICATES**

You have asked for comment upon the legislative counsel's advice concerning the commission's authority to adopt regulations "governing the on-going conduct of peace officers after certification by the commission." The counsel's advice arose in the context of proposed regulations to permit cancellation of certificates for convictions of felonies reduced to misdemeanors. The legislative counsel has concluded that the commission is unauthorized to adopt such regulations. In our view, the legislative counsel's analysis is incorrect and the commission does have the authority to adopt regulations which provide for cancellation of commission certificates based upon felony convictions reduced to misdemeanors.

The legislative counsel concluded that the commission does not have the authority to adopt regulations which regulate the on-going conduct of peace officers on the ground that the Penal Code sections creating the commission and setting forth the commission's purpose do not expressly or impliedly empower the commission to adopt such regulations. Interpreting the title of the Penal Code which provides for the creation of the commission, the legislative counsel concluded that the majority of the title relates to funding of the training of officers and delineation of training that the commission is required to provide and concludes that that purpose does not provide express or implied power to cancel certificates based upon the on-going conduct of peace officers. In the legislative counsel's view, to construe the language of sections authorizing the commission to cancel certificates "so broadly as to permit the commission to cancel a certificate of an officer on any grounds the commission determines desirable and to thereby implement an entire regulatory process for the on-going regulation and discipline of peace officers" would be an unlawful delegation of legislative authority.

In our view, the counsel's analysis proceeds from a faulty premise to a faulty conclusion. First, the counsel's analysis too narrowly construes the commission's purpose. While it is true that the commission's primary function is to fund the training of peace officers, it does so for a broader purpose: "to increase the effectiveness of

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law enforcement" and "for the purpose of raising the level of competence of local law enforcement officers" Penal Code sections 13503(e), 13510(a). Thus, the scope of the commission's implied authority must be viewed in relation to the commission's overall purpose, which is to increase the effectiveness of law enforcement and raise the level of competence of peace officers. In effectuating that purpose, the commission is required to adopt rules establishing minimum standards relating to, inter alia, moral fitness. Penal Code section 13510(a). Commission regulations which authorize the cancellation of certificates based upon felony convictions reduced to misdemeanors would reasonably be within the scope of the commission's purpose of increasing the effectiveness of law enforcement and raising the level of competence of local law enforcement officers and within the commission's authority to adopt rules establishing minimum standards relating to moral fitness.

Second, the legislative counsel's conclusion that the commission is unauthorized to "regulate the on-going conduct of peace officers" is directly contradicted by Penal Code section 13510.1(f), which requires the commission to cancel certificates issued to persons who have been convicted of a felony. That express authority to cancel certificates for convictions of a felony, which clearly is an instance of "on-going conduct," demonstrates that an aspect of the commission's purpose is to regulate such conduct. The legislative counsel fails to address this point in his analysis, except to say only that the commission's authority to cancel certificates based upon felony convictions is "simply in harmony with the other laws of this state." However, express authority to cancel certificates based upon felony convictions demonstrates that the power to regulate ongoing conduct of peace officers is not inimical to the commission's authority.

In conclusion, the legislative counsel's analysis of the commission's authority to cancel certificates because of felony convictions reduced to misdemeanors is erroneous for two reasons. First, it too narrowly construes the commission's purpose, which includes not only the funding and provision of training for peace officers but the broader purpose of increasing the effectiveness of law enforcement and raising the level of competence of local law enforcement officers. Thus, the commission should have the implied power to adopt regulations which fulfill that general purpose. Second, the counsel's conclusion that the commission has no authority to regulate the ongoing conduct of peace officers by cancelling certificates based upon convictions, ignores Penal Code section 13510.1(f), which expressly authorizes the commission to cancel certificates based upon felony convictions.

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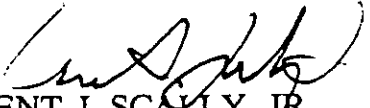
July 24, 1991

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If you have further questions regarding this matter please contact me.

DANIEL E. LUNGREN

Attorney General



VINCENT J. SCALLY, JR.

Deputy Attorney General

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July 18, 1991

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Honorable Willie L. Brown, Jr.
 219 State Capitol

Commission on Peace Officers Standards and Training - #20351

Dear Mr. Brown:

You have asked us to discuss whether the Commission on Peace Officer Standards and Training (hereafter "commission") is authorized to adopt regulations governing the ongoing conduct of peace officers after certification by the commission.

The commission was established by Title 4 (commencing with Section 13500) of Part 4 of the Penal Code¹ (hereafter "title") and given specified powers to carry out its duties and responsibilities (Sec. 13503). Among the powers conferred by Section 13503 on the commission are the following powers:

"13503. * * *

"(d) To cooperate with and to secure the cooperation of county, city, city and county, and other local law enforcement agencies in investigating any matter within the scope of its duties and responsibilities, and in performing its other functions;

"(e) To develop and implement programs to increase the effectiveness of law enforcement and when such programs involve training and education courses to cooperate with and secure the cooperation of state-level officers, agencies, and

¹ All further section references are, unless otherwise stated, to the Penal Code.

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bodies having jurisdiction over systems of public higher education in continuing the development of college-level training and education programs;

* * *

"(g) To do any and all things necessary or convenient to enable it fully and adequately to perform its duties and to exercise the power granted to it." (Emphasis added.)

Thus, the commission has been given the express power to develop and implement programs to increase the effectiveness of law enforcement and to investigate matters within the commission's responsibilities.

Subdivision (a) of Section 13510, further provides, in pertinent part, as follows:

"13510. (a) For the purpose of raising the level of competence of local law enforcement officers, the commission shall adopt, and may from time to time amend, rules establishing minimum standards relating to physical, mental, and moral fitness which shall govern the recruitment of any city police officers, peace officer members of a county sheriff's office, marshals or deputy marshals of a municipal court, reserve officers, ... in any city, county, city and county, or district receiving state aid pursuant to this chapter, and shall adopt, and may from time to time amend, rules establishing minimum standards for training of city police officers, peace officer members of county sheriff's offices, marshals or deputy marshals of a municipal court, reserve officers, ..., which shall apply to those cities, counties, cities and counties, and districts receiving state aid pursuant to this chapter" (Emphasis added.)

Thus, the commission is required to adopt rules establishing minimum standards relating to physical, mental, and moral fitness with respect to recruitment and to adopt rules establishing minimum training standards for specified peace officers in local governments (Secs. 13510). These minimum recruitment and training standards apply only to local governments receiving state financial aid in the training of peace officers (subd. (a), Sec. 15510 and Sec. 13522). Hence, in our view, the commission's authorization is to develop standardized training programs and recruitment standards. There is nothing in the

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commission's authorization that indicates the commission is required or has the authority to adopt regulations governing the ongoing conduct of peace officers. ←

An administrative agency must act within the powers conferred upon it by law and may not validly act in excess of those powers (City and County of San Francisco v. Padilla, 23 Cal. App. 3d 388, 400). An agency has no powers other than those conferred on it, expressly or impliedly, by the legislation creating it (Id.). An express grant of powers will be deemed to include other powers as are necessarily or reasonably incident to the powers granted (California Drive-In Restaurant Assn. v. Clark, 22 Cal. 2d 287, 302, 303). Powers may be inferred as a necessary means of accomplishing the end sought by legislation (Laurelle v. Bush, 17 Cal. App. 409, 415-416), as indispensable to the successful functioning of the agency in the manner provided by statute (Shoults v. Alderson, 55 Cal. App. 527), or as necessary for the efficient exercise of the powers expressly granted (Lewis v. Colgan, 115 Cal. 529, 534). The doctrine of implied powers, however, is not without limitations. It cannot be invoked where the grant of express powers clearly excludes the exercise of others, or where the claimed power is incompatible with, or outside the scope of, the express power (Blatz Brewing Co. v. Collins, 69 Cal. App. 2d 639).

↓ As we have discussed, Title 4 giving the commission its powers, does not expressly authorize the commission to regulate the ongoing conduct of peace officers. The commission is required to establish a certification program for certain peace officers and for the California Highway Patrol (subd. (a), Sec. 13510.1). The certificates are "awarded on the basis of a combination of training, education, experience, and other prerequisites, as determined by the commission" (Subd. (c), Sec. 13510.1). Certain peace officers, including deputy sheriffs and police officers, are required to obtain a basic certificate issued by the commission as a condition of continued employment as a peace officer (subd. (a), Sec. 832.4).

While the commission is not expressly authorized to regulate the conduct of peace officers, the commission is authorized to cancel a peace officer's certificate (subd. (e), Sec. 13510.1) and is explicitly required to cancel the certificate of a peace officer who has been convicted of, or entered a plea of guilty or nolo contendere to, a felony (subd. (f), Sec. 13510.1). In addition, the commission, pursuant to its power to adopt regulations (Sec. 13506), has provided that certificates may be canceled on two other grounds. First, the certificate of a peace officer may be canceled if "the certificate was obtained through misrepresentation or fraud" and second, the certificate may be canceled if "[t]he certificate was issued due to administrative

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error" (subd. (b), Sec. 1011, Title 11, Cal. Code Regs.). In our view, the commission has sufficient statutory authority to cancel a certificate for fraud or misrepresentation in that the commission has the general authority to cancel a certificate and Section 13510.2 provides that obtaining a certificate through misrepresentation or fraud is a misdemeanor (subd. (c), Sec. 13510.2). With respect to the cancellation of the certificate in the event of a felony conviction, Section 1029 of the Government Code prohibits any person from serving as a peace officer in this state who has been convicted of a felony. Thus, subdivision (f) of Section 13510.1 requiring cancellation of the certificate upon a felony conviction is simply in harmony with the other laws of this state.

It might be contended that the commission's power to regulate the ongoing conduct of peace officers, although not explicit, may be implied from the commission's authority to cancel a peace officer's certificate. However, it has long been recognized by the courts that an administrative agency may not exercise its rule-making power so as to alter, extend, limit, or enlarge the provisions of the legislative act which is being administered (First Industrial Loan Co. v. Daugherty, 26 Cal. 2d 545, 550, 556; Whitcomb Hotel, Inc. v. California Employment Commission, 24 Cal. 2d 753, 757, 759), or to exceed the scope of its authority and act contrary to the statute which is the source of its power (California Emp. Com. v. Kovacevich, 27 Cal. 2d 546, 553). Rules and regulations in conflict with the authorizing statute are void (Odde v. Hadde, 101 Cal. App. 2d 375, 388).

The commission was created "to provide funding and training to local 'front-line' peace officers and agencies" (Third reading analysis, Assembly Bill No. 2306, as amended 6-14-90 of the 1989-90 Regular Session) and the majority of the title relates to funding the training of officers and a delineation of training that the commission is required to provide, such as training in child abuse and domestic violence cases (Secs. 13517 and 13519). We think the power to cancel a certificate must be construed in the context of the entire title and as we have discussed, there is no other provision granting the commission the authority to act as a regulatory body over peace officers. To construe the language of subdivision (e) of Section 13510.1 so broadly as to permit the commission to cancel the certificate of an officer on any grounds the commission determines desirable and to thereby implement an entire regulatory process for the ongoing regulation and discipline of peace officers would, in our view, raise serious constitutional questions as an unlawful delegation of legislative authority (Sec. 3, Art. III, Calif. Const.). It is well settled that "an attempted delegation of power to an administrative board, where no standards are established by which the board shall be governed in its actions is in effect an attempted delegation to

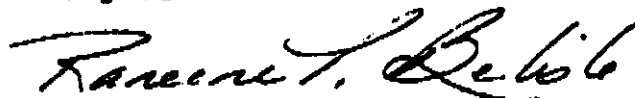
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→ such board of the power to enact a law [citations omitted] (Mitchell v. Morris, 94 Cal. App. 2d 446, 448). If the contention that the commission's authority to cancel a certificate on grounds not otherwise prohibited in the title was sustained, a strong argument could be made that subdivision (e) of Section 13510.1 constitutes an unlawful delegation of legislative authority. Under rules of statutory construction, a statute should be construed whenever possible so as to preserve its constitutionality (Dyna-Med, Inc. v. Fair Employment and Housing Com., 43 Cal. 3d 1379, 1387).

Hence, it is our opinion that the Commission on Peace Officer Standards and Training is not authorized to adopt regulations governing the ongoing conduct of peace officers after certification by the commission except for any ongoing peace officer training standards.

Very truly yours,

Bion M. Gregory
Legislative Counsel



By
Raneene P. Belisle
Deputy Legislative Counsel

RPS:jj



California Coalition of Law Enforcement Association
2029 H Street
Sacramento, CA 95814
(916) 447-5262

December 15, 1993

Sherman Block, Chairman
Commission on Peace Officer Standards and Training
1601 Alhambra Blvd
Sacramento, CA 95816

Dear Mr. Block:


The California Coalition of Law Enforcement Association (CCLEA), on behalf of its member organizations representing the majority of California's peace officers, requests that the issue of the regulation for revocation of POST Certificates for misdemeanor convictions be placed on the Commission's Agenda for the January 1994 meeting.

Enclosed is a copy of an opinion issued by the Honorable Dan Lungren, Attorney General of California, pertaining to that regulation. This opinion agrees with that issued by the Legislative Counsel prior to adoption of the regulation.

CCLEA feels that in light of this opinion, the Commission should repeal this regulation in the best interest of all law enforcement.

Please contact me should you have any questions.

Very truly yours,


Cecil E. Riley
President
CCLEA

enclosure

cc: Members, CCLEA

CER/ks

Representing California Peace Officers

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

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December 31, 1994

Cecil E. Riley
President
California Coalition of Law Enforcement Association
2029 H Street
Sacramento, CA 95814

Dear Cecil:

This is in response to your letter to Chairman Block concerning the recent Attorney General's Opinion relating to certificate cancellation.

As you know, the Commission has in the past considered its regulations on certificate cancellation and thus far has elected to retain them. Commissioners have not yet considered the Attorney General's Opinion and its implications.

Our agenda for the January 1994 meeting is now being finalized, and we are awaiting clarifications from the Attorney General's Office regarding aspects of the Opinion. Pending those clarifications, we are not able to complete an analysis for the Commission. The Commission's options will include suspending use of the additional revocation regulation until the legal status is fully understood.

We have included your letter of request on the agenda under correspondence.

Please contact me if you wish to discuss or if there are any questions.

Sincerely,


NORMAN C. BOEHM
Executive Director

