

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**COMMISSION MEETING AGENDA**

July 18, 1996 - 10:00 A.M.

Hyatt Regency Irvine

Salon E

17900 Jamboree Boulevard

Irvine, CA

(714) 975-1234

**AGENDA**

*Commissioners will notice a change in the agenda format. Formerly, the agenda was organized by POST bureaus making their reports. The new format clusters agenda items according to the strategic directions set forth in the strategic plan. This is done with the idea of focusing both policy and administrative attention on these directions.*

**CALL TO ORDER****FLAG SALUTE****MOMENT OF SILENCE HONORING PEACE OFFICERS KILLED IN THE LINE OF DUTY**

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

- o Officer David W. Manning, California Highway Patrol, Bakersfield
- o Officer Daniel Fraembs, Pomona Police Department
- o Officer Terry L. Fincher, Brea Police Department

**ROLL CALL OF COMMISSION MEMBERS****INTRODUCTIONS****RECOGNITION OF ADVISORY COMMITTEE MEMBERS PRESENT****HONORING COMMISSIONER DEVALLIS RUTLEDGE - CHAIRMAN APRIL 1995 TO APRIL 1996**

## APPROVAL OF MINUTES

- A. Approval of the minutes of the April 18, 1996 regular Commission meeting at the Holiday Inn in Fresno.

## CONSENT CALENDAR

### B.1 Receiving Course Certification Report

Since the April meeting, there have been 103 new certifications, 55 decertifications, and 98 modifications.

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

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

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

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

The Secretary of State, Office of Investigations, and the California State Department of Developmental Services' Police have met the Commission's requirements and have been accepted into the POST Specialized (Non-Reimbursable) Program. In approving the Consent Calendar, your Honorable Commission receives the report.

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

Procedures provide that agencies that have expressed willingness to abide by POST Regulations and have passed ordinances as required by Penal Code Section 13522 may enter into the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525.

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

- o Jackson Police Department
- o Stockton Unified School District Police Department
- o Santa Barbara Police Department
- o Crescent City Police Department

B.5 Approving Resolutions Commending Strategic Planning Steering Committee Members

In approving the Consent Calendar, your Honorable Commission adopts Resolutions commending the following Strategic Planning Steering Committee members for their outstanding service to POST in completing a strategic plan for POST:

- o Steven D'Arcy, Undersheriff, Placer County Sheriff's Department
- o Joe De Ladurantey, Chief, Torrance Police Department
- o Norman Hicks, Sheriff, Monterey County Sheriff's Department
- o Skip Murphy, Lieutenant, San Diego County Sheriff's Department
- o Robert Norman, Chief, Foster City Police Department
- o Jerry Shadinger, Sheriff, Colusa County Sheriff's Department
- o Joe Surges, Contra Costa County Sheriff's Department
- o Woody Williams, Deputy Chief, San Bernardino County Sheriff's Department

C. Strategic Planning Steering Committee - Recognizing the Work of Holly McDonald in Strategic Plan Development

Robert Norman, Chairman of the former Strategic Planning Steering Committee, will make a presentation to Bureau Chief Holly McDonald in appreciation for her work in development of the strategic plan.

**STANDARDS AND COMPETENCY**

D. Report and Recommendation to Adopt Changes to Regular Basic Course Training Specifications Using the Notice of Proposed Action Process  
(Bureau Chief Everitt Johnson)

As part of an ongoing review of Regular Basic Course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, compliance with legislatively mandated subject matter, changes in the law, or to improve student testing and evaluation.

Proposed changes to the training specifications for Learning Domains #7, #8, #20, #28, and #29 impact one or more of the domain elements:

o Learning Domain #7 (Crimes Against Persons)

It is proposed that topics which require instruction on the elements of Gross Vehicular Manslaughter While Intoxicated (191.5 PC) and Terrorist Threats (422 PC) be added to the domain.

o Learning Domain #8 (General Criminal Statutes)

It is proposed that a topic requiring instruction on the elements of Loitering for the Purpose of Engaging in an Act of Prostitution (653.22 PC) be added to the domain. Minor modifications to existing goals are proposed for accuracy and clarity.

o Learning Domain #20 (Use of Force)

The proposed modifications continue the trend of providing more explicit instructional goals. It is proposed that the goal that incorporates the concept of reasonable force and the importance of training in coping with dangerous situations be split into two clearly stated instructional goals. Language is proposed that will add detail to the testing requirement and ensure that the student is tested under conditions that simulate physical and mental stress. It is also proposed that the learning activity currently required in the specification be expanded and enhanced to provide more detail and specificity to support the scenario test modification.

o Learning Domain #28 (Traffic Enforcement)

The proposed modification to the instructional goals expands existing goals to require the student to develop the ability to visually recognize commonly enforced traffic laws. Modification is consistent with the testing requirement in the domain that requires the student to identify common violations and correlate the violation to the appropriate Vehicle Code Section.

o Learning Domain #29 (Traffic Accident Investigation)

The proposed changes to this domain would provide additional instructional goals and enhance existing goals by providing more detail and clarity. The required topics are proposed to be modified and enhanced to specifically define the intent of instruction to both the student and instructor. Test specifications are proposed for the required exercise test which more effectively outline the testing standard and require the student to demonstrate requisite knowledge and skill to investigate a traffic collision. The addition of a learning activity that reenforces the instruction is also proposed.

Staff recommends that the proposed curriculum changes be adopted pursuant to the Administrative Procedures Act by using the Notice of Proposed Action Process.

If the Commission concurs, the appropriate action would be a MOTION to approve the curriculum changes as described in the staff report. If no one requests a public hearing, the changes would go into effect September 1, 1996, subject to approval of the Office of Administrative Law as to form and procedure.



E. Report and Recommendation to Revise Commission Procedure 1001, Regulation 1080 and Commission Procedure D-1 to Prohibit Cheating in P. C 832 and Basic Training Courses (Bureau Chief Holly McDonald)

Currently, neither Commission Regulations nor Commission Procedures define cheating, prohibit cheating, or require sanctions against students caught cheating while attending POST-certified training programs.

POST academy directors have reported an escalation in cheating incidents in basic training courses. Prospective peace officers and public safety dispatchers must understand, from the outset of their careers, that integrity is a job requirement in law enforcement. For this reason, it is critical that ethical behavior be reinforced throughout entry-level, mandated training courses for peace officers and dispatchers.

It is proposed that Commission Regulation 1001 be modified to define cheating and that Regulation 1055 be amended to prohibit cheating in entry-level, mandated training courses; require sanctions for students caught cheating; and ensure course presenters afford procedural due process to students prior to imposing discipline. Minor, non-substantive changes to Regulation 1081 and Commission Procedure D-1 are also proposed for purposes of clarity.

This regulatory action will help to ensure the development and practice of ethical behavior by students attending entry-level, mandated training courses, provide students fair and equitable test environments, and maintain the integrity of minimum training standards for peace officers and public safety dispatchers.

If the Commission concurs, the appropriate action would be a MOTION to approve, subject to the results of the Notice of Proposed Regulatory Action process, the changes to Commission Regulations and Procedure as set forth in the report. If approved, changes would go into effect January 1, 1997, subject to approval of the Office of Administrative Law.

F. Report and Recommendation to Adopt Proposed Changes to the Regular Basic Course Performance Objectives (Bureau Chief John Berner)

The report under this tab describes proposed changes to the performance objectives in Learning Domains #6, #7, #8, #20, #25, #28 and #29:

o Learning Domain #6 (Property Crimes)

The proposed changes to this domain would modify nine performance objectives without changing their original intent. One objective would be modified by removing references to Penal Code Sections 484d through 484j, which refer to unlawful use of access cards - a crime which patrol officers do not typically investigate. Other

changes consist of adding the penal code section that provides the punishment for a crime and/or making minor wording changes to improve clarity and consistency.

o Learning Domain #7 (Crimes Against the Persons)

The proposed changes to this domain would add a performance objective on Terrorist Threats, and make minor wording changes to six other objectives.

o Learning Domain #8 (General Criminal Statutes)

The proposed changes to this domain would modify one performance objective (3.22.2) to reflect changes made to Penal Code Section 647.

o Learning Domain #20 (Use of Force)

The proposed change to this domain would modify one performance objective (7.4.1) to specify the knowledge, skills, and abilities that students must demonstrate during use-of-force simulations. This change reflects a corresponding change to *Training Specifications for the Regular Basic Course - 1995*, as described in a previous agenda item.

o Learning Domain #25 (Domestic Violence)

The proposed changes to this domain would modify one objective (8.47.13a) to correct an error in the definition of domestic dispute.

o Learning Domain #28 (Traffic Enforcement)

The proposed changes to this domain would modify 12 knowledge objectives and one exercise objective. Ten of the knowledge objectives would be modified to include the specific traffic violations that students must identify, one (9.2.1) would be modified to require students to know the definition of two additional terms, and the last (9.4.18) would be modified to improve clarity. The exercise objective (9.5.4) would be modified to require students to specify those aspects of a field sobriety test that students must be able to demonstrate. This change reflects a corresponding change to the *Training Specifications for the Regular Basic Course - 1995* as described in a previous agenda item.

o Learning Domain #29 (Traffic Accident Investigation)

The proposed changes to this domain would combine three existing exercise objectives (9.14.1, 9.14.8, 9.14.9) into one new exercise objective (9.14.10) to increase testing efficiency. These changes reflect corresponding changes to the

*Training Specifications for the Regular Basic Course - 1995* as described in a previous agenda item.

The details of all proposed changes to the performance objectives are described in the full agenda report, and have been approved by the Consortium of Basic Academy Directors.

If the Commission concurs, the appropriate action would be a MOTION to adopt the recommended changes to the Regular Basic Course performance objectives effective for all academy classes that begin on or after October 1, 1996.

G. Proposed Changes to the Basic Academy Physical Conditioning and Testing Program as Specified in the *Basic Academy Physical Conditioning Manual - 1990*  
(Bureau Chief John Berner)

Pursuant to POST Regulation 1005 and Commission Procedure D-1-3, all graduates of a Regular Basic Course and a Reserve Module D Course must satisfactorily complete a POST-prescribed physical conditioning program and pass a POST-developed physical abilities test battery as described in the *Basic Academy Physical Conditioning Manual - 1990*.

As delineated in the manual, the current minimum program requirements for the conditioning program specify that a minimum of 36 one-hour exercise sessions must be conducted within 12 to 14 weeks consecutive weeks, and that no fewer than two sessions be conducted each week. Deviations from these requirements are not permitted.

Two changes are recommended with reference to these requirements. The first would decrease the minimum time period within which the required 36 exercise sessions must be conducted from 12 to 10 consecutive weeks, and is necessary to accommodate the new delivery format for the Regular Basic Course (i.e., Transition Program Pilot Format). The required physical conditioning program is contained within part 2 of this delivery format, and the minimum length of part 2 is 430 hours (i.e., less than 11 weeks).

The second change would permit modifications to the minimum program requirements upon advance approval by POST. This change is needed, in major part, to accommodate extended format academies which meet no more than twice a week and thus are not able to conduct the required 36 sessions within the maximum of 14 consecutive weeks. This change is requested with the understanding that staff will not approve program modifications that would preclude meaningful improvements in physical conditioning, nor will staff grant an academy authority to conduct fewer than 36 one-hour sessions.

As described in the full agenda report, numerous other changes that are intended to update and improve the manual are also proposed. These changes will have negligible, if any, impact on the conditioning and testing programs per se. All such changes are shown in an underline-strikeout version of the updated manual, which is attached to the report.

Because the manual is referenced in Commission Regulations and Procedures, all changes to the manual must be adopted pursuant to the Administrative Procedures Act. It is recommended that the Notice of Proposed Action Process be used.

All recommended changes to the manual have been endorsed by the consortium of academy directors and coordinators.

If the Commission concurs, the appropriate action would be a MOTION to approve the proposed changes to the *Basic Academy Physical Conditioning Manual - 1990*, and the required corresponding changes to Commission Regulation 1005 and Commission Procedure D-1-3, subject to the Notice of Proposed Action. If no one requests a public hearing, the changes would go into effect January 1, 1997 subject to approval by the Office of Administrative law as to form and procedure.

H. Request for Authority to Contract for a Special Consultant Dedicated to the Study and Coordination of a Statewide Field Training Program (Bureau Chief Everitt Johnson)

The report under this tab seeks Commission approval to contract for the services of a Special Consultant (Management Fellow) to facilitate the study development and coordination of a Statewide Field Training Program. Specifically, the consultant will conduct research and provide recommendations for mandating FTO Field Training and linking the Basic Course more closely to the FTO Program, and updating POST Field Training publications.

A prevalent theme voiced by law enforcement practitioners and training providers is that the Academy Basic Course program should more directly prepare the peace officer trainee for transition into the Field Training Program, and that the Field Training Officer (FTO) program should be standardized and more closely blended with the basic course. Also, the Academy and FTO programs should be integrated so basic training becomes a coherent continuum from the academy through the FTO program. Most recently, the Strategic Plan calls for measures to ensure consistency between academy curriculum and field training programs, as well as a recommendation to establish linkage between academy curriculum and field training.

The FTO Program is not now mandated for regular peace officers; however, where used it serves as an integral building block in developing basic training graduates into fully competent law enforcement officers. Several task forces and committees, including a POST Ad Hoc FTO committee, believe the field training program should be a mandatory part of basic training. A lot of work would need to go into developing and designing the content, instructional methodologies, and evaluating systems required to mandate an FTO program. Existing staff resources are not sufficient to permit research and review of this program without seriously hampering other work and services. The appointment of a special consultant would allow this necessary and important work to begin and ensure that the project is started by a competent practitioner.

If the Commission concurs, the appropriate MOTION would be to authorize the Executive Director to sign a contract with a governmental agency for a special consultant to study and coordinate development of the Field Training Program with the length of the contract not to exceed one year and the cost not to exceed \$120,000.

## MAXIMIZING TRAINING DELIVERY

### I. Proposal for Adoption of Amended Regulations to Allow Abbreviated Format Module D Course Presentations (Bureau Chief Everitt Johnson)

In July 1995 the Commission approved the Reserve Module D Course pursuant to legislation requiring POST to offer a bridging course to enable reserve officers to satisfy requirements of the Regular Basic Course without unnecessary repetition of previous reserve training. This is a 442-hour course designed to include all basic course content not included in the 222 hours of Level I reserve training course Modules A, B, and C.

Many reserve officers have completed Level I reserve courses that significantly exceed the minimum 222 hours. Currently, there are twelve presenters of the module A,B,C course whose presentations average 300 hours. The Los Angeles County Sheriff's Department (LASD) has requested approval to present a Module D course of less than 442 hours for their reserves who have completed LASD Level I reserve Modules A,B,C courses that average 410 hours.

Modification of Commission Procedure D-1 is proposed to provide that a Module D Course may be presented in an abbreviated format of fewer hours than specified in *Training Specifications for Reserve Training Module D - 1995*. The training presenter must demonstrate to POST's satisfaction that the hours in Module D can be reduced because the presenter's previous Modules A, B and C included required topics and hours, learning activities, scenarios, or exercises. All students admitted to an abbreviated Module D course must have previously satisfied the omitted Module D requirements in their Module A, B, and C training.

Staff is concerned with the complexity and feasibility of evaluating previous reserve training and therefore recommends that the abbreviated Module D formats be approved on a pilot basis only with a final report scheduled next year.

If the Commission believes these modifications are appropriate, a MOTION to approve, subject to the Notice of Proposed Action, modification of Commission Procedure D-1 to allow academy presenters to present the Module D Course in abbreviated formats that satisfy the Regular Basic Course would be in order with the understanding that the first year's experience would be as a pilot program with a report back to the Commission in April 1998. If no one requests a Public Hearing, the changes would go into effect January 1, 1997 subject to approval of the Office of Administrative Law.

J. Request for Authority to Contract for a Special Consultant Dedicated to Study and Recommend Improvement in the POST Reserve Training Program  
(Bureau Chief Everitt Johnson)

Penal Code Section 832.6, amended January 1, 1995, required POST to develop an interim bridging course for incumbent reserves who voluntarily wish to meet the Regular Basic Course requirement in lieu of attending the full course. The Commission adopted Module D (442 hours) as a method to allow existing Level I reserves who have completed the minimum 222 hours to satisfy the basic course training standard. The development of Module D involved the analysis of the existing curriculum in Modules A, B, and C and the assignment of topics to Module D while avoiding unnecessary redundancy. The Regular Basic Course minimum hourly requirements were integrated into the course, making it lengthy and difficult to present.

To fully comply with the requirements of Penal Code Section 832.6, POST is required to integrate the components of the Regular Basic Course into a modularized reserve training system. The creation of a modular design will require a resequencing of the content of the Regular Basic Course into reserve training modules that are designed to meet the training needs of each level. Further, the existing modules were never modified to contain the components of the Regular Basic Course training specifications and therefore do not include current instructional goals, required topics, tests and mandated hours. The redesign of a modular basic course will require extensive research to integrate the basic course components into the reserve training system. In addition, a long-standing need to reexamine the training requirements for reserve levels II and III would logically occur as a part of the restructuring of the reserve modules.

One is mindful that Modules A, B, C and D comprise yet another format for delivery of the POST Basic Course. The issues for POST and the field created by these requirements and the practicalities of training and sustaining reserve forces weigh in favor of a comprehensive look at the entire reserve issue.

The recommendation is for authority to appoint a special consultant (Management Fellow) to assist in carrying out the necessary research and providing recommendations for improving the reserve training program and attendant issues. The special consultant would be employed by a governmental agency with salary and benefits paid by POST.

If the Commission concurs, the appropriate MOTION would be to authorize the Executive Director to sign a contract with a governmental agency for a special consultant to study and recommend improvements in the POST Reserve Training Program with the length of the contract not to exceed one year and the cost not to exceed \$120,000.

K. Report on Executive Monitoring of Certified Courses and Recommendation to Continue the Program (Bureau Chief Otto Saltenberger)

At its November 1993 meeting, the Commission authorized funding for a pilot project relating to "on-site" monitoring of POST certified courses. After obtaining extensive feedback from a variety of sources, staff designed program framework where law enforcement executives visited selected POST courses to determine the degree to which each course met current legal standards, addressed management and public expectations, consistently reflected professional values, incorporated appropriate field tactics, and were sensitive to cultural and gender issues. The process was pilot tested between April of 1995 and March of 1996 with 10 different monitors visiting a total of 16 courses. Based on the extremely positive feedback received from monitors and presenters alike, it is proposed to formally implement this program as a regular course evaluation activity.

If the Commission concurs, the appropriate action would be a MOTION to continue the program.

L. Report on the Study for the Master Instructor Development Program (MIDP) and Tuition Recommendation (Bureau Chief Otto Saltenberger)

The Master Instructor Development Program (MIDP) is a comprehensive year-long training and development experience which brings pre-screened veteran instructors to a mastery level in a variety of training-specific dimensions such as instructional design, adult learning concepts, group facilitation skills, instructional technology research, and active mentoring of peer trainers. The program consists of 25 total workshop days sequenced over five sessions. Among the course requirements is the development of an instructor-level training program and associated total training materials package which must address a justified training need. The cost of the full program is approximately \$5604 per student; however, there is currently no tuition requirement.

The Commission cannot legally distribute funds for training persons who are not in the POST program unless the expenditure can be justified on the basis of its direct benefit to the POST program. This item proposes that the Commission continue to permit the inclusion of non-reimbursable students without a tuition charge on the basis of their justified benefit to POST which covers most students. The report also proposes that a tuition amount be established for students from non-reimbursable entities who do not directly support POST training, but who may be allowed to attend the program on a space-available basis.

If the Commission concurs, the appropriate action would be a MOTION to continue to permit the inclusion of non-reimbursable students without a tuition charge and to

establish a tuition amount (\$5604) for students from non-reimbursable entities who do not directly support POST training but may attend on a space-available basis.

M. Report on the Results of the IVD/Telecourse Analysis Project  
(Bureau Chief Ken Whitman)

At its January 1996 meeting, the Commission directed staff to conduct an analysis of the POST IVD and satellite distance learning programs. The purpose of the analysis was to determine the extent to which the IVD and satellite distance learning programs have been implemented in order to determine ways that POST could best support these programs. The project focused on the IVD program since, unlike the satellite program, no formal survey had been previously conducted. Information was gathered through a questionnaire sent to all the agencies and through a series of focus group meetings. Of the 417 agencies that have IVD systems reimbursed by POST, 90% responded to the questionnaire.

The analysis found that the implementation of the IVD program is well under way but is far from completed. Agencies are beginning to use the two available IVD courses (*Law Enforcement Driver Training* and *Law Enforcement First Aid/CPR*). Some agencies have been very successful, realizing savings through reduced costs and decreased training time as well as seeing increased learning from using interactive technology. A large number of agencies, though, are still facing various challenges. These include a need for more and better IVD courseware that is easy to use and meets agencies' training needs. Also, agencies need continued support from POST in learning the ways to best use interactive instruction for both group and individualized instruction. Developing channels of communication with individuals who are managing the use of the IVD systems in the agencies is important; this analysis project has been instrumental in initiating this communication.

The satellite distance learning program is well received. Breaking the telecourse broadcasts into short, logical segments in response to feedback from the agencies has been helpful. POST needs to continue monitoring the program and make refinements as needed. The full report is under this tab. The recommendations are to work with departments to improve IVD implementation; develop additional IVD courseware; develop more accessible communication channels; have POST consultants include IVD use status in their responsibilities; and continue to look at making telecourses more usable in roll call training where possible.

If the Commission concurs, the appropriate action would be a MOTION to accept the report and direct staff to implement the recommendations.



N. Request for Approval of a Contract with Museum of Tolerance (Executive Director)

POST's 1996/97 budget contains a \$2 million supplemental appropriation for the purpose of cultural and tolerance training to be presented by the Simon Wiesenthal, Museum of Tolerance. Of this amount, \$1.556 million is earmarked for the Museum's presentation and development costs. The remaining \$443,600 will be retained by POST for reimbursement of trainee travel and per diem costs. It is anticipated that as many as 7,000 academy and inservice officers will receive this one-day training that provides a high technology approach to depicting the holocaust, instruction on tolerance, and small group discussions on agency relevant issues.

If the Commission concurs, the appropriate MOTION would be to authorize the Executive Director to enter into a contact with the Simon Wiesenthal, Museum of Tolerance, for \$1.556 million to develop and present cultural and tolerance training for law enforcement.

O. Report on Community Policing Consortium Held in Seattle on June 24, 1996 (Chairman)

Chairman Ortega will report on the Community Policing Consortium meeting he attended on June 24 in Seattle along with Commissioner Lowenberg and Executive Director Boehm. The event was sponsored and financially underwritten by the Office of Community Oriented Policing Services (COPS), U.S. Department of Justice. The International Association of Chiefs of Police (IACP) served as the coordinating agency. The purpose of the meeting was to discuss the integration of community oriented policing training at the state level.

## PARTNERSHIPS

P. Request by Speaker of the Assembly re Certificates for Assembly Sergeants-at-Arms  
(Legislative Liaison Hal Snow)

POST has received a request from the Speaker of the State Assembly to issue some form of certificate of recognition or achievement for peace officer members of the Assembly Sergeant-at-Arms Department who complete its 99-hour course of training. The intent of this request is to provide some form of prestigious recognition that would serve to help upgrade and professionalize this department. Discussions with representatives suggest the need for some form of certificate of achievement rather than a POST professional certificate. The course of instruction, developed in concert with the California Highway Patrol Academy staff, contains subjects relevant to the job of a Sergeant-at-Arms Officer. Costs to provide certificates of recognition that are distinguishable from POST's existing professional certificates are minimal.

If the Commission concurs, the appropriate action would be a MOTION to approve POST developing and issuing a certificate of completion or achievement to eligible members of the Assembly Sergeant-at-Arms Department.

Q. Advisory Committee (Chairman Jay Clark)

Jay Clark, Chairman of the POST Advisory Committee, will report on the Committee meeting held July 17, 1996 in San Diego.

**TRANSITION**

R. Request for Approval of Contract for Consulting Services for Transition Portion of the Strategic Plan (Executive Director)

At its April 18, 1996 meeting, the Commission approved a strategic plan for POST that recommended the development of a transition plan to prepare the organization to implement change. Outside consultive assistance is necessary to bring appropriate expertise to assist with transition issues. Several potential consultants were interviewed. Reuben T. Harris, Ph.D. was selected as the most qualified. The recommendation is that the Commission authorize the Executive Director to enter into a contract with the San Diego Regional Training Center, or another contractor, for the consultive services of Reuben T. Harris, Ph.D., at a cost not to exceed \$40,000. It has the support of the Committee on Strategic Plan Implementation.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to enter into a contract for the consultive services of Reuben T. Harris, Ph.D., at a cost not to exceed \$40,000. It has the support of the Committee on Strategic Plan Implementation.

S. Report of the Committee on Strategic Plan Implementation (CSPI)

Commissioner TerBorch, who serves as Chairman of the Committee on Strategic Plan Implementation, will report on the Committee meeting held on June 19, 1996 at POST Headquarters in Sacramento.

**RESOURCES**

T. Report of the Finance Committee

Commissioner TerBorch, Chairman of the Finance Committee, will report on the Committee meetings held on June 21, 1996 in Irvine, and July 17, 1996 in Sacramento.

## LEGISLATION

### U. Report of the Legislative Review Committee

Commissioner Block, Chairman of the Commission's Legislative Review Committee, will report on the Committee meeting held July 18, 1996 in Irvine.

## LONG RANGE PLANNING

### V. Performance Evaluation Sub-Committee of Long Range Planning Committee

Chairman Ortega, who also chairs the Evaluation Sub-Committee, will report on the meeting held on June 28, 1996 in Santa Ana.

## OLD/NEW BUSINESS

### W. Appointment of Advisory Committee Members (Chairman and Commission)

The terms of the following Advisory Committee members are due to expire in September. Both have been recommended for reappointment by their respective constituent organization for a three-year term of office beginning in September 1996:

- o Charles Byrd, representing California State Sheriffs' Association (CSSA)
- o Dr. Ernest R. Leach, California Community Colleges

In addition, effectively immediately, the California Highway Patrol (CHP) has submitted the name of Chief Kevin Mince to replace Chief Keith Miller for the remaining term on the POST Advisory Committee and to serve as the CHP representative for the three-year term expiring in September 1999. Chief Miller has been transferred to the Office of Assistant Commissioner, Field.

Also, the term of Judith Valles, who serves as a public member, will expire in September. By Commission practice, the Chairman may request that Commission members submit additional names for consideration or may act to reappoint the current member.

### X. Report of the Nominating Committee re Vice Chair

The Nominating Committee will report the results of the recommendation for Commission Vice-Chair.

**CORRESPONDENCE** (Chairman)

- Y. Letter from City of Torrance commending John Berner, Chief, Standards and Evaluation Bureau, for his assistance in a lawsuit filed by the United States Department of Justice regarding testing instruments used by the Torrance Police Department for entry level selection process for police officers.
  
- Z. Chiefs Gene Kulander and Mike Berkow have asked for opportunity to address the Commission relating to regulations regarding certificates for chiefs coming to California from out-of-state. Letter of request and staff response will be sent under separate cover.

**DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS**

November 7, 1996 - Embassy Suites at Monterey Bay  
January 23, 1997 - Hyatt Regency - Irvine  
April 17, 1997 - Holiday Inn Capitol Plaza - Sacramento  
July 17, 1997 - Orange County/San Diego

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**COMMISSION MEETING MINUTES**

April 18, 1996

Holiday Inn Centre Plaza

Fresno, CA

The meeting was called to order at 10:13 a.m. by Chairman Rutledge.

Chairman Rutledge led the flag salute.

**MOMENT OF SILENCE**

The Commission held a moment of silence in honor of Officer James R. Jensen, Jr., of Oxford Police Department, who lost his life in the line of duty.

**WELCOME**

Greg Cooper, Chief of Sanger Police Department, welcomed the Commission to Fresno. Chief Sanger, current Chairman for the POST Region VI Shared Regional Training Facilities Committee, spoke on the need for establishing regional skills training centers throughout the State. Chief Cooper also thanked POST for the continuing efforts to meet the training needs in Fresno and the San Joaquin Valley.

**ANNOUNCEMENTS**

Chairman Rutledge congratulated Derald D. Hunt, who was recently honored as the recipient of the Department of the Treasury's 1995 Individual Lifetime Achievement Award of Excellence. The award ceremony was held March 28, 1996 at the Federal Law Enforcement Training Center in Georgia.

Mr. Hunt, Director Emeritus, Criminal Justice Education, Orange Coast and Golden West Colleges, serves as a member of the POST Advisory Committee. He was previously honored as the recipient of the 1994 California Governor's Award for Excellence in Peace Officer Training in the Lifetime Achievement category.

**WELCOME TO NEW COMMISSIONERS**

Chairman Rutledge welcomed the following newly appointed Commissioners:

- o David C. Anderson, Sergeant, Los Angeles County Sheriff's Department
- o Michael T. Carre, Investigator, Orange County District Attorney's Office
- o Ted Hunt, Director, Los Angeles Police Protective League

## ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

### Commissioners Present:

David C. Anderson  
Collene Campbell  
Michael T. Carre  
Jody Hall-Esser  
Ted Hunt  
Bud Hawkins, Attorney General Representative  
George Kennedy  
Ronald E. Lowenberg  
Manuel Ortega  
Rick TerBorch  
Devallis Rutledge, Chairman

### Commissioners Absent:

Sherman Block  
William B. Kolender  
Raquel Montenegro

### POST Advisory Committee Members Present:

Jay Clark, Chair  
Alan Barcelona  
Don Brown  
Joe Flannagan

### Staff Present:

Norman C. Boehm, Executive Director  
Glen Fine, Deputy Executive Director  
Hal Snow, Assistant Executive Director  
John Berner, Bureau Chief, Standards and Evaluation  
Bob Fuller, Bureau Chief, Center for Leadership Development  
Everitt Johnson, Bureau Chief, Basic Training  
Otto Saltenberger, Bureau Chief, Training Program Services  
Ken Whitman, Bureau Chief, Learning Technology Resource Center  
Frederick Williams, Bureau Chief, Administrative Services  
Vera Roff, Administrative Assistant

Strategic Planning Steering Committee Members Present:

Robert Norman, Chairman  
Stephen D'Arcy

Norman Hicks  
Joe De Ladurantey  
Skip Murphy  
Jerry Shadinger  
Woody Williams  
Tom Esensten, Consultant

Visitors' Roster

Ramiro Alvarez, Jr., Selma Police Department  
Jerry Barker, Tulare County Sheriff's Department  
Don Blankenship, Santa Ana POA  
Raymond Boulden, LAUSD POA  
Steve Brackett, CCLEA - Santa Monica POA  
John Brimmage, AOCDS  
Pete Brodie, ALADS  
John Clough, San Bernardino County  
Greg Cooper, Sanger Police Department  
Steve Craig, PORAC  
Dwight Crandall, Sebastopol Police Department  
Raul DeLeon, Stanislaus County Sheriff's Department  
Bob Doyle, Marin County Sheriff's Department  
Ed Estrada, Torrance POA/CCLEA  
Ernie Garcey, Porterville Police Department  
Bud Garmon, Porterville Police Department  
Russ Greashouse, Clovis Police Department  
Gerald Gruver, Delano Police Department  
Michael Guenin, DMV Investigators  
Bill Harkness, Los Angeles Police Protective League  
Ed Hendry, Orange County Sheriff's Department  
Roger Hill, Tulare Police Department  
Ron Jarrell, Lassen County Sheriff's Department  
Bob Johnson, Selma Police Department  
Steven King, CSU Fresno Police Department  
Gary Kuncl, College of Sequoias  
Marcel Leduc, San Joaquin County Sheriff's Department  
Adelin Lemmon, Anaheim Police Department  
Richard Lindstrom, State Center Regional Training Facility and CADA  
Ronald Lott, Turlock Police Department

Steve Magarian, Fresno County Sheriff  
Bob Marcini, Stockton Police Department  
James Martin, CCPOA  
Ken Marvin, Kings County Sheriff  
Doug McLellan, ALADS  
John Miller, CAUSE/AC-DOJ  
Mike Minton, Long Beach POA  
Mike Nadeau, CCLEA  
P. O'Hern, Stockton Police Department  
Wendell Philips, California Council of Police/Sheriffs  
Bob Reed, Santa Ana POA  
Larry Rhodes, President, HPAL-CCLEA  
Dave Richards, Stanislaus County Sheriff's Department  
Neil Robertson, CAUSE/CCLEA  
Roy Romero, L.A.C.M.T.A.  
Russ Russell, Coalinga Police Department  
H. Sallee, Kern County Sheriff's Department  
Tom Sawyer, Merced County Sheriff's Department  
Glenn Seymour, Madera County Sheriff's Department  
Willie Shell, California State University, Fresno  
Dean Shelton, Governor's Law Enforcement Liaison  
Joe Simpson, Torrance POA  
Darla Singerton, Riverside County Sheriff's Department  
Nancy Smedley, San Bernardino County Sheriff's Department  
Laurie Smith, Santa Clara County Sheriff's Department  
John Souza, Fresno Deputy Sheriff's  
Craig Steckler, Fremont Police Department  
Dan Swift, Riverside DSA  
Dennis Sweeney, Visalia Police Department  
Bud Treece, ALADS  
Albert Waters, San Francisco Sheriff's Department  
P. Webb, LAUSD POA  
Rinda Webber, San Joaquin County Sheriff's Department  
David Whaley, Tulare County Sheriff's Department  
Paul Wheeler, AMVIC/CCLEA  
Lee Whitner, Turlock Police Department  
Richard Wright, Huntington Beach POA  
Jim Zolias, Clovis Police Department

#### APPROVAL OF MINUTES

- A. MOTION - Campbell, second - TerBorch, carried unanimously to approve the minutes of the January 18, 1996 regular Commission meeting at the U.S. Grant Hotel in San Diego.



## CONSENT CALENDAR

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

- B.1 Receiving Course Certification Report
- B.2 Receiving Financial Report - Third Quarter FY 1995/96
- B.3 Receiving Information on New Entries Into the Public Safety Dispatcher Program
- B.4 Setting Command College Tuition for Non-Reimbursable Agencies
- B.5 Receiving Report on Simulator Sickness
- B.6 Waiver of Bailiff/Civil Process Course for Deputy Marshals

## PUBLIC HEARING

The purpose of the public hearing was to receive testimony in regard to proposed amendments to Commission Regulation 1011(b) and Procedure F-2 pertaining to the expansion of certificate cancellation requirements.

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

C. Receiving Testimony on the Proposal to Adopt Regulation Changes Regarding Certificate Cancellation

In July 1991, the Commission expanded regulatory provisions for cancellation of POST professional certificates. Prior to that time, the certificates were cancelled only following conviction of a felony. The expanded rules provided for cancellation following felony conviction of certain crimes where the nature of the conviction is subsequently reduced to a misdemeanor.

A task force of Commissioners, Advisory Committee members, and representatives of law enforcement, labor, and management met to discuss the certificate program in September 1995. The task force concluded that the Commission should:

- o Retain the current grounds for certificate cancellation with further expansion to include conviction of felonies reduced to misdemeanors where such felonies have been judicially determined to be admissible for purposes of impeaching testimony.

- o Revise certificate cancellation appeal processes to provide that all such appeals be heard by a qualified hearing officer.

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

Sheriff Brad Gates, Orange County Sheriff's Department, wrote in support of the proposal and stated: "Without question, law enforcement must be held to the highest moral and ethical standards of our society."

Donald K. Schmier, Deputy II, Orange County Marshal's Department, requested a response to what constitutes a qualified hearing officer.

Michael T. Schneewind, Chief Deputy, Imperial County Sheriff's Department, wrote in support of the proposal and stated: "These amendments only reenforce the quality and standards expected of law enforcement by the public." He also stated that he strongly supports the requirement that all hearings be conducted by a qualified hearing officer, as this requirement will safeguard the qualify of the hearing and lend credibility to the finding.

Michael J. White, President, Long Beach Police Officers' Association, wrote in opposition to the proposed amendment relating to the expansion of certificate cancellation requirements. He stated: "As an organization representing over 800 sworn officers, we have been adamantly opposed to the concepts being proposed by POST in the area of decertification since inception. He further stated that "Local agencies employing POST-certified officers have more than ample means to discipline or terminate an employee for just cause."

L.W. Tamiskiea, counsel for Silver, Shaeffer & Hadden, a professional law corporation, wrote in opposition of the proposed amendments. He stated: "There does not appear at this time to be any reason to significantly expand the provisions for cancellation of POST professional certificates." He also stated that if the Commission does not approve expansion of certificate cancellation requirements, then amendments to Procedure F-2, that all appeals be conducted before a qualified hearing officer, are also unnecessary.

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

Steve Craig, President, Peace Officers' Research Association of California, requested that the Commission not lift the current suspension of the POST revocation process and, in effect, not take any action on this proposal.

Alan Barcelona, President of California Union of Safety Employees, and representative of California Coalition of Law Enforcement Associations, stated that CAUSE and CCLEA strongly oppose any further expansion of the revocation process. POST is an educational training agency and should not become a regulatory agency. In addition, there are existing avenues for dealing with this issue. He expressed concern with the expansion of staff which would be necessary to deal with these issues and where the funds would come from for this purpose. He stated the coalition would adamantly oppose any attempt to expand this issue, including taking it to the Legislature and further if necessary. He also asked why this issue had come back before the Commission.

Neil Robertson, Legal Counsel for the California Union of Safety Employees, stated that their opposition lies with the fact that POST is an agency that deals with educational and training facilitation for recruitment of peace officers, and this regulation brings into play issues of retention of peace officers which have been historically left to the appointing authority of the peace officers involved. He stated there has been no indication that there are any problems with the current system.

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

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

The response to Deputy Schmier's question: "What constitutes a qualified hearing officer?" stated:

All hearings are conducted in conformance with the Administrative Procedures Act (Government Code Section 1134450, et.seq.), which requires that hearings be conducted by the Office of Administrative Hearings administered by the State Department of General Services. The director of the Office of Administrative Hearings appoints an Administrative Law Judge, a fully qualified and experienced attorney. The procedures governing hearings are designed to ensure that it is impartial.

The response to Michael J. White's opposition to the concepts of decertification stated:

Regarding your concern about the lack of necessity for the proposed action, the POST Basic Certificate or its equivalent is an employment prerequisite required by many enforcement agencies. As such, requirements for certificate issuance and cancellation are of considerable interest and concern to members of law enforcement and the public.

The response to L. W. Tamisiea stated:

The Commission believes that requirements for certificate issuance and cancellation are of considerable interest and concern to members of law enforcement and the public. As for reasons for the amendments to Regulation 1011 and Procedure F-2, we provided Mr. Tamisiea with a copy of the Initial Statement of Reasons.

In response to oral testimony from Alan Barcelona, the Executive Director stated:

It is not anticipated that any additional staff would be needed as these would come to POST only as records of the courts. As to POST being a regulatory agency, the law specifically provides for certificate concerns. The certificate would not impede local agencies authority to discipline or fire, it is the issue of whether an officer has the moral fitness to have a certificate. There would be a cost for the hearing officers which should be mitigated due to the fact that there are so few certificates involved.

This issue was brought back to the Commission as the result of recommendation by the Labor/Management Forum and the POST Advisory Committee.

In response to Neil Robertson's concerns, the Executive Director stated that since most CAUSE members are State employees, they would, therefore, not be affected.

Robert Norman, Chairman of the Strategic Planning Steering Committee (SPSC), stated that the issue of professional licensing and agency accreditation had been addressed in the strategic plan. On behalf of and at the suggestion of CCLEA representatives present at the SPSC meeting on March 15/16, Chief Norman requested that the Commission defer decision on this issue until after the strategic plan is discussed later on the agenda.

Following discussion, the Chairman deferred action on certificate revocation until after the Commission receives the report on the strategic plan.

At the conclusion of Agenda Item "D," the Commission took the following action:

MOTION - TerBorch, second - Campbell, carried unanimously to remove this item from the agenda without a motion to either approve or reject the regulation and place it on a future agenda.

## STRATEGIC PLANNING STEERING COMMITTEE

### D. Submission of POST Strategic Plan

At its July 1995 meeting, the Commission chartered the Strategic Planning Steering Committee (SPSC) comprised of representatives from California Peace Officers' Association (CPOA), California Police Chiefs' Association (CPCA), California State Sheriffs' Association (CSSA), and Peace Officers' Research Association of California (PORAC) for the purpose of developing a strategic plan for POST. The SPSC conducted six regional workshops throughout the state to collect input from law enforcement concerning expectations of POST with regard to future training needs and services. Committee members personally conducted a total of 31 interviews with a diverse group of individuals from the fields of futures-forecasting, criminal justice (non-law enforcement), labor, risk management, city management, the media, high technology, selected law enforcement chief executives as well as POST Commissioners. In addition, a survey was conducted to validate the proposed directions prior to the plan being finalized.

Robert Norman, Chief of Foster City, representing CPCA, and Chairman of the Strategic Planning Steering Committee (SPSC), submitted the proposed Strategic Plan entitled, *BEYOND 2000: MAKING A BOLD ADJUSTMENT* and recommended that the plan be adopted and distributed throughout California.

Chairman Norman reported that Committee members had also worked with their respective associations to produce a joint resolution for the Legislature calling for the full funding of POST to the level contained in the Governor's preliminary budget of \$41 million. He also reported that most county law enforcement associations have prepared and signed proclamations supporting the actions taken by the statewide organizations.

Two SPSC members, Jerry Shadinger and Woody Williams, met recently with the newly appointed Director of Finance, Craig Brown, to discuss the POST budget. Indications are that the director was very supportive and would make an effort to ensure that the objectives of the resolution are met and the maximum amount of funds are available for training.

The following Strategic Planning Steering Committee members spoke in favor of adoption of the strategic plan by the Commission.

- o Jerry Shadinger, Vice-Chairman, Sheriff, Colusa County, representing CSSA
- o Woody Williams, Deputy Chief San Bernardino County Sheriff's Department, representing CPOA
- o Skip Murphy, Lieutenant, San Diego County Sheriff's Department, representing PORAC
- o Norman Hicks, Sheriff, Monterey County Sheriff, representing CSSA

- o Joe De Ladurantey, Chief, Torrance Police Department, representing CPCA
- o Steve D'Arcy, Undersheriff, Placer County Sheriff's Department, representing CPOA
- o Joe Surges, with the Contra Costa County D.S.A., representing PORAC, was unable to attend due to an illness in the family but sent a letter supporting adoption.

Committee members expressed appreciation to staff for development of the Mission and Values Statements, and particularly to Norman Boehm, Holly Mitchum, Vera Roff, and consultant Tom Esensten for their valuable assistance to the committee.

The following also spoke in favor of adoption of the plan:

- o Steve Craig, President, Peace Officers' Research Association of California
- o Ron Jarrell, President, California State Sheriffs' Association
- o Craig Steckler, Secretary-Treasurer, California Police Chiefs' Association

Chairman Norman informed the Commission that the Committee anticipates that the plan would be a living document and would change as times change. The plan addresses the following six strategic directions:

- o Increase Standards and Competency
- o Maximize Training Delivery
- o Establish Partnerships
- o Ensure Adequate Resources
- o Establish a Clearinghouse Function
- o Move Toward Professional Licensing and Agency Accreditation

The plan includes the recommendation that the Commission approve the formation of an independent committee to oversee the implementation. The committee would consist of four Commissioners, four SPSC members, and the Chairman of the POST Advisory Committee, and it would sunset in three years.

Jay Clark, Chairman of the POST Advisory Committee, reported that the committee reviewed the document at its April 17, 1996 meeting and took the following action:

The Advisory Committee acknowledges the significant efforts of the Strategic Planning Steering Committee in preparing the plan in such a short time. The Committee suggested changing the name of the "oversight committee" to "implementation or transition committee," and that the committee should have a sunset date of three years. It was recommended that the Commission accept and adopt the strategic plan with the following suggestions:

1. The plan is intended to be a working document, capable of changes as appropriate;
2. In the area of establishing partnerships, there should be some specific reference and acknowledgement of the role community colleges and state colleges provide for quality training to the California law enforcement community;
3. The California Coalition of Law Enforcement Associations (CCLEA) should be specifically included as a member of the oversight committee as outlined on page 14. The CCLEA is against the issue of moving toward professional licensing and agency accreditation.
4. If CCLEA is added, COPS and the CHP should also be included.
5. Establish a subcommittee of the Advisory Committee to provide feedback to the Chairman who will serve on the Commission's implementation committee.

During discussion, Commissioners expressed deep gratitude and appreciation to each of the Committee members for their time, energy, and personal efforts expended in the development of the strategic plan.

MOTION - Hall-Esser, second - Lowenberg, carried unanimously to accept and file the strategic planning document entitled *Beyond 2000: Making a Bold Adjustment*, with thanks to the Strategic Planning Steering Committee, and refer the document to the Committee on Strategic Planning Implementation as recommended on page 14 of the report and to be comprised of representatives as suggested, and that the committee report back, fully constituted, at the next meeting of the Commission with regards to a specific implementation plan, including how the subcommittees of the Commission shall be involved, and report at every Commission meeting for the next three years, at the end of which time the committee shall sunset, such that the Commission might know and be able to approve specifics of implementation.

Chairman Rutledge and the Executive Director again thanked the Committee members for their dedicated work and commitment to the development of the strategic plan.

#### BASIC TRAINING BUREAU

##### E. Approval of Proposed Regulatory Changes For the Purpose of Improving and Sustaining a High Level of Quality of Basic Academy Training

Staff reported that monetary cutbacks and other pressures have threatened the quality of basic training. Regulatory changes are proposed that give the Commission more assurance that only qualified people are selected to manage basic academies. The proposed regulations define responsibilities and qualifications of academy directors and coordinators, require college academies to have advisory committees, and require that academies be supervised by a director or coordinator at all times.

Current regulations allow a discretionary third test by presenters for reasons of extenuating circumstances or marginal performance. The proposed elimination of the third test opportunity would strengthen and enhance the Basic Course testing requirements and prevent preferential treatment.

The Advisory Committee discussed this proposal at its April 17, 1996 meeting and was informed that CADA has been in the forefront to maintain the profession at a high level in spite of the financial issues facing the academies.

Ken Marvin, Sheriff of Kings County, who also serves as Chair of the local law enforcement training advisory committee of Kings-Clark County for the academy at

College of the Sequoias, thanked POST staff for their efforts in this regard and expressed support of these regulatory changes.

MOTION - Lowenberg, second - TerBorch, carried unanimously to approve the changes subject to results of the Notice of Proposed Action. If no one requests a public hearing, the changes would go into effect upon approval by the Office of Administrative Law as to form and procedure September 1, 1996.

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

As part of an ongoing review of Regular Basic Course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, compliance with legislatively mandated subject matter, changes in the law, or to improve student testing and evaluation. Recommendations for changes in five learning domains are:

- o Learning Domain #25 (Domestic Violence): Penal Code Section 13519 requires a basic course of instruction on specified topics, procedures and techniques related to the response, intervention, and resolution of domestic violence incidents. The instructional domain has been reorganized and enhanced to more closely match the statutory provisions and legislative intent of the law. The goals, content, and testing requirements are designed to assure victims of domestic violence the maximum protection from abuse which the law and those who enforce the law can provide.
- o Learning Domain #15 (Laws of Arrest): Proposed changes would provide additional detail and clarity to existing instructional goals and required topics related to an officer's authority, liability and responsibility when effecting an



arrest. Proposed changes include a recommendation to delete an outdated exercise test.

- o Learning Domain #30 (Preliminary Investigation): Proposed changes would provide additional instructional goals and enhance existing goals by providing more detail and clarity. The required topics are proposed to be modified and enhanced to specifically define the intent of instruction to both the student and instructor. Test specifications are proposed for the scenario and exercise tests which more effectively, and without redundancy, require the student to demonstrate requisite knowledge and skill.
- o Learning Domain #19 (Vehicle Operations): The curriculum consultants reviewed *California Law Enforcement Pursuit Guidelines*, *California Law Enforcement Pursuit Guidelines Training Syllabus*, Penal Code Section 13519.8. The instructional domain was modified to ensure conformance and consistency with pursuit guidelines.
- o Learning Domain #33 (Person Searches/Baton): Proposed changes provide additional instructional goals, detail and clarity to existing instructional goals. The required topics are proposed to be modified to provide more specific detail of the instruction.

MOTION - TerBorch, second - Hunt, carried unanimously to approve the curriculum changes. If no one requests a public hearing, the changes would be effective July 1, 1996, subject to approval of the Office of Administrative Law as to form and procedure.

## STANDARDS AND EVALUATION

### G. Approval to Adopt Proposed Changes to Basic Course Performance Objectives

Ongoing review of the Regular Basic Course performance objectives identified a number of changes that would improve the quality of the domain tests. The proposed changes include:

- o Domain #25 (Domestic Violence) - add eleven objectives, delete two, and modify one. The changes are the result of a reevaluation of the domestic violence curriculum undertaken in response to Senate Bills 132, 169, and 591.

Three of the proposed new objectives call for exercise tests in which the student must demonstrate how to verify the validity of a protective order, enforce a protective order, and obtain an emergency order.

The other eight new objectives call for paper-and-pencil testing: four require the student to demonstrate knowledge of terminology used in Section 13700 et. seq.

of the Penal Code and related statutes that officers must understand to protect the victims of domestic violence; three focus on violations of criminal law that often occur in domestic conflicts; and the last is recommended as a replacement for one of the deleted objectives. Test questions written for the deleted objective have proven to be very ambiguous, and the expectation is that the replacement objective will result in better questions.

The other objective recommended for deletion is redundant as a result of the addition of the eight new paper-and-pencil objectives.

- o Domain #30 (Preliminary Investigation) - modify six objectives and delete seven. All changes are to objectives that require either exercise or scenario testing and are made necessary by recommended changes to the *Training Specifications* for the domain as reported in a previous agenda item.

Three of the deleted objectives call for exercise tests. The requirements of two of the deleted tests - to locate latent and plastic prints, and to prepare an evidence list that documents the chain of custody - will be incorporated into an existing scenario test (and are reflected in modifications to the performance objective for the scenario test). The other deleted exercise test objective corresponds to the requirement that students roll a full set of legible prints. Instructors believe this requirement should be discontinued because the majority of field officers never perform this task.

The remaining four deleted objectives correspond to scenario tests that have been deleted from the *Training Specifications*. The tests require the performance of tasks delegated to an officer responding to a burglary, grand larceny, felonious assault, and suicide. The basic investigative skills required by the deleted tests will be assessed in other, expanded scenario tests for conducting a preliminary investigation of a crime scene, and conducting preliminary investigations of sexual assault and homicide crime scenes. The investigative activities specific to the crimes that will no longer be the subject of scenario testing (i.e., burglary, etc.) will continue to be addressed in the curriculum as additions to existing learning activities.

MOTION - Hunt, second - Hall-Esser, carried unanimously to approve the recommended changes to the Regular Basic Course performance objectives effective for all academy classes that begin on or after July 1, 1996.

H. Approval to Augment 1995/96 Contract for Administration of POST Reading and Writing Test Battery

POST contracts with Cooperative Personnel Services for major aspects of the administration of the testing program (i.e., printing, distribution and return, cleaning and storage of all test materials). The current year contract is for \$93,803.84 and assumes a total of 28,750 test candidates. Based on testing volume to date, it is estimated that the actual test candidate count for the total Fiscal Year will be close to 40,000.

MOTION - Campbell, second - Lowenberg, carried by ROLL CALL VOTE to augment the 1995/96 Fiscal Year contract with Cooperative Personnel Services for administration of the POST reading and writing test battery by \$6,000. (Abstain: Anderson)

CENTER FOR LEADERSHIP DEVELOPMENT

I. Approval to Adopt Changes to the Command College Program

Staff reported that revision of the Command College program is conceptually complete. This includes the selection process, goals and objectives, curriculum, instructors, and the final product of the student's efforts.

The Command College assessment center is proposed to be replaced with regional interview boards that will conduct interviews at key locations throughout the state. Added to the proposed selection criteria are the requirements that: 1) applicants have involvement in community and professional activities; 2) applicants have a basic knowledge of word processing; 3) applicants have an understanding of the dynamics of leadership; and 4) applicants provide letters of recommendation attesting to their potential leadership abilities.

It was recommended that an Annual Leadership Conference take the place of the recently discontinued Graduate's Update Seminar. The Leadership Conference, conducted once a year, would serve as a forum to recognize the work of the graduates while providing them an opportunity to share their work with interested law enforcement professionals.

Students will be required to write a journal article of publishable quality on an issue relevant to his or her agency. These articles will become included as part of a class anthology which will provide readers with a series of articles based on issues impacting law enforcement in the future.

The new program has been designed with an emphasis on leadership, particularly as it relates to the future.

MOTION - TerBorch, second - Anderson, carried unanimously to adopt the proposed changes to the Command College to become effective with classes beginning August 4, 1996.

### LEARNING TECHNOLOGY RESOURCE CENTER

#### J. Approval of Award of Contract to Produce Shooting Judgment Simulator Scenarios

At its January 1996 meeting, the Commission authorized staff to release a Request for Proposal (RFP) to develop a number of video scenarios that could be used on a variety of proprietary shooting judgment simulators that had been acquired by law enforcement agencies and training presenters both in California and worldwide.

Two proposals were submitted which met all stated requirements in the RFP. Based upon a review of the written proposals and an evaluation of oral presentations by both vendors, the scores were computed as follows:

- |    |                        |        |
|----|------------------------|--------|
| 1. | PD Productions         | 1867.5 |
| 2. | Richard Dierks Company | 1865.0 |

The top scoring vendor, PD Productions, proposed the development of a minimum of 16 use of force scenarios based upon eight suggested scenario development areas proposed in the RFP. It is estimated that this project will cost approximately \$150,000 to complete. PD Productions has indicated they will commit all of the resources necessary to develop high-quality, effective interactive training scenarios for the Commission.

Actual royalties and pricing of the initial video scenarios and individual videodiscs will be the subject of negotiations between POST and PD Productions before entering into any marketing agreement. The final proposal will be reviewed by the Chairman of the Finance Committee before being processed.

The Finance Committee reviewed the proposal at its April 17, 1996 meeting and recommended approval.

MOTION - Lowenberg, second - Hall-Esser, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to execute a development contract and marketing agreement with PD Productions for the *CALPOST Library of Scenarios* at no cost to the Commission.

#### K. Approval of Driver Training Simulator Contracts

At its January 17, 1996 meeting the Finance Committee recommended that the contracts for the driver training sites at the Los Angeles County Sheriff's Department, the San Bernardino County Sheriff's Department, and the San Jose Police Department be

continued for an additional year. Staff was directed to negotiate new contracts that would begin on October 1, 1996 and continue until September 30, 1997.

Commissioner Hunt suggested that the Commission consider taking the training to the Los Angeles Police Department at some future date.

MOTION - Anderson, second - TerBorch, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into contracts for the driver training simulator at the three agencies at a cost not to exceed \$281,759.

#### ADMINISTRATIVE SERVICES BUREAU

L. Augmentation to 1995/96 Eastman Kodak Copier Maintenance Contract

Each year POST must enter into a contract for maintenance of its Kodak copier, a high volume copier. The cost of the maintenance agreement is based on a flat rate plus a per copy charge in accordance with a Master Services Agreement developed by the State Department of General Services.

The Finance Committee reviewed the proposal at its April 17, 1996 meeting and recommended approval.

MOTION - Ortega, second - Campbell, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign an augmentation in the amount of \$6,004 to the existing agreement with Eastman Kodak with total contract cost not to exceed \$16,000.

#### TRAINING PROGRAM SERVICES

M. Denial of Request from Los Angeles Police Department Chief Willie Williams for the Commission to Waive Requirements for Award of the Robert Presley Institute for Criminal Investigation (ICI) Certificate

Correspondence from Los Angeles Police Department Chief Willie Williams requested that the Commission waive the ICI core course requirement for experienced investigators in his department who have completed the LAPD 80-hour investigators' course. The Long Range Planning Committee discussed this request at its March 27 meeting and expressed concerns.

There was related discussing regarding the desirability of exploring the development of a professional certificate for investigators. There was consensus that professional certificates should not be developed for any specific assignment within an organization.

MOTION - TerBorch, second - Hunt, carried unanimously to deny the request of the Los Angeles Police Department Chief Willie Williams to waive the ICI core course

requirement for experienced investigators in his department who have completed the LAPD 80-hour investigators' course.

## COMMITTEE REPORTS

### N. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, reported the Committee met on April 17, 1996. In addition to items already addressed on the agenda, the Committee discussed the following.

- a. Financial data through March 31 indicates the revenue projection of \$30.5 million may be exceeded by \$300,000 to \$30.8 million. Although the training volume at the end of March is slightly less than what was the case a year ago at this time, reimbursements are \$467,303 more. This increased reimbursement is due mainly to an increase in cost in the area of tuitions. The full year trainee estimate has been lowered from 49,000 to 47,319.

Owing primarily to \$1.2 million prior year savings and \$2.2 million prior year revenue adjustment, there could be a \$2.0 million reserve at the end of this fiscal year. It is noted that part of this reserve will be realized by savings in contract expenditures. Previously approved contract monies for POSTRAC (\$230,000) and Spanish Language (\$127,000) will be reflected in 95/96 reserve monies. These amounts will be shown as expenditures in the 96/97 contract summary.

Because of the continued uncertainties associated with the upcoming Fourth Quarter, it is recommended that the projected reserve be considered cautiously and carried over to next year's budget.

- b. The Governor's Budget for POST has been approved by the Senate and Assembly. The Legislature added \$2 million augmentation to our budget for the Museum of Tolerance to present training to peace officers. \$443,600 of these funds will be directed toward some 7,000 trainees' travel and per diem, while the balance (\$1,556,400) will fund the cost of presenting the training.
- c. It is difficult to show the impact of the 80-Hour Cap on training which had its inception on September 1, 1995. There are, however, indications that the cap has served to offset deficit spending. Also, we requested Chief Executives to voluntarily, to the extent possible, limit the training of personnel to within their respective regions. We are examining ways to detect the impact of this provision by observing trend lines on reimbursement for travel and per diem.
- d. The Committee reviewed and recommended approval of the following contracts: Proposed FY 96/97 contracts which were negotiated as authorized by the Commission in January are listed below:

### Training Contracts

- |    |  |            |
|----|--|------------|
| 1. | Contracts for the Management Course are proposed for the following presenters:<br><br>California State University - Humboldt<br>California State University - Long Beach<br>California State University - Northridge<br>California State University - San Jose<br>San Diego Regional Training Center | \$ 309,539 |
| 2. | A contract with San Diego Regional Training Center for support of Executive Training Training (e.g., Command College, Executive Seminars, and Executive Development Course)  | \$ 422,345 |
| 3. | A contract with CSU Long Beach for support of the Supervisory Leadership Institute   | \$ 473,320 |
| 4. | An Interagency Agreement with Department of Justice Training Center for local law enforcement training   | \$ 993,451 |
| 5. | A contract with San Diego State University or other units of the California State University System for production of 12 satellite video broadcasts  | \$ 68,000  |
| 6. | Contracts with the Alameda County District Attorney's Office and Golden West College for Case Law Update Video Production  | \$ 58,000  |
| 7. | An Interagency Agreement with San Diego State University for production of 12 telecourse programs  | \$ 550,000 |
| 8. | A Contract with the San Diego Regional Training Center for Master Instructor Program   | \$ 244,103 |
| 9. | A Contract with one or more vendors for the core course for the Robert Presley Institute of Criminal Investigation   | \$ 442,000 |

- |     |  |              |
|-----|--|--------------|
| 10. | A Contract with the San Diego Regional Training Center to coordinate three Instructors' Update Workshops and six course evaluation meetings for the Robert Presley Institute of Criminal Investigation | \$ 58,000    |
| 11. | Contracts with various vendors for training of over 3,748 students in Basic Narcotics, Basic Motorcycle, and Basic Academy Driver Training Courses   | \$ 1,518,722 |

Standards Contracts

- |     |   |            |
|-----|---|------------|
| 12. | An Interagency Agreement with Cooperative Personnel Services - Basic Course Proficiency Exam                | \$ 58,000  |
| 13. | An Interagency Agreement with Cooperative Personnel Services - Entry-Level Reading and Writing Test Battery | \$ 109,850 |
| 14. | An Interagency Agreement with the Cooperative Personnel Services - P.C. 832 Written Exam                    | \$ 39,700  |

Administrative Contracts

- |     |  |           |
|-----|--|-----------|
| 15. | A contract with the State Controller's Office for Auditing Services                  | \$ 85,000 |
| 16. | An Interagency Agreement with the Teale Data Center for Computer Services            | \$ 65,000 |
| 17. | Contract with Computer Associates, Inc., for Ingres software maintenance             | \$ 50,000 |
| 18. | An Interagency Agreement with the Health and Welfare Data Center - CALSTARS Contract | \$ 25,000 |
| 19. | Contract with Eastman Kodak Copier for maintenance                                   | \$ 16,000 |

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



- e. The Committee discussed the multi-media interactive classroom pilot project and the Spanish language training project currently on hold due to lack of funding. There was discussion concerning the possibility of seeking assistance from the field, similar to that used for obtaining support for the Museum of Tolerance, for the purpose of getting the Spanish language training project underway.
- f. At its July 19, 1995 meeting, the Commission approved a contract with the Department of Finance to conduct an audit of POST's accounting, procurement, and financial processes and controls. The report detailed four areas of a technical nature which required attention and have since been rectified.

O. Long Range Planning Committee

Chairman Rutledge, who also serves as Chairman of the Long Range Planning Committee, reported that the Committee met on March 27, 1996 in Monterey Park.

In addition to items addressed earlier on the agenda, the Committee reviewed the recommendations included in the CPOA/CSSA/CPCA task force report on POST. It was concluded that a number of the recommendations have already been implemented and the remainder will be addressed in the strategic planning process. There was consensus that a letter be sent to the associations thanking them for their work.

P. Legislative Review Committee

Chairman Rutledge reported that the Legislative Review Committee met just prior to the Commission meeting.

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

1. AB 638 (Knight) - Required Training for Concealed Weapons Permits. This bill would require applicants for concealed weapons permits to complete a firearms course approved by POST.  
Position: Oppose Unless Amended
2. AB 1020 (Campbell) - Public Safety Training Centers. This bill recommends certain actions be undertaken preparatory to its recommended re-introduction during the 1997 legislative session.  
Position: Support Reintroduction

3. SB 1672 (Rosenthal) - Peace Officer Status for Department of Insurance Investigators  
This bill would provide peace officer status to investigators of the Investigations Bureau, Department of Insurance.  
Position: Neutral
4. AB 2072 (K. Murray) - Additional Penalty Assessments. This bill would add a \$3 assessment on every \$10 or fraction thereof on traffic fines to be used for local law enforcement purposes.  
Position: Oppose
5. SB 2172 (Hayden) - Appropriation to POST for Museum of Tolerance Training. This bill would appropriate \$2 million from the state's General Fund to POST for the purpose training law enforcement presented by the Museum of Tolerance.  
Position: Support
6. AB 2651 (Hawkins) - Public Officer Status for Sheriff's Security Officers. This bill would extend public officer status to sheriff's security officers whose primary duty is the security of county facilities.  
Position: Support
7. AB 2713 (Conroy) - Peace Officer Status for Investigators of the Public Utilities Commission. This bill would extend peace officer status to persons employed by the Safety and Enforcement Division of the Public Utilities Commission.  
Position: Oppose
8. AB 3064 (Hawkins) - POST Standards for Law Enforcement Records Supervisors. This bill would require POST to establish selection and training standards for law enforcement records supervisors.  
Position: Support

Q. Advisory Committee

Jay Clark, Chairman of the POST Advisory Committee, reported that the Committee met on April 17, 1996 in Fresno.

In addition to items previously addressed on the agenda, the Advisory Committee is finalizing changes to the application package for the 1996 Governor's Award for Excellence in Peace Officer Training.

The Advisory Committee continues to advocate for methods to improve the public's image of law enforcement. Commissioner Campbell volunteered to work with the Advisory Committee to assist in this effort.

OLD/NEW BUSINESS

R. Request by Commissioner Campbell for the Commission to Consider Law Enforcement and Victims' Effectiveness Issues

Commissioner Campbell requested that the Commission consider developing a videotape to be given to victims after a violent crime has been committed. The purpose of the videotape would be to help victims understand the criminal justice system and what they can and should do to assist officers.

It was noted that professional associations have recently advanced the idea of working more closely with victims groups. It was suggested that a committee of subject matter experts be formed to begin work on this video. Commissioner Lowenberg, who serves as President of California Chiefs' of Police Association, volunteered the services of Chief Larry Hansen of Lodi to serve on the committee.

MOTION - Lowenberg, second - Hall-Esser, carried unanimously to direct staff to work on this within the framework of the partnership section of the Strategic Plan.

S. Report of Nominating Committee for Election of Officers

Commissioner Lowenberg, member of the Nominating Committee, reported that the full committee had been unable to meet prior to the meeting, and therefore recommended that Commissioner Ortega be elevated to Chairman. He requested that the recommendation for Vice Chairman be deferred until the July Commission meeting.

MOTION - TerBorch, second - Campbell, carried unanimously to accept the recommendation of the Nominating Committee.

T. Honoring Strategic Planning Steering Committee Members

The Executive Director recommended that a resolution be prepared for each member of the Strategic Committee in appreciation for their work in developing the strategic plan.

MOTION - TerBorch, second - Campbell, carried unanimously to approve the recommendation.

U. Public Input by Dan Swift

Dan Swift, President of Riverside Sheriff's Association, discussed the concern raised both at the Advisory Committee and at the Commission meeting about the image of law enforcement. In light of the adverse mass media coverage of most events involving peace officers using use-of-force tactics, he stressed the importance of educating the public as to what police procedures are and why those procedures are followed.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

July 18, 1996 - Hyatt Regency Irvine

November 7, 1996 - Embassy Suites - Monterey Bay

January 23, 1997 - Hyatt Regency Irvine

April 17, 1997 - Holiday Inn Capitol Plaza - Sacramento

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

B.1

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Course Certification/Decertification Report		Meeting Date July 18, 1996
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Rachel S. Fuentes
Executive Director Approval <i>William C. Bucher</i>	Date of Approval 7-2-96	Date of Report June 28, 1996
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

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

The following courses have been certified or decertified since the April 18, 1996 Commission meeting:

CERTIFIED

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1. Platoon Commanders	Los Angeles S.D.	Technical	IV	\$ 8,164
2. Coroner Law & Oper.	Los Angeles P.D.	Technical	IV	1,920
3. Field Training Officer	Monterey Pen. Col.	Technical	IV	8,000
4. Skills & Knowledge Modular Training	Irvine P.D.	Technical	IV	-0-
5. Skills & Knowledge Modular Training	Tulare Co. DA's	Technical	IV	360
6. Crim. Inv. Inst. Core Course (ICI)	CSU, San Jose	Technical	IV	181,929
7. Dispatcher, Public Safety	Santa Rosa T.C.	Dispatcher, PS	IV	40,000
8. L.E. Relations, Elderly	Los Angeles P.D.	Technical	IV	2,592
9. L.E. Relations, Elderly/ Train-the-Trainer	Los Angeles P.D.	Technical	IV	5,912
10. Firearms/Undercover	Los Angeles P.D.	Technical	IV	1,280

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
11.	Dispatcher, Medical Emergency, PS	Placer Co. S.D.	Technical	IV	\$ 5,995
12.	Skills & Knowledge Modular Training	Burbank P.D.	Technical	N/A	-0-
13.	Skills & Knowledge Modular Training	El Centro P.D.	Technical	N/A	-0-
14.	Special Weapons & Tactics, Comm.	Fullerton P.D.	Technical	IV	11,040
15.	Disaster Planning, 1st Responder	CSU, Northridge P.D.	Technical	IV	3,020
16.	Skills & Knowledge Modular Training	CHP	Technical	IV	10,000
17.	Bicycle Patrol	Orange Co. S.D.	Technical	IV	9,500
18.	Training Conference (Economic Crime Prosecution)	Calif. D.A.'s Association	Technical	N/A	-0-
19.	Management Update	FBI, Los Angeles	Technical	N/A	-0-
20.	Automated Regional Justice System (ARJIS)	San Diego LETC	Technical	IV	12,000
21.	Hazardous Materials-1st Responder	Culver City PD	Technical	N/A	-0-
22.	Air Crew Course	Los Angeles P.D.	Technical	IV	6,480
23.	Crime Prevention - Landlord	Los Angeles P.D.	Technical	IV	2,040
24.	Vehicle, Ops-Off Road	Los Angeles P.D.	Technical	IV	2,304
25.	Firearms/Shotgun Instr.	Los Angeles P.D.	Technical	IV	4,000

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
26.	Employee/Chemical Dependency	Los Angeles P.D.	Technical	III	\$ 9,180
27.	Skills & Knowledge Modular Training	Mendocino Co. S.D.	Technical	IV	600
28.	Youth Services Officer	Los Angeles P.D.	Technical	IV	1,440
29.	Helicopter Water Rescue	Los Angeles P.D.	Technical	IV	21,600
30.	Skills & Knowledge Modular Training	Sonoma Co. S.D.	Technical	IV	3,000
31.	Skills & Knowledge Modular Training	Imperial Co. S.D.	Technical	N/A	-0-
32.	Driver Training - Legal Intervention	San Bernardino S.D.	Technical	IV	6,336
33.	Radar Operator-Instr.	CHP	Technical	N/A	-0-
34.	Commander Officer Program	Los Angeles S.D.	Mgmt. Trng.	III	34,932
35.	Child Abuse/Victim Medical Exam	Children's Inst. International	Technical	IV	1,600
36.	School Resource Officer	Redlands P.D.	Technical	IV	8,348
37.	Plainclothes, Ofcr. Safety & Field Tactics	San Bernardino S.D.	Technical	IV	5,088
38.	Tactic: Covert & Crisis Entry	Los Angeles P.D.	Technical	IV	7,200
39.	Environmental Crimes - Advanced	CSTI	Technical	IV	10,240
40.	Mounted Patrol Training	Los Angeles P.D.	Technical	IV	18,240
41.	Gangs - G.R.E.A.T.	Sonoma Co. S.D.	Technical	IV	4,000
42.	TBW	Raymond W. Forsyth	TBW	III	5,489

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
43.	Radar Operator	CHP	Technical	N/A	\$ -0-
44.	Firearms/Sub-machine Gun, Instr.	State Center RTC	Technical	IV	2,800
45.	Crisis, Managing/Reslv-Train-the-Trainer	Los Angeles P.D.	Technical	IV	14,400
46.	Crisis, Managing/Resolving	Los Angeles P.D.	Technical	IV	14,400
47.	Skills & Knowledge Modular Training	Fresno P.D.	Technical	IV	16,500
48.	Mounted Patrol Ofcr. Dev.	Los Angeles S.D.	Technical	IV	7,200
49.	Cultural Diversity	Los Angeles P.D.	Technical	IV	420
50.	C.O.P.-Recreational Leadership	Calif. State Parks & Recreation	Technical	IV	6,480
51.	Dispatcher-Tactical Ops.	Mountain View P.D.	Technical	IV	5,400
52.	Firearms/Semi-Auto Pistol	Sacramento DA	Technical	IV	-0-
53.	Skills & Knowledge Modular Training	Calexico P.D.	Technical	N/A	-0-
54.	Skills & Knowledge Modular Training	Barstow P.D.	Technical	IV	8,400
55.	Skills & Knowledge Modular Training	Oakland P.D.	Technical	IV	6,660
56.	Skills & Knowledge Modular Training	San Luis Obispo P.D.	Technical	IV	-0-
57.	D.R.E. Classroom-Ext.	Palomar College	Technical	N/A	-0-
58.	Criminal Inv.-Medical Board	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>
59. Mounted Patrol, Adv.	Los Angeles S.D.	Technical	IV	\$ 6,460
60. Forensic-Crime Scene Reconstruction	CCI	Technical	IV	1,624
61. Special Weapons & Tactics Commander	Huntington Beach P.D.	Technical	IV	-0-
62. Tactical Comm.	Santa Clara P.D.	Technical	IV	-0-
63. Crime Scene Inv. - C.A.D.	Fullerton College	Technical	IV	14,140
64. Training Conference	L.A. Domestic Violence Council	Technical	N/A	-0-
65. Firearms/Semi-Auto Pistol	Modesto P.D.	Technical	IV	9,200
66. Tracking I	College of the Siskiyous	Technical	IV	11,000
67. Bicycle Patrol	Monterey Pen. Col.	Technical	IV	4,800
68. SWAT Update	Monterey Pen. Col.	Technical	IV	3,000
69. D.R.E. - Instructor School	Los Angeles P.D.	Technical	IV	12,960
70. Standard Emergency Management System (S.E.M.S.)	Los Angeles P.D.	Technical	IV	90,000
71. Applied Ethics in Police Management	PMW Associates	Mgmt. Trng.	III	33,885
72. Child Abuse, Update	CDA	Technical	IV	1,920
73. Skills & Knowledge Modular Training	S.F. Airport Police	Technical	IV	1,920
74. Peer Support Training	Los Angeles S.D.	Technical	IV	5,400

CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
75. Court/Temp. Holding Facility	Orange Co. S.D.	Supv. Trng.	III	13,330
76. Canine Handler Update	San Diego P.D.	Technical	III	6,000
77. Skills & Knowledge Modular Training	L.A. City Housing Authority P.D.	Technical	N/A	\$ -0-
78. Skills & Knowledge Modular Training	Placer Co. S.D.	Technical	IV	-0-
79. Background Inv. Update	Systems for Public Safety	Technical	III	22,528
80. Spanish for L.E. (Ext.)	Santa Ana P.D.	Technical	N/A	-0-
81. Training Conference (Internal Police K-9 Handler)	Fullerton College	Technical	N/A	-0-
82. Line of Duty Deaths	Oakland P.D.	Technical	IV	14,720
83. Drug Influence - 11550 H&S	Richmond P.D.	Technical	IV	2,100
84. Drug Asset Forfeiture, Basic	CDA	Technical	IV	1,920
85. Electronic Immoibl. Device-Instructor	Los Angeles S.D.	Technical	IV	2,200
86. Interview & Interrogation, Adv.	Behavior Analysis Institute	Technical	III	40,000
87. Explosives-Post Inv.	Bureau of ATF	Technical	IV	4,620

88.-94. 7 additional IVD courses certified as of 6-28-96. To date, 117 IVD certified presenters have been certified and 175 IVD courses certified.

- 95-97. There were three additional Proposition 115 Hearsay Evidence Testimony Course Presenters - certified as of 6-28-96. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 289 presenters of Proposition 115 have been certified.
- 98.-103. There were 6 additional Telecourses certified as of 6-28-96. To date, 361 Telecourse presenters have been certified.

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Telecourse	Perris P.D.	Technical	N/A
2.	IVD-First Aid/CPR	Perris P.D.	Technical	N/A
3.	Data Processing - L.E.	Search Group, Inc.	Mgmt. Trng.	III
4.	Creative Problem Solving	FBI, San Francisco	Mgmt. Trng.	IV
5.	Future of Policing	FBI, San Francisco	Mgmt. Trng.	IV
6.	Hate Crime Inv.	FBI, San Francisco	Technical	IV
7.	Advanced Officer	S.F. Airport P.D.	A.O.	IV
8.	Firearms/Semi-Auto Pistol	S.F. Airport P.D.	Technical	IV
9.	Missing Person/Runaways	San Mateo College	Technical	IV
10.	Advanced Officer	San Mateo College	A.O.	IV
11.	Drug Influence	San Mateo College	Technical	IV
12.	Special Weapons & Tactics, Adv.	Alameda Co. S.D.	Technical	IV
13.	Management Update Seminar	Los Medanos Col.	Mgmt. Trng.	IV
14.	Problem Solving/Organization	Lake Tahoe Col.	Technical	IV
15.	Training Conference	Ventura Co. CJTC	Technical	N/A

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
16.	Defensive Tactics Inst.	Roseville P.D.	Technical	IV
17.	Baton-Side Handle	El Dorado S.D.	Technical	IV
18.	Patrol Oper. Mgmt.	CSU, Long Beach	Mgmt. Trng.	III
19.	Dispatcher Update, Public Safety	Shasta College	Technical	N/A
20.	Dispatcher Orientation	Shasta College	Technical	IV
21.	Cultural Awareness, Facilitator #1	San Diego RTC	Technical	III
22.	Cultural Awareness, Facilitator #2	San Diego RTC	Technical	III
23.	Bailiff & Civil Procedures	Rio Hondo RTC	Technical	IV
24.	Bailiff & Court Security	Rio Hondo RTC	Technical	IV
25.	Civil Process	Rio Hondo RTC	Technical	IV
26.	Background Inv.	Rio Hondo RTC	Technical	IV
27.	TBW	Sarita Ledet	TBW	III
28.	TBW	Ellen Kirschman	TBW	III
29.	TBW	Selfridge & Assoc.	TBW	III
30.	Training Conference	San Diego DA Inv. Assn.	Technical	N/A
31.	Training Conference	Mill Valley P.D.	Technical	N/A
32.	Training Conference	Vicki Quinn, & Associates	Technical	N/A
33.	Special Weapons & Tactics	Santa Rosa TC	Technical	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
34.	Strategic Planning	Sacramento PSC	Technical	IV
35.	Firearms - Intermediate	Sacramento PSC	Technical	IV
36.	Baton-Side Handle	Sacramento PSC	Technical	IV
37.	Community Drug Awareness Prev.	Sacramento PSC	Technical	IV
38.	Search Warrant & Arrest	Sacramento PSC	Technical	IV
39.	Sexual Harassment: Prev. Strategy	CPOA	Supv. Trng.	III
40.	Americans with Disabilities	CPOA	Supv. Trng.	III
41.	Advanced Officer	Milpitas P.D.	A.O.	IV
42.	Radar Operator	San Mateo S.D.	Technical	IV
43.	Advanced Officer	Sunnyvale DPS	A.O.	IV
44.	Auto Weapons & Explosive Rcn.	P&R	Technical	N/A
45.	Officer Update I	Sacramento P.D.	Technical	IV
46.	Motorcycle Training	San Diego RLETC	Technical	IV
47.	Investigation Techniques, Adv.	San Diego S.D.	Technical	IV
48.	Supervisory Update	Chapman College	Supv. Trng.	III
49.	Emergency Planning & Mgmt.	Chapman College	Mgmt. Trng.	III
50.	Management Update Seminar	Chapman College	Mgmt. Trng.	III
51.	Criminal Investigation	Chapman College	Technical	III

52.	Hostage Negotiation, Adv.	Chapman College	Technical	III
53.	Human Relations & Cultural Awareness	Chapman College	Technical	III
54.	Internal Affairs Inv.	Chapman College	Technical	III
55.	Interview & Inter- rogation Update	Chapman College	Technical	III

TOTAL CERTIFIED	<u>103</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>3</u>
TOTAL TELECOURSES CERTIFIED	<u>6</u>
TOTAL IVD COURSES CERTIFIED	<u>3</u>
TOTAL DECERTIFIED	<u>55</u>
TOTAL MODIFICATIONS	<u>98</u>

1,873 Skills & Knowledge Modules certified as of 6-28-96  
175 IVD Courses as of 6-28-96  
361 Telecourses as of 6-28-96  
1,739 Other Courses certified as of 6-28-96

686 certified presenters

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Financial Report - Fourth Quarter 1995/96</b>		Meeting Date <b>July 18, 1996</b>
Bureau <b>Administrative Services Bureau</b>	Reviewed By <i>FW</i> <b>Frederick Williams</b>	Researched By <b>Staff</b>
Executive Director Approval <i>William C. Becken</i>	Date of Approval <b>7-16-96</b>	Date of Report <b>July 15, 1996</b>
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

This report provides financial information relative to the local assistance budget through June 30, 1996. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1995-96 budget to California cities, counties and districts.

COMPARISON OF REVENUE BY MONTH - This report, shown as Attachment 1A identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through June 30, 1996, we received \$31,160,213. The total is \$660,213 <sup>De Nair</sup> more than originally anticipated (see Attachment 1B) and is \$674,579 more 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 46,576 trainees reimbursed through the fourth quarter represents a decrease of 1,043 (2.2%) compared to the 47,619 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)

REIMBURSEMENT BY COURSE CATEGORY - <sup>Attachments 3A + 3B</sup> These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursements for courses through the fourth quarter of \$14,427,722 represents a \$31,697 (.2%) decrease compared to last fiscal year. (See Attachments 3A and 3B.)

SUMMARY - Owing to a combination of \$31.2 million revenue to the POTF, prior year savings of \$1.3 million, prior year revenue adjustments of \$2.3 million, administration/support expenditure savings of \$536,000, and a federal grant of \$100,000, the FY 95/96 resources of \$34.8 million more than satisfied FY 95/96 expenditures of \$30.7 million. It should also be noted that there were significant savings in training reimbursements due to cost containment measures taken by the Commission in July 1995. The fiscal year ended with a \$4.1 million reserve.

*Item - 96/97 Item C Governor's Budget*

*Namely, the 90 hr Cap*

File: 9596REV

# COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1994-95 AND 1995-96

1994-95

1995-96

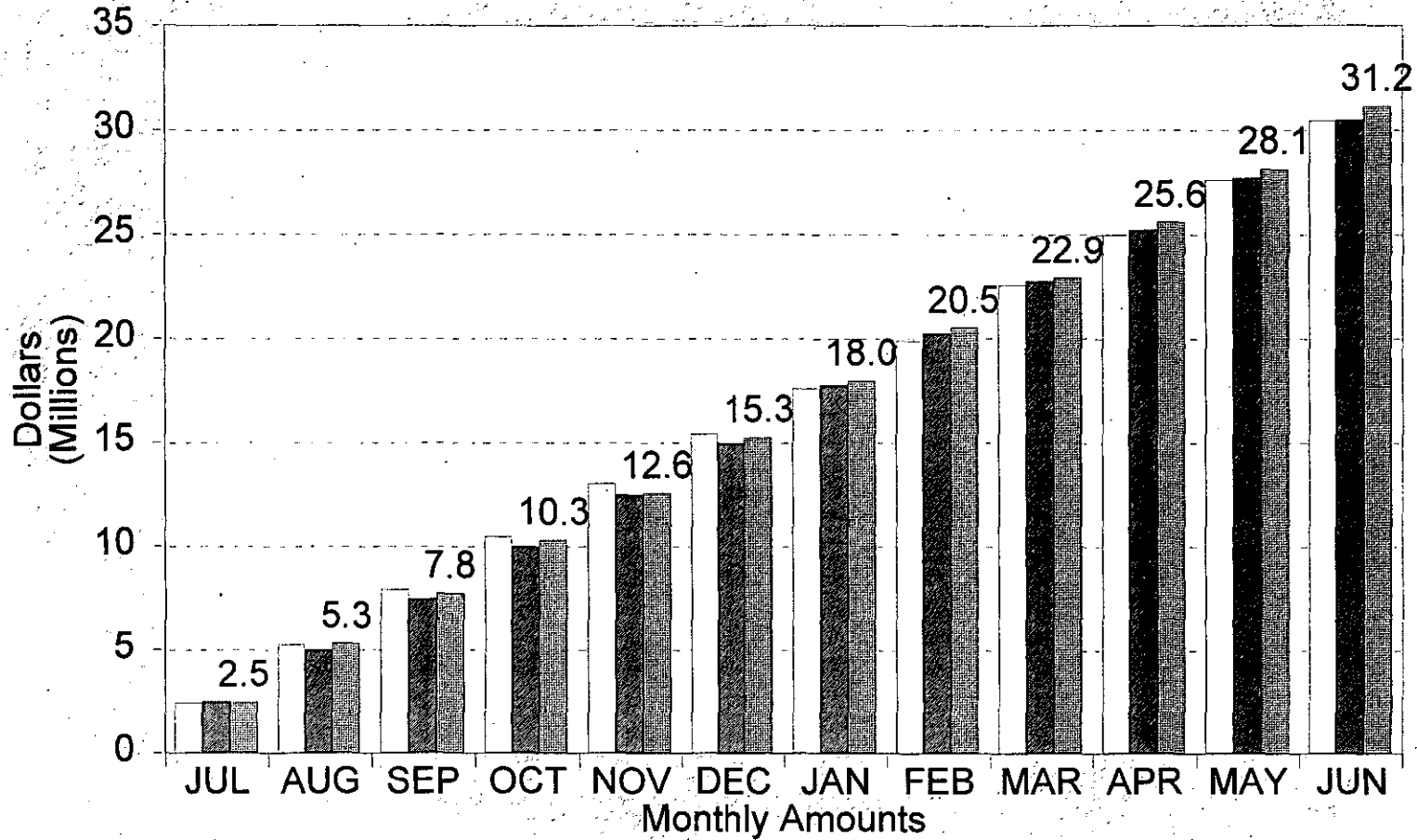
MO	PENALTY ASSESMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT		OTHER **	TOTAL	% OF CUMULATIVE	
	FUND	OTHER			FUND	TOTAL			EST	TOTAL
JUL	2,435,532	2,592	2,438,124	2,500,000	2,468,334	3,371	2,471,705	98.87%	2,471,705	98.87%
AUG	2,829,120	4,678	5,271,922	5,000,000	2,862,613	15,199	2,877,812	115.11%	5,349,517	106.99%
SEP	2,666,819	6,558	7,945,299	7,500,000	2,409,839	8,653	2,418,492	96.74%	7,768,009	103.57%
OCT	2,488,567	27,102	10,460,968	10,000,000	2,539,486	11,431	2,550,917	102.04%	10,318,926	103.19%
NOV	2,550,039	25,449	13,036,456	12,500,000	2,246,004	19,665	2,265,669	90.63%	12,584,595	100.68%
DEC	2,375,259	12,174	15,423,889	15,000,000	2,640,773	32,010	2,672,783	106.91%	15,257,378	101.72%
JAN	1,952,219	212,516	17,588,624	17,750,000	2,472,777	240,337	2,713,114	98.66%	17,970,492	101.24%
FEB	2,267,572	25,589	19,881,785	20,250,000	2,514,105	30,716	2,544,821	101.79%	20,515,313	101.31%
MAR	2,635,857	49,711	22,567,353	22,750,000	2,388,904	19,923	2,408,827	96.35%	22,924,140	100.77%
APR	2,438,613	13,444	25,019,410	25,250,000	2,693,237	26,681	2,719,918	108.80%	25,644,058	101.56%
MAY	2,609,646	27,795	27,656,851	27,750,000	2,487,614	16,241	2,503,855	100.15%	28,147,913	101.43%
JUN	2,496,727	332,056	30,485,634	30,500,000	2,786,099	226,201	3,012,300	109.54%	31,160,213	102.16%
TOT	29,745,970	739,664	30,485,634	30,500,000	30,509,785	650,428	31,160,213	102.16%	31,160,213	102.16%



*BAR CHART*

# Comparison of Revenue by Month

Fiscal Years 1994-95 and 1995-96



*White Bar*      *DARK Bar*      *Grey Bar*  
□ 1994-95 Actual      ■ 1995-96 Projected      ■ 1995-96 Actual

*\$30.48 million*

*\$30.5 million*

*\$31.1 million*

COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

JUNE 1996

COURSE	1994-95			1995-96			
	Actual Total For Year	Actual July-June	% of Total	Projected Total For Year	Actual July-June	% of Projection	
* Basic Course	1,773	1,773	100%	2,000	2,082	104%	300 increase
Dispatchers - Basic	334	334	100%	330	347	105%	
* Advanced Officer Course	3,791	3,791	100%	3,810	3,966	104%	200 increase
Supervisory Course (Mandated)	490	490	100%	450	497	110%	
Management Course (Mandated)	283	283	100%	300	269	90%	
Executive Development Course	493	493	100%	580	324	56%	
Supervisory Seminars & Courses	3,320	3,320	100%	3,500	3,331	95%	
Management Seminars & Courses	1,883	1,883	100%	2,000	1,898	95%	
Executive Seminars & Courses	481	481	100%	500	500	100%	
Other Reimbursement	0	0	0%	0	0	0%	
* Tech Skills & Knowledge Course	33,370	33,370	100%	34,000	32,308	95%	1000 decline (80 hr cap)
Field Management Training	12	12	100%	20	8	40%	
Team Building Workshops	527	527	100%	600	583	97%	
* POST Special Seminars	811	811	100%	850	419	49%	400 decline
Approved Courses	51	51	100%	60	44	73%	
<b>TOTALS</b>	<b>47,619</b>	<b>47,619</b>	<b>100%</b>	<b>49,000</b>	<b>46,576</b>	<b>95%</b>	

one thousand reduction in number of trainees

ATTACHMENT 2

COMMISSION ON POST  
SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1994-95 Total	1994-95 July-June	1996 June	1995-96 July-June
* Resident Subsistence	\$7,827,698	\$7,827,698	\$816,117	\$7,439,571
* Commuter Meal Allowance	858,755	858,755	\$80,313	\$964,544
* Travel	2,595,716	2,595,716	\$277,064	\$2,569,904
* Tuition	3,159,663	3,159,663	\$401,847	\$3,453,703
Salary	722	722	\$0	\$0
Training Technology Assistance	16,865	16,865	\$0	\$0
<b>TOTALS</b>	<b>\$14,459,419</b>	<b>\$14,459,419</b>	<b>\$1,575,341</b>	<b>\$14,427,722</b>

- 400,000 decrease  
- 100,000 increase  
- 300,000 increase

COMMISSION ON POST  
REIMBURSEMENT BY COURSE CATEGORY

1994-95

1995-96

COURSE	Total For Year	Actual July-June	June	Actual July-June
Basic Course	\$1,651,255	\$1,651,255	\$253,652	\$1,958,399
Dispatchers - Basic	239,027	239,027	12,556	279,521
Advanced Officer Course	243,688	243,688	34,036	229,914
Supervisory Course (Mandated)	319,135	319,135	23,877	291,535
Management Course (Mandated)	272,991	272,991	20,923	249,210
Executive Development Course	300,243	300,243	0	226,686
Supervisory Seminars & Courses	1,344,480	1,344,480	142,474	1,321,727
Management Seminars & Courses	617,117	617,117	82,888	562,512
Executive Seminars & Courses	158,388	158,388	20,682	153,657
Other Reimbursement	0	0	0	1,391
* Tech Skills & Knowledge Course	8,907,986	8,907,986	947,650	8,771,615
Field Management Training	6,910	6,910	797	2,955
Team Building Workshops	228,547	228,547	25,897	262,538
POST Special Seminars	145,410	145,410	9,797	105,505
Approved Courses	7,377	7,377	112	10,557
Training Technology Assistance	16,865	16,865	0	0
TOTALS	\$14,459,419	\$14,459,419	\$1,575,341	\$14,427,722

*Based on majority of funds directed toward tech skills + knowledge courses*

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - California State Department of Developmental Services Police		Meeting Date July 18, 1996
Bureau Training Delivery and Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Bob Spurlock
Executive Director Approval <i>Morgan C. Beckman</i>	Date of Approval 7-2-96	Date of Report June 26, 1996
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.

ISSUES

The California State Department of Developmental Services Police is seeking entry into the POST Specialized (non-Reimbursable) Program on behalf of its peace officers.

BACKGROUND

The department's officers are appointed pursuant to Section 830.30 (h) of the Penal Code and the agency has submitted the proper documentation supporting POST objectives and regulations. Suitable background and other provisions of the Government Code regarding selection standards have been met.

ANALYSIS

The police department currently employs 37 officers. The department has met all criteria and has been admitted into the POST Specialized (non-Reimbursable) Program pursuant to Regulation 1009. There will be no fiscal impact.

RECOMMENDATION

The Commission be advised that the California State Department of Developmental Services Police, be admitted into the POST Specialized (non-Reimbursable) Program consistent with Commission Policy.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>NEW AGENCY - Secretary of State, Office of Investigation</b>		Meeting Date <b>July 18, 1996</b>
Bureau <b>Training Delivery and Compliance Bureau</b>	Reviewed By <b>Ronald T. Allen, Chief</b>	Researched By <b>Bob Spurlock</b>
Executive Director Approval	Date of Approval	Date of Report <b>June 26, 1996</b>
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

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

**ISSUES**

The Secretary of State, Office of Investigations, is seeking entry into the POST Specialized (non-Reimbursable) Program on behalf of its peace officers.

**BACKGROUND**

The department's officers are appointed pursuant to Section 830.30 (o) of the Penal Code and the agency has submitted the proper documentation supporting POST objectives and regulations. Suitable background and other provisions of the Government Code regarding selection standards have been met.

**ANALYSIS**

The police department currently employs three officers. The department has met all criteria and has been admitted into the POST Specialized (non-Reimbursable) Program pursuant to Regulation 1009. There will be no fiscal impact.

**RECOMMENDATION**

The Commission be advised that the Secretary of State, Office of Investigations, be admitted into the POST Specialized (non-Reimbursable) Program consistent with Commission Policy.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

B.4

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Public Safety Dispatcher Program		July 18, 1996
Bureau	Reviewed By	Researched By
Training Delivery & Compliance Bureau	Ronald T. Allen, Chief	Bob Spurlock
Executive Director Approval	Date of Approval	Date of Report
<i>William C. Bohm</i>	7-2-96	April 22, 1996
Purpose		Financial Impact:
<input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

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

ISSUE

Acceptance of agencies into the Public Safety Dispatcher Program.

BACKGROUND

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

ANALYSIS

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

RECOMMENDATION

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

NEW AGENCIES IN THE PUBLIC SAFETY DISPATCHER PROGRAM

APRIL - JUNE 1996

<u>Name</u>	<u>Ord/Res/Letter</u>	<u>Entry Date</u>
Jackson Police Department	Ordinance No. 584	4-22-96
Stockton Unified School District Police Dept.	Resolution No. 95-57	4-24-96
Santa Barbara Police Department	Ordinance No. 4953	5-8-96
Crescent City Police Department	Ordinance No. 673	6-24-96

There are currently 441 agencies participating in the program.

6-24-96





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

WHEREAS, Robert Norman, Chief of Foster City Police Department, representing the California Police Chiefs' Association, served with distinction as a member of the Strategic Planning Steering Committee from August 1995 through April 1996; and

WHEREAS, Robert Norman also served as Chairman of the Strategic Planning Steering Committee; and

WHEREAS, Robert Norman was instrumental in the development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on Peace Officer Standards and Training; and

WHEREAS, Robert Norman committed himself to ensuring that the Commission's strategic plan reflects the emerging needs of California law enforcement as the profession moves into the coming century; and

WHEREAS, Robert Norman unselfishly shared his professional expertise, experience and counsel in development of POST's strategic plan;

THEREFORE BE IT RESOLVED, the Commission on Peace Officer Standards and Training recognizes Robert Norman's contributions to the law enforcement profession and the people of the state of California; and

BE IT FURTHER RESOLVED, that the Commission on Peace Officer Standards and Training expresses its deep gratitude and sincere appreciation to Robert Norman for the time, energy and personal efforts he expended in development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on POST.



\_\_\_\_\_  
*Chairman*

\_\_\_\_\_  
*Executive Director*

July 18, 1996



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

WHEREAS, Jerry Shadinger, Sheriff of Colusa County Sheriff's Department, representing the California State Sheriffs' Association, served with distinction as a member of the Strategic Planning Steering Committee from August 1995 through April 1996; and

WHEREAS, Jerry Shadinger also served as Vice-Chairman of the Strategic Planning Steering Committee; and

WHEREAS, Jerry Shadinger was instrumental in the development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on Peace Officer Standards and Training; and

WHEREAS, Jerry Shadinger committed himself to ensuring that the Commission's strategic plan reflects the emerging needs of California law enforcement as the profession moves into the coming century; and

WHEREAS, Jerry Shadinger unselfishly shared his professional expertise, experience and counsel in development of POST's strategic plan;

THEREFORE BE IT RESOLVED, the Commission on Peace Officer Standards and Training recognizes Jerry Shadinger's contributions to the law enforcement profession and the people of the state of California; and

BE IT FURTHER RESOLVED, that the Commission on Peace Officer Standards and Training expresses its deep gratitude and sincere appreciation to Jerry Shadinger for the time, energy and personal efforts he expended in development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on POST.



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*Chairman*

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*Executive Director*

\_\_\_\_\_  
July 18, 1996  
*Date*



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

WHEREAS, Skip Murphy, Lieutenant, San Diego County Sheriff's Department, representing the Peace Officers' Research Association of California, served with distinction as a member of the Strategic Planning Steering Committee from August 1995 through April 1996; and

WHEREAS, Skip Murphy was instrumental in the development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on Peace Officer Standards and Training; and

WHEREAS, Skip Murphy committed himself to ensuring that the Commission's strategic plan reflects the emerging needs of California law enforcement as the profession moves into the coming century; and

WHEREAS, Skip Murphy unselfishly shared his professional expertise, experience and counsel in development of POST's strategic plan;

THEREFORE BE IT RESOLVED, the Commission on Peace Officer Standards and Training recognizes Skip Murphy's contributions to the law enforcement profession and the people of the state of California; and

BE IT FURTHER RESOLVED, that the Commission on Peace Officer Standards and Training expresses its deep gratitude and sincere appreciation to Skip Murphy for the time, energy and personal efforts he expended in development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on POST.



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*Chairman*

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*Executive Director*

\_\_\_\_\_  
July 18, 1996  
*Date*



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

WHEREAS, Joe De Ladurantey, Chief of Torrance Police Department, representing the California Police Chiefs' Association, served with distinction as a member of the Strategic Planning Steering Committee from August 1995 through April 1996; and

WHEREAS, Joe De Ladurantey was instrumental in the development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on Peace Officer Standards and Training; and

WHEREAS, Joe De Ladurantey committed himself to ensuring that the Commission's strategic plan reflects the emerging needs of California law enforcement as the profession moves into the coming century; and

WHEREAS, Joe De Ladurantey unselfishly shared his professional expertise, experience and counsel in development of POST's strategic plan;

THEREFORE BE IT RESOLVED, the Commission on Peace Officer Standards and Training recognizes Joe De Ladurantey's contributions to the law enforcement profession and the people of the state of California; and

BE IT FURTHER RESOLVED, that the Commission on Peace Officer Standards and Training expresses its deep gratitude and sincere appreciation to Joe De Ladurantey for the time, energy and personal efforts he expended in development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on POST.



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*Chairman*

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*Executive Director*

\_\_\_\_\_  
July 18, 1996  
*Date*



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

WHEREAS, Norman Hicks, Sheriff of Monterey County Sheriff's Department, representing the California State Sheriffs' Association, served with distinction as a member of the Strategic Planning Steering Committee from August 1995 through April 1996; and

WHEREAS, Norman Hicks was instrumental in the development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on Peace Officer Standards and Training; and

WHEREAS, Norman Hicks committed himself to ensuring that the Commission's strategic plan reflects the emerging needs of California law enforcement as the profession moves into the coming century; and

WHEREAS, Norman Hicks unselfishly shared his professional expertise, experience and counsel in development of POST's strategic plan;

THEREFORE BE IT RESOLVED, the Commission on Peace Officer Standards and Training recognizes Norman Hicks's contributions to the law enforcement profession and the people of the state of California; and

BE IT FURTHER RESOLVED, that the Commission on Peace Officer Standards and Training expresses its deep gratitude and sincere appreciation to Norman Hicks for the time, energy and personal efforts he expended in development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on POST.



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*Chairman*

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*Executive Director*

\_\_\_\_\_  
*July 18, 1996*  
*Date*



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

WHEREAS, Stephen D'Arcy, Undersheriff of Placer County Sheriff's Department, representing the California Peace Officers' Association, served with distinction as a member of the Strategic Planning Steering Committee from August 1995 through April 1996; and

WHEREAS, Stephen D'Arcy was instrumental in the development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on Peace Officer Standards and Training; and

WHEREAS, Stephen D'Arcy committed himself to ensuring that the Commission's strategic plan reflects the emerging needs of California law enforcement as the profession moves into the coming century; and

WHEREAS, Stephen D'Arcy unselfishly shared his professional expertise, experience and counsel in development of POST's strategic plan;

THEREFORE BE IT RESOLVED, the Commission on Peace Officer Standards and Training recognizes Stephen D'Arcy's contributions to the law enforcement profession and the people of the state of California; and

BE IT FURTHER RESOLVED, that the Commission on Peace Officer Standards and Training expresses its deep gratitude and sincere appreciation to Stephen D'Arcy for the time, energy and personal efforts he expended in development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on POST.



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*Chairman*

\_\_\_\_\_  
*Executive Director*

\_\_\_\_\_  
July 18, 1996

*Date*



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

WHEREAS, Joe Surges of Contra Costa County Sheriff's Department, representing the Peace Officers' Research Association of California, served with distinction as a member of the Strategic Planning Steering Committee from August 1995 through April 1996; and

WHEREAS, Joe Surges was instrumental in the development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on Peace Officer Standards and Training; and

WHEREAS, Joe Surges committed himself to ensuring that the Commission's strategic plan reflects the emerging needs of California law enforcement as the profession moves into the coming century; and

WHEREAS, Joe Surges unselfishly shared his professional expertise, experience and counsel in development of POST's strategic plan;

THEREFORE BE IT RESOLVED, the Commission on Peace Officer Standards and Training recognizes Joe Surges's contributions to the law enforcement profession and the people of the state of California; and

BE IT FURTHER RESOLVED, that the Commission on Peace Officer Standards and Training expresses its deep gratitude and sincere appreciation to Joe Surges for the time, energy and personal efforts he expended in development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on POST.



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*Chairman*

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*Executive Director*

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July 18, 1996



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

WHEREAS, Woody Williams, Deputy Chief of San Bernardino County Sheriff's Department, representing the California Peace Officers' Association, served with distinction as a member of the Strategic Planning Steering Committee from August 1995 through April 1996; and

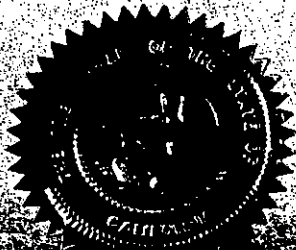
WHEREAS, Woody Williams was instrumental in the development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on Peace Officer Standards and Training; and

WHEREAS, Woody Williams committed himself to ensuring that the Commission's strategic plan reflects the emerging needs of California law enforcement as the profession moves into the coming century; and

WHEREAS, Woody Williams unselfishly shared his professional expertise, experience and counsel in development of POST's strategic plan;

THEREFORE BE IT RESOLVED, the Commission on Peace Officer Standards and Training recognizes Woody Williams' contributions to the law enforcement profession and the people of the state of California; and

BE IT FURTHER RESOLVED, that the Commission on Peace Officer Standards and Training expresses its deep gratitude and sincere appreciation to Woody Williams for the time, energy and personal efforts he expended in development of *Beyond 2000: MAKING A BOLD ADJUSTMENT*, a strategic plan for the California Commission on POST.



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*Chairman*



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Proposed Changes to the Basic Course Training Specifications</b>		Meeting Date <b>July 18, 1996</b>
Bureau <b>Basic Training Bureau</b>	Reviewed By <b>Everitt Johnson</b> <i>(EA)</i>	Researched By <b>Jody Buna</b>
Executive Director Approval <i>Monahan C. Boehm</i>	Date of Approval <b>6-25-96</b>	Date of Report <b>June 17, 1996</b>
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUE**

Should the Commission approve, subject to a public review process, changes to the basic course training specifications as enumerated in this report?

**BACKGROUND**

As part of an ongoing review of Regular Basic Course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, compliance with legislatively mandated subject matter, changes in the law, or to improve student testing and evaluation.

Proposed changes to the training specifications for Learning Domains 7, 8, 20, 28, and 29 impact one or more of the following elements of the domain:

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

**ANALYSIS**

The following changes, if approved by the Commission, will become effective on September 1, 1996. The complete text of these proposed changes are in Attachment A.

- **Learning Domain #7 (Crimes Against the Persons)**

**Changes to Required Topics**

It is proposed that a topic which requires instruction on the elements of Gross Vehicular Manslaughter While Intoxicated (191.5 PC) be added to the domain. If approved, instruction would be required concerning the unlawful killing of a human being without malice aforethought in the driving of a vehicle or vessel while intoxicated with gross negligence. It is also proposed that a topic requiring instruction on elements of Terrorist Threats (422 PC) be added to the basic course. If approved, students would be required to receive instruction on threats made with the specific intent to cause fear and other crime elements specific to that section.

- **Learning Domain #8 (General Criminal Statutes)**

**Changes to Required Topics**

It is proposed that a topic requiring instruction on the elements of Loitering for the Purpose of Engaging in an Act of Prostitution (653.22 PC) be added to the domain. If approved, students would be required to receive instruction on the necessary elements of loitering in a manner that demonstrates intent to entice, solicit or procure an act of prostitution or drug activity. A further change to the domain recommends that gambling be correctly titled as Gaming (330 PC). Retitling "Press access to a closed area" to more accurately reflect the subject matter which includes a peace officer's authority to establish a disaster area and legally limit access to that area and prevent interference with emergency operations is recommended. Instruction on the press's access to disaster areas is still included in the topic.

- **Learning Domain #20 (Use of Force)**

**Changes to Instructional Goals**

The proposed modifications continue the trend of providing more explicit instructional goals. Clearly-defined instructional goals support the design of the instructor unit guides. It is proposed that the goal that incorporates the concept of reasonable force and the importance of training in coping with dangerous situations be split into two clearly stated instructional goals.

## **Changes to Testing Requirements**

Successful completion of the domain currently requires the passage of a scenario test. Language is proposed that will add detail to the testing requirement and enhance the training standard. If approved, the student will now have to be tested under conditions that simulate physical and mental stress. The intent is to duplicate the actual conditions under which force is normally required. Measurement of the students' ability to perform under job-related conditions ensures test validity. The proposed change will add specificity to the existing testing requirement by requiring the student to demonstrate:

- A knowledge and understanding of the legal authority to use force
- Ability to identify force options that are consistent with legal or other restrictions
- Ability to demonstrate the application of reasonable force; and
- Ability to escalate, deescalate levels of force and to intervene when the use of force is inappropriate.

## **Changes to Learning Activities**

It is proposed that the learning activity currently required in the specification be expanded and enhanced to provide more detail and specificity to the training requirement. The added detail supports the scenario test modification being proposed to the domain.

- **Learning Domain #28 (Traffic Enforcement)**

## **Changes to Instructional Goals**

The proposed modification to the instructional goals expands existing goals to require the student to develop the ability to visually recognize commonly enforced traffic laws. This change is consistent with the current test that requires the student to visualize the violation and determine the appropriate Vehicle Code Section.

- **Learning Domain #29 (Traffic Accident Investigation)**

The proposed changes to this domain would provide additional instructional goals and enhance existing goals by providing more detail and clarity. The required topics are proposed to be modified and enhanced to specifically define the intent of instruction to both the student and instructor.

Proposed changes to the testing requirements in this domain continue the trend of developing a more cost effective exercise and scenario testing system designed to test job competencies in the Regular Basic Course. The current testing system requires 59 exercise tests and 22 scenario tests. POST provides "recommended" scenarios test, however, there are no test specifications for the exercise tests. As a result, there are no standardized testing requirements throughout the 35 academies; there are open admissions of noncompliance with the existing testing requirements, and there exists a lack of clearly defined performance standards.

The proposed changes in this domain will reduce the number of required exercise tests from three to one. The elements of the three tests are combined into a single testing event. Test specifications are provided that require the student to demonstrate the requisite knowledge and skill to investigate a traffic collision. The overall effect of the change would be an enhancement of the testing standard. The addition of a learning activity that reenforces the instruction is also proposed.

## **SUMMARY**

Proposed revisions are recommended by staff and curriculum consultants who have carefully reviewed domain content. All proposed changes have been reviewed and endorsed by the Consortium of Basic Course Academy Directors. Proposed changes to basic course training specifications are included as Attachment A and proposed revision to Regulation 1005 is included as Attachment B.

If the Commission agrees to the changes identified herein, it is proposed that the abbreviated public hearing process be used. If no one requests a public hearing, these proposed changes would go into effect 30 days after approval by the Office of Administrative Law.

## RECOMMENDATION

Subject to the results of the proposed Notice of Regulatory Action approve the revisions to *Training Specifications for the Regular Basic Course - 1995*.

ATTACHMENT A

## PROPOSED REVISIONS

*TRAINING SPECIFICATIONS FOR THE REGULAR BASIC COURSE - 1995*

## REGULAR BASIC COURSE

### SPECIFICATIONS FOR LEARNING DOMAIN #07 CRIMES AGAINST PERSONS

~~July 30, 1995~~ September 1, 1996

#### I. INSTRUCTIONAL GOAL

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

#### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Extortion
- B. Assault
- C. Battery
- D. Assault with a deadly weapon
- E. Mayhem
- F. Infliction of corporal injury on a spouse of cohabitant
- G. Robbery
- H. Kidnapping and false imprisonment
- I. Aiding or encouraging a suicide
- J. Murder
  - 1. dDegrees
  - 2. fElony murder rule
- K. Excusable and justifiable homicide

L. Manslaughter

1.  Voluntary
2.  Involuntary
3.  Vehicular
4. Gross vehicular manslaughter while intoxicated

M. Crimes against elders and dependent adults

N. Child abduction

O. Stalking and terrorist threats

P. Carjacking

III. REQUIRED TESTS

The POST-constructed knowledge test on Domain #7

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **10 hours** of instruction on crimes against persons.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

June 1, 1994

July 15, 1995

July 30, 1995

September 1, 1996



REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #08  
GENERAL CRIMINAL STATUTES

~~July 30, 1995~~ September 1, 1996

I. INSTRUCTIONAL GOAL

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

II. REQUIRED TOPICS

The following topics shall be covered:

~~A. Attempt to commit a crime~~

~~BA. Conspiracy to commit a crime~~

~~GB. Solicitation to commit certain crimes~~

~~DC. Disturbing the peace~~

~~ED. Disorderly conduct to include:~~

1. ~~hLewd conduct~~
2. ~~pProstitution~~
3. ~~lLoitering about a public toilet~~
4. ~~pPublic intoxication~~
5. ~~pProwling~~
6. ~~pPeeping~~
7. ~~illegal lodging~~
8. ~~bBathroom peepholes~~

~~FE. Public nuisance~~ Loitering for purposes of prostitution or drug activity

~~GE.~~ Disturbing a public meeting

HG. Obstructing a sidewalk or street

~~H.~~ ~~Gambling~~Gaming

~~J.~~ ~~Press access to closed areas~~Authority of peace officer to close a disaster area including press access exception

### III. REQUIRED TESTS

The POST-constructed knowledge test on Domain #8

### IV. REQUIRED LEARNING ACTIVITIES

None

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on general criminal statutes.

### VI. ORINATION DATE

July 1, 1993

### VII. REVISION DATES

December 1, 1994

June 1, 1994

July 15, 1995

July 30, 1995

September 1, 1996

## REGULAR BASIC COURSE

### SPECIFICATIONS FOR LEARNING DOMAIN #20 USE OF FORCE

~~July 15, 1995~~ September 1, 1996

#### I. INSTRUCTIONAL GOALS

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

- ~~A.~~ ~~an understanding of the important role that training plays in preparing students to cope with dangerous situations and to use reasonable force;~~
- ~~BA.~~ an understanding of the liability associated with the use of force;
- ~~GB.~~ knowledge of the conditions under which force can be lawfully used by a peace officer;
- ~~BC.~~ knowledge of force options;
- ~~ED.~~ the ability to make judgments concerning the level of force justified by a given set of circumstances;
- ~~FE.~~ an understanding of the concept of fear and anger management;
- ~~GE.~~ an understanding of the basic concept of intervention to prevent unreasonable use of force; ~~and~~
- ~~H.G~~ an understanding of the importance of effective tactical communication in use-of-force situations;:
- ~~H.~~ an understanding of the concept of reasonable force; and
- ~~I.~~ an understanding of the importance of initial and ongoing training in coping with dangerous situations.

#### II. REQUIRED TOPICS

The following topics shall be covered:

- A. The effects of training on the ability to cope with danger and use reasonable force

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

### III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #20
- B. A scenario test that requires the student to respond to simulated encounters with suspects under circumstances that justify varying levels of force a variety of law enforcement situations in which the use of force is legally justified by a peace officer, including deadly force, detentions, arrests and the overcoming of resistance to the execution of lawful processes. The student shall be tested under conditions that simulate the effects of physical and mental stress and minimally test the students':
  - 1. Knowledge and understanding of the legal authority to use force
  - 2. Ability to identify force options that are consistent with legal or other restrictions
  - 3. Ability to demonstrate the application of force in a manner that is objectively reasonable to the courts
  - 4. Ability to escalate, deescalate levels of force and intervene when the use of force is inappropriate

#### IV. REQUIRED LEARNING ACTIVITIES

A. Participation in a ~~facilitated discussion relating to use of force by a peace officer~~ learning activity depicting incidents involving use of force by a peace officer which reinforces the student's ability to understand:

1. The legal authority to use force
2. The appropriateness of the force option selected
3. Whether the amount of force used was objectively reasonable
4. Whether intervention was appropriate

#### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on use of force.

#### VI. ORIGINATION DATE

July 1, 1993

#### VII. REVISION DATES

September 1, 1994

July 15, 1995

September 1, 1996

**REGULAR BASIC COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #28:**  
**TRAFFIC ENFORCEMENT**

~~October 1, 1995~~ September 1, 1996

**I. INSTRUCTIONAL GOALS**

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

- A. an understanding of the purpose of traffic laws and traffic law enforcement;
- B. knowledge of and ability to visually recognize commonly-enforced traffic laws;
- C. the skills necessary to effectively direct and control traffic;
- D. knowledge of laws and procedures related to driving under the influence enforcement;
- E. knowledge of laws related to the storage and impound of vehicles; and
- F. knowledge of laws and procedures governing arrest, citation and release.

**II. REQUIRED TOPICS**

The following topics shall be covered:

- A. Vehicle code definitions
- B. Vehicle registration violations
- C. Unsafe vehicle violations
- D. Hit-and-run violations
- E. Traffic control and device violations
- F. Right-of-way violations
- G. Failing to yield to an emergency vehicle violations
- H. Turning and signaling violations

- I. Speed violations
- J. Passing a stopped schoolbus violation
- K. Stop violations
- L. Equipment violations
- M. Following too closely violation
- N. Vehicle Code public offenses
- O. Unsafe passing violations
- P. Failure to obey an officer's lawful orders
- Q. Unrestrained occupant violations
- R. Pedestrian violations
- S. Officer's duties to a DUI suspect
- T. Driving under the influence (DUI)
- U. Possession of an alcoholic beverage in a vehicle
- V. Authority to remove vehicles
- W. Traffic direction hand signals
- X. Traffic direction using a flashlight
- Y. Traffic control devices
- Z. Preparing a storage and impound report
- AA. Driver license violations
- BB. Vehicle Code laws governing arrest
- CC. Lighting and extinguishing a highway flare
- DD. Concepts of traffic enforcement
- EE. Information necessary to complete a traffic citation

FF. Court procedures for processing a citation

GG. Purpose for violator's signature on citation

### III. REQUIRED TESTS

The following tests shall be administered:

A. The POST-constructed knowledge test for Domain #28

B. An exercise test that requires the student to conduct a field sobriety test that shall minimally test the student's ability to:

1. Articulate a proper location for the test and why that location is appropriate
2. Articulate the objective observations of signs or symptoms of intoxication or drug use
3. Explain and demonstrate a series of field sobriety tests that may include a minimum of three of the following tests:
  - a. Proper techniques of balance
  - b. Divided attention
  - c. Memory
  - d. Coordination
  - e. Horizontal and vertical Gaze Nystagmus test(s)
4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that the test subject is under the influence of alcohol or drugs

### IV. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a ~~demonstration regarding the safe lighting and extinguishing of a highway flare~~ learning activity that will reinforce the student's understanding of safe techniques of lighting and extinguishing a highway flare including:

1. Removing the flare cap to expose the striking (lighting) plate and placing the cap on the opposite end of the flare



2. Holding the flare at arms length while contacting and holding the flare against the striking plate
3. Turning the face from the striking area before lighting the flare and moving it away from the body
4. Extinguishing lit flares that are safe to touch by tapping the burning end against the pavement
5. Never throwing, kicking or unsafely handling lit flares
6. Properly disposing of extinguished flares

B. The student will participate in a ~~facilitated discussion regarding a simulated DUI investigation~~ learning activity that will reinforce the student's understanding of definitions, laws and procedures related to Driving Under the Influence (DUI) arrests including:

1. Legal definitions and terminology
2. Vehicle Code sections and related statutes
3. Detention and arrest procedures including the development of probable cause and reasonable suspicion including field tests
4. Evidence recognition, collection and preservation procedures
5. Report writing requirements

C. The student will participate in a ~~facilitated discussion, video presentation, or other activity regarding techniques to effectively direct and control traffic using hand signals, flashlight and warning devices~~ learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices including:

1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
2. Alternative methods that can be employed using traffic control devices, vehicles or other available equipment to safely control traffic movement

D. The student will properly complete a storage/impound report and demonstrate an understanding of the legal authority for the towing of vehicles from public and private property

E. The student will properly complete a Notice to Appear

#### HOURLY REQUIREMENTS

Students shall be provided with a minimum of **22 hours** of instruction on traffic enforcement.

#### V. ORINATION DATE

July 1, 1993

#### VI. REVISION DATES

June 1, 1994

December 1, 1994

July 15, 1995

October 1, 1995

September 1, 1996

## REGULAR BASIC COURSE

### SPECIFICATIONS FOR LEARNING DOMAIN #29 TRAFFIC ACCIDENT INVESTIGATION

~~July 1, 1993~~ September 1, 1996

#### I. INSTRUCTIONAL GOALS

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

- A. ~~an understanding of the basic concepts that underlie traffic collision scene management~~ a knowledge of an officer's responsibilities at the scene of a traffic collision;
- B. ~~the skills~~ the ability needed to manage the scene of a traffic collision;
- C. ~~the knowledge and skills needed to investigate a traffic collision, collect evidence, and determine the cause of the collision; and~~ the ability to conduct a traffic collision investigation;
- D. ~~the knowledge and skills needed to prepare a traffic collision sketch and report.~~
- D. the ability to prepare an accurate, legible traffic collision sketch which records the officer's opinion as to how the collision occurred;
- E. the ability to write a traffic collision report; and
- F. an understanding of traffic collision terminology.

#### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Traffic collision scene management responsibilities including:
  - 1. Establishing accident scene priorities and developing a plan of action
  - 2. Identifying and controlling scene hazards
  - 3. Providing first aid for the injured parties

4. Protecting the collision site
5. Evaluating and requesting additional assistance if needed

B. ~~Traffic collision investigation including the collection and preservation of evidence~~ Tasks associated with traffic collision investigation including:

1. Identifying and preserving collision evidence
2. Information gathering and interviewing of involved parties, passengers or witnesses
3. Establishing the point(s) of impact/area(s) of impact
4. Determining the primary collision factor

C. ~~Preparing a traffic collision sketch~~ The components of a legible traffic collision sketch that records the officer's opinion as to how the collision occurred including:

1. Compass direction
2. Basic measurements of the roadway
3. Appropriate symbols/illustrations
4. Point(s) of impact/area(s) of impact
5. Travel paths of vehicles and parties involved
6. Reference points and direction
7. Items labeled appropriately (parties, streets, signs etc.)

D. ~~Writing a traffic collision report~~ The components of a traffic collision report document including:

1. Description of injuries
2. Identification of involved parties and vehicles
3. Time and location of collision events
4. Chronology of the collision events

5. Elements unique to hit-and-run and driving-under-the influence collisions
6. Primary and associated collision factors
7. Point(s) of impact/area(s) of impact
8. Scene sketch

E. Law enforcement responsibilities at a traffic collision scene including:

1. Protection of injured parties and the collision site
2. Performance of investigative tasks
3. Completion of the traffic collision report

F. Traffic collision terminology

III. REQUIRED TESTS

The following tests shall be administered:

- ~~A. An exercise test that requires the student to manage the scene of a simulated traffic collision, investigate the collision, and prepare a report~~
- ~~B. An exercise test that requires the student to prepare a traffic collision sketch based on a simulated traffic collision scene~~
- ~~C. An exercise test that requires the student to collect and preserve evidence from a simulated traffic collision scene~~

An exercise test that requires the demonstration of the following:

1. An understanding of an officer's responsibilities at a traffic collision scene including:
  - a. Protection of injured parties and the collision site
  - b. Performance of investigative tasks
  - c. Completion of a traffic collision report
2. The ability to manage a traffic collision scene including:

- a. Establishing scene priorities and developing a plan of action
  - b. Identifying and controlling scene hazards
  - c. Providing first aid for the injured parties
  - d. Protecting the collision site
  - e. Evaluating and requesting additional assistance if needed
3. The ability to perform traffic collision investigative tasks including:
- a. Identifying and preserving collision evidence
  - b. Information gathering and interviewing of involved parties or witnesses
  - c. Establishing the point(s) of impact/area(s) of impact
  - d. Determining the primary collision factor
4. The ability to complete a traffic collision report including:
- a. Description of injuries
  - b. Identification of involved parties and vehicles
  - c. Time and location of collision events
  - d. Chronology of the collision events
  - e. Elements unique to hit and run and driving under the influence collisions
  - f. Primary and associated collision factors
  - g. Point(s) of impact/area(s) of impact
  - h. Scene sketch
5. The ability to complete a legible traffic collision sketch that records the officer's opinion as to how the collision occurred which includes:
- a. Compass direction

- b. Basic measurements of the roadway
- c. Appropriate symbols/illustrations
- d. Point(s) of impact/area(s) of impact
- e. Travel paths of vehicles and parties involved
- f. Reference points and direction
- g. Items labeled appropriately (parties, streets, signs etc.)

#### IV. REQUIRED LEARNING ACTIVITIES

None

Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student's understanding of traffic collision investigative techniques including:

1. Determining compass direction
2. Methods to determine the point(s) of impact/area(s) of impact
3. Identification of physical evidence
4. Scene measurement techniques

#### V. HOURLY REQUIREMENTS

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

#### VI. ORIGINATION DATE

July 1, 1993

#### VII. REVISION DATES

None

September 1, 1996

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
PROPOSED REGULATION**

**1005. Minimum Standards for Training.**

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

Continued - All incorporation by reference statements in between (j)(2) and the following:

The document, *Training Specifications For the Regular Basic Course - July 1993* adopted effective January 14, 1994 and amended July 16, 1994, December 16, 1994, and August 12, 1995 is herein incorporated by reference. This document was republished in 1995 as *Training Specifications For The Regular Basic Course - 1995* effective August 16, 1995, and amended effective August 23, 1995, August 24, 1995, September 20, 1995, November 10, 1995, February 17, 1996, March 29, 1996, May 17, 1996,           \*           and           \*           and is herein incorporated by reference.

\*\*\*\* continued.

NOTE: Authority cited: Sections 832.6, 13503, 13506, and 13510, 13510.5 and 13519.8 Penal Code. Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13519.8, 13520, and 13523, Penal Code.

\*Date to be filled in by OAL.





The Regular Basic Course, described in Commission Procedure D-1, is but one of several courses established to meet minimum, entry-level training standards for California peace officers and dispatchers. Other courses include the Arrest & Firearms Course (PC 832), Aviation Security Course, and School Peace Officer Course as well as all other courses specified in Commission Procedure D-1 (District Attorney Investigators' Basic Course, Specialized Basic Investigators' Basic Course, Coroners' Death Investigation Course and the Public Safety Dispatchers' Basic Course).

POST specifies the testing and/or curricula standards for all of these training programs. Such standards have been established to ensure that individuals completing these courses possess the requisite skills, knowledge, and abilities to perform as either peace officers or dispatchers. The validity of test standards is compromised when students engage in unethical test preparation practices, record test questions, share test answers with other students, or otherwise engage in activities that give themselves or others, an unfair advantage on required exams. POST and course presenters must be able to assess each student's mastery of required curricula. Such mastery cannot be objectively measured when students cheat.

To ensure the development and practice of ethical behavior by students attending entry-level, mandated training courses, provide fair and equitable test environments for students, and maintain the integrity of minimum training standards for peace officers and public safety dispatchers, the following regulatory changes are proposed (Attachment A):

- o Modify Commission Regulation 1001(h) to define cheating.
- o Amend Commission Regulation 1055 to:
  - prohibit cheating in entry-level, mandated training courses;
  - provide that any student who engages in cheating is subject to discipline up to and including dismissal from the course; and
  - require that course presenters, prior to imposing discipline, afford procedural due process, in keeping with their policies and procedures, to any student alleged to have engaged in cheating.
- o Revise Commission Regulation 1081 and Commission Procedure D-1-1 to provide, for purposes of clarity, a cross reference to course certification and presentation requirements as specified in Regulations 1052-1056.

More detailed information concerning these changes can be found in Attachment B.

It is proposed that application of the aforementioned regulatory changes be limited to entry-level, mandated training courses because in-service training courses generally do not include required examinations upon which pass/fail decisions are made. Furthermore, course presenters have not identified cheating as a problem in these courses.

The proposed changes to Commission Regulation 1001, 1055, 1081 and Commission Procedure D-1, were developed jointly by POST staff and the Consortium of Basic Academy Directors. The Consortium fully supports the proposed regulatory action. These changes must be adopted

pursuant to the Administrative Procedures Act. It is recommended that the "Notice of Proposed Regulatory Action" process be used.

RECOMMENDATION

Subject to the results of the Notice of Proposed Regulatory Action process, approve the proposed amendments to Commission Regulation 1001, 1055, 1081 and Commission Procedure D-1.

1001. Definitions

(a) - (g) continued.

(h) "Cheating" is any attempt or act by a student to gain an unfair advantage or give an unfair advantage to another student or group of students taking a POST or training presenter required test in a certified course. Cheating includes, but is not limited to, the following prohibited acts:

- (1) Using any materials which would give an unfair advantage to oneself, or providing such materials to other students so that they may gain an unfair advantage, when preparing for or taking a test. Materials include, but are not limited to, oral or written information, graphics, and information recorded on audiotapes, videotapes and/or computer diskettes.
- (2) Using or possessing POST or presenter developed test materials unless one is in the process of taking a test or engaging in an after examination review of such test while under the supervision of a presenter's staff member or presenter authorized test proctor.
- (3) Obtaining, or attempting to obtain, test information improperly from any source. Such actions include, but are not limited to, copying from another student, theft of test materials, receiving or coercing test answers from others, and/or unauthorized observation of scenario or exercise tests.
- (4) Plagiarism
- (5) Intentionally aiding, abetting or concealing an act of cheating.

Previously lettered (h) through (dd) to be relettered (i) through (ee), respectively.

## 1055. Requirements for Course Presentation

(a) through (h) continued.

- (i) Cheating: Cheating, as defined in Commission Regulation 1001(h), shall be prohibited in the following entry-level, mandated training courses: the Arrest & Firearms Course [Commission Regulation (C.R.) 1081(a)(1)]; Aviation Security Course [C.R. 1081(a)(2)]; Reserve Peace Officer training courses, Modules A, B, and C [C.R. 1081(a)(11)]; the School Peace Officer Course [C.R. 1081(a)(20)]; and all basic training courses (Commission Procedure D-1-1). Any student who engages in cheating shall be subject to discipline up to and including dismissal from the course in which he/she is enrolled. Prior to imposing discipline for cheating, course presenters shall afford procedural due process, in accordance with their respective policies and procedures, to any student alleged to have engaged in cheating.

Previously lettered (i) through (j) to be relettered (j) through (k), respectively.

## 1081. Minimum Standards for Legislatively Mandated Courses.

- (a) Approved courses, as specified in Commission Regulation 1005(g), pertain to training mandated by the legislature for various kinds of peace officers and other groups for which the Commission has responsibility to establish minimum standards. Approved courses shall meet the following minimum content and hours. Requirements for certification and presentation of these courses are specified in Regulations 1052 - 1056.

## COMMISSION PROCEDURE D-1

**1-2. Requirements for Basic Training.** The minimum standards for basic training are described in sections 1-3 to 1-7. The Law Enforcement Code of Ethics shall be administered to students the Regular Basic Course, District Attorney Investigators' Basic Course, and Specialized Basic Investigators' Course. ~~Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.~~ Requirements for certification and presentation of these courses are specified in Regulations 1052 through 1056. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.

## Commission on Peace Officer Standards and Training

### **NOTICE OF PROPOSED REGULATORY ACTION: AMENDMENT OF COMMISSION REGULATION 1001, 1055, 1081 & COMMISSION PROCEDURE D-1 TO PROHIBIT CHEATING IN ENTRY-LEVEL, MANDATED TRAINING COURSES.**

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Sections 13503 of the Penal Code (powers of the Commission on POST) and Section 13506 (authority for Commission on POST to adopt regulations), and in order to interpret, implement and make specific Sections 13510 of the Penal Code (authority for the Commission on POST to adopt and amend rules establishing minimum standards for California peace officers and public safety dispatchers), proposes to adopt, amend or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations.

#### **INFORMATIVE DIGEST**

Commission Regulations currently do not define cheating, prohibit cheating, or require sanctions against students caught cheating in POST-certified courses. Recently publicized events involving unethical conduct by peace officers, and an increase in cheating incidents in entry-level, mandated training courses, have caused POST staff and certified course presenters to re-evaluate standards of student conduct in these courses.

Curricula standards for the Arrest & Firearms, Aviation Security, Reserve Peace Officer and School Peace Officer courses are specified in Regulation 1081. Commission Procedure D-1-1 identifies basic training courses (Regular Basic Course, District Attorney Investigators' Basic Course, Specialized Basic Investigators' Course, Coroners' Death Investigation Course, and the Public Safety Dispatchers' Course). Testing and/or curricula standards for all basic training courses are specified in Commission Procedure D-1-2. Collectively, these courses have been established to meet the minimum training standards for various classifications of California peace officers and public safety dispatchers. The profession requires, from the outset, that prospective peace officers and dispatchers understand that integrity is a job requirement. For this reason, ethical behavior must be reinforced throughout their entry-level training. Furthermore, the validity of test standards is compromised when students engage in unethical test preparation practices, record test questions, share test answers or otherwise engage in activities that give themselves, or others, an unfair advantage on required exams. Cheating can result in students completing entry-level, mandated training courses without actually possessing required skills, knowledge and abilities, thereby undermining the quality and effectiveness of the entry-level training system.

POST is proposing to modify Commission Regulation 1001, "Definitions", to define cheating. It is also proposed that Commission Regulation 1055, "Requirements for Course Presentation" be amended to prohibit cheating in entry-level, mandated training courses; ensure that students alleged to have engaged in cheating are afforded procedural due process; and require that students found to have engaged in cheating be disciplined. Non-substantive changes to Regulation 1081 and Commission Procedure D-1 are also proposed to provide, for purposes of clarity, reference to the course certification and presentation requirements specified in Regulations 1052 - 1056.

## **PUBLIC COMMENT**

The Commission hereby requests written comments on the proposed actions. All written comments must be received at POST no later than 4:30 p.m. on October 7, 1996. Written comments should be directed to Norman C. Boehm, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Blvd., Sacramento, CA 95816-7083.

A public hearing is not scheduled. Pursuant to Government Code Section 11346.8 any interested person, or his or her duly authorized representative, may request in writing, no later than that a public hearing be held.

## **ADOPTION OF PROPOSED REGULATIONS**

Following the close of the public comment period, the Commission may adopt the proposal substantially as set forth without further notice or may modify the proposal if such modifications remain sufficiently related to the text as described in the Informative Digest. If the Commission makes changes to the language before the date of adoption, the text of any modified language, clearly indicated, 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

Local Mandate: None

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



Declaration Relating to Impact on All California Businesses Including Small Businesses: The Commission on Peace Officer Standards and Training, in the development of the proposed regulations and procedures, has assessed the potential for adverse economic impact on businesses in California and has found that the proposed amendments of Regulations 1005, 1018, and Commission Procedures D-1 and D-11 will have no effect. This finding was based on the determination that the proposed amendments to Regulation 1005, 1018, and Commission Procedures D-1 and D-11 in no way applies to businesses.

Cost impact on Private Persons or Entities: None

Housing Costs: None

### **ASSESSMENT**

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

### **CONSIDERATION OF ALTERNATIVES**

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

### **CONTACT PERSON**

Inquiries concerning the proposed action and requests for written material 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**

**PROPOSED REGULATORY ACTION: AMENDMENT OF COMMISSION  
REGULATION 1001, 1055, 1081 & COMMISSION PROCEDURE D-1 TO PROHIBIT  
CHEATING IN ENTRY-LEVEL, MANDATED TRAINING COURSES**

**INITIAL STATEMENT OF REASONS**

**Problem Statement:**

The duties of peace officers and public safety dispatchers are highly complex. They are given a great deal of responsibility and are empowered with the authority to take actions that can affect the very lives of other persons. They are granted a public trust which demands that their conduct is above reproach. The profession requires that from the outset, prospective peace officers and public safety dispatchers understand that integrity is demanded of them. It is a job requirement. For this reason, ethical behavior must be reinforced throughout entry-level, mandated training courses for officers and dispatchers.

Recently publicized events involving unethical conduct by peace officers and an escalation in cheating incidents in entry-level, mandated training courses, including deliberate acts by students to conceal cheating, have caused POST staff and certified course presenters to re-evaluate standards of student conduct in these courses. Currently, neither Commission Regulations nor Commission Procedures define cheating, prohibit cheating, or require sanctions against students caught cheating in training courses designed to meet minimum, entry-level training standards for peace officers and public safety dispatchers.

Existing law under Penal Code Sections 832.1, 832.2, 832.3 and 832.6 provides that peace officers, including reserve officers, shall complete training prescribed by the Commission on Peace Officer Standards and Training (POST) in order to exercise peace officer powers. Collectively, Penal Code Sections 832.1 & 832.2 plus Commission Regulations 1005(a)(1-8) and 1007(b) establish minimum training standards for these officers. Commission Regulation 1018(d) establishes the minimum training standard for public safety dispatchers.

Commission Regulation 1081, "Minimum Standards for Legislatively Mandated Courses", and Commission Procedure D-1, "Basic Training", implement and make specific testing and/or curricula standards for all entry-level, mandated training courses for peace officers and public safety dispatchers. These courses include: the Arrest & Firearms Course [Commission Regulation (C.R.) 1081(a)(1)]; the Aviation Security Course [C.R. 1081(a)(2)]; Reserve Peace Officer training courses, Modules A, B, and C [C.R. 1081(a)(11)]; the School Peace Officer Course [C.R. 1081 (a)(20)] and all basic training courses (Commission Procedure D-1-1). In accordance with Penal Code Section 13510, the Commission maintains authority over the quality, content and delivery of law enforcement training which meets the minimum training standards for peace officers and dispatchers.

POST specifies the testing and/or curricula requirements for entry-level, mandated training courses to ensure that individuals possess the requisite skills, knowledge and abilities to perform as either peace officers or public safety dispatchers. The validity of test standards is compromised when students engage in unethical test preparation practices, record test questions, share test answers with other students, or otherwise engage in activities that give themselves, or others, an unfair advantage on exams. POST and certified training presenters must assess each student's mastery of required course materials. Such mastery cannot be objectively measured when students cheat.

**Proposed Solution:**

To ensure the development and practice of ethical behavior by students attending entry-level, mandated training courses, provide fair and equitable test environments for students, and maintain the integrity of minimum training standards for peace officers and public safety dispatchers, it is proposed that C.R. 1001(h) be modified to define cheating and that C.R. 1055 be amended to prohibit cheating in entry-level, mandated training courses; ensure course presenters afford procedural due process to students alleged to have engaged in cheating; and require that students found to have engaged in cheating be disciplined. Non-substantive changes to C.R. 1081 and Commission Procedure D-1 are also proposed to provide, for purposes of clarity, reference to course certification and presentation requirements specified in C.R. 1052-1056.

The proposed regulatory changes were developed jointly by POST staff and the Consortium of Basic Academy Directors. The Consortium fully supports the proposed regulatory action.

**Proposed Revision to Commission Regulation 1001, "Definitions", and Associated Justification:**

It is proposed that a new section, lettered "h", be added to C.R. 1001 to define "cheating". "Cheating" is used repeatedly in the proposed revision to C.R. 1055 (see below) and the definition provides clarity as to which behavior is proscribed. The definition also provides a standard that can be applied consistently across the state by all certified course presenters. Without a standard definition, each course presenter is left to determine its own definition of cheating which may result in inconsistent definitions and enforcement.

Because both POST and certified training presenters develop examinations, the definition pertains to tests developed by either source. Both gaining or giving an unfair advantage, as well as *attempting* to gain or give an unfair advantage, on a POST or presenter developed test are proscribed because all such acts are dishonest and circumvent, or are intended to circumvent, objective assessment of student mastery of required course curricula.

Five subsections [(1) through (5)] are incorporated under the definition of cheating. These subsections are provided to help clarify, for those directly affected by the proposed amendments, the range of acts which may help a student "gain an unfair advantage" or which may help "give an

unfair advantage to another students or group of students" when taking a POST or presenter required test. Subsections (1) through (5) reflect the more common cheating incidents encountered and/or reported by training presenters and are intended principally for illustrative purposes. They are not intended the reflect the entire array of all acts which may help one gain or give an unfair advantage in test situations.

**Subsection (h)(1)** of C.R. 1001 is proposed because students may, through the unethical use of various materials, gain an unfair advantage, or give an unfair advantage to others, both when preparing for and when actually taking an exam. The subsection clarifies that the prohibition against cheating applies both to the taking of tests as well as in the preparation for them and precludes the use of *any* materials, or provision of *any* materials to other students, in order to gain or to give an unfair advantage in the testing process. Using or providing materials to gain or give an unfair advantage is dishonest and undermines the validity of examinations designed to assess a student's *actual* mastery of required subject matter.

**Subsection (h)(2)** of C.R. 1001 is proposed to restrict the use or possession of POST or presenter-developed test materials in order to protect the security and integrity of examinations designed to assess student mastery of required curricula. To maintain the validity of test standards, test materials must be controlled to protect their confidentiality. The proposed subsection provides that students may only use or possess POST or presenter developed test materials when in the process of taking a test, or when engaged in a supervised, after examination review of such test, because in these situations students' use and access to test materials can be monitored and controlled for test security purposes. The proposed language specifies that such supervision may be provided by a member of the course presenter's staff or by a presenter authorized test proctor because some presenters contract with third parties for test administration purposes.

Use as well as possession of test materials is proscribed, except under the conditions specified, because one can use test materials to gain an unfair advantage without actually being in physical possession of such materials.

**Subsection (h)(3)** proscribes obtaining, or attempting to obtain, test information improperly from any source. Obtaining test information improperly, whether such information is derived from another individual, an institution, through unauthorized observance of exams/scenario testing, or any other means, can provide students an unfair advantage during tests, thereby undermining the validity of the exams. This subsection is proposed to prevent students from circumventing test standards through unethical conduct, thereby providing for accurate assessment of students' mastery of required curricula.

**Subsection (h)(4)** is proposed to prohibit plagiarism. To take and use as one's own, the writings or ideas of another is dishonest and precludes the accurate assessment of one's written communication skills. This subsection is intended to ensure that writing skills exams accurately reflect students' actual abilities.

**Subsection (h)(5)** is proposed to proscribe intentionally aiding, abetting or concealing an act of cheating. Intentionally aiding, abetting, or concealing cheating is an act of dishonesty in itself. Honor is understood to include intolerance for dishonor in others. This subsection establishes that all students have a responsibility for maintaining a fair, equitable and honest testing environment through intolerance for cheating.

**Proposed Revision to Commission Regulation 1055, "Requirements for Course Presentation", and Associated Justification.**

It is proposed that a new section, lettered "i", be added to C.R. 1055. The proposed amendment specifies that cheating shall be prohibited in entry-level mandated training courses; requires that course presenters afford procedural due process, prior to imposing discipline, to any student alleged to have engaged in cheating; and specifies that students who engage in cheating shall be subject to discipline up to and including dismissal from the courses in which they are enrolled.

For purposes of clarity, the proposed amendment references the definition of "cheating" as specified in C.R. 1001, proposed subsection (h) (see above). The Arrest & Firearms Course [C.R. 1081(a)(1)], Aviation Security Course [C.R. 1081(a)(2)], Reserve Peace Officer training courses, Module A, B & C [C.R. 1081(a)(11)], the School Peace Officer Course [C.R. 1081(a)(20)] and all basic training courses (Commission Procedure D-1-1) are identified to clarify, for those directly affected by the proposed regulatory change, which courses constitute entry-level, mandated training for peace officer and public safety dispatchers.

The prohibition against cheating applies to all of the courses specified in the previous paragraph because these courses meet minimum training standards for peace officers and public safety dispatchers. The testing and/or curricula standards for these courses are established by POST to ensure that individuals possess the requisite skills, knowledge and abilities to perform as either peace officers or dispatchers. Accordingly, POST and certified training presenters must be able to objectively assess each student's mastery of required course materials. Such mastery cannot be objectively measured when students cheat. Cheating can result in students graduating from entry-level courses without possessing the skills, knowledge and abilities needed to successfully perform on the job, thereby undermining the quality and effectiveness of the entry-level training system.

The proposed amendment clearly establishes law enforcement's expectations of ethical conduct in entry-level, mandated training courses. The prohibition against cheating, and associated requirement that students who engage in cheating be disciplined, provides a deterrent to potential violators, helps prevent other students from being subjected to unethical conduct, holds course presenters accountable for helping reduce the incidence of cheating, assists in the maintenance of a fair and equitable test environments, helps insure that tests accurately assess student mastery of required curricula, and reinforces integrity as a job requirement for peace officers and public safety dispatchers.

Because discipline for cheating, up to and including dismissal from entry-level, mandated training courses, can seriously damage students' interests in both education and employment, the proposed amendment specifies that prior to imposing discipline for cheating, course presenters shall afford procedural due process, in accordance with their respective policies and procedures, to any student alleged to have engaged in cheating. Due process protections vary presenter by presenter and also by the level of discipline imposed.

It is recognized that the severity of cheating can vary, as well as the facts surround each incident. Accordingly, specific sanctions for acts or attempted acts of cheating are not specified in the proposed regulatory action so that presenters of entry-level, mandated training courses can impose sanctions based on their respective policies and procedures taking into account the totality of facts surrounding each case.

**Proposed Revision to Commission Regulation 1081, "Minimum Standards for Legislatively Mandated Courses", and Associated Justification**

The Commission proposes to add a sentence to C.R. 1081 to identify that requirements for course certification and presentation are specified in C.R. 1052-1056. This is a non-substantive change provided to clarify, for those directly affected by the proposed regulatory action, the location wherein regulatory information on certification and presentation requirements can be found.

**Proposed Revision to Commission Procedure D-1, "Basic Training", and Associated Justification:**

The Commission is proposing to insert a sentence in Commission Procedure D-1-2 to identify that requirements for course certification and presentation are specified in C.R. 1052 - 1056. The sentence pertaining to instructional methodology would then come at the end of the section, following insertion of the language pertaining to C.R. 1052 - 1056. These are non-substantive changes. Insertion of the sentence referring to C.R. 1052 - 1056 is provided for the purpose of clarity to reference the location wherein regulatory information on certification and presentation requirements can be found.



### Domain #7

The proposed changes to Domain #7, Crimes Against Persons, would add a performance objective on Terrorist Threats (3.42.4), and make minor wording changes to six other objectives. The addition of a performance objective on Terrorist Threats was recommended by subject matter experts; the wording changes improve clarity and consistency without changing the original intent of the objectives. (See Attachment 2)

### Domain #8

The proposed change to Domain #8, General Criminal Statutes, would modify performance objective 3.22.2 to reflect changes made to Penal Code Section 647. (See Attachment 3)

### Domain #20

The proposed change to Domain #20, Use of Force, would modify performance objective (7.4.1) to specify the knowledge, skills, and abilities that students must demonstrate during use-of-force simulations. This change reflects a corresponding change to *Training Specifications for the Regular Basic Course - 1995*, as described in a previous agenda item. (See Attachment 4)

### Domain #25

The proposed change to Domain #25, Domestic Violence, would modify performance objective 8.47.13a to correct an error in the definition of domestic dispute. (See Attachment 5)

### Domain #28

The proposed changes to Domain #28, Traffic Enforcement, would modify twelve knowledge objectives and one exercise objective. With regard to the knowledge objectives, ten would be modified to include the specific traffic violations that students must identify, objective 9.2.1 would be modified to require students to know the definition of two additional terms, and minor wording changes would be made to objective 9.4.18 to improve clarity. (See Attachment 6)

Objective 9.5.4, an existing exercise objective, requires students to administer a field sobriety test. The proposed change would specify those aspects of a field sobriety test that students must be able to demonstrate. This change reflects a corresponding change to the *Training Specifications for the Regular Basic Course - 1995* as described in a previous agenda item.

### Domain #29

The proposed changes to Domain #29, Traffic Accident Investigation, would combine three existing exercise objectives (9.14.1, 9.14.8, 9.14.9) into one new exercise objective (9.14.10) to increase testing efficiency. These changes reflect corresponding changes to the *Training*



*Specifications for the Regular Basic Course - 1995* as described in a previous agenda item. (See Attachment 7)

RECOMMENDATION

Approve the proposed changes to the Regular Basic Course performance objectives effective for all academy classes that start on or after October 1, 1996.

Attachment 1  
LEARNING DOMAIN #6: PROPERTY CRIMES

**KNOWLEDGE TEST:**

- 3.9.1 Given a word picture depicting a possible theft or attempted theft, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (~~Penal Code Section 21a~~). ~~If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification. (Penal Code Sections 21a, 484, 484d through 484j, 487, and 488, 489, 490, 664/484, 664/487, and 664/488)~~

**Explanation:** Although academy instructors recommended the addition of Penal Code Sections 484d through 484j, they now agree that it is clearly beyond the scope of a patrol officer's normal duties to investigate access card crimes. The basic patrol officer does not cite these Penal Code Sections. Instead, when a person is arrested for a crime involving an access card, the arrest is usually made under Penal Code Section 487, grand theft, Penal Code Section 488, petty theft, and where applicable, Penal Code Section 470, forgery (forgery is objective 3.12.1). The investigation of crimes involving access cards is most often handled by a specialized agency or fraud investigators, not by a basic patrol officer. Students *do need* to be able to identify an access card and know what constitutes a crime, but the intricacies of these crimes are not entry-level knowledge. This is a subject that should be taught but not tested.

Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 489 is the punishment section for grand theft, Penal Code Section 490 is the punishment section for petty theft, and Penal Code Section 664 is the punishment section for attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

- 3.9.2 Given a word picture depicting the possible defrauding of an innkeeper, or attempt to defraud an innkeeper, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (~~Penal Code Section 21a~~). ~~If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification. (Penal Code Sections 21a, 537 and 664/537)~~

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

- 3.9.3 Given a word picture depicting a possible appropriation of lost property, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 485)

### **NO CHANGE**

- 3.9.4 Given a word picture depicting a possible vehicle theft, or attempted vehicle theft, joyriding, or attempted joyriding, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section 21a). ~~If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification. (Penal Code Sections 21a, 487h, 499b, 664/487h, 664/499b, and Vehicle Code Section 10851)~~

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a, attempt to commit crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

- 3.11.1 Given a word picture depicting a possible embezzlement, or attempted embezzlement, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section 21a). ~~If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification. (Penal Code Sections 21a, 503 and, 514, and 664/503)~~

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

- 3.12.1 Given a word picture depicting a possible forgery, or attempted forgery, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section 21a). ~~If a crime has occurred or has been attempted, the student will~~

identify it by its common name and crime classification. (Penal Code Section 21a, 470, 473, and 664/470)

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 473 is the punishment section for 470, forgery, and 664 is the punishment section for 21a, attempt to commit crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.12.2 Given a word picture depicting a possible writing of checks with intent to defraud, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 476a)

**NO CHANGE**

3.13.1 Given a word picture depicting a possible trespassing, interfering with lawful business, or unauthorized entry of property, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 601, 602(j), 602(l), 602.1 and 602.5)

**NO CHANGE**

3.13.2 Given a word picture depicting a possible burglary, or attempted burglary, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section 21a). ~~If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification.~~ (Penal Code Section 21a, 459, 461, and 664/459)

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 461 is the punishment section for 459, burglary, and Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.13.5 Given a word picture depicting the possible alteration of serial numbers on certain articles, or attempted alteration of serial numbers on certain articles, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted

~~(Penal Code Section 21a). If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification. (Penal Code Sections 21a, 537e and 664/537e)) (NOTE: The test items shall depict only those items of personal property listed in subparagraphs subsections (1), (2), (3), (6), and (9) of Penal Code Section 537e(3))~~

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a. The subsections cited in the objective are inconsistent with the subparagraphs in the Penal Code and it caused confusion.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.14.1 Given a word picture depicting the possible receiving of stolen property, or attempted receiving stolen property, the student will identify if the crime is complete, and if it is complete, ~~has occurred or has been attempted (Penal Code Section 21a). If a crime has occurred or has been attempted, the student~~ will identify it by its common name and crime classification. (Penal Code Sections 21a, 496 and 664/496)

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.15.1 Given a word picture depicting possible vandalism, or attempted vandalism, the student will identify if the crime is complete, and if it is complete, ~~has occurred or has been attempted (Penal Code Section 21a). If a crime has occurred or has been attempted, the student~~ will identify it by its common name and crime classification. (Penal Code Sections 21a, 594, and 594.3, 664/594, and 664/594.3)

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.16.1 Given a word picture depicting a possible act of arson the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 451, 451.5(a) and 452)

**NO CHANGE**

3.16.2 Given a word picture depicting the possible possession of a "firebomb," the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 453)

**NO CHANGE**

3.16.3 Given a word picture depicting possible attempts to set fire to or aid, counsel or procure the burning of any structure, forest land or property, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 455)

**NO CHANGE**

8.28.1 Given a word picture depicting the repossession of property, the student will identify if the repossession is lawful based upon the following factors:

- A. Goods sold under a conditional sales contract in which the title remains with the seller and possession with the buyer may be lawfully repossessed
- B. The following individual may make a repossession:
  - 1. The seller of goods to be repossessed and the full-time employees of the seller (Business and Professions Code Section 7522)
  - 2. The full-time employees of the financing company which financed the purchase of the goods to be repossessed
  - 3. State-licensed private repossessors (Business and Professions Code Sections 7532 and 7533)
- C. The reposessor may repossess goods from private property but may not enter any building or enclosure without permission
- D. The reposessor may not repossess goods if the buyer objects and the goods are under the buyer's control

If the repossession is not lawful, the student will identify if the reposessor has committed a crime (Penal Code Sections 418, 602 and 603)

**NO CHANGE**

8.29.1 Given a word picture depicting a landlord/tenant dispute, the student will identify if the actions of the tenant or landlord were lawful based upon the following:

- A. When there has been no eviction, a tenant cannot be denied access to his residence. A landlord who denies a tenant access to his rental unit is in violation of Penal Code Section 418, a misdemeanor
- B. A landlord may not seize a tenant's personal property in payment for past-due rent. A landlord who seizes any of the tenants possessions in this manner is in violation of Penal Code Section 418, a misdemeanor
- C. A landlord may not remove or damage any portion of the rental unit (such as doors, windows, plumbing fixtures) in an attempt to harass the tenant or force the tenant to leave. A landlord who damages any property in this manner is in violation of Penal Code Section 594, a felony or misdemeanor depending on the amount of damage
- D. A landlord may not enter the tenant's premises without the permission of the tenant unless there is an emergency situation requiring immediate attention (smoke, leaking water, etc.) A landlord who makes such entry without the express permission of the tenant has violated Penal Code Section 602.5, a misdemeanor
- E. A landlord may not maliciously obstruct or interfere with any of the tenant's utility services, even if the landlord pays for such utilities. Penal Code Sections 591, 593, and 593c describe such malicious interference with phone, electrical, and gas lines, respectively. These sections are all felonies. Additionally, the malicious obstruction of a water line is a misdemeanor under Penal Code Section 624
- F. Following a lawful eviction, a landlord may deny the tenant access to the rental unit. A tenant who re-enters the premises at this time, without the permission of the landlord, is in violation of Penal Code Sections 419 and 602.5

If the tenant or landlord committed a crime, the student will identify the crime classification of the crime.

**NO CHANGE**

Attachment 2  
LEARNING DOMAIN #7: CRIMES AGAINST PERSONS

**KNOWLEDGE TEST:**

3.10.1 Given a word picture depicting a possible extortion or an attempted extortion, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section 21a). ~~If the crime has occurred or has been attempted the student will identify it by its common name and crime classification. ( Penal Code Sections 21a, 518, and 520, 523 and 524)~~

**Explanation:** Where a specific Penal Code Section can be used in place of a nonspecific section, the specific section should be cited in the objective. Penal Code Section 523, threatening letters; and Penal Code Section 524, attempts, are the specific sections of extortion.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.17.1 Given a word picture depicting a possible assault, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 240 and 241)

**NO CHANGE**

3.17.2 Given a word picture depicting a possible battery, the student will identify if the crime is complete and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 242, 243 and 243.5)

**NO CHANGE**

3.18.1 Given a word picture depicting a possible assault with a deadly weapon, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 245)

**NO CHANGE**

3.19.1 Given a word picture depicting a possible mayhem, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 203, 204 and 205)



**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 204 is the punishment section for 203, mayhem.

- 3.20.1 Given a word picture depicting the possible willful infliction of corporal injury upon spouse or person with whom one is cohabitating, or any person who is the mother or father of his or her child, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 273.5)

**NO CHANGE**

- 3.25.1 Given a word picture depicting a possible robbery or attempted robbery, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section 21a). ~~If a crime has occurred or has been attempted, the student the student~~ will identify it by its common name and crime classification. (Penal Code Sections 21a, 211 and, 212.5, 213, and 664/211)

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 213 is the punishment section for 211, robbery, and Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

- 3.25.2 Given a word picture depicting a possible carjacking or attempted carjacking, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section 21a). ~~If a crime has occurred or has been attempted, the student~~ will identify it by its common name and crime classification. (Penal Code Section 21a, 215 and 664/215)

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664, is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

- 3.26.1 Given a word picture depicting a possible kidnapping, attempted kidnapping, or false imprisonment, or attempted false imprisonment, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section

21a). ~~If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification. (Penal Code Sections 21a, 207, 208, 209, 236 and 237, 664/207, and 664/236)~~

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.27.1 Given a word picture depicting the possible aiding or encouraging of a suicide, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 401)

**NO CHANGE**

3.27.2 Given a word picture depicting a possible murder or attempted murder, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (~~Penal Code Section 21a~~). ~~If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification. (Penal Code Sections 21a, 187 and, 189, 190, and 664/187)~~

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime, and Penal Code Section 190 is the punishment section for 187, murder.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.27.3 Given a word picture depicting a homicide, the student will identify if the homicide is excusable or justifiable. (Penal Code Sections 195, 196 and 197)

**NO CHANGE**

3.27.4 Given a word picture depicting a possible manslaughter, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 191.5 and 192)

**NO CHANGE**

3.42.1 Given a word picture depicting a possible crime against an elder or a dependent adult, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 368)

**NO CHANGE**

3.42.2 Given a word picture depicting a possible child abduction, or attempted child abduction, the student will identify if the crime is complete, and if it is complete, has occurred or has been attempted (Penal Code Section 21a). If a crime has occurred or has been attempted, the student will identify it by its common name and crime classification. (Penal Code Sections 21a, 277, 278 and, 278.5, 664/277, 664/278, and 664/278.5)

**Explanation:** Where a crime is defined in one section and its punishment set forth in another section, both sections should be cited in the performance objective. Penal Code Section 664 is the punishment section for 21a, attempt to commit a crime.

Because this performance objective is inconsistent with the way several objectives are written in this domain and other domains, it has been modified for the sake of uniformity. This change does not alter the intent of the objective.

3.42.3 Given a word picture depicting a possible crime of stalking, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 646.9)

**NO CHANGE**

3.42.4 Given a word picture depicting a possible terrorist threat, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 422)

**Explanation:** Subject matter experts recommended the addition of "terrorist threat," Penal Code Section 422.

Attachment #3  
LEARNING DOMAIN #8: GENERAL CRIMINAL STATUTES

**KNOWLEDGE TEST:**

- 3.7.2 Given a word picture depicting possible conspiracies to commit crimes, the student will identify if the crime of conspiracy is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 182)

**NO CHANGE**

- 3.7.3 Given a word picture depicting possible solicitations to commit crimes, the student will identify if the crime of solicitation is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 653(f))

**NO CHANGE**

- 3.22.1 Given a word picture depicting a possible disturbance of the peace, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 415)

**NO CHANGE**

- 3.22.2 Given a word picture depicting possible acts which are commonly labeled disorderly conduct, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 647)

Acts which are covered under disorderly conduct and their commonly used crime names include:

- A. Lewd conduct (Penal Code Section 647(a))
- B. Solicit or engage in prostitution (Penal Code Section 647(b))
- C. Loitering about a public toilet (Penal Code Section 647(d))
- D. Public intoxication (Penal Code Section 647(f))
- E. Prowling (Penal Code Section 647(hg))
- F. Peeping (Penal Code Section 647(jh))
- G. Illegal lodging (Penal Code Section 647(ji))
- H. Bathroom peepholes (Penal Code Section 647(jk))

**Explanation:** Penal Code sections were modified in 1996.

3.22.4 Given a word picture depicting the possible disturbing of a public meeting, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 403)

**NO CHANGE**

3.22.5 Given a word picture depicting the possible obstruction of a sidewalk or street, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 647c)

**NO CHANGE**

3.30.1 Given a word picture depicting a possible gaming violation, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 330)

**NO CHANGE**

8.41.3 Given a word picture depicting a person or persons who have knowingly entered a disaster area closed by law enforcement, the student will identify if the crime of unauthorized entry of a disaster area is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 409.5)

**NO CHANGE**

Attachment 4  
LEARNING DOMAIN #20: USE OF FORCE

**KNOWLEDGE TEST:**

7.2.5 Given a word picture depicting a situation where an officer has used physical force, the student will identify if the amount of physical force used was reasonable. The authority for using physical force, the use-of-force options available to an officer and the factors that determine the amount of force to be used are listed below.

- A. Authority for an officer's use of physical force:
  - 1. For self-defense or in the defense of others
  - 2. To overcome resistance to a lawful process (e.g., to make an arrest, to disperse an unlawful assembly, to evict a tenant)
  - 3. To prevent an escape (e.g., apprehend a fleeing felon, prevent the escape of a prisoner)
- B. Use-of-force options available to an officer:
  - 1. Controlling force including strength and compliance techniques
  - 2. Chemical agents
  - 3. Impact weapon (baton)
  - 4. Firearm
- C. Factors influencing the amount of force that an officer may lawfully use:
  - 1. The amount and nature of the resistance that must be overcome
  - 2. The presence of a weapon and the type of weapon
  - 3. The nature and seriousness of the offense
  - 4. The person's age, history, and capabilities
  - 5. The officer's capability to overcome resistance (e.g., diminished by injury or other factors)
  - 6. The availability of assistance from other officers
  - 7. The location and surroundings including danger to bystanders
  - 8. Threats to life and property including their immediacy and probability

**NO CHANGE**

**SCENARIO:**

7.4.1 Given simulated situations in which the use of force is justified, the student will demonstrate an understanding of the legal authority to use force, an ability to identify appropriate force options, an ability to apply force in an objectively reasonable manner, and an ability to escalate and de-escalate force as appropriate. These situations shall include circumstances which require the student to detain a suspect, make an arrest, overcome resistance to the execution of a lawful process, use deadly force, and intervene to prevent the misuse of force by a fellow officer. where force is needed, the student will

~~use the degree of force allowed by the law, court decisions, and/or agency policies. The situations will include:~~

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- ~~A. Detention~~
- ~~B. Arrest~~
- ~~C. Self Defense~~
- ~~D. Deadly Force~~

Explanation: Modified to specify the conditions under which students must perform and the abilities they must be able to demonstrate.

Attachment 5  
LEARNING DOMAIN #25: DOMESTIC VIOLENCE

**KNOWLEDGE TEST:**

8.47.13a Given the definition of one of the terms listed below, the student will select the term that most closely matches the definition.

- A. **Domestic dispute** - a disagreement between family or household members that does not involve violence, threats of violence, or violations of court orders ~~between a person who is an adult or fully emancipated minor and a second person who is an adult or a fully emancipated minor where the first person is a spouse, cohabitant, former cohabitant, or person with whom the second person has had a child or is having or has had a dating or engagement relationship.~~
- B. **Domestic violence** - abuse committed against an adult or a fully emancipated minor who is a spouse, former spouse, cohabitant, former cohabitant, or person with whom the suspect has had a child or is having or has had a dating or engagement relationship. (Penal Code Section 13700)
- C. **Abuse** - intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury. (Penal Code Section 13700)
- D. **Cohabitant** - two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to: (1) sexual relations between the parties while sharing the same living quarters; (2) sharing income or expenses; (3) joint use or ownership of property; (4) whether the parties hold themselves out as husband and wife; (5) the continuity of the relationship; and (6) the length of the relationship. (Penal Code Section 13700)
- E. **Traumatic Condition** - means a condition of the body, such as a wound or external or internal injury, whether of a minor or serious nature, caused by a physical force. (Penal Code Section 273.5(c))
- F. **Primary aggressor** - the person determined to be the most significant, rather than the first, aggressor. In identifying the primary aggressor, an officer shall consider the intent of the law to protect victims of domestic violence from continuing abuse, the threats creating fear of physical injury, the history of domestic violence between the persons involved, and whether either person acted in self-defense. (Penal Code Section 13701)
- G. **Family or household member** - a spouse, former spouse, parent, child, any person related by consanguinity or affinity within the second degree,



or any person who regularly resides or who regularly resided in the household. (Penal Code Section 12028.5)

- H. **Affinity** - relationship by marriage which includes the blood relatives of a person's spouse and the relatives by marriage of a person's spouse. For example, the relationship between a husband and his wife's sister or brother is a direct relationship by marriage, and the relationship between a husband and his wife's sister-in-law or brother-in-law is an indirect relationship by marriage.
- I. **Consanguinity** - the relationship between blood relatives. For example, the relationship between a person and his or her children, parents, grandparents, brothers, sisters, aunts, and uncles is by blood or **consanguineous**.
- J. **Consanguinity or affinity within the second degrees** - is mother, father, sister, brother, aunt, uncle, nephew, niece, grandparents, grandchildren, mother-in-law, father-in-law, sister-in-law, and brother-in-law.
- K. **Emergency protective order** - an ex parte order issued by a judicial officer at the request of a law enforcement officer (usually by telephone) to protect a person in immediate and present danger of domestic violence or a child in immediate and present danger of abuse by a family or household member. Emergency protective orders are available 24 hours a day, whether or not court is in session. A law enforcement officer who requests an emergency protective order must reduce the order to writing and sign it. The officer must also serve the order on the restrained person (if possible), give a copy of the order to the protected person, and file a copy of the order with the court as soon as practicable. An emergency protective order expires either at: (1) the close of judicial business on the fifth court day following the day of its issuance; or (2) the seventh calendar day following the day of its issuance, whichever occurs first. (Family Code Sections 6240-6257)
- L. **Protective order** - a civil court order issued for the purpose of preventing a recurrence of domestic violence. The court may prohibit the enjoined party from contacting, molesting, attacking, striking, threatening, sexually assaulting, battering, telephoning, harassing, or otherwise disturbing the peace of the other party. The court may also exclude the enjoined party from the family dwelling, prohibit specified behavior necessary to effectuate the order, and determine temporary custody and support of a minor child. Orders are effective until the date of expiration. If no date of expiration is listed on the order it expires three years from date of issuance. (Family Code Sections 6300-6345)
- M. **Criminal stay-away order** - an order issued by a criminal court, as part of a criminal case, to prevent violence or intimidation by the defendant. Stay-away orders are available to victims and witnesses. Orders are effective for the duration of the criminal proceedings.

- N. **Family violence** - domestic violence as defined in Penal Code Section 13700 and also abuse perpetrated against a family or household member. (Penal Code Section 12028.5)
- O. **Private person's or citizen's arrest** - an arrest by a person other than a peace officer for a public offense committed or attempted in the person's presence or for a felony not committed in the person's presence. (Penal Code Section 837 and 836(b))

**Explanation:** Definition of domestic dispute was typed incorrectly

8.47.13b Given an incomplete sentence that uses one of the terms listed in **objective 8.47.13a**, the student will select the option that best completes the sentence.

**NO CHANGE**

8.47.13c Given a sentence or short paragraph that uses one of the terms listed in **objective 8.47.13a**, the student will select the interpretation of the sentence or paragraph that is most consistent with the meaning of term.

**NO CHANGE**

8.47.13d Given a short paragraph that invokes a concept encompassed by one of the terms listed in **objective 8.47.13a**, the student will select the interpretation most consistent with the concept.

**NO CHANGE**

8.47.14a Given a word picture depicting a domestic conflict, the student will identify whether a crime has been committed. The crimes shall be limited to those listed below:

- A. Willful disobedience of any process or order lawfully issued by any court, misdemeanor. (Penal Code Section 166(a)(4))
- B. False imprisonment, misdemeanor/felony. (Penal Code Section 236/237)
- C. Assault with a deadly weapon, misdemeanor/felony. (Penal Code Section 245)
- D. Shooting at inhabited dwelling house, felony. (Penal Code Section 246)
- E. Rape of spouse, felony. (Penal Code Section 262/264)
- F. Endangering person or health of a child, misdemeanor/felony. (Penal Code Section 273a)
- G. Corporal injury of child, felony. (Penal Code Section 273d)
- H. Willful infliction of corporal injury, misdemeanor/felony. (Penal Code Section 273.5)

- I. Intentionally and knowingly violate protective order, misdemeanor/felony. (Penal Code Section 273.6)
- J. Violation of custody order, misdemeanor/felony. (Penal Code Section 278.5)
- K. Disturbing the peace, misdemeanor. (Penal Code Section 415)
- L. Draw or exhibit deadly weapon in rude, angry or threatening manner, misdemeanor/felony. (Penal Code Section 417)
- M. Forcible entry and detainer, misdemeanor. (Penal Code Section 418)
- N. Terrorist threats, misdemeanor/felony. (Penal Code Section 422)
- O. Burglary, felony. (Penal Code Section 459/461)
- P. Malicious destruction of cable television, telephone or electric lines, misdemeanor. (Penal Code Section 591)
- Q. Vandalism, misdemeanor/felony. (Penal Code Section 594)
- R. Trespass by credible threat to cause serious bodily injury, misdemeanor. (Penal Code Section 601)
- S. Single lodger failure to vacate owner-occupied building, infraction. (Penal Code Section 602.3)
- T. Unauthorized entry of property, misdemeanor. (Penal Code Section 602.5)
- U. Stalking, misdemeanor/felony. (Penal Code Section 646.9)
- V. Disorderly conduct (public intoxication), misdemeanor. (Penal Code Section 647(f))
- W. Telephone calls with intent to annoy, misdemeanor. (Penal Code Section 653m)
- X. Deadly weapons; possession with intent to assault, misdemeanor. (Penal Code Section 12024)
- Y. Battery, misdemeanor. (242/243(e)(1))

**NO CHANGE**

- 8.47.14b Given a word picture depicting a domestic conflict in which one of the crimes listed in **objective 8.47.14a** has been committed, the student will identify the crime by its common crime name.

**NO CHANGE**

- 8.47.14c Given a word picture depicting a domestic conflict in which one of the crimes listed in **objective 8.47.14a** has been committed, the student will identify whether the crime is a misdemeanor or a felony.

**NO CHANGE**

- 8.47.15 Given a word picture depicting a domestic conflict, the student will select a course of action consistent with the condition-response options shown below.

- A. **Condition:** Misdemeanor committed in officer's presence other than Penal Code Section 273.6. (Suspect present)
  - 1. Appropriate Response Options:
    - a. Arrest and book
    - b. Cite and release
  - 2. Inappropriate Responses:
    - a. Advise suspect to leave
    - b. Verbal reprimand
    - c. Take no action
  
- B. **Condition:** Misdemeanor other than Penal Code Section 273.6 not committed in officer's presence. (Suspect present)
  - 1. Appropriate Response Options:
    - a. Advise of private person's arrest. If circumstances listed in Penal Code Section 853.6(i) exist, receive arrested person, and book
    - b. Advise of private person's arrest. If circumstances listed in Penal Code Section 853.6(i) do not exist, receive, cite and release
  - 2. Inappropriate Responses:
    - a. Initiates arrest and books
    - b. Advise suspect to leave
    - c. Take no action
  
- C. **Condition:** Violation of a protective order (Penal Code Section 273.6) not committed in officer's presence. (Suspect present)
  - 1. Appropriate Response Options:
    - Arrest and book
  - 2. Inappropriate Responses:
    - a. Advise suspect to leave
    - b. Take no action
    - c. Cite and release
  
- D. **Condition:** Violation of a protective order (Penal Code Section 273.6) committed in officers presence. (Suspect present)
  - 1. Appropriate Response Options:
    - Arrest and book
  - 2. Inappropriate Responses:
    - a. Cite and release
    - b. Advise suspect to leave
    - c. Take no action
  
- E. **Condition:** Felony (Suspect present)
  - 1. Appropriate Response Options:
    - Arrest and book
  - 2. Inappropriate Responses:
    - a. Cite and release

- b. Advise suspect to leave
  - c. Take no action
- F. **Condition:** Domestic dispute where both parties are legally entitled to occupy residence and neither party wants to leave.
  - 1. Appropriate Response Options:
    - a. Keep the peace
    - b. Assist in conflict resolution
  - 2. Inappropriate Responses:
    - a. Arrest and book
    - b. Cite and release
    - c. Advise of private person's arrest
    - d. Take no action
- G. **Condition:** Violation of the conditions of probation or parole. (Penal Code Sections 1203.2 and 3056).
  - 1. Appropriate Response Options:
    - Rearrest and book
  - 2. Inappropriate Responses:
    - a. Cite and release
    - b. Advise suspect to leave
    - c. Take no action
    - d. Advise of private person's arrest
- H. **Condition:** A complaint of pain or an apparent injury to an adult victim of Penal Code Section 273.5 (Suspect not present)
  - 1. Appropriate Response Options:
    - a. Assist in obtaining appropriate medical attention
    - b. Offer to assist in arranging for transportation to an alternate shelter
    - c. Advise victim of EPO availability
  - 2. Inappropriate Responses:
    - a. Forcibly transport to medical facility
    - b. Take no action
- I. **Condition:** Evidence insufficient to substantiate a crime. Both parties legally entitled to occupy residence and one party wants to leave with personal property.
  - 1. Appropriate Response Options:
    - Provide civil standby
  - 2. Inappropriate Responses:
    - a. Arrest and book
    - b. Cite and release
    - c. Advise of private person's arrest
    - d. Take no action
- J. **Condition:** Suspect cannot be located. Victim is afraid to stay in residence or officer determines victim needs a safe place to stay.

1. Appropriate Response Options:
    - a. Arrange for transportation to an alternate shelter
    - b. Advise victim of EPO availability
  2. Inappropriate Responses:
    - a. Advise of private person's arrest
    - b. Take no action
- K. **Condition:** At the scene of a family violence incident, a deadly weapon or firearm is in plain sight or found during a consent search. (Penal Code Section 12028.5)
1. Appropriate Response Options:
    - a. Seize any firearm
    - b. Seize any weapon or potential weapon listed in Penal Code Section 12020
  2. Inappropriate Responses:
    - a. Take any weapon or potential weapon that is not a firearm and is not listed in Penal Code Section 12020 (e.g., kitchen knife, hammer)
    - b. Destroy any weapons found

**NO CHANGE**

**EXERCISES:**

8.47.16 Given a facsimile of an emergency protective order, protective order, or a criminal stay-away-order, the student will demonstrate how to verify the validity of the order. The test shall minimally assess the student's ability to confirm that the following information is present and correct:

- A. A court stamp
- B. A case control number
- C. An expiration date
- D. The person to be protected
- E. The person to be restrained
- F. A judge's signature
- G. Proof of service

**NO CHANGE**

8.47.17 Given a simulated domestic dispute involving a violation of a protective court order, the student will demonstrate the ability to take the appropriate action. The appropriate action includes:

- A. Arrest or acceptance of a private person's arrest

- B. Proper enforcement of the terms of the order
- C. Determination of the primary aggressor in mutual orders
- D. Arrest without a warrant for a violation of a protective order not committed in the officer's presence

**NO CHANGE**

8.47.18 Given a simulation or other depiction of a domestic violence incident, the student will demonstrate the ability to obtain an emergency protective order. The test shall minimally include:

- A. Determining what party is eligible
- B. Grounds for issuance
- C. Procedures to obtain the order
- D. Completion of the proper documents
- E. Scope and duration of the order
- F. Data entry into the Domestic Violence Restraining Order System (DVROS)
- G. Distribution of forms

**NO CHANGE**

**SCENARIO:**

8.47.11 Given a simulation of a domestic violence incident, the student will intervene and investigate. The test shall minimally include:

- A. Intervention and management of a domestic violence incident
- B. Demonstration of knowledge of domestic violence laws and arrest procedures
- C. Controlling and interviewing involved parties
- D. Compliance with reporting requirements
- E. Offer of protection and assistance
- F. Demonstration of knowledge of victim services, legal rights and remedies
- G. Conducting an effective preliminary investigation including evidence collection
- H. Demonstration of incident closure skills

**NO CHANGE**

Attachment #6  
LEARNING DOMAIN #28: TRAFFIC ENFORCEMENT

**KNOWLEDGE TEST:**

9.2.1 Given a Vehicle Code and a definition of one of the following terms, the student will identify the term that matches the definition.

- A. Alley (110 V.C.)
- B. Street (590 V.C.)
- C. Freeway (332 V.C.)
- D. Roadway (530 V.C.)
- E. Sidewalk (555 V.C.)
- F. Crosswalk (275 V.C.)
- G. Limit line (377 V.C.)
- H. Intersection (365 V.C.)
- I. Highway (360 V.C.)
- J. Darkness (280 V.C.)
- K. Vehicle (670 V.C.)
- L. Pedestrian (467 V.C.)
- M. Traffic (620 V.C.)

**Explanation:** Because pedestrian and traffic are basic terms they should be added to this objective

9.3.1 Given a Vehicle Code and a word picture depicting a possible registration violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 4000(a), 4159, 4454(a), 5200, 5201 and 5204(a))

**NO CHANGE**

9.3.2 Given a Vehicle Code and a word picture depicting a possible driver license violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 12500(a), 12500(b), 12500(c), 12500(d), 12951(a), 12951(b), 14601(a), 14601.1(a), 14601.2(a), 14601.2(b), 14601.5(a), 14601.5(b) and 14603)

**Explanation:** Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.



9.4.1 Given a Vehicle Code and a word picture depicting a possible unsafe vehicle or a vehicle not safely loaded, or the unlawful operation after notice by a peace officer, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 24002(a), 24002(b) and 24004).

Explanation: Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.4.2 Given a Vehicle Code and a word picture depicting a possible hit and run accident, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number and crime classification. (Vehicle Code Sections 20001(a), 20002(a), and 20002(b))

**NO CHANGE**

9.4.3 Given a Vehicle Code and a word picture depicting a possible violation of official traffic control signals and devices, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21460(a), 21460.5(c), and 21461(a))

**NO CHANGE**

9.4.4 Given a Vehicle Code and a word picture depicting a possible failure to yield the right-of-way violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21800(a), 21800(b), 21800(c), 21800(d), 21801(a), 21802(a), 21803(a) and 21804(a))

**NO CHANGE**

9.4.5 Given a Vehicle Code and a word picture depicting a possible failure to yield to an emergency vehicle, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Section 21806(a))

**NO CHANGE**

9.4.6 Given a Vehicle Code and a word picture depicting a possible turning violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 22100(a), 22100(b), 22100.5, 22101(d), 22102, 22103, 22105, 22106, 22107)

Explanation: Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.4.7 Given a Vehicle Code and a word picture depicting a possible speed violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21654(a), 22349(a), 22349(b), 22350 and 22400(a))

Explanation: Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.4.9 Given a Vehicle Code and a word picture depicting a possible passing a stopped school bus which has its red lights flashing, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Section 22454(a))

**NO CHANGE**

9.4.10 Given a Vehicle Code and a word picture depicting a possible required stop violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Section 22450(a))

**NO CHANGE**

9.4.11 Given a Vehicle Code and a word picture depicting a possible vehicle equipment violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 24400, 24603(a), 24603(b), 24603(e), and 27150(a))

**NO CHANGE**

9.4.12 Given a Vehicle Code and a word picture depicting a possible following too closely violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Section 21703)

**NO CHANGE**

9.4.13 Given a Vehicle Code and a word picture depicting a possible public offense, the student will identify if a violation has occurred, and if it has occurred, will identify it by its

common name or section number. (Vehicle Code Sections 23103(a), 23103(b), 23109(a), 23109(b), 23109(c) and 23110(a), 23110(b))

**Explanation:** Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.4.14 Given a Vehicle Code and a word picture depicting a possible overtaking, passing or unsafe lane change violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21650, 21651(a), 21651(b), 21658(a), 21752, and 21755)

### **NO CHANGE**

9.4.15 Given a Vehicle Code and a word picture depicting a possible failure to obey the lawful orders of a peace officer or flare and/or cone pattern violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 2800, 2800.1(a), 2800.2, 2800.3 and 2818)

**Explanation:** Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.4.16 Given a Vehicle Code and a word picture depicting a possible personal safety equipment violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 23116(a), 23116(b), 27315(d), 27315(e), 27315(f), 27360(a), 27360(b), ~~27360(e)~~ and 27360.5(a), 27360.5(b))

**Explanation:** Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective. 27360(c) should be deleted because it is the fine section and not tested.

9.4.17 Given a Vehicle Code and a word picture depicting a possible red signal light violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21453(a), 21453(b), 21453(c), and 21457(a))

**Explanation:** Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.4.18 Given a Vehicle Code and a word picture depicting a possible pedestrian-related violation, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 21950(a), 21950(b) 21951, and 21954(a))

Explanation: The violations cited in this objective are not pedestrian only violations. Some are violations against a pedestrian.

9.5.1 Given a word picture depicting a person driving under the influence of alcohol, drugs or combination thereof, the student will identify a course of action consistent with the following responsibilities of an officer making an arrest for driving under the influence: (Vehicle Code Sections 23157, 23158.5(a), and 23158.5(b))

- A. The officer must inform the driver of the choice between a blood, breath, or urine test
- B. The officer must inform the driver of the penalties for failure to submit to a chemical test
- C. The officer must inform the driver of not being entitled to an attorney before or during the chemical test
- D. The officer must inform the driver that the driver must submit to a secondary test of blood or urine if drugs are suspected
- E. The officer may order a chemical test on a driver who is deceased, unconscious or otherwise incapable of refusing a test
- F. The officer shall serve a notice of suspension personally on the arrested person as appropriate of the person's privilege to operate a motor vehicle (Admin Per Se)

**NO CHANGE**

9.5.2 Given a Vehicle Code and a word picture depicting a driver who is possibly under the influence of alcohol, drugs, or a combination thereof, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number and crime classification. (Vehicle Code Sections 23140(a), 23152(a), 23152(b), 23152(c), 23153(a), 23153(b), and 23175(a))

Explanation: Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.5.3 Given a Vehicle Code and a word picture depicting the possible consumption and/or possession of alcoholic beverages in a motor vehicle, the student will identify if a violation has occurred, and if it has occurred, will identify it by its common name or section number. (Vehicle Code Sections 23220, 23221, 23222(a), 23223, 23224(a), 23224(b), 23225 and 23226)

Explanation: Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.15.1 Given a Vehicle Code and a word picture depicting a situation where an officer may have the authority to remove a vehicle, the student will identify, if the authority exists, and if it exists, will identify the Vehicle Code Section which authorizes the removal.

These sections are as follows:

- A. Vehicle is abandoned (Vehicle Code Section 22669(a))
- B. Vehicle is a traffic hazard (Vehicle Code Section 22651(b))
- C. Incident to an arrest (Vehicle Code Section 22651(h)(1) and 22651(h)(2))
- D. Vehicle is stored for safekeeping (Vehicle Code Section 22651(g))
- E. Vehicle is stolen, recovered, and not released in field (Vehicle Code Sections 22651(c) and 22653(a))
- F. Vehicle is held for investigation (Vehicle Code Section 22655.5)
- G. Vehicle is involved in hit and run (Vehicle Code Sections 22655(a) and 22653(b))
- H. Vehicle is held because the driver is unlicensed (Vehicle Code Section 22651(p))
- I. Vehicle is held because the vehicle is not registered (Vehicle Code Section 22651(o))

Explanation: Because test items are based on the performance objectives, only the sections and subsections that will be tested should be included in the objective. This modification does not alter the intent of the objective.

9.16.1 Given a Vehicle Code and a word picture depicting an arrest situation, the student will identify whether an appearance before a magistrate is optional or mandatory according to the provisions of the Vehicle Code. (Vehicle Code Sections 40301, 40302 and 40303)

- A. Optional Appearance (Vehicle Code Section 40303)
  - 1. Injuring or tampering with a vehicle (Vehicle Code Sections 10852 or 10853)
  - 2. Reckless driving (Vehicle Code Section 23103) or reckless driving: bodily injury (Vehicle Code Section 23104)
  - 3. Duty where property damaged (Vehicle Code Section 20002) or Duty upon injury or death (Vehicle Code Section 20003)
  - 4. Speed contests (Vehicle Code Section 23109)
  - 5. Driving when privilege suspended or revoked (Vehicle Code Sections 14601 and 14601.1) Driving when privilege suspended or revoked for driving under the influence (Vehicle Code Section 14601.2)
  - 6. Riding bicycle under the influence of alcohol or drugs (Vehicle Code Section 21200.5)
  - 7. When the person arrested has attempted to evade arrest

- B. Mandatory Appearance (Vehicle Code Section 40302)
1. When the person arrested fails to present his/her driver's license or other satisfactory evidence of his/her identification for examination
  2. When the person arrested refuses to give his/her written promise to appear in court
  3. When the person arrested demands an immediate appearance before a magistrate
  4. When the person arrested is charged with violating Vehicle Code Section 23152
  5. When the person arrested has committed a felony (Vehicle Code Section 40301)

**NO CHANGE**

9.16.2 Given a Vehicle Code and a word picture depicting a person possibly under the influence of alcohol, drugs, or a combination thereof, who is involved in a traffic collision or observed in or about a vehicle obstructing a roadway and the officer has reasonable cause to believe the person was driving, the student will identify if an arrest without a warrant is justified. (Vehicle Code Section 40300.5)

**NO CHANGE**

**EXERCISE:**

- 9.5.4 Given a simulated vehicle stop of a person suspected of driving under the influence, the student will conduct a field sobriety test that shall minimally test the student's ability to:~~The student will administer a field sobriety examination.~~
- A. Articulate a proper location for the test and why that location is appropriate
  - B. Articulate the objective observations of signs or symptoms of intoxication or drug use
  - C. Explain and demonstrate a series of field sobriety tests that must include at least three of the five tests listed below:
    1. Proper techniques of balance
    2. Divided attention
    3. Memory
    4. Coordination
    5. Horizontal and vertical Gaze Nystagmus test(s)
  - D. Document verbally or in writing the general observations and test observations that would support the reasonable belief that the test subject is under the influence of alcohol or drugs

Explanation: Objective 9.5.4 is an existing objective that requires students to administer a field sobriety test. The proposed changes correspond to changes in the exercise test required by proposed changes to the *Training Specifications for the Basic Course - 1995*. The reasons for making these changes are described in the agenda item that modifies the training specifications.

Attachment 7  
LEARNING DOMAIN #29: TRAFFIC ACCIDENT INVESTIGATION

**EXERCISES:**

- 9.14.1 ~~Given a simulated traffic collision, the student will demonstrate the ability to investigate a traffic collision and complete the appropriate reports.~~

~~The documentation should minimally include:~~

- ~~A. — Location and measurements of physical evidence~~
- ~~B. — Description of injuries (if any)~~
- ~~C. — Identification of the involved parties and vehicles~~
- ~~D. — Time and location of collision events~~
- ~~E. — Chronology of the collision events~~
- ~~F. — Elements unique to hit and run collisions, if applicable~~
- ~~G. — Primary and associated collision factors~~
- ~~H. — Point of impact/area of impact (P.O.I./A.O.I)~~
- ~~I. — Point of rest~~
- ~~J. — Preparation of a factual diagram~~
- ~~K. — Collection of any necessary photographs~~

~~The reporting standard should also include either verbally or in writing a determination of the student's understanding of the following terminology:~~

- ~~A. — **Accident or collision:** An unintended event which causes damage, death or injury~~
- ~~B. — **Classification of injuries:** A general category of injury such as: Fatal injury, severe injury, other visible injuries, complaint of pain~~
- ~~C. — **Deliberate intent:** An intentional act which directly or indirectly, involves a motor vehicle in transport which purposely causes damage to property or injury to any person~~
- ~~D. — **Legal intervention:** Injury or damage caused by enforcement intervention. (Usually apprehension or attempt to apprehend)~~
- ~~E. — **Other parties:** A person other than the operator of the motor vehicle (includes driverless vehicle, a vehicle being towed by other than a rigid tow bar or tow truck, animal drawn conveyances, injured equestrians, injured parties in a train, airplane or cable car; or in highway construction equipment not in transport, injured parties in or upon a structure~~
- ~~F. — **Witness(es):** A person other than an involved party or a passenger, who can provide information relevant to the collision~~
- ~~G. — **Passenger(s):** A person inside or upon a vehicle, excluding the driver. Includes a person behind the wheel of a parked motor vehicle who may be able to provide information relative to the collision~~



Explanation: Objective 9.14.1 requires students to investigate a traffic collision. This exercise would be deleted by proposed changes to the *Training Specifications for the Regular Basic Course - 1995*, which call for deleting this exercise and incorporating it into a new exercise test (see proposed new objective 9.1.4.10).

~~9.14.8 Given an audio-visual presentation, transparency picture, handout or other depiction of an accident scene, the student will generate a traffic scene sketch consistent with the student's collision investigation manual.~~

~~This sketch will minimally include the following:~~

- ~~A. — Compass direction~~
- ~~B. — Basic measurements of the roadway~~
- ~~C. — Appropriate symbols/illustrations~~
- ~~D. — Point of impact/Area of impact (P.O.I./A.O.I)~~
- ~~E. — Travel paths of vehicles and parties involved~~
- ~~F. — Reference points and direction~~
- ~~G. — Items labeled appropriately (parties, streets, signs, etc.)~~

~~In addition the sketch should meet the following standards:~~

- ~~A. — Legible~~
- ~~B. — Proportional~~
- ~~C. — Text written parallel to the bottom of the page~~

~~The sketching exercise should include either verbally or in writing a determination of the student's understanding of the following terminology:~~

- ~~A. — **Sketch:** A sketch reflects an officer's opinion as to how the collision occurred~~
- ~~B. — **Factual diagram:** A factual diagram contains factual details only. It represents the scene as found upon the officer's arrival~~

Explanation: Objective 9.14.8 requires students to generate a traffic scene sketch. This exercise would be deleted by proposed changes to the *Training Specifications for the Regular Basic Course - 1995*, which call for deleting this exercise and incorporating it into a new exercise test (see proposed new objective 9.1.4.10).

~~9.14.9 Given audio-visual presentations, transparency pictures, handouts or other representations of physical evidence commonly associated with traffic collisions, the student will identify the types of physical evidence present.~~

~~The exercise should include either verbally or in writing a determination of the student's understanding of tire mark terminology which may include the ability to correctly measure the marks:~~

~~Physical evidence types:~~

- ~~A. — Debris (which may include glass, vehicle parts, fluids, etc.)~~
- ~~B. — Vehicle or property damage~~
- ~~C. — Gouge marks~~
- ~~D. — Photographs~~

- E. ~~Tire marks (which may include):~~
1. ~~Locked wheel skid: A mark left by a non-rotating wheel moving in a straight or curved line in the original direction of travel~~
  2. ~~Impending skid: A mark left by a braked wheel rotating slower than the forward motion of the vehicle in a straight or curved line~~
  3. ~~Skip skid: A mark that occurs when a locked wheel bounces. The spaces are usually two to three feet off the roadway~~
  4. ~~Gap skid: A mark left by a locked wheel that is released and locked again. The gaps are usually ten feet or more~~
  5. ~~Side skids: Marks left by locked or rotating wheel of a vehicle sliding in other than a forward direction, except when known to be caused by centrifugal force~~
  6. ~~Acceleration mark: A mark created by a propelling force or thrust generated in an amount exceeding the pavement efficiency~~
  7. ~~Critical speed scuff: A mark left by a rotating wheel of a vehicle rounding a curve or turning at such a speed that centrifugal force entirely or partially overcomes frictional resistance~~

Explanation: Objective 9.14.9 requires students to identify types of physical evidence associated with traffic collisions. This exercise would be deleted by proposed changes to the *Training Specifications for the Regular Basic Course - 1995*, which call for deleting this exercise and incorporating it into a new exercise test (see proposed new objective 9.1.4.10).

9.14.10      Given an audio-visual presentation, transparency picture, handout or other depiction of a traffic collision scene, the student will demonstrate the following:

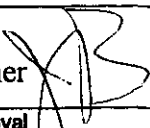
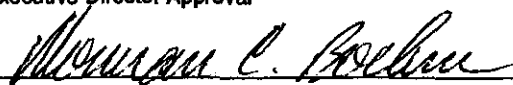
- A.      An understanding of an officer's responsibilities at a traffic collision scene including:
1.      Protection of injured parties and the collision site
  2.      Performance of investigative tasks
  3.      Completion of a traffic collision report
- B.      The ability to manage a traffic collision scene including:
1.      Establishing scene priorities and developing a plan of action
  2.      Identifying and controlling scene hazards
  3.      Providing first aid for the injured parties
  4.      Protecting the collision site
  5.      Evaluating and requesting additional assistance if needed
- C.      The ability to perform traffic collision investigative tasks including:
1.      Identifying and preserving collision evidence
  2.      Information gathering and interviewing of involved parties or witnesses
  3.      Establishing the point(s) of impact/area(s) of impact
  4.      Determining the primary collision factor

- D. The ability to complete a traffic collision report including:
1. Description of injuries
  2. Identification of involved parties and vehicles
  3. Time and location of collision events
  4. Chronology of the collision events
  5. Elements unique to hit and run and driving under the influence collisions
  6. Primary and associated collision factors
  7. Point(s) of impact/area(s) of impact
  8. Scene sketch
- E. The ability to complete a legible traffic collision sketch that records the officer's opinion as to how the collision occurred which includes:
1. Compass direction
  2. Basic measurements of the roadway
  3. Appropriate symbols/illustrations
  4. Point(s) of impact/area(s) of impact
  5. Travel paths of vehicles and parties involved
  6. Reference points and direction
  7. Items labeled appropriately (parties, streets, signs etc.)

Explanation: This exercise combines three deleted exercises (deleted performance objectives 9.14.7, 9.14.8, and 9.14.9) into a single exercise per proposed changes to the *Training Specifications for the Regular Basic Course - 1995*.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Proposed changes to <i>Basic Academy Physical Conditioning Manual -1990</i>		Meeting Date July 18, 1996
Bureau Standards and Evaluation Services	Reviewed By John Berner 	Researched By Ken Krueger
Executive Director Approval 	Date of Approval 7-1-96	Date of Report June 20, 1996
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

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

ISSUE:

Should the Commission approve, subject to California rulemaking law, revisions to the *Basic Academy Physical Conditioning Manual - 1990*?

BACKGROUND:

Pursuant to POST Regulation 1005 and Commission Procedure D-1-3<sup>1</sup>, all graduates of a Regular Basic Course or a Reserve Module D Course must satisfactorily complete a POST-prescribed physical conditioning program and pass a POST-developed physical abilities test battery as described in the *Basic Academy Physical Conditioning Manual -1990*. The manual was last revised in 1990. Because the manual is referenced in Commission regulations and procedures, all changes to the manual are subject to the public review process. Recommended changes to the manual are described below. All recommendations have been endorsed by the consortium of basic academy directors and coordinators.

ANALYSIS:

Substantive Changes:

As enumerated in the current manual, the minimum requirements for the physical conditioning program are as follows:

1. The program must consist of a minimum of 36 exercise sessions;
2. The 36 required sessions must be conducted within a period of 12 to 14 consecutive weeks with a minimum of two sessions per week;
3. Each session must be a minimum of 60 minutes in length;

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<sup>1</sup>Specifically, Commission Procedures D-1-3(b)(7), D-1-3(b)(8), D-1-3(c)(4)(H), D-1-3(c)(4)(I), D-1-3(d)(7), and D-1-3(d)(8).

4. Each session must consist of a warm-up, a conditioning period, and a cool-down as set forth in the 3 or 5 day per week programs;
5. Each student must participate in a minimum of 30 of the required 36 sessions.

Two changes are recommended with reference to these minimum program requirements -- reduce the minimum time period within which the required 36 exercise sessions must be conducted from 12 to 10 consecutive weeks; and permit modifications to the minimum program requirements upon advance approval by POST. The first change is necessary to accommodate the new delivery format for the Regular Basic Course (i.e., Transition Program Pilot Format); wherein Part 2 of the course, which contains the physical conditioning program, is less than 12 weeks in length (i.e., 430 hours). The second change (i.e., permitting modifications to the minimum program requirements upon advance approval by POST) is necessary, in major part, to accommodate extended format academies which meet no more than twice a week and thus are not able to conduct the required 36 sessions within the maximum of 14 consecutive weeks. With regard to requested modifications to the minimum program requirements, in no instance will staff approve changes that would preclude meaningful improvements in physical conditioning, nor will an academy be granted authority to conduct fewer than 36 one-hour sessions.

#### Other Changes:

With regard to the required passage of the POST physical ability test (i.e., POST Work Sample Test Battery), current language in the manual refers to the obligation to afford those who fail a single retest as specified in the *POST Basic Course Management Guide*. This section of the *Management Guide* no longer exists, and it is proposed that new language be incorporated in the manual which directly parallels the language recently adopted for all other testing requirements in the Regular Basic Course. The proposed new language reads:

Students who fail the Physical Abilities Test Battery on the first attempt shall: (a) be provided with their scores on the initial attempt; (b) have a reasonable period of time established by the academy to prepare for a retest; and (c) be provided with an opportunity to be retested on the same test. If a student fails the second test, the student fails the course.

Chapter four of the manual, which specifies required classroom instruction on topics such as nutrition, weight control, lifetime fitness and physical conditioning principles, makes reference to the applicable *Functional Area, Learning Goals, and Performance Objectives* which comprised the old instructional system for the Regular Basic Course. The entire chapter has been replaced by the new instructional system embodied in Training Specifications for Learning Domain 32, Lifetime Fitness, as enumerated in the *Training Specifications for the Regular Basic Course - 1995*.

Language in the manual has been changed to reflect that the current authority to compel compliance with the conditioning and testing requirements resides in Commission

Procedure D-1-3.

The existing manual is silent regarding the existence of the 1990 *Americans with Disabilities Act* (ADA). A footnote has been added to the manual which recognizes that in rare instances an injured student may fall under the protections of the ADA, and refers the reader to the POST publication *The Americans with Disabilities Act: Questions and Answers*. The phone number of the POST Standards and Evaluation Services Bureau is also provided for those who have specific questions about the applicability of the ADA.

One of the optional diagnostic tests referenced in the manual is the 1-minute abdominal crunch test. Instructors report that the test is difficult to administer properly. It is recommended that it be replaced in the manual by the 1-minute sit-up test. It is also recommended that percent body fat be added to the battery of optional diagnostic tests.

Five of the current appendices have been subdivided and rearranged into eight appendices, making it easier to access information referred to at various places in the text. In addition, two new appendices have been added. One provides guidance on how to determine safe conditions for exercise based on temperature and humidity; the other illustrates safe and effective methods for scaling walls.

Throughout the manual, wording changes have been made to update terminology and to improve the overall clarity of the document.

Attachment 1 is an underlined/strikeout version of all proposed changes to the manual. Attachment 2 shows the corresponding changes that must be made to Commission Regulation 1005 and Commission Procedure D-1-3. In all instances the changes to Commission Regulations and Procedures consist solely of changing the date on the manual from 1990 to 1996.

RECOMMENDATION:

Approve the proposed changes to the *Basic Academy Physical Conditioning Manual - 1990*, and the required corresponding changes to Commission Regulation 1005 and Commission Procedure D-1-3. All proposed changes must be adopted pursuant to the Administrative Procedures Act and it is proposed that the Notice of Proposed Action Process be used. If no one requests a public hearing, the changes would go into effect upon approval by the Office of Administrative law as to form and procedure.

## Commission Regulations

### 1005. Minimum Standards for Training.

(a) Basic Training Standards (Required).

More specific information regarding basic training requirements is located in Commission Procedure D-1.

- (1) Every regular officer, except those participating in a POST-approved field training program, shall satisfactorily meet the training requirements of the Regular Basic Course before being assigned duties which include the exercise of peace officer power.

Requirements for the Regular Basic Course are set forth in PAM, section D-1-3.

A basic course peace officer trainee as described in Penal Code section 832.3(a) is authorized to exercise peace officer powers while engaged in a field training program conducted as an approved segment of a POST-certified basic course when the director of the basic training academy has received written approval from POST for a basic course field training program. Requests for approval must be submitted to POST on an Application for POST-Approved Field Training Program, POST form 2-229 (Rev. 3/89). Application forms are available from POST.

Requirements for approval of a basic course field training program are:

- (A) The trainees have completed the training requirements of Penal Code section 832.
- (B) The trainees are participants in a structured learning activity under the direction of the basic training academy staff.
- (C) The trainees are, during field training, under the direct and immediate supervision (physical presence) of a peace officer who has been awarded a POST basic certificate and who has completed a POST-certified field training officer course.
- (D) The basic training director has secured the written commitment of the trainee's agency head to provide the trainee with the structured

field training experience, as required by the director of the basic training academy, using a qualified field training officer as described in subparagraph (C).

- (2) Every regularly employed and paid as such inspector or investigator of a district attorney's office as defined in section 830.1 Penal Code who conducts criminal investigations shall be required to satisfactorily meet the training requirements of the District Attorney Investigators Basic Course, PAM section D-1-4. Alternatively, the basic training standard for district attorney investigative personnel shall be satisfied by successful completion of the training requirements of the Basic Course, PAM, section D-1-3, before these personnel are assigned duties which include performing specialized law enforcement or investigative duties, except all of the Basic Course need not be completed before they participate in a POST-approved field training program as described in subparagraph (1). The satisfactory completion of a certified Investigation and Trial Preparation Course, PAM section D-1-4, is also required within 12 months from the date of appointment as a regularly employed and paid as such inspector or investigator of a District Attorney's Office.
- (3) Every regularly employed and paid as such marshal or deputy marshal, of a municipal court, as defined in section 830.1 Penal Code, shall satisfactorily meet the training requirements of the Marshals Basic Course, PAM, section D-1-5. Alternatively, the basic training standard for marshal personnel shall be satisfied by successful completion of the training requirements of the Basic Course, PAM, section D-1-3, before these personnel are assigned duties which include performing specialized law enforcement or investigative duties, except all of the basic course need not be completed before they participate in a POST-approved field training program as described in subparagraph (1). The satisfactory completion of a certified Bailiff and Civil Process Course or a Bailiff and Court Security Course and a Civil Process Course, PAM section D-1-5, is also required within 12 months from the date of appointment as a regularly employed and paid as such marshal or deputy marshal of a municipal court.
- (4) Every specialized officer, except marshals, deputy marshals, and regularly employed and paid as such inspectors or investigators of a district attorney's office, shall satisfactorily meet the training requirements of the Basic Course, PAM, section D-1-3, within 12 months from the date of appointment as a regularly employed specialized peace officer; or for those specialized agency peace officers whose primary duties are investigative and have not satisfactorily completed the Basic Course, the chief law enforcement administrator may elect to substitute the



satisfactory completion of the training requirements of the P.C. 832 Arrest and Firearms Course and the Specialized Investigators' Basic Course, PAM, section D-1-6.

- (5) Every regularly employed and paid as such peace officer member of Coroners' Offices, as defined in Section 830.35 P.C., shall satisfactorily complete the training requirements of Penal Code Section 832, PAM, Section D-7-2 before the exercise of peace officer powers. The satisfactory completion of the POST-certified Coroners' Death Investigation Course, PAM, Section D-1-8 is also required, within one year from date of appointment, and shall only apply to peace officer coroners hired on or after the agency enters the POST program.
  - (6) Every appointed constable or deputy constable, regularly employed and paid as such, of a judicial district shall complete the training requirements of the Penal Code 832 (Arrest and Firearms) Course.
  - (7) Every limited function peace officer shall satisfactorily meet the training requirements of the Arrest and Firearms Course (Penal Code section 832); training in the carrying and use of firearms shall not be required when an employing agency prohibits limited function peace officers the use of firearms.
  - (8) Every peace officer listed in paragraphs (1) - (6) shall satisfactorily complete the training requirements of Penal Code section 832 prior to the exercise of peace officer powers.
- (b) Supervisory Course (Required).
- (1) Every peace officer promoted, appointed or transferred to a first-level supervisory position shall satisfactorily complete a certified Supervisory Course prior to promotion or within 12 months after the initial promotion, appointment or transfer to such position.
  - (2) Every regular officer who is appointed to a first-level supervisory position shall attend a certified Supervisory Course and the officer's jurisdiction may be reimbursed provided that the regular officer has been awarded or is eligible for the award of the Basic Certificate.
  - (3) Every regular officer who will be appointed within 12 months to a first-level supervisory position may attend a certified Supervisory Course if authorized by the department head, and the officer's jurisdiction may be reimbursed following satisfactory completion of such training, provided that the officer has been awarded or is eligible for award of the Basic

Certificate.

- (4) Every regular officer who is assigned to a quasi-supervisory position may attend a certified Supervisory Course if authorized by the department head and the officer's jurisdiction may be reimbursed following satisfactory completion of such training, provided that the officer has been awarded or is eligible for award of the Basic Certificate.
- (5) Requirements for the Supervisory Course are set forth in the POST Administrative Manual, section D-3.

(c) Management Course (Required).

- (1) Every peace officer promoted, appointed or transferred to a middle management position shall satisfactorily complete a certified Management Course prior to promotion or within 12 months after the initial promotion, appointment or transfer to such position.
- (2) Every regular officer who is appointed to a middle management or higher position shall attend a certified Management Course and the jurisdiction may be reimbursed, provided the officer has satisfactorily completed the training requirements of the Supervisory Course.
- (3) Every regular officer who will be appointed within 12 months to a middle management or higher position may attend a certified Management Course if authorized by the department head, and the officer's jurisdiction may be reimbursed following satisfactory completion of such training, provided that the officer has satisfactorily completed the training requirements of the Supervisory Course.
- (4) Every regular officer who is assigned to a first-level supervisory position may attend a certified Management Course if authorized by the department head, and the officer's jurisdiction may be reimbursed following satisfactory completion of such training, provided that the officer has satisfactorily completed the training requirements of the Supervisory Course.
- (5) Requirements for the Management Course are set forth in the POST Administrative Manual, section D-4.

(d) Continuing Professional Training (Required).

- (1) Every peace officer below the rank of a middle management position as defined in section 1001(r) and every designated and non-designated Level

I Reserve Officer as defined in Commission Procedure H-1-2(a) shall satisfactorily complete the Advanced Officer Course of 24 or more hours at least once every two years after meeting the basic training requirement.

- (2) The above requirement may be met by satisfactory completion of one or more of certified Technical Courses totaling 24 or more hours, or satisfactory completion of an alternative method of compliance as determined by the Commission. In addition to the above methods of compliance, supervisors may also satisfy the requirement by completing POST-certified Supervisory or Management Training Courses.
  - (3) Every regular officer, regardless of rank, may attend a certified Advanced Officer Course and the jurisdiction may be reimbursed.
  - (4) Requirements for the Advanced Officer Course are set forth in the POST Administrative Manual, Section D-2.
- (e) Executive Development Course (Optional).
- (1) The Executive Development Course is designed for department heads and their executive staff positions. Every regular officer who is appointed to an executive position may attend a certified Executive Development Course and the jurisdiction may be reimbursed, provided the officer has satisfactorily completed the training requirements of the Management Course.
  - (2) Every regular officer who will be appointed within 12 months to a department head or executive position may attend a certified Executive Development Course if authorized by the department head and the officer's jurisdiction may be reimbursed, provided the officer has satisfactorily completed the training requirements of the Management Course.
  - (3) Requirements for the Executive Development Course are set forth in PAM, section D-5.
- (f) Technical Courses (Optional).
- (1) Technical Courses are designed to develop skills and knowledge in subjects requiring special expertise.
  - (2) Requirements for Technical Courses are set forth in PAM, section D-6.
- (g) Approved Courses.

- (1) Approved courses pertain only to training mandated by the Legislature for various kinds of peace officers and other groups. The Commission may designate training institutions or agencies to present approved courses.
- (2) Requirements for Approved Courses are set forth in Regulation 1081.
- (h) Seminars (Optional).
  - (1) Seminars are designed to disseminate information or study and solve current and future problems encountered by law enforcement.
  - (2) Requirements for Seminars are set forth in PAM, section D-8.
- (i) Field Management Training (Optional).
  - (1) Field Management Training is designed to assist in the solution of specific management problems within individual Regular Program departments.
  - (2) Requirements for Field Management Training are set forth in PAM, section D-9.
- (j) After-Academy Field Training Program Approval (Optional).
  - (1) POST approval of optional field training programs is directed at peace officers who have completed basic training described in section 1005(a) or Procedure H-3 (Reserve Officers).
  - (2) Requirements for Approval of Field Training Programs are set forth in PAM, section D-13.

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

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

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

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

PAM section D-1-5 adopted effective April 27, 1983, and amended January 24, 1985, September

26, 1990, and January 14, 1994 is herein incorporated by reference.

PAM section D-1-6 adopted effective October 20, 1983, and amended September 26, 1990, October 27, 1991, January 14, 1994 and May 7, 1995 is herein incorporated by reference.

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

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

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

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

PAM section D-13 adopted effective June 15, 1990 and amended February 22, 1996 is herein incorporated by reference.

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

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

The POST ~~Basic Academy Physical Conditioning Manual (February 1990) adopted effective September 26, 1990~~ Basic Academy Physical Conditioning Manual - 1996 adopted effective July 18, 1996 is herein incorporated by reference.

The document, *Training Specifications For the Regular Basic Course - July 1993* adopted effective January 14, 1994 and amended July 16, 1994, December 16, 1994, and August 12, 1995 is herein incorporated by reference. This document was republished in 1995 as *Training Specifications For The Regular Basic Course - 1995* effective August 16, 1995, and amended August 23, 1995, August 24, 1995, September 20, 1995, November 10, 1995, and February 17, 1996, and is herein incorporated by reference.

The document, *Training Specifications for the Specialized Investigators' Basic Course - 1995* adopted effective May 7, 1995 is herein incorporated by reference.

## POST ADMINISTRATIVE MANUAL

### COMMISSION PROCEDURE D-1

#### BASIC TRAINING

##### Purpose

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

##### Training Requirements

**1-2. Requirements for Basic Training:** The minimum standards for basic training are described in sections 1-3 to 1-8. The Law Enforcement Code of Ethics shall be administered to students taking the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, and Specialized Investigators' Basic Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.

**1-3. Regular Basic Course Definitions and Requirements:** The terms used to describe testing and training requirements are defined in Section 1-3(a). Testing and training requirements vary by delivery format and are described in Section 1-3(b), *standard format*, Section 1-3(c), *reserve format*, and Section 1-3(d), *transition program-pilot format*. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

##### (a) Basic Course Terminology

- (1) **Learning Domain.** An instructional unit that covers related subject matter. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) **Instructional Goal.** A general statement of the results that instruction is supposed to produce.

- (3) **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (5) **Academy.** A state or local government agency that is capable of presenting all components of the *Training Specifications for the Regular Basic Course - 1995* and meeting the requirements for POST course certification as specified in Regulations 1051-1054. Only academies may present a POST-certified Regular Basic Course in the *standard format*, or Module D in the *reserve format*, or part 2 in the *transition program-pilot format*.
- (6) **Delivery Formats.** The formats for delivering the Regular Basic Course include the *standard format*, the *reserve format*, and the *transition program-pilot format*.
  - (A) **Standard Format.** The Regular Basic Course is delivered in a one-part instructional sequence. Testing and training requirements are prescribed in Section 1-3(b). Except as provide for in Section 1-3(b)(9), the course shall be delivered by a single academy.
  - (B) **Reserve Format.** The Regular Basic Course is delivered in a four-part instructional sequence consisting of reserve training modules A, B, C, and D. Testing and training requirements are prescribed in Section 1-3(c). Module D is instruction delivered by an academy.
  - (C) **Transition Program-Pilot Format.** The Regular Basic Course is delivered in a two-part instructional sequence. Part 1 is a series of administration of justice (AJ) or criminal justice (CJ) courses delivered by a California community college. Part 2 is instruction delivered by an academy. Testing and training requirements are prescribed in Section 1-3(d).
- (7) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Depending on the delivery format, five types of tests may be used in the Regular Basic Course:
  - (A) **POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
  - (B) **POST-Constructed Comprehensive Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge in multiple learning domains.
  - (C) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
  - (D) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *Basic Academy Physical Conditioning Manual - 19906*.

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

(8) **Test-Item Security Agreement.** An agreement between a Regular Basic Course academy and POST that identifies the terms and conditions under which an academy may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) **Testing and Training Requirements for the Standard Format**

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

(1) **Topics.** Academies shall provide instruction on all topics specified in *Training Specifications for the Regular Basic Course - 1995*.

(2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - 1995*.

(3) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - 1995*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails the course.

(4) **Scenario Tests.** As specified in *Training Specifications for the Regular Basic Course - 1995*, scenario tests are required in some, but not all, learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course.

(5) **Exercise Tests.** As specified in *Training Specifications for the Regular Basic Course - 1995*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level



that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course.

- (6) **Learning Activities.** As specified in *Training Specifications for the Regular Basic Course - 1995*, learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails 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.
  - (7) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *Basic Academy Physical Conditioning Manual - 1996*.
  - (8) **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 *Basic Academy Physical Conditioning Manual - 1996*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.
  - (9) **Single Academy.** The Regular Basic Course shall be completed under the sponsorship of one academy unless POST has approved a contractual agreement dividing responsibility for delivering the Regular Basic Course between an academy and other training presenters.
  - (10) **Academy Requirements.** POST has established minimum, statewide training standards for the Regular Basic Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.
- (c) **Testing and Training Requirements for the Reserve Format**

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

- (1) **Module A.** Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007.

- (2) **Module B.** Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module A is a prerequisite to Module B.
- (3) **Module C.** Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module B is a prerequisite to Module C.
- (4) **Module D.** Course content is specified in *Training Specifications for the Reserve Training Module "D" - 1995*.

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

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

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

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

(D) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Reserve Training Module "D" 1995*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails Module D.

(E) **Scenario Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, scenario tests are required in some, but not all, learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails Module D.

- (F) **Exercise Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails Module D.
- (G) **Learning Activities.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails Module D unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails Module D.
- (H) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *Basic Academy Physical Conditioning Manual - 19906*.
- (I) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).

**(d) Testing and Training Requirements for the Transition Program-Pilot Format**

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the two-part, *transition program-pilot format* [defined in Section 1-3(a)(6)(C)]. Successful completion of part 1 and part 2 fulfills the requirements for the Regular Basic Course.

- (1) **Topics.** Instruction shall be delivered on all topics specified in *Training Specifications for the Regular Basic Course - 1995* as described below:
  - (A) **Part 1.** Instruction on topics specified in learning domains 1 through 10, 15 through 18, 31, 34, 36, 37, 39, 40, and 42 shall be delivered in AJ or CJ courses [as defined in Section 1-3(a)(6)(C)].
  - (B) **Part 2.** Instruction on topics specified in learning domains 11 through 13, 19 through 30, 32, 33, 35, 38, and 41 shall be delivered by an academy.
- (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - 1995*.

(3) **Paper-and-Pencil Tests**

- (A) **Knowledge Tests Administered During Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - 1995*, a POST-constructed knowledge test is required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 1 through 10, 15 through 18, 31, 36, 37, 39, 40, or 42, these required tests are waived in lieu of the POST-constructed comprehensive test that must be passed before entering part 2 of the instructional sequence. However, a POST-constructed knowledge test is required for learning domain 34, First Aid and CPR, which is in the part 1 instructional sequence. Students who fail the First aid and CPR 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 course instructor, to prepare for a retest; and (c) be provided with an opportunity to be retested with an alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.
- (B) **POST-Constructed Comprehensive Test.** Students who complete the instruction specified in Section 1-3(c)(1)(A) must pass a POST-constructed comprehensive test [as defined in Section 1-3(a)(7)(B)] before advancing to part 2 of the instructional sequence. The POST-constructed comprehensive test may assess knowledge of any of the topics specified in learning domains 1 through 10, 15 through 18, 31, 36, 37, 39, 40, and 42. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-constructed comprehensive test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days (from date notification of results is mailed) to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.
- (C) **POST-Constructed Knowledge Tests Administered During Part 2 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - 1995*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 11 through 13, 19 through 30, 32, 33, 35, 38, or 41, it shall be administered by an academy during part 2 of the instructional sequence. Students must earn a score on each knowledge test that is equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails part 2 of the instructional sequence.

(4) **Other Tests.**

- (A) **POST-Developed Report Writing Test.** Students who complete the instruction specified in Section 1-3(c)(1)(A) shall be required to pass a POST-developed report writing test before advancing to part 2 of the instructional sequence. The report writing test assesses the knowledge and skills required to write law enforcement reports. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-developed report writing test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days (from date notification of results is mailed) to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-developed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.
- (B) **Scenario Tests Administered During Part 2 of the Instructional sequence.** Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails part 2 of the instructional sequence.
- (C) **Exercise Tests Administered During Part 1 of the Instructional sequence.** As specified in *Training Specifications for the Regular Basic Course - 1995*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required in learning domains 1 through 10, 15 through 18, 31, 34, 36, 37, 39, 40, or 42, it shall be administered in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. On each required exercise test, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency shall be determined by the course instructor. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student cannot advance to part 2 of the instructional sequence.
- (D) **Exercise Tests Administered During Part 2 of the Instructional sequence.** Where an exercise test is required in learning domains 11 through 13, 19 through 30, 32, 33, 35, 38, or 41, it shall be administered by an academy. On each required exercise test, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails part 2 of the instructional sequence.
- (5) **Learning Activities in Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - 1995*, learning activities are

required in some, but not all, learning domains. Where a learning activity is required in learning domains 1 through 10, 15 through 18, 31, 34, 36, 37, 39, 40, or 42, the opportunity to participate in that activity shall be provided in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student cannot advance to part 2 of the instructional sequence.

- (6) **Learning Activities in Part 2 of the Instructional Sequence.** Where a learning activity is required in learning domains 11 through 13, 19 through 30, 32, 33, 35, 38, or 41, the opportunity to participate in that activity shall be provided by an academy during part 2 of the instructional sequence. A student who does not participate in a learning activity when given the opportunity fails part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails part 2 of the instructional sequence.
- (7) **Physical Conditioning Program.** Students shall complete the POST physical conditioning program at an academy during part 2 of the instructional sequence. Requirements for completing the program are described in the *Basic Academy Physical Conditioning Manual - 19906*.
- (8) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).
- (9) **Additional Criteria for Applicants Entering Part 2 of the Instructional Sequence.** In addition to other minimum requirements for attendance of a Regular Basic Course, applicants to part 2 of the instructional sequence must receive a minimum passing score on the POST-constructed comprehensive test and the POST-developed report writing test. Presenters of part 2 shall verify with POST that these minimum testing scores have been met. Academies may establish additional criteria for entering part 2 of the instructional sequence.
- (10) **Additional Requirements for Completing Part 2 of the Instructional Sequence.** POST has established minimum, statewide training standards for completing the Regular Basic Course in the *transition program-pilot format*. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.
- (11) **Administration, Scoring, and Processing of the POST-Constructed Comprehensive Test and the POST-Developed Report Writing Test.** The procedures for taking the POST-constructed comprehensive test and the POST-developed report writing test are described below:
  - (A) **Requirements for Taking the Tests.** To be eligible to take the POST-constructed comprehensive test and the POST-developed report writing test,

students must successfully complete part 1 of the instructional sequence. Successful completion of part 1 is defined as a community college transcript indicating that the student received credit for all AJ/CJ courses that incorporates POST-certified part 1 testing and training requirements specified in Sections 1-3(d)(1) to 1-3(d)(5), inclusive, and a signed attestation by the community college AJ/CJ department head that the student met or exceeded these part 1 testing and training requirements.

- (B) **Application to Take the Tests.** A request to take the tests must be submitted to POST in writing. The request must include the applicant's full name, social security number, mailing address, and telephone number. The request must also include the name of the community college(s) where the part 1 curriculum was completed and the dates of attendance. Applicants must arrange for the community college(s) to send the applicant's community college transcript(s) directly to POST. The transcript(s) must include or be accompanied by an attestation(s) as described in section (d)(11)(A). Both the transcript(s) and attestation(s) must include the applicant's full name, social security number, and mailing address. Receipt by POST of the written request, the applicant's transcript(s) and the community college AJ/CJ department head's attestation(s) completes the application process.
- (C) **Notification of Eligibility.** POST shall notify applicants that they are either eligible or ineligible to take the tests within 30 calendar days of the day on which the application process is completed. If the applicant is not eligible to take the test, the notification shall state the reasons for the applicant's ineligibility.
- (D) **Scheduling.** Applicants who are eligible to take the tests shall be scheduled for the tests within 90 calendar days of the day on which the application process was completed. Applicants shall be notified of the time and date of the tests at least 30 calendar days prior to the day on which the tests will be administered.
- (E) **Notification of Test Results.** Applicants shall be notified in writing of their test results, pass or fail, within 30 calendar days of taking the tests. For examinees who failed the test, POST shall identify those areas where the examinees' performance was below average.
- (F) **Failure on the First Attempt.** Examinees who fail either or both tests on their first attempt may submit a written request to be retested. The request to retest must include the applicant's full name, social security number, mailing address, and telephone number. The request must also include the date and location where the examinee was originally tested.
- (G) **Retesting.** POST shall retest examinees who fail a test on their first attempt no later than 90 calendar days after the examinee has submitted a written request to be retested.
- (H) **Notification of Retest Results.** Examinees shall be notified of their test results within 30 calendar days of the day on which they were retested.

- (G) **Failure on the Second Attempt.** Examinees who fail either test on their second attempt shall not be retested and cannot advance to part 2 of the instructional sequence.

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integrated so that basic training becomes a coherent continuum from the academy through the FTO program. This is further supported by recent strategic directions as recommended in the Commission's approved Strategic Plan which calls for POST to ensure consistency between academy curriculum and field training programs, and establish linkage between academy curriculum and field training.

#### Establish Better Linkage Between Basic Academy and Field Training Program

Over the last decade, many suggestions were made that something more be done with the FTO program. The basic course and the FTO program are viewed as part and parcel of the basic training a peace officer receives yet they have not been integrated, nor has the subject matter been viewed as a whole. Of all the recommendations concerning the POST FTO Program, integration of the FTO program with the basic academy is probably the most difficult to implement.

Recent studies have demonstrated that basic training should be formatted so that the performance objectives (PO's) and learning domains (LD's) are taught in the setting most feasible for learning and retention. Some of the cognitive PO's are best taught in a classroom environment, while some skills are learned more readily in the field. The Field Training Program would be the first choice for the assignment of some skills training, since it would be under the actual conditions of the task that is performed. At the same time, the actual demonstration of performance under real conditions would be a realistic testing of the trainees ability.

It is anticipated that the Management Fellow will research and provide recommendations to more effectively establish linkage between academy curriculum and field training, and ensure consistency between academy curriculum and field training programs.

#### Update Field Training Publications

The existing training documents of the POST Field Training Program was researched and pilot tested in 1986/87 and published in 1988. Since that time, many changes have occurred which call for a review and update of the Field Training Guide, The Field Training Officer Course, and the Field Training Management Guide. It is anticipated the Management Fellow will perform the following tasks:

- o Design and update the Field Training Management Guide. The guide will promulgate the FTO program and set forth minimum standards for FTO selection, program administration and trainee evaluation.
- o Review the recently updated Field Training Officer Course to ensure that it meets the contemporary needs of field training officers, and recommend modifications as needed.
- o Update the Field Training Guide. The guide is a model by which participating agencies may develop their own respective training programs for those selected as Field Training Officers.

## Mandating a Post Field Training Program

The FTO Program, although not mandated for regular peace officers, serves as an integral building block in developing basic training graduates into fully competent law enforcement officers. There have been prior recommendations that the program be mandated as well as updated. The 1980 symposium on Professional Issues recommended that POST mandate the program, and this has been echoed by several other task forces and committees. The 1992 San Diego Symposium on Training Issues also recommended that the value and necessity of mandating field training with an assigned field training officer warrants additional study. More recently, the current POST FTO Ad Hoc Committee have called for mandating field training. Key reasons for not mandating a POST Field Training Program to date are the expressed concerns that many law enforcement agencies may have an aversion to complying with new POST mandates, and the concern over the potential impact of mandating field training for small agencies based on the inability to meet new mandates due to limited resources. These areas of concerns will bear watching as the study progresses.

Field training officers are given the opportunity to model organizationally accepted behavior, train other officers how to perform certain tasks, and evaluate performance. Recruit officers should receive training that reinforces and builds upon what was taught in the academy. Currently, the requirement is if an agency chooses to place an officer in an FTO program, POST recommends that the program be approved. Only 202 law enforcement agencies have POST-approved FTO programs.

Questions which surfaced most often at the 1992 POST Symposium on Law Enforcement Training Issues II, in discussion with law enforcement professionals on field training issues, were:

- o Should the FTO program be mandated by POST?
- o Should the FTO Curriculum be standardized and is the curricula sufficient to meet the needs of today's field training officer?
- o Is the present FTO selection criteria sufficient to ensure that only those qualified to serve as FTO's are selected?
- o How involved in the academy training program should the FTO be?
- o Is the FTO a "temporary supervisor"?
- o How might FTO's be encouraged to remain in the capacity of FTO for a minimum specified time period (i.e., one - two years)?
- o Should advanced training be provided to incumbent FTO's?
- o Should the Field Training Program managers be provided with structured administrative training?

All of these questions suggest a concern in the law enforcement community for a restructuring and standardization of the FTO program. Staff is continuing to work on some aspects of the FTO program as resources will permit. For example, in March of this year, the Basic Training Bureau and Training Delivery and Compliance Bureau hosted a meeting comprised of Field Training Officer Course presenters from throughout the state. The Committee agreed on a new curriculum for the 40-hour Field Training Officer Course that is presented at 21 locations. The new curriculum

contains training specifications and learning goals designed around 36 performance objectives. The committee also identified 25 scenarios that can be videotaped in the future and used as a training aid for the course. The new curriculum should substantially improve the standardization of course presentations. However, as indicated throughout this report, much more work on the Field Training program remains to be done. Significant research and development is necessary before this can be accomplished. It is anticipated that a special consultant (management fellow) will research and provide recommendations on the contemporary issues confronting the field training program as identified above.

## CONCLUSION

The appointment of a Special Consultant is one method of ensuring that researching and coordinating the development of a statewide comprehensive Field Training Program is stewarded by a competent practitioner. The Field Training Program is designed to deliver law enforcement training throughout the state. There is enthusiasm among law enforcement executives, trainers, FTO administrators and academy coordinators to effect change in the POST FTO program. The Special Consultant must be able to:

- o Know, understand, and relate the goals and objectives of POST to the needs of FTO programs and local agencies.
- o Work effectively with FTO administrators, training managers and staff from local law enforcement agencies and training institutions and other POST Bureaus.
- o Analyze and respond to the needs and objectives of individuals involved in the Field Training Program.
- o Generate effective reports and presentations to a variety of audiences, and
- o Effectively negotiate with a variety of different interest groups that may have strong personal agendas.

The special consultant, at a minimum, should be at the rank of Sergeant, and preferably, a Lieutenant or above, currently employed by a law enforcement agency. The actual salary and benefits which the special consultant is currently receiving is paid by POST to the agency, and these costs are factored in arriving at the specific dollar contract amount. Additionally, special arrangements for travel and per diem expenses are provided for the consultant. In selecting a special consultant for the field training project, the following criteria is viewed as relevant and desirable for the position:

- o Possesses Field Training Officer (FTO) experience
- o Has FTO management experience
- o Possesses Computer skills
- o Experienced working with multiple agencies
- o Has Teaching Experience (lesson plans, curriculum development and presentation skills)

- o Has experience working on POST committees
- o Knowledgeable of Academy Curricula, Core Competencies, Training Methodologies and Testing procedures.

### RECOMMENDATION

Authorize the Executive Director to contract with a governmental agency for a special consultant dedicated to study and make recommended improvements in the POST Field Training Program as described in this report, with the length of the fellowship not to exceed one year and the cost not to exceed \$120,000.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Proposal for Abbreviated Format Module D Course		Meeting Date July 18, 1996
Bureau Executive Office	Reviewed By	Researched By Everitt A. Johnson
Executive Director Approval <i>Mouman C. Boehm</i>	Date of Approval 7-1-96	Date of Report July 1, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission approve modification of Commission Procedure D-1 to allow academy presenters to present the Module D Course in abbreviated formats that satisfy the Regular Basic Course requirement?

BACKGROUND

Pursuant to legislation requiring POST to offer a bridging course to enable reserve officers to satisfy requirements of the Regular Basic Course without unnecessary repetition of previous reserve training, the Commission in July 1995, adopted Module D. This is a 442 hour course designed to include all basic course content not included in the 222 hours of Level I reserve training course Modules A, B, and C.

Many reserve officers have completed Level I reserve courses that significantly exceed the minimum 222 hours. Currently, there are twelve presenters of Modules A, B, and C. Their reserve presentations average 300 hours. Los Angeles County Sheriff's Department (LASD) has requested approval to present a Module D course of less than 442 hours for their reserves who have completed LASD level I reserve Modules A, B, C course that average 410 hours. Modification of existing regulations would be necessary to accommodate this request.

When the 442-hour Module D was developed, there was recognition and discussion of the existence of many Level I reserve courses that greatly exceeded the minimum 222-hour course. At that time no presenter was interested in attempting to tailor a bridging course for reserve graduates of those programs. It was believed too complex because of the widely varying amounts of training - both overall and specific subjects. They were additionally deterred by the prospect of reserve applicants

for such courses having widely varying amounts of prior training. The consensus then was that the only practical approach was to base the bridge course (Module D) on the minimum standard 222-hour course.

### ANALYSIS

The intent of Module D is to bridge a variety of Reserve training modules to the basic course training standard. Over the years, the length and content of the reserve modules have been modified. Program hours have steadily increased. To accommodate the varying amounts of prior reserve Level I training, presenters should be allowed to grant training credit if feasible. The Module D course was developed to eliminate unnecessary redundancy of instruction provided in the Level I reserve course; therefore, it is consistent to propose that, if feasible, reserve trainees receive credit for all instruction that included Module D required hours and topics, learning activities, scenarios and exercises received as part of the Level I training.

Modification of Commission Procedure D-1 (Attachment A) is proposed to provide that a Module D course may be presented in an abbreviated format of fewer hours than specified in *Training Specifications for Reserve Training Module D - 1995*. The training presenter must demonstrate to POST's satisfaction that the hours in Module D are reduced because some required topics and hours, learning activities, scenarios, or exercises were included in the presenter's previous Modules A, B and C. All students admitted to an abbreviated Module D course must have previously satisfied the omitted Module D requirements in their Modules A, B, and C training.

*Example: A reserve officer attends a Level I 420-hour Module A, B, C course; the officer could attend an abbreviated Module D course consisting of 244 hours (Basic Course of 664 hours minus 420-hour Reserve Module A, B, C course).*

It is the intent of POST to accommodate the transition of reserves to regular status without redundancy whenever possible while maintaining the integrity of the Regular Basic Course. However, the evaluation of prior training will require a complex analysis by the reserve training presenter. Staff is concerned with the complexity (identified earlier) associated with constructing varying courses to match varying prior training. It is recommended that, if the Commission approves the proposed regulation, staff be directed to certify the presentation of abbreviated Module D courses on a pilot basis only and a report to the Commission on the results of the pilot in one year.

It is proposed that the Commission approve the changes enumerated in this report pursuant to the Administrative Procedure Act by using the Notice of Proposed Action Process. If no one requests a public hearing, the proposed changes will go into effect December 1, 1996, subject to approval of the Office of Administrative Law as to form and procedure.

## RECOMMENDATION

Approve modification of Commission Procedure D-1 to allow academy presenters to present Module D Courses in abbreviated formats that satisfy the Regular Basic Course requirement, and direct staff to certify abbreviated Module D courses on a pilot basis only, to be followed by a report to the Commission on the results of the pilot in one year.



**PROPOSED AMENDMENT TO COMMISSION PROCEDURE D-1  
BASIC TRAINING**

D-1-1 through D-1-3(c)(3) continued.

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

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

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

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

D-1-3(c)(4)(B) through D-1-3(c)(4)(I) to be relettered to D-1-3(c)(4)(C) through D-1-3(c)(4)(J), respectively.

D-1-3(d) through D-1-7 continued.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
PROPOSED REGULATION**

**1005. Minimum Standards for Training.**

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

Continued - All incorporation by reference statements in between (j)(2) and the following:

PAM section D-1-3 adopted effective April 15, 1982, and amended January 24, 1985,  
September 26, 1990, January 14, 1994, July 16, 1994, December 16, 1994, August 16, 1995,     \*      
and \* is herein incorporated by reference.

\*\*\*\* continued.

NOTE: Authority cited: Sections 832.6, 13503, 13506, 13510, 13510.5 and 13519.8 Penal  
Code. Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514,  
13516, 13517, 13519.8, 13520, and 13523, Penal Code.

\*Dates to be filled in by OAL.



- Standards for various levels of reserves
- The potential use of a student workbook system to upgrade reserve training program
- The use of interactive video to satisfy reserve training requirement
- Testing
- Addressing Strategic Plan issues calling for POST to provide flexibility for reserve officer training standards, and provide alternative methods for meeting training requirements

The appointment of a special consultant would assist staff in carrying out the necessary research and provide recommendations for improving the POST Reserve Training Program. The special consultant should be a supervisor or middle manager currently employed by a governmental agency. The salary and benefits which the individual currently receives would be paid by POST to the agency, along with travel and per diem expenses. The contract amount includes these costs. The special consultant must be able to:

- Know, understand, and relate the goals and objectives of POST to the needs of the reserve training program and local agencies
- Work effectively with reserve administrators, training managers and staff from local law enforcement agencies, training institutions, and POST
- Analyze and respond to the needs and objectives of individuals involved in varying levels and capacities of reserve training
- Generate effective reports and presentations
- Effectively negotiate with a variety of professional interest groups

It is recommended that the special consultant have experience working with multiple agencies and POST committees; have good verbal communication and technical writing skills; possess good computer skills; and have knowledge and experience with basic course training requirements. The special consultant could be used to assume the responsibilities of existing Basic Training Bureau staff on a temporary basis.

### RECOMMENDATION

Authorize a contract for the services of a special consultant to study and recommend improvements in the POST Reserve Training Program, not to exceed one year in length, and at a cost not to exceed \$120,000.



Staff subsequently developed monitoring report forms, assembled complementary training materials, and conducted two half-day workshops to orient prospective monitors to the program goals and logistics. Monitors volunteered their time; however, their travel and per diem expenses were reimbursed by the Letter of Agreement process. The pilot period for the "Executive Course Monitoring Process" extended from April 1995 through March of 1996. During this period, a total of 16 individual courses were visited by 10 different monitors. The pilot program monitoring schedule is incorporated as Attachment A.

This agenda item summarizes the results of the pilot program and recommends that it be continued as a regular part of POST's course evaluation effort.

### ANALYSIS

The Commission will be gratified that monitoring reports unanimously validated the consistent quality of POST courses. Comments contained in each of the sixteen monitoring reports indicated that courses met, and often exceeded, executive expectations regarding content, organization, delivery strategy, and the overall approach. The following are examples of the type of feedback received:

*"I was particularly impressed by the professionalism of the teaching staff. Not only did they act and dress professionally, they also "talked the talk". A good mixture of humor and seriousness was prevalent throughout the course. They continually stressed professionalism, public expectations, and the importance of doing the right thing, both legally and morally." (Officer Safety and Field Tactics Course)*

*"The instructional staff was very receptive to my presence and cooperated with me fully. The course provides some of the most relevant instruction for liability concerns that I have ever witnessed." (Driver Training Update)*

*"This area, of course, is the essence of this particular training course. I was pleased to observe very strong emphasis placed upon the development of actual physical manipulative skills in a "lab" setting. This approach develops an appropriate conditioned response. This approach to the use of force should be implemented by all law enforcement agencies - excellent!" (Speaking about manipulative skills training in a Use of Force Update)*

*"This course provides the most valuable instruction available to line officers. Practical training and exercises are unequivocally superb." (Officer Safety and Field Tactics Course)*

*"Without question, this course recognizes and addresses current legal issues and practices. Instructors bring practical experience, coupled with expertise and training into this supervisory forum." (Supervisory Course)*

*"Excellent job in reinforcing appropriate/desired values. The instructor exhibited a genuine enthusiasm for the subject. This attitude reinforced the importance of the subject, especially as it relates to professional values." (Sexual Harassment Class)*

*"All of the instructors made excellent reference to the ethical considerations which should be relayed and demonstrated to the trainees. Additionally, they stressed the importance of the Field Training Officer as a mentor and example in demonstrating these professional values." (FTO Course)*

*"It was very clear to me that the entire staff had been carefully trained to provide a complete and balanced training program. It was balanced in the sense that the material presented considered not only the law enforcement perspective, but that of the community and society. I expected a lot of "do it this way because I said so" kind of instruction. I found it refreshing to discover that the instruction was designed to explore alternative approaches, particularly in the topic of practical problems." (Officer Safety and Field Tactics Course)*

It should also be mentioned that several monitors took it upon themselves to generate letters of commendation as a result of their experiences. Several letters were written directly to program coordinators commending their program management and/or development efforts. In most of these instances, copies were also sent to local law enforcement executive groups by the monitor for their edification.

Although overall feedback was consistently positive, monitors were candid pointing out perceived problems or in offering definitive recommendations to presenters regarding how courses could be improved. For example:

*"Some minor typographical errors noted in section three of the course manual..."*

*"Numbers too small to read on the Disc/MLA chart..."*

*"In my view a portion of the physical conditioning block could be reduced by a few hours and that time reallocated to a more comprehensive sexual harassment segment."*

*"I would recommend the creation of one or two scenarios allowing students to roleplay as FTOs and trainees in a training environment - for instance, critiquing a trainee on their performance evaluation."*

Copies of each of the monitoring reports were forwarded to the course presenters for their review and comment. The process was also designed so that monitoring reports would be forwarded to Training Delivery and Compliance Bureau area consultants for their information and follow-up.

At the conclusion of the pilot period, participating monitors and presenters were invited to a workshop to discuss their individual experiences, obtain recommendations regarding the future of the process, and identify any recommendations for "fine tuning" the process. Participants unanimously supported continuing the program and reported that the notification and reporting mechanism developed by staff proved both convenient and problem free. Of significance was the enthusiasm of participating presenters in having more of their courses monitored.

Operational costs for the program have proven modest for a variety of reasons. First, monitors donate their time to POST for the duration of the course presentation and expenses are limited to reimbursement for travel and per diem costs. Second, monitors are generally assigned to visit courses within their immediate areas. Although some lodging and meal expenses are involved, travel expenses have been limited, and virtually no air travel has been necessary.

The Executive Course Monitoring process has proven to be a "win-win" situation for all parties involved. POST has obtained definitive feedback on course content and training delivery for a modest cost. The monitoring effort has also enhanced quality control information and has provided insight into the continuance or revision of current instruction, as well as the potential development of related training programs. Law enforcement executives, in turn, have had an opportunity to gain a much better perception of training emphasis and gain a direct vehicle to provide feedback to presenters and POST from their personal perspectives and those of the communities they serve. Certified presenters are accorded the opportunity to showcase their training achievements and receive authoritative input which assists in the ongoing revision and improvement of their programs.

Interest and support for ongoing monitoring of the content and quality of POST courses continues to be expressed by executives and presenters alike. A number of executives have expressed interest in serving as monitors in the future, and several presenters have articulated their desire to have their programs visited.

### RECOMMENDATIONS

It is recommended that the Executive Course Monitoring Process be continued as an ongoing part of the Commission's course quality control process.





As Commissioners are aware, POST cannot legally distribute funds for training persons who are not in the POST program unless the expenditure can be justified on the basis of its direct benefit to the program. Of the 41 program graduates, 35 have been members of reimbursable law enforcement agencies, 5 have represented non-reimbursable entities (four community college trainers and one non-college trainer) and the remaining student represented the Federal Law Enforcement Training Center (FLETC).

ANALYSIS

COST OF THE MIDP

MIDP classes are currently held to a 20 student limit due to the highly interactive nature of the program and the inherent complexity of the training delivery methodology. The per-student cost of the full program is \$5604. This is broken down as follows:

PROGRAM SESSION	DAYS	CLASS COST	PER STUDENT
Core Course	10	\$36,515	\$1826
Learning Contract Workshop	4	\$18,489	\$924
Progress Workshop #1	3	\$16,975	\$849
Progress Workshop #2	3	\$16,975	\$849
Validation Workshop	5	\$23,110	\$1165
<b>TOTAL</b>	<b>25</b>	<b>\$112,064</b>	<b>\$5604</b>

This equates to a cost equivalent of \$224 per day per student, or a working figure of \$28 per instructional hour. Although costly on the surface, the MIDP is one of the few POST programs where a definitive work product is required as one end result of training. It must also be remembered that the amount of time a student spends in the formal MIDP program sessions is but a fraction of the time that the student actually expends in project development. It is the student's sponsoring agency which absorbs the vast majority of actual cost. Given POST's own experience with the cost of curricula development, the \$5604 figure is an extremely reasonable investment for an effective mentor and the acquisition of a comprehensive training package which meets an expressed training need.

In addition to the course design package, each MIDP participant also provides a host of other services. Included are generation of a shorter elective project (which must also meet a defined need), generation of a research piece which must be shared with other trainers, and documented mentoring activity both during and after the program.

## ANTICIPATED IMPACT OF A TUITION REQUIREMENT

Based the feedback staff has received from the field, imposition of a tuition would functionally eliminate participation by instructors from POST-certified private presenters, community college and state university staff members, and virtually all non-reimbursable law enforcement organizations (e.g., state law enforcement agency personnel). A number of these persons, however, would be desirable additions to the cadre of master instructors given their demonstrated support of POST's training effort.

Consideration must be given to the fact that an estimated 85% of all POST training is provided by the community colleges and their supporting cadre of full time instructor/coordinators and part time law enforcement trainers. Some of these part time trainers are employed by non-reimbursable agencies and would thus be adversely impacted by a blanket tuition requirement. Likewise, private presenters or state law enforcement agencies who provide direct support to POST training courses would not be able to send their key instructors to the MIDP. Exclusion of these persons would also likely inhibit the desired strategic placement of master instructors throughout the POST training system.

It is important to point out that reimbursable agencies benefit from the participation of these instructors in the MIDP in that they are the ultimate consumers of training programs developed and managed by these persons, and they are directly impacted by instructors this person will mentor. Inhibiting attendance by active trainers would likely create a significant adverse impact on the MIDP and the statewide instructor development effort as a whole.

## EXISTING STUDENT PRE-SCREENING PRACTICES

Commissioners should be aware that there are currently comprehensive pre-screening procedures in place which regulate MIDP class composition. Students, for example, must agree to remain active in California law enforcement training for at least three years after graduating from the program. Enrollment priority is given to students who expend the greatest amount of time directly involved in the delivery or development of POST training.

Selection decisions currently emphasize the present and anticipated contributions program participants will make to POST's overall law enforcement training effort and their expected impact on peer instructors, rather than exclusively emphasizing which agency employs them. The current selection process has proven workable in supporting a desirable class representation.

## RECOMMENDATIONS

The recommendation of staff is that the Commission:

1. continue to permit the inclusion of non-reimbursable students in the MIDP on the basis of their justified benefit to the POST program; and,

2. establish a tuition of \$5604 for non-reimbursable students who do not directly support POST programs, but who may be allowed to attend the program on a space-available basis.



information, staff would be able to provide the right kind of support to ensure that agencies realize the full benefits of these technologies. Second, the analysis would assist in determining the future direction of the IVD and satellite programs, and third, the information obtained would assist in determining which features and functions should be incorporated into future training courses to make them as effective as possible.

Since the IVD program is in its infancy, with only two courses, and still in the process of being implemented, the purpose of the project was to gather and analyze information in order to determine how best to facilitate the agencies' use of the courses. The purpose was not to formally evaluate the IVD program, for this would be premature.

Moreover, the emphasis of the project was on the IVD program since this program had never been formally studied. This is in contrast to the satellite program which had been surveyed in 1994. Since various changes had been implemented subsequent to that survey, the Commission directed staff to gather additional information.

#### ANALYSIS

The results of the analysis are contained in the report under Attachment A. The following is a synopsis of the full report. Attachment B contains the questionnaire with a compilation of the responses, and Attachment C has a summary of the 1994 report of survey results for the satellite program.

#### **Level of IVD Utilization**

More than half (60%) of the agencies are using the IVD systems either frequently or infrequently. More than three fourths (77%) of the agencies reported plans to use IVD training in the future. Based on estimates supplied by the agencies, to date 2,338 officers have taken the Driver Training and 3,508 have taken First Aid/CPR. The most frequent users of IVD are small agencies (1-24 sworn), although there are some larger agencies utilizing IVD training. (These figures do not include officers in the approximately 10% of agencies that have not yet responded to the questionnaire.)

Most agencies that use IVD training do so in the individualized mode as time permits during shifts. Some agencies train groups of officers with the IVD.

#### **Elements of Successful IVD Implementation**

Agencies that are using the IVD courses successfully and are realizing cost savings have the following characteristics:

- Solid commitment to providing quality training, i.e., competency-based rather than hourly-based training.
- Willingness to overcome the challenges of working with new technology
- Willingness to embrace new ways of scheduling and conducting training

#### **Reasons Agencies are Under-Utilizing IVD Training**

There are several reasons why agencies are not fully utilizing IVD training: First, many agencies are unable to fit IVD training into existing training schedules. Second, agencies that want to use IVD with groups may lack the equipment necessary to display the material on a large screen. Third, larger agencies report not having enough IVD systems for the number of officers. Fourth, personnel are needed who know how to set up and keep the equipment running.

Other reasons for not fully using the IVD training include the courseware itself (especially the Driver Training course), perceived as too basic by many. In agencies not using the IVD systems for training, the computers may be inaccessible, or if they are available, they may not be configured correctly.

#### **Interest in Computer-based Instruction**

Over three-fourths of the agencies reported that they are interested in using computers for training in the future. This includes agencies not now using the existing courses. About half of the agencies (47%) rated computer-based instruction, in general, as "Good," "Very Good," or "Excellent."

#### **Suggestions for Supporting and Improving the IVD Program**

Agencies want more and better IVD courses that are shorter, easier to use, harder to break, and have simpler record keeping systems. Agencies also need more training on use of the IVD systems and on ways for managing individualized training.

#### **Utilization of Satellite Broadcasts**

For any given broadcast of a telecourse or video training tape, it is estimated that there are more than 14,000 viewers. More than 90% of these individuals view a videotape of the broadcast rather than view the program live as it is broadcast. (This estimate may be low since it is based only on data provided by agencies that returned questionnaires. About 10% of the agencies still have not returned the questionnaire.)

## **Suggestions for Improving the Satellite Program**

A majority of agencies reported that dividing the broadcasts into logical segments was useful, but many would like to have even shorter segments for use in roll call training. Some agencies would like to receive CPT credit for viewing a telecourse over a several-day period.

### **Summary**

The implementation of the IVD program is well under way but is far from completed. Agencies are beginning to use the two IVD courses and some agencies have been very successful, realizing savings through reduced costs and decreased training time as well as seeing increased learning from using interactive technology. A large number of agencies, though, are still facing numerous challenges. Agencies want more and better IVD courseware that is easy to use and meets their training needs. Agencies need continued support from POST in learning the ways to best use interactive instruction for both group and individualized instruction. Developing channels of communication with individuals who are managing use of the IVD systems in the agencies is important; this analysis project has been instrumental in initiating this communication.

The satellite distance learning program is well received. Breaking the telecourse broadcasts into short, logical segments in response to feedback from the agencies has been helpful. POST needs to continue to monitor the program and make refinements as needed.

### **RECOMMENDATIONS**

#### **IVD Program**

It is recommended that POST do the following to ensure the success of the IVD program:

- Work in partnership with agencies to improve the implementation of the IVD program (e.g., train agency personnel in the philosophy, benefits, and technical aspects of using IVD training; provide models for scheduling).
- Develop additional courseware that meets agencies' training needs (e.g., programs that are short, easy-to-use, and job-related, that share a simple record-keeping system, and are delivered in a timely manner).



- Develop channels of communication with the field (e.g., share implementation ideas, receive feedback on development plans, establish a design review committee and have groups test pre-release versions of courses).

It is also recommended that during an agency's annual compliance check, POST area consultants should determine whether the agency's IVD system is being used for training. If the agency is experiencing any difficulty, it should be encouraged to contact the LTRC.

#### **Satellite Program**

- Explore the feasibility for allowing telecourses to be viewed in roll call segments over a several-day period but still maintain accountability and control for receiving CPT credit.
- Determine what additional information might be necessary to provide agency personnel on the operation of the satellite receiver and its components, including reasons why satellites and channels are changed periodically.

IVD PROGRAM/TELECOURSE ANALYSIS PROJECT

Introduction

Purpose of the Analysis Project

The purpose of the analysis project was to determine how well the interactive videodisc (IVD) and satellite distance learning programs have been implemented in order to discover what POST should do to better support these programs. The focus of the analysis was on the IVD program since no formal, large-scale effort had been undertaken to determine how well that program is faring. Less emphasis was placed on gathering information about the satellite program, since in 1994, POST conducted a survey of telecourse users and gathered considerable information about the state of the program. See Attachment C for a summary of that report, "Evaluation of Pilot Program to Award CPT Credit for Viewing Telecourse Videotapes."

Methodology

In March 1996, a questionnaire was mailed to each of the 556 agencies that participate in the POST reimbursement program, and in April a follow-up letter was sent. A total of 443 questionnaires were completed and mailed back to POST, giving an overall response rate of 80%. Of the 417 agencies that have IVD systems, 375 (90%) of the agencies responded. Of the 407 agencies that have satellite receiving dishes, 349 (86%) of those agencies responded. The goal was to obtain information from each agency with an IVD system and a satellite antenna, rather than obtaining information from a sample of agencies.

**Note:** Throughout this report, percentages have been rounded to the nearest whole number for ease of reading. As a result of rounding, the total percentages may not add up to exactly 100 percent. See Attachment B for the questionnaire with the compilation of responses for each item.

In order to get more detailed information than could be obtained via the questionnaire, a series of focus group meetings were convened. Based on their responses to certain items on the questionnaire, selected agencies were invited to attend one of these six focus group meetings. Three of the meetings were for agencies that indicated frequent use of the IVD programs. The other three meetings were for agencies that had indicated they were not using the IVD programs. Altogether, there were 26 participants in the focus group meetings. Since agencies have not confronted as many challenges in implementing the telecourse

## ATTACHMENT A

program as with the IVD program, the focus group meetings were designed to gather information about the IVD program. The questionnaire alone provided sufficient information about the satellite program.

### Organization of the Report

The first section deals with the IVD program and the second section, with the telecourse program. Within the section on the IVD program, the report looks at the level of utilization, elements of successful IVD implementation, reasons agencies are not fully utilizing IVD training, interest in computer-based training, the support agencies require, suggestions for improving the IVD program, possible topics for future courseware, and recommendations.

The second section of the report focuses on the telecourse program, with subsections on utilization of satellite broadcasts, suggestions for improving the program, and recommendations.

### Level of IVD Utilization

#### Agencies Using the IVD Courses

Table 1 shows the responses to the questions dealing with frequency of present use and plans for future use of IVD.

Well over half (60%) of the agencies that responded to the question, "How frequently does your agency use the IVD courses?" reported using the Driver Training course either "Infrequently" or "Frequently." Thirty-nine percent reported their utilization as "Not at All." Almost half (48%) of the agencies reported using the First Aid/CPR course either "Infrequently" or "Frequently." Slightly over half (52%) reported "Not at All."

Three fourths of the agencies that responded to the question about plans to use the courses in the future answered "Yes" (76% for Driver Training and 78% for first aid/CPR). These percentages include many agencies that are not presently using the courses but plan to in the future. Of the 146 agencies that reported that they are not using the Driver Training course now, half (50%) plan to in the future. Similarly, of the 188 agencies

Table 1 - IVD Utilization

How frequently does your agency use the IVD courses?						
	Not at All		Infrequently		Frequently	
	No. of Agencies	%	No. of Agencies	%	No. of Agencies	%
Driver Training	146	40%	196	53%	27	7%
First Aid/CPR	188	52%	136	38%	36	10%
Do you plan to use either IVD course in the future?						
	Yes		No		Approx. No. of Students to be Trained	
	No. of Agencies	%	No. of Agencies	%		
Driver Training	259	76%	80	24%	8762	
First Aid/CPR	268	78%	74	22%	18,557	

that are not presently using the First Aid/CPR course, over half (54%) plan to in the future. In some cases, the reason for not using the courses is that agencies have completed training with the two programs and are waiting for additional courseware.

On the average, it is estimated that slightly more than one third (36%) of personnel in agencies that are using the IVD courses have taken all or part of the Driver Training course and about one fourth (26%) have used the First Aid/CPR course. Table 2 shows the estimated numbers of officers who have completed the courses. The numbers are shown by size of agency. **Note:** The estimates may be low since the data do not include numbers from about 10% of agencies that have not yet returned questionnaires.

Ideally, if all agencies were using the IVD First Aid/CPR course approximately 20,000 officers would take the course each year.

**ATTACHMENT A**

**Table 2 - Estimated Number of Officers  
Who Have Taken the IVD Courses**

No. of Sworn Personnel in Agency:	1-24	25-49	50-99	100-199	200-499	500 Plus	Total No. of Officers
Driver Training	766	442	359	253	425	93	2338
First Aid/CPR	462	350	443	535	405	1313	3508

The 3508 officers who have taken the course represent about 18% of those who would have been eligible in the first year. After being in the field for slightly more than one year and given the challenges agencies have faced in working with their IVD systems, this is a good start. Similarly, with the Driver Training course that has no mandate, having more than 2300 officers take the course is a beginning.

**Size of Agency and Use of IVD**

**Table 3 - Frequency of IVD Training Related to Size of Agency**

No. of Sworn Personnel in Agency:	1-24	25-49	50-99	100-199	200-499	500 Plus
Percentage of Agencies that Use IVD "Frequently"						
Driver Training	74%	19%	4%	0%	4%	0%
First Aid/CPR	64%	17%	8%	6%	0%	6%
Percentage of Agencies that Use IVD "Infrequently"						
Driver Training	50%	17%	14%	10%	5%	4%
First Aid/CPR	51%	18%	12%	9%	6%	4%
Percentage of Agencies that Use IVD "Not At All"						
Driver Training	33%	22%	23%	16%	3%	3%
First Aid/CPR	40%	20%	21%	15%	4%	3%

**ATTACHMENT A**

As shown in Table 3, most of the agencies that are using the IVD courses are small. Of the 27 agencies that use the Driver Training course frequently, 93% have fewer than 50 sworn officers; of the 36 agencies that use the First Aid/CPR course frequently, 81% have fewer than 50 sworn officers. A few medium- and large-sized agencies have used the courses frequently.

**Ways the Courses are Being Used**

Table 4 - Utilization of Courses

How do trainees take the courses?						
	Large Group		Small Group		Individually	
	No. of Agencies	%	No. of Agencies	%	No. of Agencies	%
Driver Training	8	4%	14	6%	205	90%
First Aid/CPR	10	5%	16	9%	162	86%
When is the training presented?						
	Training days		Roll call		As time permits during shift	
	No. of Agencies	%	No. of Agencies	%	No. of Agencies	%
Both Courses	40	15%	7	3%	212	82%
Are your agency's officers receiving CPT credit for taking either IVD course?						
	Yes		No		Sometimes	
	No. of Agencies	%	No. of Agencies	%	No. of Agencies	%
Driver Training	45	19%	165	70%	25	11%
First Aid/CPR	38	17%	165	74%	19	9%

Table 4 presents the data from the questionnaire concerning ways the courses are being used. For both courses, most agencies

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report that trainees take the courses primarily in the individualized mode, that is, working one-on-one with the IVD system (90% for Driver Training and 86% for First Aid/CPR). Agencies report that most IVD training is conducted "As time permits during shifts" (82%). The majority of the agencies that responded to the question on whether officers are receiving CPT credit reported "No" (70% for Driver Training and 74% for first aid/CPR). Several agencies reported that the Driver Training course is used for officers who need remedial training and for meeting risk management requirements. The First Aid/CPR course is useful for officers who have not been able to attend or successfully complete conventional training. The IVD training is also used for training new hires.

### Elements of Successful IVD Implementation

One goal of the analysis project was to determine what enables agencies to be successful in using the IVD courses. Most of the information reported in this section came from discussions with personnel from some of those agencies that have been using the IVD training. The elements that appear to be required for success are understanding the benefits of using technology for training, commitment to interactive training, devising innovative ways for scheduling training, and having appropriate technical support or making use of the LTRC telephone support.

### Benefits of Using the Technology

The agencies using the IVD training are saving money by not having to pay overtime, not having to send officers to Red Cross training, and decreasing the total time required for training. One medium-sized agency (115 sworn) reports saving \$40,000 annually as a result of using the IVD training for First Aid/CPR. Other benefits of using the courses are competency-based, consistent instruction that can be taken at any time and at each officer's own pace, and having instruction that is tailored to meet the special needs of law enforcement.

For example, the First Aid/CPR course has a section on emergency child birth -- training that is required by Title 22 of the *California Code of Regulations* but is not provided by the Red Cross training. Officers who have taken the First Aid/CPR course report they are learning more and better than through traditional classroom instruction. The training manager of one agency said that officers were at first reluctant to take the IVD First Aid/CPR training, but when they were finished, they thought it was some of the best first aid/CPR training they had ever had. Finally, agencies report that Driver Training has been used to

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meet specific risk management requirements and as a remediation tool for officers who have unacceptable accident rates.

### **Commitment**

The individuals using the IVD programs who participated in the focus group meetings are all personally committed to the technology that provides high quality, cost-effective training involving more than mere attendance. Because of this commitment, these individuals' agencies have overcome some of the challenges faced in implementing the technology, found technical support when needed, and ensured that key individuals support the program. For example, it is important that the supervisors, who in many agencies are the IVD "gatekeepers," are knowledgeable about the IVD program and supportive of its use.

### **Innovative and Flexible Scheduling**

Users of the IVD courses have scheduled the IVD training in a flexible manner over a period of time rather than following the conventional approach of having groups of officers trained by an instructor at one time. This may mean allowing officers to take the course over several weeks as time permits during normal shifts, studying one or two hours at a time. Then after officers have completed the IVD training, agencies schedule a two-hour block to perform the skills testing. Some agencies have arrangements with their fire department to provide personnel to do the testing. Since the instructor does not have to be present except when administering the hands-on skills tests, the amount of instructor time is greatly reduced over what is required if the instructor had to present all of the instruction.

Some agencies use the First Aid/CPR IVD course during scheduled training days and have a group of officers take the instruction as a class. There is an instructor present who facilitates the presentation and then conducts the hands-on testing.

### **Technical Support**

Some agencies using the IVD courses have had to overcome various technical problems that require computer support from their own agency, city, or POST. As technology changes and agencies upgrade their computers, there will probably always be a need for some level of technical support.



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Reasons Agencies are Not Fully Utilizing IVD Training

Question 3 on the IVD portion of the questionnaire asked respondents about problems encountered with the IVD program.

Table 5 - Problems in Using IVD Training

Problem	First Aid/CPR		Driver Training	
	No. of times checked	Rank order	No. of times checked	Rank order
IVD does not easily fit into our training schedule	125	1	132	1
Do not have large monitor or other equipment to use the course(s) with a group	124	2	126	2
Too many officers for number of IVD systems	92	3	91	4
Equipment has not worked properly	88	4	118	3
No one knows how to run the equipment	69	5	76	5
Course content does not meet our agency's needs	46	6	52	7
Computer has not been accessible	40	7	45	8
Computer "freezes up" too often	37	8	66	6
Could not get support when problems occurred	35	9	38	9
Other (See discussion below)	34	10	36	10
Computer being used for something else, such as report writing	25	11	32	11
Diskettes, videodiscs, or manuals unavailable	23	12	21	12

Table 5 lists problems ranked from most to least common for the First Aid/CPR course. The rank order of each problem for the

## ATTACHMENT A

Driver Training course is also shown. The number of times each problem was checked on the questionnaire is given.

While the questionnaire provided the statistical data shown in Table 5, the elaboration of this data came from responses to question 14, "What suggestions do you have for improving the IVD courses?" and from comments made during the focus group meetings.

### **IVD Does Not Easily Fit into our Training Schedule**

The main reasons reported by agencies having difficulty in scheduling IVD training on a one-on-one basis are the following: being unable to take officers off patrol during regular shift to complete training; difficulty for non-computer literate users to work independently without having someone available to solve problems encountered while taking the courses; lacking an overtime budget to cover training costs; and courses taking too much time to complete.

### **Do not Have Large Monitor or Other Equipment to Use the Course(s) with a Group**

Many medium-sized and large agencies report that the only way they can see to use the IVD courses is in a group mode, which requires additional equipment to either project the material onto a screen or display it on a television monitor.

### **Too Many Officers for Number of IVD Systems**

Not having enough IVD systems is a problem, especially for many agencies with large numbers of officers. The ratio of officers to machines makes it difficult to schedule training; the problem is exacerbated when agencies have not been able to devise ways to use the IVD courses in an individual mode without paying overtime.

### **Equipment Not Working Properly**

Many agencies commented on equipment not working properly. Through evaluation of technical support calls to POST, it has been found that the vast majority of these problems have been due to changes in the computer configurations made in the agencies (sometimes inadvertently) so that the IVD courses would not run correctly. Such problems appear to users as equipment failures, but they are configuration problems.

**No One Knows How to Run the Equipment**

Sometimes critical settings in the computer have been changed, or the cables have been incorrectly connected. Unless the agency had someone on staff or access to someone with knowledge of computers, even a minor problem was not corrected. Unfortunately, minor problems can result in the computer being set aside or used for something other than IVD training. While many agencies that called LTRC were able to correct these problems with the telephone support provided, other problems could not be resolved over the phone.

Often, the person who originally was assigned to the IVD system and got it up and running initially was given another assignment. Then, sometime later, the new person found that the computer was not being used for delivering the IVD courses and had no support at the agency for getting the computer reconfigured. Some agencies have had difficulties in working with the vendors who supplied the IVD systems or with their local information services organization that handles computer support.

A related problem is that many officers feel uncomfortable using a computer to take training. The courses were designed so that the student does not have to be computer literate. However, when the computer freezes up because of a bug or as a result of the computer being configured incorrectly, the student may not realize that the system needs to be reset and may lack the knowledge to get it going again.

**Course Content Does not Meet Our Agency's Needs**

The Driver Training course is perceived by many of the agencies to be too basic and somewhat demeaning for experienced officers. The First Aid/CPR course does not meet some agencies' needs since a certified instructor is required to perform the skills testing. Some agencies have found it more efficient simply to have that instructor teach a group of officers together, completing the entire recertification process in as little as four hours. (There is a question, though, concerning the quality of the testing of the cognitive areas specified by the EMS Authority or whether the quality and consistency of the instruction is equivalent to the testing and instruction provided by the IVD course.)

**Computer Has Not Been Accessible**

Some agencies reported that the IVD computer is not accessible at all times to officers. In some cases, the computer may be in a supervisor or executive's office to ensure that the system is not

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misused by officers. In other cases, the computer may be used for non-training applications, such as report writing.

### Computer "Freezes Up" Too Often

When the Driver Training course was first released, there were "bugs" in the courseware, including a few that caused the computer to freeze up. These were fixed with a new version of the courseware that was sent to agencies. Since then, POST has more thoroughly tested new courseware prior to its release to the field. Table 5 shows that fewer problems have been encountered with First Aid/CPR than with Driver Training, indicating improvements in this area.

### Other Problems

The majority of the comments on the questionnaire dealt with problems in getting the equipment/courseware to run correctly; concerns that the courses themselves were inadequate (too long, too basic [Driver Training], too slow); and difficulties in scheduling officers to take the courses.

From comments made at the focus group meetings, it appears that some agencies are not fully utilizing the IVD training because there is a lack of commitment from those who are in charge or are responsible for the IVD training. This is understandable. For a person who knows very little about computers, a malfunction can create great frustration, discouraging even the most enthusiastic user. "Bugs" in the initial release of Driver Training created a great deal of frustration for administrators and students, resulting in a negative impression about IVD training in general that has yet to be overcome.

The delay between the acquisition of the hardware and the receipt of the first courseware was another irritation. Added to those challenges, the Driver Training course did not have adequate instructions to the administrator on how to enroll students, generate reports, and perform other administrative functions.

On the positive side, several comments were made about the way the courses are improving. First Aid/CPR is better than Driver Training, and individuals who have seen pre-release versions of the drug and alcohol courses feel these courses are improved even more.

### Interest in Computer-based Instruction

Even with the difficulties that agencies have faced with the IVD systems, there is still interest in using computers for instruction. Of the 348 agencies responding to the question, "In general, how would you rate computer-based instruction as a method for meeting your agency's training needs?", about half (47%) indicated "Good," "Very good," or "Excellent." It is encouraging that more than three-fourths of the respondents indicated plans to use the courses in the future. As one training manager wrote, "The courses are great. The means to deliver them is limited at present." This is encouraging in light of the problems agencies have reported.

### Support Agencies Require

Table 6 ranks in the order of frequency the areas checked in response to question 13, "What do you need to better support IVD training?"

In order for the majority of agencies to embrace and fully utilize their IVD systems, they need more and better courses than the two now being used. Driver Training was barely adequate, First Aid/CPR was better, and hopefully, the new drug courses will be improved further, especially in terms of being more useful. Agencies that can only use the courses in group mode need the projection equipment to do this, and they need guidance in ways to use the IVD system for groups.

Technical support was also frequently checked. More than one third (37%) of the agencies reported that they do not have technical support available within their agency. In the future, as the IVD systems are used only for training, and their configurations do not change, the need for on-going technical support should decrease.

As more agencies use new training technology, POST and the agencies need to determine the areas of responsibility for technical support that belong to POST and those areas that belong to the agencies. For example, helping an agency configure it's system to run the IVD courses is POST's responsibility; keeping a system configured to work on a network is an agency's responsibility.

Table 6 - What is Needed to Support IVD Training

	No. of times item checked	%	Rank
Additional courses	179	48%	1
Projection equipment for group instruction	156	42%	2
Guidance in ways to use the IVD system for group instruction	139	37%	3
Technical support for keeping the IVD system running	138	37%	4
Help in installing courses on the computer	82	22%	5
Guidance in scheduling use of the IVD system by individual officers	62	17%	6
Additional IVD systems	61	16%	7
Help in enrolling students; maintaining records	59	16%	8
Other	42	11%	9

#### Suggestions for Improving the IVD Program

The suggestions given for improving the IVD program come from the open-ended question number 14 on the questionnaire and from comments of participants in the focus group meetings.

#### Provide More Courses

Almost half of the agencies that have IVD systems (48%) responded that more courses are needed. This need was also frequently mentioned in the open-ended question which asked for ways the IVD program could be improved.

### **Improvements in Future Courses**

The most frequent comment from the questionnaire dealt with the quality of the two courses now being used. Many of the participants in the focus groups felt that the Driver Training course is too basic and that the interactive exercises (decision points) do not work well. In general, while the First Aid/CPR course has been much better accepted than Driver Training, it also has difficulties: the amount of time required to take the tests, the course locking up under certain circumstances, and several difficulties with the administrative system.

Agencies would like to have courses on topics that officers confront frequently (see section on "Possible Topics for Future Courses"). The courses should be short (1 to 4 hours long) and designed so they can be used easily during roll call training as well as by officers working independently. In addition, the courses should be easier to use, have clearer menus, be harder to "crash," be faster paced, and have less accompanying print material.

### **Simplified Administration and Record Keeping**

The focus group participants suggested numerous ways to improve the record keeping systems for the courses. While many of the suggestions deal with technicalities that are too detailed to include in this report, the main points can be presented. Have one administrative system that is common to all the IVD courses so that officers do not have to be re-enrolled each time a new course is distributed. Scoring should be such that students would be able to see their test scores, but the only data that would be saved as part of the permanent record would be pass/fail/incomplete. This way scores would not become part of the permanent (and thus "discoverable") record. The capability should be provided for automatically generating and printing out the course rosters that POST requires agencies to submit for officers to receive CPT credit.

### **Provide More Training on Using the IVD System**

Another frequently mentioned suggestion was to provide more training to agencies on the use of the IVD systems for both group instruction and individualized instruction. This analysis project has identified agencies that have developed workable plans, and this experience can be shared with agencies that have similar characteristics. In fact, the training to be provided at the upcoming meetings to distribute the drug and alcohol courses will be one way to begin disseminating this information.

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Agencies are asking for more training on using the IVD system for numerous reasons: the existing courseware and administration systems are not as user-friendly as needed for administrators and officers who have not used computers for training, there has been a large turn-over in personnel assigned to manage training, and documentation needed for reconfiguring a computer used for another purpose may not be available. Hopefully, as more and better courseware is developed in the future, most of these problems will be alleviated. There will probably continue to be a need for some training on an on-going basis on the use of the IVD system. (See the section on "Recommendations.")

### Possible Topics for Future Courseware

Question 15 asked for agencies' suggestions for topics suitable for IVD instruction. The focus group participants also made suggestions. Here is a listing of the ten subjects (of the total of over 80) that were mentioned most frequently (from most frequent to least frequent):

11550 H&S	Report Writing
Domestic Violence	DUI
Officer Safety/Survival	Search and Seizure
Use of Force - Shoot/Don't Shoot	Interview and Interrogation
Hazardous Materials	Cultural Awareness/Diversity

Two of the topics (11550 H&S and DUI) are subjects of IVD courses that will be distributed in the near future. This is consistent with other feedback that agencies have a great need for the IVD drug courses.

### Recommendations

#### Implementation

Implementing the IVD program has faced numerous challenges as discussed in this report. POST has learned that simply supplying the necessary IVD hardware and distributing courseware is not sufficient. This analysis project has provided suggestions for improving the implementation, which is on-going. One result of the project has been the establishment of a data base containing specific information about the situation at 90% of the agencies that have IVD systems.



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It is recommended that POST maintain and expand the data base used for this analysis project in order to better monitor the agencies' needs and facilitate the implementation of the drug and alcohol courses.

It is recommended that the LTRC staff work with some of the agencies identified during this analysis project who are using the IVD courses successfully in order to develop some practical guidelines that could be used by other agencies.

### Individualizing Instruction

Even without the problems associated with the equipment and courseware, there is a major challenge of changing mind sets toward training. Using interactive instruction effectively requires thinking in new ways about training. Spending an hour working with an interactive training system that requires one to demonstrate that material has been learned is considerably different from sitting in a classroom listening to an instructor present material, where there may not be much interaction or any means for determining whether the material has been learned. Much of existing training consists of having learners be passive recipients of information at a time which may be different from when they need the information.

This is in contrast to a multimedia system that engages learners in meaningful interactions that facilitate learning at each individual's own pace and at a time convenient to the user. Use of such a system requires a commitment to quality training, including the notion that a successfully trained officer meets a pre-determined, measurable standard -- competency-based rather than hourly-based instruction. This latter type of instruction requires much more than simply setting up an IVD system and distributing courseware. An administrator's view of training may need to be reexamined and adjusted.

Trainers need to realize that officers can take an IVD course in small blocks of time over several weeks or months. Moreover, the same course can be used as a reference aid at any time, just as one might go to an encyclopedia to look up information as needed. Future courseware should be designed to support these different uses.

It is recommended that POST continue its efforts in providing information and support to agencies to facilitate their learning about and utilizing individualized training.

Using IVD for Group Instruction

A large agency that cannot afford to purchase additional IVD systems to meet the demand for one-on-one training needs inexpensive ways to display the computer and video material on television monitors. This is possible using a converter box that costs approximately \$200. While this type of converter will not work with the First Aid/CPR course (because of a different type of graphics), the converter will work well with the new drug courses.

It is recommended that POST provide agencies with information on ways for most effectively using IVD for group instruction.

Information for the IVD Administrator

The LTRC should explore ways for assisting new training managers in using IVD. This could be in the form of a manual that would address some of the most frequently encountered technical problems as well as providing up-to-date information on ways to schedule and present training using the technology. In addition, the manual would contain technical information on ways the IVD system should be configured. While some of this information would probably be too technical for a training manager, it would be a reference for a person called in to assist in configuring the computer properly.

It is recommended that the LTRC explore the best ways for providing IVD administrators with necessary information to ensure that the IVD system operates properly.

Develop More and Better Courseware

Having the LTRC staff design and develop courses rather than having all of the development work done by outside vendors should result in courses that better meet agency requirements, cost less to develop, and are delivered to the agencies in a more timely manner than has been the experience with the existing courses. During this analysis project, especially at the focus group meetings, LTRC staff learned about characteristics and features that help agencies in using IVD instruction. One of the challenges will be designing interactive instruction that can be used effectively for both group instruction (e.g., during roll call training) and for individuals working independently with the IVD system.

As mentioned previously, a serious problem with all of the existing IVD courses is that the administration system is different for each course. New courses will have a common system

and include only those features that are needed for student management, record keeping, and tracking students' progress.

#### Communication Channels

It is recommended that the LTRC explore different means for disseminating information about the IVD programs and ways to use them. Examples include training manager meetings, demonstrations to law enforcement executives, newsletters, the POST bulletin board (and in the future possibly via a POST Web site on the Internet), and the course for new training coordinators.

One of the most important things that POST can do to support the IVD program is to develop additional courses on topics needed by law enforcement and designed to work within the constraints many agencies face. It is important that users (administrators and officers) review course design elements during development before they are locked in place. For example, the LTRC staff could have selected individuals to review a prototype of a simplified course administration system before it was fully developed to ensure that it incorporated the needed features and was easy to use.

It is recommended that the LTRC build on the partnerships established with agencies during this analysis project to facilitate on-going implementation of existing programs and new ones in the future.

In short, the POST IVD program is still very much in its infancy and requires continued commitment, dedicated effort, and time to move it forward. Every indication, though, is that the effort will be well worthwhile for the benefits of routinely providing high quality, cost-effective training to large numbers of law enforcement personnel. This view was expressed by a chief who wrote in a letter sent with the questionnaire, "I believe in the concept of interactive training and look forward to incorporating . . . IVD training as this program advances to include additional training topics and improvement in ease of use . . ."

The next section of the report focuses on the telecourse program.

## TELECOURSE PROGRAM

## Utilization of Broadcasts

Of the 407 agencies that have satellite dishes, 349 or 86% of agencies responded to the questionnaire. Table 7 shows the average number of officers who view the telecourse and video tape training broadcasts by size of agency based on a compilation of the agencies' estimates.

Table 7 - Number of Satellite Broadcast Viewers

No. of Sworn Personnel in Agency:	1-24	25-49	50-99	100-199	200-499	500 Plus	Total
Telecourses	2058	1840	2518	3887	1794	2156	14,253
Video Training Tapes	1868	1889	2310	3717	1442	3397	14,623

A larger percentage of officers view the programs via tape rather than during the live broadcast. For the telecourses, on the average, approximately 93% of officers view the courses via tape, whereas approximately 6% view them live. For the videotape broadcasts, 94% view the programs via tape and 4% view them live. (Note: The percentages do not add up to 100% since some agencies did not provide complete information or indicated that the percentages vary depending on the subject of the broadcast. Also, the estimates of viewers may be low since they only include the data from agencies that returned questionnaires. To date, about 10% of the agencies have not responded to the questionnaire.)

**Ways Training is Used**

Almost half of the agencies use the satellite telecourses for roll call training (48%) and almost one third (31%) use the broadcasts for CPT credit. A large number of agencies (81%) use the broadcast training tapes for roll call training. Many agencies reported that they use the material in other ways: for training days or as time permits during shifts. Note: The sum of these percentages exceed 100% because many agencies reported using the satellite material in multiple ways.

**Recording Broadcasts**

Of the 349 agencies that have satellite dishes, 97% have videotape recorders, and most agencies record the broadcasts for future use (80% record telecourses and 75% record video training

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tape transmissions). Most agencies (92%) then keep these tapes for later use. These agencies include those that receive tapes from POST as well as agencies that record the broadcasts themselves.

### **Suggestions for Improving or Supporting the Telecourses and Video Training Tape Broadcasts**

Approximately 50% of the agencies that have satellite dishes wrote some comment in the open-ended question asking for suggestions.

#### Overall Satisfaction

The most frequent comments were praise for the quality of the programs and expressions of satisfaction.

#### Segmentation of Broadcast Material

In response to the question whether the segmented natural breaks are useful, 65% of the agencies reported "Yes," 15% reported "No," and 28% reported "Don't Know."

#### Format and Shorter Segments

There were some comments that there is too much repetition, too much panel discussion, and that more scenarios would improve the programs. Many agencies suggested breaking the broadcasts into shorter segments in order to facilitate their use for roll call training. Not all agencies expressed this view, for one agency wrote, "Generally speaking, the training as currently presented is excellent and is easily adaptable for roll-call training." For more than a year, POST has been making the telecourse segments as short as possible (usually between 20 and 30 minutes) without compromising the quality of a program.

#### CPT Credit

Several agencies wrote that they would like to receive CPT credit for being able to view a telecourse in segments during roll call training over a period of several days.

#### Technical Issues

*Satellite switching.* Most of the technical difficulties reported involved problems associated with broadcasts using different satellites. POST does not have control over the particular satellite and channel that will be used for a

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particular broadcast but notifies agencies, through a written memorandum at least 15 days before a broadcast, about this critical information.

*Scheduling.* Several comments were in the area of scheduling time for officers to view the programs, even when recorded. Some agencies would like the broadcasts to occur on more than one day. This would increase agencies' flexibility in ensuring that someone is available to tape the broadcasts.

*Training on using the satellite dish.* A few agencies expressed a need for more training on the use of the satellite system, including changing settings for a particular broadcast.

### Recommendations

Based on the information received from the agencies, it is recommended that POST do the following:

- Explore the feasibility for allowing telecourses to be viewed in roll call segments over a several-day period but still maintain accountability and control for receiving CPT credit.
- Determine what additional information might be necessary to provide agency personnel on the operation of the satellite receiver and its components, including reasons why satellites and channels are changed periodically.

**Commission on POST  
IVD/Telecourse Questionnaire - March 1996**

**This questionnaire is being sent to every agency in the POST program to obtain information about the use of the IVD (interactive videodisc) and telecourse/video training tape programs. Please be candid in your responses; the information will help determine the best ways for POST to support these programs. Fill out the questionnaire even if you are not fully using either program. If you need more space for comments, include these on a separate paper.**

***Mail the completed questionnaire to POST in the attached envelope by April 10. Thank you for your cooperation.***

**Interactive Videodisc Program**

1. Does your agency have an IVD system? No 68 Yes 375 How many? 488

If "No," proceed to Telecourse and Video Training Tape Broadcasts on page 4.

If "Yes," do you have any IVD systems that were not reimbursed by POST?

No 329 Yes 12 How many? 22

2. How frequently does your agency use the IVD courses?

	Not at All	Infrequently	Frequently
Driver Training	146 (40%)	196 (53%)	27 ( 7%)
First Aid/CPR	188 (52%)	136 (38%)	36(10%)

3. What problems, if any, have you encountered in using the IVD courses?

Check all of the appropriate reasons below:

	Driver Training	First Aid/CPR
Course content does not meet our agency's needs	52 (14%)	46 (12%)
Equipment has not worked properly	118 (31%)	88 (23%)
Computer "freezes up" too often	66 (18%)	37 (10%)
Computer has not been accessible	45 (12%)	40 (11%)
Too many officers for number of IVD systems	91 (24%)	92 (25%)
Do not have large monitor or other equipment to use the course(s) with a group	126 (34%)	124 (33%)
Diskettes, videodiscs, or manuals unavailable	21 ( 6%)	23 ( 6%)

(OVER)

	Driver Training	FirstAid/CPR
Computer being used for something else, such as report writing	32 ( 9%)	25 ( 7%)
IVD does not easily fit into our training schedule	132 (35%)	125 (33%)
No one knows how to run the equipment	76 (20%)	69 (18%)
Could not get support when problems occurred	38 (10%)	35 ( 9%)
Other (Describe)	36 (10%)	34 ( 9%)

4. Do you plan to use either IVD course in the future?

Driver Training	Yes 259 (76%)	No 80 (24%)	Approx. number of students	8762
First Aid/CPR	Yes 268 (78%)	No 74 (22%)	Approx. number of students	18557

5. In general, how would you rate computer-based instruction as a method for meeting your agency's training needs?

Poor 77 (22%) Fair 109 (31%) Good 95 (27%) Very Good 54 (16%) Excellent 13 (4%).

If you answered in question 2 that your agency is not using either course at all, skip to question 12 on page 3. Otherwise continue to question 6 below.

6. Approximately what percent of the officers and other personnel in your agency have taken all or part of the courses?

Driver Training 35% First Aid/CPR 26%

7. How do the trainees take the course(s)?

Driver Training:	Large Group 8 (4%)	Small Group 14 (6%) (4 or less)	Individually 205 (90%)
First Aid/CPR:	Large Group 10 (5%)	Small Group 16 (9%)	Individually 162 (86%)

8. If used for group training, how is the material presented? (Check all that apply)

TV monitor 41 (80%) Projector 3 (6%) Other (Describe) 7 (14%)

9. When is the training presented? (Check all that apply)

Training days 40 (15%) Roll call lineup 7 (3%) As time permits during shifts 212 (82%)



10. Do students use the prequizzes in the First Aid/CPR course to determine which topics are required and which are not required?  
 Yes 76 (36%) No 43 (20%) Don't use 94 (44%)
11. Are your agency's officers receiving CPT credit for taking either IVD course?  
 Driver Training: Yes 45 (19%) No 165 (70%) Sometimes 25 (11%)  
 First Aid/CPR: Yes 38 (17%) No 165 (74%) Sometimes 19 (9%)
12. Is there someone in your agency who is available to provide technical assistance in setting up and keeping your IVD system running?  
 Yes 219 (63%) No 131 (37%) If "Yes," who? \_\_\_\_\_ Telephone \_\_\_\_\_
13. What do you need to better support IVD training? (Check all that apply)  
 62 (17%) Guidance in scheduling use of the IVD system by individual officers  
 82 (22%) Help in installing courses on the computer  
 59 (16%) Help in enrolling students; maintaining records  
 139 (37%) Guidance in ways to use the IVD system for group instruction  
 156 (42%) Projection equipment for group instruction  
 138 (37%) Technical support for keeping the IVD system operating  
 179 (48%) Additional courses  
 61 (16%) Additional IVD systems  
 42 (11%) Other (Describe)
14. What suggestions do you have for improving the IVD courses?
15. What topics do you think would be good for future IVD courses?

***If you would like to talk to someone at POST about your IVD system or the IVD courses, call the POST Learning Technology Resource Center at 916-227-4541. Person for POST to contact for more information about the IVD program:***

Name \_\_\_\_\_ Position \_\_\_\_\_

Agency \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

(OVER)

**Telecourse and Video Training Broadcasts**

1. Does your agency have a satellite receiving dish? Yes **349** No **63**
  2. What percentage of your agency's officers typically view the **telecourses**? **65%**
  3. Of those who view a **telecourse**, what percentage view it live when broadcast? **6%** later from recorded tape? **93%**
  4. How does your agency use the **telecourses**? (Check all that apply)  
Roll call training **257 (48%)** CPT **165 (31%)** Other (Describe) **114 (21%)**
  5. What percentage of your agency's officers typically view the **video training tape** broadcasts? **65%**
  6. Of those who view a **video training tape**, typically what percentage view it live when broadcast? **4%** later from recorded tape? **94%**
  7. How does your agency use the **video training tapes**?  
Roll call training **281 (81%)** Other (Describe) **124 (36%)**
- |   | Yes              | No              | Don't Know      |
|---|------------------|-----------------|-----------------|
| 8. Does your agency have a videotape recorder?  | <b>339 (97%)</b> | <b>10 ( 2%)</b> | <b>0 ( 0%)</b>  |
| 9. Does your agency usually record <b>telecourse</b> broadcasts?  | <b>317 (80%)</b> | <b>80 (20%)</b> | <b>0 ( 0%)</b>  |
| 10. Does your agency usually record the <b>video training tape</b> broadcasts?.   | <b>297 (75%)</b> | <b>87 (22%)</b> | <b>5 ( 1%)</b>  |
| 11. Recent <b>telecourses</b> have been segmented at natural breaks. Has this change made it easier for your agency to use the programs?        | <b>226 (65%)</b> | <b>54 (15%)</b> | <b>99 (28%)</b> |
| 12. Does your agency keep the telecourse and training tapes for later use?  | <b>365 (92%)</b> | <b>16 ( 4%)</b> | <b>3 ( 1%)</b>  |
| 13. What suggestions do you have for improving or supporting your agency's use of either the telecourses or the video training tape broadcasts? |                  |                 |                 |

***If you would like to talk to someone at POST about the telecourse or video training tape broadcasts, call POST Training Program Services at 916-227-4885.***

**Person for POST to contact for more information about the telecourse or video training tape broadcasts:**

Name \_\_\_\_\_ Telephone \_\_\_\_\_  
Agency \_\_\_\_\_

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>Evaluation of Pilot Program to Award CPT Credit for Viewing Telecourse Videotapes</b>		Meeting Date <b>April 21, 1994</b>
Bureau	Reviewed By	Researched By <b>John Berner</b>
Executive Director Approval <i>William C. Boehm</i>	Date of Approval <b>4-6-94</b>	Date of Report <b>March 20, 1994</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUE**

Report on pilot program to award Continuing Professional Training (CPT) credit for viewing videotape recordings of POST telecourses.

**BACKGROUND**

In July 1992 the Commission approved a one-year pilot program to award CPT credit for viewing videotape recordings of POST telecourses. The program went into effect in January 1993. This report summarizes the findings of an evaluation of the program conducted by POST staff. More detailed findings are presented in the attachment.

**ANALYSIS**

Four different groups were surveyed: Chief Executives, Training Managers, and Telecourse Coordinators from the 262 agencies certified to participate in the program, and a sample of 533 Trainees from the 64 agencies that had submitted rosters for CPT credit. Survey response rates ranged from a low of 15.8% for Training Managers, to a high of 48.4% for Telecourse Coordinators.

Key findings of the evaluation were as follows:

In general, the program is viewed as a cost-effective means of providing training for CPT credits that should be continued. At the same time, there is widespread agreement that telecourse videotape training has its limitations, and that such training should be viewed as a valuable supplement to traditional and "hands on" instruction. In this regard, many expressed reservations about an individual being able to satisfy the CPT requirement (24 hours of training every 2 years) by attending telecourse videotape training exclusively.

**Program Implementation and Administration:** With few exceptions, the procedures for receiving POST certification and for documenting course attendance in order to receive CPT credit received high marks, as did

the manner in which POST distributes required training materials (videotapes, workbooks, etc.).

#### Program Requirements:

**Student Workbooks:** A significant percentage of Trainees reported that they "Seldom" or "Never" referred to the required workbook during training. While the general consensus seems to be that the workbooks are good references, the content of the workbooks is largely redundant with that presented in the videotapes, and opinions differ as to the need for the documents.

**Attendance by Telecourse Coordinator:** Opinions concerning the requirement that the Telecourse Coordinator be present during all training also varied. While slightly over half of the Training Managers and Telecourse Coordinators support the requirement, the requirement was frequently mentioned as something that diminishes the accessibility and cost effectiveness of the training, as well as a factor that has influenced agency participation in the program. Compliance with the requirement is also far from universal.

**Viewing Videotape in its Entirety:** The requirement that each tape be viewed in its entirety in a single sitting was also frequently mentioned as reducing the cost effectiveness of the program, and limiting agency participation. Further, many regard shortening the tapes and/or formatting the tapes in discreet segments that can be viewed over time, as viable means of making the training more interesting, thereby improving the quality of the training. Unlike the requirement that the Telecourse Coordinator always be in attendance, compliance with this requirement is reported as being very high.

#### Quality of Training:

Trainees generally agreed that the training is interesting, informative and effective; and more recently developed courses received significantly higher ratings than initial course offerings. A significant percentage of Telecourse Coordinators (42.3%) and Trainees (41.3%) expressed some level of concern over not having a subject matter expert (SME) present during training, and slightly over one-third of Trainees (35.2%) expressed some degree of frustration with not having the ability to engage in classroom discussion.

#### Program Improvements:

Predominant among the suggestions for improving the program were the following:

- o Improve the tapes by: (1) incorporating more scenarios and less panel discussion, (2) using more dynamic speakers, and (3)

partitioning the tapes into segments that can be viewed in increments.

- o Eliminate the requirements that the tapes be viewed in their entirety in one sitting, and that a Telecourse Coordinator be present at all times.

Trainees frequently mentioned that the program would be enhanced by the presence of an on-site SME/instructor, and by the opportunity for group discussion.

#### Program Participation:

Of the 572 agencies eligible to participate in the program, fewer than half (45.8%) had requested and received POST certification as of the date of the survey, and only 64 agencies (11.2%) had actually submitted rosters for CPT credit.<sup>1</sup> Among those agencies certified but not yet utilizing the program, frequent mention was made of staffing shortages and prohibitive overtime costs as contributing factors.

#### RECOMMENDATIONS

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

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<sup>1</sup>As of March 31, 1994, the number of agencies certified to participate in the program had increased to 275, and the number of agencies submitting rosters had increased to 100.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Contract with Simon Wiesenthal Center, Museum of Tolerance</b>		Meeting Date <b>July 18, 1996</b>
Bureau <b>Executive Office</b>	Reviewed By <b>Glen Fine</b>	Researched By <b>Hal Snow</b>
Executive Director Approval <i>Morgan C. Behm</i>	Date of Approval <b>6.25.96</b>	Date of Report <b>June 14, 1996</b>
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 enter into a contract with the Simon Wiesenthal Center, Museum of Tolerance, for \$1,556,400 to present law enforcement training on tolerance during the 1996-97 fiscal year?

BACKGROUND

At its April 18, 1996 meeting, the Commission approved a Legislative Review Committee recommendation to support legislative efforts of the Simon Wiesenthal Center, Museum of Tolerance, to secure a \$2 million supplemental appropriation from the State's General Fund to POST for law enforcement tolerance training presented by the Museum. At this time, both the Assembly and Senate have included this funding in their proposed budgets. Assuming this supplemental funding is approved and signed by the Governor as part of the 1996-97 State Budget, it will be necessary for the Commission to contract with the Museum in order to transmit the designated \$1,556,400 for development and presentation costs.

ANALYSIS

The proposed POST budgets of the Senate and Assembly call for \$1,556,400 in General Funds to be earmarked for development and presentation costs by the Museum, while \$443,600 is added to POST's training budget to accommodate trainee travel and per diem. The estimated costs are based upon the assumption the Museum will train approximately 7,000 basic academy recruits and in-service officers from throughout the state.

The proposed six-hour training course on tolerance features small group tours of the Museum which depict the Holocaust and a variety of interactive exhibits addressing tolerance followed by small group discussions using pre-trained facilitators from the participant's law enforcement agency. The training primarily focuses on attitudes and the dynamics of prejudice and discrimination. The intent is to promote understanding of how prejudice and intolerance originate. Participants learn some basic cross-cultural communication skills in working with diverse communities. Practical applications for increasing tolerance and cultural awareness are

explored. This training, unlike most existing training, focuses on building positive attitudes and providing tools for law enforcement officers in interacting with diverse cultures. If this contract is approved, it would be staff's intent to certify the Museum to present this training course.

Even though the Museum has successfully presented this training to a few selected law enforcement agencies in southern California, staff is consulting with the Museum's staff in fine-tuning the training program.

#### RECOMMENDATION

Subject to approval in the 1996-97 fiscal year of the supplemental appropriation for this purpose, it is recommended the Executive Director be authorized to enter into a contract with the Simon Wiesenthal Center, Museum of Tolerance, for \$1,556,400 to develop and present training on tolerance and cultural awareness to law enforcement officers during the 1996-97 fiscal year.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Certificates for Assembly Sergeant-at-Arms Officers</b>		Meeting Date <b>July 18, 1996</b>
Bureau <b>Executive Office</b>	Reviewed By	Researched By <b>Hal Snow</b>
Executive Director Approval <i>Mouman C. Baker</i>	Date of Approval	Date of Report <b>June 18, 1996</b>
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**

In response to a request from the Speaker of the State Assembly, should POST issue some form of certificate of recognition or achievement for peace officer members of the Assembly Sergeant-at-Arms Department who complete its 99-hour course of training?

**BACKGROUND**

POST is in receipt of the attached May 30, 1996 letter from Curt Pringle, Speaker of the California State Assembly, who is requesting that POST establish and issue professional certificates to the Assembly Sergeants-at-Arms who qualify by completing their 99-hour Assembly Sergeant-at-Arms Training Course. This course has been developed in collaboration with the California Highway Patrol Academy staff who will periodically present the course.

**ANALYSIS**

After consultation with Mr. Ron Pane, Chief Sergeant-at-Arms of the Assembly, it was determined that the request was, in fact, not for professional POST certificates but rather for some form of special certificates of completion or achievement. The latter involves completing only a course of training rather than including selection requirements and agency participation in the POST Program.

The Assembly Sergeant-at-Arms Department consisting of 40 peace officer members has established, as an employment prerequisite, the completion of the 64-hour PC 832 Course certified by POST. It is their intent to require all their peace officers to complete the proposed 99-hour Assembly Sergeant-at-Arms Training Course which contains subjects relevant to the job of a Sergeant including maintaining order, providing security, and protecting public officials. In certain circumstances, Sergeants are authorized to carry firearms and the PR-24 baton.



POST does not generally issue certificates of completion except for those courses presented or coordinated by POST, i.e., the Command College, Supervisory Leadership Institute, the Master Instructor Course, and the Institute of Criminal Investigation. Certified course presenters are generally encouraged to issue certificates of completion. If the Commission were to decide to issue certificates of completion or achievement to the Assembly Sergeant-at-Arms officers, it would require they be designed in such a way as to be distinctive from the existing POST professional certificates to eliminate any possible confusion between the two. Estimated costs for devising a special certificate would be approximately \$300. Printing costs should not exceed \$200 for a five-year supply.

The request for POST to issue special certificates is intended to help professionalize and document training achievement of these peace officers. Although there is no statutory mandate to undertake this activity, it is not inconsistent with POST's broad legislative authority to improve the effectiveness of law enforcement. This activity also appears to be consistent with POST's strategic planning direction to develop partnerships with other allied organizations.

If the Commission elected not to honor the Speaker's request, another alternative might be to decline issuing a special certificate and, instead, certify the course of training and rely upon the California Highway Patrol to issue a certificate of completion or achievement.

#### RECOMMENDATION

It is recommended POST establish a certificate of completion or achievement, distinguishable from POST's existing certificates, that can be issued to eligible members of the Assembly Sergeant-at-Arms Department.


**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**POST Advisory Committee Meeting  
Wednesday, July 17, 1996  
Hyatt Regency Hotel, Room Salon E  
Irvine, CA  
(714) 975-1234**

**AGENDA**

**10:00 A.M.**

- |    |   |               |
|----|---|---------------|
| A. | Call to Order and Welcome   | Chair         |
| B. | Moment of Silence Honoring Peace Officers<br>Killed in The Line of Duty (See Attachment A)  | Chair         |
|    | <p>Since the last POST Advisory Committee meeting, three officers died while serving the public including:</p> <ol style="list-style-type: none"> <li>1. David W. Manning, California Highway Patrol</li> <li>2. Daniel Fraembs, Pomona Police Department</li> <li>3. Terry L. Fincher, Brea Police Department</li> </ol> |               |
| C. | Roll Call and Special Introductions   |               |
| D. | Announcements   | Chair         |
| E. | Special Recognition by Chairman   | Chair         |
| F. | Approval of April 17, 1996 Meeting Minutes<br>(See Attachment B)  | Chair         |
| G. | Status of Governor's Award for Excellence in<br>Peace Officer Training  | Staff         |
| H. | Discussion of Methodologies for POST Assisting<br>to Improve Law Enforcement's Image With Public  | Chair/Members |
| I. | Report on the Strategic Planning Transition<br>Committee Meetings   | Chair/et al   |

- |    |  |               |
|----|--|---------------|
| J. | Review of Commission Meeting Agenda<br>and Advisory Committee Comments | Staff/Members |
| K. | Advisory Committee Member Reports                                      | Members       |
| L. | Commission Liaison Committee Remarks                                   | Commissioners |
| M. | Old and New Business   | Members       |
| N. | Next Meeting:<br>Wednesday, November 6, 1996<br>Monterey, California   |               |
| O. | Adjournment  |               |

# OFFICERS KILLED IN THE LINE OF DUTY 1996

ID #	NAME	AGENCY	F/A	DATE OF DEATH
1	Officer David W. Manning	CHP - Bakersfield	A	02/15/96
2	Officer James R. Jensen, Jr.	Oxnard PD	A	03/13/96
3	Officer Daniel Fraembs	Pomona PD	F	05/11/96
4	Officer Terry L. Fincher	Brea PD	A	05/22/96

Updated 06/19/96



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting  
April 18, 1996, 10:00 a.m.  
Holiday Inn Centre Plaza  
Fresno, California

**MINUTES**

**CALL TO ORDER**

The meeting was called to order at 10:00 a.m. by Chairman Jay Clark.

**MOMENT OF SILENCE**

The Advisory Committee held a moment of silence in honor of Officer James R. Jensen, Jr., of Oxford Police Department who lost his life while serving the public since the last Committee meeting.

**ROLL CALL OF ADVISORY COMMITTEE MEMBERS**

- Present: Alan Barcleona, California Union of Safety Employees
- Don Brown, California Organization of Police and Sheriffs
- Jay Clark, California Association of Police Training Officers
- Norman Cleaver, California Academy Directors' Association
- Joe Flannagan, Peace Officers' Research Association of California
- Ernest Leach, California Community Colleges
- Keith Miller, California Highway Patrol
- Earle Robitaille, Public Member
- Judith Valles, Public Member
- Alexia Vital-Moore, Women Peace Officers' Association
- Woody Williams, California Peace Officers' Association

- Absent: Charles Brobeck, California Police Chiefs' Association
- Charles Byrd, California State Sheriffs' Association
- Derald Hunt, California Association of Administration of Justice Educators

**Commission Advisory Liaison Committee Members Present:**

Rick TerBorch

POST Staff Present:

Norman C. Boehm, Executive Director  
Hal Snow, Assistant Executive Director  
Vera Roff, Secretary

Guests Present:

Don Blankenship, Santa Ana POA  
Raymond Boulden, LAUSD POA  
Steven Brackett, CCLEA, Santa Monica POA  
John Brimmage, AOCDS  
Pete Brodie, ALADS  
Michael Brooks, Los Angeles Police Department  
John Clough, San Bernardino County Marshal  
Steve Craig, PORAC  
Ed Estrada - Torrance POA-CCLEA  
Leonard Geise, Escondido POA/San Diego-Imperial PORAC  
Frank Grimes, CCLEA  
Bill Harkness, Los Angeles Police Protective League  
James Martin, CCPOA  
Doug McLellan, ALADS  
John Miller, CAUSE  
Mike Minton, Long Beach POA  
Willie Pannell, Los Angeles Police Department  
Bob Reed, Santa Ana POA  
Larry Rhodes, HPAC-CCLEA  
Neil Robertson, CAUSE-CCLEA  
Dean Shelton, Governor's Liaison to Law Enforcement  
Joe Simpson, Torrance POA-CCLEA  
Nancy Smelly, San Bernardino County Sheriff's Department  
Dan Swift, Riverside Sheriff's Association  
Bud Treece, ALADS  
James Vogts, LASD/LA County PPOA  
P.J. Webb, LAUSD POA  
Paul Wheeler, AMVIC-CCLEA  
Richard Wright, Huntington Beach POA

**ANNOUNCEMENTS**

Chairman Clark congratulated Derald D. Hunt, who was recently honored as the recipient of the Department of the Treasury's 1995 Individual Lifetime Achievement Award of Excellence. The award ceremony was held March 28, 1996 at the Federal Law Enforcement Training Center in Georgia.

Mr. Hunt, Director Emeritus, Criminal Justice Education, Orange Coast and Golden West Colleges, serves as a member of the POST Advisory Committee. He was previously honored as the recipient of the 1994 California Governor's Award for Excellence in Peace Officer Training in the Lifetime Achievement category.

Chairman Clark presented a "Top Gun" sweat shirt to former Chair Judith Valles in appreciation for her service as Chair of the POST Advisory Committee for 1995/96.

Chairman Clark also presented Alan Barcelona with an Advisory Committee badge in honor of membership on the Committee.

### **APPROVAL OF MINUTES OF APRIL 19, 1995 MEETING**

MOTION - Williams - second, Cleaver, carried unanimously to approve the minutes of the November 8, 1995 Advisory meeting at the Hyatt Regency in Irvine with the following corrections:

Page 5 - David Mertes, Chancellor, California Community Colleges, will retire on June 30, 1996.

Page 4 - Alan Barcelona speaking for CCLEA and strike out "for himself."

Page 5 - COPS 10th annual golf tournament will be held in June in Palm Desert.

### **PROGRESS REPORT ON POST STRATEGIC PLANNING**

Woody Williams, who also serves as a member of the Strategic Planning Steering Committee (SPSC), reported that the Strategic Plan had been finalized and will be submitted to the Commission on April 18. The SPSC feels that this report will provide a greater flow of information to POST and will result in POST becoming much more responsive to the field. The SPSC recommends that an independent committee be named to oversee the implementation of the plan. The plan is intended to be a living document which will be modified to meet the needs of the field as indicated.

Norman Cleaver expressed concern that there was not a greater emphasis on the pivotal role that community colleges have had in supplying the base of funding, expertise, and facilities for law enforcement training. He suggested that community colleges be identified as a key component in the partnership strategic direction. Dr. Leach agreed and requested that this be addressed before final approval of the plan.

Alan Barcelona announced that the CCLEA does not support professional licensing and will vigorously oppose it as one of the strategic directions to be studied. He also stated that the Coalition insists upon being included by name on the implementation committee.

After discussion, the following action was taken:

MOTION - Leach, second - Valles, carried unanimously by ROLL CALL VOTE that the Advisory Committee acknowledges the significant efforts of the Strategic Planning Steering Committee in preparing the plan in such a short time. The Committee suggested changing the name of the "oversight committee" to "implementation or transition committee," and that the committee should have a sunset date of three years. The Committee agrees with the concept of the strategic plan and recommended Commission acceptance of the first reading of the plan with final approval to be given in July after the following concerns have been addressed:

1. The plan is intended to be a working document, capable of changes as appropriate.
2. In the area of establishing partnerships, there should be some specific reference and acknowledgement of the role community colleges and state colleges provide for quality training to the California law enforcement community.
3. The California Coalition of Law Enforcement Associations (CCLEA) should be specifically included as a member of the oversight committee as outlined on page 14. The CCLEA is against the issue of moving toward professional licensing and agency accreditation.
4. If CCLEA is added, COPS and the CHP should also be included.

There was consensus that following adoption by the Commission, the Advisory Committee would establish a subcommittee to provide feedback to the Chairman who will serve on the Commission's implementation committee.

#### **SUBCOMMITTEE'S RECOMMENDATION FOR GOVERNOR'S AWARD FOR EXCELLENCE IN PEACE OFFICER TRAINING**

Staff reported that the subcommittee met earlier in the day and ratified the previous process with only minor technical changes to the awards application and announcement. It was recommended the brochure be released October 1, 1996 with a response date of December 31, 1996. The subcommittee will make its awards recommendations at the January 22, 1997 Advisory Committee meeting for submission to the Commission at its January 23, 1997 meeting.

MOTION - Williams, second - Leach, carried unanimously to approve the recommendations of the subcommittee.

It was announced that the 1995 Governor's Award for Excellence in Peace Officer Training will be presented to recipients at the CPOA annual conference on Monday, May 20, 1996 at the Hyatt Regency in Irvine.



## REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS

Staff reviewed the April 18, 1996 Commission agenda and responded to questions and discussion of the issues.

### Agenda Item E - Proposed Regulatory Changes for the Purpose of Improving and Sustaining a High Level of Quality of Basic Academy Training

Norman Cleaver requested that the Commission be made aware that efforts to professionalize management of basic academy training has been an ongoing and joint collaboration by both POST staff and academy directors.

## ADVISORY COMMITTEE MEMBER REPORTS

### California Peace Officers' Association

Woody Williams reported that representatives of the major associations met in San Diego in conjunction with a SPSC meeting regarding concern over the level of funding for POST. As a result of that meeting, he and Sheriff Jerry Shadinger of Colusa County met with the Director of Finance, Craig Brown. Indications are that the director was very supportive and would make an effort to ensure that POST receive the full level of funding included in the Governor's budget.

The annual CPOA conference will be held May 19-22, 1996 at the Hyatt Regency in Irvine.

### Public Member

Judith Valles reported that an incident involving use-of-force recently occurred in Riverside. She commended Sheriff Larry Smith of Riverside County for the manner in which he met with public groups in an effort to help them understand the need for police action in that incident.

### Peace Officers' Research Association of California

Joe Flannagan announced that the California Peace Officers' Memorial will be held on Friday, May 17 in Sacramento. The service will be in honor of the 19 officers killed in the line of duty in California in 1995.

In reference to the incident in Riverside as well as other similar incidents, he stated that due to the adverse mass media coverage, it is virtually impossible for officers to get a fair

trial. He stressed the importance of withholding judgment until the investigation has been completed.

#### Women Peace Officers' Association

Alexia Vital-Moore announced that the WPOA annual conference will be held in conjunction with the CPOA meeting in July. Sherman Block will be honored with a lifetime membership pin from WPOA.

#### California Highway Patrol

Keith Miller reported the CHP is coordinating the annual conference of police academy directors on June 2-6 in Sacramento. He also reported that the largest class CHP has ever had will begin on May 20 with 210 officer cadets attending.

#### California Organization of Police and Sheriffs

Don Brown agreed with the comments made by Joe Flannagan in support of officers who have been involved in incidents resulting in mass media coverage.

COPS will be represented at the Peace Officers' Memorial, both in Washington, D.C. and Sacramento.

The biennial convention will be held in July in Malibu.

Don expressed appreciation for visitors who were present and encouraged them to attend all POST Advisory and Commission meeting on an ongoing basis. Their input and participation is very valuable.

#### California Community Colleges

Ernie Leach reported that the colleges are continuing to support the transition basic course pilot project. Three colleges have earmarked funds for instructor training and are committed to eliminating duplication between the criminal justice and the academy programs.

There will be an increase in funding for colleges next year and it is anticipated that additional courses will be provided.

#### California Academy Directors' Association

Norman Cleaver reported that the election of officers for CADA will be held at their June 6 meeting in Costa Mesa. CADA is proud of the progress being made to improve

the quality of the basic academy. Nine academies will begin the first transition basic course in July. The administration of justice program will conduct the cognitive learning portion which qualifies for the POST examination. It is expected that this will be an excellent alternative method to developing employable applicants.

#### California Association of Police Training Officers

Jay Clark reported that the CAPTO state board met earlier this week in Indian Wells, which will also be the site of the August 20-23 training seminar.

Jay participated in a public safety skill development class at Los Medanos. It was an excellent course and he expressed appreciation to the Community College Chancellor's Office for the grant process which made it possible.

#### Advisory Committee Liaison Report

Commissioner TerBorch expressed appreciation to the Committee for the valuable input it provides to the Commission. He was especially pleased with the discussion concerning the strategic plan and looks forward to the Committee's ongoing input in the implementation process.

#### Old and New Business

1. Dan Swift, President of Riverside Sheriff's Association, discussed the events surrounding the recent incident in Riverside which involved using use-of-force tactics. Unfortunately, adverse mass media coverage of this kind of incident does effect the public's image of law enforcement. However, Mr. Swift believes the actions used by the officers was the training mandated by POST, and the proper procedures were followed.
2. Keith Miller suggested that some type of follow-up survey should be sent with documents to determine how much, and if, the various POST documents are actually being used. This was brought to his attention when he recently contacted approximately 25 agencies of various sizes to determine if the Medical Screening document was useful, and could not locate any agencies using it.
3. The Committee viewed a public relations video showing of telecourse training courses. The video was very well received.

Chairman Clark closed the meeting in a moment of silence in honor of Officer James R. Jensen, Jr., of the Oxnard Police Department who was killed in the line of duty since the last Advisory Committee meeting.

There being no further business to come before the Committee, the meeting was adjourned at 1:15 p.m.

Vera Roff  
Executive Secretary

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Contract Request for Transition Planning Consulting Services</b>		Meeting Date <b>July 18, 1996</b>
Bureau <b>Executive Office</b>	Reviewed By <b>Glen Fine</b>	Researched By <b>Hal Snow</b>
Executive Director Approval <i>Morgan C. Boehm</i>	Date of Approval <b>6-26-96</b>	Date of Report <b>June 21, 1996</b>
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 enter into a contract with the San Diego Regional Training Center for the strategic planning transition consulting services of Reuben T. Harris, Ph.D. at a cost not to exceed \$40,000?

BACKGROUND

The POST strategic plan approved by the Commission at its April 18, 1996 meeting identifies the need to develop a transition plan to address the plan's directions and strategies. A transition plan will provide an orderly road map for the organizational changes that will be required to implement the strategic plan.

It is anticipated that POST will benefit from the expertise of an outside consultant who is knowledgeable about organizational change and who has had experience "coaching" other organizations through similar processes.

ANALYSIS

Reuben T. Harris, Ph.D., has been identified from a field of organizational change consultants as being the most qualified. He currently is an instructor in the Command College on organizational change. He serves on the Command College's Advisory Committee that recently provided needed advice to POST in updating the program's curriculum and structure. Dr. Harris has consulted with law enforcement and other organizations on transition issues.

Specifically, Dr. Harris would provide consulting advice to the Executive Director on the following broad tasks which are addressed in developing a transition plan:

1. Describe a detailed description of the 'desired future state' for POST.  
(Create a realistic and desirable scenario)
2. Define what needs to be changed and should be maintained.  
(Identify key targets for change and measures for success)
3. Assess POST's and other key stakeholders' readiness for change.
4. Determine appropriate management structure to assigned responsibility for managing implementation. Empower the change management.
5. Identify key players (critical mass) and determine needed level of support
6. Identify key action steps needed to create momentum and build readiness and capability.
7. Devise a detailed plan of action which specifies action steps, who is involved, who is responsible, timetables, points of review and reevaluation, and communication requirements.
8. Implement plan of action - continuous review and regular reports to the Committee on Strategic Plan Implementation and the Commission.

As an administrative convenience, it is proposed that the San Diego Regional Training Center be contracted with in order to secure the consulting services of Reuben T. Harris, Ph.D. It is proposed that the contract would call for approximately 23 days of consultive service @ \$1,300/day. The remaining costs would be for travel, per diem, and 10% indirect costs for the San Diego Regional Training Center. In all likelihood, this degree of consultive time will not be required; hence, the proposal should not exceed \$40,000. The proposal contract would commence as soon after Commission approval as possible and continue for an unspecified time period during the 1996/97 Fiscal Year.

#### RECOMMENDATION

If the Commission concurs, the appropriate MOTION would be to authorize the Executive Director to enter into a contract with the San Diego Regional Training Center to secure the transition consulting services of Reuben T. Harris, Ph.D. at a cost not to exceed \$40,000.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**COMMITTEE ON STRATEGIC PLAN IMPLEMENTATION**

July 18, 1996

2:00 P.M.

Hyatt Regency Hotel

Salon E

Irvine, CA

(714) 975-1234

**AGENDA**

- A. CALL TO ORDER
- B. INTRODUCTIONS
- C. APPROVAL OF MINUTES OF JUNE 21 1996 MEETING
- D. PROGRESS REPORT ON TRANSITION CONSULTANT

The Executive Director will report on the progress regarding hiring of a transition consultant. The matter will have been before the Commission earlier in the day.

- E. REVIEW OF MATRIX

At its June 19 meeting, the Committee individually reviewed strategies 1 through 9. The Committee will continue its review of the matrix but, as requested by labor representatives, the professional licensing issue will not be reviewed until August 24.

- G. PRIORITIZATION

If time permits, the Committee will discuss priorities of strategies, outcomes, etc., as set forth in the strategic plan and outlined in the review of the matrix.

- H. NEXT MEETING

The next Committee meeting will be held on August 28, 1996, at 9:30 a.m. at POST Headquarters in Sacramento.

- I. ADJOURNMENT - 1:00 p.m.

Attachment



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**COMMITTEE ON STRATEGIC PLAN IMPLEMENTATION**

June 19, 1996  
POST Headquarters  
Sacramento, CA

**MINUTES**

**A. CALL TO ORDER**

Chairman TerBorch called the meeting to order at 9:50 a.m.

**B. INTRODUCTIONS**

**Committee Members**

Rick TerBorch, Chairman  
Jay Clark  
Ted Hunt  
Skip Murphy  
Bob Norman  
Mannie Ortega  
Woody Williams

**Staff**

Norman C. Boehm  
Glen Fine  
John Berner  
Darrell Stewart  
Vera Roff, Secretary

**Guests**

David C. Anderson, Commissioner  
Alan Barcelona, CAUSE/CCLEA  
David Grant, Cal-Copps, SCDSA  
Mike Jimenez, CCPOA  
James Martin, CCPOA/CCLEA  
Doug McClellan, ALADS  
John Miller, CAUSE  
Neil Robertson, CAUSE/CCLEA  
Jim Vogts, PPOA



C. Approval of Minutes

The minutes of the May 20, 1995 Committee meeting held in Irvine were approved as presented.

D. Progress Report on Transition Consultant

Norman Boehm reported that he had interviewed several potential transition consultants and after consulting with Commissioners TerBorch and Ortega is recommending that Reuben T. Harris, Ph.D. be hired as the most qualified consultant to assist POST in the strategic plan implementation. The recommendation will be taken to the Finance Committee and then to the Commission.

MOTION - Murphy - second, Clark, carried unanimously to approve the recommendation to hire Reuben T. Harris, Ph.D.

E. Report on \$4.1 Million (Finance Letter)

Woody Williams reported that he and Sheriff Shadinger met with the Director of Finance, Craig Brown, to solicit support for the POST budget. As a result of that meeting, on May 21 the Department of Finance submitted a letter to the fiscal committees of the State Senate and Assembly requesting augmentation of \$4.1 million to POST's 1996/97 proposed budget.

Commission Chairman Ortega directed that a letter be sent on behalf of the Commission to Craig Brown thanking him for his support of the POST budget.

F. Review of Matrix

The Committee received a matrix to use in review of strategies that needed clarification, comments, and/or indication of current activities. The Committee individually reviewed strategies 1 through 9 and requested that the suggested changes and clarifications be incorporated into the matrix and distributed to Committee members. Strategies 10 through 26 will be addressed in future meetings.

At the request of labor representatives present, the professional licensing issue will not be addressed at the July 18 meeting but may be on the August 24th meeting agenda.

G. FUTURE MEETINGS

The next scheduled meetings include:

- o July 18, 1996 - 2:00 p.m. (following Commission meeting)  
Hyatt Regency Irvine
- o August 28, 1996 - 9:30 a.m.  
POST Headquarters

ADJOURNMENT - 1:00 p.m.

STRATEGIC PLAN ITEM	CURRENTLY DOING	NEED CLARIFICATION	COMMENTS
<p>1. Complete an updated analysis of all law enforcement agency positions covered under the POST program</p> <p><i>The CSPI noted that this could be an incremental evaluation of the requirements and expectations of the various positions with the field being helpful in defining the key identifiers</i></p>	<p>Job analysis of entry-level patrol position. Results will be used to (1) review/revise basic training curriculum; (2) revise/develop required basic training tests (including skills tests); (3) develop additional selection standards</p>	<p>It is essential to have clear understanding of updated outcomes and purposes of the work, and whether it is intended literally that "all" positions should be analyzed.</p> <p><i>CSPI suggested that a task force(s) could work on this re: expectations and responsibilities</i></p>	<p>Depending on methodology, job analyses can be very labor intensive and costly. Thorough analysis of all positions would be a massive undertaking</p> <p><i>CSPI: The field could be very helpful in doing much of the work. The consensus was that it would be positive to get the field to look at itself in this way</i></p>
<p>2. Establish ongoing job-related training and competency standards for all law enforcement agency personnel</p> <p><i>CSPI - This needs more work, but the idea is for general standards - what kinds of things do the various positions need to know and be able to do with judgment</i></p>	<p>Too numerous to list. New projects include transition basic program tests and development of tools to assess "core competencies" in basic course.</p>	<p>Does the Committee literally mean "all personnel?" Are standards envisioned for inservice as well as entry level training?</p> <p>Meaning of competency? (Direct assessment of knowledge/skills?) Who are "all personnel"? Done by POST staff?</p>	<p>This could be a complex project. Above recruit level there is a lot of variety - constant changes in assignments.</p> <p>May be massive undertaking. Assessment of needs first? (i.e., to ID deficiencies?)</p>
<p>3. Provide alternative methods for meeting training requirements</p>	<p>Transition basic. Module D basic for reserve officers. IVD courses. Telecourses.</p>	<p><i>CSPI discussion centered toward identifying the overarching and undergirding principles attendant to all training and imbedding those within courses across the board.</i></p>	<p><i>CSPI - look at certifying courses put on in the private sector for POST credit. Look at including out-of-state presenters training here. The idea was forwarded that a separate focus groups would be helpful to sort out the issues.</i></p>

STRATEGIC PLAN ITEM	CURRENTLY DOING	NEED CLARIFICATION	COMMENTS
<p>4. Ensure consistency between academy curriculum and field training programs</p>	<p>Exploring mandatory Field Training Program and standardized training for FTOs.</p> <p>Currently designing curriculum in student workbooks to allow transfer to FTO guide,</p> <p>Job analysis for entry-level patrol position will I.D. continuing (i.e., beyond basic) training needs.</p>		<p><i>The SCPI was in agreement that a POST Management Fellow would be a good way to take a closer look at bringing the FTO and Basic Academy into closer correlation. This idea be brought to the Commission and the Finance Committee</i></p>
<p>5. Strongly advocate legislative changes that require minimum qualifications for all entrants into basic academies</p>	<p><i>A video has been prepared and is available for viewing which describes the transition course, its obligation and limitation, to the prospective student, and addresses a number of the questions raised. The CSPI expressed interest in viewing the video as time permits</i></p>	<p>Is this specifically directed at pre-employment students in college academies? <u>CSPI-</u> "YES!" Is intended focus on such student's demonstrating employment eligibility before being enrolled?</p>	<p><i>CSPI consensus seemed to be that POST will have to work closely with the colleges to further define and address this. Legislation would grow out of that cooperative effort.</i></p>

STRATEGIC PLAN ITEM	CURRENTLY DOING	NEED CLARIFICATION	COMMENTS
<p>6. Evaluate current courses for quality, relevancy, and continuing need</p> <p><i>CSPI discussion focused on the number of courses, but also touched on the need for bringing a systemic order to the wide array of courses that POST certifies.</i></p>	<p>Extensive evaluation is occurring for the Basic Course, some Leadership courses and institutes, Telecourses and IVD. Extensive monitoring program is being implemented.</p> <p>CEI's are being used in all courses. There is an annual recertification review.</p>	<p><i>The CSPI sense here was that POST should pare down the number of courses offered - that there are a lot of courses certified, but fewer decertified.</i></p> <p><i>Consensus was that a strategy be developed for workable plan which would include explanations of the dilemma</i></p>	<p><i>It was explained that the trend toward shorter courses, and the desire for departments to conduct training in house (with POST's blessing) tends to increase the number of courses. In the past, POST would only certify courses of 16 hours or longer. Now there are multiple courses of two hours or shorter covering the same general material</i></p>
<p>7. Develop short and long-range plans for training delivery that identify continuing and emerging course needs, and methods for meeting these needs</p>	<p>POST has sponsored the regional training centers report, pushed into telecourse presentations, IVD courseware, and leadership development training. We are developing workbooks which will enhance self-directed learning.</p> <p>Training needs assessment is on-going.</p>	<p><i>The CSPI noted that the heart of this recommendation is simply developing a strong system for anticipating and identifying needs.</i></p>	<p><i>CSPI comments included the desirability of pushing leadership training all the way down to the basic academy.</i></p> <p><i>The possibility of a think tank on issues - current and future</i></p>

STRATEGIC PLAN ITEM	CURRENTLY DOING	NEED CLARIFICATION	COMMENTS
8. Establish incentives for agencies to encourage training delivery at the local agency and regional levels	"Jawboning" departments by asking them to voluntarily limit their training locally whenever practicable. Staff has been working on exploring different strategies.		
9. Require agency-specific training plans, linked to reimbursement		<i>The suggestion was made that a number of agencies already are doing training plans. Area Consultants and area workshops could be a vehicle for exploring this issue further.</i>	<p>Could be very helpful in allocating training resources and planning for delivery right at the beginning of each year.</p> <p>Potential for tremendous work load for POST and locals. Not sure POST's customers would support this.</p>
10. Move toward full reimbursement of training development and presentation costs to local agencies	The Commission does what it can with resources available.	Need discussion of Plan V to assure a full understanding. Any recommended modifications should be considered, as reimbursement is now only for departments which actually develop (on approval) and present certified courses. The CSPI would also want to consider prospects for attaining funding.	
11. Assess impact of modifying travel and per diem reimbursement to support and encourage regionalized training			

STRATEGIC PLAN ITEM	CURRENTLY DOING	NEED CLARIFICATION	COMMENTS
12. Conduct a survey of other relevant training organizations to identify appropriate alternative approaches to funding, developing, and delivering professional training	There is a general awareness about these matters and training organizations in California and other states.		<p>Does L.E. training and standards have a legitimate claim on penalty assessment or other revenue? If an alternative were found, would the Legislature give it to POST or keep it?</p> <p>Is this the "best" use of energy (as opposed to pressing for adequate Penalty Assessment funds)?</p>
13. Actively support establishment of Regional Skills Centers	Skill center report completed and distributed. AB 1020 failed. It is planned that the bill will be re-introduced.		The skills center is a great idea which law enforcement sees as the way to provide training in the future. There seems to be great advantage in keeping relentlessly at it, until we find a formula which the field, the administration, the legislature, and the public can agree with and support.
14. Implement competency-based training programs whenever possible		Meaning of the phrase "competency-based training program" as used here is of importance.	Staff has identified need to define the word "competency" and a variety of phrases using this word in order to enhance communications on standards, training, and testing issues.

STRATEGIC PLAN ITEM	CURRENTLY DOING	NEED CLARIFICATION	COMMENTS
15. Conduct a formal evaluation of the satellite and interactive videodisc systems for cost effectiveness, learning, and on-the-job application of knowledge and skills	In process and will be reported on to the Commission at its July meeting		
16. Develop a systematic, sequential, career path approach to training design and delivery, to include career guidance materials	Sequential, career path approach is currently guiding evaluation and design of supervisory, management, and executive training.	Clarification of expectations relating to scope of application, particularly regarding career-guidance materials, would be helpful.	This is an interesting idea with considerable potential for bringing more order to the POST training spectrum.
17. Create self-directed training course with follow-up testing	<p>Initial venture into this is underway with the development of workbooks for six Learning Domains of the Basic Course. The potential is high that this will be a successful approach.</p> <p>Stand alone use of IVD courses also substantially relate to this strategy.</p>		<p>Advances the general implicit strategy of shifting responsibility for learning to the learner, while focusing more responsibility for creating learning structures to POST and presenters.</p> <p>As with all POST-developed tests, test security will become a major issue</p>
18. POST shall initiate open communications and cooperation with Correctional Peace Officer Standards and Training (CPOST) and Standards and Training for Corrections (STC) to explore mutually advantageous areas of interest	From POST's perspective, the initiative has been made and the lines of communication are open. POST offered to share any information or experience which might be helpful as CPOST develops. We have good relations with STC.	It would be helpful to know if any specific outcomes are envisioned.	

STRATEGIC PLAN ITEM	CURRENTLY DOING	NEED CLARIFICATION	COMMENTS
19. Seek out long-term partnerships with private industry			Business is looking for customers in partnerships, POST for resources, expertise, etc. This is to say that we need to be thoughtful about the basis and expectations of any possible such partnerships.
20. Actively pursue partners for technology transfer	POST is active in technology transfer. Recently POST helped with organizing and presenting a conference with NIJ in EL Segundo. We have working relationships with partners in driver simulators.		Depending on other factors, the incremental approach may be the most effective - that is to work in areas where a natural present and future interest is manifest.
21. Share training expertise with other public safety agencies	The new PC 832 IVD course will contain scenarios for correction and probation officers.		
22. Provide early warning futures research services highlighting emerging issues.			Is focus limited to training matters or broader issues of crime, social and economic conditions, etc?
23. Produce a series of "white papers" analyzing critical issues, as determined by the field.			A web page home site for POST might be considered as part of the Clearing-house idea. The usefulness of a home page will be part of the feasibility study.



STRATEGIC PLAN ITEM	CURRENTLY DOING	NEED CLARIFICATION	COMMENTS
<p>24. Conduct a feasibility study of licensing for California law enforcement, including but not limited to: cost/benefit analysis' assessment of peace officer licensing in other states; review of licensing for other professionals in California; short-term and long-term implementation costs; and the identification of alternative methods to raise the professional's status other than licensing</p>			<p>Of all the suggestions of the strategic plan, this may require the most energy with high potential for disagreement and inaction at the end.</p> <p>Seems to be a misnomer to call this a "feasibility study"</p>
<p>25. Evaluate, in concert with relevant stakeholders, the current accreditation model</p>	<p>An Accreditation program for California law enforcement agencies is prepared and virtually ready for release.</p>		

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**FINANCE COMMITTEE MEETING**

July 17, 1996 - 2:00 p.m.

Hyatt Regency Irvine

Imperial Room

17900 Jamboree Boulevard

Irvine, CA

(714) 975-1234

**AGENDA****COMMITTEE MEMBERS**

Rick TerBorch, Chairman

David Anderson

Ted Hunt

Ronald Lowenberg

Raquel Montenegro

**A. Call to Order****B. Year-End Financial Report**

A report summarizing year-end revenue and expenditures for Fiscal Year 1995/96 will be provided at the meeting.

**C. FY 1996/97 Governor's Budget**

As of agenda mailout, the FY 1996/97 Governor's Budget has not been signed. The budget is predicated on \$31.038 million in revenues and a one-time supplement of \$4.1 million for total available resources of \$35.138. Additionally, FY 1995/96 savings will be carried over. There is also a dedicated \$2 million from the General Fund for training at the Museum of Tolerance. It is noted that POST has an expenditure authority of \$40.952 million, but actual revenues are expected to be under that.

**D. Expenditure Projections for FY 1996/97**

A report showing expenditure projections and options will be provided at the meeting. The report will provide a useful reference in respect to forming recommendations on the proposed funding issues on this and the Commission agenda.

E. Review of Current Commission Moratoriums and 80-Hour Cap

1. Satellite/IVD Equipment Reimbursement

At its November 4, 1993 meeting, the Commission acted to suspend reimbursement for satellite receivers and IVD equipment due to a projected revenue shortfall. Currently, 139 agencies have not obtained an interactive multimedia system and 149 agencies have not obtained a satellite antenna system. If all these eligible agencies purchased the systems, it would result in a reimbursement cost of \$1,045,420. at the reimbursement rate. Depending on how many agencies actually took advantage of this reimbursement and how many agencies requested multiple sets, that cost could fluctuate.

2. Plan V Reimbursement

In January 1993, the Commission replaced salary reimbursement with Plan V reimbursement effective July 1993. However, by the November 1993 meeting it was clear that funds were simply not available. The Commission was compelled to suspend Plan V reimbursement and satellite/IVD reimbursement. Because of apparent improvements for FY 1996/97, this item is before the Committee for consideration among other options for using resources. To refresh members, a copy of the Plan V concept is enclosed.

3. 80-hour Cap

At its July 20, 1995 meeting, the Commission established an 80-hour cap on training commencing after September 1, 1995. The following courses are exempt and reimbursed attendance will not be counted toward the cap: Basic (including the Requalification Course); the Supervisor Course; the Management Course; the Command College; the Executive Development Course; the Supervisory Leadership Institute; the Master Instructor Course; TBW's; and POST Special Seminars.

F. Report on Interactive Multimedia Classroom Pilot Project

At its April 17, 1996 meeting the Finance Committee requested an update on the Interactive Multimedia Classroom (IMMC) including descriptions of its major components and how the project would be implemented under POST support and evaluation. The report under this agenda item provides information on the project and the actual technical proposal for the pilot project.

This item is on the agenda for information, further discussion, and recommendations.

G. Tuition and Budget Increase for Team Building Workshop Program

The Team Building Workshop (TBW) Program was last modified in 1987 to increase the tuition, eliminate a substantial backlog of requests, establish a budget for the program and expand the group of certified presenters. The tuition was increased approximately 5% to \$3,215. This tuition is still in effect. The budget for the TBW Program, also established

\$3,215. This tuition is still in effect. The budget for the TBW Program, also established in 1987, is \$250,000. The budget currently supports approximately 43 workshops each year. In addition, existing policy provides an exemption to authorize a workshop to deal with a "crisis" situation or to facilitate the transition of a new executive. This exemption provides approximately three to six additional workshops per year.

As a result of the 1987 modifications, the TBW Program has remained within the budget (including "crisis" workshops), the backlog of TBW requests has been eliminated and the group of certified presenters has significantly increased.

The current proposal is to increase the TBW tuition from \$3215 to \$3,935 (+\$720) to reflect current costs and per diem and to increase the program budget from \$250,000 to \$325,000.

The new average reimbursed cost of a TBW, including the \$720 increase, will be approximately \$6,520. The increase in the program budget to \$325,000 will support approximately 50 workshops annually. These adjustments will stop the gradual reduction in the number of workshops that are available that has occurred since 1987, accommodate the increased tuition and improve our response to the continuing demand for the workshops. In addition, it is recommended the existing policies concerning administration of the TBW program, including the crisis exemption, be continued.

H. Possible Request for Expansion of Student Workbook Project

The Commission has authorized the preparation of workbooks for six learning specifications of the Basic Course, and work is well underway. Though pilot testing is not yet complete, the workbook project looks promising enough as a teaching/learning tool to suggest the Committee look into beginning the process to bid on completing workbooks for all 41 learning specifications of the Basic Course. The report under this tab discusses the options.

I. Contract for Cultural Diversity Training

The next stage in the development of cultural diversity training is called "Building High Performance Inclusive Organizations." A concept along these lines has been given a limited pilot test and is supported by those involved. There is a potential for high cost to POST, so the report gives some funding (that is level of support) alternatives for consideration, if the Committee chooses to recommend this training as developed.

J. Review of Contract Proposals Before the Commission on the July 18, 1996 Agenda

- o Request for Authority to Contract for a Special Consultant Dedicated to the Study and Coordination of a Statewide Field Training Program (Under Tab H of Commission Agenda)

- o Request for Authority to Contract for a Special Consultant Dedicated to Study and Recommend Improvements in the POST Reserve Training Program (Under Tab J on the Agenda)
- o Request for Approval of Contract with Museum of Tolerance (Under Tab N on Commission Agenda)
- o Request for Approval of Contract for Consulting Services for Transition Portion of the Strategic Plan (Under Tab T of Commission Agenda)

**K. Shooting Judgment Simulator Scenario Agreement**

At its April 18, 1996 meeting the Commission authorized the Executive Director to enter into a contract with PD Productions for the purposes of developing the *CALPOST Library of Scenarios*. The Commission also directed that further negotiations be conducted on the marketing agreement and that the results be reported back to the Chairperson of the Finance Committee before entering into any agreement.

A protest of the intent to award the contract was received by the Department of General Services and after review and investigation the protest was denied by the Office of Legal Services due to lack of jurisdiction. However, several issues were raised in the protest letter that required some further investigation. Based upon a thorough review of all of those issues no further discussions were held with PD Productions pending further discussion and guidance from the Finance Committee and the Commission.

This item is on the agenda for information, discussion, and recommendations on how best to proceed with this important project.

**L. Revisiting Policy on Non-Reimbursed Tuition Courses**

A report on this subject was received and discussed by the Committee in January 1996. Staff was requested to further evaluate and report back. The report under this tab provides additional information for consideration.

**M. FY 1997/98 Budget Change Proposal (BCP) - Shifting Contract Money from the Aid to Cities and Counties Budget to the Training Contracts Budget**

This BCP would permanently shift money from Aid to Cities and Counties to training contracts in recognition of Commission practices for several year's running. A further report will be given at the meeting. This is ministerial in nature and does not change current operating realities. No other BCP's are being suggested for POST in FY 1997/98 budget; not because of absence of need, but in view of limitations on anticipated resources.

N. Report on Contracts Entered Into During FY 1995/96

Each year the Commission receives a summary report of contract activities for the year just concluded. That report for 1995 has been prepared and is included under the tab for information purposes. Staff would be pleased to respond to any questions or comments.

O. ADJOURNMENT

**8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

The Commission on Peace Officer Standards and Training (POST) is responsible for raising the level of competence of law enforcement officers in California by establishing minimum selection and training standards, improving management practices and providing financial assistance to local agencies relating to the training of their law enforcement officers.

**SUMMARY OF PROGRAM**

REQUIREMENTS	94-95	95-96	96-97	1994-95	1995-96	1996-97
10 Standards .....	23.9	24.5	24.5	\$3,241	\$3,829	\$3,829
20 Training .....	42.7	43.4	43.4	12,511	13,219	10,319
30 Peace Officer Training .....	-	-	-	14,975	16,968	26,804
40.01 Administration .....	44.3	45.8	45.8	3,316	3,799	3,799
40.02 Distributed Administration .....	-	-	-	-3,316	-3,799	-3,799
<b>TOTALS, PROGRAMS .....</b>	<b>110.9</b>	<b>113.7</b>	<b>113.7</b>	<b>\$30,727</b>	<b>\$34,044</b>	<b>\$40,952</b>
0001 General Fund .....				1,453	-	-
0263 Peace Officers' Training Fund .....				29,230	34,044	40,952
0695 Reimbursements .....				44	-	-

**10 STANDARDS**

**Program Objectives Statement**

The standards program establishes job-related selection standards for peace officers and dispatchers. It also provides management consultation to local agencies. Activities include development of examinations and counseling local law enforcement agencies on ways to improve management practices. The Commission also develops professional standards for the operation of law enforcement agencies and administers an agency accreditation program.

Applied research is conducted in the areas of peace officer selection and training, operational procedures and program evaluation in order to meet statutory requirements and to provide management guidance to local law enforcement agencies. The program also provides local agencies with information and technical expertise in the development and installation of new programs.

**Authority**

Penal Code Sections 13503, 13512, 13513, and 13551.

**20 TRAINING**

**Program Objectives Statement**

POST's training program increases the effectiveness of law enforcement personnel by developing and certifying courses that meet identified training needs, by providing scheduling and quality control of such courses, and by assisting law enforcement agencies in providing necessary training and career development programs. POST assesses training on a continuing basis to assure that emerging needs are met. Courses are offered through local community colleges, four-year colleges, universities, police academies, private trainers and training centers. The curricula cover a wide variety of technical and special courses necessary for effectiveness in police work and address the training needs of recruit, officer, advanced officer, supervisor, manager, executive-level, and other law enforcement agency personnel. Curricula content is updated regularly. The Commission is increasing the use of proven advanced technologies such as satellite broadcast and computer/video interactive in the delivery of training. POST also presents advanced leadership training for law enforcement supervisors and executives through its Command College and the Supervisory Leadership Institute.

The Commission establishes the basic criteria that must be met by each course in order to obtain POST's certification. Assistance is given to applicable educators and police trainers in preparing and implementing courses and training plans. Evaluation mechanisms are employed to ensure that training instructors and coordinators are adhering to established course outlines and are meeting instruction standards. Failure to meet these standards may cause revocation of course certification.

Job-related selection and training standards for peace officers and dispatchers, established by the Standards Program, are enforced through compliance procedures. This is accomplished through inspections of local agencies receiving state aid to assure they are adhering to minimum state standards.

**Authority**

Penal Code Sections 13503 and 13508.

**30 PEACE OFFICER TRAINING**

**Program Objectives Statement**

The enforcement of laws and the protection of life and property without infringement on individual liberties is one of modern government's most pressing problems. Carefully selected, highly trained and properly motivated peace officers are important factors in the solution of this problem. To encourage and assist local law enforcement agencies to meet and maintain minimum standards in the selection and training of law enforcement officers, financial assistance is provided to all 58 counties, approximately 348 cities, and numerous specialized districts and local agencies which have agreed to meet POST's standards. Financial assistance to participating jurisdictions is provided for the purchase of training courses and related tasks of course development and evaluation. Funding is also provided for the cost of student travel and per diem associated with training presentations.

**Authority**

Penal Code Sections 13500 to 13523, Health and Safety Code 11489.

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

PROGRAM BUDGET DETAIL

PROGRAM REQUIREMENTS

10 STANDARDS

	1994-95	1995-96	1996-97
State Operations:			
0268 Peace Officers' Training Fund.....	\$3,241	\$3,829	\$3,829
Totals, State Operations.....	\$3,241	\$3,829	\$3,829

PROGRAM REQUIREMENTS

20 TRAINING

	1994-95	1995-96	1996-97
State Operations:			
0268 Peace Officers' Training Fund.....	\$12,467	\$13,219	\$10,319
Reimbursements.....	44	-	-
Totals, State Operations.....	\$12,511	\$13,219	\$10,319

PROGRAM REQUIREMENTS

30 PEACE OFFICER TRAINING

	1994-95	1995-96	1996-97
State Operations:			
0268 Peace Officers' Training Fund.....	\$65	\$88	\$88
Totals, State Operations.....	\$65	\$88	\$88
Local Assistance:			
0001 General Fund.....	1,453	-	-
0268 Peace Officers' Training Fund.....	13,457	16,908	26,716
Totals, Local Assistance.....	\$14,910	\$16,908	\$26,716

TOTAL EXPENDITURES

	1994-95	1995-96	1996-97
State Operations.....	\$15,817	\$17,136	\$14,236
Local Assistance.....	14,910	16,908	26,716
TOTALS, EXPENDITURES.....	\$30,727	\$34,044	\$40,952

SUMMARY BY OBJECT

1 STATE OPERATIONS

	94-95	95-96	96-97	1994-95	1995-96	1996-97
PERSONAL SERVICES						
Authorized Positions (Equals Sch. 7A) ...	110.9	119.5	119.5	\$5,523	\$5,892	\$5,933
Estimated Salary Savings.....	-	-5.8	-5.8	-	-237	-278
Net Totals, Salaries and Wages.....	110.9	113.7	113.7	\$5,523	\$5,655	\$5,655
Staff Benefits.....	-	-	-	1,456	1,266	1,266
Totals, Personal Services.....	110.9	113.7	113.7	\$6,979	\$6,921	\$6,921
OPERATING EXPENSES AND EQUIPMENT.....				\$2,612	\$3,215	\$3,215
SPECIAL ITEMS OF EXPENSE (Training Contracts).....				6,226	7,000	4,100
TOTALS, EXPENDITURES.....				\$15,817	\$17,136	\$14,236

RECONCILIATION WITH APPROPRIATIONS

1 STATE OPERATIONS

0268 Peace Officers' Training Fund

	1994-95	1995-96	1996-97
APPROPRIATIONS			
001 Budget Act appropriation.....	\$9,946	\$10,180	\$10,136
011 Budget Act appropriation (contractual services).....	4,100	4,100	4,100
Adjustment per Section 3.60.....	-	129	-
Reduction per Section 3.95.....	-	-173	-
Transfer from Local Assistance per Provision 2.....	3,691	2,900	-
Totals Available.....	\$17,737	\$17,136	\$14,236
Unexpended balance, estimated savings.....	-1,964	-	-
TOTALS, EXPENDITURES.....	\$15,773	\$17,136	\$14,236



8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

0995 Reimbursements		1994-95	1995-96	1996-97
Reimbursements .....		\$44	-	-
<b>TOTALS, EXPENDITURES, ALL FUNDS (State Operations) .....</b>		<b>\$15,817</b>	<b>\$17,136</b>	<b>\$14,836</b>

**SUMMARY BY OBJECT**

2 LOCAL ASSISTANCE		1994-95	1995-96	1996-97
661701 Grants and Subventions (expenditures) .....		\$14,910	\$16,908	\$26,716

**RECONCILIATION WITH APPROPRIATIONS**

**2 LOCAL ASSISTANCE**

**0001 General Fund**

APPROPRIATIONS		1994-95	1995-96	1996-97
111 Budget Act appropriation (transfer to Peace Officers' Training Fund) .....		\$1,453	-	-
<b>TOTALS, EXPENDITURES .....</b>		<b>\$1,453</b>	<b>-</b>	<b>-</b>

**0268 Peace Officers' Training Fund**

APPROPRIATIONS		1994-95	1995-96	1996-97
101 Budget Act appropriation .....		\$19,492	\$25,856	\$26,716
Transfer to State Operations per Provision 1 .....		-3,691	-2,900	-
<b>Totals Available .....</b>		<b>\$15,801</b>	<b>\$22,956</b>	<b>\$26,716</b>
Less funding provided by the General Fund .....		-1,453	-	-
Unexpended balance, estimated savings .....		-891	-6,048	-
<b>TOTALS, EXPENDITURES .....</b>		<b>\$13,457</b>	<b>\$16,908</b>	<b>\$26,716</b>
<b>TOTALS, EXPENDITURES, ALL FUNDS (Local Assistance) .....</b>		<b>\$14,910</b>	<b>\$16,908</b>	<b>\$26,716</b>
<b>TOTALS, EXPENDITURES, ALL FUNDS (State Operations and Local Assistance) .....</b>		<b>\$30,727</b>	<b>\$34,044</b>	<b>\$40,952</b>

**FUND CONDITION STATEMENT**

**0268 Peace Officers' Training Fund**

		1994-95	1995-96	1996-97
<b>BEGINNING BALANCE .....</b>		<b>\$5,350</b>	<b>\$8,897</b>	<b>\$7,626</b>
Prior year adjustments .....		2,291	-	-
<b>Balance, Adjusted .....</b>		<b>\$7,641</b>	<b>\$8,897</b>	<b>\$7,626</b>
<b>REVENUES AND TRANSFERS</b>				
Receipts:				
Revenues:				
125600 Other regulatory fees .....		224	225	225
130700 Penalties on traffic violations .....		29,746	32,028	32,581
141200 Sales of documents .....		14	15	15
142300 Miscellaneous services to public .....		54	55	53
150300 Income from surplus money investments .....		440	440	440
161000 Escheat of unclaimed checks and warrants .....		8	10	10
<b>Totals, Revenues .....</b>		<b>\$30,486</b>	<b>\$32,773</b>	<b>\$33,326</b>
<b>Totals, Resources .....</b>		<b>\$38,127</b>	<b>\$41,670</b>	<b>\$40,952</b>
<b>EXPENDITURES</b>				
Disbursements:				
8120 Commission on Peace Officer Standards and Training:				
State Operations .....		15,773	17,136	14,236
Local Assistance .....		13,457	16,908	26,716
<b>Totals, Expenditures .....</b>		<b>\$29,230</b>	<b>\$34,044</b>	<b>\$40,952</b>
<b>FUND BALANCE .....</b>		<b>\$8,897</b>	<b>\$7,626</b>	<b>-</b>
Reserve for economic uncertainties .....		8,897	7,626	-

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combined with POST training presentation reimbursement, some agency presenters could end up receiving reimbursement for more than 100% of their actual course costs. Limiting training presentation reimbursement to 100% of actual course costs increases the "spread" of available revenue, and ensures that POST funds are disbursed in the most cost-effective manner possible.

2. Require agency presenters seeking training presentation reimbursement to submit course budgets.

Requiring submission of course budgets is the most effective and acceptable means to prevent reimbursement in excess of actual course costs. Presenters would be asked to submit budgets, in accordance with existing POST tuition guidelines, and to identify all sources of outside funding and the amounts provided to support course presentations. POST would then reimburse up to the full amount being funded solely by the agency, depending on the reimbursement rate per trainee hour.

3. Set the per student hour rate and reimburse for training presentation costs on a quarterly basis.

The newness of the reconfigured system, historical changes in trainee volume, and unknowns associated with the number of agencies that will seek reimbursement for training presentation costs during FY 94/94, all weigh heavily in favor of quarterly rather than monthly reimbursement for presentation costs. The precedent for adjusting reimbursement mid-year has been established through previous quarterly reviews of salary reimbursement rates.

4. Consider establishing a formal mechanism for use of course development funds at a future meeting.

It is recommended that a formal mechanism for training development disbursements not be established until the new system has been in operation for a period of time and there is actual data available as to the number of new agencies seeking certification, FY 93/94 training volume, and impact on the training presentation account. In the interim, it is proposed that requests for funds to support course development be handled as in the past, on a case by case basis, subject to availability of funds.

Two related issues requiring additional work are reimbursement for field training and course monitoring.

The Commission has previously discussed the feasibility of

mandating field training. Reimbursing local agencies for operation of POST-approved field training programs will help facilitate mandating the requirement, should the Commission elect to do so in the future, and helps address the concern of small agencies that they not be left out in the new system.

Further staff work is required to address issues related to standardization, whether all field training hours should be reimbursed or only those directly related to Basic Course performance objectives, the fiscal impact of field training on the hourly reimbursement rate, and changes in procedures and forms required to implement training presentation reimbursement for field training.

In the case of course monitoring, POST Commissioners have previously expressed, and several agency executives have recommended, that POST devote more attention to on-site monitoring and evaluation of certified courses. The sheer number of currently certified courses (approximately 2,600, excluding telecourses) has heretofore precluded POST staff from devoting significant time to this task. Most recently, CPCA formally recommended monitoring of courses by agency representatives as part of the new reimbursement system. There is much to commend CPCA's recommendation. A monitoring program will help assure training is consistent with departmental goals and policies. It will also provide POST and the field with invaluable information as to emerging training needs and the overall quality of POST-certified courses.

Additional work is required to determine how to best select and train course monitors, identify courses to be evaluated, actively involve course presenters in the process, and ensure that evaluation data is effectively shared with course presenters and used to improve course quality. Once these issues are resolved, it appears that the monitoring program could be readily implemented by renaming the Training Development account the Training Development and Evaluation account, with monitoring costs (travel, per diem and honoraria) reimbursed via contract or other means from the account.

It is recommended that staff be directed to develop reports, for presentation at the November meeting, which recommend 1) procedures and requirements for reimbursing local agencies for costs incurred in operating POST-approved field training programs; and 2) establishment of a formal course monitoring program as part of the Training Development and Evaluation Account.

Several changes to regulations and Commission procedures are required to support implementation of the reimbursement reconfiguration. The complete text of all proposed changes is included in Attachment A. Proposed modifications result in the following actions:

- Exclude tuition and contract courses from training presentation reimbursement.
- Specify that POST tuition guidelines shall be used to determine total course costs.
- Require submission of course budgets and identification of subventions received to support course presentations.
- Require that changes in subventions received by presenters be reported to POST within 30 days.
- Specify that training presentation reimbursement only be provided to agency presenters for costs incurred in training full-time employees from reimbursable agencies.
- Provide for quarterly review, and adjustment, of per student hour training presentation reimbursement rate.
- Eliminate all references to salary reimbursement
- Add terminology definitions and make minor rewording changes to improve consistency and clarity.

If the Commission concurs with these changes, it is proposed that the abbreviated public notice process be used. A notice of Proposed Regulatory Action (for changes affecting regulations) will be submitted to the State Office of Administrative Law (OAL) and publicly noticed. If no one requests a public hearing, the proposed changes will go into effect 30 days after approval by OAL.

#### Per Student Hour Rate for Training Presentation Reimbursement

The initial FY 94/94 per student hour rate for training presentation reimbursement needs to be established by the Commission. This issue is on the agenda for the Finance Committee's July 21 meeting. The committee will receive the latest information on projected revenue and training volume for the coming fiscal year. The per student hour rate be initially set per the Finance Committee's recommendation, effective July 1, 1993, for the first quarter of FY 93/94.

#### RECOMMENDATIONS

1. Limit training presentation reimbursement to 100% of actual course costs;
2. Require agency presenters seeking training presentation reimbursement to submit course budgets;

3. Set the per student hour reimbursement rate and reimburse training presentation costs on a quarterly basis;
4. Defer establishing a formal mechanism for disbursing funds for course development pending further study;
5. Direct staff to conduct further analysis, and report back in November, on providing reimbursement for field training and establishment of a formal program for on-site course monitoring;
6. Adopt proposed changes to regulations and Commission procedures, as specified in this report; and
7. Adopt the per student hour rate for training presentation reimbursement, as recommended by the Finance Committee, for the first quarter of FY 93/94.

**State of California****Department of Justice****Memorandum****To:** Finance Committee**Date:** June 10, 1996**From:**

NORMAN C. BOEHM, Executive Director

Commission on Peace Officer Standards and Training

**Subject:** INTERACTIVE MULTIMEDIA CLASSROOM PILOT PROJECT

Assembly Bill 492 (1992) established Penal Code Section 13508 and directed POST to work on a series of specific demonstration programs and pilot projects using advanced technology applications for law enforcement training statewide. POST completed a number of these programs and projects, and their results were reported to the Legislature in January 1995 as required by AB 492.

Two of the identified technologies never reached the full development stage for lack of funding. One was the interactive multimedia classroom (IMMC) project; the other dealt with video teleconferencing. The IMMC project was submitted as one of the 1996-97 Budget Change Proposals that were withdrawn by POST when it became apparent that they would not be supported by the Department of Finance.

At its April 17, 1996 meeting, the Finance Committee discussed the IMMC project. The committee asked for an update report on the IMMC, including descriptions of its major components and how the project would be implemented as a pilot project with POST support and evaluation. Attachment A is the written proposal for this project and provides technical data and information about the IMMC.

The IMMC has great potential to increase learning, decrease training time, and reduce training costs. These savings could be very large if this technology were used throughout the state for law enforcement training. An IMMC can enhance instructors' applying principles of adult-learning and instructional systems technology to facilitate efficient and effective student learning in classroom settings. In an IMMC, instructors are able to do the following:

- Become facilitators of learning rather than mere transmitters of information.
- Engage students in the learning process by enabling them to become active participants.
- Motivate students to learn through effective use of audio-visual devices, which are easily managed by the instructor.

- Monitor each student's progress by asking questions to which each student responds and by then adjusting the instructional presentation based on the responses.

The Santa Rosa Training Center established one IMMC and the San Bernardino County Sheriff's Department developed two IMMCs at their EVOC facility, and these facilities have shared information about their experiences with the IMMC. However, POST does not have the control over or proximity to these sites needed to conduct the type of formal evaluation to determine the viability of the technology for wider utilization.

The purpose of the proposed project would be to determine the actual costs and benefits of using the IMMC. In order to accomplish this, POST would negotiate a contract or interagency agreement with a selected training site or agency to acquire and install an IMMC and, working closely with POST staff, evaluate the project.

The costs associated with the acquisition and implementation of the IMMC pilot project are estimated at approximately \$60,000 for the pilot classroom. This amount would provide all of the necessary equipment for the classroom and a design station for the development of the training material. It would also include maintenance and support for one year and the training of up to ten instructors who would use the equipment at the contracted site.

This item is on the agenda for information, discussion, and recommendations.



# RESPONDEX™II Advanced Technology Classroom System/200 Interactive Multimedia System

Offering to

Commission on Peace Officer Standards and Training (POST)

(Revision of December 14, 1995 Offering)

This second generation RESPONDEX™II<sup>1</sup> provides unique opportunities for improving the effectiveness of teaching and the quality of student learning. This latest technology has been refined from a decade of use by educators to meet their needs for improved course delivery and active involvement of all students. Numerous features incorporated into the technology of System/200 are an outgrowth of extensive teaching experience in a classroom environment.

ITC is pleased to submit this revised offering for RESPONDEX™II System/200 as a top-of-the-line alternative for consideration by POST. This document describes the Classroom System, the supporting System/200 Course Design Station and the accompanying training necessary for effective use of the technology by instructors and course developers.

## I. OVERVIEW

### A. PURPOSE:

The purpose of this offering for a high-end system is to give POST the capability for achieving the greatest effectiveness when introducing facilitation-style teaching and interactive learning into the classroom environment. The potential exists for gaining substantial cost savings over a period of time. Course material delivered in the traditional manner with transparencies, slides, videodisk, blackboard or other formats may continue to be used until such time as course material is developed or converted to a format that can use the features available in RESPONDEX™II System/200.

### B. OBJECTIVES:

The objectives to be achieved when using this technology are:

- More effective presentation delivery using state-of-the art multimedia techniques.
- The active and disciplined involvement of students.
- The collection of a wealth of valuable student data for posttraining analyses.

Should future needs of POST justify tie-in to *remote training sites*, or link to future plans of POST for Distance Learning, the RESPONDEX™II technology will also enable teaching at a central classroom to reach a larger student population, using a videoconferencing system<sup>2</sup> coupled with ITC's Network and Local Controllers for keypad data management. Should classrooms *in the same building* be connected in a Distance Learning configuration, the cost of such expansion would be considerably less than transmission between cities.

<sup>1</sup>Trademark registered 1993 HMH Associates.

<sup>2</sup>Furnished by POST, ITC or other outside organizations.

## II. ACTIONS AND DELIVERABLES

To enable POST to achieve the above objectives, ITC makes this offering with special consideration to the organization, as a non-profit institution, on both pricing and support.

### A. *RESPONDEX™ II SYSTEM/200 ADVANCED TECHNOLOGY CLASSROOM:*

1. Actions:

Convert one classroom to the RESPONDEX concept for course delivery through use of RESPONDEX™ II System/200 technology.

2. Deliverables - Classroom System Hardware:

ITC will install and test one complete RESPONDEX™ II System/200 Advanced Technology Classroom which will include the electronic modules and special features described in ATTACHMENT A. All cabling and hookup for interconnecting the RESPONDEX modules will be provided by ITC during installation. A comprehensive RESPONDEX User's Manual (in English), designed to cover all aspects of system installation, operation and trouble-shooting, will be provided upon system delivery. RESPONDEX Users' Manuals will also be furnished for each participant in a five-day intensive RESPONDEX Training Program described below.

3. Deliverables - Classroom System Software and Licensing (ATTACHMENT A):

RESPONDEX™ II Operational Software (Version 5.8), will be installed and tested on the Control Module by ITC and licensed to POST for exclusive use on the specific, delivered classroom system. The features available to the instructor after the installation of this software are covered in the above Users' Manual.

### B. *RESPONDEX™ II SYSTEM/200 COURSE DESIGN STATION:*

1. Actions:

Provide a stand-alone Design Station for use by professionals involved in course design or conversion of existing courses to the RESPONDEX concept of delivery. This Design Station will be capable of graphics development, audio and video integration, keypad interactivity development, presentation authoring, and output to a laser printer or color printer (user-furnished).

2. Deliverables - Design Station Hardware:

ITC will deliver, install and test one RESPONDEX™ II System/200 Design Station that will have the characteristics and features described in ATTACHMENT B. All cabling and hookup for the RESPONDEX system will be provided by ITC during installation. The features provided by the system are described in the RESPONDEX User's Manual.

3. Deliverables - Design Station Software:

ITC will install and test several graphics, artwork and multimedia software programs to be used by those involved in the course design or conversion process (ATTACHMENT B). All software programs furnished will be licensed to the specific Design Station installed. User's manuals will be provided for every software program delivered, some of which will be included in the RESPONDEX User's Manual.

C. **RESPONDEX TRAINING PROGRAM:**

1. **Actions:**

To take advantage of the capabilities of RESPONDEX for teaching and learning, each person involved must be trained and experienced in the following topical areas:

- Presentation design concepts.
- Conceptual visualization and simplified graphics development.
- Questioning taxonomy and interactive sequence design.
- Role of multimedia with integration of audio, video and graphics.
- Structuring key input points and presentation story boarding.
- Authoring for presentation ease, flexibility and remote control.

2. **Deliverables:**

a. *Scope of Training:*

ITC will provide a comprehensive, on-site, five-day training program for up to ten people to support the concept of interactive classroom teaching and learning. ITC will teach interactive course design concepts and help attendees understand and apply these concepts during Design Station practice sessions, with practice delivery of their work on the Classroom System. In addition ITC will provide an additional five days of consultation with individuals involved in course development or presentation. Allocation of days for training and consultation do not need to be consecutive within the same week. (See ATTACHMENT C.)

b. *Materials:*

Each participant will receive a RESPONDEX™II User's Manual for reference during the program. The manuals may be retained by those participating but should remain the property of POST. Should any individual be replaced in the job by another individual, the manual should be reassigned to that person.

c. *Objectives:*

The emphasis will be primarily toward hands-on learning, with less attention to the theory of interactive learning. Attendees will be encouraged to develop a mini-course on a Design Station during the training and practice presenting it on the RESPONDEX™II system, using many of the system's numerous features to enhance the teaching process and student participation.

3. **Design Stations for Training:**

The installed POST Design Station will be used for both this training program and future course development. In order to provide one basic Design Station for every two students enrolled, additional computers, to serve as make-shift Design Stations, should be made available by POST during the training. ITC will temporarily modify those computers and install the basic software necessary for training purposes. While these computers will not have the multimedia capabilities of the System/200 Design Station, they will be sufficient for the practice sessions, including interactive Q&A development.

### III. PRICING

POST was originally offered specially-discounted pricing on all deliverables specified above. However, in view of very tight budget constraints, ITC is in a position to provide substantial additional price reductions by offering the same deliverables specified above from its current inventory of systems and software, with the understanding that these have had limited use in demonstrating the RESPONDEX concept to potential clients. The systems are essentially new and are identical to those that we might fabricate specifically for a client. Of course, the same warranties would apply as for newly fabricated equipment.

In addition to cost advantages, ITC would be able to deliver immediately after receipt of an order, as contrasted to an eight week waiting period for new equipment to be fabricated.

We are also further reducing our costs of training and consulting substantially from the original proposal to assure that this particular pilot test installation will get off to a good start and be visibly successful. *Included in the prices shown are necessary travel expenses and shipping costs.*

	<u>List</u>	<u>Original</u>	<u>Original</u>	<u>Additional</u>	<u>Net</u>
	<u>Price</u>	<u>Discount</u>	<u>Cost</u>	<u>Discount</u>	<u>Cost</u>
<b>A. HARDWARE AND SOFTWARE:</b>					
System/200 Classroom with 30 Keypads, Software and Licensing	52,680	-5,268	47,412	-11,853	35,559
Additional 10 Keypads (Total=40) <sup>3</sup>	(1,500)	(-150)	(1,350)	(-1,350)	0
System/200 Course Design Station, with Software and Licensing	21,355	-2,136	19,219	-4,805	14,414
Shipping Expense				(included above)	
Subtotal hardware and Software	<u>\$74,035</u>	<u>-\$7,404</u>	<u>\$66,631</u>	<u>-\$16,658</u>	<u>\$49,973</u>
With 10 additional keypads	<u>\$75,535</u>	<u>-\$7,554</u>	<u>\$67,981</u>	<u>-\$18,008</u>	<u>\$49,973</u>
<b>B. TRAINING:</b>					
Five-day Training Program, with materials + Five Days Individual Consultation	9,890	-989	8,901	-2,225	6,676
Travel Expense				(included above)	
<b>C. TOTAL COST for Non-Profit Institution</b>					
With 10 additional keypads	<u>\$83,925</u>	<u>-\$8,393</u>	<u>\$75,532</u>	<u>-\$18,883</u>	<u>\$56,649</u>
	<u>\$85,425</u>	<u>-\$8,543</u>	<u>\$76,882</u>	<u>-\$20,233</u>	<u>\$56,649</u>

### IV. WARRANTY AND MAINTENANCE

#### A. STANDARD WARRANTY AND MAINTENANCE:

A one-year warranty applies to all components and software for delivered systems, except a 90-day warranty is provided on VideoShow units and components. Equipment manufacturers' warranties will be registered at the date of system acceptance by POST. These warranties are described in detail in ATTACHMENT D.

<sup>3</sup> Not included in original proposal for 30 keypads

**B. PROVIDERS OF SERVICES:**

Services that may be required on hardware or software purchased from ITC will be provided by the suppliers listed in ATTACHMENT D. All arrangements for any necessary service should be coordinated through ITC.

**V. TERMS AND CONDITIONS****A. GENERAL:****1. Inspection and Acceptance (Destination):**

Inspection and acceptance of the deliverables by ITC herein described shall be made at the destination by POST Representative.

**2. Place of Delivery:**

- |                                     |   |
|-------------------------------------|---|
| a. <i>Hardware and Software:</i>    | Sacramento Police Academy   |
| b. <i>Training and Consultation</i> | Sacramento Police Academy<br>(On-site in a classroom setting with all systems available for setup and testing prior to training). |

**3. Invoicing:**

- |                                     |  |
|-------------------------------------|--|
| a. <i>Hardware and Software:</i>    | Upon delivery, installation and acceptance.            |
| b. <i>Training and Consultation</i> | Upon completion of ten days training and consultation. |

**4. Payment:**

Net 30 days

**5. Offering Time Period:**

Valid through October 31, 1996.

**B. WARRANTY OF RESPONDEX APPLICATION:**

Although the RESPONDEX system has proved effective in many classroom applications to-date and has lived up to client expectations, ITC does not offer any guarantees or assurances (expressed or implied) that the RESPONDEX System installed in the training environment (as specified by POST) will achieve any specific improvements over existing classroom operations. Many variables are involved in achieving the proper utilization of the RESPONDEX concept, including instructional design of courses, conceptual visualization techniques, the interactive questioning process, instructor and student attitudes, and teaching styles of the instructors.

## **ATTACHMENT A**

### **RESPONDEX™ II System/200**

#### **Advanced Technology Classroom**

##### *Technical Characteristics*

The RESPONDEX™ II System/200 Advanced Technology Classroom consists of three custom-designed and manufactured modules. Each module is a fully integrated and prepackaged module of high-tech components which provide complete support of multimedia course delivery and interactive student learning. The three modules, with their major accessories, are:

- RESPONDEX™ II Control Module, with Instructor Control Monitor and Remote Control Unit.
- RESPONDEX™ II System Module, with Instructor Presentation Monitor and Student Keypad Units.
- RESPONDEX™ II Audio-Video Module, with Student Classroom Display System.

The System/200 offers the instructor user-friendly control of course delivery using a hand-held, remote-control device. The system can also interconnect with other peripheral equipment, such as a laser printer or color printer, video camera, laser disk player, etc.

A System/200 User's Manual is included with the system, providing complete details of the system operation. It also serves as a reference during the RESPONDEX™ II Training Program for instructors and course designers described in ATTACHMENT C.

Described below are the key technical characteristics of the System/200 Advanced Technology Classroom:

### **RESPONDEX™ II CONTROL MODULE**

The Control Module, using a specially-designed Process Control Computer, drives the System Module at the direction of the instructor. The Control Module manages the instructor's course material as well as student data flowing between the System Module and the Student Keypad Units. It displays and stores keypad responses at the command of the instructor.

#### • **Control Module Packaging:**

The Control Module is a fully-integrated configuration of rack-mounted, industrial quality computer components which are pre-packaged and interconnected within a specially designed cabinet. The packaging is consistent with both the RESPONDEX™ II System Module and the Audio-Video Module. It is also compatible in appearance and design with the System/200 Design Station. The key elements of the packaging are:

- Cabinet color-coordinated to ITC classroom design specifications.
- Inputs and/or outputs to the System Module, the A/V Module, and the Instructor's Presentation Monitor.
- All interconnecting cables and connectors available from the rear of the Control Module.
- Rack-mounted Master Power Panel with surge protection, on/off switch.

#### • **Main Process Control Computer:**

A dedicated custom-designed rack-mounted Process Control Computer<sup>2</sup> contains the Operational Software that orchestrates all actions taken by the RESPONDEX™ II technology as it supports the instructor and the students. The basic technical specifications of this computer are:

- Pentium 100 MHz CPU.
- 16 MB RAM.
- 1 Gigabyte (minimum) hard disc drive.
- 1.44 MB 3-1/2" diskette drive.
- 1.2 MB 5-1/4" diskette drive.
- Internal CD-ROM drive, quad-spin.
- 16-Bit stereo audio card.
- 2 MB video card
- Proprietary SCSI card for VideoShow HQ.
- Two serial ports; parallel port.
- Bus mouse card.

- **Computer Input Control:**

- Windows bus-port mouse for instructor.
- 101-key enhanced, full-function keyboard.

- **Instructor's Presentation Control Monitor:**

The purpose of the instructor's Presentation Control Monitor connected to the Control Module is to allow the instructor to see the various program and presentation menus, as well as individual student keypad data, for his or her own confidential viewing during class. This monitor will meet the following technical specifications:

- 15" screen with anti-static and anti-glare coating.
- Meets VGA, SVGA, XGA, VESA graphic standards.
- Flat square picture tube with 0.28mm dot pitch.
- Low emissions MPRII compliant.
- Meets EPA Energy Star guidelines.
- Flicker free with VESA 75Hz refresh rates.
- Ergonomic designed tilt swivel base.
- Built to ISO9241-3 standards.

## RESPONDEX™ II SYSTEM MODULE

The System Module contains a multimedia upgrade version of a VideoShow HQ NAPLPS<sup>3</sup> Graphics Processor, a Keypad Control Processor, and a Wireless Remote Control System. The System Module is connected to the Control Module and to the Audio-Video Module. Multimedia presentation material containing graphics, animation, full-motion video, still-frame pictures and audio are then presented to the students through the Audio-Video Module described later. The System Module includes the following key components:

- **System Module Packaging:**

The System Module is a fully-integrated configuration of components which are pre-packaged and interconnected within a specially designed cabinet. The packaging is consistent with the RESPONDEX™ II Control Module, the Audio-Video Module and the System/200 Design Station. The key elements are:

- Cabinet color-coordinated to ITC classroom design specifications.
- Inputs/outputs to Control Module, Audio-Video Module, keypads, instructor's course display monitor, and classroom display projector or monitors for students.
- All interconnecting cables, connectors, concealed within the cabinet.
- Remote control switch for selective control of RESPONDEX™ II or the VideoShow HQ NAPLPS graphics and multimedia Processor.
- VideoShow HQ removable from the System Module.
- Master power switch.

- **Graphics and Multimedia Processor:**

The upscale multimedia VideoShow HQ offers the following features and capabilities:

- Windows live video with graphics.
- Uses images captured from any video source.
- Outputs stereo sound captured and digitized.
- Course stored on 21 MB presentation diskette.
- Still-frame pictures using audio for voice-over, sound effects.
- Displays captured photographic images - Language translation in sync with instructor.
- Output display: RGB, VGA or NTSC signals.
- Video output: Analog RGB and VGA.
- Capable of displaying over 200,000 colors.
- Over 120 transition effects available for use.
- 25 MHz RISC processor; 4 MB CPU memory:

- **Video Management:**

The VideoShow HQ provides the means to manage video sequences using a special-purpose VHS industrial unit packaged in the Audio-Video Module. Presenting these sequences in a course uses its unique ability to search for upcoming video material before the instructor is ready for it. This provides the instructor with nearly instant access to the preplanned video scenes much like the instant playback from videodisk players. Thus, any VHS video material may be presented, avoiding the high cost of video editing or programming incurred with videodisk programs during the course design process.

- **Remote Control System:**

An infra-red Remote Control System allows the instructor to give a multimedia presentation, process keypad responses, and present compiled results to the class.

It contains the following features.

- Wireless, hand-held, remote-control system with simple push-button control, customized to the System Module for ease of instructor use.
- Multidirectional sensors on four sides of the RESPONDEX™ II System Module receive signals from remote transmitting device anywhere in the classroom.
- Emulates keyboard actions through programming.

- **Student Response System:**

The keypads have been specially adapted for the RESPONDEX environment. They interface with the Control Module through a Keypad Control Processor in the System Module. Following are technical highlights of this system:

- Controlled by the main Computer Processor in the Control Module.

- Function keys programmed for 2-way communicating; 32-character scrolling, back-lighted LCD displays.
- Thirty RSI QLS Keypads standard, but up to 200 keypads may be connected. (Optional power-booster recommended for every 50 keypads connected to one system).
- Telephone-type J-11 connectors and 4-wire cables, in a daisy-chain or star network.
- Control Unit separately fused externally.
- Optional custom installation of keypad wiring and coiled/pluggable keypad cables.

- **Instructor's Course Presentation Monitor:**

The purpose of the instructor's Course Presentation Monitor connected to the System Module is to allow the instructor to see the course material as it presented with his or her back turned to the classroom screen. With the two instructor

monitors, the instructor will be able to view simultaneously the course Table of Contents, the various program menus, as well as the material being presented to the students. The instructor may also view the individual student keypad responses on one monitor and see the composite results presented to the class on the second monitor. This monitor will meet the following technical specifications:

- 15" screen with anti-static and anti-glare coating.
- Meets VGA, SVGA, XGA, VESA graphic standards.
- Flat square picture tube with 0.28mm dot pitch.
- Low emissions MPRII compliant.
- Meets EPA Energy Star guidelines.
- Flicker free with VESA 75Hz refresh rates.
- Ergonomic designed tilt swivel base.
- Built to ISO9241-3 standards.

## RESPONDEX<sub>TM</sub> II CLASSROOM SOFTWARE

The RESPONDEX Operational Program software supplied by ITC is the driving force that operates the Classroom System as a single unit. This software will be installed and tested in the Control Module during manufacture. The installation will be controlled by a software security key during installation. This key and a license for its use on the user's System will be supplied. The Operational Program will permit the display of presentations prepared with a variety of graphics programs under Windows 95, some of which might not be in NAPLPS format as required by NAPLPS Graphics Processor. Several software packages will be installed, including the following:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- RESPONDEX II Operational Program.</li> <li>- RESPONDEX II Utility Program.</li> <li>- MS Windows 95.</li> </ul> | <ul style="list-style-type: none"> <li>- SoundBlaster AWE32</li> <li>- Voyetra Sound Suite</li> <li>- Special Graphics and Other Utility Programs</li> </ul> |
|--|--|

## RESPONDEX<sub>TM</sub> II AUDIO-VIDEO MODULE

The RESPONDEX<sub>TM</sub> II Audio-Video Module is a fully integrated system of A/V components that support the multimedia capabilities of the VideoShow HQ NAPLPS Graphics and Multimedia Processor. This module interfaces directly with both the Control Module and the System Module. This prepackaged system requires very little attention from instructors. The computer-controlled VHS Recorder/Player provides virtually instant accessibility to videotape segments as it is controlled directly by the VideoShow unit. Various audio inputs are mixed in the module and have individual volume controls. In addition the module provides instructors with wireless microphone amplification without restriction of movement in the classroom. Following are the key features of the Audio-Video Module:

- **System Packaging:**

The System/200 Audio-Video Module is a fully integrated design. All components are prepackaged and interconnected. Other units and modules easily interconnect with the system. The key elements are:

- Packaging consistent with the Control Module and the System Module.
- Cabinet color-coordinated to ITC classroom design specifications.
- All interconnecting cables, connectors concealed within the cabinet.
- Circuitry, with interface input/output interface connectors.

- **Video Management:**

The VideoShow HQ Multimedia Graphics Processor predetermines video sequences before the instructor is ready for them by controlling the following components:

- VHS Recorder/Player (Industrial Quality).
- Computer control unit for VHS.

- **Audio Management:**

Audio control is provided by industrial quality components that enable various audio sources to be mixed and amplified automatically through the system. These sources include sound from the main Process Control Computer, the Multimedia Graphics Processor, the VHS unit, wireless and hard-wired microphones, as well as other auxiliary audio devices.



These components are a part of the system:

- Professional stereo power amplifier.
- Stereo audio mixer.
- Two classroom remote, high-power speakers.
- An instructor's wireless microphone system (an additional wireless system optionally available for a second instructor in the same class).
- Custom-design Control Panel with switching for various audio and video inputs/outputs, including display of CD-ROM material on both the Instructor's Presentation Monitor and the Classroom Display System when desired.

- **Classroom Student Display System:**

The classroom display for the students can be either a series of two or more large-screen video monitors or a video projector. System/200 includes the following display unit as standard equipment:

- Large-screen color LCD computer/video NTSC projector. (ceiling mount recommended)<sup>4</sup>.
- LCD active matrix drive.
- 16.7 million colors.
- Adjustable 30" - 150"
- 640 x 480
- 180 watt, long life Metal-Halide 2,000 hour bulb (90 day or 2,000 hour warranty, whichever occurs first).

## OPTIONS

Various additional options, available through ITC if needed, support the Advance Technology Classroom:

- **Keypads and Power Boosters:**
  - Additional keypads available (200 maximum per system).
  - Keypad Power Boosters required for every 50 keypads in line.
- **Classroom Mobile Systems Table:**
  - Heavy duty table with casters.
  - Various custom configurations and colors.
- **Video Peripherals:**
  - Document camera with light-table.
  - Video equipment for live action recording.
- VHS Video Edit Controller with second VHS Recorder/Player for dubbing video clips to a course videotape.
- **Printing:**
  - Laser printer.
  - NAPLPS Graphics color printer.
  - Slide Maker (for off-premises presentations).
- **Automated Testing System:**
  - A special RESPONDEX program for using the keypad system to conduct extensive pre-designed course examinations.

<sup>1</sup>RESPONDEX is a registered trademark of HMH Associates.

<sup>2</sup>This computer has special modifications that enable it to operate in the RESPONDEX environment.

<sup>3</sup>NAPLPS (North American Programming Language Protocol Syntax) is used by the Broadcast Industry for extremely high resolution displays.

The Graphics Processor "prebuilds" graphics before display and does not "paint pictures by pixel" on video monitors or projectors.

<sup>4</sup>Mounting of this projector in the classroom will be the responsibility of the user organization, although ITC will provide the cabling and testing of the projector after delivery.

## **ATTACHMENT B**

### **RESPONDEX™ II System/200**

#### **Course Design Station**

#### *Technical Characteristics*

The RESPONDEX™ II System/200 Design Station is a totally integrated and well-equipped system which provides complete support of interactive multimedia course development. This level of Design Station technology can support several RESPONDEX™ II System/200 Advanced Technology Classrooms, depending on the design workload.

The System/200 is capable of very sophisticated graphics development, audio-video integration, and presentation authoring. It also has various inputs and outputs that interconnect with other peripheral equipment, such as a laser printer or color printer, document camera, laser disk player, etc.

### **CONTROL MODULE**

The Control Module, housing a specially-designed Process Control Computer, drives the Design Station System Module at the direction of the instructional designer. The Control Module creates the designer's course material.

#### • **Control Module Packaging:**

The Control Module is a fully-integrated configuration of rack-mounted, industrial quality computer components which are pre-packaged and interconnected within a specially designed cabinet. The packaging is consistent with the Design Station System Module. It is also compatible in appearance and design with the System/200 Advanced Technology Classroom. The key elements of the packaging are:

- Cabinet color-coordinated to ITC design specifications.
- Inputs and/or outputs to the System Module and the designer's Course Development Monitor.
- All interconnecting cables and connectors available from the rear of the Control Module.
- Rack-mounted Master Power Panel with surge protection, on/off switch.

#### • **Main Process Control Computer:**

A dedicated custom-designed rack-mounted Process Control Computer<sup>2</sup> contains the various Design Software Programs that the Instructional Designer uses in the course development process. The basic technical specifications of this computer are:

- Pentium 100 MHz CPU.
- 16 MB RAM.
- 1 Gigabyte (minimum) hard disc drive.
- 1.44 MB 3-1/2" diskette drive.
- 1.2 MB 5-1/4" diskette drive.
- Internal CD-ROM drive, quad-spin.

- 16-Bit stereo audio card.
- 2 MB video card
- Proprietary SCSI card for VideoShow HQ.
- Two serial ports; parallel port.
- Bus mouse card.

#### • **Computer Input Control:**

- Windows bus-port mouse for instructor.
- 101-key enhanced, full-function keyboard.

#### • **Designer's Course Development Monitor:**

The purpose of the Course Development Monitor connected to the Control Module is to allow the designer to see the various program and course design menus. This monitor will meet the following technical specifications:

- 15" screen with anti-static and anti-glare coating.
- Meets VGA, SVGA, XGA, VESA graphic standards.
- Flat square picture tube with 0.28mm dot pitch.
- Low emissions MPRII compliant.
- Meets EPA Energy Star guidelines.
- Flicker free with VESA 75Hz refresh rates.
- Ergonomic designed tilt swivel base.
- Built to ISO9241-3 standards.

## DESIGN MODULE

The integrated Course Design Module, based on an upgraded multimedia VideoShow HQ NAPLPS<sup>3</sup> Graphics Processor, has the following standard features:

- **System Packaging:**

The Design Module is a fully integrated configuration of components which are prepackaged and interconnected within the cabinet. Other auxiliary audio and video sources, including a video edit controller and a second, duplicate VHS for video editing, easily interconnect with the system. The packaging is consistent with the RESPONDEX II System/200 Advanced Technology Classroom.

- **Graphics and Multimedia Processor:**

The upscale multimedia VideoShow HQ includes the following features and capabilities:

- Windows live video with graphics.
- Image-capture from any video source.
- Outputs stereo sound captured and digitized. - Course stored on 21 MB presentation diskette.
- Still-frame audio for voice-over, sound effects.
- Language translation in sync with instructor.
- Captures photographic images.
- Output display: RGB, VGA or NTSC signals.
- Video output: Analog RGB and VGA.
- Capable of displaying over 200,000 colors.
- Over 120 transition effects available.
- 25 MHz RISC processor; 4 MB CPU memory.

- **Video Management:**

The NAPLPS Graphics Processor provides the means to develop video sequences using the special-purpose VHS industrial unit housed in the Design Module. Integrating these sequences into a course uses VideoShow's unique ability to search for upcoming video in advance of its display. This provides the designer with immediate review of preplanned video scenes much like the instant playback from videodisk players. Thus, any VHS video material may be used, avoiding the high cost

of video editing or programming incurred with videodisk programs.

- **Audio Management:**

Audio control is provided by industrial quality components that enable various audio sources to be mixed in the system and amplified through professional-quality desktop speakers. These sources include sound from the main Process Control Computer in the Control Module, the Graphics Processor, the VHS unit's computer control module, and other peripheral equipment.

The VideoShow unit is removable from the Design Station for off-site presentations or ease of servicing should that be necessary.

- **Presentation Preview Monitor:**

The monitor driven by the Control Module displays the design templates and other source material. This second monitor is controlled by the Design Module to preview pictures being created, or examine the integration of video material, so that changes can readily be made as the course design progresses. This monitor will meet the following technical specifications:

- 15" screen with anti-static and anti-glare coating.
- Meets VGA, SVGA, XGA, VESA graphic standards.
- Flat square picture tube with 0.28mm dot pitch.
- Low emissions MPRII compliant.
- Meets EPA Energy Star guidelines.
- Flicker free with VESA 75Hz refresh rates.
- Ergonomic designed tilt swivel base.
- Built to ISO9241-3 standards.

## DESIGN STATION SOFTWARE

Several graphics and artwork software programs, tailored specifically to integrate with the RESPONDEX II Design Station, enable course developers to produce courses that are well designed and with high visual content.™ NAPLPS graphics enable course developers (who may not be computer experts or talented designers) to do their own high-quality graphics design.

The RESPONDEX II System/200 Classroom broadens the capability for developing and displaying presentations prepared with other graphics programs under Windows 95. In addition, graphics prepared with many other programs may also be converted from RASTER to the NAPLPS format for display through VideoShow HQ.

All original NAPLPS graphics and artwork software supplied by ITC are installed and tested on the Design Station during manufacture. Documentation of installed software will be furnished. Licenses for the use of all software installed on the POST Design Station will be supplied by ITC upon delivery. Future upgrades of licensed software may be procured from ITC or the applicable vendors as they become available.

- **NAPLPS Graphics and Multimedia:**
  - GPC EasyShow
- **Image-Capture:**  
Image-Capture and compression software that operate with the VideoShow HQ Graphics Processor to capture and digitally compress pictures from video input
- **Keypad Templates and Images:**  
An extensive library of RESPONDEX templates and images with formats for building questions and word charts
  - Visual Aid Production System (VAPS)
- **Artwork and Animation:**  
A library lookup of RESPONDEX ready-made NAPLPS pictures for integration of art into word charts.
  - VAPS Artwork (VAPSART).
  - GPC Animation Libraries.
- **Video and Audio Software:**
  - SoundBlaster AWE32.
  - Voyetra Sound Suite.
  - Wired for Sound.
  - MPEG Video.
- **Animation and Audio Libraries:**  
Numerous animation and audio clips, with music and sound effects, from the ITC library as supporting material for course designers.

- **Graphics Converters:**  
Software programs that organize and convert various graphics/animation formats:
  - GPC Star Time
  - HiJaak Pro
- **Printing:**  
Provides the capability for printing from the VideoShow HQ to an HP-compatible laser printer or to a NAPLPS graphics color printer (optional).
  - GPC PrintMaker.
- **RESPONDEX II Utility Program:**
  - Spell Checker (for proofing Graphics Charts).
  - Color Stripper (for printing AutoNotes).
  - Restore (for restoring Table of Contents).
  - Presentation authoring
- **Operational Software:**
  - MS Windows 95.
- **Convert Program (Optional):**  
Supplied with an optional Automated Testing System (ATS) package in order to develop comprehensive exams for the Classroom System.

## OPTIONS

Various additional options, available through ITC if needed, support the Course Design Station. Among them are:

- **Mobile Design Station Table:**
  - Heavy duty design station unit with casters.
  - Various custom configurations and colors.
- **Video Peripherals:**
  - Document camera with light-table.
  - Video equipment for live action recording.
  - Video Edit Control Unit (for basic editing).
  - Additional VHS (for video editing).
- **Scanner:**
  - Various scanners with SCSI.
- **Sketch/Animation:**
  - Sketch pad with stylus.
  - Specialized animation software
- **Printing:**
  - Laser printer.
  - Graphics color printer.
- **35mm Slides:**
  - Slide maker to generate slides.
  - Slide reader to convert to computer images.

<sup>1</sup>RESPONDEX is a registered trademark of HMH Associates.

<sup>2</sup>This computer has special modifications that enable it to operate in the RESPONDEX environment.

<sup>3</sup>VideoShow is a trademark of General Parametrics Corporation. NAPLPS (North American Programming Language Protocol Syntax) is a *Vector Graphics* format that is processed by a customized Graphics Processor. This format is used by the broadcast industry for high resolution graphics. Compared to *Raster Graphics*, it offers very high-quality displays at a fraction of the storage space.

\*ITC will provide all design and artwork procured from various sources or from its own proprietary library of software. Installed software may not be altered or copied without ITC and the publisher's written consent.

\*The following software is trademarked as indicated:

EasyShow, PictureIt, Multimedia Animation  
StarTime, PrintMaker  
HiJaak Graphics Pro  
SoundBlaster AWE32  
Voyetra Sound Suite  
Wired for Sound  
VAPS and VAPSART, RESPONDEX Utilities  
ATS, Convert Program  
Animation/Audio Clips  
MS Windows 95

General Parametrics Corporation  
General Parametrics Corporation  
Inset  
Creative labs  
Voyetra Technologies  
Aristo Soft  
HMH Associates  
HMH Associates  
Interactive Technology Concepts  
Microsoft Corporation

**Memorandum**

: Finance Committee

Date: July 2, 1996

NORMAN C. BOEHM, Executive Director

From : Commission on Peace Officer Standards and Training

Subject: TUITION AND BUDGET INCREASE FOR TEAM BUILDING WORKSHOP PROGRAM

**ISSUE:**

Increase the tuition for a POST-certified Team Building Workshop (TBW) from \$3,215 to \$3,935, and increase program budget from \$250,000 to \$325,000.

**BACKGROUND:**

The Team Building Workshop Program was last modified in 1987 to increase the tuition, eliminate a substantial backlog of requests, establish a budget for the program and expand the group of certified presenters.

In 1987, the tuition was increased approximately 5% to \$3,215. This tuition is still in effect and includes:

- Facilitator Fee - \$2,000 (40 hours x \$50/hour)
- Per Diem - \$375 (\$75/day x 5 days)
- Travel - \$450
- Meeting Room Rental - \$250 (3 days)
- Miscellaneous (supplies, equipment, etc.) - \$140

The budget for the TBW Program, established in 1987, is \$250,000. The budget currently supports approximately 43 workshops each year. In addition, existing policy provides an exemption to authorize a workshop to deal with a "crisis" situation or to facilitate the transition of a new executive. This exemption provides approximately three to six additional workshops per year.

As a result of the 1987 modifications, the TBW Program has remained within the budget (including "crisis" workshops), the backlog of TBW requests has been eliminated and the group of certified presenters has significantly increased.

## **CURRENT SITUATION:**

The average reimbursed cost of a TBW today is approximately \$5,800. This cost has increased more than \$500 since 1987 as new subsistence rates have been approved by the Commission. The increased costs of the workshops, in the face of a fixed program budget, have resulted in slightly fewer workshops being available during the year.

Although we are able to manage the TBW Program within the established budget, each year the requests for workshops exceed the supply. For the new fiscal year (1996/97), 46 requests for a TBW were received during the *first week* of May. At the time of this report, 46 workshops have been approved, 5 crisis exemption workshops have been approved and 8 agency applications are being held pending cancellations.

In addition, we find the program tuition is becoming less acceptable to presenters because: 1) facility and materials costs have increased since 1987; 2) the presenter's fee is set at \$50 per hour, which is less than many classroom instructors receive and does not recognize the professional skill required for the position; and 3) the presenter's per diem has not been increased since 1987, in spite of increases in per diem for agency students and other certified presenters/instructors.

Smaller law enforcement agencies are the primary users of the Team Building Workshop program. Approximately 50% of the workshops that are approved for Fiscal Year 1996/97 are for agencies with fewer than 100 personnel. During Fiscal Years 1995/96 and 1994/95, 65% and 60%, respectively, of the workshops were used by agencies of that size.

## **PROPOSAL:**

1. Increase the TBW tuition to \$3,935 (\$720) to reflect the adjustments in item increases, as follows:
  - a. Facilitator Fee - \$62.50 per hour (\$12.50 increase)
  - b. Per Diem - \$92 per day (\$17 increase)
  - c. Travel - \$450 (no change)
  - d. Meeting Room Rental (3 days) - \$375 (\$125 increase)
  - e. Miscellaneous (supplies, equipment, etc.) - \$150 (\$10 increase)

The new average reimbursed cost of a TBW, including the \$720 increase, will be approximately \$6,520. If the current \$250,000 budget absorbs the increased costs, the number of workshops available each year will be reduced from 43 to approximately 38 (a loss of 5 workshops).

2. Increase the total program budget to \$325,000 to accommodate approximately 50 workshops annually. This will stop the gradual reduction in the number of workshops

that are available that has occurred since 1987, accommodate the increased tuition and improve our response to the continuing demand for the workshops.

3. Continue existing policies concerning administration of the TBW program, including the crisis exemption.



# TEAM BUILDING WORKSHOP

## TUITION:

	CURRENT	PROPOSED	INCREASE	
Fee (40 hrs.)	@ \$50 = \$2000	@ \$62.50 = \$2500	+ \$500	+ 25%
Per Diem (5 days)	@ \$75 = \$ 375	@ \$92.00 = \$ 460	+ \$ 85	+ 23%
Mtg. Room (3 days)	\$ 250	\$ 375	+ \$125	+ 50%
Travel	\$ 450	\$ 450	No Change	
Misc.	<u>\$ 140</u>	<u>\$ 150</u>	<u>+ \$ 10</u>	<u>+ 7%</u>
<b>TOTAL</b>	<b>\$3215</b>	<b>\$3935</b>	<b>+ \$720</b>	<b>+ 22%</b>

## PROGRAM BUDGET:

	CURRENT	PROPOSED	
Tuition	@ 43 TBWs = \$138,245	@ 50 TBWs = \$196,750	
Subsistence <sup>(1)</sup>	\$102,856	\$119,600	
Travel <sup>(2)</sup>	<u>\$ 8,944</u>	<u>\$ 10,400</u>	
<b>TOTAL</b>	<b>(\$250,045)</b>	<b>(\$326,750)</b>	
	<b>\$250,000</b>	<b>\$325,000</b>	<b>+ 30%</b>

<sup>(1)</sup>Based on historical average of 13 attendees per workshop

<sup>(2)</sup>Based on 1 driver for each 4 participants per workshop, travelling maximum allowable distance

State of California

Department of Justice

**M e m o r a n d u m****To :** Finance Committee**Date:** June 25, 1996**From :** *Norm*  
NORMAN C. BOEHM  
Commission on Peace Officer Standards and Training**Subject :** Expansion of the Student Workbook Project

In June 1993, a Management Fellow began research into the use of student workbooks in the Basic Course. A report on the results of that research was presented at the January 1994 Commission meeting which suggested that use of student workbooks could improve student learning through reduced traditional lecture time, reinforce learning through interaction, improve evaluation of critical thinking skills and more effectively use classroom hours through structured preview and review of learning material.

At its July 1994 meeting, the Commission requested a Request for Proposal (RFP) be prepared to obtain cost estimates for developing workbooks for six specifically identified learning domains to form 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. An RFP was developed and issued on July 28, 1994 for development of workbooks for six learning domains for an amount not to exceed \$99,381. The final result of the selection process was award of the contract to International Computers and Telecommunications (ICT) who began actual work on the project on April 10, 1995. The Long Range Planning Committee favorably reviewed a sample workbook for one of the domains at its October 1995 meeting.

At this time, the student workbook project is in the validation stage to ensure that the content of the six pilot workbooks is accurate and to test the effectiveness of the instructional strategies developed by the contractor. Instructors representing Rio Hondo Regional Training Center, Oakland Police Department, Santa Rosa Training Center, California Highway Patrol Academy, Modesto Criminal Justice Training Center and the Los Angeles Police Department Recruit Academy are participating in this portion of the pilot project.

Preliminary results of the validation study and feedback from training presenters support the expectations of the project. Advantages which have emerged are consistent with the strategic planning committee recommendations. For example, the workbooks also will:

- Expand the standardized delivery of basic training
- Provide a new method to ensure compliance with training standards by providing a basis to design competency-based tests
- Provide self-directed courses that can be used in a variety of basic training programs that can be studied outside the formal classroom.

Development of the student workbooks has created a new method to design and support basic training. The development of this system creates new opportunities to meet the basic training demands of a variety of programs. The student workbooks and accompanying instructor guides form an instructional system that is more effective in the following ways:

***Provides the student and instructor with professionally designed curriculum and lesson plans that standardize the delivery of instruction***

Academy instructors currently are provided with a POST-developed lecture outline which defines the minimum information that the instructor should cover. The development methodology relies on the expertise of curriculum consultants with no training in instructional design to determine the curriculum and establish the learning goals. The resulting unit guide provides the instructor with only basic information needed to insure that the student masters the training objectives. There is no POST requirement that the instructors follow this guide.

The Student Workbook and Instructor Guide provide both the student and instructor with professionally designed and sequenced curriculum based upon instructional goals defined in *Training Specifications for the Regular Basic Course*. The workbook provides the student with sequenced lessons, learning exercises and quizzes that can be used outside the classroom. The instructor guide provides the instructor with lesson plans that are sequenced to mirror the student workbook and contain learning activities used to enhance student performance. The support by POST of instructors and the students ensures the standardized delivery of basic training.

***Discourages instructor lectures and as an alternative provides student learning activities based on adult learning strategies designed to enhance student performance***

The workbooks are designed based on the assumption that the student can master the learning objectives outside the classroom. Students are better prepared to immediately use classroom time. The student is familiar with the curriculum and can be expected to participate in learning activities that stimulate critical thinking, reasoning, judgement and problem-solving. Instructors are encouraged to find new ways to facilitate the learning process. With proper training in adult learning strategies they have the opportunity to use classroom time more effectively.

***Upgrades other existing basic training programs***

The workbooks could be used to upgrade the Reserve Training Program in the following ways:

- Improve the quality of reserve training by standardizing curriculum among reserve trainers

- Provide the reserve students with a self-paced instructional document that can be used by reserve students outside the classroom
- Improve the quality of instruction by providing instructors with sequenced lesson plans and supporting learning activities
- Provide a method to link the reserve field training program to the basic course which could prove feasible for allowing a portion of the reserve training to be delivered in the field

The student workbooks have potential application to existing basic training programs and developing new programs including the transition course, dispatcher training, specialized investigators' course, cadet training and community volunteers.

***Provides a cost-effective method of supporting basic training***

Based upon costs incurred to develop the initial six workbooks in the pilot program, it is estimated that a student workbook (and matching instructor guide) can be developed for approximately \$17,000. These workbooks and instructor guides have the potential of supporting 5,000 basic trainees per year and 1400 instructors in the basic training system as well as students and instructors in six or more other training systems enumerated above. Given the broad application for use, the development cost per student would be minimal.

Based upon estimates of previous costs, staff estimates that it would cost in the area of \$600,000 to convert the remaining 35 basic course learning domains to student workbooks.

Preliminary discussions with publishers indicate that there would be an opportunity for POST to recover development costs by selling the workbooks to college students, private security officers and the public in general. Revenues generated by these sales could be used to maintain and develop new workbooks. For instance, if a workbook sold for \$15 to a student, POST would recover approximately \$5 in costs. If all students in the basic training system were charged a nominal fee for the POST-developed materials, revenues would substantially increase. Estimates are speculative at this stage and would need further study.

***Provides a new method to deliver basic training in the field training program***

The workbook instructor guide contains sequenced lessons that could be completely taught in new field training programs or blended into existing field training programs by properly trained field training officers. Field training officers would require additional training in the requirements of the Regular Basic Course and contemporary methods of instructional delivery based upon adult learning principles. This training methodology links the content of the Regular Basic Course to the field training program and provides a new method to deliver basic instruction in the field training program.

***Aids the development of tests which is a critical step in moving from hour-based training requirements to standards based upon competency***

Competency-based training involves the identification of the underlying characteristics that lead to successful job performance and the development of competency-based tests. The Student Workbook Instructional System simplifies the curriculum and articulates clearly the testing requirements to make it easy for the student to understand. Basing the content of POST-developed tests on the workbooks ensures a good fit between tests and instruction. In those areas where testing is inappropriate, lessons in the workbook provide documentation that the student received the instruction and demonstrated the requisite proficiency.

***Lowers the development cost of interactive videos, telecourses and other training delivery systems***

The student workbooks provide a solid foundation upon which to base other training delivery systems. Development costs for those projects could be lowered by eliminating up front design costs.

**SUMMARY**

The Commission will receive a final report on the Student Workbook Instructional System at its November meeting. Staff anticipates that the field testing process will improve the quality of the system by allowing students, instructors and training managers input into the development process. A formative evaluation that quantitatively establishes the effect of the workbooks on student performance over a period of years is beyond the scope of the pilot project. The intent of the validation process is to ensure that the content of the workbooks is accurate and the instructional methodologies are sound.

One apparent disadvantage of the workbook system is the extensive time needed to develop the student workbook and instructor guide. The original report prepared by the management fellow assumed that the six workbooks could be developed within six months by merely converting existing instructor unit guides. Actually, it has taken over a year to research, design and publish the pilot workbooks. In addition, the development of a new Request for Proposal and completion of the bidding process will take six months from the date of Commission approval. Should the Commission concur with staff's recommendation to expand the pilot project, work could not commence until January 1, 1997.

The utility of the student workbooks and the potential to satisfy the field's demand for self-directed courses is apparent. A decision at this point to expand the project will allow staff the necessary time to complete the RFP by the November meeting. Staff anticipates that it will cost approximately \$600,000 to convert the remaining basic course learning domains to student workbooks. The development and validation of the workbooks over the three year period will allow the costs to be amortized and give staff time to develop marketing strategies to recover costs.

## **RECOMMENDATION**

The Commission's options are to wait until the validation is complete before approving expansion of the Student Workbook project or approve the expansion of the Student Workbook project and authorize the executive director to expend funds up to \$200,000 per year for the next three years to convert the entire basic training system to the Student Workbook Instructional System with the provision to cancel the contract without cost if the evaluation does not prove successful.

Staff recommends expansion of the project with a stop clause in the Request for Proposal depending upon the results of the validation process.

## MEMORANDUM

**To:** Finance Committee**Date:** July 2, 1996

*Norman C. Boehm*  
**From:** Norman C. Boehm  
Executive Director  
**Commission on Peace Officer Standards and Training**

**Subject:** PROPOSED CONTRACT FOR DELIVERY OF LAW ENFORCEMENT AGENCY  
DIVERSITY TRAINING PROGRAM

In 1990 the California Legislature enacted statutory requirement for POST to develop cultural awareness training for California law enforcement. Since 1992 approximately 140 agencies have participated in that training. The courses were conducted by contract with the San Diego Regional Training Center. San Diego Regional Training Center personnel were involved in the curriculum design phases of the project. A review was conducted during 1995 which included interviews with cultural awareness facilitators, diversity trainers, representatives of a variety of cultures, and executives. Additionally, focus groups involving chief law enforcement executives and their designated staff and the original design team were conducted. Finally, formal evaluation of specific training was conducted. The result of the review is a proposed redesigned course which has been pilot tested. Feedback and evaluations from pilot sessions have been very positive and indicate that the new course design is meeting its objectives.

ANALYSIS

The original legislative mandate in 1990 required POST to develop cultural awareness training. Early in the project the emphasis was shifted to "cultural diversity" and "valuing diversity." This was an important shift, from a focus on being aware of what is "out there in the community," to understanding and valuing cultural differences. The new program, Building High Performance Inclusive Organizations, takes the next step which is to address inclusive organizations. An inclusive organization has as its goal the development of an organizational culture that allows everyone, regardless of their size, shape or color, their religion or culture, to be able to give 100% of their knowledge, skills and talents toward meeting the organization's objectives. The assumption is that in an inclusive organization each employee feels comfortable being themselves and, therefore, perform their jobs to a higher standard. This view of self naturally extends to all aspects of their job, meeting the public, providing direct services to the public, or providing staff

support to those who are in public view. This top down value system is based on the certainty that how we treat each other within an organization will be reflected as we interact with the community.

The revised course is based on the same principles upon which the first course was founded:

Top down, value driven. The attitudes of valuing diversity, inclusiveness, and treating all people with respect need to be the core values of the chief executive. The personal leadership of the chief executive is the cornerstone of the program;

The organization must value diversity and practice inclusiveness. Before law enforcement employees can be asked to value diversity in the community, diversity must be valued within the organization. Practicing inclusiveness in the organization provides the positive model for employees to follow in the community.

This new course reinforces those principles by giving the chief executive the opportunity to review or develop personal values and provide the chief executive the support needed to move those values into the structure of the organization. The course expands involvement by the chief executive from one to five days spread over a 10-month period. It also requires the involvement of at least two management level employees for a total of eight days, also spread over the same 10-month period. The chief executive and management employees are together for three of the eight days in workshops. The overall program consists of four workshops totaling 80 hours spread over a 10-month period. Attendees of the workshops would be chief law enforcement executives and members of the management team. Resources to support 40 agencies to participate in ten workshops would be provided by a contract at a cost not to exceed \$78,326 during 1996/97 fiscal year.

An additional aspect of this proposed new program is the use of Performance Enabling Workshops as an adjunct to the formal course work. This variation of team building workshops would be offered to those agencies participating in the Building High Performance Inclusive Organizations Program if the chief executive feels additional work is needed to gain full acceptance by the management team of the agency values, or if the inclusive strategy selected would benefit from this form of support. Since this program is top down and value driven, the change strategy process for each agency could be enhanced with the support of carefully designed workshops within each agency to meet their individual needs. The content of these Performance Enabling Workshops would differ from the standard POST team building workshops, but time and costs would be similar. Costs to provide Performance Enabling Workshops for all of the 40 participating agencies in FY 1996/97 would not exceed \$228,000. Of this amount, \$91,200 would be for the 16 agencies which have started the program during 1995/96 fiscal year and \$136,800 for the 24 agencies expected to join the program during FY 1996/97. These costs would be supported by expenditures from the existing Reimbursement Program. Costs are expected to be amortized at \$136,800 as the number of agencies levels to the expected 24 per year average.



The proposed contract costs to support the High Performance, Inclusive Organization training workshops is offset by prior costs of the Cultural Diversity training program which will no longer be incurred.

The proposed Performance Enabling Workshops, however, would be new costs. These workshop seminars would rely upon employment of external consultant facilitators for individual agencies. Although existing Commission policy proscribes expenditure of POST reimbursement funds for the employment of consultants, a Team Building Workshop program is currently funded. The existing team building workshop program operates under restrictive policies to conserve costs and assure fair access. Similar restrictions could apply to the Performance Enabling Workshops. Objectives and outcomes will be carefully selected as part of the formal coursework, thus providing focus and clear identification of expected outcomes.

Should the Committee recommend approval of the Building High Performance, Inclusive Organizations course, it appears that three options are available for consideration:

Option One

Fully fund the Performance Enabling Workshops as described above for the 16 agencies in the program pilot and 24 agencies expected to enter the program during this fiscal year (\$5,700 per agency). Cost estimated at \$228,800.

Option Two

Partially fund the Performance Enabling Workshops by funding all costs except the salary of the consultant. The requesting agency would be asked to pay that portion of the cost (POST would pay up to \$2,000 per agency for travel and per-diem; the agency would pay up to \$3,700 for consultant costs). Cost estimated at \$80,000.

Option Three

Provide no funding for Performance Enabling Workshops. This option would provide no reimbursement to agencies which incur costs utilizing the Performance Enabling Workshop process. In effect, POST would pay for the agency training, the departments for any implementation activities.

Attachment

**P.O.S.T. BUILDING HIGH PERFORMANCE INCLUSIVE ORGANIZATION  
SUMMARY INSTRUCTIONAL OUTLINE**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
	Pre-course Work	Reading Personal Assessment	4 Flip Charts	Swanson (KS) Johnson (DJ)
<b>DAY ONE</b>				
8-9 am (1 hr)	Welcome and Purpose	Presentation		Foucault
	Introductions of Facilitators	Presentation		All
	Introductions of Participants - Expectations check	Exercise		KS & DJ
9-9:30 am (1/2 hr)	Learning Behaviors	Lecture	HO, and Learning Behaviors chart	KS & DJ
	Change in Police Organizations	Lecture	Shape Metaphor chart	
	Definition of Inclusion	Lecture	HO	
9:30-9:45 am	<i>Break</i>			
9:45-10:45 am (1 hr)	Describing the Imperative	Lecture	HO, and Why Change is Critical chart	
	Benchmarking	Lecture Small Group discussions of questionnaire responses; report out to large group	Benchmarking Questionnaire	
10:45-11 am	<i>Break</i>			

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**DAY ONE - continued**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
11-12 am (1 hr)	What Exists Now - Organizational Diagnosis	Individual survey completion Directed small group discussion and report out to large group around key questions	Organizational Diagnosis	KS & DJ
12 am-1 pm (1 hr)	Lunch			
1-2:15 pm (1 & 1/4 hr)	The Path from Exclusive to Inclusive  Finding Your Organization on Path Questionnaire	Lecture  Individual completion of ques- tionnaire followed by directed small group discussion  Post each agency's place on flip chart and discuss observa- tions	HO  Organizational questionnaire	
2:15-2:30 pm	Break			
2:30-3:30 pm (1 hr)	Designing High Performance Organ- izations - Contrast Control-Based and High Perf.  High Performance Police Organization Questionnaire	Lecture and discussion  Individual completion of questionnaire; directed small group discussion and report our to large group	Org. Design Princ. from pre-course work Org Design Princ. chart  Organizational questionnaire	

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**DAY ONE - continued**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
3:45-5 pm (1 & 1/4 hr)	High Performance Police Organization - a systems concept - lug nut metaphor - Police Academy example	Lecture	High Performing Police Sys HO, and Police Academy chart	KS & DJ
	Mission	Lecture	Walnut Creek PD Mission	
	Participant agency Missions compared to High Perf Org design issues	Individual review of Mission and rewrite  Directed small group discussion	Agency Mission statements brought by participants	
	Values - essential components	Individual writing followed by small group discussion of comparisons.	Agency Values statements brought by participants	
	Commonly held Mission and Values	Large group discussion		

**DAY TWO**

8-9 am (1 hr)	Vision and Breakaway Vision	Lecture	Walnut Creek PD Vision 4 Flip Charts, VCR	
	Comparison of agency Visions to to Inclusive and Breakaway Visions	Individual review of Vision and rewrite as necessary  Small group discussion of each agency's breakaway vision and agency place on path	Agency Vision statements brought by participants	

3/18/96

**DAY TWO - continued**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
	Alignment of agency Visions with Mission and Values	Individual review of Vision, Mission and Values, and rewrite as necessary  Small group discussion	Mission, Values, Visions as rewritten by participants	KS & DJ
	Strategies for Implementing the Vision	Individual Exercise: Participants identify 3 strategies  Small group discussion	Previously completed Organizational Diagnosis	
9-9:15 am	Break			
9:15-10:45 am (1 & 1/2 hr)	Strategy Development Examples	Small groups select one strategy and develop in detail  Repeat three times as time available	A strategy identified in previous exercise	
	Leadership Development	Lecture	Walnut Creek PD Leadership Dev chart	
	Breakaway Vision for Leadership Development	Individual Exercise: participants consider leadership dev in their agency and develop breakaway vision and strategy.  Large group discussion of example presented by participant		

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**DAY TWO - continued**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
10:45-11 am	Break			
11-12 am (1 hr)	Personal Development  Journey-Becoming Aware of Our Difference	Lecture  Individual Exercise - partici- pants draw pictures	Flip chart paper and markers HO	KS & DJ
12-1 pm	Lunch			
1-3 pm (2 hrs)	Personal Journey Pictures	Each participant shares with large group		
3-3:15 pm	Break			
3:15-3:45 pm (1/2 hr)	Diversity Profile  Personal Development Plan	Individual Exercise - participants review Profile, integrate with Awareness Journey, and agency leadership development plan  Individual Exercise - Develop 5-10 personal goals to enhance ability to lead agency to vision  Small group discussion of personal plans  Large group summary discussion	Grote's Diversity Profile	

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**DAY TWO - continued**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
3:45-4:15 pm (1/2 hr)	Organizational Change	Lecture re Walnut Creek PD experience  Large group discussion	Ref to High Velocity Culture Change - pre course reading  HO's: -High Vel Cult Change -Reac to Org Diver Iss -Indiv Dev Stages  Reac to Diversity chart	KS & DJ
4:15-4:30 pm (1/4 hr)	Summary of Components	Lecture		
4:30-4:45 (1/4 hr)	Intercession Project	Lecture		H Martin (HM) C Martin (CM)
4:45-5 pm (1/4 hr)	Reflection on Content  Adjournment	Video	"It's In Every One of Us"	KS & DJ

**3 Week Intercession**

To be completed:

- 1) Identification of two Support Staff personnel
- 2) Chief/ Sheriff draft Personal Vision of a High Performance Inclusive Organization

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**DAY THREE**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
8-9:30 am (1&1/2 hr)	Opening Introductions	Exercise		HM
9:45-1:30 pm (2&3/4 hrs plus lunch)	Inclusion Issues - Definition of High Performance Inclusive Organization	Video and small group discussion	"Color of Fear"	CM & HM
1:30-1:45 pm	Break			
1:45-3:15 pm (1&1/2 hr)	Communications Between Chief or Sheriff, and Staff	Individual completion of instrument, small group discussion	Communication Styles Inventory	CM
3:15-3:30 pm	Break			
3:30-4:45 pm (1&1/4 hr)	Managing Change - Systems Change - Role of Chief, Sheriff, Staff - Chief's/Sheriff's Vision	Lecture, small group discussion		HM & CM
4:45-5 pm (1/4 hr)	Closing and Evaluation			CM

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**DAY FOUR**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
8-8:30 am (1/2 hr)	Opening		4 Flip Charts	CM
8:30-11:45 am (3&1/4 hrs)	Self Awareness related to Exclusion and Inclusion	In-depth Introductions exercise		HM
11:45-1 pm	Lunch			
1-2:30 pm (1 & 1/2 hr)	Personal Assessment - Stages of Individual Growth - Self Assessment - Role of Staff - Learning Goals/Journal	Lecture Individual completion of Profile Presentation	Grote's Diversity Profile	CM  Dave Johnson HM
2:30-2:45 pm	Break			
2:45-3:15 pm (1/2 hr)	Learning Partners	Small group work		HM
3:15-3:30 pm	Break			
3:30-4:45 pm (1&1/4 hrs)	Stages of Organizational Growth from Exclusive to Inclusive	Small group exercise		CM
4:45-5 pm (1/4 hr)	Closing			HM

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**DAY FIVE**

<b>Time</b>	<b>Subject Matter</b>	<b>Activity</b>	<b>Materials/Eqpmnt</b>	<b>Instructor</b>
8-8:30 am (1/2 hr)	Opening		4 Flip Charts	HM
8:30-12 am (3 & 1/2 hrs)	Assessment Phase - Overview of Agency Plan components - Phases of organizational change - Conducting the assessment	Lecture, exercises		CM
12-1 pm	Lunch			
1-4:45 pm (3 & 3/4 hrs)	Data/Feedback	Lecture, exercise		HM
4:45-5 pm (1/4 hr)	Learning Partners/Journal, and Closing	Small group work		CM

**DAY SIX**

8-8:30 am (1/2 hr)	Opening		4 Flip Charts	CM
8:30-10:45 am (2 & 1/4 hrs)	Vision - Developing a Personal Vision - Plan for Creating Org Vision	Lecture Participants write personal vision statements Small group work		CM HM
10:45-11 am	Break			

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**DAY SIX - continued**

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials/Eqpmnt</u>	<u>Instructor</u>
11-12 am (1 hr)	Evaluation Criteria	Lecture Small group work to develop evaluation criteria		CM
12-1:15 am	<i>Lunch</i>			
1:15-2 pm (3/4 hr)	Management Team Orientation	Develop lesson plan		HM
2-2:15 pm	<i>Break</i>			
2:15-3 pm (3/4 hr)	Expectation Back at Job - Re-entry - Journal - Goals	Lecture, small group work		HM
3-4 pm (1 hr)	Learnings, Closing, and Evaluation	Exercise Evaluations	Evaluation form	CM

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**Ten Week Intercession  
To Be Completed:**

3/18/96

**DAY SEVEN**

**Time**

**Subject Matter**

**Activity**

**Materials**

**Instructor**

Review of Management Team  
Orientation

Design Phase - Review of Assessment, Vision, Selecting appropriate strategies, Evaluation

3/18/96

**DAY EIGHT**

<b>Time</b>	<b>Subject Matter</b>	<b>Activity</b>	<b>Materials</b>	<b>Instructor</b>
	Implementation - Commitment, Communication, Managing Resis- tance, Rewards			
	? Presentation			Speaker: Larry Marion
	Complete Plan draft			

3/18/96

**DAY NINE**

**Time**

**Subject Matter**

**Activity**

**Materials**

**Instructor**

Opening

Coordination of Plan between Chief  
or Sheriff and support staff

Presentations of Plans to class

Lessons learned

Support Networks

Closing

Course Evaluation

Presentation of Certificates

Swanson  
Johnson

**DAY TEN**

**Time**

**Subject Matter**

**Activity**

**Materials**

**Instructor**

3/18/96

State of California

Department of Justice

## Memorandum

To: Finance Committee

Date: June 14, 1996

*Norm*  
NORMAN C. BOEHM, Executive Director  
From: Commission on Peace Officer Standards and Training

Subject: SHOOTING JUDGMENT SIMULATOR SCENARIO AGREEMENT

At its April 18, 1996 meeting the Commission authorized the Executive Director to enter into a contract with PD Productions of Thousand Oaks, CA for the purposes of developing the *CALPOST Library of Scenarios*. The Commission also directed that further negotiations be conducted to finalize the marketing agreement issues and report back to the Chairman of the Finance Committee prior to entering into any marketing agreement.

While POST staff was gathering information and working on finalizing the market agreement, a formal protest was received from the Richard Diercks Company dated April 30, 1996. Diercks was the other vendor who responded to the Request for Proposals (RFP) and was ranked second by the evaluation team. The protest stopped all work on both the development contract and continued negotiations for the marketing agreement.

Diercks alleged in his written protest that PD Productions actively solicited at least three of the major hardware vendors (i.e. FATS, SBS/ICAT, and Caswell) an amount of \$50,000 or more in order for the system vendor to participate in the use of any laser disc which would flow from POST RFP 96-011-71. Diercks protest further stated that it was inappropriate for POST to award any contract to PD Productions because they could not deliver on their proposed production without the \$150,000 they solicited from the system vendors.

Diercks also alleged that if the system vendors did not participate or pay then those vendors would not have equal access to the final disc(s) as called for in the RFP. A copy of the Diercks protest is included as Attachment A.

The Department of General Services Office of Legal Services conducted a preliminary investigation into the Diercks protest. At the conclusion of their investigation, Legal Services ruled that they lacked any jurisdiction to hear Diercks protest. However, they indicated that there were some issues raised in the protest that POST should explore further before awarding any contract. A copy of the Office of Legal Services ruling is included as Attachment B.

Based upon a complete review of all of the facts and critical issues surrounding this proposed project no further negotiations have been held with PD Productions about either the development contract or the marketing agreement.

In the interim POST staff has viewed the California Highway Patrol mobile shooting simulator and the scenarios that they have produced for use with their hardware. There are 14 scenarios on the one laserdisc and they are based in part on some of the actual cases that have been documented in the POST Law Enforcement Killing and Assault studies. The scenarios are well done and incorporate full use of force options, including use of pepper spray and baton. The CHP has approached POST to work jointly on the next scenarios that are to be developed.

This item is on the agenda for information, discussion, and recommendations on how best to proceed with this important project.



**DEPARTMENT OF GENERAL SERVICES**

OFFICE OF LEGAL SERVICES

15 J STREET, SUITE 1911

SACRAMENTO CA 95814

(916) 445-4084

FAX (916) 327-3916

COMMISSION ON POST  
96 MAY -6 AM 9:43

May 3, 1996

Richard A. Diercks, President  
The Richard Diercks Company, Inc.  
300 Ford Centre  
420 North Fifth Street  
Minneapolis, MN 55401

**PROTEST OF THE PROPOSED AWARD OF CONTRACT RFP 96-011-71**  
**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, (POST)**  
**AWARDING AGENCY**  
**BEFORE THE DEPARTMENT OF GENERAL SERVICES**  
**PROTEST NO. 96-071**

Dear Mr. Diercks:

The names and addresses at the bottom of the page are the parties involved in this protest, as submitted to us by the awarding agency named above. Henceforth, please send copies of any and all information that you submit to these parties.

PLEASE ADDRESS FUTURE CORRESPONDENCE TO THE STAFF COUNSEL HANDLING THIS PROTEST:

Deborah M. Cregger, Staff Counsel  
Office of Legal Services

Very truly yours,

A handwritten signature in cursive script that reads "Patricia K. Whitfield".

Patricia K. Whitfield

Secretary to Deborah M. Cregger

s:\protests\96-071.2nd

cc: Tom Liddicoat, Contracts Manager (Awarding Agency w/copy of protest letter)  
P.O.S.T.  
1601 Alhambra Boulevard  
Sacramento CA 95816-7083

P.D. Productions, Proposed Awardee (w/copy of protest letter)  
ATTN: JAMES A. BULTEMA  
1634 El Verano Drive  
Thousand Oaks, CA 91362

Richard A. Diercks

COMMISSION ON POST

May 3, 1996

96 MAY -6 AM 9:43

bcc: Ken Whitman, Office Chief (Awarding Agency w/copy of protest letter)  
P.O.S.T.  
1601 Alhambra Boulevard  
Sacramento CA 95816-7083

DMC  
96-071

**RECEIVED**  
MAY 1 1996

OFFICE OF LEGAL SERVICES  
DEPT OF GENERAL SERVICES

The  
Richard Diercks  
Company, Inc.  
COMMISSION ON POST  
96 MAY -6 AM 9:43

April 30, 1996

Television

Development

Program

Production

Packaging

Marketing

Home Video

Corporate

CD-ROM

Interactive

Department of General Legal Services  
Office of Legal Services  
Attention: General Counsel  
1325 J Street, Suite 1911  
Sacramento, CA 95814

Ms. Louise Hanson  
State of California  
Commission on Peace Officer Standards and Training  
1601 Alhambra Boulevard  
Sacramento, CA 95816-7083

RE: Protest RFP 96-011-71

Dear Ms. Hanson,

This letter is a formal protest from The Richard Diercks Company, Inc. (RADCO) concerning the California Commission on Peace Officers Standards and Training (CALPOST) intention to award a contract to PD Productions, Inc. (PD) under the above RFP

We base our protest on the fact that PD has actively solicited from at least three of the major laser disc interactive training system vendors (Cinetronic, F.A.T.S., ICAT), an amount of \$50,000 or more in order for the system vendor to participate in the use of any laser disc which would flow from the above RFP.

We believe it would be wrong or inappropriate for CALPOST to award the above RFP to PD for the following reasons:

300 Ford Centre  
420 North Fifth Street  
Minneapolis, Minnesota 55401  
(612) 334-5900  
FAX (612) 334-5907

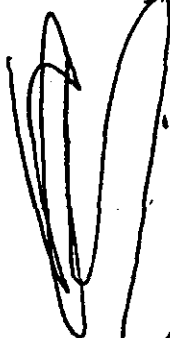
1. PD can not deliver on their proposed production without the participation in the amount of \$150,000 from system vendors.
2. If a system vendor chooses not to participate, or pay what amounts to an extortionate demand by PD, then they are not allowed equal access to the disc as called for in the RFP.

The RADCO proposal required no up-front monies from system vendors, or any other source, in order to complete the project. The RADCO proposal called for system vendors to merely program discs and, in fact, provided an incentive for them to participate in marketing outside California.

RADCO did propose a reduced cost of disc to California agencies, but this was part of a suggested marketing approach, all of which was to be negotiated as part of the final contract. It was not a deal breaker in the proposal. This was stated before submission of our proposal and during our oral presentation in response to questions.

In summary, we do not feel it right or effective to base a proposal as PD did on outside financing, which can not be guaranteed; and by attempting to force third parties to pay for a product under an agreement to which they are not parties.

Sincerely,

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Richard A. Diercks,  
President

RAD.mm

**DEPARTMENT OF GENERAL SERVICES**

OFFICE OF LEGAL SERVICES

1325 J STREET, SUITE 1911

SACRAMENTO CA 95814

(916) 445-4084

FAX (916) 327-3916



May 15, 1996

Richard A. Diercks, President  
The Richard Diercks Company, Inc.  
300 Ford Centre  
420 North Fifth Street  
Minneapolis, MN 55401

**PROTEST OF THE PROPOSED AWARD OF CONTRACT RFP 96-011-71**  
**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, (POST)**  
**AWARDING AGENCY**  
**BEFORE THE DEPARTMENT OF GENERAL SERVICES**  
**PROTEST NO. 96-071**

Dear Mr. Diercks:

After further review of your protest, it is our conclusion that the Department of General Services lacks jurisdiction to hear your protest. Your protest raises interesting issues, but they go beyond our authority to hear protests which is limited to the type of bidding procedure used by the awarding authority in this RFP and the actions or omissions of the awarding agency in applying the criteria set forth in the RFP in scoring your proposal.

Your letter of April 30, 1996, however, presents issues which the awarding authority, the Commission on Peace Officer Standards and Training (POST) may wish to further explore before awarding this contract. We have spoken with Ken Whitman and Tom Liddicoat of POST, they are aware of your protest points and will likely be contacting you in the near future. If you have any further questions on this matter, please contact Deborah Cregger, Staff Counsel at (916) 322-1087.

Your interest in the business transactions of the State of California is appreciated, and it is hoped that you will be successful in future contractual dealings with the State.

Very truly yours,

GARRY NESS, Assistant Chief Counsel  
Office of Legal Services

GN:DMC:pkw  
s:\protests\96-071.dsm

Richard A. Diercks

-2-

May 15, 1996

cc: Tom Liddicoat, Contracts Manager  
P.O.S.T.  
1601 Alhambra Boulevard  
Sacramento CA 95816-7083

P.D. Productions, Proposed Awardee  
ATTN: JAMES A. BULTEMA  
1634 El Verano Drive  
Thousand Oaks, CA 91362

State of California

Department of Justice

## MEMORANDUM

To : Finance Committee

Date: July 1, 1996

*Norman*  
Norman C. Boehm  
Executive Director

From : Commission on Peace Officer Standards &amp; Training

Subject: POLICY REGARDING CERTIFICATION OF COURSES WITH NON-REIMBURSABLE TUITION

A report on this subject (copy attached) was presented to the Finance Committee at its January 1996 meeting. The report essentially presented the following: 1) certain potential presenters are unable or unwilling to meet POST tuition guidelines, 2) some such presenters have successfully marketed non POST-certified courses to law enforcement agencies, 3) agencies using such courses desire CPT credit which is awardable only for certified courses, 4) POST is in the position of desiring to assist law enforcement agencies in the matter, but POST also is in the historical position of desiring to control costs, protect law enforcement agencies from excessive costs, as well as reimburse agencies for costs of needed training.

The Committee asked that staff continue to evaluate this issue and report back. Discussion of this subject in January also identified a concern that POST certification, without reimbursement, could lead to a high volume of demand from private vendors for POST certifications as a marketing edge. Staff concurs with this concern and also believes a broad policy allowing non-reimbursable tuitions could lead to a further shift of costs from community colleges to law enforcement agencies.

Commissioners should be mindful that POST has always, of course, certified Plan IV (travel and per diem reimbursement only) directly to many law enforcement agencies. These agencies bear the presentation costs and are generally required to open their courses to trainees from other agencies.

In some instances Plan IV agency presenters have contracted with private vendors to actually conduct the training. There are many instances of agencies pooling resources to employ such vendors, as well as examples of the presenting agency changing a non-reimbursable tuition to other agencies sending trainees.

Courses with these features are generally certified by POST because of the apparent reasonableness, as well as Commission policy allowing agency presenters to charge non-reimbursable fees to outside attendees. Non-reimbursable fees were first approved by the Commission in the 1970's to accommodate City of Los Angeles policy that required LAPD to charge cost recovery fees to non Los Angeles city employees.

Most large agency presenters now charge such fees or tuitions. The practice proliferates to smaller agencies as POST certifies more and more courses directly to these agencies.

Further analysis of this issue is being conducted as part of a staff project to evaluate the desirability and feasibility of significant changes in POST's reimbursement Plans. Additionally, the Strategic Plan calls for potential approval of alternative means of satisfying training requirements.

It may be most prudent to maintain the status quo and continue to monitor this matter as related studies advance. The matter is before the Committee for information and discussion.



State of California

Department of Justice

## MEMORANDUM

To : Finance Committee

Date: January 3, 1996

NORMAN C. BOEHM

Executive Director

From : Commission on Peace Officer Standards &amp; Training

Subject: NON-REIMBURSABLE TUITIONS FOR POST CERTIFIED COURSES

As Commissioners are aware, POST certified courses generally are reimbursable for costs of travel, per diem, and in some cases, tuition. Historically, the Commission has sought to avoid tuition where possible and emphasize courses where presentation costs are borne by cities, counties, and community colleges. Even so, POST certified tuition reimbursable courses have grown in significant volume over the years.

No firm Commission policies have been articulated concerning which courses or categories of courses might be certified with tuition, although certain categories (e.g., management courses and driver training) were approved by Commission action. Staff has followed general policy of certifying tuition based courses only when:

- o the course meets a critical statewide need; and
- o course presentation costs are necessarily higher than could be funded by community college FTES.

Courses certified with tuitions are subject to Commission Regulation 1054 which sets allowable budget amounts for course presentations. Allowable amounts have not been revised since 1986.

For a variety of reasons, staff is now receiving requests to certify courses with non-reimbursable tuitions. One basis for such requests is interest of law enforcement agencies in receiving CPT credit for non POST certified courses already being attended by their officers at agency expense and without POST reimbursement. An example is a recent request by U.C. Riverside for certification without reimbursement of two courses - Computer Aided Traffic Accident Reconstruction and Accident Scene Photography.

UCR developed these courses and began marketing them to law enforcement agencies without inquiring of POST about certification. A tuition is charged. The tuition appears consistent with private industry seminar fees (approximately \$100 per day per student), but likely exceeds POST Commission tuition guidelines. The 24-hour Computer Aided Accident Reconstruction course has a \$295 tuition. For comparison, an 80-hour Accident Reconstruction course presented by Riverside Sheriff's Department has a \$297 tuition.

The request for non-reimbursable certification presents a dilemma. If so certified, user agencies would be pleased because of the CPT issue, and POST saves money with non-reimbursable courses. On the other hand, POST could be lending its name to a course where charges are made at rates higher than guidelines allow. Lack of reimbursement may preclude other POST program agencies from acquiring needed training.

Historically, when POST certified courses the applicable reimbursement Plan was always assigned. And, when tuition was to be charged to POST program agencies, the tuition was subject to Commission guidelines or the course was simply not certified.

Options for POST disposition of requests for certification of courses with non-reimbursable tuitions include:

1. Certify the qualifying courses and allow non-reimbursable tuition to be determined by the presenter.
2. Certify the courses but allow tuitions only if tuition is consistent with POST guidelines.
3. Decline to certify courses with non-reimbursable tuition.

Option #3 would be consistent with past practice and would assume a Commission policy posture of the following elements:

- o If a course is needed and appears to be of high quality, it should be certified.
- o If a tuition is to be charged, POST should exert cost control over the amount and reimburse user agencies.

Option #2 would likely be applicable in very limited circumstances. The utility would appear to exist only if the Commission desired to pursue a policy of shifting tuition costs for certain categories of courses to the user of agencies.

Option #1 would be break with past practice and would assume the following policy elements:

- o Certain high tuition courses might not otherwise be available to our law enforcement agencies without certification.
- o Non-reimbursable tuitions would be a POST/law enforcement agency cost sharing move with POST covering travel and per diem of agencies paying the cost of tuition where they exceed POST guidelines.
- o Agencies willing to pay non-reimbursable tuitions should judge for themselves whether the tuition amount is excessive.

Option #1 would likely lead to expansion of certified course offerings to include courses presented by Northwestern Traffic Institute, IACP, and others who traditionally have not been able to meet POST tuition guidelines.

This matter is brought to the Committee for discussion of its policy and practical implications.

COMMISSION ON P.O.S.T.  
 Summary of Administrative Contract Expenditures  
 1995/96 Fiscal year  
 as of May 31, 1996

Contract Number	Name of Contractor and Services Provided	Amount of Contract	Expenditures to Date	Balance to be Paid
95-001-01	ALLEN'S PRESS CLIPPING BUREAU Provide newspaper clippings of articles relating to law enforcement. ISB-213 HAAKE	\$2,900.00	\$2,329.34	\$570.66
95-001-02	ARCUS DATA SECURITY, INC. Provide transportation, storage and security for computer tapes and word processing diskettes. CSB-433 COPPIN	\$2,348.00	\$840.00	\$1,508.00
95-001-03	SIERRA PLANT RENTAL Provide weekly maintenance service to fifty (50) indoor plants. ASB-346 HANSON	\$1,300.00	\$862.19	\$437.81
95-001-04	COMPUTER ASSOCIATES INTERNATIONAL Provide maintenance in the INGRES Software. ISB-432 COPPIN	\$14,903.10	\$14,903.10	\$0.00
95-001-05	KNIGHT RIDDER INFORMATION, INC. Provide information retrieval services user material & system password. ISB-435 HAAKE	\$2,800.00	\$749.17	\$2,050.83
95-001-06	COURIER EXPRESS, INC. Provide overnight courier service. ASB-261 LIDDICOAT	\$3,400.00	\$2,626.77	\$773.23
95-001-07	STEPHEN P. TEALE DATA CENTER	\$65,000.00	\$34,354.61	\$30,645.39

To provide dial-up access for Micro  
Computers to the Teal Data Center.  
CSB-434 NUSSBAUM

95-001-08	STATE CONTROLLER'S OFFICE To provide auditing services for automated reimbursement system. ASB-382.01 WILLIAMS	\$45,000.00	\$43,565.05	\$1,434.95
95-001-09	BAY AREA DATA SUPPLY, INC. To provide diskette replication, labeling and packaging POST's Telecourse program. TPS-418.01 MARSHALL	\$999.00	\$770.41	\$228.59
95-001-10	DEPT. OF FINANCE To provide auditing services for accounting and administrative controls. ASB-382.01 LIDDICOAT	\$20,000.00	\$20,000.00	\$0.00
95-001-11	DEPT. OF WATER RESOURCES Microfilming of POST records. ISB-382.01 CAREY	\$15,000.00	\$2,052.07	\$12,947.93
95-001-12	CARRERA CONSULTING To provide consulting services in developing and implementing a Strategic Plan. EXEC-418.01 MCDONALD	\$35,000.00	\$32,375.00	\$2,625.00
95-001-13	PITNEY BOWES Provide maintenance on Mail Opener and Mail Machine. ASB-227-LIDDICOAT	\$456.00	\$228.00	\$228.00
95-001-14	PITNEY BOWES Use of Postage Meter No. 1962 ASB-227 LIDDICOAT	\$879.24	\$659.43	\$219.81
95-001-15	DIGITAL EQUIPMENT CORP. Maintenance on the Digital software CSB-432 COPPIN	\$5,081.49	\$4,658.17	\$423.32

95-001-16	CALTRONICS BUSINESS SYSTEMS Master service agreement on Konica 6090 ASB-244 LIDDICOAT	\$5,195.00	\$3,995.80	\$1,199.20
95-001-17	CANON U.S.A., INC. To provide maintenance on copier ASB-227 LIDDICOAT	\$488.00	\$366.03	\$121.97
95-001-18	SAVIN OF SACRAMENTO To provide maintenance service ASB-244 LIDDICOAT	\$1,045.00	\$907.96	\$137.04
95-001-19	NATIONAL COMPUTER SYSTEM, INC. To provide maintenance services on scanner. S&E-418.01 DEYOUNG	\$698.52	\$523.89	\$174.63
95-001-20	COOPERATIVE PERSONNEL SERVICES Provide proctors to administer the Basic Course Proficiency Test S&E-418.01 NIETERING	\$64,483.60	\$33,916.99	\$30,566.61
95-001-21	LEGI-TECH Fee for use of automated legislative bill tracking system. EXE- SNOW	\$0.00	\$0.00	\$0.00
95-001-22	STATE PERSONNEL BOARD Provide an annual subscription basis, on-line access to Departmental Civil Service Exams. ASB-382.01 KRABBENHOFT	\$3,350.00	\$3,350.00	\$0.00
95-001-23	STRINGER BUSINESS SERVICES To provide maintenance services for lanier copier. ASB-227 LIDDICOAT	\$2,322.00	\$2,064.00	\$258.00
95-001-24	FEDERAL EXPRESS CORP. Provide overnight courier service (Out-of-State)	\$1,300.00	\$660.76	\$639.24

ASB-261 LIDDICOAT

95-001-25	HEALTH AND WELFARE DATA CENTER Furnish data processing services ASB-434 LIDDICOAT	\$17,000.00	\$13,980.36	\$3,019.64
95-001-26	PITNEY BOWES Maintenance service for manifold scale and label printers. ASB-227 LIDDICOAT	\$579.00	\$0.00	\$579.00
95-001-27	SCANTRON CORPORATION Perform maintenance service on the Scantron Scanner #8400. CSB-227 COPPIN	\$3,200.00	\$1,600.00	\$1,600.00
95-001-28	MCAFEE ASSOCIATES LAN software maintenance. CSB-COPPIN	\$0.00	\$0.00	\$0.00
95-001-29	PUBLIC EMPLOYEES RETIREMENT SYSTE - ASB-CRAMER	\$0.00	\$0.00	\$0.00
95-001-30	TAYLOR MADE OFFICE SYSTEMS Maintenance for copier ASB-244 LIDDICOAT	\$240.00	\$161.25	\$78.75
95-001-31	COMPUTER TEACHING CORP. To provide one lieutenant to serve as a POST management fellow. LTRC-432 WHITMAN	\$850.00	\$850.00	\$0.00
95-001-32	DUST-TEX SERVICES, INC. To provide mats at the entry way, upstairs and downstairs lounges. ASB-344 CONWAY	\$260.00	\$200.00	\$60.00
95-001-33	BAY MICROFILM, INC. To provide preventive maintenance calls for equipment	\$291.70	\$291.70	\$0.00

ASB-227 HAAKE

95-001-34	OFFICE OF MACHINE REPAIR To provide equipment-maintenance services. CSB-434 COPPIN	\$433.00	\$0.00	\$433.00
95-001-35	NETCOM ENGINEERING To provide diskette replication, labeling and packaging of the alcohol & other drugs courseware. LTRC-418.01 ARONSON	\$9,999.00	\$0.00	\$9,999.00
95-001-36	INTELLIGENT TECH. & SERVICES, INC. To perform preventive maintenance for the fire suppression system. CSB-432 COPPIN	\$999.00	\$275.00	\$724.00
95-001-37	MITI To authorize POST to use the Software Product. CSB-432 COPPIN	\$1,558.07	\$1,558.07	\$0.00
95-001-38	COOPERATIVE PERSONNEL SERVICES To provide services in conjunction with the Public Safety Dispatcher Biographical Questionnaire. S&E-418.01 WEINER	\$4,085.00	\$1,453.57	\$2,631.43
95-001-39	MCAFEE License to use software product "Brightworks 101-200 PC License". CSB-432 COPPIN	\$5,737.30	\$5,710.70	\$26.60
95-001-40	LEGISLATIVE BILL DELIVERY SERVICE Delivery service for legislative bills. EXE-418.01 SNOW	\$1,040.00	\$459.00	\$581.00
95-001-41	DAVISVILLE TRAVEL	\$0.00	\$0.00	\$0.00



95-001-42	STATE CONTROLLER'S OFFICE To reimburse S.C.O. for development costs of a statewide leave accounting system. ASB-382.01 KRABBENHOFT	\$480.00	\$480.00	\$0.00
95-001-43	COOPERATIVE PERSONNEL SERVICES To print test booklets & related materials in accordance with POST specifications. S&E-418.01 WENER	\$3,500.00	\$744.63	\$2,755.37
95-001-44	METROCALL To provide four (4) motorola pagers. ASB-258 CONWAY	\$915.40	\$398.00	\$517.40
95-001-45	WEST PUBLISHING CORPORATION To provide acces to the WESTLAW Database. ISB-223 HAAKE	\$1,205.00	\$442.81	\$762.19
95-001-46				
95-001-47	TIME WARNER INTERACTIVE SIMUL. PROD To provide diskette replication, labeling and packaging. ltrc-418.01 ARONSON	\$0.00	\$0.00	\$0.00
95-001-48	GRC INTERNATIONAL, INC. Provide packaging cases for interactive videodiscs courseware. LTRC-418.01 WHITMAN	\$0.00	\$0.00	\$0.00
95-001-49	EASTMAN KODAK CO. To provide maintenance for copier. ASB-244 LIDDICOAT	\$16,000.00	\$8,999.40	\$7,000.60

GRAND TOTAL

\$362,321.42

\$244,363.23

\$117,958.19

COMMISSION ON P.O.S.T.  
 Summary of Training Contract Expenditures  
 1995/96 Fiscal Year  
 as of May 31, 1996

Contract Number	Name of Contractor and Services Provided	Amount of Contract	Expenditures to Date	Balance to be Paid
95-011-01	SAN DIEGO REGIONAL TRAINING CENTER Provide faculty, facilitators, management consultants, materials, and training sites for executive/management training CLD-418.02 SHORT	\$537,629.00	\$287,026.27	\$250,602.73
95-011-02	SAN DIEGO REGIONAL TRAINING CENTER To present 4 certified Labor Management Partnership presentations. CLD-418.02 HALL	\$67,902.00	\$0.00	\$67,902.00
95-011-03	CSU, NORTHRIDGE FOUNDATION Provide training for Management Course CLD-418.02 HOOD	\$28,166.00	\$11,266.90	\$16,899.10
95-011-04	CSU, LONG BEACH FOUNDATION Provide training for Management Course CLD-418.02 HOOD	\$80,695.00	\$54,872.00	\$25,823.00
95-011-05	CSU, HUMBOLDT Provide training for Management Course CLD 418.02 Hall	\$64,208.00	\$47,353.00	\$16,855.00
95-011-06	SAN DIEGO REGIONAL TRAINING CENTER Provide training for Management Course CLD 418.02 Hall	\$77,960.00	\$61,588.00	\$16,372.00
95-011-07	SAN JOSE STATE UNIV. FOUNDATION Provide training for Management Course CLD-418.02 HOOD	\$57,620.00	\$28,808.80	\$28,811.20

95-011-08	DEPARTMENT OF JUSTICE Provide certified training services to law enforcement personnel TDC-382.02 BENNETT	\$1,024,803.00	\$768,618.00	\$256,185.00
95-011-09	COOPERATIVE PERSONNEL SERVICES Administer and proctor the Basic Course BTB 418.02 Cassidy	\$3,000.00	\$756.74	\$2,243.26
95-011-10	COOPERATIVE PERSONNEL SERVICES Assist in administering PC 832 training S&E-418.02 KRUEGER	\$39,078.08	\$32,909.56	\$6,168.52
95-011-11	COOPERATIVE PERSONNEL SERVICES Provide administration of Entry-Level Law Enforcement Test Battery S&E-418.02 HONEY	\$99,803.84	\$56,416.51	\$43,387.33
95-011-12	SAN DIEGO STATE UNIVERSITY Develop and present twelve satellite teleconference training programs TPS-382.02 BRAY	\$626,970.00	\$456,972.31	\$169,997.69
95-011-13	CSU, LONG BEACH FOUNDATION Supervisory leadership institute training CLD-418.02 Hood	\$473,320.00	\$294,017.54	\$179,302.46
95-011-14	SAN DIEGO STATE UNIVERSITY Provide twelve videotape training programs for law enforcement TPS-382.02 MASTERS	\$60,000.00	\$48,785.54	\$11,214.46
95-011-15	ALAMEDA COUNTY SHERIFF'S DEPT. Present 2 POST Certified Basic Course Driver Training presentations. TDC-418.02 Sorg	\$16,150.00	\$11,305.00	\$4,845.00
95-011-16	SAN DIEGO REGIONAL TRAINING CENTER Cultural diversity (see 94-011-16)	\$0.00	\$0.00	\$0.00

95-011-17	ALAMEDA COUNTY D.A. Develop & present 24 videotaped training segments on legal updates. TPS-418.02 Masters	\$25,000.00	\$22,918.00	\$2,082.00
95-011-18	GOLDEN WEST COLLEGE Develop and present 24 videotaped training segments from 12 to 15 minutes in length TPS-418.02 MASTERS	\$25,000.00	\$20,833.20	\$4,166.80
95-011-19	JAMES TUIITE To provide 40 hours of consulting services for Interactive Videodisc (IVD) Program. TD&C 418-02 Rhodes	\$999.00	\$999.00	\$0.00
95-011-20	BRUCE RAYLE To provide 40 hours of consulting services for Interactive Videodisc (IVD) Program. TDC-418.02 RHODES	\$999.00	\$999.00	\$0.00
95-011-21	GORDON J. GRAHAM To provide instruction at the Physical Training Instructor's Course. S&E-418.02 KRUEGER	\$250.00	\$250.00	\$0.00
95-011-22	WALLY BOCK One day training on Supervision Management & Leadership responsibilities in the recruit training officer workshop. BTB -418.02 BUNA	\$500.00	\$0.00	\$500.00
95-011-23	MICKEY JONES To conduct a half-day seminar on "Working with Non-Professional Talent." TPS-418.02 Masters	\$350.00	\$350.00	\$0.00
95-011-24	SAN DIEGO REGIONAL TRNG. CENTER To provide faculty, facilitators and materials for courses and workshops TPS-418.02 MOURA	\$152,198.00	\$42,349.20	\$109,848.80

95-011-25

95-011-26	RIO HONDO COLLEGE To administer and proctor P.C. 832 exams. BTB-418.02 CASSIDY	\$2,000.00	\$0.00	\$2,000.00
95-011-27	COLLEGE OF THE REDWOODS To administer and proctor P.C. 832 exams. BTB-418.02 CASSIDY	\$2,000.00	\$0.00	\$2,000.00
95-011-28	STATE CENTER REGIONAL TRNG. CENTER To administer and proctor P.C. 832 exams. BTB-418.02 CASSIDY	\$2,000.00	\$0.00	\$2,000.00
95-011-29	OHLONE COMMUNITY COLLEGE To administer and proctor P.C. 832 exams. BTB-418.02 Cassidy	\$2,000.00	\$0.00	\$2,000.00
95-011-30	SAN BERNARDINO CO. SHERIFF'S DEPT. To administer and proctor P.C. 832 exams. BTB-418.02 CASSIDY	\$2,000.00	\$700.00	\$1,300.00
95-011-31	MARTINEZ ADULT SCHOOL To serve as a POST P.C. 832 Requalification Testing Center. BTB 418-02 Cassidy	\$2,000.00	\$850.00	\$1,150.00
95-011-32	LOIS JOVANOVIC-PETERSON, M.D. To revise the pre-employment guidelines for Medical Screening Manual. S&E 402.02 Spilberg	\$500.00	\$500.00	\$0.00
95-011-33	SHERMAN HOLVEY, M.D. To revise the pre-employment guidelines for Medical Screening Manual. S&E 402.02 Spilberg	\$500.00	\$500.00	\$0.00

95-011-34	NO. CA. INSTIT. FOR RESRCH. & EDUCTN. To revise the pre-employment guidelines for Medical Screening manual. S&E 402.02 Spilberg	\$500.00	\$500.00	\$0.00
95-011-35	OAKLAND POLICE DEPT. Basic Course Driver Training TDC-418.02 Sorg	\$30,400.00	\$0.00	\$30,400.00
95-011-36	LISA ADAMS NOELTE To conduct a four(4) hour seminar on "make-up makes the difference". TPS-418.02 Masters	\$300.00	\$300.00	\$0.00
95-011-37	ORANGE COUNTY SHERIFF'S DEPT. Basic Narcotics Drive. TDC-418.02 Reed	\$57,433.95	\$42,665.57	\$14,768.38
95-011-38	ITD-SAN DIEGO REGIONAL TRNG. CENTER To provide work supporting the special project "Surviving as Victims: Education" (SAVE) TPS-418.02 SPISAK	\$4,400.00	\$4,400.00	\$0.00
95-011-39	CALIFORNIA PEACE OFFICERS ASSN. To produce one photo-ready master of the 1996 Legislative Update Workbook BTB-418.02 BUNA	\$9,999.00	\$9,999.00	\$0.00
95-011-40	COOPERATIVE PERSONNEL SERVICES To provide services regarding the adminis- tration of Public Safety Dispatcher Basic Equivalency Examination Program. S&E-418.02 Weiner	\$2,854.96	\$975.36	\$1,879.60
95-011-41	SAN DIEGO REGIONAL TRAINING CENTER Revise cultural diversity curriculum. TPS-418.02 SPISAK	\$8,188.68	\$0.00	\$8,188.68

95-011-42	CALIFORNIA HIGHWAY PATROL To present (3) POST Certified 82-hr. Basic Motorcycle Training Presentations. TDC-382-02 Farnsworth	\$66,825.00	\$27,642.62	\$39,182.38
95-011-43				
95-011-44	SAN DIEGO POLICE DEPT. POST Certified 80 hour Basic Motorcycle Training presentations. TDC-418.02 Reed	\$69,060.00	\$0.00	\$69,060.00
95-011-45	SAN DIEGO REGIONAL TRAINING CENTER To conduct four Robert Presley ICI Core Course in the Sn. Diego area. TPS-418.02 Zachary	\$173,802.00	\$115,868.00	\$57,934.00
95-011-46	SAN BERNARDINO CO. SHERIFF DEPT. Basic Motorcycle Training & Driver Training presentations. TDC-418.02 Homme	\$644,196.00	\$0.00	\$644,196.00
95-011-47	MERVIN FEINSTEIN Provide 10 hrs. of research & prepare text issues related to civil liability & risk management in the basic course. BTB-418.02 BUNA	\$999.00	\$999.00	\$0.00
95-011-48	COUNTY OF SAN BERNARDINO Driver Training Simulator Pilot Project. LTRC-418.02 Whitman	\$71,330.00	\$17,160.00	\$54,170.00
95-011-49	SAN DIEGO REGIONAL TRAINING CENTER To conduct (3) ICI Instructors Update Workshops & six ICI Instructor Eval. Mtngs. TPS 418-02 Zachary	\$44,880.00	\$26,515.56	\$18,364.44
95-011-50	L.A. COUNTY SHERIFF'S DEPT.	\$118,247.00	\$53,546.50	\$64,700.50



Driver Training Simulator Pilot project.  
LTRC-418.02 Whitman

95-011-51	CITY OF SAN JOSE Driver Training Simulator Pilot project. LTRC-418.02 Whitman	\$71,330.00	\$35,665.00	\$35,665.00
95-011-52				
95-011-53	SACRAMENTO PUBLIC SAFETY CENTER To conduct five (5) presentations of Robert Presley Institute of Criminal Investigation Core Course. TPS-418.02 Zachary	\$175,272.00	\$116,769.36	\$58,502.64
95-011-54	DAVID C. PICKERING To provide 160 hours of Consulting/ Training services for POST IVD. TDC-418.02 Rhodes	\$9,999.00	\$0.00	\$9,999.00
95-011-55	JAMES A. TUIITE To provide 160 hours of consulting/ training services for POST IVD. TDC-418.02 Rhodes	\$9,999.00	\$1,500.00	\$8,499.00
95-011-56	BRUCE RAYL To provide 160 hours of consulting/ training services for POST IVD. TDC-418.02 Rhodes	\$9,999.00	\$2,000.00	\$7,999.00
95-011-57	NEWPORT BEACH POLICE DEPT. Report writing training videos. S&E-418.02 HONEY	\$57,600.00	\$0.00	\$57,600.00
95-011-58*	C.S.U. - SACRAMENTO LEOKA report editing TRPS-418.02 RODRIGUEZ	\$955.00	\$0.00	\$955.00

95-011-59	CITY OF SACRAMENTO P.D. To provide staff time of Sgt. Fernando Enriquez as management consultant. S&E-418.02 HONEY	\$3,000.00	\$0.00	\$3,000.00
95-011-60	LOS MEDANOS COLLEGE Basic Course Driver Training Presentations. TDC-418.02 Sorg	\$67,830.00	\$10,659.00	\$57,171.00
95-001-61	SAN DIEGO REGIONAL TRAINING CENTER Provide two - two day workshops on "building high performance, inclusive orgs". TPS-418.02 SPISAK	\$5,918.00	\$0.00	\$5,918.00
95-011-62	KEN WHITLEY Parolee contacts seminar. TDC-418.02 FARNSWORTH	\$480.00	\$0.00	\$480.00
95-011-63	DESIGNS IN MODERN LEARNING, INC. One day seminar on "issues related to background investigations". TDC-418.02 SYLSTRA	\$300.00	\$0.00	\$300.00
95-011-64				
95-011-65	SACRAMENTO POLICE DEPARTMENT To present two (2) Certified Basic Course driver training presentations. TDC-418.02 Bennett	\$28,500.00	\$0.00	\$28,500.00
95-011-66	EVERGREEN VALLEY COLLEGE Basic Course Driver Training presentations. TDC-418.02 Spurlock	\$113,050.00	\$62,700.00	\$50,350.00
95-011-67	SAN DIEGO STATE UNIVERSITY POST transition pilot program video. BTB-418.02 CHANEY	\$9,999.00	\$0.00	\$9,999.00

95-011-68	ALLAN HANCOCK COLLEGE Certified Basic Course Driver Training Presentations. TDC-418.02 Bennett	\$3,230.00	\$2,261.00	\$969.00
95-011-69	SAN DIEGO POLICE DEPT. Certified Basic Course Driver training Presentations. TDC-418.02 Reed	\$87,210.00	\$0.00	\$87,210.00
95-011-70	VENTURA CO. CRIMNIAL JUSTICE TRNG C Certified Basic Course Driver Training Presentations. TDC-418.02 Bennett	\$34,200.00	\$0.00	\$34,200.00
Grand Total		\$5,467,887.51	\$2,784,070.54	\$2,683,816.97

\*not encumbered as of 5/31/96 \$955.00

**COMMISSION ON POST**FISCAL YEAR 1995-96  
(AS OF 7-15-96)

<b>EXPENDITURE SUMMARY</b>		<b>CONTRACT SUMMARY</b>	
<b>RESOURCES</b>		34,804,186	<b>APPROVED TRAINING CONTRACTS</b>
Actual FY 95-6 Revenue	31,160,213		Management Course
Prior Year Savings	1,253,003		Executive Training
Prior Year Revenue Adj	2,291,000		Supervisory Ldrship Inst
Federal Grant (COPS)	99,970		DOJ Training Center
			Satellite Video Tng
<b>EXPENDITURES:</b>			Case Law Updates
<b>ADMINISTRATION</b>		9,600,000	Telecourse Programs
<b>TRAINING CONTRACTS/LA</b>		6,637,888	Basic Course Prof Exam
Contracts	5,467,888		Basic Narcotic, Motorcycle, and DT
Letters of Agreement	1,010,000		Master Instructor Program
Conf Room Rental	160,000		ICI Core Course
			POSTRAC
<b>TRAINING REIMBURSEMENT</b>		14,427,732	PC 832 Exam
Trainees: 46,576			ICI Instructor Update
Subsistence	7,439,571		Driver Training Sims
Commuter meals	964,554		Spanish Language Training
Travel	2,569,904		Entry level reading/writing
Tuition	3,453,703		Dispatcher Selection Test
sub-total	14,427,732		Report Writing Videos
			Labor Management Core Course
Available for		0	Miscellaneous Contracts
Training Development			Total
Training Presentation			5,467,888
Satellite Antennas/IVD		0	
<b>EXPENDITURES, TOTAL</b>		30,665,620	
<b>RESERVES/DEFICIT</b>		4,138,566	

A- Deferred until FY 96-7

# COMMISSION ON POST

FISCAL YEAR 1996-97

(AS OF 7-16-96)

EXPENDITURE SUMMARY		CONTRACT SUMMARY		
<b>RESOURCES (A)</b>		<b>APPROVED TRAINING CONTRACTS</b>		
Revenue Projection	31,038,000	41,242,566	Management Course	309,539
Prior Year Savings	4,138,566		Executive Training	422,345
Budget Act Revenue Adj (Sec 24.10)	6,066,000		Supervisory Ldrship Inst	473,320
			DOJ Training Center	993,451
<b>EXPENDITURES:</b>			Satellite Video Tng	68,000
			Case Law Updates	58,000
ADMINISTRATION	10,136,000		Telecourse Programs	550,000
			Basic Course Prof Exam	58,000
TRAINING CONTRACTS/LA	7,303,000		Basic Narcotic, Motorcycle, and DT	1,518,722
			Master Instructor Program	244,103
Contracts	6,043,000		ICI Core Course	442,000
Letters of Agreement	1,100,000		POSTRAC *	230,000
Conf Room Rental	160,000		PC 832 Exam	39,700
			ICI Instructor Update	58,000
TRAINING REIMBURSEMENT	15,774,089		Driver Training Sims	281,759
Trainees: 47,810			Spanish Language Training *	127,000
Subsistence	8,002,707		Entry level reading/writing	109,850
Commuter meals	1,363,601		Labor Management Course	0
Travel	2,658,557		Miscellaneous Contracts	59,211
Tuition	3,749,224		Total	6,043,000
MUSEUM OF TOLERANCE	2,000,000			
Contract	1,556,400			
Reimbursements	443,600			
AVAILABLE FOR	0			
Training Development				
Training Presentation				
SATELLITE ANTENNAS/IVD	0			
<b>EXPENDITURES, TOTAL</b>	<u>35,213,089</u>			
<b>RESERVES/DEFICIT</b>	<u>6,029,477</u>			

\* - Approved in FY 95-6

A- Budget expenditure authority is \$42.952 million

## COMMISSION ON POST

FISCAL YEAR 1995-96  
(AS OF 7-15-96)

EXPENDITURE SUMMARY		CONTRACT SUMMARY	
<b>RESOURCES</b>		<b>APPROVED TRAINING CONTRACTS</b>	
	34,804,186		
Actual FY 95-6 Revenue	31,160,213	Management Course	308,649
Prior Year Savings	1,253,003	Executive Training	537,629
Prior Year Revenue Adj	2,291,000	Supervisory Ldrship Inst	473,320
Federal Grant (COPS)	99,970	DOJ Training Center	1,024,803
<b>EXPENDITURES:</b>		Satellite Video Tng	60,000
<b>ADMINISTRATION</b>		Case Law Updates	52,000
	9,600,000	Telecourse Programs	626,970
<b>TRAINING CONTRACTS/LA</b>		Basic Course Prof Exam	15,000
	6,637,888	Basic Narcotic, Motorcycle, and DT	1,218,085
Contracts	5,467,888	Master Instructor Program	152,198
Letters of Agreement	1,010,000	ICI Core Course	349,074
Conf Room Rental	160,000	POSTRAC (A)	0
<b>TRAINING REIMBURSEMENT</b>		PC 832 Exam	39,100
	14,427,732	ICI Instructor Update	46,000
Trainees: 46,576		Driver Training Sims	260,000
Subsistence	7,439,571	Spanish Language Training (A)	0
Commuter meals	964,554	Entry level reading/writing	99,804
Travel	2,569,904	Dispatcher Selection Test	5,000
Tuition	3,453,703	Report Writing Videos	57,600
sub-total	14,427,732	Labor Management Core Course	75,752
Available for	0	Miscellaneous Contracts	66,904
Training Development		Total	5,467,888
Training Presentation			
Satellite Antennas/IVD	0		
<b>EXPENDITURES, TOTAL</b>			
	30,665,620		
<b>RESERVES/DEFICIT</b>			
	4,138,566		

A- Deferred until FY 96-7

**FISCAL YEAR 1995-96  
EXPENDITURE PROJECTION SUMMARY**

	7-7-95 INITIAL	10-31-95 REVISED	12-31-95 REVISED	3-31-96 REVISED	6-30-96 ACTUAL
<b>RESOURCES</b>					
FY 95-6 Revenue	30,500,000	30,500,000	30,500,000	30,830,000	31,160,213
Prior Year Savings	1,253,003	1,253,003	1,253,003	1,253,003	1,253,003
Prior Year Revenue Adj	0	2,291,000	2,291,000	2,291,000	2,291,000
Federal Grant (COPS)	0	0	0	0	99,970
<b>Total Resources</b>	<b>31,753,003</b>	<b>34,044,003</b>	<b>34,044,003</b>	<b>34,374,003</b>	<b>34,804,186</b>
<b>EXPENDITURES:</b>					
<b>ADMINISTRATION</b>	10,180,000	10,136,000	10,136,000	10,136,000	9,600,000
<b>TRAINING CONTRACTS/LA</b>					
Contracts	5,925,000	6,156,211	6,156,211	5,799,211	5,467,888
Letters of Agreement	800,000	800,000	800,000	800,000	1,010,000
Conf Room Rental	110,000	110,000	110,000	110,000	160,000
<b>Total Contracts/LA</b>	<b>6,835,000</b>	<b>7,066,211</b>	<b>7,066,211</b>	<b>6,709,211</b>	<b>6,637,888</b>
<b>TRAINING REIMBURSEMENT</b>					
Trainees:	49,000	49,000	47,737	47,319	46,576
Subsistence	8,427,630	8,594,315	8,248,530	7,763,597	7,439,571
Commuter meals	1,279,319	1,388,902	1,282,452	1,361,596	964,554
Travel	2,704,056	2,908,687	2,753,121	2,624,716	2,569,904
Tuition	3,506,858	3,898,194	3,795,490	3,711,289	3,453,703
<b>Total Training Reimbursements</b>	<b>15,917,863</b>	<b>16,790,098</b>	<b>16,079,593</b>	<b>15,461,198</b>	<b>14,427,732</b>
<b>EXPENDITURES, TOTAL</b>	<b>32,932,863</b>	<b>33,992,309</b>	<b>33,281,804</b>	<b>32,306,409</b>	<b>30,665,620</b>
<b>RESERVES/DEFICIT</b>	<b>(1,179,860)</b>	<b>51,694</b>	<b>762,199</b>	<b>2,067,594</b>	<b>4,138,566</b>

*attributable to 80-hr Cap*

**COMMISSION ON POST**  
**FISCAL YEAR 1996-97**  
**(AS OF 7-15-96)**

<b>EXPENDITURE SUMMARY</b>		<b>CONTRACT SUMMARY</b>	
<b>RESOURCES (A)</b>		<b>APPROVED TRAINING CONTRACTS</b>	
Revenue Projection	31,038,000	Management Course	309,539
Prior Year Savings	4,138,566	Executive Training	422,345
Budget Act Revenue Adj (Sec 24.10)	6,066,000	Supervisory Ldrship Inst	473,320
	<b>47,242,566</b>	DOJ Training Center	993,451
<b>EXPENDITURES:</b>		Satellite Video Tng	68,000
<b>ADMINISTRATION</b>	<b>10,136,000</b>	Case Law Updates	58,000
<b>TRAINING CONTRACTS/LA</b>	<b>7,303,000</b>	Telecourse Programs	550,000
Contracts	6,043,000	Basic Course Prof Exam	58,000
Letters of Agreement	1,100,000	Basic Narcotic, Motorcycle, and DT	1,518,722
Conf Room Rental	160,000	Master Instructor Program	244,103
<b>TRAINING REIMBURSEMENT</b>	<b>15,165,839</b>	ICI Core Course	442,000
Trainees: 47,810		POSTRAC *	230,000
Subsistence	7,696,531	PC 832 Exam	39,700
Commuter meals	1,001,521	ICI Instructor Update	58,000
Travel	2,660,013	Driver Training Sims	281,759
Tuition	3,807,774	Spanish Language Training *	127,000
<b>MUSEUM OF TOLERANCE</b>	<b>2,000,000</b>	Entry level reading/writing	109,850
Contract	1,556,400	Labor Management Course	0
Reimbursements	443,600	Miscellaneous Contracts	59,211
<b>AVAILABLE FOR</b>	<b>0</b>	<b>Total</b>	<b>6,043,000</b>
Training Development			
Training Presentation			
<b>SATELLITE ANTENNAS/VD</b>	<b>0</b>		
<b>EXPENDITURES, TOTAL</b>	<b>34,604,839</b>		
<b>RESERVES/DEFICIT</b>	<b>6,637,727</b>		

\* - Approved in FY 95-6

A- Budget expenditure authority is \$42.952 million

*Concede to version #5*



COMMISSION ON POST  
 REIMBURSEMENT BY CATEGORY OF EXPENSE  
 FY 96-97 REIMBURSEMENT PROJECTION  
 (AS OF 7-8-96)

FILE: 967PRO1

COURSE CATEGORY	## OF TRAINEES	RESIDENT SUBSIST	CMTR ALLOWANC	MEAL	TRAVEL	TUITION	TOTAL
BASIC CRS	2,200	559,065	506,563		360,473	681,889	2,107,991
DISPATCHERS BASIC	350	207,271	21,980		52,687	0	281,938
AO COURSE	4,000	60,432	99,082		72,370	0	231,884
SUPV CRS	500	219,154	19,694		54,447	0	293,295
SUPV SEM & CRS	3,400	684,064	12,828		322,743	349,240	1,368,875
MANAGEMENT CRS	300	233,205	2,766		41,959	0	277,929
MGMT SEM & CRS	2,000	198,923	12,569		85,766	313,212	610,470
EXEC DEV COURSE	400	211,862	1,541		66,456	0	279,858
EXEC SEM & CRS	500	108,591	1,032		30,342	14,514	154,479
OTHER REIMB CRS	0	0	0		0	0	0
TECH SKILLS	33,000	4,991,467	318,208		1,525,130	2,252,170	9,086,974
FIELD MGMT TNG	10	13,530	0		6,560	0	20,090
TEAM BLDG WKSHPS	650	119,600	2,257		8,143	196,750	326,750
SPECIAL SEMINARS	450	81,824	1,392		30,095	0	113,311
APPROVED COURSE	50	7,544	1,609		2,843	0	11,997
TOTAL	47,810	7,696,531	1,001,521		2,660,013	3,807,774	15,165,840

A

**COMMISSION ON POST**  
**FISCAL YEAR 1996-97**  
**(AS OF 7-15-96)**

<b>EXPENDITURE SUMMARY</b>		<b>CONTRACT SUMMARY</b>		
<b>RESOURCES (A)</b>		<b>APPROVED TRAINING CONTRACTS</b>		
Revenue Projection	31,038,000	41,242,566	Management Course	309,539
Prior Year Savings	4,138,566		Executive Training	422,345
Budget Act Revenue Adj (Sec 24.10)	6,066,000		Supervisory Ldrship Inst	473,320
			DOJ Training Center	993,451
<b>EXPENDITURES:</b>			Satellite Video Tng	68,000
			Case Law Updates	58,000
ADMINISTRATION	10,136,000		Telecourse Programs	550,000
TRAINING CONTRACTS/LA	7,303,000		Basic Course Prof Exam	58,000
Contracts	6,043,000		Basic Narcotic, Motorcycle, and DT	1,518,722
Letters of Agreement	1,100,000		Master Instructor Program	244,103
Conf Room Rental	160,000		ICI Core Course	442,000
TRAINING REIMBURSEMENT	15,850,839		POSTRAC *	230,000
Trainees: 47,810			PC 832 Exam	39,700
Subsistence	8,019,451		ICI Instructor Update	58,000
Commuter meals	1,363,601		Driver Training Sims	281,759
Travel	2,660,013		Spanish Language Training *	127,000
Tuition	3,807,774		Entry level reading/writing	109,850
MUSEUM OF TOLERANCE	2,000,000		Labor Management Course	0
Contract	1,556,400		Miscellaneous Contracts	59,211
Reimbursements	443,600		Total	<u>6,043,000</u>
AVAILABLE FOR	0			
Training Development				
Training Presentation				
SATELLITE ANTENNAS/IVD	0			
<b>EXPENDITURES, TOTAL</b>	<u>35,289,839</u>			
<b>RESERVES/DEFICIT</b>	<u>5,952,727</u>			

\* - Approved in FY 95-6

A- Budget expenditure authority is \$42.952 million

REIMBURSEMENT BY CATEGORY OF EXPENSE  
 FY 96-97 REIMBURSEMENT PROJECTION  
 (AS OF 7-8-96)

COURSE CATEGORY	## OF TRAINEES	RESIDENT SUBSIST	CMTR ALLOWANC	MEAL	TRAVEL	TUITION	TOTAL
BASIC CRS	2,200	881,985	868,643	360,473	681,889	2,792,991	
DISPATCHERS BASIC	350	207,271	21,980	52,687	0	281,938	
AO COURSE	4,000	60,432	99,082	72,370	0	231,884	
SUPV CRS	500	219,154	19,694	54,447	0	293,295	
SUPV SEM & CRS	3,400	684,064	12,828	322,743	349,240	1,368,875	
MANAGEMENT CRS	300	233,205	2,766	41,959	0	277,929	
MGMT SEM & CRS	2,000	198,923	12,569	85,766	313,212	610,470	
EXEC DEV COURSE	400	211,862	1,541	66,456	0	279,858	
EXEC SEM & CRS	500	108,591	1,032	30,342	14,514	154,479	
OTHER REIMB CRS	0	0	0	0	0	0	
TECH SKILLS	33,000	4,991,467	318,208	1,525,130	2,252,170	9,086,974	
FIELD MGMT TNG	10	13,530	0	6,560	0	20,090	
TEAM BLDG WKSHPS	650	119,600	2,257	8,143	196,750	326,750	
SPECIAL SEMINARS	450	81,824	1,392	30,095	0	113,311	
APPROVED COURSE	50	7,544	1,609	2,843	0	11,997	
<b>TOTAL</b>	<b>47,810</b>	<b>8,019,451</b>	<b>1,363,601</b>	<b>2,660,013</b>	<b>3,807,774</b>	<b>15,850,840</b>	

B

COMMISSION ON POST  
 REIMBURSEMENT BY CATEGORY OF EXPENSE  
 FY 96-97 REIMBURSEMENT PROJECTION  
 (AS OF 7-8-96)

FILE: 967PRO1

COURSE CATEGORY	## OF TRAINEES	RESIDENT SUBSIST	CMTR ALLOWANC	MEAL	TRAVEL	TUITION	TOTAL
BASIC CRS	2,200	559,065	506,563		360,473	681,889	2,107,991
DISPATCHERS BASIC	350	207,271	21,980		52,687	0	281,938
AO COURSE	4,000	60,432	99,082		72,370	0	231,884
SUPV CRS	500	219,154	19,694		54,447	0	293,295
SUPV SEM & CRS	3,400	684,064	12,828		322,743	349,240	1,368,875
MANAGEMENT CRS	300	233,205	2,766		41,959	0	277,929
MGMT SEM & CRS	2,000	198,923	12,569		85,766	313,212	610,470
EXEC DEV COURSE	400	211,862	1,541		66,456	0	279,858
EXEC SEM & CRS	500	108,591	1,032		30,342	14,514	154,479
OTHER REIMB CRS	0	0	0		0	0	0
TECH SKILLS	33,000	4,991,467	318,208		1,525,130	2,252,170	9,086,974
FIELD MGMT TNG	10	13,530	0		6,560	0	20,090
TEAM BLDG WKSHPS	650	119,600	2,257		8,143	196,750	326,750
SPECIAL SEMINARS	450	81,824	1,392		30,095	0	113,311
APPROVED COURSE	50	7,544	1,609		2,843	0	11,997
TOTAL	47,810	7,696,531	1,001,521		2,660,013	3,807,774	15,165,840
ADJ FOR INC IN BASIC CRS HRS		322,920	362,080				685,000
		8,019,451	1,363,601		2,660,013	3,807,774	15,850,840

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
REIMBURSED TRAINEES

COURSE CATEGORY	1988-89 ACTUAL	1989-90 ACTUAL	1990-91 ACTUAL	1991-92 ACTUAL	1992-93 ACTUAL	1993-94 ACTUAL	1994-95 ACTUAL	1995-96 ACTUAL	1996-97 PROJECTION
BASIC COURSE	3,731	3,179	4,438	2,121	1,159	695	1,773	2,082	2,200
DISPATCHERS BASIC		793	814	614	490	294	334	347	350
ADVANCED OFFICER	16,987	14,394	18,672	18,045	15,935	3,802	3,791	3,966	4,000
SUPERVISORY COURSE	866	975	1,200	735	748	511	490	497	500
SUPERVISORY SEMINAR	1,742	2,071	3,088	3,471	3,298	3,123	3,320	3,331	3,400
MANAGEMENT COURSE	366	315	384	311	220	174	283	269	300
MANAGEMENT SEMINAR	2,887	2,096	2,882	2,366	2,235	2,038	1,883	1,898	2,000
EXEC DEVELOPMENT C	547	453	443	708	511	480	493	324	400
EXECUTIVE SEMINARS	290	254	155	625	548	471	481	500	500
OTHER REIMB COURSE	6,761	1,517	570	258	204	33	0	0	0
TECHNICAL SKILLS	23,524	26,249	30,901	29,295	27,324	32,766	33,370	32,308	33,000
FIELD MANAGEMENT TR	56	61	27	24	30	37	12	8	10
TEAM BLDG WORKSHOP	541	1,035	544	536	410	446	527	583	650
POST SPECIAL SEMINAR	855	805	935	873	839	704	811	419	450
APPROVED COURSES	56	16	69	73	64	84	51	44	50
TOTALS	59,209	54,213	65,122	60,055	54,015	45,658	47,619	46,576	47,810

**ALTERNATIVES FOR RESERVES:**

	<u>Amount</u>
<u>(Items on the Finance Committee Agenda)</u>	
1. Multimedia Classroom Pilot Project (Item F)	60,000
2. Student Workbook Project (Item H)	200,000
3. Contract for Cultural Diversity Training (Item I)	80,000
4. Special Consultant: Reserve Training (Item J)	120,000
5. Special Consultant: Field Training (Item J)	120,000
6. Consulting Services: Strategic Planning (Item J)	40,000
7. Tuition/Budget Increase for TBW Program (Item G)	75,000 incl
8. Museum of Tolerance Contract (Com Tab N)	1,556,400 incl
9. "Tools of Tolerance" Training ( Com Tab N)	443,600 incl
<b>Total</b>	<b>620,000</b>

**Additional Alternatives:**

1. Plan V Reimbursement (Item E.2.)	4,000,000
2. Eliminate 80-hour Cap (Item E.3.)	1,600,000
3. Complete Reimbursement for Satellite/IVD (Item E.1.)	1,045,420
<b>Total</b>	<b>6,645,420</b>

**Grand Total** 7,265,420

ENCRUPTION ?

1) Categorize Granting proposals  
 2) New contracts  
 3) Cost savings measures  
 in place - merit cap/merit  
 4) Other Alternatives  
 for expenditure

**FUNDING ALTERNATIVES**

1. **PLAN V REIMBURSEMENT (\$4,000,000)**

This proposal implements the payment of Plan V Reimbursement for one year. Reimbursement would provide subvention to law enforcement agencies for the cost of presenting training to law enforcement personnel. The cost estimate is based on the rate of \$2/hour for 2,000,000 hours of training.

2. **INTERACTIVE MULTIMEDIA & SATELLITE DISTANCE LEARNING PROGRAM (\$1,045,420)**

Proposed is the continuation of a project that was authorized by PC 13508 in 1992. The program involves the completion of the Interactive Multimedia and Satellite Distance Learning Equipment Program for agencies that participate in the POST program and were unable to acquire equipment in 1993. This proposal would fund the completion of the systems.

3. **LIFT THE 80 HOUR CAP (\$1,000,000)**

This proposal would eliminate the current annual 80-hour training limitation that was placed on specified POST courses.

ENCRYPTION  
?

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PRELIMINARY BUDGET CHANGE PROPOSAL

FISCAL YEAR 96-97

Title: Category Transfer

Total Cost & P.Y: (\$3,000,000)

Bureau: Administrative Services

Prepared by: Tom Liddicoat *TSL*

Bureau Chief Approval: Frederick Williams *F*

Nature of Proposal:

- |  |   |
|--|---|
| <input type="checkbox"/> DOF Required Special Review                 | <input type="checkbox"/> Expansion of Existing Function               |
| <input type="checkbox"/> Program Maintenance                         | <input type="checkbox"/> Reduction or Elimination of Existing Program |
| <input type="checkbox"/> New Function                                | <input type="checkbox"/> Implementing Legislation                     |
| <input checked="" type="checkbox"/> Redirection of Existing Function |   |

Summary of Proposal:

This proposal transfers \$3,000,000 from the Local Assistance Item to the Training Contracts Support Item. This transfer would obviate the need for mid-year budget revisions for a yearly transfer in support of Commission approved training contracts. For information, \$2.89 million was transferred in FY 93-4, and \$3,691 million was transferred in FY 94-5. This action is purely a technical category adjustment that would save staff time but not preclude staff from doing additional yearly adjustments if necessary.



**COMMISSION ON PEACE OFFICER  
STANDARDS AND TRAINING**

**Supervisory Leadership Institute**

**Issue:**

The backlog of candidates for the SLI currently numbers approximately 700. Currently, we conduct 7 SLI classes per eight-month cycle. The following is a rough estimate of how long it would take to eliminate the backlog for each class added:

Eight Classes (adding 1 class) = 2.5 years  
Nine Classes (adding 2 classes) = 2.25 years  
Ten Classes (adding 3 classes) = 2.0 years

**Annual Costs:**

The SLI is funded from (1) encumbered funds contracted to the Foundation for Criminal Justice Training and Research, California State University - Long Beach and (2) POTF funds designated for travel and per diem (students) and letters of agreement (auditors).

<b>Funding Vehicle</b>	<b>Time Frame</b>	<b>Annual Cost</b>
CSU - Long Beach Contract	12 Months	\$67,620
Letter of Agreement Costs*	12 Months	\$14,400
Travel and Per Diem Costs*	12 months	\$96,610
	<b>TOTAL</b>	<b>\$178,630**</b>

\* Past budget projections did not include these figures

\*\* Because the SLI operates on an eight-month cycle and is on-going (i.e., when one class finishes another class starts up), the annual projections above include costs for 1.5 classes (12 months).

**Recommendation:**

In considering funding for additional SLI classes, a long-term approach is recommended. Additional classes will help to alleviate the current backlog but securing, training and monitoring new SLI facilitators will take some time. A one-year infusion of money may help but, to ensure high quality, it is important to implement new classes carefully. It is recommended that additional classes be added with the intent of maintaining them past the next fiscal year.

To: POST Commissioners  
From: Rick TerBorch, Chairman  
Finance Committee  
Date: July 18, 1996

Subject: ACTIONS TAKEN AT JULY 17, 1996 FINANCE COMMITTEE

The Committee met Wednesday, July 17, 1996 in Irvine. In attendance were myself and Commissioners Anderson, Hunt, Lowenberg and Montenegro. Also present were POST staff members Norman Boehm, Glen Fine, Dennis Aronson, Tom Liddicoat, Otto Saltenberger, Ken Whitman, Frederick Williams, and Vera Roff.

Also in attendance were members of the Advisory Committee.

In addition to items previously addressed on the agenda, the Committee addressed the following.

A. Staff reported that 1995/96 ended with revenue for the 12-month period of \$31.038 million. Owing to a combination of POTF revenues, prior year savings, and revenue adjustments, administration/support expenditure savings, and other cost containments, total resources were \$34.8 million. Expenditures were \$30.7 million. The fiscal year ended with a \$4.1 million reserve. Training volume was down by some 1,000 as compared with last fiscal year.

*total resources \$34.8  
Reserve \$4.1  
+ \$2.0 museum of tolerance*

B. The FY <sup>96/97</sup> 1995/96 Governor's Budget has been signed. The budget includes a one-time augmentation to POST of \$4.1 million and a one-time appropriation of \$2 million for the Museum of Tolerance program.

C. Expenditure projections and options for FY 96/97 were discussed. It is anticipated that \$31,038,000 will accrue to the POTF which will be augmented by the aforementioned \$6.0 million Budget Act revenue augmentation. FY 95/96 ended with savings of \$4.1 million which can be carried over to this year.

D. The Committee made the following recommendations regarding 96/97 expenditures:

*\$31 Revenue  
\$6 augmentation  
+ \$4.1 carryover*

1. Authorize staff to enter into an agreement to pilot test the multimedia classroom project in an amount not to exceed \$60,000 and authorize the Executive Director to sign a contract for that purpose with a public agency.
2. Begin a RFP process for the completion of the student workbooks project for all learning domains in the basic course with a report at

the November meeting. This project would approximate \$600,000 expenditure over three years. No formal Commission action will be required until the November meeting.

3. Authorize the Executive Director to sign a contract with the San Diego Regional Training Center in an amount not to exceed \$78,326 for delivery of a cultural diversity training course and to recommend that the Commission authorize \$228,000 to be spend for performance enabling workshops in association with this training with such workshops to be conducted in accordance with existing Commission policy and guidelines for team building workshops, and that this program be considered a pilot with a report back in one year.
4. Authorize an increase in the Team Building Workshops program from an annual \$250,000 to \$325,000.
5. Increase per diem from \$92 to \$102 effective July 1, 1996 (estimated \$760,000 per year).
6. Increase the SLI program by 1.5 offerings annually with the understanding that this will bring about an annualized cost of \$178,630.
7. Complete by June 30, 1997 the reimbursement for satellite/IVD program for qualified POST reimbursable agencies at a cost of \$1,045,420.
8. Authorize encryption of the satellite broadcast system at a cost of \$580,000.
9. Offer to expand the driver training simulator program by installing a system at LAPD on the same basis as other current site agreements at a cost of \$360,000, authorize the Executive Director to sign an agreement with the City of Los Angeles, and direct staff to investigate options for the future of this program and report back at the November meeting.

10. Continue the 80-hour cap on reimbursable inservice training and report back at the November meeting.
- E. The Committee notes that approximately \$2.1 projected revenues remain and the Committee will be considering other recommendations at subsequent meetings.
- F. The Committee recommends that the Commission withdraw the award of the shooting judgment simulator scenario production contract with PD Productions and reject all bids on that RFP, and instruct staff to look at alternative methods for producing these scenarios, including working with other state agencies and community college systems.
- G. The Committee recommends approval of a BCP which would shift money from Aid to Cities and Counties to the training contracts item with the understanding that the amount shifted is simply to bring it into line with the current expenditure level.
- H. As required by Commission policy, the Committee reviewed a report on all contracts entered into during FY 95/96.

ADJOURNMENT - 5:40 p.m.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083**LEGISLATIVE REVIEW COMMITTEE****THURSDAY, JULY 18, 1996****Hyatt Regency Hotel, Board Room****Irvine, CA (714) 975-1234****AGENDA****9:00 A.M.****Attachment**

- A. SJR 47 (Solis) - Senate Joint Resolution Concerning High Speed Vehicle Pursuits A**

Attachment A provides analysis of this resolution that memorializes POST to review its Vehicle Pursuit Guidelines on appropriate use of force when taking suspects into custody after a pursuit.

Recommended Position: Neutral

- B. AB 574 (Villaraigosa) - Safety Police Officers and Park Rangers of Los Angeles County B**

Attachment B provides analysis of recent amendments concerning the training requirements for Los Angeles County Deputy Sheriffs assigned to custodial duties.

Recommended Position: Support

- C. SB 1205 (Hughes) - Arrest Powers for Members of the California Museum of Science and Industry C**

Attachment C provides analysis of this bill which would give arrest powers, but not peace officer status, to members designated by the Executive Director of the Museum.

Recommended Position: Neutral

- D. SB 43 (Solis) - POST Development of Stress Training for Law Enforcement D**

Attachment D provides analysis of this bill which would require POST to develop and make available stress training for law enforcement.

Recommended Position: Neutral

**BILL ANALYSIS**

State of California Department of Justice  
**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**  
 1601 Alhambra Boulevard  
 Sacramento, California 95816-7083

TITLE OR SUBJECT  Senate Joint Resolution: High Speed Vehicle Pursuits and Use of Force	AUTHOR Assemlblymember	BILL NUMBER SJR 47
	RELATED BILLS	DATE LAST AMENDED

SPONSORED BY

Assemlblymember

BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

GENERAL

SJR 47 would:

1. Memorialize POST to review its *California Law Enforcement Vehicle Pursuit Guidelines* and the *California Law Enforcement Vehicle Pursuit Guidelines Training Syllabus* on the appropriate use of force when taking suspects into custody after a pursuit and the problems of excessive force due to perceived aggravation from a pursuit, especially vehicle pursuits involving high speeds and of long duration.
2. Memorialize the Governor of California and the Governor of Arizona, New Mexico, and Texas to initiate a quad-state task force . . . to develop and coordinate border enforcement policies, including coordinated pursuit and detention policies, that would prevent future abusive and unlawful treatment of suspected undocumented immigrants . . .

ANALYSIS

SJR 47 was introduced because of a recent well publicized event occurring in Riverside and Los Angeles Counties. This analysis focuses only on #1 above that relates to POST, even though various law enforcement organizations have concerns about #2.

Although this measure does not require POST to review its vehicle pursuit guidelines, it carries about the same weight as a mandate. POST's existing vehicle pursuit guidelines were recently developed after considerable effort to secure agreement from all segments of law enforcement. Existing guidelines devote very little attention to the issue of use of force at the conclusion of high-speed vehicle pursuits based upon the assumption that individual agency policy should prevail and the difficulty of establishing universal guidelines that could apply under all circumstances.

Staff has encouraged the author's office to delete reference to vehicle pursuit guidelines, and instead, recommended the inclusion of "curriculum standards" based upon the assumption there is greater latitude and law enforcement acceptance of this approach. The author is considering this recommendation but at the same time is contemplating an alternative bill to mandate POST to develop and make available law enforcement training on coping with stress in general but to include high-speed vehicle pursuits. This approach would not take the form of a training

OFFICIAL POSITION

A neutral position.

ANALYSIS BY <i>Hal Snow</i>	DATE 6-20-96	REVIEWED BY	DATE
EXECUTIVE DIRECTOR <i>William C. Beckler</i>	DATE 7-2-96	COMMENT	DATE

<b>BILL ANALYSIS</b>		State of California <b>COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING</b> 1601 Alhambra Boulevard Sacramento, California 95816-7083		Department of Justice	
TITLE OR SUBJECT <b>Safety Police Officers and Park Rangers of Los Angeles County</b>		AUTHOR <b>Assemblyman Villaraigosa</b>	BILL NUMBER <b>AB 574</b>	SPONSORED BY <b>Los Angeles County</b>	
		RELATED BILLS	DATE LAST AMENDED <b>9-14-95</b>		
BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)					
<u><b>GENERAL</b></u>					
Assembly Bill 574 would:					
<ol style="list-style-type: none"> <li>1. Require POST to establish standards for and reimburse for training of the Safety Police Officers and Park Rangers of Los Angeles County.</li> <li>2. Postpone the Basic Course training requirement for the Los Angeles County Deputy Sheriffs who are assigned to custodial duties exclusively with responsibilities for maintaining the operations of county correctional facilities, transportation of prisoners, or performing other law enforcement duties directed by the department during a local state of emergency. These peace officers have authority on or off duty and may carry firearms on or off duty if authorized by the Sheriff. These deputies are exempt from the Basic Course as long as his or her assignments remain custodial. These custodial deputies are required to complete the 64-hour PC 832 training course and within 120 days of employment complete the training required by the Board of Corrections for custodial personnel. Prior to being reassigned from custodial duties, these deputies must complete the Basic Course.</li> <li>3. Postpones the 24-month time limitation for obtaining the POST Basic certificates until 24 months after being reassigned from custodial duties.</li> </ol>					
<u><b>ANALYSIS</b></u>					
The Commission has previously taken a neutral position on #1 above concerning the Los Angeles County Safety Police and Park Rangers. See attached analysis.					
Numbers two and three above were recently offered as amendments to AB 574 at the request of the Los Angeles County Sheriff. These amendments are intended to correct a longstanding problem of sending newly appointed deputy sheriffs to the Regular Basic Course (which is based upon the patrol assignment) and subsequently having to assign these deputies to custodial (jail) assignments for long periods of time (four-six years) before being reassigned to patrol duties. This long delay in assignment to patrol duties has necessitated these deputies having to be partially retrained because of the loss of proficiency.					
OFFICIAL POSITION A support position.					
ANALYSIS BY <i>Hal Snow</i>		DATE <i>6-20-96</i>	REVIEWED BY		DATE
EXECUTIVE DIRECTOR <i>M. C. Becken</i>		DATE <i>7-2-96</i>	COMMENT		DATE

<b>BILL ANALYSIS</b>		State of California <b>COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING</b> 1601 Alhambra Boulevard Sacramento, California 95816-7083		Department of Justice	
		TITLE OR SUBJECT <i>Museum of Science and Industry: Arrest Powers</i>		AUTHOR <i>Senator Hughes</i>	BILL NUMBER <i>SB 1205</i>
SPONSORED BY <i>California Museum of Science and Industry</i>		RELATED BILLS	DATE LAST AMENDED <i>6-17-96</i>		
BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)					
<u>GENERAL</u>					
Senate Bill 1205 would:					
1. Authorize the Executive Director of the California Museum of Science and Industry to appoint safety officers with the powers of arrest of a peace officer.					
<u>ANALYSIS</u>					
Existing law authorizes the Executive Director of the Museum to appoint the Chief and Assistant Chief of museum security and safety as peace officers. The Museum previously contracted with POST to conduct a peace officer feasibility study because of the Museum's desire to extend peace officer status to other members of its security force. POST did complete, and the Commission approved, the study's conclusion that these security officers should not be given peace officer status but, instead, be given the peace officer powers to exercise arrest under Penal Code Section 830.11.					
SB 1205 proposes to authorize peace officer arrest powers to persons designated by the Museum's Executive Director under Penal Code Section 830.7 instead of 830.11. Section 830.7 limits the arrest powers to during the on-duty course and scope of their employment. Unlike P.C. Section 830.11, persons designated by Section 830.7 do <u>not</u> have authority to receive state summary criminal history information. Persons designated with arrest authority under P.C. 830.7 are not specifically precluded from carrying a firearm as are those designated under P.C. 830.11 The differences between Sections 830.7 and 830.11 do not appear of major consequence and, therefore, a neutral position is recommended.					
OFFICIAL POSITION <i>A neutral position.</i>					
ANALYSIS BY <i>Hal Jura</i>		DATE <i>6-20-96</i>	REVIEWED BY		DATE
EXECUTIVE DIRECTOR <i>Morgan Cochran</i>		DATE <i>7-1-96</i>	COMMENT		DATE



**BILL ANALYSIS**

State of California Department of Justice  
**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**  
 1601 Alhambra Boulevard  
 Sacramento, California 95816-7083

TITLE OR SUBJECT  Stress Training for Law Enforcement	AUTHOR Senator Solis	BILL NUMBER SB 43
	RELATED BILLS SJR 47	DATE LAST AMENDED 6-25-96

SPONSORED BY  
Senator Solis

**BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)**

GENERAL

Senate Bill 43 would:

1. Require POST to implement, by July 1, 1997, an optional course or courses of instruction to help law enforcement officers cope with stress that includes, but is not limited to, post traumatic stress, critical incident stress, and occupational stress. POST may use the most cost-effective means to deliver the training, including the use of "train-the-trainer" approaches, technology-based instruction, and other methodologies. SB 43 requires POST to report to the Legislature by July 12, 1997 on the training developed for law enforcement.

ANALYSIS

Senator Solis introduced Senate Joint Resolution 47 earlier this year in response to the highly publicized, high-speed pursuit incident occurring in Riverside and Los Angeles Counties that involved an altercation between officers and suspected illegal aliens. SJR 47 would have encouraged POST to review its guidelines and training on vehicle pursuits and use of force. Law enforcement opposition to SJR 47 has created serious doubt as to whether it will pass.

SB 43 was amended late in this session to address the directly related issue of stress training for law enforcement. Even though SB 43 is generalized to apply to stress in general, it was introduced primarily as a reaction to the above Riverside incident.

SB 43 is a mandate upon POST to implement optional training but stops short of mandating anyone to attend the training. Although POST has some basic and in-service officer training available on the subject of coping with stress, this bill would necessitate a review of existing training and perhaps the development of additional training. Since these are ongoing activities of existing POST staff, the required research can be accomplished within existing resources.

A neutral position is recommended.

## OFFICIAL POSITION

A neutral position

ANALYSIS BY <i>John Snow</i>	DATE	REVIEWED BY	DATE
EXECUTIVE DIRECTOR <i>Moussa C. Behar</i>	DATE 7-1-96	COMMENT	DATE

# Commission on Peace Officer Standards and Training

## Status of 1996 Active Legislation of Interest to POST

(Revised 6-27-96)

<u>Bill No./ Author</u>	<u>Subject</u>	<u>Commission Position</u>	<u>Status</u>
SB 43 (Solis)	Stress Training: This bill would require POST to make available stress training for law enforcement.	*	Assembly Floor
SJR 47 (Solis)	This resolution would memorialize POST to adopt guidelines and and protocol on the use of excessive force and jurisdictional hierarchy for high speed pursuits through multiple jurisdictions.	*	Senate Appropriations
AB 294 (Tucker)	Franchise Tax Board Investigators: This bill would authorize the Board to designate its investigators as peace officers.	Neutral	Dead
SB 357 (Palanco)	Franchise Tax Board Investigators: This bill would authorize the Board to designate its investigators as peace officers.	Neutral	Assembly Public Safety
AB 574 (Villaraigosa)	Safety Police Officers and Park Rangers of Los Angeles County: Requires POST to establish standards for and reimburse for training.	Neutral	Conference Committee Reconsideration
AB 638 (Knight)	Concealed Weapons Licenses: This bill would require applicants for a concealed weapons permit to complete a firearms training course approved by POST.	Oppose Unless Amended	Senate Crim. Proc.
AB 854 (Hoge)	Department of Insurance: This bill would extend peace officer status to the Insurance Commissioner, and reclassify the Chief of the Bureau of Fraudulent Claims and designated investigators.	Neutral	Dead
SB 932 (Polanco)	Law Enforcement Apprenticeship Program: This bill would establish this program within OCJP.	Neutral	Dead
AB 1020 (Campbell)	Public Safety Training Centers: This bill would place a bond measure before the voters in 1996 that would establish these centers.	Support	Dead
SB 1672 (Rosenthal)	Peace Officer Status: This bill would provide peace officer status to investigators of the Investigations Bureau of the Department of Insurance. (Similar to AB 854)	Neutral	Assembly Public Safety
AB 2072 (K. Murray)	Vehicle Assessments: This bill would add a \$3 assessment on every \$10 or fraction thereof of traffic fine to be for local law enforcement purposes.	Oppose	Dead
SB 2172 (Hayden)	Appropriation: This bill would make a \$2 million appropriation from the state's General Fund to POST for law enforcement training from the Museum of Tolerance.	Support	Senate Crim. Procedures
AB 2301 (Battin)	Tactical Radio Channel: This bill would require POST to develop a 10 radio code system that would require all law enforcement agencies to use the system and for POST to include 8 hours of instruction in the Basic Course.	*	Dead, Bill converted to unrelated subject
AB 2651 (Hawkins)	Security Officers: This bill would provide that a sheriff's security officer is a public officer, and not a peace officer, employed by the sheriff of a county, whose primary duty is the security of locations or facilities as directed by the sheriff.	Support	Senate Floor
AB 2713 (Conroy)	Peace Officer Status: As amended, this bill would authorize peace officer powers to designated members of the PUC Safety and Enforcement Division.	Neutral	Senate Committee on Energy
AB 3064 (Hawkins)	Local Law Enforcement Records Supervisors: This bill would require POST to establish standards for local law enforcement records supervisors and reimburse for their training.	Support As Amended	Senate Appropriations

Note: The Commission takes positions only on bills that relate to issues for which it has direct responsibility.

\* The Commission has not had opportunity to consider these bills.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

### Status of Informational Legislation of Interest to POST (Revised 6-24-96)

<u>Bill #</u>	<u>Subject</u>	<u>Status</u>
AB 357 (Hoge)	National Guard: Border Patrol - This bill would provide that the National Guard may patrol the state's international border with Mexico in order to restrict illegal entries and would do so with peace officer powers.	Senate Crim.. Proced
AB 890 (Rogan)	Reserve Peace Officers: This bill would exempt reserve officers from jury duty and prohibitions from carrying concealed weapons.	Senate Crim. Proced.
SB 1407 (Ayala)	Use of Force by Peace Officers: This bill would authorize a peace officer to use any necessary force to arrest, prevent the escape, or overcome resistance of a person whom the officer has reasonable cause to believe has committed a felony.	Senate Crim. Proced.
AB 1478 (Martinez)	Peace Officers: This bill would move the San Francisco Bay Area Rapid Transit District Police from P.C. Section 830.33 to Section 830.1 thus giving them full peace officer powers.	Senate Crim. Proced.
AB 1537 (Aguiar)	Public Employee Retirement: This bill would continue retirement benefits for spouses of peace officers or firefighters who died in the line of duty.	Sen. Comm. on Pub Emp.
SB 1797 (Thompson)	Peace Officers: Tribal Police - This bill would clarify existing law that gives authority to county sheriffs to deputize or appoint persons designated by a sovereign Native American tribe as reserve or auxilliary sheriffs or reserve deputy sheriffs, provided they satisfactorily complete required training.	Assembly Public Safety
SB1881 (Rogers)	Federal Employees: This bill would prohibit any federal employee from making an arrest, search, or seizure without first requesting and obtaining the permission of a local law enforcement officer.	Sen. Crim. Procedures
AB 2021 (Tucker)	Elder and Dependent Adults: This bill in its original form would have required POST to develop guidelines and required Basic Course training on the detection, investigation, and response to cases in which elder or dependent adult is a victim of an act of abuse or neglect prohibited by the Penal Code.	Assembly Appropriations
SB 2075 (Haynes)	Fines and Forfeitures: Deletes the June 30, 1997 repeal date for counties to implement a comprehensive program to identify and collect delinquent fines in excess of \$100.	Assembly Appropriations
AB 2076 (Haynes)	Custodial Officers: This bill would add custodial officers of the Riverside Sheriff's Dept. to the definition of custodial officers in P.C. Section 831.5 and thus enable them to carry firearms.	Assem. Comm. on Human Services

**Memorandum**

**DATE:** July 1, 1996

**TO:** POST Commissioners

**FROM:** Mannie Ortega  
Chairman  
Commission on Peace Officer Standards and Training

**SUBJECT:** SUB-COMMITTEE ON PERFORMANCE EVALUATION REPORT

The sub-committee met with the Executive Director on June 28, 1996 for the purpose of reviewing performance and goals for 1996/97. Following discussion, there was agreement on the following goals for the new fiscal year:

1. In consultation with the CSPI and under the direction of the Commission, work to develop the transition plan of the strategic plan and implement approved provisions of the strategic plan.
2. Organize staff around the strategic plan, including team building workshops toward that end.
3. Provide appropriate staff training to meet POST's current and future needs.
4. Improve communications system: field, staff, and Commission.
5. Look for and suggest ways and opportunities for the Commission to be in the forefront of the visible activities of POST which appropriately belong to the Commission but which in the past have fallen to the Executive Director by default.
6. See to personal development, including taking advantage of the Commission-authorized opportunities for professional development and personal learning.

The sub-committee recommends continuation of the Executive Director's vacation allowance and professional development for FY 1996/97.



# California State Sheriffs' Association

Organization Founded by the Sheriffs in 1894

May 28, 1996

## Officers

*President*  
**Ronald D. Jarrell**  
*Sheriff*  
*Lassen County*

*1st Vice President*  
**Charles Byrd**  
*Sheriff*  
*Siskiyou County*

*2nd Vice President*  
**Glenn Seymour**  
*Sheriff*  
*Mindera County*

*Secretary*  
**Charles C. Plummer**  
*Sheriff*  
*Alameda County*

*Treasurer*  
**Steve Magarian**  
*Sheriff*  
*Fresno County*

*Sergeant-at-Arms*  
**Les Weidman**  
*Sheriff*  
*Colusa County*

## Directors

**Warren Rupf**  
*Sheriff*  
*Contra Costa County*

**Don McDonald**  
*Sheriff*  
*El Dorado County*

**Sherman Block**  
*Past President*  
*Sheriff*  
*Los Angeles County*

**Tom Sawyer**  
*Sheriff*  
*Merced County*

**Brad Gates**  
*Past President*  
*Sheriff*  
*Orange County*

**Bill Kolender**  
*Sheriff*  
*San Diego County*

**Jim Thomas**  
*Sheriff*  
*Santa Barbara County*

**Jim Pope**  
*Immediate Past President*  
*Sheriff*  
*Shasta County*

**Gary Tindel**  
*Sheriff*  
*Yuba County*

**Executive Director**  
**Sue Muncy**

**Devallis Rutledge**  
Commission Chairman  
Commission of Peace Officer  
Standards and Training  
1601 Alhambra Boulevard  
Sacramento, CA 95816-7083

Dear Commissioner Rutledge:

At the Executive Board meeting of California State Sheriffs' Association (CSSA) on May 23/24, 1996, your letter requesting the name of our representative to serve on the POST Advisory Committee was considered.

Sheriff Jarrell, President, has requested that I convey to you that it was unanimous among the board members present that Charles Byrd, Sheriff of Siskiyou County, continue to represent CSSA on the POST Advisory Committee.

Sheriff Byrd can be contacted at:  
311 Lane Street  
Yreka, CA 96097  
916/842-8310  
916/842-8356 (FAX)

Please contact me should you have any questions regarding this matter.

Sincerely,

  
**Sue Muncy**  
Executive Director

CC: Sheriff Ronald Jarrell, President  
Sheriff Charles Byrd, Siskiyou County

2125 - 19th Street, Suite 103 ★ P.O. Box 160168 ★ Sacramento, California 95816-0168  
Telephone 916/448-4242 ★ Fax 916/448-2137

CALIFORNIA COMMUNITY COLLEGES

1107 NINTH STREET  
SACRAMENTO, CA 95814  
(916) 445-8752



April 30, 1996

Devallis Rutledge, Chairman  
Commission on Peace Officer  
Standards and Training  
1601 Alhambra Blvd.  
Sacramento, CA 95816-7083

Dear Chairman Rutledge:

Thank you for the opportunity to nominate Ernest R. Leach to continue serving as the California Community Colleges representative on the POST Advisory Committee. I believe he is the most qualified person to represent the community college system on the Advisory Committee.

Sincerely,

*David Mertes*

David Mertes  
Chancellor

DEPARTMENT OF CALIFORNIA HIGHWAY PATROL

P. O. Box 942898  
Sacramento, CA 94298-0001  
657-7152  
(800) 735-2929 (TT/TDD)  
(800) 735-2922 (Voice)



April 30, 1996

File No.: 1.30.A8212.postcomm

Devallis Rutledge, Commission Chairman  
Commission on Peace Officer Standards and Training  
1601 Alhambra Boulevard  
Sacramento, CA 95816-7083

Dear Chairman Rutledge:

This is in response to your invitation to appoint a representative to serve as a member on the POST Advisory Committee.

Changes in command will become effective June 1, 1996 and Chief Keith Miller will be transferred to the Office of Assistant Commissioner, Field and Chief Kevin Mince will replace him as Personnel and Training Division Commander. I ask that Chief Mince complete Chief Miller's remaining term on the Committee and serve as the California Highway Patrol's representative for the three-year term expiring in September 1999.

Thank you for extending this invitation and be assured of my cooperation in all matters of mutual interest.

Sincerely,

A handwritten signature in cursive script, appearing to read "D. O. Helmick".

D. O. HELMICK  
Commissioner



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# CITY OF TORRANCE

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POLICE DEPARTMENT

JOE DE LADURANTEY  
POLICE CHIEF

**June 5, 1996**

**Norm Boehm  
Executive Director  
Commission on Peace Officer Standards and Training  
1601 Alhambra Boulevard  
Sacramento, California 95816**

**Dear Norm:**

**The City of Torrance and, specifically the Torrance Police Department, has been involved in litigation with the United States Department of Justice for over four and one half years. The focus of this investigation has been primarily on the testing instruments used at the entry level selection process for police officers. The City of Torrance has used CPS tests, as well as POST tests, in an effort to identify the most qualified pool of candidates that are available in the greater Los Angeles area to employ as police officers. Both tests have come under extreme scrutiny by the United States Department of Justice for its validity and job relatedness. It is the Department of Justice's contentions that such tests have adverse impact and, thus, should not be utilized. They offer no alternative remedy for other examinations, but merely challenge the POST and CPS tests due to their impact.**

**During the week of May 20, 1996, as a part of the defense against the Department of Justice, the City of Torrance's attorneys requested the testimony of Dr. John Berner as an expert in the area of validity and job relatedness tests for the POST examination. Dr. Berner was an exceptional witness on behalf of the City of Torrance and POST staff as he presented the basis by which the examination was developed and administered. Our attorneys were very complimentary of his professional demeanor, his expertise, and his willingness to step forward and not only testify during a crucial portion of the trial, but also to be available over these past years in an effort to assist in the best defense possible.**

**I would like to take this opportunity to thank and commend Dr. Berner and you, in particular, for ensuring that he was made available for what we believe to be a critical case not for the City of Torrance or the Torrance Police Department, but for law enforcement,**



**in particular. Clearly, the trial and the issues identified by the United States Department of Justice were not necessarily directed at the City of Torrance. It is our opinion that we are but a point for the profession in addressing this critical issue in terms of the selection process and what is necessary to ensure the higher standards of law enforcement in the State of California.**

**Once again, I express the gratitude and appreciation from the City of Torrance and from the Torrance Police Department, for Dr. Berner's efforts. I might add that, as the Judge has not rendered a verdict, his testimony stands apart from whatever decision is made by the Federal Court in this matter. We look forward to continuing to "raise the bar" in a profession that we have all dedicated ourselves to.**

**Sincerely,**

**JOSEPH C. DE LADURANTEY,  
CHIEF OF POLICE.**