

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING AGENDA
November 17, 1994 - 10:00 A.M.
Waterfront Hilton Hotel
21100 Pacific Coast Highway
Huntington Beach, CA
(714) 960-7873

AGENDA

CALL TO ORDER

FLAG SALUTE

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTIONS

APPROVAL OF MINUTES

- A. Approval of the minutes of the July 21, 1994 regular Commission meeting at the Red Lion Hotel in San Diego.

CONSENT CALENDAR

B.1 Receiving Course Certification Report

Since the July meeting, there have been 74 new certifications, 26 decertifications, and 44 modifications. In addition, 436 telecourses have been certified, and 4 additional agencies certified for Proposition 115 training. In approving the Consent Calendar, your Honorable Commission receives the report.

B.2 Receiving Financial Report - First Quarter FY 1994/95

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

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

The Alameda County Coroner's Department, the Solano County Coroner's Department, and California State University, Monterey Bay, have met the Commission's requirements and have been accepted into the POST Regular (Reimbursable)

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

B.4 Receiving Information on New Entry Into the 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 Monrovia Police Department has met the requirements and has been accepted into the POST Reimbursable Public Safety Dispatcher Program. This new entrant brings to 323 the number of agencies joining the program since it began July 1, 1989.

PUBLIC HEARINGS

C. Receiving Testimony on Proposal to Increase Hours, Adopt Training Specifications and Modify Curriculum Requirements for the Specialized Basic Investigators' Course and Rename it the Specialized Investigators' Basic Course (SIBC)

Commissioners previously established minimum training standards for Specialized Investigators in Procedure D-1 as a 340-hour course. The POST document *Performance Objectives for the POST Specialized Investigators' Course* contain the course training requirements listed as Functional Areas, Learning Goals and Performance Objectives.

In 1993, Regulation D-1 was revised to replace the term "Functional Area" with the term "Learning Domain" in Subsection D-1-1, and to establish Training Specifications for each Regular Basic Course Learning Domain. POST staff and a committee of statewide agency and training representatives reviewed the Specialized Basic Investigators' Course as to content, length, and instructional methodologies. They worked to ensure that the current training needs and standards of the new SIBC are consistent with the form and format of the Regular Basic Course, as applicable.

This review has resulted in proposals to:

1. Change the name of the course from the Specialized Basic Investigators' Course to the Specialized Investigators' Basic Course;

2. Up-date the curriculum from 11 Functional Areas to 13 Learning Domains;
3. Establish completion of the P.C. 832 Laws of Arrest and Firearms Course as a course prerequisite;
4. Adopt Training Specifications for each Learning Domain; and
5. Increase the minimum training requirements from 340 hours to 428 hours, which is the combined hour requirement of PC 832 and the SIBC.

Because of the significant impact of the proposed changes, the Commission set a public hearing for this meeting. Subject to the results of the public hearing, if the Commission desires to proceed, the appropriate action would be a MOTION to approve the proposed changes to the Specialized Basic Investigators' Course.

D. Receiving Testimony on Proposal to Modify Criteria for Awarding CPT Credit for Viewing Telecourse Videotapes Report

In April, the Commission considered issues raised by the survey of Chief Executives, Training Managers, and Telecourse Coordinators regarding the pilot program to award CPT credit for watching telecourse videotapes. At its July meeting, the Commission discussed specific reservations expressed by some survey respondents about satisfying 100% of the CPT requirement through viewing telecourses.

In discussing the matter, the Commission considered that some agencies might choose to totally abandon a balance among telecourse, IVD, classroom, hands-on, and other training. The Commission scheduled this public hearing to receive testimony on the proposal to amend POST regulations limiting telecourses to satisfying no more than 12 hours (50%) of the 24-hour biennial CPT requirement. The report under this tab explores the concerns of the Commission, and of those surveyed, for allowing telecourses to fulfill 100% of the CPT requirement.

Subject to the results of the public hearing, if the Commission decides to limit telecourse videotape viewing as a sole means of meeting the CPT requirement, the appropriate action would be a MOTION to approve regulation changes regarding criteria for awarding CPT credit for viewing telecourse videotapes.

BASIC TRAINING BUREAU

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

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

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

Changes include:

- o Addition of a learning activity relating to observation and perception;
- o Addition of two learning activities relating tactical responses to a variety of crimes-in-progress.

The proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act. It is recommended that the abbreviated public hearing process be used. If no one requests a public hearing, these proposed changes would go into effect upon approval as to form and procedure by the Office of Administrative Law. This may be accomplished by a MOTION to adopt the changes to the regular Basic Course Specifications as proposed.

F. Report and Recommendation to Set a Public Hearing for April 20, 1995 to Receive Testimony on the Proposal to Increase the Minimum Hours of the POST Regular Basic Course

Commissioners previously approved changes to Commission Procedure D-1 which eliminated the Basic Course functional areas and mandated learning domains as the sole method for organizing the regular Basic Course curriculum and for developing supporting test instruments. As a result of this change, it was necessary to redistribute the 560 hours prescribed for the regular Basic Course from 12 functional areas to 41 learning domains.

Staff subsequently surveyed academy directors concerning this issue and obtained consensus regarding the interim reapportionment of hours. Since that time, staff has conducted a comprehensive time analysis of the regular Basic Course to determine if the current minimum hours are adequate to meet approved or required instructional goals. A significant number of legislative training mandates and other additions of curricula have occurred since the minimum hours were last adjusted in April of 1989.

The report under this tab contains recommendations for adding time to 18 learning domains as well as adding time to both the cognitive and scenario testing. It is also recommended that time be reduced in one domain.

Recommendations include:

1. Increasing time in 9 learning domains by 2 hours
2. Increasing time in 4 learning domains by 4 hours
3. Increasing time in 5 learning domains by times ranging from 8 to 16 hours.
4. Increasing time for cognitive (POSTRAC) testing by 1 hour
5. Increasing time for scenario testing by 16 hours
6. Reducing time in one domain by 2 hours

Collectively, these recommendations would increase the overall minimum hours for the regular Basic Course from 560 to 664 hours. If the Commission supports the proposed changes, a public hearing would be required before adoption.

The report under this tab also discusses options regarding reimbursement for any hours added to the course. It is recommended that decisions regarding reimbursement be deferred.

If the Commission concurs, the appropriate action would be a MOTION to set a public hearing for the April 20, 1995 Commission meeting to receive testimony concerning the proposed increase in hours as described.

G. Report on the Results of an RFP to Develop Workbooks for the Basic Course and Recommendation to Authorize the Executive Director to Execute a Contract with the Successful Bidder

During 1992, POST began identifying strategies for improving the overall effectiveness of basic training. The resulting report recommended converting certain Basic Course Unit Guides to student workbooks. The idea was to increase learning, reduce classroom time, and better assess critical thinking abilities.

Subsequent detailed study concluded that each Learning Domain would probably benefit from a student workbook/syllabus/reference guide. However, after considering the cost and administrative issues, staff recommended pilot testing the idea by developing workbooks for just a few of the 41 domains. The pilot would allow evaluation on whether to do the full workbook project for all domains.

At its July 1994 meeting, the Commission authorized preparation and release of a Request for Proposal (RFP) to obtain cost estimates for developing workbooks for the six learning domains as a pilot project. POST mailed RFPs to more than 30 firms or individuals.

Evaluation of the top three proposals and a review of cost estimates will be completed in time for Finance Committee consideration review prior to the Commission meeting. The Commission will receive a report and recommendation for award of bid at the meeting.

STANDARDS AND EVALUATION

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

Ongoing review of the performance objectives for the regular Basic Course identified a number of proposed changes. As described in the full agenda report, the proposed changes at this meeting occur in Learning Domains 21, 22 and 23 (Patrol Techniques, Vehicle Pullovers, and Crimes in Progress), and involve changes to knowledge objectives (tested by POST-developed paper-and-pencil tests), as well as to exercise and scenario objectives. The full text of all proposed changes, and the rationale for each, are provided in the report and attachments under this tab.

The net effect of the proposed changes will be to eliminate paper-and-pencil tests in these Learning Domains, and thus place an increased emphasis on exercise and scenario tests to evaluate student performance in these areas. This action is consistent with recent Commission actions in other selected Learning Domains. It is also supported by a growing body of research which indicates that multiple-choice tests are poor instruments for evaluating the ability to perform complex tasks such as those involved in patrolling, making vehicle stops, and responding to crimes in progress.

A recent report to the Commission's Long Range Planning Committee describes the nature of this research, as well as recent and anticipated actions to place less reliance on

paper-and-pencil testing in the basic course (and greater reliance on performance testing). The report (included under the tab) notes that despite these changes written exams will continue to be emphasized in the majority of the Learning Domains.

All proposed changes to the performance objectives are consistent with proposed changes to the *Training Specifications for the Regular Basic Course - 1993*, as described in a previous agenda item. Instruction on the topics covered by all deleted objectives will continue to be mandated as specified in this document.

The Consortium of Academy Directors concurs with all proposed changes.

If the Commission concurs, the appropriate action would be a MOTION to adopt the proposed changes to the regular basic course performance objectives to become effective December 1, 1994.

TRAINING PROGRAM SERVICES

I. Report and Recommendations to Approve Marketing of POST Telecourse Material Production Use Rights to Other States

The Commission has produced 28 telecourses during the last two and one-half years of monthly broadcasts. POST recently has encouraged other states to begin producing telecourses, with the idea that if several states can produce telecourses that are of value, and if they can be shared, the result will be more telecourses available at a lower cost.

To date, several states have responded by expressing interest. Two states, Arizona and Oregon, have specific interest in acquiring portions of the Child Abuse telecourses. The interest generated by other states in purchasing the right to use POST telecourse materials suggests that it is an appropriate time to discuss the issue and seek authority to enter into sales. Because the Commission's telecourses are copyrighted, sale of any right-to-use would be restricted to material for adaptation and distribution within the purchasing state and would prohibit any resale.

A use fee of 10% of overall telecourse production costs is suggested. This fee structure is based upon technical advice on industry standards. It will provide substantial reimbursement for the cost of scenario development which is the most critical telecourse component. It also provides an affordable fee that encourages the highest level of participation by other states. Since production costs

average \$50,000, which includes the KPBS contract and staff expenditures, the use fee would average \$5,000, (it could vary depending upon individual telecourse production costs).

This proposal was discussed at the October 11, 1994 Long Range Planning Committee meeting. The Committee recommended that it be taken to the Commission for approval. If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to sell rights of usage to other states for POST telecourses at a fee of \$5,000 per telecourse or 10% of overall production cost as circumstances may warrant.

LEARNING TECHNOLOGY RESOURCE CENTER

J. Report on Plans for the 1995 Symposium on Law Enforcement Training Technology

Planning for the Symposium, to be held January 11, 1995, at the Sacramento Community Center is on schedule. This Symposium will follow the format of the successful Technology Demonstration Workshop hosted by the Commission in November 1993. The Governor and Legislative leadership in the Senate and Assembly have agreed to co-sponsor the event.

This Symposium is an extension of Assembly Bill 492 requiring a comprehensive report on technology, skill facilities, and implementation and funding plans for the Legislature. The purpose of the Symposium is more than reporting on what the Commission has done, as impressive as that may be. It is also to raise horizons in the minds of participants on what can be accomplished in the future.

Invitations will be sent to legislative officials, law enforcement leaders, the media and others. Because of the high-profile nature of the Symposium, it is appropriate that the Commission have an opportunity to review the progress of the event. This report is before the Commission for its information, as well as for any suggestions or comments that may be helpful in the continuing planning for this Symposium.

K. Report on AB 492 Technology in Training and Regional Skills Facilities Study with a Recommendation to Approve the Report for Submittal to the Governor and the Legislature

Assembly Bill 492 (Campbell, 1991 and chaptered as P.C. Section 13508) required POST to implement many of the Assembly Concurrent Resolution 58 recommendations. Included in Penal Code Section 13508 is the requirement that POST

establish a learning technology laboratory to conduct research and pilot projects using modern technology. POST was also to develop a plan for the implementation and funding of skill facilities and technology training applications.

Starting in March 1993 and concluding in October 1994 Lieutenant Jim Holts of the Los Angeles County Sheriff's Department directed this program under the POST Management Fellowship Program. A statewide training facilities symposium and a military base closure meeting was held. A Regional Centers Advisory Committee was formed including representatives from other public safety disciplines (fire and corrections) to help develop the required report to the Legislature.

The Regional Centers Advisory Committee has held a series of seventeen meetings to develop a statewide strategy on a wide range of issues. These meetings included ten regional meetings attended by 500 public safety executives, managers, supervisors, and trainers to update local public safety agencies and solicit input on local issues, concerns, and needs.

Beginning in May 1993, the Learning Technology Resource Center was formed and staffed to begin work on an array of demonstration programs, pilot projects, and research and evaluation of a number of technology delivery systems and applications. The Commission had already done number of pioneering programs in interactive videodisc, simulation training, and satellite distance learning.

The report to the Governor and the Legislature will contain a comprehensive plan to integrate technology applications both into agencies and skill facilities, the statewide proposals for shared regional skill training facilities, and an implementation and funding plan. Additional graphics and pictures will be included to the final report, as will any further consensus on report content from the Commission.

More detailed discussion is found under this tab. The draft report to the Legislature will be handed out at the meeting.

If the Commission concurs, the appropriate action would be a MOTION to approve the report and authorize its submittal to the Legislature.

MANAGEMENT COUNSELING

L. Report on the Peace Officer Feasibility Study for the Franchise Tax Board, and Recommendation to Submit the Report to the Franchise Tax Board and the Legislature

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

Board Executive Officer Gerald Goldberg requested a study concerning the designation as peace officers for certain investigators of the Franchise Tax Board. The study addresses the Special Agent and Tax Enforcement Agent positions assigned to the Investigations Bureau.

The enclosed report concludes that the work of the non-peace officer investigators frequently and routinely requires peace officer authority. The report recommends those investigative positions be designated as peace officers in Chapter 4.5, Section 830, et seq., of the Penal Code.

If the Commission concurs, the appropriate action would be a MOTION to submit the completed feasibility study report, including the recommendation, to the Franchise Tax Board and the Legislature.

COMMITTEE REPORTS

M. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, will report on the Committee meeting held on November 16, 1994. The full agenda for that Committee meeting is included under this tab.

Among other matters, the Committee will consider and have possible recommendations for Commission action on the following items:

1. Augmentation (\$4,238.91) of the FY 1993/94 Contract with Cooperative Personnel Services (CPS) for Administration of POST Proficiency Exam

Pursuant to Penal Code Section 832.3(b), the POST Proficiency Exam is administered to all basic academy graduates in order to assess academy differences in student achievement. POST contracts with Cooperative Personnel Services (a Joint Powers Authority) for the

actual administration of the exam. The contract amount for Fiscal Year 1993/94 was \$24,984.95.

Periodically it is necessary to develop a new form of the exam. This requires the trial administration of new test items, and early in the fiscal year the decision was made to alter the method by which this is done. Specifically, rather than administer the trial items at the conclusion of training only, the decision was made to administer the trial items (along with the current exam) at both the beginning and conclusion of training. This process allows for the identification of those test items that best differentiate trained from untrained individuals, and thus will ensure the inclusion of such items in the new form of the exam.

As a result of this change in approach, there were 50 "pre-academy" test administrations that were not anticipated at the time the contract was initiated. These additional administrations resulted in total contract costs for the year of \$31,723.86. As permitted by Commission Policy, the Executive Director approved a contract augmentation of \$2,500. Commission approval is required to pay the remaining balance of \$4,238.91.

If the Commission concurs, the appropriate action would be a MOTION to approve a \$4,238.91 augmentation to the Fiscal Year 1993/94 and authorize the Executive Director to sign an amended contract with Cooperative Personnel Services for administration of the POST Proficiency Examination, bringing the total contract amount for FY 1993/94 to \$31,723.86. (ROLL CALL VOTE)

2. Augmentation (\$4,848.16) of the Accreditation Special Consultant Contract with San Bernardino Valley College

In June 1993, the Executive Director signed a contract with San Bernardino Valley College (SBVC) for a special consultant to work at POST during FY 1993/94. The consultant's responsibility included work to complete development of the law enforcement agency accreditation program and begin development of a training strategy to support the implementation of community-oriented policing.

Based on information received from SBVC, the contract included the cost of required benefits, as a percentage of direct salary. During the year, SBVC discovered they had underestimated the required costs of benefits by not calculating in Social Security costs. The work at POST was satisfactorily completed

and the contract period ended on June 30, 1994. At that time, it was discovered that the amount of the contract is \$4,848.16 less than the actual cost (salary and required benefits) for the special consultant.

The report under this tab describes the benefit costs in detail and concludes that the additional costs are reasonable. If the Commission concurs, the appropriate action would be a MOTION amending the contract to provide the \$4,848.16 that is outstanding and authorize the Executive Director to sign the amended contract in an amount not to exceed \$71,850.78. (ROLL CALL VOTE)

3. Augmentation (\$23,751.00) of the Department of Justice Contract to Upgrade Homicide Course in the Presley Institute of Criminal Investigation (ICI) Program

The Commission approved the Robert Presley Institute of Criminal Investigation (ICI) designed to increase investigative effectiveness through training. The Institute comprises the Core Course, 11 Foundation Specialty Courses, and a series of electives relating to investigative training. One graduates from the ICI by completing the Core Course, one Foundation Specialty Course, and three electives which relate to the chosen specialty.

The Department of Justice Advanced Training Center was asked to be the presenter for the ICI Homicide Foundation Specialty Course. Instructors who had taught DOJ's 36-hour Homicide Course completed ICI instructor training and helped design the ICI Homicide Course. The result was creation of a 76-hour course of greater depth and intensity than its predecessor course.

The 76-hour course will replace the 36-hour course. DOJ had been approved for four presentations of the 36-hour course in Fiscal Year 1994-95, and they have presented one of the courses. In order to present the three remaining courses in the 76-hour format, it will be necessary to augment DOJ's overall budget by \$23,751.00.

If the Commission concurs, the appropriate action would be a MOTION to approve an augmentation of \$23,751.00 to the Fiscal Year 1994/95 and authorize the Executive Director to sign an amended DOJ contract for a total amount not to exceed \$951,635. (ROLL CALL VOTE)

4. Approval of Contract (in an amount not to exceed \$13,000) for the FY 1994/95 for Computer Software Maintenance and Support with Ingres

POST is currently in the process of replacing its DEC VAX 8350 minicomputer with a DEC Alpha 2100/M500P minicomputer. Support and maintenance for the existing VAX has been contracted annually for approximately \$8,500. Annual support and maintenance for the new Alpha computer is expected to be \$11,000. From September 30, 1994 through November 30, 1994, POST will require support and maintenance on both minicomputers for conversion and testing. Total costs for these purposes is not expected to exceed \$13,000.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to sign a FY 1994/95 contract for an amount not to exceed \$13,000 for computer software maintenance and support with Ingres. (ROLL CALL VOTE)

N. Long Range Planning Committee

Chairman Leduc, who also chairs the Long Range Planning Committee, will report on the Committee meeting held on October 11, 1994 in Monterey Park.

O. Legislative Review Committee

Commissioner Block, Chairman of the Commission's Legislative Review Committee, will report on the Committee meeting held November 17, 1994 in Huntington Beach.

P. Advisory Committee

Charles Brobeck, Chairman of the POST Advisory Committee, will report on the Committee meeting held November 16, 1994 in Huntington Beach.

Report on Advisory Committee Recommendations for Naming the Recipients of the Governor's Award for Excellence in Law Enforcement Training

At its July 1994 meeting, the Commission approved selection criteria and categories for the Governor's Award for Excellence in Peace Officer Training. Pursuant to direction given to immediately announce the award program for 1994, a pamphlet describing the award, including nomination forms, was widely distributed with a deadline submittal date of November 1, 1994.

Consistent with procedures established by the Commission, a subcommittee of the POST Advisory Committee and the full Advisory Committee will review nominations for each of the three categories of award (Individual Achievement, Organizational Achievement, and Lifetime Achievement) just prior to the November Commission meeting. The Chairman of the POST Advisory Committee will present the Committee's recommendations for the 1994 award recipients at the Commission meeting.

The final decision for naming the recipients for the three award categories for 1994 rests with the full Commission. Upon receiving the Committee report and following questions and discussions as may be indicated, the appropriate action by the Commission would be a MOTION naming the recipients of the Governor's Award for 1994.

OLD/NEW BUSINESS

Q. Correspondence

Letter from Alan Barcelona, new CAUSE President, requesting appointment to the POST Advisory Committee. The position is currently occupied by Cecil Riley whose term expires September, 1995. The Commission may find it appropriate to refer the matter to the Commission's Advisory Liaison Committee.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

January 11, 1995 - 1995 Symposium on Law Enforcement
Training Technology - Sacramento Community Center
January 12, 1995 - Holiday Inn, Sacramento
April 20, 1995 - San Diego
July 20, 1995 - Orange County
November 9, 1995 - Orange County

SEP 22 4 00 PM '94



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING MINUTES

July 21, 1994
Red Lion Hotel
San Diego, CA

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

Commissioner Stockton led the flag salute.

A calling of the roll indicated a quorum was present.

Commissioners Present:

Sherman Block
Cois Byrd
Collene Campbell
George Kennedy
Ronald Lowenberg
Raquel Montenegro
Manuel Ortega
Bernard Parks
Devallis Rutledge
Lou Silva
Dale Stockton
Marcel Leduc, Chairman

Commissioners Absent:

Jody Hall-Esser
Daniel E. Lungren, Attorney General

POST Advisory Committee Members Present:

Charles Brobeck
Don Brown
Jay Clark
Norman Cleaver
Donald Forkus
Derald Hunt
Judith Valles
Alexia Vital-Moore

Staff Present:

Norman C. Boehm, Executive Director
Glen Fine, Deputy Executive Director
Hal Snow, Assistant Executive Director
Ray Bray, Senior Law Enforcement Consultant,
Training Program Services

John Berner, Bureau Chief, Standards and Evaluation
Everitt Johnson, Bureau Chief, Basic Training Bureau
Frederick Williams, Bureau Chief, Administrative Services
Vera Roff, Administrative Assistant

Visitor's Roster:

Steve Fredericks, Los Angeles Sheriff's Department
Ed Hendry, Orange County Sheriff's Department
Cory Moles, Escondido Police Department
Renee C. Ortiz, Riverside County Sheriff's Department
Martha Reyes, Los Angeles County Safety Police
Dean Taylor, Sergeant, CSP
Julia Williams, Los Angeles County Safety Police
Ron Williams, Los Angeles County Safety Police

HONORING COMMISSIONER SHERMAN BLOCK

Chairman Leduc presented a gavel to former Chairman Sherman Block commemorating his service as Commission Chairman from January 1993 to April 1994.

TELECOURSE AWARDS

The Commission, along with KPBS, was recently the recipient of national awards for several of its telecourses. Tom Karlo of KPBS showed a composite of excerpts from the winning telecourses and presented the following four awards to the Commission:

- o Second place award at the Golden Angel Video Festival for *OC Chemical Agent Training Telecourse*
- o First place award in the human relations media category from the National Conference of Christians and Jews for *Hispanic Street Gangs Telecourse*
- o First place in "Best of the West" in distance learning from Pacific Mountain Network for *Hispanic Street Gangs and Asian Street Gangs Telecourse*
- o First place for all POST telecourses as "Best Direct Broadcast Satellite Program" from *TeleConference* at its 12th Annual TelCon Awards

APPROVAL OF MINUTES

- A. MOTION - Ortega, second - Lowenberg, carried unanimously to approve the minutes of the April 21, 1994 regular Commission meeting at the Hotel Sainte Claire in San Jose.

CONSENT CALENDAR

- B. MOTION - Lowenberg - second - Byrd, carried unanimously to approve the following Consent Calendar:
- B.1 Receiving Course Certification Report
 - B.2 Receiving Financial Report - Fourth Quarter FY 1993/94
 - B.3 Receiving Information on New Entry of the Orange County Coroner Department into the POST Regular (Reimbursable) Program
 - B.4 Receiving Information on New Entry of the Los Angeles County Safety Police - Internal Services Division, into the POST Specialized (Non-Reimbursable) Program
 - B.5 Receiving Report on Withdrawal of the Los Angeles County Marshal's Department from the POST Regular (Reimbursable) Program
 - B.6 Approving Resolution Commending Advisory Committee Member Donald L. Forkus

PRESENTATION

Chairman Leduc presented a resolution to Donald L. Forkus, recently retired Chief, Brea Police Department, in appreciation for his outstanding service and dedication to law enforcement. Chief Forkus served as a member of the Advisory Committee from April 1988 to July 1994, and as its Chairman from October 1991 to October 1992.

Advisory Committee members Charles Brobeck and Jay Clark presented Chief Forkus with a "Top Gun" hat in special recognition of his contributions to the Advisory Committee.

PUBLIC HEARING

The purpose of the public hearing was to receive testimony in regard to proposed amendments to Commission Regulations and Procedures. The hearing was divided into two parts. Part I pertained to proposed amendments to Regulation 1018 and Commission Procedure D-1-7 to establish a 120-hour (minimum) Complaint/Dispatcher Course. Part II pertained to proposed amendments to Regulation 1080 to modify P.C. 832 testing requirements.

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

PART I OF THE PUBLIC HEARING

C. Receiving Testimony on a Proposal to Increase Hours, Adopt Training Specifications, and Modify Curriculum Requirements for the Complaint/Dispatcher Course

Staff reported that the 80-hour Complaint/Dispatcher Course was intended to serve as an interim standard subject to review following completion of a statewide job task analysis. The review resulted in the following recommendations: (1) change the name of the course to Public Safety Dispatchers' Basic Course; (2) update the curriculum from ten Functional Areas to 16 Learning Domains; (3) increase the minimum hours from 80 to 120; and (4) adopt Training Specifications for each Learning Domain.

Following the staff report, the Executive Director presented a summary of written commentary received from the following:

James B. Richter, Chairman, North Bay Training Managers' Association, wrote in support of the proposal, stating that an increase in training hours during the Public Safety Dispatchers' Basic Course will provide additional tools to dispatchers.

D. K. Gibson, Communications Manager, Sacramento Police Department, wrote in support of the proposal, stating that dispatchers' training should be comprehensive and current. She stated that more training in critical areas can be accomplished by increasing the Basic Course to 120 hours.

Steve Staveley, Chief of Police, City of La Habra, wrote in support of quality training for dispatchers. However, he stated that everyone is struggling with budgets and personnel and it is not a good time to add another 40 hours for dispatcher training. He suggested modifying the 80-hour Basic Course, doing the in-house training program, and then doing a 40-hour follow-up training a year after the Basic Course. He pointed out that the "Estimate of Economic Impact" for this proposal states that there is no cost to local agencies. He disagrees, and points out that the proposal does create new costs for which the State will not reimburse, i.e., every week that a person is sent to school costs 60 hours of overtime.

Chief Staveley suggested that if additional time must be added to the course, this should be done after a year or so. He states this will give the dispatcher a better chance to have the formal training stick, improve student understanding of the concepts, and finally, will reduce

the impact of the training on the Department, and thus reduce costs.

John M. Simpson, Chief of Police, City of Marysville, wrote that he is not in favor of the proposal. He stated that all subject matter proposed does not need to be taught in the training course. He suggests that subjects such as cultural diversity, hate crimes, sexual harassment, and gang awareness should be part of field training on the job so local policies and practices can be included.

Chief Simpson also stated that budget restrictions placed on local agencies by the State, as well as less reimbursement anticipated for POST, would impact having dispatchers away for another week. He stated that since this proposal has been declared as having no fiscal impact to local agencies, they can not seek reimbursement for mandated programs.

Captain Russell M. Olson, Technical Services Bureau Commander, City of Beverly Hills, wrote in support of the proposed added training, stating it is crucial and needed. However, he stated the fiscal impact is significant because of increases in personnel costs. He also stated that feedback from personnel indicates that 80-hours is all trainees can absorb at one time. He proposed that the course be divided into two training blocks, to be completed within an 18-month period, so that the increase in personnel costs could be amortized over two fiscal years and be more easily absorbed by agencies.

Charles S. Brobeck, Chief of Police, City of Irvine, wrote that many of the added topics are valuable in training new dispatchers. His letter stated two concerns: (1) the increase of class hours to 120; and (2) topic information or content level. The following comments were made regarding the increase in hours: that a pre-course, in-house training program affords the agency time to assess new dispatchers' performance before investing time and money to send them to a class. He stated when an advanced trainee is sent to the course, the agency must back-fill the position causing budget and personnel hardships. Regarding concerns on topic information, he states that trainees continually report that the majority of information in the course is too basic. He stated it would be helpful if the class were designed for the employee who has a higher level of dispatch experience.

After a summary of written commentary, the Chairman invited oral testimony from those in favor of the recommendation. Jay Clark, Training Officer with California Association of Police Training Officers (CAPTO) spoke in support of the recommendation.

The Chairman invited oral testimony from those in opposition. No one present indicated a desire to be heard.

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

Response to Chief Staveley's, Chief Simpson's, and Captain Olson's concerns relating to the increase in minimum required hours for the Public Safety Dispatchers' Basic Course. The 80-hour Complaint/Dispatcher Course was intended to serve only as an interim standard until a statewide job-task analysis could be completed. A comprehensive review of the curriculum was completed by staff and a Public Safety Dispatcher Advisory Committee. The review resulted in recommendations to add curricula and increase the minimum hours. The Committee recommended adding curricula on cultural diversity, sexual harassment, hate crimes, and gang awareness due to the sensitivity and liability surrounding these topics. The Committee believes that dispatchers should have a fundamental understanding of this subject matter. The Committee believes the recommended increase in hours will provide presenters with adequate time to present enhanced curricula, while using more effective instructional and testing methodologies.

Response to Chief Staveley's and Captain Olson's suggestions to restructure the course. The Review Committee discussed other delivery methods like those suggested in the letters, but favored the intensive 120-hour model to ensure continuity of training. Multiple presentations would also, to some extent, increase administrative costs for POST and presenters (added paperwork, records, and student tracking). It was the consensus of the Committee that the initial investment of additional training hours will result in a more effective employee over the long term.

Response to Chief Staveley's, Chief Simpson's, and Captain Olson's statements regarding the reported economic impact for local agencies The "Estimate of Economic Impact" states that there are no costs to local agencies. POST has stated there is no impact, based on the fact that agency participation in the POST program is voluntary.

Response to Chief Staveley's, Chief Simpson's, Captain Olson's, and Chief Brobeck's concern about the burden the proposal places on local agencies' budgets. POST recognizes the impact that increased training requirements may have on some agencies, and will work with local presenters to ensure that the needs of local agencies are best served. For example, POST has recently certified an extended format dispatch course, over a semester, to allow students to attend a few days per week.

An alternative for agencies in the POST program that cannot afford to train dispatchers due to budget restrictions would be to require individuals to complete the Public Safety Dispatchers' Basic Course prior to employment.

Response to Chief Brobeck's concern that trainees continually report that the information is too basic. This course is intended as a generic basic course for dispatchers. We make the assumption that entry-level students have little or at best marginal understanding of the knowledge, skills, tasks, and abilities of the dispatcher. The proposal does not address training requirements for dispatchers who possess a higher level of experience.

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

During discussion, it was suggested that staff review the time frame in which the training must be completed and report back at the November meeting.

MOTION - Block, second - Lowenberg, carried unanimously to approve the recommended changes and retitle the Complaint/Dispatcher Basic Course as the Public Safety Dispatchers' Basic Course.

PART II OF THE PUBLIC HEARING

D. Receiving Testimony on Proposed Changes to P.C. 832 Testing Requirements

The purpose of this portion of the public hearing was to consider proposed changes to Commission Regulation 1080 regarding P.C. 832 testing requirements.

Staff reported that Penal Code Section 832(a) specifies that successful completion of P.C. 832 training must be demonstrated by passing a POST-developed or POST-approved examination. Pursuant to this statute, Commission

Regulation 1080 requires the passage of three separate tests: a written exam; an arrest methods practical exam for all trainees; and a firearms skills test for those persons who receive firearms training.

Commission Regulation 1080 further specifies that: (1) administration and scoring of the written exam may be delegated to course presenters who agree to abide by the terms of a test security agreement; (2) course presenters are responsible for administering and scoring all arrest methods practical exams and firearms skills tests; and (3) POST is responsible for officially notifying each examinee of the test results. Finally, persons who fail any of the exams are given one opportunity to retest, and POST currently assumes responsibility for administering all written exam retests, whereas the course presenters conduct all retests for the other two exams.

It was proposed that all testing and notification responsibilities be delegated to course presenters. POST would continue to maintain the content of all exams and to provide required training to all test proctors.

Following the staff report, the Executive Director presented a summarization of written commentary received from the following:

Danny Ross, Administration of Justice Program Director, San Joaquin Valley College, Inc., wrote suggesting an alternative to the proposed amendment of Commission Regulation 1080. He suggested that POST charge a fee for PC 832 testing as authorized by law (AB 1329), and contract with Cooperative Personnel Services (CPS) to administer the tests/retests at regional testing centers. He stated the monies received from this fee would go into the Peace Officer Training Fund. He suggested that employed citizens who are required by law to have PC 832 training be exempt from paying the fee. Students who are neither affiliated with a law enforcement agency nor intend to seek peace officer status in the "foreseeable future" should be charged a fee.

After a summary of written commentary, the Chairman invited oral testimony from those present. No one indicated a desire to be heard.

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

Response to Danny Ross's suggestion of an alternative to the proposed amendments. Consideration was given to an

approach very similar to that which Mr. Ross recommended. That approach was abandoned, largely due to concerns raised by community college presenters on the basis that: (1) the imposition of fees would disadvantage protected group members who are being actively recruited by law enforcement agencies; and (2) charging fees to non-sponsored students would result in a differential fee structure, which runs counter to the mission of community colleges.

Mr. Ross suggested that POST collect fees in excess of actual test costs. He states the fees would generate additional POTF revenues. Penal Code Section 832(g) states that all testing fees for non-sponsored students "...shall not exceed actual costs," thus clearly prohibits POST from taking such action.

Adopting the proposed alternative would result in substantial testing fees, in part due to the considerable staff time required to coordinate and schedule testing at the different test centers. The alternative proposed raises the concern that charging fees to non-sponsored students could undermine efforts to attract protected group members into law enforcement.

There being no further testimony, Part II of the hearing was closed and the following action was taken:

MOTION - Ortega, second - Montenegro, carried unanimously to adopt the proposed changes to Commission Regulation 1080 subject to approval as to form and content by the Office of Administrative Law.

BASIC TRAINING BUREAU

E. Approval to Adopt Changes to the Regular Basic Course Training Specifications Using the Abbreviated Public Hearing Notice Process

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

The following changes were recommended:

- o Addition of instruction relating to anger and fear management;

- o Addition of instruction relating to the concept of intervention; and
- o Relocating instruction on landlord/tenant law into the crimes against property domain.

MOTION - Byrd, second - Silva, carried unanimously to adopt changes to the Regular Basic Course training specifications subject to the Notice of Regulatory Action, effective upon approval as to form and procedure by the Office of Administrative Law.

F. Approval of a Request for Proposal (RFP) to Develop Workbooks for the Basic Course on a Pilot Program, and Recommendation to Release the RFP for Two Pilot Workbooks

At its January 1994 meeting, the Commission authorized preparation of a Request for Proposal (RFP) to obtain vendor bids for developing workbooks for six Basic Course Learning Domains.

Staff reported that two workbook projects would provide information with less cost risk pending evaluation of workbook effectiveness. The estimated cost of developing two self-instructional workbooks based on POST-developed guidelines is \$20,000. It was recommended that the RFP be released for two Learning Domains as a pilot project; the Criminal Justice System and Physical Fitness/Stress Learning Domains.

Following discussion, the Commission authorized the release of an RFP for all six Learning Domains. After the bids have been returned, a determination will be made concerning the number of workbooks to be developed.

MOTION - Parks, second - Ortega, carried unanimously to authorize the release of a Request for Proposal for development of workbooks for up to six Learning Domains.

G. Approval of Contract with the San Diego Regional Training Center to Provide Additional Cultural Diversity Instructor Training at a Cost Not to Exceed \$53,800.

On July 21, 1993, the Commission approved a contract with the San Diego Regional Training Center to present cultural diversity instructor development training to persons who will be delivering this curricula in the basic course as required by Penal Code Section 13519.4. This training comprises learning domain #42 (cultural diversity).

Since that time, additional legislative mandates regarding hate crimes (Penal Code Section 13519.6) and sexual

harassment (Penal Code Section 13519.7) have been enacted which were subsequently incorporated into learning domain #42 at the April 1994 Commission meeting. The learning domain was also retitled "cultural diversity/discrimination."

Approval of the following was recommended:

- o Provide four additional presentations of the Cultural Awareness instructor development course in Fiscal Year 1994/95. This will create approximately 96 additional instructors to meet an increasing demand for in-service and basic course training.
- o Provide three two-day updates to incumbent instructors whose core program did not address the hate crimes and sexual harassment curricula.

The Finance Committee reviewed this contract at its July 20, 1994 meeting and recommended Commission approval.

MOTION - Ortega, second - Lowenberg, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to contract with the San Diego Regional Training Center to provide additional cultural diversity instructor training at a cost not to exceed \$53,800.

H. Scheduling a Public Hearing on November 17, 1994 Relating to a Proposal to Increase Hours, Adopt Training Specifications and Modify Curriculum Requirements for the Specialized Basic Investigators' Course

Commissioners previously established minimum training standards for Specialized Investigators in Procedure D-1 as a 340-hour course. POST Document *Performance Objectives for the POST Specialized Investigators' Course* contained the course training requirements listed as Functional Areas and Learning Goals and Performance Objectives.

In 1993, Regulation D-1 was revised to replace the term "Functional Area" with the term "Learning Domain" in Subsection D-1-1, and to establish Training Specifications for each Regular Basic Course Learning Domain. The Specialized Basic Investigators Course's content, length, and instructional methodologies were reviewed by staff and a committee of statewide agency and training representatives to ensure that the course met current training needs and standards established by the Commission for the Regular Basic Course.

This review has resulted in proposals to: (1) change the name of the course from the Specialized Basic Investigators' Course to Specialized Investigators' Basic Course; (2) update the curriculum from 11 Functional Areas to 13 Learning Domains; (3) increase the minimum hours from 340 to 364; (4) establish completion of the P.C. 832 Laws of Arrest and Firearms Course as a course prerequisite; and (5) adopt Training Specifications for each Learning Domain.

It was recommended that the Commission schedule a public hearing for November 17, 1994 to receive testimony on the proposed changes to the Specialized Basic Investigators' Course.

MOTION - Ortega, second - Kennedy, carried unanimously to schedule a public hearing to receive comments on proposed changes to the Specialized Basic Investigators' Course.

STANDARDS AND EVALUATION

I. Approval of Proposed Changes to Basic Course Performance Objectives

Ongoing review of the performance objectives for the regular basic course has identified the need for a number of changes. The proposed changes are as follows:

- o The deletion of six performance objectives in the Use of Force Domain which call for the trainee to recall information which, while important from an instructional standpoint, is not essential to the ultimate goal of teaching trainees to make appropriate use of force decisions.
- o The deletion of one performance objective in the Handling Disputes/Crowd Control Domain which calls for the trainee to recall rudimentary information about mutual aid which is not required for successful job performance.
- o The addition of one performance objective in the Crimes Against the Justice System Domain on the topic of the intimidation of victims and witnesses.

After discussion, the following action was taken:

MOTION - Byrd, second - Rutledge, carried unanimously to adopt the proposed changes to the regular Basic Course performance objectives to become effective September 1, 1994.

J. Approval of Distribution of Revised Vision Screening Guidelines

Commission Procedure C-2-4 requires local agencies to establish minimum vision and hearing standards for entry-level officers. In 1985, the Commission published vision and hearing screening guidelines to assist local agencies in establishing such standards. The vision screening guidelines have been revised to take into account recent medical and legal developments, and will be included in the *POST Medical Screening Manual for California Law Enforcement*.

MOTION - Rutledge, second - Stockton, carried unanimously to approve distribution of the revised vision screening guidelines.

TRAINING PROGRAM SERVICES

K. Approval of Proposed Regulation 1081(b) Regarding POST Requirements for Waiving State-Mandated Training When Equivalent Training Completed Previously Within a Three-Year Period

Staff reported that Assembly Bill 1329, adding Section 13511.3 to the Penal Code, authorizes the Commission to evaluate and approve pertinent training previously completed by law enforcement officers as meeting specific training requirements prescribed by the Commission. The training must have been completed within a three-year period preceding application to qualify for the exception.

In response to this enabling legislation, proposed Commission Regulation 1081(b) has been drafted. This regulation will provide agencies with a method for review and approval of previously-completed training that compares it with mandated training to ensure that agencies have completed those components which substantially meet or exceed the legislative requirements.

MOTION - Block, second - Montenegro, carried unanimously to adopt the proposed regulation 1081(b), subject to the results of the Notice of Regulatory Action.

TRAINING DELIVERY AND COMPLIANCE

L. Approval to Modify Criteria for Awarding CPT Credit for Viewing Telecourse Videotapes

Staff recommended modification of criteria for viewing previously broadcast telecourses to receive Continuing

Professional Training (CPT) credit. Recommendations included the following:

1. Use of workbooks, reference books, and ready-reference guides is optional.
2. Attendance by a telecourse coordinator is still encouraged, but with allowance for the coordinator to designate another responsible person, preferably a supervisor, to monitor the presentation.
3. The telecourse videotapes may be viewed in segments for CPT credit as long as the course was developed to be viewed in a segmented format.
4. Continue to allow the CPT requirement to be met by telecourses with no limitation, but revisit the issue when economic conditions improve.
5. Continue efforts to improve the quality of telecourse productions with a de-emphasis on panel discussions.
6. Continue to encourage, but not require, the presence of a subject-matter expert to answer questions and lead discussion during the telecourse.

There was discussion centering on whether to continue to allow the entire 24 hours in two years CPT requirement to be met by telecourse viewing. After discussion, the following action was taken:

MOTION - Rutledge, second - Stockton, carried unanimously to approve recommendations as proposed with one change. The change being to schedule a public hearing at the November meeting to consider restricting CPT credit to no more than 12 hours.

LEARNING TECHNOLOGY RESOURCE CENTER

M. Report on Plans for the 1995 Symposium on Technology Use in Law Enforcement Training

Staff reported on plans for the Symposium to be held January 11, 1995 at the Sacramento Community Center. The Symposium will follow the format of the successful Technology Workshop hosted by the Commission in November 1993. The Governor's Office and the leadership of the Legislature will co-sponsor the event.

This item was on the agenda for information and comment, and no action was required.

N. Approval of Continuation of AGC Simulation Driver Training Project

In July 1993, the Commission authorized a pilot simulator project for the purpose of introducing the AGC Simulator system as part of POST's driver training program. The simulators were placed at the Los Angeles County Sheriff's Department, the San Bernardino County Sheriff's Department, and the San Jose Police Department. The contract period was from October 1, 1993 through September 30, 1994.

Because of the time required to initiate the contracts, acquire and install the systems, train the instructors, develop scenarios and programs, staff has not been able to adequately evaluate the program. The evaluation would be accomplished between October 1, 1994 and September 30, 1995. Cost to sustain the program is \$259,818.

The Finance Committee reviewed this matter at its July 20, 1994 meeting and recommended Commission approval.

MOTION - Lowenberg, second - Campbell, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into contracts with the three sites from October 1, 1994 through September 30, 1995 at a cost not to exceed \$259,818.

CENTER FOR LEADERSHIP DEVELOPMENT

O. Report on the Supervisory Leadership Institute (SLI) Pilot Presentation for LAPD and LASD with Recommendation to Defer the Expanded Program Until Resources Permit

Staff reported that the second pilot presentation of the Los Angeles Police Department/Los Angeles County Sheriff's Department Supervisory Leadership Institute pilot was held in San Diego.

The evaluative feedback provided by the agencies, students, instructional team, and the POST coordinator points to the feasibility and desirability of dedicating one SLI presentation to these two large agencies on a permanent basis. Other than students coming from just two agencies, the proposed class would remain consistent with the current SLI curricula. The cost of an additional SLI presentation for LAPD/LASD is estimated at \$83,000.

The POST Advisory Committee discussed this item at its July 20 meeting and supported the proposed additional SLI class, but recommended it not be devoted exclusively to LAPD/LASD, but rather to intersperse their personnel among the other classes.

There was consensus to approve in principle one additional Supervisory Leadership Institute class per cycle to accommodate the need of LAPD/LASD, but to defer actual presentation until revenues improve and resources become available. A report will be made at the November Commission meeting regarding the revenue at that time.

P. Center for Leadership Development (CLD) Program Review

The CLD has before it a review of all major leadership training programs. The review will consist of two projects conducted by CLD staff. One project will provide a comprehensive analysis of the Command College. Every facet of this program, including curriculum, overall course design, and cost factors associated with course presentation, will be examined. The second project will provide the same comprehensive review of the supervisory, management, and related executive courses.

After discussion, the following action was taken:

MOTION - Block, second - Ortega, carried unanimously to direct staff to review the Center for Leadership Development (CLD) program and report back at the July 1995 Commission meeting.

EXECUTIVE OFFICE

Q. Governor's Award for Excellence in Peace Officer Training

In April 1994 the Commission directed staff and the POST Advisory Committee to develop specifics for the Governor's Award for Excellence in Peace Officer Training.

A subcommittee of the POST Advisory Committee, supplemented by trainers, developed recommended award specifics including categories, eligibility, judging criteria, and the screening/approval process. At its July 20 meeting, the full POST Advisory Committee approved the criteria and recommended Commission approval.

Three categories of awards are proposed: (1) Individual Achievement; (2) Lifetime Achievement; and (3) Organizational Achievement. Eligibility for the award is designed to include the broadest possible candidate base.

MOTION - Ortega, second - Kennedy, carried unanimously to approve the award, and authorize staff to finalize criteria and announce invitation of nominations for the award for this calendar year.

Commissioner Campbell requested that the Commission also consider an award to be given to a law enforcement officer who has gone beyond the call of duty in their work with victims and has enhanced the image of law enforcement. Staff was directed to further explore this concept and report back at the November meeting.

COMMITTEE REPORTS

R. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, reported on the Committee meeting held on July 20, 1994. In addition to matters already addressed on the agenda, the Committee discussed the following items:

1. Staff reported that the fourth quarter training volume and reimbursement expenditures continued at a rate less than initial fiscal year projections. This reduced trainee number served to mitigate the effect of the projected end-of-year budget deficit which has been discussed. The end-of-year deficit has been reduced to less than \$300,000. The reduction, from an earlier deficit projection of \$5.5 million, was facilitated by a number of factors, including:
 - o Conservation measures previously approved by the Commission
 - o We received the \$1.86 million augmentation from the General Fund
 - o June payout for reimbursable claims was less than anticipated; the final total payout was \$800,000 less than projected
 - o The final month's revenue of \$3.4 million was about one million above the average of previous months.

As a result, POST will enter the 94/95 FY without the burden of a large deficit.

2. The FY 1994-95 Governor's Budget has been signed. The allocated \$33.5 million appropriation includes a deficiency appropriation from the General Fund in the amount of \$1.45 million. Trainee volume for this fiscal year is anticipated to be approximately 56,000, or an increase of 10,000 over Fiscal Year 1993-94. If that volume materializes, we could reach June 30, 1995 with a deficit of approximately \$1.6.
3. Until the financial projections are more favorable, the Committee recommends the continuation of suspension of reimbursement for the purchase of Satellite/IVD

equipment and Training Presentation costs. In addition, the Committee recommends the following reductions in program expenditures:

- o Place a moratorium on Command College graduation seminars and the Command College Graduates Update (potential \$69,000 savings)
 - o Develop an alternative Command College assessment process to be in place by April 1995 (\$20,000 savings)
 - o Discontinue reimbursement for lodging and meals associated w/courses attended within 50 round-trip miles of trainee's department (\$153,000 savings).
 - o Seek to reduce Letters of Agreement/meeting costs by 10% (\$120,000 savings).
 - o Limit attendance at road-show presentations of courses to trainees within the region as defined by POST (savings \$50,000). (Staff will continue to expand road-show presentations to minimize need for trainees to travel).
 - o Defer work on previously authorized POSTRAC improvements (\$230,000 savings).
4. The Committee recommended approval of five Budget Change Proposals (BCPs) for a total of \$19,530,720 for FY 95/96.
- o Interactive Multimedia and Satellite Network - (150 additional IVD systems and 150 additional satellites) - \$983,720
 - o Computer-Based Multimedia Program Development - \$1,000,000
 - o Interactive Multimedia Classroom Development - \$300,000
 - o Support, Maintenance and Evaluation Program - \$747,000
 - o Fully fund a Spanish Language training program for peace officers - \$3.5 million
 - o Local assistance augmentation to provide additional funds for training reimbursements - \$13 million

5. The Committee recommended that the Commission approve the continuation of efforts by the Executive Director in providing briefing meetings on the financial status and needs of POST. The Committee believes, of course, that the Commission's overall objective remains to restore lost revenues.
6. At its July 7, 1994 meeting, the Long Range Planning Committee recommended that, contingent upon available funds, the Commission authorize staff to proceed toward the development of Phase I of the Emergency Spanish Language Training Program. This training would provide officers a minimal level of proficiency. Estimated cost of the Phase I development is \$127,000. The Finance Committee recommended that the Commission approve the development of this program.
7. The Committee recommended that the Commission direct staff to release an RFP seeking a proposal for marketing POST's First Aid/CPR Interactive Videodisc Course and other IVD courses. The idea is to select one vendor to handle marketing of all the products. Interested vendors will be asked to propose the royalty percentage to be returned to POST.
8. Contracts and Interagency Agreements that exceed \$10,000 are approved by the Commission. The Executive Director has been delegated the authority to enter into contracts and agreements to a lesser amount. The total number of contracts and interagency agreements are annually reported to the Commission showing the purpose of each and the money encumbered. The Committee has reviewed the report and recommended its approval.

MOTION - Campbell, second - Parks, carried unanimously to approve the recommendations of the Finance Committee.

S. Long Range Planning Committee

Chairman Leduc, who also chairs the Long Range Planning Committee, reported on the Committee meeting held on July 7, 1994 in Monterey Park.

In addition to items previously addressed on the agenda, the Committee discussed the following:

1. Pursuit Guidelines

The Committee was informed that work on the pursuit guidelines project was temporarily halted due to concerns by some law enforcement agencies that the guidelines might intrude into the policy-setting arena.

Following discussion, the Committee was assured by staff that focus of the final product will be carefully confined to guidelines as required.

The Committee directed staff to resume work on the development of the guidelines and training materials and prepare them for presentation at the January 1995 Commission meeting.

2. Progress Report on the Regional Skills Centers Project

The Committee received a status report on the Regional Skill Centers Project. The Advisory Committee is currently holding a series of regional meetings to involve and receive input from all local law enforcement.

It was noted that the funding mechanism preferred by the Advisory Committee is a \$500 million bond issue. It is likely that the report to the Commission in November will include that recommendation.

3. Livermore National Laboratory Conflict Management Simulation Program

Staff reported that Lawrence Livermore Lab has developed a simulation program which appears to be adaptable for certain types of law enforcement and public safety training. The most apparent useful application appears to be disaster preparedness training. Lawrence Livermore Lab personnel are amenable to working with POST in an effort to secure a source of federal funds to convert the program for law enforcement purposes.

The Committee recommended that staff continue to work with Lawrence Livermore Lab on this project.

4. Technology Advisory Committee

The Committee received a briefing of issues relating to converting federal technology to law enforcement purposes.

There was consensus that staff explore the possibility of inviting representatives of various firms and federal labs to California to identify what technology exists and discuss the potential of conversion for law enforcement purposes.

5. Telecourse Production: Cooperative Projects with Other States

The Executive Director reported on discussions at the IADLEST meeting concerning cooperative efforts between states to produce telecourses. Interest has been expressed by both Arizona and Oregon for joint development of telecourses with arrangements that could significantly reduce POST's current production costs.

The Committee recommended that cooperative approaches and direct sale of right-to-use POST productions be pursued, and for staff to report back results to the Long Range Planning Committee.

6. Executive Director's Vacation Allowance

The Commission is required to annually review the Executive Director's vacation allowance. This matter, therefore, was before the Committee for consideration. Following discussion, the Committee recommended that the Commission continue without change the current policy of 33 days vacation, and to recommend \$7700 allowance for annual expenditure for professional development activities. (This represents, in part, an unused portion of last year's allowance.)

MOTION - Campbell, second - Devallis, carried unanimously to approve the recommendations of the Long Range Planning Committee.

T. Legislative Review Committee

Commissioner Block, Chairman of the Legislative Review Committee, reported on the Committee meeting held earlier that day in San Diego. The following recommendations were made:

- o Oppose SB 1813 that would authorize peace officer powers to designated employees of the California Museum of Science and Industry contingent upon POST approval in a feasibility study.
- o Support 1995 legislative proposals for restoring POST funding including seeking redirection of a portion of the Driver Training Fund and the 911 Emergency Telephone Fund.
- o Refer proposed legislation on law enforcement accessing records for laterally transferring peace officers to the Commission's Labor Management Committee.

U. Advisory Committee

Charles Brobeck, Chairman of the POST Advisory Committee, reported the Committee met on July 20, 1994 in San Diego.

In addition to items previously addressed on the agenda, Bureau Chief John Berner presented a demonstration of the Basic Academy Report Writing Pilot Project. The Committee was very complimentary of the work being done and felt it would be very valuable to law enforcement.

V. Appointment of Advisory Committee Members

Chairman Leduc made the following appointments to the Advisory Committee:

- o Reappoint the following members for a three-year term of office beginning in September 1994:

Jay Clark, representing California Association of Police Training Officers (CAPTO);

Joe Flannagan, representing Peace Officers' Research Association of California (PORAC); and

Derald Hunt, representing California Association of Administration of Justice Educators (CAAJE).

- o Appoint Woody Williams, representing California Peace Officers' Association (CPOA), for a three-year term of office beginning in September 1994.

In addition, Chairman Leduc appointed Earl Robitaille as a public member to fill the unexpired term of Marie Danner on the Advisory Committee.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

November 17, 1994 - Waterfront Hilton, Huntington Beach

January 12, 1995 - Holiday Inn, Sacramento

April 20, 1995 - San Diego

July 20, 1995 - Orange County

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Course Certification/Decertification Report		November 17, 1994
Bureau	Reviewed By	Researched By
Training Delivery & Compliance Bureau	Ronald T. Allen, Chief <i>RA</i>	Rachel S. Fuentes <i>RF</i>
Executive Director Approval	Date of Approval	Date of Report
<i>Moussa L. Beckman</i>	11-1-94	October 31, 1994
Purpose:		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details)
<input type="checkbox"/> Decision Requested	<input checked="" type="checkbox"/> Information Only	<input type="checkbox"/> No
<input type="checkbox"/> Status Report		

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

The following courses have been certified or decertified since the July 21, 1994 Commission meeting:

CERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1.	Arrest & Firearms, P.C. 832	Fullerton College	P.C. 832	IV	\$ -0-
2.	Arrest & Firearms, P.C. 832	Sacramento S.D.	P.C. 832	N/A	-0-
3.	Special Weapons & Tactics	Los Angeles S.D.	Technical	IV	30,443
4.	Defensive Tactics/ Officer Safety	El Segundo P.D.	Technical	N/A	-0-
5.	Defensive Tactics Instructor Update	FBI, San Diego	Technical	IV	7,680
6.	Reserve Training Module B	Grossmont College	Reserve Training	N/A	-0-
7.	Reserve Training Module C	Grossmont College	Reserve Training	N/A	-0-
8.	Firearms/Semi-Auto Pistol	Grossmont College	Technical	IV	1,680
9.	Firearms/Handgun Inst. Training School	Los Angeles P.D.	Technical	N/A	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
10.	Death Investigation	Santa Rosa T.C.	Technical	IV	\$ 3,888
11.	Arrest/Control Tactics Update	Glendale P.D.	Technical	N/A	-0-
12.	Motivation & Leadership	Los Angeles P.D.	Supv. Trng.	N/A	-0-
13.	Arrest & Firearms P. C. 832	De Anza College	P.C. 832	N/A	-0-
14.	Internal Affairs/ Discipline	PORAC	Technical	IV	4,200
15.	Specialized Basic Inv.	Yuba College	Specialized Basic	IV	-0-
16.	Sexual Assault Inv.	Los Angeles S.D.	Technical	III	8,362
17.	School Peace Officer P.C. 832.2	El Monte/ Rosemead Adult School	Technical	N/A	-0-
18.	School Peace Officer P. C. 832.2	Cerritos College	Technical	IV	2,000
19.	School Peace Officer P.C. 832.2	De Anza College	Technical	IV	1,000
20.	Criminal Justice Info Information Control	Santa Clara Co. Executive Office	Technical	N/A	-0-
21.	Environmental Crimes Introduction	FBI, San Diego	Technical	IV	960
22.	Baton Instructor Upd	Los Medanos Col.	Technical	IV	3,730
23.	Fingerprint, Latent Develop. Techniques	FBI, San Diego	Technical	IV	2,300
24.	Fingerprint Comparisons Latent	FBI, San Diego	Technical	IV	2,300

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
25.	Skills & Knowledge Modular Training	Tustin P.D.	Technical	IV	\$ -0-
26.	Police Pursuit Liability	CPOA	Mgmt. Trng.	III	10,692
27.	Livestock Theft/Rural Crimes	Santa Rosa T.C.	Technical	IV	16,560
28.	Gang Awareness Upd	Santa Barbara P.D.	Technical	IV	4,800
29.	Firearms-Motor Officer Safety	San Francisco P.D.	Technical	IV	8,532
30.	Crime Analysis: Imp./ Eval.	Los Angeles P.D.	Technical	IV	2,400
31.	Advanced Officer	Santa Clara P.D.	Advanced Officer	IV	-0-
32.	Defensive Tactics Update	Mt. View P.D.	Technical	V	21,456
33.	Terrorism, Theory & Politics	FBI, Los Angeles	Technical	IV	45,360
34.	Surveillance Techn.	FBI, San Francisco	Technical	IV	22,750
35.	Bicycle Patrol	Santa Ana P.D.	Technical	IV	1,080
36.	Bicycle Patrol	Sacramento S.D.	Technical	V	2,880
37.	Patrol Operations - Field Leadership	Oceanside P.D.	Technical	IV	1,350
38.	Team Building Wkshp	Sharon Brown-Haldeman	TBW	III	5,489
39.	Traffic Collision Inv.	L.A. Mission Col.	Technical	N/A	-0-
40.	Forensic-Firearms	CCI	Technical	IV	4,400
41.	Advanced Officer	Santa Clara. S.D.	Advanced Officer	IV	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
42.	Intro to Community Oriented Policing	Sacramento PSC	Technical	IV	\$ 7,920
43.	Complaint/Disp. Upd	Shasta College	Technical	N/A	-0-
44.	Report Writing	L.A. Mission Col.	Technical	N/A	-0-
45.	Role of the Police Chief	CPOA	Technical	III	52,800
46.	Defensive Tactics Update	Burbank P.D.	Technical	N/A	-0-
47.	Cultural Diversity	Fremont P.D.	Technical	IV	-0-
48.	Auto Weapons & Explosive Recognition	Dept. of P&R	Technical	N/A	-0-
49.	Community Policing	Grossmont College	Technical	IV	3,633
50.	Field Training Officers	Bakersfield P.D.	Technical	V	1,200
51.	Burglary	San Diego RTC	Technical	III	28,692
52.	Drug Influence - 11550 H&S	San Luis Obispo S.D.	Technical	IV	1,440
53.	Advanced Officer	Dept. of Health Services	Advanced Officer	N/A	-0-
54.	Skills & Knowledge Modular Training	Mt. View P.D.	Technical	V	-0-
55.	Skills & Knowledge Modular Training	Martinez Adult School	Technical	IV	300
56.	Skills & Knowledge Modular Training	Grossmont College	Technical	IV	1,120

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
57.	Skills & Knowledge Modular Training	Torrance P.D.	Technical	V	\$ 21,200
58.	Skills & Knowledge Modular Training	Oceanside P.D.	Technical	IV	1,440
59.	Skills & Knowledge Modular Training	Santa Ana P.D.	Technical	N/A	-0-
60.	Skills & Knowledge Modular Training	Seal Beach P.D.	Technical	IV	-0-
61.	Skills & Knowledge Modular Training	Brea P.D.	Technical	IV	-0-
62.	Training Conference	Latino Peace Ofrs. Association	Technical	N/A	-0-
63.	Training Conference	Welfare Fraud Inv. Association	Technical	N/A	-0-
64.	Training Conference	DOJ (ATC)	Technical	N/A	-0-
65.	Training Conference	Search Inc.	Technical	N/A	-0-
66.	Training Conference	No. Cal. Gang Investigator's Assn.	Technical	N/A	-0-
67.	Training Conference	Orange Co. S.D.	Technical	N/A	-0-
68.	Training Conference	PORAC	Technical	N/A	-0-
69.	Training Conference	Calif. Crime Prev. Officers Assn.	Technical	N/A	-0-
70.	Training Conference	Sacramento S.D.	Technical	N/A	-0-
71.	Training Conference	CA. Sexual Assault Invest Assn.	Technical	N/A	-0-
72.	Crime Scene Inv.- Basic	Sacramento S.D.	Technical	III	37,440

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
73.	Cognitive Interviewing & Statement Analysis	Petaluma P.D.	Technical	N/A	\$ -0-
74.	Dispatcher, Public Safety	San Jose P.D.	P. S. Dispatcher	IV	-0-

75 - 105 30 IVD courses certified as of 10-31-94. To date 77 certified presenters have been certified.

106 - 109 4 additional Proposition 115 Hearsay Evidence Testimony Course Presenters have been certified as of 10-31-94. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 277 presenters of Proposition 115 have been certified.

110 - 545 435 additional Telecourses certified as of 10-31-94. To date, 304 Telecourse presenters have been certified and 3,885 Telecourses certified.

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Fingerprint, Adv. Latent	FBI, San Diego	Technical	IV
2.	Supv. Resp.-Ofc. Inv. Fat. Inc.	Centre for Living with Dying	Technical	III
3.	Underwater Security Operations	L.A. Port P.D.	Technical	IV
4.	Beretta-Introduction	Los Angeles S.D.	Technical	IV
5.	Beretta-Adv. Combat Shooting	Los Angeles S.D.	Technical	IV
6.	Beretta Combat Shooting	Los Angeles S.D.	Technical	IV
7.	Defensive Tactics Instr.	Gavilan College	Technical	IV
8.	Supervisory Update	Gavilan College	Supv. Trng.	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
9.	Advanced Officer	Roseville P.D.	Technical	IV
10.	Reserve Training Module B	Pasadena College College	Reserve Training	N/A
11.	Reserve Training Module C	Pasadena College	Reserve Training	N/A
12.	School Peace Officer- (P.C. 832)	Glendale College	Technical	IV
13.	Defensive Tactics Instructor	Glendale College	Technical	IV
14.	Supervisory Update	Rio Hondo RTC	Supv. Trng.	IV
15.	Supv. Tech - PERS Utilization	Rio Hondo RTC	Supv. Trng.	IV
16.	Traffic Program Mgmt. Institute	CSU, Pomona	Mgmt. Trng.	III
17.	Laser Firearms Trng. Update	San Diego S.D.	Technical	III
18.	Motorcycle Training	San Diego S.D.	Technical	IV
19.	Radar Operator	San Diego S.D.	Technical	IV
20.	Traffic Collision Inv.	San Diego S.D.	Technical	IV
21.	Reserve Training Module A	San Diego LETC	Reserve Training	N/A
22.	Reserve Training Module C	San Diego LETC	Reserve Training	N/A
23.	First Aid/CPR Instr.	Golden West College RCJTC	Technical	IV
24.	Reserve Training Module A, B, C	Golden West College RCJTC	Reserve Training	N/A

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
25.	Reserve Training Module B, C	Imperial Valley College	Reserve Training	N/A
26.	Computer - L.E.	San Diego RTC	Exec. Trng.	III

TOTAL CERTIFIED	<u>74</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>4</u>
TOTAL TELECOURSES CERTIFIED	<u>435</u>
TOTAL IVD COURSES CERTIFIED	<u>30</u>
TOTAL DECERTIFIED	<u>26</u>
TOTAL MODIFICATIONS	<u>44</u>

1,119 Skills & Knowledge Modules certified as of 10-31-94
3,885 Telecourses certified as 10-31-94
77 IVD Courses as of 10-31-94
1,422 Other Courses certified as of 10-31-94

6,503 TOTAL CERTIFIED COURSES
623 certified presenters

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title		Meeting Date
Financial Report - First Quarter 1994/95		November 17, 1994
Bureau	Reviewed By	Researched By
Administrative Services Bureau	Frederick Williams	Staff
Executive Director Approval	Date of Approval	Date of Report
<i>Merrill C. Butler</i>	11-1-94	October 31, 1994
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 type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p>This report provides financial information relative to the local assistance budget through September 30, 1993. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1994/95 Budget to California cities, counties and districts.</p> <p><u>COMPARISON OF REVENUE BY MONTH</u> - This report, shown as Attachment 1A, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through September 30, 1994, we received \$7,945,299. The total is \$43,299 more than originally anticipated (see Attachment 1B) and is \$363,006 (5%) more than received for the same period last fiscal year.</p> <p><u>NUMBER OF REIMBURSED TRAINEES BY CATEGORY</u> - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 7,554 trainees reimbursed through the first quarter represents an increase of 394 (6%) compared to the 7,160 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)</p> <p><u>REIMBURSEMENT BY COURSE CATEGORY</u> - These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursement for courses (excluding Training Aids Technology) through the first quarter of \$1,999,684 represents a \$119,819 (6%) increase compared to last fiscal year. (See Attachments 3A & 3B)</p> <p><u>ANALYSIS AND RECOMMENDATION</u> - The first quarter training volume and reimbursement expenditures are within fiscal year projections. Revenue received for the first three months of this fiscal year is slightly more than anticipated (\$43,299). Similarly, there was a slight increase (6%) in reimbursement and in the number of trainees. While it is very early to draw conclusions, it does appear, with the infusion of the \$1.453 million from the General Fund, that we are on course for a near balance between revenue and expenditures. Of course, this guarded assessment is made with the assumption that the current constraints on expenditures remain in place.</p>		

File: 9495REV

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1993-94 AND 1994-95

1993-94

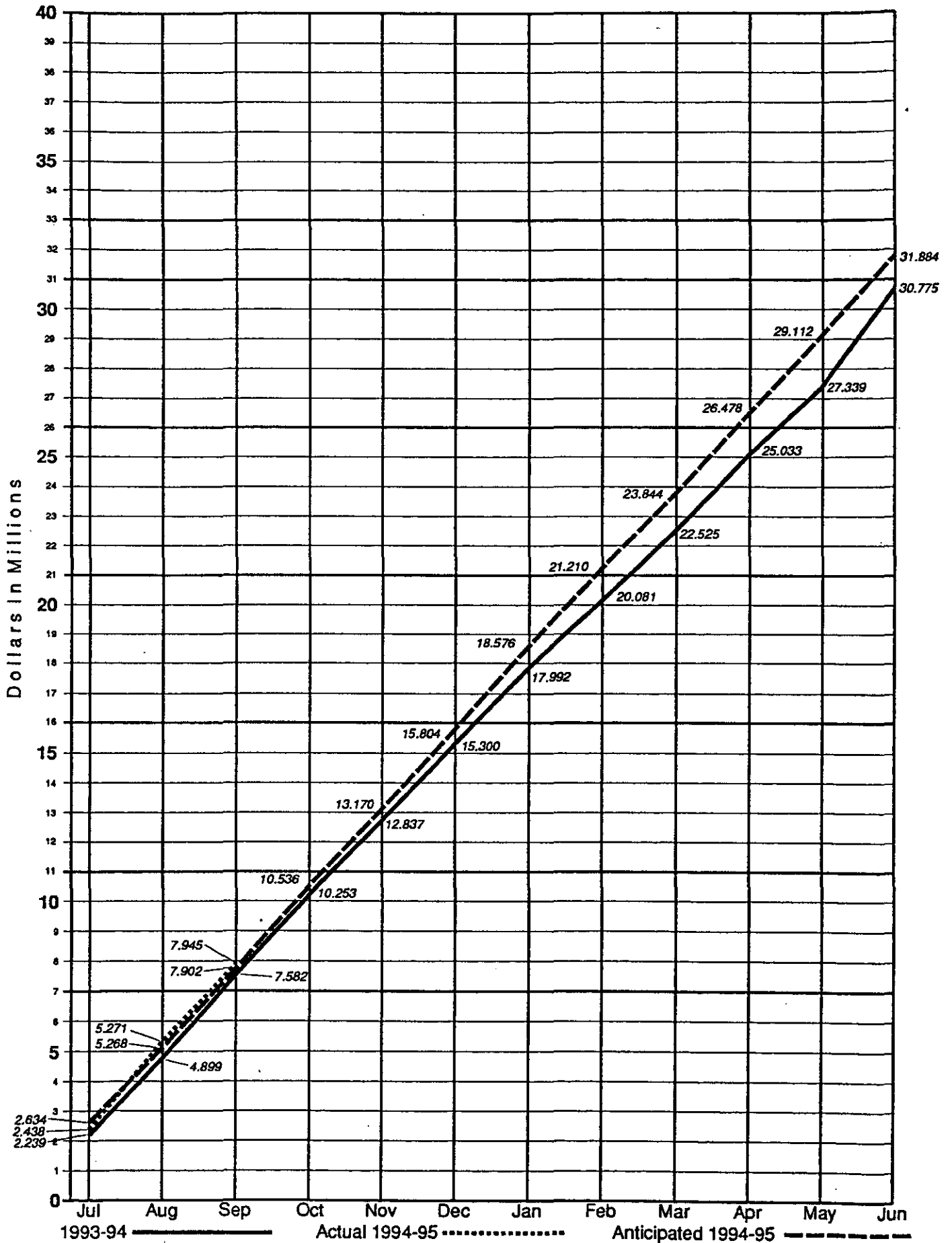
1994-95

MO	PENALTY ASSESMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND						
JUL	2,239,254		2,239,254	2,634,000	2,435,532	2,592	2,438,124	92.56%	2,438,124	92.56%	
AUG	2,659,494		4,898,748	5,268,000	2,829,120	4,678	2,833,798	107.59%	5,271,922	100.07%	
SEP	2,679,980	3,565	7,582,293	7,902,000	2,666,819	6,558	2,673,377	101.49%	7,945,299	100.55%	
OCT	2,670,736		10,253,029	10,536,000			0	0.00%	7,945,299	75.41%	
NOV	2,559,159	24,366	12,836,554	13,170,000			0	0.00%	7,945,299	60.33%	
DEC	2,454,936	8,595	15,300,085	15,804,000			0	0.00%	7,945,299	50.27%	
JAN	2,660,390	31,787	17,992,262	18,576,000			0	0.00%	7,945,299	42.77%	
FEB	2,014,175	74,772	20,081,209	21,210,000			0	0.00%	7,945,299	37.46%	
MAR	2,421,259	22,851	22,525,319	23,844,000			0	0.00%	7,945,299	33.32%	
APR	2,493,236	14,001	25,032,556	26,478,000			0	0.00%	7,945,299	30.01%	
MAY	2,216,512	89,476	27,338,544	29,112,000			0	0.00%	7,945,299	27.29%	
JUN	3,389,329	46,981	30,774,854	31,884,000			0	0.00%	7,945,299	24.92%	
TOT	30,458,460	316,394	30,774,854	31,884,000	7,931,471	13,828	7,945,299	24.92%	7,945,299	24.92%	

** - Includes \$7,004 from coroner permit fees (per Ch 990/90)

Comparison of Revenue by Month

Fiscal Years 1993-94 and 1994-95



COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

SEPTEMBER 1994

COURSE	1993-94			1994-95		
	Actual Total For Year	Actual Jul-Sept	% of Total	Projected Total For Year	Actual Jul-Sept	% of Projection
Basic Course	695	163	23%	3,000	172	6%
Dispatchers - Basic	294	74	25%	304	53	17%
Advanced Officer Course	3,802	1,067	28%	10,000	611	6%
Supervisory Course (Mandated)	511	46	9%	625	31	5%
Management Course (Mandated)	174	39	22%	161	22	14%
Executive Development Course	480	129	27%	545	108	20%
Supervisory Seminars & Courses	3,123	461	15%	3,249	559	17%
Management Seminars & Courses	2,038	230	11%	2,128	206	10%
Executive Seminars & Courses	471	53	11%	523	25	5%
Other Reimbursement	33	31	94%	36	0	0%
Tech Skills & Knowledge Course	32,766	4,722	14%	33,040	5,550	17%
Field Management Training	37	2	5%	41	0	0%
Team Building Workshops	446	54	12%	471	68	14%
POST Special Seminars	704	76	11%	766	127	17%
Approved Courses	84	13	15%	93	22	24%
TOTALS	45,658	7,160	16%	54,982	7,554	14%

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

COURSE	1993-94	1994-95		
	Total For Year	Actual Jul-Sept	September	Actual Jul-Sept*
Basic Course	\$1,983,731	\$652,532	\$105,712	\$180,104
Dispatchers - Basic	138,496	36,225	22,280	25,743
Advanced Officer Course	523,729	246,145	11,513	47,168
Supervisory Course (Mandated)	352,124	51,544	7,542	24,949
Management Course (Mandated)	196,182	68,458	1,389	19,555
Executive Development Course	301,817	83,253	39,974	70,237
Supervisory Seminars & Courses	1,216,474	145,990	125,662	217,922
Management Seminars & Courses	685,805	58,880	11,817	45,748
Executive Seminars & Courses	153,935	14,028	3,536	5,540
Other Reimbursement	22,020	18,724	0	0
Tech Skills & Knowledge Course	8,792,138	1,281,050	519,726	1,295,975
Field Management Training	17,737	691	0	0
Team Building Workshops	174,125	26,249	0	30,114
POST Special Seminars	133,714	8,704	16,477	35,617
Approved Courses	14,232	4,726	120	1,734
Training Aids Technology	1,193,681	365,341	0	4,542
TOTALS	\$15,899,940	\$3,062,540	\$865,748	\$2,004,948

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

COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1993-94 Total	1993-94 Jul-Sept	1994 September	1994-95 Jul-Sept*
Resident Subsistence	\$7,228,607	\$1,038,042	\$516,010	\$1,117,923
Commuter Meal Allowance	580,798	\$90,496	\$38,120	\$115,688
Travel	2,347,212	\$325,333	\$163,441	\$391,351
Tuition	2,927,101	\$425,994	\$148,177	\$374,722
Salary	1,622,541	\$817,334	\$0	\$722
Training Aids Technology	1,193,681	\$365,341	\$0	\$4,542
TOTALS	\$15,899,940	\$3,062,540	\$865,748	\$2,004,948

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

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title NEW AGENCY - Alameda County Coroner's Department		Meeting Date November 17, 1994
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen	Researched By Bob Spurlock <i>RS</i>
Executive Director Approval <i>Norman C. Beckman</i>	Date of Approval 9-19-94	Date of Report September 16, 1994
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>The Alameda County Coroner's Department is seeking entry into the POST Reimbursable Program on behalf of its investigators.</p> <p><u>BACKGROUND</u></p> <p>The provisions of 830.35 Penal Code permit the Coroner's Department to employ sworn investigators and participate in the POST Reimbursable Program. The agency has submitted the proper documentation supporting POST objectives and regulations.</p> <p><u>ANALYSIS</u></p> <p>The Alameda County Coroner's Department has 13 full-time investigators. The agency is complying with POST Regulations. Fiscal impact for reimbursement of training costs is approximately \$6,500 per year.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the Alameda County Coroner's Department be admitted into the POST Reimbursement Program consistent with Commission Policy.</p>		

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT			
Agenda Item Title NEW AGENCY - Solano County Coroner's Department		Meeting Date November 17, 1994	
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen	Researched By Bob Spurlock	
Executive Director Approval <i>Houman C. Behnia</i>	Date of Approval 9-19-94	Date of Report September 16, 1994	
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.			
<p><u>ISSUE</u></p> <p>The Solano County Coroner's Department is seeking entry into the POST Reimbursable Program on behalf of its investigators.</p> <p><u>BACKGROUND</u></p> <p>The provisions of 830.35 Penal Code permit the Coroner's Department to employ sworn investigators and participate in the POST Reimbursable Program. The agency has submitted the proper documentation supporting POST objectives and regulations.</p> <p><u>ANALYSIS</u></p> <p>The Solano County Coroner's Department has 5 full-time investigators. The agency is complying with POST Regulations. Fiscal impact for reimbursement of training costs is approximately \$2,500 per year.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the Solano County Coroner's Department be admitted into the POST Reimbursement Program consistent with Commission Policy.</p>			

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title NEW AGENCY - California State University, Monterey Bay Police Department	Meeting Date November 17, 1994	
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen <i>[Signature]</i>	Researched By <i>RES</i> Bob Spurlock
Executive Director Approval <i>Morgan C. Becken</i>	Date of Approval 11-1-94	Date of Report November 1, 1994
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>The California State University, Monterey Bay Police Department is seeking entry into the POST Reimbursable Program on behalf of its peace officers.</p> <p><u>BACKGROUND</u></p> <p>The department's officers are appointed pursuant to Section 830.2 of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.</p> <p><u>ANALYSIS</u></p> <p>The police department currently employs five peace officers.</p> <p>Fiscal impact for reimbursement of training will cost approximately \$3,000 per year.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the California State University, Monterey Bay Police Department has been admitted into the POST Reimbursement Program consistent with Commission Policy.</p>		

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Safety Dispatcher Program		Meeting Date November 17, 1994
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen <i>[Signature]</i>	Researched By Bob Spurlock <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval 10-24-94	Date of Report October 14, 1994
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

Acceptance of the Monrovia Police Department into the Public Safety Dispatcher Program.

BACKGROUND

The Monrovia Police Department has requested participation in the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525. The agency has expressed willingness to abide by POST Regulations and has passed an ordinance or resolution as required by Penal Code Section 13522.

There are currently 323 agencies participating in the program.

ANALYSIS

The agency presently employs full-time dispatchers. The agency has established minimum selection and training standards which equal or exceed the standards adopted for the program.

RECOMMENDATION

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

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT			
Agenda Item Title Public Hearing: To Consider Modifications to the Specialized Basic Investigators Course		Meeting Date November 17, 1994	
Bureau Basic Training Bureau	Reviewed By <i>EJ</i> Everitt Johnson	Researched By Jody J. Buna	
Executive Director Approval <i>Norman C. Beehm</i>		Date of Approval 11-1-94	Date of Report October 12, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.			
<p><u>ISSUE</u></p> <p>Should the Commission approve, subject to the public review process, changes to POST-prescribed minimum hours and curricula regarding Specialized Basic Investigators Course?</p> <p><u>BACKGROUND</u></p> <p>At its July 21, 1994 meeting the Commission reviewed proposed changes to Commission Procedure D-1-6. The Commission scheduled a public hearing for November 17, 1994 to receive testimony on these proposed changes.</p> <p>Penal Code Section 13510.5 empowers the Commission to adopt and amend minimum standards for training "Specialized Peace Officers" employed by a variety of state agencies. The training standard adopted by the Commission is listed in the POST Document "Performance Objectives for the POST Specialized Basic Investigators Course", as described in Commission Procedure D-1-6 and incorporated by reference in Regulation 1005 (a)(4). The majority of existing Specialized Investigators Basic Course was taken directly from the Regular Basic Course. The Vehicle Operations and Traffic Basic Courses Functional Areas were deleted, and a new functional area, Specialized Investigative Techniques, was developed for the course.</p> <p><u>ANALYSIS</u></p> <p>The increasingly diverse challenges and expanding service demands expected of law enforcement require that the content, length, and instructional methodologies of peace officer training be periodically updated. POST staff and a committee comprised of training managers, course presenters, state agency supervisors, and trainers reviewed the Specialized Basic Investigators Course curricula and concurred that changes to the course were necessary to ensure that the curricula met current training needs.</p>			

The following recommendations were proposed by that committee:

1. Change the course title to Specialized Investigators' Basic Course to more accurately reflect the state peace officers served by the course.
2. Reformat the course into Learning Domains to maintain consistency with the Basic Course format adopted by the Commission. Replace the existing Functional Areas with the new Learning Domains.
3. Develop a Training Specifications document requiring instructional goals, topics, tests, and learning activities using the content of the Regular Basic Course and an analysis of the functions of state investigator's position as a model. Replace the existing Performance Objectives with the new Training Specifications.
4. Increase the minimum required hours from 340 to 364 to accommodate new instructional material and make the 64-hour, P.C. 832 Laws of Arrest and Firearms Course a prerequisite for entry into the Specialized Basic Investigators Course. The minimum training requirement would increase from 340 hours to 428 hours, which is the combined hourly requirement of the 832 course and SIBC.

An analysis of the existing curricula concluded that relevant Basic Course curriculum needed to be incorporated to the course and new instruction developed that focused on the job functions performed by state specialized peace officers.

This report concurs with the recommendations of the committee and proposes to amend Commission Procedure D-1-6 to eliminate the functional area and performance objective curricula format and adopt the learning domain format. It also proposes that the Commission adopt the document, *Training Specifications for Specialized Investigators' Basic Course*, for incorporation by reference into Regulation 1005 (a)(4). Major changes to the training requirements for state specialized peace officers include:

LEARNING DOMAINS

The committee developed Learning Domains that updated the course content to reflect emerging training issues and recent legislative mandates that have become a part of the Basic Course. Training in Tactical Communication, Cultural Diversity, Sexual Harassment, Liability/Risk Reduction, Persons with Disabilities, Health Maintenance, Use of Force, and Victim Assistance was incorporated into the curricula. Instruction from the POST Institute of Criminal Investigation in Case management and the Role of the Investigator was added to the course to focus on the needs of this group of peace officers.

Proposed Learning Domains and number of hours are:

<u>L/D</u>	<u>TOPIC</u>	<u>RECOMMENDED HOURS</u>	
1.0	Ethics, Professionalism, and Career Orientation	16	Hours
2.0	Cultural Diversity/Discrimination	24	Hours
3.0	General Law	24	Hours
4.0	Search and Seizure Issues	24	Hours
5.0	Investigative Techniques	34	Hours
6.0	Identification, Collection, and Preservation of Physical Evidence	12	Hours
7.0	Investigative Report Writing	32	Hours
8.0	Use of Force	8	Hours
9.0	Firearms/Chemical Agents	44	Hours
10.0	Field Procedures	48	Hours
11.0	Fitness and Arrest Methods	60	Hours
12.0	First Aid and CPR	21	Hours
13.0	Persons with Disabilities	6	Hours
	Examinations	11	Hours
		<u>TOTAL</u>	<u>364</u> Hours

These domains concentrated on the knowledge, skill, abilities, and tasks required by the investigators. Based on the instructional goals and required topics covered within each Learning Domain, the committee recalculated and established the hours needed to effectively present the required material. The intent of the committee was to allow instructors enough time to use adult learning strategies and methodologies in their course presentations.

The committees' recommendation of 364 hours is an attempt to match the current hours required by the Regular Basic Course especially in critical task areas. To eliminate redundant training, the committee further recommended that the P.C. 832 Laws of Arrest and Firearms Course be a prerequisite to completion of this course. According to the course presenters,

the majority of the people entering the Specialized Basic Investigators Course have already completed 832 P.C. training. There is an 88 hour net addition to the SBIC if this recommendation is approved.

TRAINING SPECIFICATIONS

Each Learning Domain includes instructional goals, required topics, minimum hours, test requirements and learning activities. Training specifications, as in the Regular Basic Course, were intentionally designed to eliminate the need for frequent modification. Necessary changes in the curriculum can be effected through an instructor guide that will be developed. If the Commission approves, the training specifications would be contained in a new document, *Training Specifications for the POST Specialized Investigators' Basic Course*.

LEARNING ACTIVITIES

Learning Activities are 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. Learning activities were proposed in domains that require the student to demonstrate skill as well as knowledge. Investigative Techniques is an example where a learning activity is required in the Training Specifications.

SUMMARY

The changes proposed in this report represent the collective thought of trainers and managers and are consistent with POST Regular Basic Course. The revised course should substantially improve the preparedness of state specialized peace officers to assume their important duties. Executives of the agencies served by the Specialized Basic Investigators Course were invited to attend a briefing on March 24, 1994 of the proposed course changes. The attending executives were supportive of the direction that staff was pursuing and offered feedback that was incorporated into the specification document. They felt the additional training was justified considering the increased responsibilities of their personnel.

RECOMMENDATION

Subject to the results of the public hearing, it is recommended that the Commission amend Regulation 1005 (a) (4) and Commission Procedure D-1-6 as proposed to be effective upon approval by the Office of Administrative Law.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
PROPOSED LANGUAGE

POST ADMINISTRATIVE MANUAL

COMMISSION PROCEDURE D-1
BASIC TRAINING

Purpose

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

Training Content and Methodology

1-2. **Requirements for Basic Training Content and Methodology:** The minimum standards for basic training are described in sections 1-3 to 1-8. The entire basic course must be completed under the sponsorship of one training presenter unless POST has approved a contractual agreement dividing responsibility for delivering the basic course between two or more presenters. The Law Enforcement Code of Ethics shall be administered to students taking the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, and Specialized Basic Investigators' Basic Course. Instructional methodology is at the discretion of individual course presenters unless specified in the document, *Training Specifications for the Regular Basic Course - July 1993*.

D-1-3 thru D-1-5 continued.

1-6. **Specialized Basic Investigators' Basic Course Content and Minimum Hours Definitions and Requirements:** ~~The Performance Objectives listed in the POST Document "Performance Objectives for the POST Specialized Basic Investigators Course" are contained under broad Functional Areas and Learning Goals. The Functional Areas and Learning Goals are descriptive in nature and only provide a brief overview of the more specific content of the Performance Objectives. This course includes the curriculum of the 40-hour P.C. 832 Laws of Arrest and Firearms Course. Specialized Investigators Basic Training may be met by satisfactory completion of the training requirements of the Regular Basic Course. The terms used to describe testing and training requirements are defined in paragraph 1-6(a). Testing and training requirements are described in paragraph 1-6(b). Testing, training, content and hourly requirements are provided in detail in *Training Specifications for the Specialized Investigators' Basic Course*. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i). The P.C. 832, Arrest and Firearms Course, described in Regulation 1081 (a) (1), is a course prerequisite.~~

~~Functional Areas:~~

1.0	Professional Orientation	12 hours
2.0	Police Community Relations	16 hours
3.0	Law	42 hours

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

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

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

- (1) Learning Domain. An instructional unit that covers related subject matter. Each Specialized Investigators' Basic Course learning domain is described in *Training Specifications for the Specialized Investigators' Basic Course*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) Instructional Goal. A general statement of the results that instruction is supposed to produce.
- (3) Topic. A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) Test. An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Three types of tests may be used in the Specialized Investigators' Basic Course:
 - (A) POST-Constructed Knowledge Test. A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
 - (B) Scenario Test. A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
 - (C) Exercise Test. Any test other than a POST-constructed knowledge test or

scenario test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals.

- (5) Learning Activity. An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (6) Test-Item Security Agreement. An agreement between a training presenter and POST that identifies the terms and conditions under which the training presenter may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) Testing and Training Requirements

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

domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

- (5) Learning Activities. As specified in Training Specifications for the Specialized Investigators' Basic Course, learning activities may be required in some 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 training presenter 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.
- (6) Training Presenter Requirements. POST has established minimum, statewide training standards for the Specialized Investigators' 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.

1-7. ****

Subparagraph 1-1 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990, and amended January 14, 1994 and *.

Subparagraph 1-2 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990, and amended January 14, 1994 and *.

Subparagraphs 1-3 through 1-5 continued ****

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

continued ****

*To be filled in by OAL.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
PROPOSED LANGUAGE

POST ADMINISTRATIVE MANUAL

1005. Minimum Standards for Training.

(a) - (a)(3) continued.

- (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 Basic Investigators' Basic Course, PAM, Section D-1-6.

(a)(5) - (j) (2) continued.

PAM Section D-1-1 thru D-1-5 incorporation by reference statements continued.

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

All incorporation by reference statements in between the paragraphs above and below this sentence are continued.

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

The document, Training Specifications for the Specialized Investigators' Basic Course - 1994 adopted effective * is herein incorporated by reference.

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

Reference: Sections 833, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13520, and 13523, Penal Code.

* To be filled in by OAL.

Commission on Peace Officer Standards and Training

NOTICE OF PUBLIC HEARING

**AMENDMENTS TO REGULATION 1005 AND COMMISSION PROCEDURE D-1-6
RELATING TO TRAINING SPECIFICATIONS FOR THE
SPECIALIZED INVESTIGATORS' BASIC COURSE**

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Section 13503 and 13506 of the Penal Code, and in order to interpret, implement and make specific Sections 13510 and 13510.5 of the Penal Code, proposes to adopt, amend or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations. A public hearing to adopt the proposed amendments will be held before the full Commission on:

Date: November 17, 1994

Time: 10:00 a.m.

Place: Waterford Hilton Hotel, Huntington Beach

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

INFORMATIVE DIGEST

During 1993/94, POST staff and a committee of law enforcement and training representatives conducted an analysis of the training needs and identified the knowledge, skills, and tasks required of Specialized Investigators. The analysis concluded that upgrading the training requirements specified in Commission Regulation 1005 and Commission Procedure (CP) D-1-6, Specialized Basic Investigators Course Content and Minimum Hours, is necessary to properly reflect the knowledge and skills needed to perform the duties of the specialized investigator position.

In response to the committee's recommendations, the Commission is proposing to amend Regulation 1005 and CP D-1-6 to increase the current 340-hour minimum training requirement to 428 hours. The increase in hours seeks to keep pace with current training needs by adding and enhancing instruction in the areas of missing persons, cultural diversity, hate crimes, sexual harassment, gang awareness, domestic violence, case management, tactical communication, surveillance and plainclothes officer safety. Additionally, training in law enforcement telecommunications, fitness, role of the investigator, investigator attributes, and liability/risk reduction is added/enhanced to better prepare the investigator to assume responsibility.

The proposal also includes amendments to Regulation 1005 and CP D-1-6 that deletes all reference to functional areas and performance objectives and adopts new definitions, and training requirements in the learning domain format intended to make the specialized investigators' basic training requirements consistent with the regular Basic Course training format which was amended in January 1994. Additionally, the proposal includes adding new language to require completion of the POST-certified P.C. 832 Arrest and Firearms Course as a prerequisite to the Specialized Investigators' Basic Course, hence, making P.C. 832 training part of the minimum training requirements specified in Regulation 1005.

The proposal incorporates by reference into Regulation 1005 a new document, *Training Specifications for the Specialized Investigators' Basic Course*. The training specification document details testing, training, content, and hourly requirements for the POST Specialized Investigators' Basic Course. The proposal also amends the course name.

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 September 21, 1994. Written comments should be directed to Norman C. Boehm, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Boulevard, Sacramento, CA 95816-7083.

ADOPTION OF PROPOSED REGULATIONS

Following the close of the public comment period, the Commission may adopt the proposal substantially as set forth without further notice or may modify the proposal if such modifications remain sufficiently related to the text as described in the Informative Digest. If the proposed text is modified prior to adoption and the change is related but not solely grammatical or non-substantive in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to all persons 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: The Commission on Peace Officers Standards and Training, in the development of the proposed regulation, has assessed the potential for adverse economic impact on businesses in California and has found that the proposed amendment of Regulation 1005 and Commission Procedure D-1-6 will have no effect. This finding was based on the determination that the proposed amendments to Regulation 1005 and Commission Procedure D-1-6 in no way apply to businesses.

Costs Impact on Private Persons or Entities: None

Housing Costs: None

ASSESSMENT

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

CONSIDERATION OF ALTERNATIVES

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

CONTACT PERSON

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

Commission on Peace Officer Standards and Training

REGULATORY ACTION: AMENDMENTS TO COMMISSION REGULATION 1005 AND COMMISSION PROCEDURE D-1-6, RELATING TO TRAINING SPECIFICATIONS FOR THE SPECIALIZED INVESTIGATORS' BASIC COURSE (SIBC)

INITIAL STATEMENT OF REASONS

General Justification:

Changes proposed to the minimum training requirements for specialized investigators are the result of recommendations of a SIBC Advisory Committee, comprised of training managers, state agency supervisors and SIBC presenters. The proposed amendments were recommended by the Committee to upgrade the SIBC training requirements by including instruction that is necessary to perform the duties of a specialized investigator. Additionally, the committee recommended that all reference to the functional area format for training be deleted and replaced with language that describes a learning domain format for training. This recommendation makes the SIBC format consistent with the Regular Basic Course format adopted in January 1994.

The proposal includes the adoption of a new document, *Training Specifications for the Specialized Investigators' Basic Course*. Many of the instructional topics contained in this document are the same as presently required under the functional area format. The Advisory Committee has recommended the addition of instruction under many new topics, and deleted some of the currently required instruction. The difference in required minimum hours for the SIBC is an addition of 24 hours for the proposed curriculum. The increase in hours is proposed to allow sufficient time to cover necessary instruction identified by the job analysis and recommended by the Advisory Committee.

Justifications by section:

Commission Regulation 1005 (a) (4)

The P.C. 832 Arrest and Firearms Course has been added as part of the minimum standards for training of specialized investigators. Prior to the proposed amendments of CP D-1-6, P.C. 832 training was incorporated in the Specialized Basic Investigators' Course (SBIC). Feedback from training presenters indicated that most attendees of the course have already completed the separately certified P.C. 832 course prior to attendance of the SBIC course. To eliminate repetitive training, the Advisory Committee recommended that all P.C. 832 instruction be deleted from the proposed SIBC curriculum. Additionally, they recommended that the minimum requirements continue to include P.C. 832 training, but as a separately certified course.

This section also amends the name of the investigators' basic

course for consistency with other parts of the proposal.

Commission Regulation 1005, incorporation by reference statements

The incorporation by reference statement for D-1-6 is updated to show the date of the amendments.

This proposal includes incorporating by reference a new document entitled, *Training Specifications for the Specialized Investigators' Basic Course - 1994*. The Advisory Committee supports these specifications as a means to better express the intent of instructional requirements. The document is consistent with the proposed format changes in D-1-6. A statement is added to 1005 to show that this document is being incorporated by reference into the regulation.

The document *Performance Objectives for the POST Specialized Basic Investigators Course* does not clearly and entirely specify all the current requirements for the SIBC. The performance objectives will not be required for instruction in the future, but will be provided as reference material for SIBC instructors. Because the performance objectives will no longer be a requirement for instruction, the incorporation by reference statement is deleted.

Commission Procedure D-1-1

The course name is amended for consistency with other parts of the proposal.

Commission Procedure D-1-2

The course name is amended for consistency with other parts of the proposal.

Commission Procedure D-1-6

Current language in CP D-1-6 is deleted because it is not consistent with current SIBC specifications and instruction. All reference to functional areas/hours and the performance objectives document is obsolete. The new language proposed for CP D-1-6 describes where to find the current training and testing requirements for the SIBC, i.e., sections of regulations, commission procedures and names of documents.

Proposed section D-1-6 (a), "Definitions of Terms Used to Describe Testing and Training Requirements", is proposed to assure clarity of the training and testing requirements specified in the proposed adoption of the document, *Training Specifications for the Specialized Investigators' Basic Course - 1994*, and the proposed amendments to other D-1 sections.

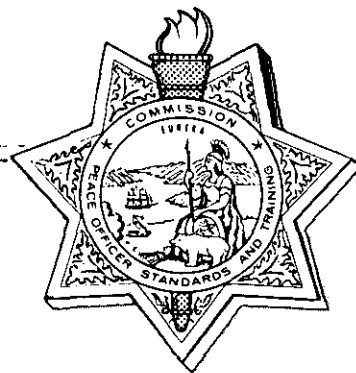
Proposed sections D-1-6 (b) (1) through (b) (6) are proposed for

consistency and to assure clarity of the training and testing requirements specified in the proposed adoption of the document, *Training Specifications for the Specialized Investigators' Basic Course - 1994*.

Subparagraph statements at the end of Commission Procedure D-1

The subparagraph statements are amended to show the effective dates of the proposed changes.

**TRAINING SPECIFICATIONS
FOR THE
SPECIALIZED INVESTIGATORS'
BASIC COURSE**



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

STATE OF CALIFORNIA

TRAINING SPECIFICATIONS
FOR THE
SPECIALIZED INVESTIGATORS'
BASIC COURSE

1994

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FOREWORD

The increasing complexity of the Specialized Investigator's job and the advance of investigative technology require that instructional content and teaching methodologies in the Specialized Investigator's Basic Course be routinely updated. Effective initial training is crucial if a Specialized Investigator is to acquire the requisite knowledge, skills, and abilities to provide quality service to the public.

The objective of this document is to identify the instructional goals, required training topics, learning activities, tests, and instructional hour standards that comprise the required content of the Specialized Investigator's Basic Course.

We sincerely appreciate the efforts and support of the subject matter experts, instructors, training managers, and program coordinators who cooperated with POST in the development and refinement of these training specifications. We also wish to extend our gratitude to the law enforcement agencies and community colleges who allowed the participation of their personnel and instructors in this endeavor.

Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

NORMAN C. BOEHM
Executive Director

SPECIALIZED INVESTIGATORS' BASIC COURSE
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SPECIALIZED INVESTIGATORS' BASIC COURSE

The Specialized Investigators' Basic Course contains the following Learning Domains and minimum hours.

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS	
1.0	Ethics, Professionalism, and Career Orientation	16	Hours
2.0	Cultural Diversity/Discrimination	24	Hours
3.0	General Law	24	Hours
4.0	Search and Seizure Issues	24	Hours
5.0	Investigative Techniques	34	Hours
6.0	Identification, Collection, and Preservation of Physical Evidence	12	Hours
7.0	Investigative Report Writing	32	Hours
8.0	Use of Force	8	Hours
9.0	Firearms/Chemical Agents	44	Hours
10.0	Field Procedures	48	Hours
11.0	Fitness and Arrest Methods	60	Hours
12.0	First Aid and CPR	21	Hours
13.0	Persons with Disabilities	6	Hours
	Examinations	11	Hours
		<hr style="width: 100%; border: 0.5px solid black;"/>	
		TOTAL 364	Hours

INTRODUCTION

General Requirements: Definitions of terms used to describe testing and training requirements and the requirements for testing and training for the Specialized Investigators' Basic Course are described in Commission Procedure D-1-6 as follows:

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

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

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

by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) **Testing and Training Requirements**

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

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

- (5) **Learning Activities.** As specified in *Training Specifications for the Specialized Investigators' Basic Course*, learning activities may be required in some 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 training presenter 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.
- (6) **Training Presenter Requirements.** POST has established minimum, statewide training standards for the Specialized Investigators' 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.

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #1 ETHICS, PROFESSIONALISM AND CAREER ORIENTATION

January 1, 1995

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the role, responsibilities and job functions of a Specialized Investigator;
- B. an understanding of the concept of jurisdictional authority;
- C. an understanding of how professionalism, ethics and moral standards relate to the pursuit of a law enforcement career;
- D. an understanding of the responsibility to intervene when the behavior of a fellow peace officer is unethical or unlawful; and
- E. an understanding of the *Law Enforcement Code of Ethics* and the *Code of Professional Conduct and Responsibilities for Peace Officers*.

II. REQUIRED TOPICS

- A. Historical development of the investigative function
- B. General duties, responsibilities and jurisdictional authorities of a Specialized Investigator
- C. The job functions, roles and career influences of the Specialized Investigator, including proper off-duty conduct
- D. Attributes of a effective investigator to include:
 - 1. Organizational ability
 - 2. Open-mindedness

3. Ability to cope with stress
 4. Flexibility
 5. Communication skill
 6. Cognitive perception
- E. How professionalism, ethics and moral standards relate to a law enforcement career
- F. Positive organizational intervention techniques when confronted with unethical or criminal behavior on the part of fellow employees
- G. Peace Officer Bill of Rights
- H. Legal and ethical responsibilities regarding the acceptance and investigation of citizen complaints

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion concerning jurisdictional authorities related to a series of hypothetical investigations
- B. Participation in a facilitated discussion regarding the actions which are appropriate in a variety of simulated job-related ethical dilemmas

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on Ethics, Professionalism and Career Orientation.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #2 CULTURAL DIVERSITY/DISCRIMINATION

January 1, 1995

I. INSTRUCTIONAL GOALS

CULTURAL DIVERSITY: The goals of **Cultural Diversity** training are to provide the student with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the benefits of valuing diversity both within a law enforcement organization and within the community it serves;
- D. information concerning the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts;
- E. an understanding of how current events or recent experiences can shape the attitude of cultural groups toward law enforcement and toward other cultural groups;
- F. an understanding of the difference between cultural stereotyping and law enforcement profiling;
- G. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups;
and
- H. an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural

groups. Content is intended to complement locally-developed training which specifically addresses the history, customs, religious conventions, or core values of cultural groups within the community served.

SEXUAL HARASSMENT: The goals of **Sexual Harassment** training are to provide the student with:

- I. an understanding of the nature and historical perspectives associated with sexual harassment;
- J. knowledge of state and federal laws which define sexual harassment;
- K. an understanding of behaviors which constitute sexual harassment;
- L. an understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and how to initiate a sexual harassment complaint; and
- M. an understanding of the state-mandated sexual harassment complaint process guidelines, legal remedies available, and protection from retaliation against complainants of sexual harassment.

HATE CRIMES: The goals of **Hate Crimes** training are to provide the student with:

- N. knowledge of laws which define a hate crime;
- O. an understanding of the indicators of hate crimes;
- P. knowledge of the legal rights of, and remedies available to, victims of hate crimes;
- Q. an understanding of the impact of hate crimes on victims, victims' families and the community; and
- R. an understanding of elements which comprise an effective law enforcement response to a hate crime.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California laws which define a cultural group

- B. Terminology associated with diversity, ethnicity and human relations
- C. California's cultural past, present and future
- D. Professional, personal and organizational benefits of valuing cultural diversity
- E. Historical evolution of human rights in the United States
- F. Definitions of prejudice and discrimination, and the difference between the two
- G. Examples of recent local, regional, national and international events impacting the attitudes of cultural groups towards law enforcement and towards other cultural groups
- H. The difference between cultural stereotyping and law enforcement profiling
- I. Principles of professional community contacts
- J. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- K. Strategies for effective cultural contacts
- L. State and Federal laws relating to sexual harassment to include:
 - 1. Title VII
 - 2. Government Code Section 12940 et. seq.
 - 3. Concept of Quid Pro Quo
 - 4. Hostile Work Environment
 - 5. Current Case Law
- M. Causes of sexual harassment
 - 1. Gender Issues
 - 2. Power Issues

N. Examples of sexual harassment to include:

1. Verbal
2. Physical
3. Visual
4. Written material
5. Sexual Favors
6. Threats
7. Hostile work environment
8. Force

O. How to respond to a complaint of sexual harassment

P. State-mandated sexual harassment complaint process guidelines

Q. Legal remedies and protection from retaliation against complainants of sexual harassment

R. Laws which define a hate crime

S. Indicators that a crime is hate motivated

T. Legal rights of, and remedies available to, victims of hate crimes

U. Impact of hate crimes on victims, victim's families and the community

V. Elements which comprise an effective law enforcement response to a hate crime

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a series of self-assessments to determine their personal level of cultural sensitivity and experience using diagnostic**

instruments, questionnaires, personal inventories or equivalent methods

- B. Participation in a facilitated discussion evaluating the appropriateness and professional quality of a variety of simulated cultural contacts
- C. Participation in a facilitated discussion regarding re-enactments depicting possible examples of sexual harassment
- D. Participation in a facilitated discussion regarding re-enactments of possible hate crimes

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **24 hours** of instruction on cultural diversity/discrimination.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #3
GENERAL LAW

January 1, 1995

I. INSTRUCTIONAL GOALS

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

- A. knowledge of the concepts and terminology that is needed to understand the California criminal justice system;
- B. an understanding of specific California laws which relate to the job requirements of a Specialized Investigator;
- C. an understanding of the elements of major crimes which are likely to be encountered by a Specialized Investigator;
- D. knowledge of the laws relating to possession, sale, cultivation, manufacture, and transportation of controlled substances;
- E. knowledge of the ways in which different controlled substances are used (e.g., ingested, injected, inhaled);
- F. the ability to recognize controlled substances based on their appearance, odor and packaging;
- G. the ability to recognize the symptoms associated with the use of different controlled substances;
- H. an understanding of methods to reduce personal and agency liability;
- I. an understanding of mandatory reporting requirements that apply to a Specialized Investigator;
- J. an understanding of the psychological responses to stress and victimization;
- K. a knowledge of the California Crime Victims Assistance Act;

- L. the ability to provide assistance and pertinent information to crime victims; and
- M. an understanding of California Welfare and Institutions Code requirements regarding arrest, protective custody and referral of juveniles.

II. REQUIRED TOPICS

- A. Types of laws which impact the job of the Specialized Investigator, including:
 - 1. Constitutional law
 - 2. Statutory law
 - 3. Civil law (e.g., Business and Professions Code Section 17200)
 - 4. Case law
- B. Review of the laws of arrest, including:
 - 1. Consensual encounters
 - 2. Reasonable suspicion/detention
 - 3. Probable cause/arrest
- C. Criminal intent, parties to a crime and criminal liability
- D. Elements and classifications of crimes commonly encountered by Specialized Investigators, including:
 - 1. Fraud
 - 2. Perjury
 - 3. Theft/Embezzlement
 - 4. Child abuse
 - 5. Unlicensed activity
 - 6. Sex crimes/sexual misconduct

7. Narcotics and drug violations
 8. Manslaughter/wrongful death
 9. Vice/organized crime
- E. Administrative law, including:
1. Differences in the admissibility of evidence is administrative versus criminal cases
 2. Differences in the burden of proof between administrative versus criminal cases
- F. Recent court decisions related to federal and state civil liability and criminal negligence
- G. Methods to reduce risk of officer and agency liability
- H. Laws relating to the possession, sale, cultivation, manufacture and transportation of controlled substances
- I. Methods used to self-administer controlled substances
- J. Appearance, odor and packaging of controlled substances
- K. Symptoms associated with the use of controlled substances
- L. Mandatory reporting laws and situations which trigger mandatory reporting, including:
1. Child abuse
 2. Elder/dependent adult abuse
 3. Domestic violence
 4. Sexual assault
 5. Missing persons
- M. Victimology
1. Psychodynamics of stress and victimization

2. Provisions of California law relating to victim assistance

N. Juvenile law and procedure to include:

1. Purpose of the juvenile court
2. Authority of the juvenile court
3. Taking a juvenile into custody
4. Advising juveniles of their constitutional rights
5. Segregating juveniles from adult prisoners
6. Contributing to the delinquency of a minor

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion regarding the professional quality and effectiveness of a variety of simulated contacts with crime victims

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **24 hours** on General Law.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #4 SEARCH AND SEIZURE ISSUES

January 1, 1995

I. INSTRUCTIONAL GOAL

The goal of instruction on **Search and Seizure Issues** is to provide students with:

- A. an understanding of the protection provided by the United States and California Constitutions against unreasonable searches and seizures;
- B. an understanding of the circumstances under which searches and seizures can be conducted; and
- C. the ability to generate a warrant affidavit which meets statutory requirements for sufficiency.

II. REQUIRED TOPICS

- A. Constitutional protection and the exclusionary rule
- B. Definitions of search, seizure, probable cause and scope
- C. Warrantless searches to include:
 - 1. Searches incident to a lawful arrest
 - 2. Searches pursuant to lawful consent
 - 3. Probable cause vehicle searches
 - 4. Exigent circumstances including pat searches.
 - 5. Statutorily authorized searches (e.g., inspections)
- D. Expectation of privacy and plain sight observations including use of sensory enhancement devices

- E. Probation and parole searches
- F. Use of force in the recovery of evidence
- G. Identification procedures including field showups, photographic and standup lineups
- H. Admissibility of hearsay evidence at preliminary and other hearings (e.g., administrative hearings)
- I. Types and characteristics of warrants including:
 - 1. Arrest warrants (including Ramey and Steagald warrants)
 - 2. Search warrants
 - 3. Inspection/administrative warrants
- J. Other administrative warrants and orders
 - 1. Subpoena and Subpoena Duces Tecum
 - 2. Temporary restraining order
 - 3. Licensing suspension and revocation order
- K. Probable cause development for warrants
- L. Statutory requirements for warrant sufficiency
- M. Warrant affidavits
- N. Warrant preparation
- O. Warrant service limitations (e.g., authorized time of service)
- P. Warrant service mechanics (e.g., special master)

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Domain #4
- B. An exercise test that requires the student to prepare a search warrant affidavit

IV. REQUIRED LEARNING ACTIVITIES

- A. Generation of a practice search warrant affidavit based upon a set of job-related facts provided by the instructor

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **24 hours** of instruction on Search and Seizure Issues.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #5
INVESTIGATIVE TECHNIQUES

January 1, 1995

I. INSTRUCTIONAL GOAL

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

- A. a knowledge of techniques for effective case management;
- B. a knowledge of effective interviewing and interrogation techniques;
- C. the ability to identify a variety of information sources;
- D. an understanding of the methodologies for conducting specific types of investigations;
- E. an understanding of case presentation fundamentals;
- F. an understanding of the elements of effective courtroom and administrative hearing demeanor and testimony; and
- G. an understanding of the fundamentals of media relations.

II. REQUIRED TOPICS

- A. Setting priorities to effectively manage and organize investigative caseloads
- B. Case planning, initial review and time management techniques
- C. Case notes and documentation procedures and methods
- D. Current Miranda requirements and case decisions affecting interviews and interrogations
- E. Development of an interview plan and strategy

- F. Fundamental techniques for conducting effective interviews and interrogations, including:
 - 1. Self-assessment of the interviewer's strengths and weaknesses
 - 2. Various interview tactics for complainants, witnesses, victims, and subjects
 - 3. Development of rapport
 - 4. Effective questions
 - 5. Active listening
 - 6. Appropriate interview length
- G. Personality classifications, and their impact upon interviews and interrogations techniques
- H. Techniques for recording and documenting interviews and interrogations
- I. Sources of information in the public and private sector, including:
 - 1. Methods for obtaining the information
 - 2. Automated information
 - 3. Nonautomated information
 - 4. Outside agency resources
- J. Types and usage of informants in investigations, including motivation and management techniques
- K. Techniques for investigating specific case types, including:
 - 1. Fraud
 - 2. Perjury
 - 3. Theft/embezzlement
 - 4. Child abuse

5. Unlicensed activity
 6. Sex crimes and sexual misconduct
 7. Narcotic and drug violations
 8. Manslaughter/wrongful death
 9. Vice/organized crime
- L. Essential principles and methods for effectively presenting completed criminal and administrative investigations to prosecutors
- M. Courtroom and hearing testimony, including:
1. Pre-trial or hearing preparation
 2. Courtroom demeanor
 3. Methods and techniques of effective testimony
 4. Questioning styles likely to be encountered on the witness stand
- O. Media relations, including:
1. Role of the media
 2. Legal authority for the media to gather information
 3. Common media procedures
 4. Use of the media to assist with investigations
 5. Basic techniques for responding to questions from the media

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a desktop case management exercise requiring the student to evaluate, prioritize and develop a work plan based on a series of hypothetical criminal and/or administrative investigations

B. Participation in a series of simulated interviews and interrogations

C. Participation in a simulated court trial or administrative hearing

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **34 hours** of instruction on Investigative Techniques.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #6 IDENTIFICATION, COLLECTION, AND PRESERVATION OF PHYSICAL EVIDENCE

January 1, 1995

I. INSTRUCTIONAL GOALS

The goals of instruction on the **Identification, Collection and Preservation of Physical Evidence** are to provide students with:

- A. an understanding of the legal and civil issues associated with the *collection, retention, and disposal of physical evidence*;
- B. an understanding of the *concept of chain of custody*;
- C. the ability to identify types of physical evidence which may be of potential value to an investigation; and
- D. the knowledge and skills needed to safely and effectively identify, preserve, document and collect physical evidence.

II. REQUIRED TOPICS

- A. Legal and civil issues affecting the collection, retention and disposal of *physical evidence*
- B. *Chain of custody*
- C. Types and sources of evidence
 - 1. Types of physical evidence
 - 2. Considerations for determining what evidence should be collected
 - 3. Information available to the investigator as a result of forensic examination of evidence

D. Documentation techniques

1. Scene notes
2. Sketching
3. Audio documentation
4. Photography and videography

E. Considerations for the recovery and retention of specific types of:

1. Computers, peripherals and other data processing materials
2. Documents
3. Controlled substances
4. Perishable and fragile evidence
5. Vehicles/vessels

F. Evidence collection hazards and considerations for safe recovery and storage of:

1. Blood and other serological fluids
2. Needles, razor blades and edged weapons
3. Firearms, ammunition, explosives and incendiaries
4. Hazardous and carcinogenic materials

G. Evidence recovery techniques, including:

1. Systematic searching for evidence
2. Collection, marking and packaging techniques

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to complete "chain of custody" forms

- B. An exercise test that requires the student to identify, either verbally or in writing, proper procedures for recovery, marking and packaging of various items of physical evidence

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion regarding physical evidence to include:
 - 1. Types of evidence of particular value to a Specialized Investigator to include controlled substances, documents, computers, magnetic media (e.g., tapes and diskettes) and other data processing materials
 - 2. Methods for properly documenting, recovering, marking and packaging various types of physical evidence
 - 3. Potential hazards associated with the collection of various types of physical evidence

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on the Identification, Collection and Preservation of Physical Evidence.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #7 INVESTIGATIVE REPORT WRITING

January 1, 1995

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the various uses of law enforcement reports which include:
 - 1. providing information to prosecutors, licensing bodies, defense attorneys, allied agencies, or other entities;
 - 2. assisting investigators in refreshing their memory before testifying;
 - 3. use at preliminary hearings to testify to statements made by victims, witnesses, and other involved parties; and
 - 4. documentation of events which involve potential civil liability.
- B. the ability to generate effective notes;
- C. the ability to reduce observations and other information to clear, concise, organized and complete investigative narratives that conform to accepted professional standards of quality; and,
- D. an understanding of the legal aspects associated with retention and release of investigative reports and notes.

II. REQUIRED TOPICS

- A. How reports are used by the criminal justice system and administrative bodies
- B. Notetaking

- C. Characteristics of an acceptable investigative report
- D. Organization and structure of report narratives
- E. Anticipating defenses which are likely to be asserted in court or in an administrative hearing
- F. General content requirements
- G. Elements of clear writing to include:
 - 1. Active versus passive voice
 - 2. First person versus third person
 - 3. Concrete versus abstract concepts
 - 4. Facts versus inferences
 - 5. Chronological sequencing of events
- H. Review of basic writing mechanics to include:
 - 1. Spelling
 - 2. Punctuation
 - 3. Grammar
 - 4. Word Choice
 - 5. Syntax
- I. Discovery and retention of notes and reports

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Students will be required to generate ~~a minimum of five~~ narratives based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related activities, or based upon

equivalent simulations, roleplays, scenarios, video depictions or other stimulus material provided by the presenter.

The material selected should require narratives reflecting a progressive level of difficulty (e.g., from a simple unwitnessed event to more complex events involving the articulation of probable cause, justification for the use of force, information provided by multiple witnesses, etc.)

Each learning activity must incorporate:

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

Assessment of the narratives reports should address:

- a. Fluency and command of the English language
- b. Use of active voice
- c. Use of first person
- d. Appropriate sequencing of events
- e. Organization of the narrative
- f. Inclusion of relevant information
- g. Reference to possible defenses that might be asserted
- h. Accuracy of all facts
- i. Appropriateness of any findings, if applicable
- j. Grammar, punctuation, spelling, word choice, and other mechanical elements that adversely impact the evidentiary value of the report

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **32 hours** of instruction on Investigative Report Writing

VI. ORIGINATION DATE

January 1, 1995

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #8 USE OF FORCE

January 1, 1995

I. INSTRUCTIONAL GOAL

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 in using reasonable force;
- B. an understanding of the liability associated with the use of force;
- C. knowledge of the conditions under which force can be lawfully used by a peace officer;
- D. knowledge of force options;
- E. the ability to make judgements concerning the level of force justified by a given set of circumstances;
- F. an understanding of the concept of fear and anger management;
- G. an understanding of the basic concept of intervention to prevent unreasonable use of force; and
- H. an understanding of the importance of effective tactical communication in use-of-force situations.

II. REQUIRED TOPICS

- A. The effects of training on one's 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 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

- A. The POST-constructed knowledge test for Domain #8
- B. A scenario test that requires the student to respond to simulated encounters with suspects under circumstances that justify varying levels of force

IV. REQUIRED LEARNING ACTIVITIES

Given a minimum of four video clips, re-enactments, simulations, role plays, word pictures, or other stimulus material provided by the instructor which depict different examples of use of force by a peace officer, the student will participate in a facilitated discussion regarding whether or not:

- A. There was a legal authority for the use of force
- B. The force option selected was appropriate under the circumstances
- C. The amount of force used was objectively reasonable
- D. Intervention was appropriate

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on Use of Force

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #9 FIREARMS/CHEMICAL AGENTS

January 1, 1995

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the operation and nomenclature of semi-automatic and revolver type handguns;
- B. an understanding of the operation and nomenclature of law enforcement shotguns;
- C. knowledge of the effective range and spread of different barrel and load combinations commonly used in law enforcement shotguns;
- D. the ability to use a handgun effectively in combat situations;
- E. the ability to use a shotgun effectively in combat situations; and
- F. an understanding of the value of protective body armor.

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

- G. an understanding of the legal aspects of using nonlethal chemical agent;
- H. the ability to use hand-held aerosol chemical agents safely and effectively; and
- I. an understanding of the effects of nonlethal chemical agents.

II. REQUIRED TOPICS

- A. Nomenclature and operating characteristics of revolvers and semi-automatic handguns
- B. Nomenclature and operating characteristics law enforcement shotguns

- C. Care and cleaning of handguns and shotguns
- D. Handgun and shotgun marksmanship
- E. Shooting positions: handguns and shotguns
- F. Use of cover and concealment
- G. Principles of combat shooting and loading and assault survival tactics in simulated lighting and weather conditions
- H. Benefits and limitations of body armor
- I. Proper use and maintenance of body armor
- J. Evolution of chemical agents
- K. Orientation to chemical agent delivery methods
- L. Aerosol chemical agent deployment tactics
- M. Care and maintenance of aerosol chemical agent devices
- N. Disposal of aerosol chemical agent devices
- O. Physiological and psychological effects of nonlethal chemical agents
- P. Chemical agent personal decontamination procedures

III. REQUIRED TESTS

- A. An exercise test that requires the student to demonstrate loading, unloading, drawing, holstering and clearing malfunctions in a handgun
- B. An exercise test that requires the student to demonstrate loading, unloading, and clearing malfunctions in a shotgun
- C. An exercise test that requires the student to demonstrate care and cleaning of handguns
- D. An exercise test that requires the student to demonstrate good handgun shooting technique including stance, grip, breath control, sight alignment, trigger control and follow through

- E. An exercise test that requires the student to demonstrate the following handgun shooting positions: crouch, point shoulder, barricade, prone, and hip
- F. An exercise test that requires the student to demonstrate good shotgun shooting technique including stance, breath control, point aiming, trigger control and follow-through
- G. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the certified presenter) under daylight conditions, on a handgun course consisting of single and multiple silhouette targets
- H. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the certified presenter) under nighttime conditions, on a handgun course consisting of single and multiple silhouette targets
- I. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the certified presenter), under daylight conditions, on a handgun combat range
- J. An exercise test that requires the student to shoot a handgun combat range after being stressed by anaerobic physical activity and obtain an acceptable score (as determined by the certified presenter)
- K. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (as determined by the certified presenter) under nighttime conditions, on a handgun combat range
- L. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (as determined by the certified presenter) on a shotgun course with single and multiple silhouette targets
- M. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (as determined by the certified presenter) under nighttime conditions, on a shotgun course with single and multiple silhouette targets

IV. REQUIRED LEARNING ACTIVITIES

- A. The student shall be exposed to a nonlethal aerosol chemical agent

- B. The student shall wear body armor during all firearms range training activities and exercise testing

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **44 hours** of instruction on Firearms and Chemical Agents

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIAL INVESTIGATORS' BASIC COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #10
FIELD PROCEDURES

January 1, 1995

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the type of information contained in state and national information systems which are available to California law enforcement agencies;
- B. knowledge of the minimum information requirements for generating a system inquiry;
- C. an understanding of the laws relating to access and dissemination of information from the systems;
- D. an understanding of the policies and procedures of the California Department of Justice governing use of criminal justice information systems;
- E. an understanding of tactical communication and verbal persuasion concepts;
- F. the ability to use tactical communication techniques to diffuse conflict and obtain voluntary compliance from uncooperative persons;
- G. knowledge of the types of gangs in California;
- H. an understanding of gang culture;
- I. an understanding of the law enforcement methods that are useful in suppressing gang activity;
- J. knowledge of criteria which can assist in identifying suspected gangs, gang subgroups, gang crimes and individual gang members;
- K. knowledge of how to interpret graffiti and other gang communications;

- L. an understanding of how to identify gang territory;
- M. an understanding of the importance of appropriate and thorough documentation of both gang members and gang activities;
- N. an understanding of officer safety issues particular to gang contacts;
- O. knowledge of laws related to criminal gang activity;
- P. the skills needed to respond appropriately to different types of tactical situations (e.g., warrant services, suspect apprehensions, potentially violent confrontations, etc.);
- Q. the skills needed to effectively function as both a contact and cover officer;
- R. knowledge of current trends relating to peace officer assaults and other injuries to peace officers;
- S. an understanding of the roles and responsibilities of a peace officer when confronted with a hazardous materials emergency;
- T. the ability to recognize when a hazardous materials incident has occurred;
- U. an understanding of basic precautions, self-protective measures and safety procedures related to contact with hazardous materials;
- V. an understanding of the legal authorities and restrictions for conducting surveillance;
- W. an understanding of the basic methods for conducting surveillance;
- X. knowledge of techniques for conducting a safe and effective surveillance operation;
- Y. an understanding of the operation and capabilities of various types specialized surveillance equipment; and
- Z. an understanding of the fundamentals of effective law enforcement radio communications.

II. REQUIRED TOPICS

- A. State laws and policies for obtaining, verifying, and disseminating telecommunication information including restricted and unrestricted information
- B. Statewide information systems directly accessible to California law enforcement agencies
- C. Information services available to law enforcement agencies from the following systems:
 - 1. California Law Enforcement Telecommunications system (CLETS)
 - 2. Criminal Justice Information System (CJIS)
 - 3. National Law Enforcement Telecommunications Systems (NLETS)
 - 4. National Criminal Information System (NCIC)
- D. The minimum information necessary to search criminal justice databases for information about persons, vehicles/vessels, property and firearms
- E. General concepts of tactical communication, verbal persuasion and persuasive rhetoric to include:
 - 1. Communication and active listening skills
 - 2. Enhancing professionalism through effective communication
 - 3. Conditions when words fail (as described in POST Regular Basic Course Instructor Unit Guide #3)
 - 4. The five-step process for obtaining voluntary compliance (as described in POST Regular Basic Course Instructor Unit Guide #3)
 - 5. The eight-step process for conducting a vehicle stop (as described in POST Regular Basic Course Instructor Unit Guide #3)

6. Techniques for deflecting verbal abuse
 7. Paraphrasing
 8. Nonverbal elements of communication
 9. Factors which inhibit effective communication
- F. Gang awareness to include:
1. Categories and types of gangs
 2. How gangs attract and hold members
 3. Gang culture and characteristics
 4. Gangs and criminal activity
 5. Enforcement methods
 6. Gang identifications (subgroups and territory)
 7. Gang member identification
 8. How to interpret gang communications
 9. Safety considerations particular to gang contacts
 10. Laws related to gangs and gang activity
- G. Procedures and safety considerations for effectively handling high-risk tactical incidents, including:
1. Warrant services
 2. Violent suspect apprehensions
 3. Contacts with hostile persons
 4. Potentially violent environments
 5. Armed suspects
- H. Roles and responsibilities of contact and cover personnel

- I. Current trends relating to peace officer assaults and other injuries to peace officers
- J. Methods and procedures to effectively mitigate peace officer assaults
- K. Violent assault survival tactics
- L. Hazardous materials awareness to include:
 - 1. Federal and state laws regarding hazardous materials incident management
 - 2. Roles and responsibilities of peace officers when confronted with a hazardous materials emergency
 - 3. Recognition of a hazardous materials incident
 - 4. Basic precautions, self-protective measures and safety procedures related to contact with hazardous materials
 - 5. Emergency actions when exposed to a hazardous substance
- M. Legal issues associated with surveillance activities, including:
 - 1. Lawful intrusion into areas where an expectation of privacy exists
 - 2. Creation of law enforcement files
 - 3. Wiretaps (confidential communications)
 - 4. Application of traffic laws
- N. Surveillance types and methods, including:
 - 1. Moving versus static
 - 2. Photographic/optical
 - 3. Vision enhancement (e.g., night vision devices)
 - 4. Auditory
- O. Techniques for conducting a safe and effective surveillance operation

- P. Use, care and operational capabilities of specialized surveillance equipment
- Q. Resources available to support a surveillance operation
- R. Fundamentals of effective law enforcement radio communications

III. REQUIRED TESTS

POST-developed test for telecommunications

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated discussion on how to use criminal justice information systems to retrieve specific types of information. The instructor will describe a hypothetical investigation and the students will discuss how the systems could be used to retrieve information needed by investigators. A variety of methods (e.g., videotape depictions or simulations, etc.) can be used to present the hypothetical investigation to the students.
- B. Participate as a principal, or critique, a simulated contact with an uncooperative person where tactical communication skills are used to obtain voluntary compliance.
- C. Participation in a facilitated discussion of law enforcement contacts with the public which includes conditions when words fail, the five-step process for gaining voluntary compliance, and the eight-step process for conducting a vehicle stop.
- D. Participation in a facilitated discussion regarding gang dynamics and criminal gang activity, concentrating on the emerging impact of gangs on the job of the Specialized Investigator.
- E. Participation in a walking surveillance simulation
- F. Participation in a moving surveillance simulation using vehicles

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **48 hours** of instruction on Field Procedures.

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #11 FITNESS AND ARREST METHODS

January 1, 1995

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the physical and behavioral ailments for which peace officers may be at high risk;
- B. knowledge of techniques for preventing common ailments including heart disease, stomach ulcers, and low back injuries;
- C. ability to recognize the symptoms of stress and make use of stress reduction techniques;
- D. knowledge of techniques for managing body composition including diet and exercise;
- E. knowledge of physical conditioning principles;
- F. an appreciation for a healthy life style including a regular program of physical exercise; and
- G. the ability to perform the fundamental physical tasks required of a *Specialized Investigator* (e.g., exhibit sufficient strength, dexterity and endurance to perform arrest and control techniques, and demonstrate proficiency with weaponry).

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

- H. an understanding of how to conduct a person search including a search of a member of the opposite sex;
- I. an understanding of the use of restraint devices;
- J. an understanding of the methods to safely transport prisoners;

- K. the ability to use weaponless defense techniques to control a resisting prisoner or suspect;
- L. the ability to use a impact weapon to control a resisting prisoner or suspect; and
- M. the knowledge and skill needed to act as a cover officer while another officer searches a suspect.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Methods of evaluating personal fitness
- B. Recognizing and reducing stress
- C. Physical and behavioral problems common to peace officers
- D. Effects of drug use including alcohol, tobacco and prescription medications
- E. Disease prevention
- F. Principles of proper body composition management
 - 1. Body fat percentages
 - 2. Proper nutrition and the effects of proteins, carbohydrates, and fats
 - 3. Regular physical activity
- G. Physical conditioning principles and elements of an effective personal fitness and conditioning program
- H. Effective methods of conducting pat and arrest searches
- I. Areas where suspects commonly conceal evidence, weapons, and contraband
- J. Use of restraint devices and effective methods and techniques of handcuffing single and multiple suspects

- K. Mechanics of selected control holds, takedowns, weapon retention techniques and armed assailant survival tactics
- L. Responsibility and duty to provide proper arrestee prisoner care and security including first aid
- M. Methods and techniques of conducting a thorough search of a person, including locations where weapons, evidence and contraband are likely to be concealed
- N. Searching a person of the opposite sex
- O. Providing cover for the person conducting the search
- P. Issues regarding the transportation of prisoners
- Q. Methods, techniques, types and proper use of impact weapons

III. REQUIRED TESTS

- A. An exercise test that requires the student to act as a cover officer for another student searching a suspect
- B. An exercise test that requires the student to search a suspect
- C. An exercise test that requires the student to handcuff single and multiple suspects
- D. An exercise test that requires the student to position prisoners in a vehicle for transportation to another location
- E. An exercise test that requires the student to demonstrate a control hold
- F. An exercise test that requires the student to demonstrate a take down
- G. An exercise test that requires the student to demonstrate a front and rear gun take away from a suspect armed with a handgun
- H. An exercise test requires the student to demonstrate a gun retention technique with the officer's handgun in hand and in the holster
- I. An exercise test that requires the student to demonstrate the use of an impact weapon

IV. REQUIRED LEARNING ACTIVITIES

- A. Participate in a minimum of 22 one-hour sessions of a physical conditioning program
- B. Participate in a variety of arrest-control simulations while wearing body armor

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **60 hours** of instruction on Fitness and Arrest Methods

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #12 FIRST AID AND CPR

January 1, 1995

I. INSTRUCTIONAL GOAL

The goals of instruction on **First Aid** and **CPR** are to provide students with the skills and knowledge needed to provide first-aid treatment and cardiopulmonary resuscitation in situations likely to be encountered by peace officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Moving a sick or injured person
- B. Treating open wounds
- C. First aid for specific injuries
- D. Injuries to the bone, muscle and joint
- E. Alcohol and drug toxicity
- F. Head injuries
- G. Diabetic emergencies
- H. Seizures
- I. Stroke
- J. Sudden unconsciousness
- K. Cardiac and respiratory emergencies
- L. Environmental emergencies

- M. Childbirth emergencies
- N. Laws relating to first-aid providers

III. REQUIRED TESTS

The following tests shall be administered:

- O. The POST-constructed knowledge test for Domain #12
- P. An exercise test that requires the student to demonstrate techniques for reducing the risk from infectious diseases
- Q. An exercise test that requires the student to demonstrate how to bandage different injuries
- R. An exercise test that requires the student to conduct a primary and secondary survey
- S. An exercise test that requires the student to control bleeding
- T. An exercise test that requires the student to demonstrate basic life support techniques
- U. An exercise test that requires the student to demonstrate an understanding of the emergency medical services (EMS) system
- V. An exercise test that requires the student to treat for shock

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **21 hours** of instruction on First Aid and CPR.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

SPECIALIZED INVESTIGATORS' BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #13 PERSONS WITH DISABILITIES

January 1, 1995

I. INSTRUCTIONAL GOAL

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

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Recognizing and communicating with the hearing impaired
- B. Recognizing and communicating with the visually impaired
- C. Provisions of law dealing with the hearing and visually impaired
- D. Section 5150 of the California Welfare and Institutions Code

E. Behaviors associated with mental illnesses

F Behaviors associated with developmental disabilities

III. REQUIRED TESTS

The following tests shall be administered:

W. The POST-constructed knowledge test for Domain #13

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on Persons with Disabilities.

VI. ORIGINATION DATE

January 1, 1995

VII. REVISION DATES

None

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Public Hearing to Consider Regulation Limiting CPT Credit for Telecourse Training		Meeting Date November 17, 1994
Bureau Training Delivery and Compliance	Reviewed By Ronald T. Allen	Researched By Gary C. Sorg
Executive Director Approval <i>Monica C. Bohm</i>	Date of Approval <i>11-1-94</i>	Date of Report October 31, 1994
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

A public hearing is being held in conjunction with the Commission meeting to consider an addition to Regulation 1005 (d) (2) limiting the number of telecourse training hours that may be applied towards satisfying the CPT (Continuing Professional Training) requirement. Specifically, the addition would only allow 12 hours (50%) of the total 24-hour requirement to be satisfied by viewing telecourses.

BACKGROUND

At the April 21, 1994 meeting in San Jose the Commission heard a report on a survey of Chief Executives, Training Managers, and Telecourse Coordinators regarding the Pilot Program to award CPT credit for watching telecourse videotapes. The key issues raised by the survey results were discussed. Staff was directed to continue the pilot program and report back at the July Commission meeting with recommendations for addressing these key issues.

In July, the Commission acted on staff recommendations to adjust the format of the telecourses to improve production quality and ease presentation requirements slightly to facilitate greater utilization of the telecourse training. However, the Commission expressed concern over issues raised by the survey relating to reservations about the current ability to satisfy 100% of the CPT requirement through telecourse viewing. The Commission considered that some agencies might choose to totally abandon valuable "classroom and hands-on" training if this issue was not addressed. In response, the Commission directed that a public hearing be held to consider modification of POST regulations limiting telecourses to satisfying no more than 12 hours (50%) of the CPT requirement.

ANALYSIS

The survey indicated that the telecourse program is generally well received and appreciated by the user agencies. It is viewed as a cost-effective means of providing training that should be continued. At the same time, there was widespread agreement that telecourse training has its limitations, and that such training should be viewed as valuable supplement to traditional instruction. Many responding to the survey expressed reservations about an individual being able to satisfy the 24 hours of training every two years by attending telecourse training exclusively. A related concern was the lack of live instructors and/or subject matter experts being present during training.

Given the concerns expressed, consideration of the proposed restriction seems reasonable and appropriate.

The public hearing on this matter has been announced. Bulletin, Notice of Public Hearing Statement of Reasons, and proposed language to modify Regulation 1005(d)(2) are enclosed as Attachment A.

RECOMMENDATION

Subject to the results of the public hearing, adopt the proposed addition to regulation 1005 (d) (2). The effective date of the regulation is recommended as July 1, 1995 to provide agencies time to make any necessary adjustments to their FY 1995/1996 training plans.

Attachments

Commission on Peace Officer Standards and Training

PROPOSED REGULATION

1005. Minimum Standards for Training.

(a) (1) through (c) continued.

(d) Continuing Professional Training (Required).

- (1) Every peace officer below the rank of first-level middle management position as defined in Section 1001(p) shall satisfactorily complete the Advanced Officer Course of 24 or more hours at least once every two years after completion of the Basic Course.
- (2) The above requirement may be met by satisfactory completion of an accumulation of certified Technical Course totaling 24 or more hours, or satisfactory completion of an alternative method of compliance as determined by the Commission. However, certified telecourses are limited to satisfying no more than 12 hours of the above requirement. In addition to the above methods of compliance, supervisors may also satisfy the requirement by completing 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) through (j) (2) continued.

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

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING



1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

September 15, 1994

BULLETIN: 94-15


SUBJECT: PUBLIC HEARING: TO AMEND REGULATION 1005 (d) (2),
TELECOURSE TRAINING LIMITATIONS FOR CONTINUED
PROFESSIONAL TRAINING CREDIT

A public hearing has been scheduled to consider changes to Regulation 1005 (d) (2) concerning telecourse training limitations for Continued Professional Training (CPT) credit. The hearing will be held at 10:00 a.m., in conjunction with the November 17, 1994 Commission meeting at the Waterfront Hilton Hotel, Huntington Beach.

Currently the CPT requirement outlined in Commission Regulation 1005 (d) (1) may be met by satisfactory completion of one or more certified Technical Courses totaling 24 or more hours, or satisfactory completion of an alternative method of compliance as determined by the Commission. The proposed amendment pertains to limiting the number of telecourse training hours (a type of technical course) that may be used to satisfy the CPT requirement. Specifically, the proposed amendment limits the number of telecourse hours that may satisfy the CPT requirement to 12 hours (50%) of the total 24 hours allowed for technical courses.

Pursuant to provisions of the Administrative Procedures Act, the Commission invites input on this matter. Written comments about the proposed action must be received at POST no later than 4:30 p.m. on November 1, 1994. The Commission may adopt other changes based upon the public hearing proceedings and written comments received. The new requirement will become effective 30 days after approval by the Office of Administrative Law.

The attached Notice of Public Hearing, provides details concerning the proposed regulation changes and provides information regarding the hearing process. Inquiries concerning the proposed action may be directed to Anna Del Porto, Associate Governmental Program Analyst, 1601 Alhambra Boulevard, Sacramento CA. 95816-7083, or by telephone at (916) 227-4854.



NORMAN C. BOEHM
Executive Director

Attachment

Commission on Peace Officer Standards and Training

NOTICE OF PUBLIC HEARING

**AMENDMENTS TO REGULATION 1005 (d) (2):
RELATING TO TELECOURSE TRAINING LIMITATIONS
FOR CONTINUED PROFESSIONAL TRAINING CREDIT**

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Section 13503 and 13506 of the Penal Code, and in order to interpret, implement and make specific Sections 13510 of the Penal Code, proposes to adopt, amend or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations. A public hearing to adopt the proposed amendments will be held before the full Commission on:

Date: November 17, 1994
Time: 10:00 a.m.
Place: The Waterfront Hilton Hotel
Huntington Beach, CA

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

INFORMATIVE DIGEST

In 1989, the Commission began certifying "live" telecourses as technical courses. By virtue that the telecourses were certified under the technical course category, the "live" telecourse training hours were accepted as satisfying the Continued Professional Training (CPT) requirement as described in Commission Regulation 1005 (d) (2). At that time, training conducted in agencies using videotaped telecourses was not certified.

In January 1993, the Commission began certifying videotaped telecourses as technical courses as part of a one-year pilot project directed by the Commission. The Commission also began awarding training-hour credit for attendance of POST-certified videotaped telecourses. The purpose of the pilot project was to determine the effectiveness of certifying videotaped telecourses as an option for satisfying the CPT requirement outlined in Commission Regulation 1005 (d) (1).

At the end of the pilot project, POST surveyed 262 agencies certified to present telecourses. Four distinct groups from these agencies were targeted: chief executives, training managers, telecourse coordinators, and selected officers. At the April 1994 Commission meeting the survey's key findings were reported. In general, the survey showed that videotaped telecourses were viewed by the respondents as a cost-effective means of meeting the CPT requirement. However, there was a large

number of responses that suggested telecourse videotape training should be viewed as a valuable supplement to traditional technical course training (classroom and hands-on instruction). Many expressed reservations about allowing a full 24 hours of telecourse training for satisfaction of the CPT requirement. The Commission, recognizing this reservation and having a concern that some agencies might abandon traditional technical course instruction if no limitation were imposed, is proposing to amend Regulation 1005 (d) (2). The proposed amendment limits telecourses to satisfying no more than 12 hours (50%) of the CPT requirement.

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 November 1, 1994. Written comments should be directed to Norman C. Boehm, Executive Director, Commission on Peace Officer Standards and Training, 1601 Alhambra Boulevard, Sacramento, CA 95816-7083.

ADOPTION OF PROPOSED REGULATIONS

Following the close of the public comment period, the Commission may adopt the proposal substantially as set forth without further notice or may modify the proposal if such modifications remain sufficiently related to the text as described in the Informative Digest. If the proposed text is modified prior to adoption and the change is related but not solely grammatical or non-substantive in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to all persons 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 Officers Standards and Training, in the development of the proposed regulation, has assessed the potential for adverse economic impact on businesses in California and has found that the proposed amendment of Regulation 1005 (d) (2) will have no effect. This finding was based on the determination that the proposed amendment to Regulation 1005 (d) (2) in no way applies to businesses including the ability of California businesses to compete with businesses in other states.

Costs Impact on Private Persons or Entities: None

Housing Costs: None

ASSESSMENT

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

CONSIDERATION OF ALTERNATIVES

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

CONTACT PERSON

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

Commission on Peace Officer Standards and Training

PROPOSED REGULATORY ACTION: AMENDMENTS TO REGULATION 1005 (d)
(2): RELATING TO TELECOURSE TRAINING LIMITATIONS FOR CONTINUED
PROFESSIONAL TRAINING CREDIT

INITIAL STATEMENT OF REASONS

Regulation 1005 (d) (2) provides other options for satisfying the Continued Professional Training (CPT) requirement outlined in Regulation 1005 (d) (1). It allows the satisfactory completion of one or more Technical Courses totaling 24 or more hours as one option for satisfying the requirement. Telecourses, both live and videotaped, are POST-certified as Technical Courses. The Commission is proposing to place limitations on telecourse hours that may be counted towards satisfying the CPT requirement.

The proposed amendment reads as follows:

- (2) The above requirement may be met by satisfactory completion of one or more certified Technical Courses totaling 24 or more hours, or satisfactory completion of an alternative method of compliance as determined by the Commission. However, certified telecourses are limited to satisfying no more than 12 hours of the requirement stated in section 1005 (d) (1). In addition to the above methods of compliance, supervisors may also satisfy the requirement by completing POST-certified Supervisory or Management Training Courses.

Justification:

The videotape telecourse pilot project was conducted for one year, commencing in January 1993. During that period, videotaped telecourses were POST-certified as technical courses and could be used to satisfy the Continued Professional Training requirement as outlined in regulation 1005 (d) (2). Staff was directed to conduct a survey at the end of one year, to gather input on the effectiveness of telecourse training. The survey was mailed to 262 agencies certified to present telecourses. Four distinct groups from these agencies were targeted: chief executives, training managers, telecourse coordinators, and selected officers.

Two concerns expressed by the respondents brought about the proposed amendment, they are:

Of those responding to the survey, 56% of the training managers, 54% of the telecourse coordinators, and 43% of the chief executives expressed concerns over meeting all CPT requirements by viewing telecourses.

Of those responding to the survey, 42% of telecourse coordinators expressed concern over the lack of live instructors and or subject

matter experts in telecourses.

In response to these concerns and recognizing the possibility that some agencies might abandon traditional technical course instruction if no limitations were imposed, the Commission is proposing that regulation 1005 (d) (2) be amended.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to Basic Course Training Specifications		Meeting Date November 17, 1994
Bureau Basic Training Bureau	Reviewed By <i>EJ</i> Everitt Johnson	Researched By Lou Madeira
Executive Director Approval <i>Morgan C. Bohm</i>	Date of Approval 10-27-94	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUES

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

BACKGROUND

In July 1993 the Commission approved changes to Regulation 1005 and Procedure D-1 regarding minimum standards for the Regular Basic Course. Among these changes was the identification of training specifications for each basic course learning domain. These requirements are detailed in a document entitled *Training Specifications for the Regular Basic Course - July 1993*, which is incorporated into Regulation 1005 by reference.

In November 1993, these changes were adopted by the Commission following a public hearing and were approved by the Office of Administrative Law effective January 14, 1994.

Training specifications were developed based upon instruction which was required at the time the specifications were promulgated. Although they were designed to be broad enough to obviate the need for frequent modification, staff is continuing to examine each domain over a three-year cycle to ensure that the specifications and related curriculum are consistent and contemporary.

As part of this ongoing review process, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine what revisions are necessary. This process occurs during regularly scheduled workshops during which curriculum and supporting materials are updated to reflect emerging training needs, legislatively mandated subject matter, changes in the law, or to improve student testing and evaluation.

Proposed changes to the training specifications impact one or more of the following components:

- ◆ Domain title
- ◆ Instructional goals
- ◆ Required topics
- ◆ Required tests
- ◆ Required learning activities

ANALYSIS

Since the July 1994 Commission meeting, three learning domains have been completely reviewed and minor modification of three more are proposed to permit the relocation of instructional material. The complete text of the proposed changes can be found in Attachment A.

The following is a summary of proposed changes:

- ◆ Learning Domain #21 (Patrol Procedures)

SUMMARY: Proposed changes to this domain would affect the domain title, and provide additional detail and clarity to existing instructional goals and required topics. Proposed modifications also reflect the elimination of the cognitive test requirement and the relocation of several minor subtopics to other domains.

Change of Domain Title

It is proposed that the title of this learning domain be changed to **Patrol Techniques**. This is desirable for several reasons:

1. It will ensure that the title is consistent with the existing instructor materials which currently reference the term "Patrol Techniques".
2. The term "techniques" more accurately describes the generic approach of the instruction
3. Use of the term "techniques" eliminates the inference that POST training setting or assuming specific "procedures" for constituent agencies

Changes to Instructional Goals

It is also proposed that a minor modification be made to an instructional goal relating to field encounters with plainclothes officers. Substitution of the word "encounter" for the word "contact" provides desirable clarity which strengthens this objective.

Changes to Required Topics

A number of changes are proposed to the required topics to:

1. Add detail and subdivisions to existing major topic headings. This will enhance clarity and strengthen the training specifications by adding more precise descriptions. This does not, however, add any new material to the basic course.
2. Add two specific topic descriptions regarding vehicle patrol techniques and effective use of law enforcement radio equipment. These subjects have always been included in this domain, but they were not individually identified in the training specifications.
3. Delete certain topics which will be moved to other domains to improve instructional effectiveness. Aspects of press relations will be moved to Learning Domain #3 (Community Relations) and Learning Domain #8 (General Statutes). The topic "crime scene containment" will be deleted because it is redundant to extensive instruction currently required in Learning Domain #30 (Preliminary Investigation).

Changes to Testing Requirements

It is also proposed that reference to the POST constructed knowledge test be deleted. This is necessary because of the proposed elimination of cognitive performance objectives which is addressed in detail in a separate agenda item.

In addition, it is proposed that references to two exercise tests regarding radio techniques be deleted. These tasks will continue to be evaluated, but by an existing exercise test which has been modified accordingly.

Lastly, it is proposed that the exercise test requirement regarding perception and observation be converted to a learning activity. This is desirable because the nature of instruction inherently fails to provide consistent evaluative criteria upon which a reliable "pass/no pass" judgement can be made. These skills, however, can be practiced, subjectively observed, and improved through participation in the proposed learning activity.

Addition of a Learning Activity

As mentioned above, a learning activity regarding observation and perception is proposed which will replace a currently mandated exercise test. The full text of the learning activity is contained in Attachment B.

Learning Domain #22 (Vehicle Pullovers)

SUMMARY: Proposed changes to this domain would provide additional detail and clarity to existing instructional goals and required topics. Proposed modifications also reflect the elimination of a cognitive test requirement and the relocation of several minor subtopics to other domains.

Changes to Instructional Goals

It is proposed that a minor modification be made to one of the existing instructional goals in order to provide greater clarity. Additionally it is recommended that a new instructional goal be added relating to conducting a physical search of a vehicle. Although this is currently a required topic, addition of a specific instructional goal provides desirable recognition of its global application to the domain.

Changes to Required Topics

A number of changes are proposed to the required topics to achieve the following:

1. Adding detail and subdivisions to existing major topic headings. This will enhance clarity and strengthen the training specifications by adding more precise descriptions. This does not, however, add any new material to domain that was not previously addressed in the instructor unit guide.
2. Deleting certain topics which will be moved to other domains to improve instructional effectiveness. Instruction relating to court procedures for processing a citation and the purpose of a driver's signature on a citation are proposed to be moved to Learning Domain #28 (Traffic Enforcement). This is desirable because this domain concentrates on the tactical aspects of initiating a safe and effective vehicle pullover.

Changes to Testing Requirements

It is also proposed that reference to the POST constructed knowledge test be deleted. This is necessary because of the proposed elimination of cognitive performance objectives which is addressed in detail in a separate agenda item.

In addition, it is proposed that an exercise test relating to completing a traffic citation be deleted because it is redundant. Completion of a citation is already required in two separate vehicle pullover scenarios.

◆ Learning Domain #23 (Crimes-in-Progress)

SUMMARY: Proposed changes to this domain would provide additional detail and clarity to existing instructional goals and required topics. Proposed modifications also reflect the elimination of a cognitive test requirement and addition of two learning activities designed to develop skills related to responding to crimes in progress.

Changes to Instructional Goals

It is proposed that minor modifications be made to three of the existing instructional goals in order to provide greater clarity. Additionally it is recommended that three new instructional goals be added relating to an understanding of:

1. capabilities and limitations of body armor,
2. basic concepts of officer safety, and;
3. current patterns relating to deaths and assaults on peace officers.

Although each of these issues are currently required topics matter, addition of specific instructional goals provides desirable clarity of POST's instructional expectations.

Changes to Required Topics

A number of changes are proposed to the required topics section which will add detail and create pertinent subdivisions to existing major topic headings. This will improve clarity and strengthen the training specifications by adding precise descriptions of required training. These changes do not, however, add any new material that was not previously addressed in the domain.

Changes to Testing Requirements

It is proposed that the requirement for a POST-constructed knowledge test be deleted. This is necessary because of the proposed deletion of a number of cognitive performance objectives addressed in detail in a separate agenda item.

It is also recommended that existing scenario test descriptions be edited for clarity. Current language suggests that student responses to a simulated robbery, prowler and burglary are a single test when, in fact, they are distinct evaluative events.

One new exercise test requirement is proposed which will add the requirement for a student function as a contact officer in addition to the existing requirement to function as a cover officer. It is expected that academies will weave this requirement into current field scenarios and no significant time or cost impact is anticipated.

Addition of Learning Activities

It is proposed that two new learning activities be prescribed for inclusion in this domain as follows:

1. A requirement for an instructor review/facilitated discussion relating to tactical considerations for responding to several types of high risk calls. These include incidents relating to: persons with a gun, shots fired, officer(s) down, "unknown trouble", firebomb assaults and suicidal persons. The learning activity is intended to complement instruction which is already prescribed.
2. A requirement for the student to form a critical judgement relating to approaching, securing, and searching locations where a crime is allegedly in progress. This is a tabletop exercise based on scene diagrams and situational descriptions added to the supporting materials portion of the instructor unit guide. This learning activity is intended to enhance the student's critical thinking skills, amplify the effect of enabling instruction and better prepare students for subsequent crimes-in-progress scenario tests.

The full text of these proposed learning activities is contained in Attachment B.

◆ Learning Domain #3 (Community Relations)

Proposed modifications to this domain are limited to importing instruction related to media relations into the required topics list. As discussed above, this topic would be moved from Learning Domain #21 (Patrol Techniques).

◆ Learning Domain #8 (General Statutes)

Proposed modifications to this domain are limited to importing instruction related to the legal aspects of press access to closed areas into the required topics list. As discussed above, this topic would be moved from Learning Domain #21 (Patrol Techniques).

◆ Learning Domain #28 (Traffic Enforcement)

Proposed modifications to this domain are limited to importing instruction related to the traffic citation process into the required topics list. As discussed above, this topic would be moved from Learning Domain #22 (Vehicle Pullovers).

Fiscal Impact of the Proposed Changes

None of the changes proposed herein are expected to require additional presentation time or otherwise escalate training delivery costs. The vast majority of the proposed changes relate to technical refinement of existing training requirements and do not prescribe new instruction. Likewise, the three proposed learning activities either replace an existing test or fit into current time apportionment for existing classroom presentations.

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.

The following actions are proposed:

1. 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.
2. That pursuant to Commission Regulation 1005, *Training Specifications for the Regular Basic Course - July 1993* be amended to include the recommended revisions.

Proposed changes to Basic Course training specifications are detailed in Attachment A.

Proposed text of the new learning activities are detailed in Attachment B.

RECOMMENDATION

Subject to the results of the proposed Notice of Regulatory Action, approve the revisions to *Training Specifications for the Regular Basic Course - July 1993*.

Commission on Peace Officer Standards and Training

**REGULATORY ACTION: TO AMEND COMMISSION REGULATION 1005 AND THE DOCUMENT
TRAINING SPECIFICATIONS FOR THE REGULAR BASIC COURSE - JULY 1993**

INITIAL STATEMENT OF REASONS

The Commission on Peace Officer Standards and Training (POST) proposes to amend the document *Training Specifications for the Regular Basic Course - July 1993* which is incorporated by reference in Commission Regulation 1005. The proposed changes to the training specification document result from an ongoing review of Basic Course curriculum by POST staff and curriculum consultants who are either academy instructors or expert in their fields. Their recommended curriculum changes are reviewed by a consortium of POST Basic Academy directors at regularly scheduled meetings. These changes are then presented to the POST Commission for approval.

Training Specifications for the Regular Basic Course - July 1993

Revisions are proposed to five areas of the training specification document:

- o Instructional Goals and Topics
- o Required Tests
- o Required Learning Activities
- o Revision Dates
- o Domain titles

JUSTIFICATIONS FOR PROPOSED REVISIONS TO INSTRUCTIONAL GOALS AND TOPICS

- 1) Instructional goals and/or required topics are proposed for addition to require curriculum necessary to the performance of a peace officer's duties.
- 2) Modification to instructional goals and/or required topics is proposed to provide greater detail and clarity.
- 3) Instructional goals and/or required topics are proposed for deletion as recommended by subject matter experts.
- 4) Instructional topics are proposed to be moved from one domain to another for improved instructional sequencing.

Community Relations (Learning Domain #3)

- II. S. - Justification #4 (from Learning Domain #21-Patrol Techniques)

General Criminal Statutes (Learning Domain #8)

- II. J.- Justification #4 (from Learning Domain #21-Patrol Techniques)

Patrol Procedures (Learning Domain #21)

- I. D.- Justification #2
- II. A., C., D., E., F., H., I., J., L. - Justification #2

- K.- Capitalization correction
- M. - Justification #3 - redundant with instruction in another domain
- Deleted N., O. - Justification #4 (to Learning Domain #28)
- Proposed M., N., and O. - Justification #1

Vehicle Pullovers (Learning Domain #22)

- I. A. - Justification #2
- B. - Justification #1
- II. A., B., C., E., F. and G. - Justification #2
- D. - Justification #3
- Deleted I., J. - Justification #4 - (Moved to Learning Domain #28)
- H., I., J., K., L., M. - Justification #4

Crimes in Progress (Learning Domain #23)

- I. C., D., E. - Justification #2
- F. G. H. - Justification #1
- II. A., B., C., D., E., F., G. - Justification #2
- H. - Justification #1

Traffic Enforcement (Learning Domain #28)

- II. FF. - Justification #1
- GG., HH. - Justification #4 (Moved from Learning Domain #21)

JUSTIFICATIONS FOR PROPOSED REVISION TO REQUIRED TESTS

Patrol Procedures (Learning Domain #21)

The proposed deletions for III. A. and E. are recommended by the subject matter experts.

III. D. is recommended by the subject matter experts to be modified to include the elements in III B. and C. which are proposed for deletion.

III. F. is modified to accurately describe the existing test as a scenario test.

Vehicle Pullovers (Learning Domain #22)

The proposed deletion for III. A. is recommended by the subject matter experts. The exercise test in III D. is proposed for deletion because it is redundant with material which is already tested in scenarios.

Crimes in Progress (Learning Domain #23)

The proposed deletions for III. A., B., C., D., and E. are recommended by the subject matter experts. These tests are proposed to be divided into separate evaluative events for clarity as proposed in new A., B., C., D., E., and G.

F. - Justification #1

JUSTIFICATIONS FOR PROPOSED REVISIONS TO REQUIRED LEARNING ACTIVITIES

Patrol Procedures (Learning Domain #21)

One learning activity is proposed for addition as recommended by subject matter experts.

Crimes in Progress (Learning Domain #23)

One learning activity is proposed for deletion as recommended by subject matter experts.

Two learning activities are proposed for addition as recommended by subject matter experts.

JUSTIFICATIONS FOR PROPOSED REVISIONS TO DOMAIN TITLES

Patrol Procedures (Learning Domain #21)

This title is proposed to be changed to Patrol Techniques to more accurately reflect the content of this domain.

JUSTIFICATIONS FOR PROPOSED AMENDMENTS TO REVISIONS DATES

Revision dates are located at the beginning of each domain (in the title areas) and again under item VII. The revision dates for Learning Domains #3, #8, #21, #22, #23 and #28 have been changed to December 1, 1994. This implementation date is necessary so that academies starting on or after that time will be able to follow the revised curricula and so that available on-line tests will coincide with the updated instruction. A delay to a later date would create inconsistencies in student evaluation and may compel presenters to deliver training which is inconsistent with prevailing law.

PROPOSED REVISION TO REGULATION 1005

The document, *Training Specifications For The Regular Basic Course - July 1993* is amended to provide a new amendment date.

Commission on Peace Officer Standards and Training

NOTICE OF PROPOSED REGULATORY ACTION TO AMEND COMMISSION REGULATION 1005 AND THE DOCUMENT *TRAINING SPECIFICATIONS FOR THE REGULAR BASIC COURSE - July 1993*

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Sections 13503 and 13506 of the Penal Code, and in order to interpret, implement and make specific Sections 13510 and 13510.5 of the Penal Code, proposes to adopt, amend or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations.

INFORMATIVE DIGEST

It is proposed that the document *Training Specifications for the Regular Basic Course - July 1993*, adopted January 14, 1994 and incorporated by reference in Regulation 1005, be amended. The proposed changes do not effect a change in hours.

The proposal to amend this document is intended to accomplish the following goals:

- 1) Add instructional goals and/or required topics to require curriculum necessary to the performance of a peace officer's duties;
- 2) Add/modify current instructional goals and/or required topics to provide greater detail and clarity;
- 3) Clarify terms, reflect contemporary language;
- 4) Require appropriate types of tests;
- 5) Require appropriate types of learning activities; and
- 6) Modify a learning domain title.

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 *****. 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 113468 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 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 regulation, has assessed the potential for adverse economic impact on businesses in California and has found that the proposed amendment of Regulation 1005 will have no effect. This finding was based on the determination that the proposed amendment to Regulation 1005 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 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 15, 1994, * , ~~and~~ * , and * is herein incorporated by reference.

***** continued.

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

* Dates to be filled in by OAL.

Proposed Learning Activity for Attachment B
LEARNING DOMAIN 21
PATROL PROCEDURES TECHNIQUES

- 13.21.01 Given a role-play, reenactment, simulation, audio visual depiction, word-picture or other stimulus material, the student must observe an incident, and after a short delay in time, provide a description of the nature of the event and any pertinent observations made either verbally or in writing. Following these initial observations, the student must participate in a facilitated discussion which involves other students who have observed the same event. The discussion should address:
1. The nature of the event (what appears to have occurred)
 2. Physical descriptions of persons involved, if applicable
 3. Statements made by the involved parties, if any
 4. Any differences in perception among the students who observed the same incident

Proposed Learning Activity for
LEARNING DOMAIN #23
CRIMES IN PROGRESS

- 13.23.01 Given a role-play, reenactment, simulation, video depiction, word-picture or other stimulus material of a crime in progress, the student will participate in a facilitated discussion regarding a proper tactical response.

At a minimum, the types of incidents should include:

1. Person with a gun
2. Shots-fired call
3. Officer down
4. Suspicious circumstances/unknown trouble
5. Firebomb assault
6. Suicidal person

The discussion should address, but not necessarily be limited to, the following issues as they apply to the situation:

1. Method of response
2. Approach
3. Scene containment
4. Scene searches
5. Use of cover units, canines and special units
6. Criticality of the situation
7. Tactical retreat

- 13.23.02 Given a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress, the student will indicate, either verbally or in writing:

1. A suggested approach to the location
2. An effective placement of perimeter units
3. An acceptable scene search pattern

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

~~March~~December 1, 1994

I. INSTRUCTIONAL GOALS

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

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Roles of law enforcement in the community
- B. Community expectations and community perceptions of law enforcement services
- C. Community expectations and perceptions of the peace officer
- D. Communication and active listening skills

- E. Crime prevention concepts and techniques
- F. Methods of reducing crime risks associated with residences, vehicles/vessels, commercial establishments, and persons
- G. Residential and commercial security surveys
- H. Enhancing professionalism through effective communication
- I. General concepts of tactical communication, verbal persuasion and persuasive rhetoric
- J. Five conditions when words fail (as described in POST Regular Basic Course Instructor Unit Guide #3)
- K. The five-step process for obtaining voluntary compliance (as described in POST Regular Basic Course Instructor Unit Guide #3)
- L. The eight-step process for conducting a vehicle stop (as described in POST Regular Basic Course Instructor Unit Guide #3)
- M. Deflecting verbal abuse
- N. Paraphrasing
- O. Nonverbal elements of communication
- P. Factors which inhibit effective communication
- Q. Problem-solving models (e.g., the SARA model of Scanning, Analysis, Response and Assessment as described in POST Regular Basic Course Instructor Unit Guide #3)
- R. Community-based and problem-oriented policing concepts
- S. Releasing information to the press

III. REQUIRED TESTS

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

compliance of an uncooperative person

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

IV. REQUIRED LEARNING ACTIVITIES

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

V. HOURLY REQUIREMENTS

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

VI. ORINATION DATE

July 1, 1993

VII. REVISION DATES

March 1, 1994

December 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #08: GENERAL CRIMINAL STATUTES

~~July~~December 1, 19934

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
- B. Conspiracy to commit a crime
- C. Solicitation to commit a crime
- D. Disturbing the peace
- E. Disorderly conduct
- F. Public nuisance
- G. Disturbing a public meeting
- H. Obstructing a sidewalk or street
- I. Gambling
- J. Press access to closed areas

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 **6 hours** of instruction on general criminal statutes.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

December 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #21 PATROL PROCEDURESTECHNIQUES

JulyDecember 1, 19934

I. INSTRUCTIONAL GOALS

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

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Patrol techniques for preventing crime to include:
 - 1. business and residential patrol checks
 - 2. checks of suspicious persons
 - 3. varying patrol patterns
 - 4. maintenance of visibility
- B. Patrol techniques for apprehending offenders
- C. Components of dDirected enforcement (e.g. attention to specific violations or circumstances and geographic considerations)

D. Advantages and disadvantages of various patrol methods (e.g. fFoot patrol, and motorized patrol vehicular, bicycle, aircraft, mounted, etc.)

E. Patrol patterns to include:

1. circular
2. double back
3. random

F. Factors affecting perception to include:

1. past experiences
2. maturity
3. mental and physical condition
4. emotional involvement
5. environmental conditions
6. education/training
7. cultural/ethnic factors
8. personal prejudice and bias

G. Observation skills

H. Factors for sSelecting a patrol strategy to include:

1. officer safety hazards
2. population distribution
3. need for directed enforcement
4. crime activity

5. geography/topography
 6. locations/situations that require frequent checks (e.g. likelihood of a breach of the peace, anticipation of a criminal act or a hazard to public safety)
- I. Elements of Preparing for patrol preparation to include:
1. uniforms and supplies
 2. equipment inspections
 3. information acquisition
- J. Patrol tTactics to include:
1. eliminating silhouetting
 2. noise minimization
- K. Field Eencounters with plainclothes officers
- L. Pedestrian stops
1. tactical considerations
 2. approach
 3. officer positioning (single and multiple officers)
- ~~M. Crime scene containment~~
- ~~N. Press access to closed areas~~
- ~~O. Releasing information to the press~~
- M. Types of patrol to include:
1. preventative

2. apprehension**N. Vehicle patrol techniques****O. Effective use of law enforcement radio equipment****III. REQUIRED TESTS**

The following tests shall be administered:

~~A. The POST constructed knowledge test for Domain #21~~

~~B. An exercise test that requires the student to demonstrate the proper mechanical operation of law enforcement radio from a patrol vehicle~~

~~C. An exercise test that requires the student to demonstrated the proper procedures for communicating with a law enforcement radio~~

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

~~E. An exercise test that requires the student to observe a scene or activity, and following a short delay, recall what was observed~~

FB. An exercisescenario test that requires the student to use a patrol vehicle to safely approach pedestrian suspect(s)

IV. REQUIRED LEARNING ACTIVITIES

~~None~~

A. Participation in a learning activity where the student is required to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on patrol procedurestechniques.

VI. ORIGINATION DATE

July 1, 199

VII. REVISION DATES

None

December 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #22: VEHICLE PULLOVERS

~~June~~December 1, 1994

I. INSTRUCTIONAL GOALS

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

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of vehicle ~~stop~~pullovers (e.g. traffic enforcement, high risk)
- B. Considerations for ~~s~~Selecting a location for daytime/nighttime vehicle pullovers to include:
 - 1. safety factors (e.g. out of flow of traffic)
 - 2. visibility to passing traffic
 - 3. possible escape routes
 - 4. availability of cover and concealment
 - 5. avoidance of potentially hostile environments
 - 6. lighting/illumination
- C. Techniques for ~~gaining a~~ Getting the driver's attention to include use of:
 - 1. lights (e.g. emergency lights, headlights, spotlights)
 - 2. hand gestures

3. horn/audible devices

4. siren

~~D. Use of the spotlight~~

~~ED. Considerations for stopping and approaching special-purpose
unconventional vehicles (e.g. campers and vans)~~

1. motorcycles

2. campers, vans and motor homes

3. buses

4. semitrucks

~~FE. Considerations for safely and effectively searching a vehicle to
include:~~

1. use of available cover officer(s)

2. removal of occupant(s)

3. types of objects sought and likely locations

4. potential hazards (e.g. needles, edged weapons, etc.)

5. a systematic search process

~~GF. Contacting the violator~~Application of tactical communication techniques
to violator/suspect contacts

~~HG. Verifying the validity and authenticity of a driver license~~

~~I. Court procedures for processing a citation~~

~~J. Purpose for violator's signature on citation~~

- H. Maintaining appropriate distance from the target vehicle prior to initiating a vehicle pullover
- I. Awareness of stop location and need for appropriate notification (e.g. to communication center, other units, etc.)
- J. Stopping and approaching vehicles to include:
 - 1. placement of patrol vehicle
 - 2. safe exit from the patrol vehicle
 - 3. appropriate type of approach (e.g. driver side approach, passenger side approach, nonapproach)
 - 4. proper use of equipment (e.g. gun hand free)
 - 5. visual check of the interior of the vehicle
 - 6. officer position on driver contact
 - 7. removal of occupants, if appropriate/desirable
- K. Tactical considerations for safely completing an enforcement document
- L. Tactical considerations for reapproaching and recontacting the suspect(s)/violation(s)
- M. Liability considerations associated with vehicle pullovers

III. REQUIRED TESTS

The following tests shall be administered:

- ~~A. The POST constructed knowledge test for Domain #22~~
- BA.** An exercise test that requires the student to conduct a search of a motor vehicle

- GB. An exercise test that requires the student to determine the acceptability of various types of identification
- ~~D. An exercise test that requires the student to complete a traffic citation~~
- EC. A scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours
- FD. A scenario test that requires the student to make a simulated traffic enforcement stop during the hours of darkness
- GE. A scenario test that requires the student to make a simulated high-risk stop and safely remove the occupants from the vehicle

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on vehicle pullovers.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

June 1, 1994

December 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #23: CRIMES IN PROGRESS

~~July~~December 1, 19934

I. INSTRUCTIONAL GOALS

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

- A. the skills needed to search a building or an open area for a suspect;
- B. an understanding of the factors affecting an officer's response to a crime-in-progress call;
- C. the skills needed to respond appropriately to different types of crimes (~~i.e., burglary, robbery, and prowler~~) in progress;
- D. the skills needed to tactically respond appropriately to different ~~tactical~~ high-risk situations (~~i.e., barricaded suspect, sniper, firebomb, injury, and intoxicated suspect~~); and
- E. the skills needed to perform the role of primary contact officer and cover officer;
- F. an understanding of the capabilities and limitations of body armor;
- G. an understanding of the basic concepts of officer safety; and
- H. an understanding of current patterns related to deaths and assaults on peace officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. General considerations for sSearching a building for suspects to include:
 - 1. perimeter control

2. determining point(s) of entry
3. owner contact
4. communication (e.g. announcement to potential suspects, contact with other units)
5. use of lighting
6. use of canine/special unit
7. use of cover officer
8. thorough and systematic search procedures

B. General considerations for searching an open area for suspects to include:

1. perimeter control
2. selecting a starting point
3. initiating owner contact, if applicable
4. communication (e.g. announcement to potential suspects, contact with other units)
5. use of lighting
6. use of canines/special units
7. use of cover officers
8. thorough and systematic search procedures

C. General factors affecting an officer's response to a crime-in-progress call to include:

1. observed v. dispatched

2. methods of response
 3. approach
 4. route selection
 5. distance from the call/time lag
 6. nature of the crime
 7. geographic considerations
 8. impact of agency policy
- D. ~~Crime-specific~~ Factor's affecting an officer's response to specific types of crime-in-progress calls (i.e., burglary, robbery, and prowler) to include:
1. prowler calls
 2. burglary-in-progress calls
 3. robbery-in-progress calls
 4. shots-fired calls
- E. Considerations for tactically responding to specific tactical high-risk situations to include: (i.e., ~~barricaded suspect, sniper, firebomb, injury, and intoxicated suspect~~)
1. barricaded suspects
 2. hostage situations
 3. sniper assaults
 4. firebomb assaults
 5. contacts with persons under the influence of alcohol/drugs

- F. Capabilities, limitations and proper use of body armor against firearms, knives and other penetrating weapons
- G. Roles and responsibilities of the primary contact officer and the cover officer to include:
1. designating the contact officer and the cover officers
 2. maintaining communication
 3. assuming and maintaining proper position
 4. appropriately delegating responsibilities
 5. maintaining awareness of surroundings
- H. Basic aspects of officer safety to include:
1. current patterns related to deaths and assaults on peace officers
 2. the concept of "will to survive"
 3. officer actions after receiving a nonfatal wound
 4. officer actions in officer-taken-hostage incidents
 5. officer actions in officer-ambush incidents when officer is on foot
 6. officer actions in officer-ambush incidents when officer is in a patrol car

III. REQUIRED TESTS

The following tests shall be administered:

- ~~A. The POST-constructed knowledge test for Domain #23~~
- ~~B. A scenario test that requires the student to respond to three simulated, crime-in-progress call: Prowler, Burglary, and Robbery~~

- ~~C. A scenario test that requires the student to search a building and an open area for suspects~~
- ~~D. A scenario test that requires the student to respond to a simulated tactical problem involving either an ambush or a sniper~~
- ~~E. A scenario test that requires the student to assume the role of cover officer in the simulated investigation or apprehension of one or more suspects~~
- A. A scenario test that requires the student to respond to a simulated prowler call
- B. A scenario test that requires the student to respond to a simulated burglary-in progress call
- C. A scenario test that requires the student to respond to a robbery-in-progress call
- D. A scenario test that requires the student to safely and effectively search a building/area for suspects
- E. A scenario test that requires the student to respond appropriately to an ambush
- F. An exercise test that requires the student to function as a contact officer
- G. An exercise test that requires the student to function as a cover officer

IV. REQUIRED LEARNING ACTIVITIES

~~Student shall be provided an opportunity to wear body armor while engaged in the following activities:~~

- ~~A. Demonstrating baton techniques~~
- ~~B. Shooting a handgun and a shotgun~~
- ~~C. Taking the POST physical abilities tests~~

~~D. Taking a scenario test~~

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

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

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on handling crimes-in-progress calls.

VI. ORINATION DATE

July 1, 1993

VII. REVISION DATES

None

December 1, 1994

SPECIFICATIONS FOR LEARNING DOMAIN #28: TRAFFIC ENFORCEMENT

~~June~~December 1, 1994

I. INSTRUCTIONAL GOALS

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

- A. an understanding of the purpose of traffic laws and traffic law enforcement;
- B. knowledge of the traffic laws commonly enforced by patrol officers;
- C. the skills necessary to effectively direct and control traffic;
- D. knowledge of laws and techniques related to driving under the influence enforcement; and
- E. knowledge of laws related to the storage and impound of vehicles.

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 laws
- E. Violations of traffic controls and devices
- F. Right-of-way violations
- G. Failing to yield to an emergency vehicle
- H. Stopping and turning violations

- I. Speed laws
- J. Passing a school bus with flashing lights
- K. Stop violations
- L. Equipment violations
- M. Following too close
- N. Public offenses
- O. Unsafe passing violations
- P. Failing to obey an officer's lawful orders
- Q. Unrestrained occupant
- R. Red signal violation
- S. Pedestrian violation
- T. Officer's duties to a DUI suspect
- U. Driving under the influence (DUI)
- V. Possession of an open alcoholic beverage in vehicle
- W. Authority to remove vehicles from a roadway
- X. Traffic direction hand signals
- Y. Traffic direction using a flashlight
- Z. Traffic control devices
- AA. Preparing a storage and impound report
- BB. Drivers license violations

- CC. Vehicle Code laws governing arrest
- DD. Lighting and extinguishing a highway flare
- EE. Concepts of traffic enforcement
- FF. Information necessary to complete a traffic citation
- GG. Court procedures for processing a citation
- HH. Purpose for violator's signature on citation

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #28
- B. An exercise test that requires the student to conduct a field sobriety test
- C. An exercise test that requires the student to direct traffic using hand signals
- D. An exercise test that requires the student to direct traffic using a flashlight
- E. An exercise test that requires the student to determine the proper placement of warning devices at a simulated traffic incident
- F. An exercise test that requires the student to prepare a storage/impound report

IV. REQUIRED LEARNING ACTIVITIES

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

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **20 hours** of instruction on traffic

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

June 1, 1994

December 1, 1994

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 15, 1994, * , and * , and * is herein incorporated by reference.

***** continued.

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

* Dates to be filled in by OAL.

Information Collection

In the Fall of 1993, staff developed a survey instrument which was designed to determine the amount of time required to deliver regular basic course curricula currently prescribed by POST. The survey instrument was distributed to the 33 certified presenters who had delivered at least one regular basic course presentation within the previous 18 months. A sample of the survey instrument is included as Attachment B.

Participant academies were asked to assess training delivery time for each domain. This assessment included evaluation of instructional delivery time to the individual performance objective level. Information was also collected regarding the types of instructional methods used as well as information relative to the average size of classes. Although full responses were received from only 25 academies, these presenters represented approximately 90% of the statewide student population.

Response data validated the fact that the interim minimum hours established for 21 learning domains was adequate. With respect to the remaining 20 domains, the need for modification was:

- ◆ 9 Domains - Time should be INCREASED by two hours (Attachment D)
- ◆ 4 Domains - Time should be INCREASED by four hours (Attachment D)
- ◆ 5 Domains - Time should be INCREASED ranging from eight to 16 hours (described below beginning on page three)
- ◆ 1 Domain - Time could be REDUCED by two hours
- ◆ - TESTING - 16 hours should be ADDED to the current requirement for scenario testing and one hour should be added to cognitive (POSTRAC) testing

The collective effect of the proposed changes detailed herein would be to increase the overall hours of the regular basic course from 560 to 664 hours.*

* The survey instrument also revealed a need to add a significant amount of time (36 hours) to learning domain #32 (physical fitness). It is recommended, however, that any instructional hours changes to this domain be independently validated by Standards and Evaluations Bureau staff. This bureau was responsible for the initial research regarding the prevailing basic course conditioning standard as well as implementation and revision of the peace officer physical abilities test. As a result, any proposed changes to this domain will be brought forward independently in the future.

A table showing the 41 domains and reflecting all recommended time changes is included as Attachment C.

Justification for changing prescribed minimum hours

For clarity of presentation, recommendations and supporting justifications to change domain times by four hours or less are described individually in Attachment D. Collectively, proposed additions of time to these 13 domains add up to 34 hours. The following justifications address the five remaining domains as well as the scenario testing block. These proposed time increases collectively amount to an addition of 71 hours.

◆ Learning Domain #3 (Community Relations) - Currently 4 hours

It is proposed to increase minimum domain time by **eight hours**. This is necessary to provide adequate time to provide the tactical communication core block which was added by the Commission in January 1994. As was justified at that time, this training met Training Issues Symposia recommendations and its inclusion in the POST basic course was supported by law enforcement executives throughout the state.

◆ Learning Domain #30 (Preliminary Investigation) - Currently 31 hours

It is proposed to increase minimum domain time by **11 hours**. This domain is one of the most complex in the basic course. The domain includes instruction relating to general and crime-specific preliminary investigation, crimes scene and physical evidence processing, interviewing and interrogation, and special subjects such as sudden infant death cases. Additional time is needed to adequately address prevailing instructional goals and expand instruction in critical areas such as interviewing and interrogation.

◆ Learning Domain #33 (Person Searches/Baton) - Currently 44 hours

It is proposed to increase minimum domain time by **16 hours**. This domain addresses a variety of critical skills areas related to the use of physical force. Academies consistently indicate that additional time is needed to bring students to minimally acceptable levels of competency, even when the number of physical techniques taught is limited. Instruction in this domain also relates directly to Training Issues Symposia recommendations regarding the use of force. Additionally, competency in this area is directly related to the overall civil liability of law enforcement agencies.

◆ Learning Domain #35 (Firearms/Chemical Agents) - Currently 60 Hours

It is proposed to increase minimum domain time by **12 hours**. Many of the points made above are equally applicable to this domain. Academies consistently indicate that additional time is needed to bring students to acceptable levels of competency. Also, many academies have expanded firearms training to include stress shooting and training with shooting simulators or other skill/judgment enhancement devices. This directly impacts the amount of training time needed.

◆ Learning Domain #42 (Cultural Diversity/Discrimination) - Currently 16 Hours

It is proposed to increase minimum domain time by **8 hours**. Legislatively-mandated training regarding sexual harassment and hate crimes was added to this domain by the Commission at its April 1994 meeting. An additional four hours will be needed to deliver the sexual harassment material and another four hours will be needed to adequately address the hate crimes.

With respect to instructional methodology, this domain is completely dependent upon experiential learning activities which are inherently time consuming. In some cases, the enabling legislation specifically prescribes that certain instructional methodologies (e.g. visual examples and discussions) be incorporated into the presentation.

◆ Additional Time for Scenario Testing - Currently 24 hours

It is proposed to increase the minimum time required for scenario testing by **16 hours**. Over the last 18 months, four scenario tests have been added to the regular basic course. These scenarios address critical issues such as the provision of effective victim assistance, intervention in a crisis situation, and application of tactical verbal communications skills in a variety of situations. Scenario testing is staff intensive and inherently time-consuming. Minimum hours must also accommodate the need for remediation and retesting, since it is impractical for academies to restage scenarios for a delayed retest.

Time Reductions

- ◆ The survey data revealed that the prescribed minimum hours for learning domain #8 (General Criminal Statutes) could be reduced from six hours to four hours.

FISCAL IMPACT OF PROPOSED CHANGES

As stated above, the proposed changes to minimum hours would add 104 hours to the regular basic course. This amounts to approximately 13 additional training days.

If the Commission follows past practice, reimbursement would be extended to the full 664 hours. The projected costs would be:

1. An increase of approximately \$598 per reimbursable resident trainee. (Current reimbursement for 560 hours = \$3220 + \$598 for the added 104 hours = total reimbursement of \$3818 for attending the entire basic course)
2. An increase of approximately \$248 per reimbursable commuter trainee who resides within 20 miles of the academy facility. (Current reimbursement for 560 hours = \$1337 + \$248 for the added 104 hours = total reimbursement of \$1585 for attending the entire basic course)

The vast majority of reimbursable trainees, however, attend the academy as commuter students. Non-affiliated students are not reimbursable, and thus, do not represent any adverse fiscal impact to POST.

It is extremely difficult to project a reliable number of reimbursable trainees since the aggregate number and types of basic course students have shifted markedly from year to year. The percentage of non-affiliated trainees in the basic course, however, has increased steadily. There is every reason to expect this trend will continue. As a result, overall reimbursement figures for regular basic course training have declined steadily over the past several years. The following is a summary of basic course patronage for the last five fiscal years:

<u>Fiscal Year</u>	<u>Reimbursed Non-Reimbursed</u>	
	<u>Trainees</u>	
1989/90	5079	1171
1990/91	4085	1326
1991/92	2090	1775
1992/93	1160	2261
1993/94	695	1836

It is possible, however, that additional state and/or federal monies may become available in the near future to fund additional peace officer positions. If this becomes a reality, it would significantly impact the number of reimbursable trainees in the future. Assuming that the number of reimbursable trainees will increase significantly, and assuming that reimbursement levels will be extended to the full 664 hours at current rates, the net fiscal impact would be:

400	Reimbursable Resident Trainees x \$598	=	\$239,200
<u>1100</u>	<u>Reimbursable Commuter Trainees x \$248</u>	=	<u>\$272,800</u>
	POTENTIAL IMPACT PER FISCAL YEAR	=	\$512,000

These figures are based on a estimation of 3500 basic course trainees annually with 1500 being eligible for reimbursement. Of the estimated 1500 reimbursable trainees, 67% (1100) are expected to be commuter students attending agency academies. Potential reimbursement for presentation costs is not included. This is, however, deliberately a "worst case" projection. Actual costs are likely to be significantly lower.

Additionally, it is anticipated that the proposed increase in hours will not become effective until July 1, 1995. As a result, the increase in hours would not impact current year monies.

The immediate possibility of increasing basic course reimbursable hours should be tempered by staff continuing to aggressively investigate alternatives for reducing instructional time in the regular basic course which do not undermine the instructional objectives established by the Commission. It is expected that alternative basic course presentation models (e.g., prerequisites taken in a community college, application of technology, and competency-driven self-paced instruction) may all reveal future potential for reduction of training time when and where available. In addition, the concept of competency based training may, in the future, take the edge off the pressure to reimbursing strictly by student classroom hours.

The increase in instructional hours is viewed as necessary for certified presenters to meet existing instructional objectives. Reimbursement factors mentioned above, along with revenues currently available to the Commission may make it both impractical and too early to extend reimbursement beyond 560 hours.

If the Commission wishes to consider increasing hours, the appropriate action would be to set a public hearing for the April 20, 1995 Commission meeting. Decisions regarding extension of reimbursement could be deferred at least until that time.

RECOMMENDATION

1. Schedule a public hearing for April 20, 1995 to consider increasing the minimum hours of the basic course from 560 to 664.

ATTACHMENT A

Basic Course Certified Hours by Academy

<u>Academy</u>	<u>Format</u>	<u>Hours for POST Core</u>	<u>Total Hours</u>
Alameda County Sheriff	INT	Not Specified	824.0
Allan Hancock College	INT	Not Specified	640.0
Allan Hancock College	EXT	Not Specified	640.0
Bakersfield Police Department	INT	Not Specified	680.0
Butte Center	INT	Not Specified	640.0
California Highway Patrol	INT	560.0	1305.0
Central Coast Counties	INT	684.0	734.0*
Contra Costa CJTC	INT	722.0	810.0
Department of Forestry	INT	560.0	560.0
Evergreen Valley College	INT	747.0	800.0*
Fullerton College	EXT	710.5	750.0
Golden West College	EXT	751.5	966.0*
Golden West College	INT	751.5	966.0*
Long Beach Police Department	INT	736.0	880.0
Los Angeles Police Department	EXT	Not Specified	570.0*
Los Angeles Police Department	INT	677.0	1064.0*
Los Angeles Sheriff	INT	592.0	840.0*
Modesto Regional CJTC	INT	565.0	680.0*
Monterey Peninsula College	EXT	805.5	1051.5
Napa Valley College	EXT	Not Specified	820.0
Napa Valley College	INT	Not Specified	901.0
Oakland Police Department	INT	Not Specified	975.0
Orange County Sheriff	INT	693.0	880.0
Redwoods Center	INT	Not Specified	650.0
Rio Hondo Regional CJTC	INT	647.0	773.0
Riverside Community College	INT	Not Specified	700.0
Sacramento Sheriff	EXT	Not Specified	862.0
Sacramento Sheriff	INT	662.0	816.0
Sacramento Police Department	INT	799.0	800.0
Sacramento Public Safety Ctr.	EXT	786.0	923.0
San Bernardino Valley College	EXT	669.0	726.0
San Bernardino Sheriff	INT	662.0	808.0*
San Diego LE Training Center	INT	721.0	936.0
San Francisco Police	INT	Not Specified	760.0
San Joaquin Delta College	EXT	Not Specified	650.0
Santa Rosa Regional CJTC	EXT	651.0	704.0*
Santa Rosa Regional CJTC	INT	651.0	704.0*
Southwestern College	EXT	Not Specified	624.0
State Center Regional CJTC	EXT	691.0	712.0
State Center Regional CJTC	INT	691.0	712.0
Tulare-Kings Regional CJTC	INT	Not Specified	750.0
Ventura County CJTC	INT	Not Specified	675.0
William Penn Mott TC (Parks)	INT	Not Specified	582.0

* Additional hours increases pending at the time of this report

**POST BASIC COURSE
INSTRUCTIONAL HOURS ANALYSIS**

ACADEMY

This document must be completed by DECEMBER 1, 1993. Please bring the completed package with you to the December Consortium meeting in Sacramento.

If you are NOT able to attend the December Consortium, please forward the completed package to:

Lou Madeira, Senior Consultant, Commission on POST, Basic Training Bureau, 1601 Alhambra Boulevard, Sacramento, California 95816

Additional information and requests for assistance in completing the form may be directed to the **BASIC COURSE INSTRUCTIONAL ANALYSIS SUB-COMMITTEE MEMBER** for your area:

For Golden West, Orange County SD, Rio Hondo, and Fullerton College: Hugh Foster (714) 895-8372

For Santa Rosa, Redwoods, Napa, Los Medanos, and Butte Center: Pete Hardy (707) 539-5210

For San Bernardino SD, San Bernardino Valley College, Kern Co, and Tulare/Kings: Greg Kyritsis (909) 880-2695

For Modesto, Delta College, Dept. of Forestry, and State Center: Dick McCullough (209) 575-6490

For Gavilan, Monterey Peninsula College, State Parks, and Allan Hancock: Susan Oliviera (408) 842-9556

For Los Angeles Sheriff, Los Angeles PD, Long Beach PD and Ventura: Steve Selby (310) 946-7803

For Riverside AOJ, San Diego Regional, and Southwestern College: Auston White (909) 275-6630

For Evergreen Valley, San Jose, Alameda County SD, San Francisco PD, and Oakland PD: Bob Ziglar (408) 270-6476

For CHP, Sacramento SD, Sacramento PD, Sac Center:
Lou Madeira (916) 227-4259

GENERAL INFORMATION AND ACADEMY PROFILE

1. Academy Name: _____
2. Type of Academy:
Agency _____ College _____ Agency/College _____
3. Name of Director/Coordinator: _____
4. Person verifying the accuracy of information contained in this document:
 - A. Name: _____
 - B. Signature: _____
 - C. Date: _____
 - D. Contact phone number: _____
5. What are your current TOTAL CERTIFIED HOURS for your academy?

- A. Do you plan to increase your total academy hours within the next 12 months?
YES _____ NO _____
If yes, how many hours do you plan to add? _____
- B. If you plan to add hours, please specify which existing areas you will enhance or what new subjects you will be adding to your program: (Feel free to attach additional pages, if needed)

6. On the average, how many academies do you present in a fiscal year?

Intensive Format _____ Extended Format _____

7. On the average, what is the typical number of students **starting** each academy?

Intensive Format _____ Extended Format _____

8. Please identify any blocks of instruction you include in your academy beyond POST mandates (e.g. additional traffic accident investigation instruction to meet 40600 V.C., Emergency Medical Technician (EMT 1-A) or First Responder first aid training, a foreign language block, significant agency-specific class etc.) **which may be of interest to POST or other academy directors.**

_____ (Attach additional pages, as needed)

9. Briefly describe how your academy handles scenario testing? (e.g. scheduled 8-hour days, 4-hour sessions, evening schedule, done individually throughout the academy, done collectively at the end of the academy etc.)

a. Do you use academy students as role players?

Yes _____ No _____

b. If not, who do you use as role players?

c. How many total hours does your academy devote to scenario practice? _____

d. How many total hours does your academy devote to actual scenario testing? _____

10. How many hours, if any, does your academy **include in your schedule** for student remediation?

a. For POSTRAC tests _____

b. For EXERCISE tests _____
(e.g. ACT, firearms, etc.)

c. For SCENARIO tests _____

11. If you remediate on the student's own time, when you schedule it:

Early morning before class _____

During lunchtime _____

End of the day after class _____

Other: (Please describe) _____

ACADEMY DOMAIN HOURS

ACADEMY NAME : _____

DOMAIN NUMBER	POST PRESCRIBED MINIMUM HOURS	CURRENT ACADEMY HOURS	RECOMMENDED HOURS
1	6.0	_____	_____
2	4.0	_____	_____
3	4.0	_____	_____
4	6.0	_____	_____
5	6.0	_____	_____
6	8.0	_____	_____
7	8.0	_____	_____
8	6.0	_____	_____
9	4.0	_____	_____
10	4.0	_____	_____
11	6.0	_____	_____
12	10.0	_____	_____
13	4.0	_____	_____
15	12.0	_____	_____
16	12.0	_____	_____
17	8.0	_____	_____
18	36.0	_____	_____
19	24.0	_____	_____
20	8.0	_____	_____
21	12.0	_____	_____
22	12.0	_____	_____
23	12.0	_____	_____
24	12.0	_____	_____
25	8.0	_____	_____
26	4.0	_____	_____
27	4.0	_____	_____
28	20.0	_____	_____
29	12.0	_____	_____
30	31.0	_____	_____
31	4.0	_____	_____

DOMAIN NUMBER	POST PRESCRIBED MINIMUM HOURS	CURRENT ACADEMY HOURS	RECOMMENDED HOURS
32	40.0	_____	_____
33	44.0	_____	_____
34	21.0	_____	_____
35	60.0	_____	_____
36	4.0	_____	_____
37	4.0	_____	_____
38	4.0	_____	_____
39	4.0	_____	_____
40	4.0	_____	_____
41	4.0	_____	_____
42	16.0	_____	_____
POSTRAC TESTING	24.0	_____	_____
SCENARIO TESTING	24.0	_____	_____

TOTAL MINIMUM HOURS REQUIRED BY POST	<u>560.0</u>	TOTAL HOURS YOUR ACADEMY DEVOTES TO DELIVERY OF <u>POST-REQUIRED CURRICULA</u>	_____	TOTAL	_____
		ADDITIONAL <u>ACADEMY-PRESCRIBED HOURS</u>	_____		
		TOTAL HOURS OF YOUR ACADEMY	_____		

LEARNING DOMAIN #1

HISTORY, PROFESSIONALISM, CAREER AND ETHICS

NOTE: The following 5 pages were replicated for each of the 41 Learning Domains of the Regular Basic Course.

ACADEMY: _____

CURRENT TIME APPORTIONMENT FOR DOMAIN#: 1

1. ENTER THE TOTAL NUMBER OF MINUTES YOUR ACADEMY DEVOTES TO DELIVERING THE **POST-PRESCRIBED CURRICULA** FOR THIS DOMAIN:

TOTAL MINUTES: _____

FOR EXAMPLE: If your academy devotes 8 hours to the delivery of POST-mandated curricula related in domestic violence, you would report 480 minutes when completing this line for Domain 25. The figure **should include regular break time** (e.g. 10 min per hour). This figure **SHOULD NOT** include time devoted to **POSTRAC testing**.

2. ENTER THE APPROXIMATE NUMBER OF MINUTES YOU DEVOTE TO **POSTRAC TESTING** FOR THIS DOMAIN, IF APPLICABLE:

TOTAL MINUTES: _____

NOTE: The time devoted to demonstrating, practicing, or evaluating exercises or scenarios should be reported under the corresponding related performance objective.

3. ENTER THE TOTAL NUMBER OF MINUTES YOUR ACADEMY DEVOTES TO **SCENARIO TESTING** FOR THIS DOMAIN, IF APPLICABLE

TOTAL MINUTES: _____

NOTE: This should reflect the amount of time your devote on a **per-student basis**

4. RECORD THE EXACT NUMBER OF MINUTES YOUR ACADEMY DEVOTES TO ADDRESSING EACH OF THE FOLLOWING PERFORMANCE OBJECTIVES LISTED BELOW:

NOTE: These figures should represent the actual number of minutes devoted to instruction, such as lecture, videos, practice, demonstrations, or any other in-class actions. **These figures should exclude break times and POSTRAC testing.** If instruction is handled exclusively by homework and no class time is expended enter "0".

POST OBJECTIVES FOR DOMAIN 1

TOTAL	P.O.#	PERFORMANCE OBJECTIVE DESCRIPTION
_____	1.1.1	History of United States Law Enforcement
_____	1.1.2	History of California Law Enforcement
_____	1.2.1	Characteristics of a Profession
_____	1.3.1	Reasons for High Ethical and Moral Standards
_____	1.3.2	Elements of "Law Enforcement Code of Ethics"
_____	1.3.3	Elements of "Code of Professional Conduct"
_____	1.4.1	Unethical Behavior by a Fellow Officer
_____	1.4.2	Problems Created by Nonenforcement of the Law
_____	1.4.3	Problems Created by Accepting Gratuities
_____	1.4.4	Need for Correcting Unethical Conduct
_____	TOTAL	
_____	TIME	

ACADEMY: _____

OUT-OF-CLASS ASSIGNMENTS FOR DOMAIN#: 1

1. IS HOMEWORK OR ANY OTHER "OUT-OF-CLASS" ASSIGNMENTS REQUIRED BY YOUR ACADEMY IN ORDER TO SATISFY POST-PRESCRIBED INSTRUCTION FOR THIS DOMAIN?

Yes _____ No _____

If yes, how many minutes of out-of-class time do you estimate it takes the average student to complete the assigned work? _____

Briefly describe the type of out-of-class assignment you require:

Identify, by number, the performance objective numbers which relate to your out-of-class assignment(s)

2. IS HOMEWORK OR ANY OTHER "OUT-OF-CLASS" ASSIGNMENTS REQUIRED BY YOUR ACADEMY FOR THE SPECIFIC PURPOSE OF ENHANCING INSTRUCTION FOR THIS DOMAIN?

Yes _____ No _____

If yes, how many minutes of out-of-class time do you estimate it takes the average student to complete the assigned work? _____

Briefly describe the type of out-of-class assignment you require:

Identify, by number, the performance objective numbers which relate to your out-of-class assignment(s)

INSTRUCTOR'S NAME: _____
CONTACT PHONE NUMBER: _____

ACADEMY: _____

INSTRUCTIONAL METHODOLOGIES FOR DOMAIN#: 1

1. WHAT SPECIFIC METHODS DO YOU EMPLOY TO DELIVER INSTRUCTION IN THIS LEARNING DOMAIN?

Lecture _____ Video/Film _____

Role Play _____ Small Groups _____

IVD _____ CBT _____

Demonstration _____ Slide/Sound _____

Audio _____ Field Trip _____

Other (Please describe) _____

INSTRUCTOR'S NAME: _____

CONTACT PHONE NUMBER: _____

ACADEMY: _____

**INSTRUCTOR'S RECOMMENDATION FOR MODIFYING
PRESCRIBED MINIMUM HOURS FOR DOMAIN#: 1**

1. BASED ON YOUR PROFESSIONAL EXPERIENCE, IS THE TIME CURRENTLY ALLOCATED BY YOUR ACADEMY ADEQUATE TO COVER THE POST PRESCRIBED MATERIAL FOR THIS DOMAIN?

Time is adequate _____
Too much time is given _____
Not enough time _____

If you feel there is **insufficient** time, how much time should be added for the average student to achieve a minimum level of competency necessary to enter a field training program? _____ MINUTES

Identify, by PO number, any specific objectives which require **more time**:

2. WHAT INFORMATION, IF ANY, SHOULD BE ADDED TO THIS DOMAIN THAT A **BASIC RECRUIT** NEEDS AND WHICH IS NOT PRESENTLY REQUIRED BY POST? (Please describe)
- _____

3. IF YOU FEEL INSTRUCTIONAL TIME COULD BE REDUCED IN THIS DOMAIN, HOW MANY TOTAL MINUTES COULD BE ELIMINATED?

Identify, by PO number, any specific objectives which could be taught in less time:

4. ARE THERE ANY EXISTING PERFORMANCE OBJECTIVES WHICH SHOULD BE **DELETED** FROM THIS DOMAIN BECAUSE THEY ARE NOT RELEVANT TO THE JOB TASKS PERFORMED BY AN ENTRY-LEVEL OFFICER? if so, please identify by PO number and explain:
- _____

INSTRUCTOR'S NAME: _____
CONTACT PHONE NUMBER: _____

DOMAIN	CURRENT PRESCRIBED HOURS	PROPOSED PRESCRIBED HOURS	CHANGE	DOMAIN	CURRENT PRESCRIBED HOURS	PROPOSED PRESCRIBED HOURS	CHANGE
1	6	8	+2	24	12	12	NONE
2	4	4	NONE	25	8	8	NONE
3	4	12	+8	26	4	4	NONE
4	6	6	NONE	27	4	4	NONE
5	6	6	NONE	28	20	22	+2
6	8	10	+2	29	12	12	NONE
7	8	10	+2	30	31	42	+11
8	6	4	-2	31	4	4	NONE
9	4	6	+2	32	40	40	NONE
10	4	6	+2	33	44	60	+16
11	6	6	NONE	34	21	21	NONE
12	10	12	+2	35	60	72	+12
13	4	4	NONE	36	4	4	NONE
15	12	12	NONE	37	4	6	+2
16	12	12	NONE	38	4	8	+4
17	8	8	NONE	39	4	4	NONE
18	36	40	+4	40	4	4	NONE
19	24	24	NONE	41	4	4	NONE
20	8	12	+4	42	16	24	+8
21	12	12	NONE	POSTRAC TESTING	24	25	+1
22	12	14	+2	SCENARIO TESTING	24	40	+16
23	12	16	+4	TOTAL	560	664	+104

ATTACHMENT D

Proposed Domain Hour Increases

<u>Domain Number</u>	<u>Domain Name</u>	<u>Proposed Change</u>	<u>Justification</u>
LD 1	Ethics	ADD 2 Hours	Time is needed to incorporate learning activities where students apply critical thinking to job-related ethical dilemmas
LD 6	Crimes Against Property	ADD 2 Hours	Time is needed to cover landlord/tenant and repossession law which was moved from Learning Domain 24.
LD 7	Crimes Against Persons	ADD 2 Hours	Additional time is needed to address required curricula. New material (e.g., stalking, child abduction) has been added to this domain in the last 12 months to conform to changes in the law.
LD 9	Crimes Against Children	ADD 2 Hours	Additional time is needed to address required curricula. New curricula (e.g., child abuse reporting requirements) has been added to the domain within the past 12 months to conform to changes in the law.
LD 10	Sex Crimes	ADD 2 Hours	Additional time is required to satisfy prevailing instructional goals and to address certain instruction (e.g., assaults with intent to commit specified sex crimes) which was relocated from another domain.
LD 12	Controlled Substances	ADD 2 Hours	Additional time is needed to address increasingly complex law regarding drugs and narcotics. This domain is currently comprised of 24 detailed performance objectives.
LD 18	Report Writing	ADD 4 Hours	This domain has recently been modified to require students to actually write a series of practice reports and pass exercise tests which are based on the job-related incident simulations. Although this approach significantly improves instructional effect, it also requires additional time.

<u>Domain Number</u>	<u>Domain Name</u>	<u>Proposed Change</u>	<u>Justification</u>
LD 20	Use of Force	ADD 4 Hours	Additional time is needed to address new instruction on anger and fear management and the concept of intervention. Both of these subjects are important additions which satisfy Training Issues Symposia recommendations; however, it will take additional time to meet the new instructional goals and cover the required topics.
LD 22	Vehicle Pullovers	ADD 2 Hours	Additional time is needed because instruction in this domain has become increasingly dependent upon experiential activities. The domain currently requires a variety of exercise tests based upon vehicle stop simulations which each student must successfully pass. This type of instruction is extremely effective, but is more time consuming than a strictly cognitive evaluation. Importantly, vehicle stops continue to represent a major officer safety risk where effective training is essential.
LD 23	Crimes-in Progress	ADD 4 Hours	Similar to the domain described above, this domain addresses a variety of critical skills and complex officer safety issues (e.g., building searches, robbery and burglary-in-progress calls, barricaded suspect incidents, etc.) which require appropriate experiential training. Additional time is needed to meet prevailing instructional goals.
LD 28	Traffic Enforcement	ADD 2 Hours	Additional time is needed to meet prevailing instructional goals. This is a complex domain which involves 30 individual performance objectives. Instruction in this domain, particularly in the area of driving under the influence, has become increasingly complex due to substantial changes in law and

procedure which have occurred over the past several years.

<u>Domain Number</u>	<u>Domain Name</u>	<u>Proposed Change</u>	<u>Justification</u>
LD 37	Persons with Disabilities	ADD 2 Hours	Additional time is needed to meet prevailing instructional goals and to address emerging areas such as the recognition of persons with traumatic brain injuries.
LD 38	Gang Awareness	ADD 4 Hours	Additional time is needed to conform instruction in the regular basic course to a previously POST-developed eight-hour curricula block on gang awareness. Because gangs are a pervasive problem throughout the state, instruction regarding recognition of gang members and criminal gang activity is critical. This domain also includes new learning activities regarding gang dynamics and specific gang activity occurring within the geographical area serviced by the academy.

TOTAL ADDITIONAL
HOURS FOR THESE
. 13 LEARNING DOMAINS: ADD 34 Hours

(c) **Content and Hourly Requirements**

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

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	History, Ethics & Professionalism	<u>68</u> hours
02	Criminal Justice System	4 hours
03	Community Relations	<u>412</u> hours
04	Handling Emotional Situations	6 hours
05	Introduction to Criminal Law	6 hours
06	Crimes Against Property	<u>810</u> hours
07	Crimes Against Persons	<u>810</u> hours
08	General Criminal Statutes	<u>64</u> hours
09	Crimes Against Children	<u>46</u> hours
10	Sex Crimes	<u>46</u> hours
11	Juvenile Law and Procedure	6 hours
12	Controlled Substances	40 <u>12</u> hours
13	ABC Law	4 hours
15	Laws of Arrest	12 hours
16	Search & Seizure	12 hours
17	Evidence	8 hours
18	Report Writing	36 <u>40</u> hours
19	Vehicle Operations	24 hours
20	Use of Force	<u>812</u> hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	12 <u>14</u> hours
23	Crimes in Progress	12 <u>16</u> hours
24	Handling Disputes	12 hours
25	Domestic Violence	8 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic	20 <u>22</u> hours
29	Traffic Accident Investigation	12 hours
30	Investigation	31 <u>42</u> hours
31	Custody	4 hours
32	Physical Fitness/Officer Stress	40 hours
33	Person Searches, Baton, etc.	<u>4460</u> hours
34	First Aid & CPR	21 hours
35	Firearms/Tear Gas	60 <u>72</u> hours
36	Information Systems	4 hours
37	Persons with Disabilities	<u>46</u> hours
38	Gangs	<u>48</u> hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials	4 hours
42	Cultural Diversity	16 <u>24</u> hours

Minimum Instructional Hours

542664 hours

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

TEST TYPE

HOURS

Scenario Tests

2440 hours

POST-Constructed Knowledge Tests

2425 hours

Total Minimum Required Hours

560664 hours

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

The research demonstrated that student workbooks are most effective when integrated as one element in an instructional system. The use of student workbooks could improve student learning through reduced traditional lecture time, reinforcement of learning through interaction, improved evaluation of critical thinking skills and more effective use of classroom hours through structured preview and review of learning material. The use of student workbooks in the Basic Course will improve the quality of the student learning experience when integrated as "Learning Activities" in the Basic Course instructional system.

The Student Workbook Project Study resulted in a list of six Learning Domains which were perceived by presenters as likely workbook subjects to serve as a pilot project. The list was intended as a base which could be expanded in the future, should the workbooks prove effective.

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

In addition to developmental costs, there are other administrative issues which could affect the workbook project and must be considered in the selection of a vendor. These issues include project management, validation of workbook effectiveness, the visual quality of the workbooks, and the integration of workbooks into the classroom.

The issue of workbook quality is one of balance and it is closely associated with both POST development costs, and the maintenance and distribution costs faced by POST and the Basic Course presenters. While a full color, bound workbook, on high quality paper, with high resolution photographs might be possible, the reality of the situation seems to be any workbook which can be affordably distributed by POST, and reproduced by the Basic Course presenters, must be produced in black and white. The vendor will be expected to produce the highest quality document possible, including photographs, sketches or drawings, in black and white copy.

The validation of the workbooks and the question of workbook effectiveness will be dependent upon POST's ability to measure whether student success in the associated Learning Domains is improved. Since the primary goal of the workbook project should be improved student success, it must be determined whether the workbooks actually result in either improved Knowledge Domain scores or increased retention of subject matter. The responsibilities of the vendor under the recommended pilot project include a testing or measurement process which will clearly show the impact of the draft workbooks in the defined areas, and then incorporate the findings into a revised final version of each workbook. Basic Course presenters will be solicited to participate in a pilot testing program.

The final product deliverable to POST by the vendor is a combination of photo ready masters and electronic copies, as specified in the RFP in order to satisfy the needs of all the involved parties. The electronic copies shall be in *WordPerfect* since that is the format agreed upon by POST and the presenters for computer bulletin board purposes. The computer bulletin board will be an effective and economical way to distribute workbook updates. Testing of this distribution method will be an important issue in the management of the project.

The proposals received in response to the RFP will be evaluated by a committee based on the following factors:

a. Vision

The vendor shows a clear understanding of the range of problems the workbooks will address, including their use for both individual student learning and as a basis for classroom instruction, the need for on-going updating of materials, and the potential use of the workbooks in other POST-certified courses. The proposal discusses, at a high level, the overall look and feel of the workbook and solutions to these design and delivery challenges. (15%)

b. Development Process

The proposal describes in complete detail the essential steps to be taken in the development of the student workbooks (including analysis, design, development, implementation, and evaluation). (15%)

c. Proposed Solutions

The proposal clearly addresses the key points in Section IV, and the vendor presents realistic, innovative, and effective solutions. (25%)

d. Personnel

The proposal identifies personnel with the appropriate skills to manage and perform the work proposed. (10%)

e. Experience

The vendor documents prior interactive student workbook or textbook development experience which demonstrates an ability to properly analyze and develop law enforcement student workbooks and manage complex projects. (25%)

f. Work Plan

The proposal includes a thorough, workable plan that assures the on-time delivery and testing of all proposed products. (10%)

g. Cost

The total point value will be adjusted using the vendorcost proposals and the Cost Adjustment Formula. The total points assigned to a proposal by the evaluation committee following the oral presentation will be adjusted according to the following formula:

$$\text{Adjusted TP} = \text{TP} - (.25 \times \text{TP} \times (\text{C} - \text{LC}) / \text{LC})$$

Where: TP = total points assigned by committee
C = the cost of the proposal being evaluated
LC = cost of lowest proposal

In the application of the above formula, certified small business bidders shall be granted a preference consisting of five percent of the cost component of the highest scored proposal submitted by another bidder who is not certified as a small business. A tentative score will be computed for each proposal by multiplying the points assigned to each factor by the factor's percentage weight and summing across factors.

Based on the tentative scores, the evaluation committee invited the **top four ranking vendors** to make oral presentations. The committee affirmed or modified the points assigned to the proposal based on the vendor's oral presentation. The proposal with the highest adjusted total point value (highest score) will be recommended to the Commission as the vendor that should be awarded the contract, assuming that the proposal selected according to the process described above meets all other administrative requirements. The State reserves the right to reject any or all proposals at any time.

CONCLUSION

No difficulties are foreseen in the integration of the workbooks into the classroom. Most of the Basic Course presenters saw the workbook as a tool to be used by the student prior to, and as preparation for, the relevant classroom session. If the workbook is successful in preparing the student for that classroom activity, it is believed that the time spent during that session can be maximized through meaningful classroom discussions, role playing or other instructional methods which should enhance the student's learning experience.

There will be a need to educate Basic Course instructors in the appropriate use of student workbooks. Instructors using the workbooks should understand the role of the workbooks in the overall instructional system and how the workbooks may be integrated into classroom sessions. The creation of an Instructor Guide should be useful in helping instructors to integrate the workbooks into their lesson plan.

One of the original goals referred to in the Commission agenda item dealt with the matter of improved testing methodology in areas where critical thinking is an issue. While the Basic Course presenters also found this to be an important goal, they were concerned about the impact on instructor workload if all workbooks were "instructor scored". It was recommended that those workbooks requiring instructor scoring be carefully considered and that other options, such as student exchange and self scoring, be considered where appropriate.

SUMMARY

After consideration of the project goals, cost factors and administrative issues, a conservative approach to the development of the Student Workbook Project has been recommended by the Commission. Rather than initiating a full forty one Learning Domain project, six carefully selected Learning Domains will be incorporated into a "pilot project" which will serve as a measure of the costs and benefits of student workbooks prior to investing in a full workbook project.

Commissioners are aware that release of the RFP does not commit the Commission to an expenditure. Vendor proposals including monetary bids will be reviewed and a recommended contract proposal submitted to the Commission at the November 1994 meeting.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Proposed Changes to the Regular Basic Course Performance Objectives		Meeting Date November 17, 1994
Bureau Standards and Evaluation	Reviewed By John G. Berner <i>JGB</i>	Researched By Jim Norborg
Executive Director Approval <i>Monica C. Boehm</i>	Date of Approval 11-1-94	Date of Report November 1, 1994
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 changes to the regular basic course performance objectives as described in this report?

BACKGROUND

The performance objectives for the regular basic course serve as blueprints for the Commission-mandated tests that must be passed by all cadets. Commission policy C13 requires that all substantial changes to the performance objectives (i.e., additions and deletions) be approved by the Commission prior to adoption.

This report describes proposed performance objective changes in three learning domains: #21 (Patrol Techniques); #22 (Vehicle Pullovers); and #23 (Crimes in Progress). The proposed changes address knowledge objectives, exercise objectives and scenario objectives.¹ Unlike previous reports to the Commission, this report contains attachments which show all planned changes to the performance objectives in these domains (including minor changes which do not require Commission approval), along with a brief description of the rationale for each planned change. This additional information has been included in the belief that it will provide the Commission with a better understanding of the totality of what is being proposed.

¹Knowledge objectives are performance objectives which require the student to demonstrate knowledge and are evaluated using POST-developed paper-and-pencil exams; scenario objectives are performance objectives which require the student to demonstrate complex psychomotor skills and are evaluated with job-simulation tests; and exercise objectives are performance objectives which require the student to demonstrate knowledge and/or skills and are evaluated with tests other than POST-developed paper-and-pencil exams or job-simulation tests.

All proposed changes to the performance objectives are the result of ongoing review by POST and academy staff to keep the basic course curriculum and tests up to date and technically sound. The proposed changes have been approved by the consortium of basic academy directors and are consistent with changes to the *Training Specifications for the Regular Basic Course - July 1993*, as described in a previous agenda item report.²

ANALYSIS

The proposed changes are summarized below:

Domain 21: Patrol Procedures:

Knowledge objectives. There are currently 17 knowledge objectives in this domain. It is recommended that all but one of the objectives be deleted and that the remaining objective (8.41.3) be modified and reassigned to Domain 8 (General Criminal Statutes). Two of the deleted objectives are addressed in required scenario tests, and two others are addressed in required learning activities. The remaining objectives call for the memorization of the kind of decontextualized information which research has shown is not predictive of the performance of complex tasks such as those associated with patrol.^{3,4} Instruction on the topics covered by all deleted objectives will continue to be required as specified in the *training specifications*.

²The *training specifications* provide a more complete, less technical description of the Commission's basic course training requirements. Included in the *training specifications* are required instructional topics and required learning activities.

³An example of a knowledge objective which calls for the memorization of decontextualized information is 8.4.2, which reads:

Given a direct question, the student will identify the following as duties a field officer must perform in order to properly prepare for a patrol shift:

- A. Being properly uniformed and equipped
- B. Gathering information through crime analysis, reports, and briefings
- C. Gathering needed materials, i.e., report forms, citation books, etc.
- D. Obtaining and inspecting equipment, i.e., shotgun, vehicle, etc.

⁴Additionally, repeated attempts to write test items for these objectives have produced items with unsatisfactory statistical properties.

Exercise objectives. There are currently five exercise objectives. It is recommended that three of the objectives (5.8.1, 5.8.2 and 5.8.3) be consolidated into a single new objective (5.8.4), and that a fourth (8.3.2) be deleted and replaced by a new learning activity (13.21.1).⁵ The objective recommended for deletion (8.3.2) calls for the student to observe "a scene and/or activity for a period of time specified by the academy," and then "describe the scene or activity." The new learning activity that will substitute for this objective (13.21.1) requires the student to similarly observe and describe an event, and then participate in an instructor lead discussion that is designed to improve students' observational skills.

Scenario objectives. There is currently one scenario objective (8.7.4). It is recommended that this objective be modified to further specify the actions required by the student (i.e., the criteria by which the student will be evaluated).

All proposed changes to the performance objectives in this domain are shown in underline-strikeout format in Attachment 1. Also provided is the rationale underlying each recommended change.

Domain 22: Vehicle Pullovers:

Knowledge objectives. There are currently 10 knowledge objectives in this domain. It is recommended that all 10 be deleted. All but two of the objectives are addressed by one or more required exercise or scenario tests. The two remaining objectives (8.9.1 and 8.10.1) call for the student to identify which of three types of vehicle stop is depicted in a given word picture (i.e., traffic enforcement stop, investigative stop or high risk stop); and to identify the tactics that should be employed when stopping, approaching, and removing suspects from different types of vehicles (motorcycles, buses, motorhomes, etc.). With regard to the later objective, subject matter experts are not able to agree on standard tactics for stopping these types of vehicles, thus precluding the ability to write acceptable test items. The topics covered by all of the deleted objectives will continue to be required topics for which academies must provide appropriate instruction as specified in the *training specifications*.

Exercise objectives. There are currently three exercise objectives. It is recommended that one objective (9.10.3) be deleted, because it is redundant with two current scenario objectives (8.9.16 and 8.9.17).

Scenario objectives. There are currently three scenario objectives. No changes are recommended.

Attachment 2 shows the full text of all proposed changes to the performance objectives in this domain, along with the rationale underlying each recommended change.

⁵Addition of the new learning activity assumes the Commission approved the proposed changes to the *training specifications* for Learning Domain 21 in the earlier agenda item.

Domain 23: Crimes in Progress:

Knowledge objectives. There are currently 17 knowledge objectives in this domain. It is recommended that all 17 be deleted. Nine of the deleted objectives will be addressed in required scenario or exercise tests, and another four will be addressed in two new learning activities (13.21.1 and 13.21.2).⁶ The remaining four objectives call for the same type of decontextualized knowledge alluded to in the Patrol Procedures Domain. Academies will continue to be required to provide instruction on the topics covered by all deleted objectives as per the *training specifications*.

Exercise objectives. There is currently one "exercise objective" (8.42.2). It is really not an objective, but simply requires that students wear body armor while engaged in certain specified training activities. It is recommended that this "objective" be deleted and that the requirement to wear body armor be incorporated into three new scenario objectives (8.25.2, 8.25.3, and 8.25.4). It is further recommended that two new exercise objectives be added (8.49.4 and 8.49.5). These objectives require that the student properly discharge the duties of a contact officer (8.49.4) and a cover officer (8.49.5).

Scenario objectives. There are currently three scenario objectives. It is recommended that two of the objectives be deleted and the third modified. One of the deleted objectives (8.25.1) would be replaced by four new scenarios (8.25.2, 8.25.3, 8.25.4, and 8.25.5). The other deleted objective (8.49.3) would be replaced by the above described two new exercise objectives (8.49.4 and 8.49.5).

See Attachment 3 for the full text of all proposed changes to the performance objectives in this domain and the rationale for each.

Overall Impact of Proposed Changes:

The effect of the proposed changes will be to eliminate the use of multiple-choice tests in the three domains, and thus to place greater reliance on the use of performance tests (exercise tests and scenario tests) to assess student competence in these domains. This action is consistent with other recent actions taken by the Commission, and is supported by a growing body of research which shows that multiple-choice tests do not accurately assess the acquisition of knowledge and skills needed to perform complex tasks such as those involved in making vehicle pullovers and responding to crimes-in-progress calls. A review of this research is included in a recent report to the Long Range Planning Committee. The report also summarizes the history of testing in the basic course, as well as possible future directions, including changes anticipated as a result of the ongoing process to identify and discard from the basic course multiple-choice tests which require the student to memorize

⁶Addition of the two new learning activities assumes the Commission approved the proposed changes to the *training specifications* for Learning Domain 23 in the earlier agenda item.

fragmented pieces of information, and where possible, to replace the tests with tests which require the student to perform tasks that more closely resemble the tasks they will perform on the job (i.e., exercise and scenario tests). As noted in the report, despite these anticipated changes, strong reliance will continue to be placed on written exams in the majority of the Learning Domains. A copy of the report is provided in Attachment 4.⁷

RECOMMENDATION

Approve the proposed changes to the regular basic course performance objectives effective December 1, 1994.

⁷Also as described in the report, an additional undesirable consequence of using inappropriate multiple-choice tests in a "high-stakes" environment such as the basic course, is that such tests drain valuable training resources (i.e., the training focuses on what the student needs to know to pass the test, rather than on what the student needs to know to do the job).

ATTACHMENT 1

PROPOSED CHANGES TO LEARNING DOMAIN 21: PATROL TECHNIQUES

KNOWLEDGE TEST:¹

8.1.1 ~~Given a direct question, the student will identify the following basic preventive patrol methods used by officers:~~

- ~~A. Frequent checks of business/residential premises~~
- ~~B. Frequent checks of suspicious persons~~
- ~~C. Varying patrol patterns~~
- ~~D. Maintenance of visibility~~

Recommendation. Delete this objective. It is a required topic in the training specifications.

8.1.2 ~~Given a direct question, the student will identify the following components of directed enforcement:~~

- ~~A. It is generally directed to specific violations or circumstances~~
- ~~B. It may be based upon geographical considerations~~

Recommendation. Delete this objective. It is a required topic in the training specifications.

¹The knowledge objectives recommended for deletion require declarative knowledge (i.e., the ability to recall simple associations such as "maintaining high visibility is a preventive patrol technique"). By contrast, the tasks associated with patrol are typically ill-structured and complex, and require the use of procedural knowledge (i.e., the application of formal and informal rules to specific situations in order to apprehend suspects, suppress criminal activity, etc.). Thus, the cognitive demands of performing the tasks associated with patrol are not adequately reflected in the test items for these objectives (nor are the sensory and motor demands of performing such tasks), and it is highly doubtful whether the ability to correctly answer test items for these objectives is predictive of the ability to perform patrol work (i.e., job related). Consequently, not only is there reason to question the validity of continuing to test students on these objectives, but to do so will divert attention away from instruction and practice that will better prepare the student to perform real-life patrol tasks.

8.1.4

~~Given a direct question, the student will identify the following as advantages and disadvantages of "foot patrol" and "motorized patrol":~~

- ~~A. Advantages of foot patrol:
 - 1. Close public contact
 - 2. More accessible to the public
 - 3. Easier movement in large crowds
 - 4. More familiar with the beat
 - 5. Closer beat inspection~~
- ~~B. Disadvantages of foot patrol:
 - 1. Limited patrol area
 - 2. Limited pursuit capabilities
 - 3. Limited communications~~
- ~~C. Advantages of motorized patrol:
 - 1. Most economical
 - 2. Greater speed and mobility
 - 3. Preventive enforcement
 - 4. Officer protection~~
- ~~D. Disadvantages of motorized patrol:
 - 1. Lack of close public contact
 - 2. Expense of improperly handled equipment
 - 3. Lack of close beat inspections~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.2.1

~~Given a direct question, the student will identify the following as factors which affect perception:~~

- ~~A. Past experiences~~
- ~~B. Maturity~~
- ~~C. Mental condition~~
- ~~D. Emotional involvement~~
- ~~E. Physical condition~~
- ~~F. Environmental conditions present~~
- ~~G. Training~~
- ~~H. Cultural and ethnic background~~
- ~~I. Personal prejudices and bias~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*, and instruction on observation and perception is required by new learning activity 13.21.1 (see page 1-11).

8.4.1

~~Given a direct question, the student will identify the following as criteria an officer should consider when determining a patrol strategy for covering the beat area:~~

- ~~A. Location of police hazards~~
- ~~B. Population distribution~~

- ~~C. Directed enforcement~~
- ~~D. Recent crime activity~~
- ~~E. Geography~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.4.2 ~~Given a direct question, the student will identify the following as duties a field officer must perform in order to properly prepare for a patrol shift:~~

- ~~A. Being properly uniformed and equipped~~
- ~~B. Gathering information through crime analysis, reports, and briefings~~
- ~~C. Gathering needed materials, i.e., report forms, citation books, etc.~~
- ~~D. Obtaining and inspecting equipment, i.e., shotgun, vehicle, etc.~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.4.3 ~~Given a direct question, the student will identify the following locations and/or situations which normally exist in a "beat area" and warrant frequent checks on the part of an officer:~~

- ~~A. Those that are likely to produce a breach of the peace or criminal act~~
- ~~B. Those that are hazardous to the public safety~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.5.1 ~~Given a patrol technique, the student will identify whether the technique is used primarily for "preventive" patrol or "apprehension" patrol.~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.5.2 ~~Given a direct question, the student will identify the following vehicle patrol techniques which increase the effectiveness of crime detection:~~

- ~~A. Drive at a slow to moderate speed~~
- ~~B. Use the curb lane~~
- ~~C. Park in an unobtrusive location~~
- ~~D. Patrol in an unpredictable pattern~~
- ~~E. Lower the windows of the patrol vehicle for better perception and hearing~~
- ~~F. Concentrate on residential areas in the daytime,~~

~~and commercial areas at night~~
G. ~~Use recent crime reports and related data to target areas to be patrolled~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.5.4 ~~Given a direct question, the student will identify the following as being basic patrol patterns:~~

- ~~A. Circular~~
- ~~B. Double back~~
- ~~C. Random~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.6.1 ~~Given a direct question, the student will identify the following hazards of "silhouetting" and how to avoid them:~~

- ~~A. Hazards:~~
 - ~~1. Provides suspects with an officer's exact location~~
 - ~~2. Makes officer an easy target if suspect is armed~~
- ~~B. Avoiding hazards:~~
 - ~~1. Position patrol vehicle away from street lights and other sources of back lighting~~
 - ~~2. Hold your flashlight so that you do not illuminate yourself or other officers~~
 - ~~3. Do not stand in doorways, hallways or in front of windows~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.6.2 ~~Given a direct question, the student will identify the following ways to avoid making unnecessary noise:~~

- ~~A. Place keys in your pocket~~
- ~~B. Park the patrol vehicle away from the scene~~
- ~~C. Secure the seat belts quietly~~
- ~~D. Shut car doors quietly~~
- ~~E. Turn down the radio so that only you can hear it~~
- ~~F. Communicate only when necessary~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.6.3

~~Given a direct question, the student will identify how a field officer should behave when encountering a plainclothes officer in the field:~~

- ~~A. A field officer should not greet or otherwise show that he recognizes a plainclothes officer, unless the plainclothes officer initiates the contact~~
- ~~B. If the plainclothes officer sees but does not acknowledge a field officer, the field officer should treat the plainclothes officer like any other private person with whom he is not acquainted~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.7.1

~~Given a direct question, the student will identify those variables which must be considered in making the following determinations when confronted with a pedestrian:~~

- ~~A. Tactical considerations~~
- ~~B. Where to stop the person~~
- ~~C. Method to use in stopping the person~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*.

8.7.2

~~Given a direct question, the student will identify the following reasons for approaching a pedestrian suspect on foot:~~

- ~~A. Officers driving a patrol car must divide their attention between operating the vehicle and observing a suspect~~
- ~~B. Officers seated in a patrol car do not have easy access to their weapons or a clear line of fire~~
- ~~C. Officers seated in a patrol car may have their view of a suspect partially blocked by parts of the vehicle~~
- ~~D. Officers seated in a patrol car have no readily available cover~~
- ~~E. Officers seated in a patrol car are not close enough to physically detain and search a suspect~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*. The knowledge and skill required to approach and contact a pedestrian suspect will be evaluated in revised scenario 8.7.4 (see page 1-10).

~~Given a direct question, the student will identify the most effective positions of safety one or two officers can take when conducting a field interview of a suspect:~~

- ~~A. One officer — one person~~
- ~~1. Place the weak foot forward and stand approximately one arm's length, plus a foot from the suspect with the weapon away from the suspect~~
 - ~~2. The strong hand (gun hand) should initially be kept free~~
 - ~~3. Watch suspect's hands~~
 - ~~4. Be mindful of the surroundings~~
- ~~B. One officer — two or more persons~~
- ~~1. Place the weak foot forward and stand approximately one arm's length, plus a foot from the suspects with the weapon away from the suspects~~
 - ~~2. The strong hand (gun hand) should initially be kept free~~
 - ~~3. Watch suspects' hands~~
 - ~~4. Be mindful of the surroundings~~
 - ~~5. Do not allow suspects to close in or surround~~
- ~~C. Two officers — one person~~
- ~~1. The primary (interviewing) officer should place the weak foot forward and stand approximately one arm's length, plus a foot from the suspect with the weapon away from the suspect~~
 - ~~2. The strong hand (gun hand) should initially be kept free~~
 - ~~3. Watch suspect's hands~~
 - ~~4. Be mindful of the surroundings~~
 - ~~5. The second (cover) officer should be positioned to form a triangle with the first officer and the person being interviewed to avoid a crossfire~~
- ~~D. Two officers — two or more persons~~
- ~~1. The officer initiating the contact (i.e., the primary or interviewing officer) should place the weak foot forward and stand approximately one arm's length, plus a foot from the suspects with the weapon away from the suspects~~
 - ~~2. The strong hand (gun hand) should initially be kept free~~
 - ~~3. Watch suspects' hands~~
 - ~~4. Be mindful of the surroundings~~
 - ~~5. The cover officer should separate the remaining suspects from the primary (interviewing) officer and assume a position~~

- ~~which allows maximum visibility of all suspects~~
- ~~6. The cover officer should place the weak foot forward and stand approximately one arm's length, plus a foot from the suspects with the weapon away from the suspects~~
 - ~~7. The cover officer should keep both hands free~~
 - ~~8. The cover officer should keep conversations with the suspects brief to avoid being distracted~~
 - ~~9. Both officers should communicate any threats or hazards to the other officer~~
 - ~~10. Both officers should be aware of crossfire hazards~~

Recommendation. Delete this objective. Instruction on conducting a field interview is provided in learning activity 13.30.7 (see below), and a student's ability to conduct a field interview is evaluated in exercise 8.8.2 (see below).

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

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

8.8.2 Given an exercise depicting person(s) acting suspiciously, the student will safely approach, contact, and interview the person(s) and, if arrested, advise of Miranda rights before interrogation.

8.41.3 ~~Given a direct questionword picture, the student will identify the provisions of California law pertaining to the authorization of news media representatives to enter areas otherwise closed to the public. (Penal Code Section 409.5) 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)~~

Recommendation. Modify and move to Domain 8 (General Criminal Statues).

8.41.4 ~~Given a direct question, the student will identify the following types of information as those which could prejudice the rights of an individual if furnished to the news media:~~

- ~~A. Statements as to the character or reputation of an accused person or prospective witness~~
- ~~B. Admissions, confessions, or alibis attributed to an accused person~~
- ~~C. Results, performance, or refusal of a suspect or witness to take any test(s)~~
- ~~D. The believed credibility of an accused person or witness~~
- ~~E. The probability of an accused person entering a guilty plea~~
- ~~F. The probative value of evidence against an accused person~~
- ~~G. Information prohibited by agency policy~~
- ~~H. Information that would be detrimental to the investigation of the case~~

Recommendation. Delete this objective. This topic, "information that can prejudice the rights of defendants," was added to learning Domain 3 (Community Relations).

EXERCISES:

5.8.1 ~~The student will demonstrate the mechanical operation of law enforcement radio equipment including:~~

- ~~A. On/Off Switch~~
- ~~B. Proper hand/mouth microphone positions~~
- ~~C. Antenna position~~
- ~~D. Squelch/Volume control~~
- ~~E. Frequency selection~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*. The knowledge and skills required to make radio broadcasts will be evaluated in new objective 5.8.4 (see page 1-9).

5.8.2 ~~The student will demonstrate the proper procedures and techniques of radio communications, which will minimally include:~~

- ~~A. ABC's of radio demeanor (accuracy, brevity, clarity/courtesy)~~
- ~~B. Waiting until the air is clear before pressing the transmit button~~
- ~~C. Pressing the transmit button firmly and speaking~~

- calmly and clearly into the microphone to ensure even modulation
- ~~D. Understanding emergency traffic and saving routine and non-emergency transmissions until the termination of the emergency~~
 - ~~E. Knowing the purpose of call signs, their assignments, and beat locations~~
 - ~~F. Ensuring message acknowledgement~~
 - ~~G. Applicable FCC rules and regulations governing radio operations~~
 - ~~H. Commonly used radio codes~~

Recommendation. Delete this objective. Replace it with a new objective, 5.8.4, which requires students to make a simulated radio broadcast (see below).

5.8.3

~~Given a classroom/field exercise or scenario in which there is one or more suspects, the student shall demonstrate the proper use of a law enforcement radio to complete a crime broadcast. This broadcast will minimally include:~~

- ~~A. Type of incident and location~~
- ~~B. Number of suspects with complete known description~~
- ~~C. Description of loss, if any~~
- ~~D. Weapon(s) used~~
- ~~E. Time, direction of flight, and vehicle description~~

Recommendation. Delete this objective. Replace it with a new objective, 5.8.4, which requires students to make a simulated radio broadcast.

5.8.4

Given an exercise in which there are one or more suspects, the student will initiate a radio broadcast using proper techniques of radio communications which minimally include:

- A. Application of the "ABC's" of radio demeanor (accuracy, brevity, clarity/courtesy)
- B. Waiting until the air is clear before transmitting
- C. Pressing the transmit button firmly and speaking calmly and clearly into the microphone
- D. Recognizing emergency traffic and holding all other transmissions until the termination of the emergency
- E. Knowing the purpose of call signs, their assignments and beat locations
- F. Ensuring message acknowledgement
- G. Conforming with FCC rules and regulations governing radio operations
- H. Using radio codes properly

At a minimum the simulated broadcast should include:

- A. Type of incident and location
- B. Number of suspects with complete known description
- C. Description of loss, if any
- D. Weapon(s) used
- E. Time, direction of flight and vehicle description

8.3.2 ~~Given a simulated situation wherein the student observes a scene and/or activity for a period of time specified by the academy, the student will describe the scene and activity.~~

Recommendation. Delete this objective. Replace it with a new learning activity, 13.21.1, which requires students to participate in activities designed to improve the students' observational skills.

SCENARIO:

8.7.4 Given a practical exercise scenario, the student will demonstrate safe and effective tactics for approaching pedestrian suspects while in utilizing a patrol vehicle.

These include:

- A. Notifying dispatch of the location of the contact with the subject
- B. Making the approach from the rear and on the same side of the street the subject is on (making a U-turn if necessary)
- C. Consistently keeping the subject in view during the approach
- D. Stopping at a safe and effective distance and using the patrol vehicle for cover/concealment while directing the subject to stop
- E. Using clear and direct verbal commands while directing the subject to a position of tactical advantage
- F. Taking a proper position (stance) while talking to the subject.

LEARNING ACTIVITY:

13.21.1 Given a role play, scenario, simulation, video enactment or other type of stimulus material provided by the academy, the student must observe an incident, and after a short delay in time, must either verbally or in writing, describe the nature of the event and any pertinent observations made. Following these initial observations, the student must participate in a facilitated discussion which involves other students who have observed the same event. The discussion should address:

- A. The nature of the event (what appears to have occurred)
- B. Physical descriptions of persons involved, if applicable
- C. Statements made by the involved parties, if any
- D. Any differences in perception among the students who observed the incident

ATTACHMENT 2

PROPOSED CHANGES TO LEARNING DOMAIN 22: VEHICLE PULLOVERS

KNOWLEDGE TEST:

8.9.1 ~~Given a word picture depicting a vehicle stop, the student will identify the type of stop. The types of stops are described below.~~

- ~~A. A traffic enforcement stop is a stop made because:
(a) an officer has "probable cause" to believe that the driver committed a traffic infraction, and (b) the officer has no reason to believe that the vehicle's occupants are dangerous or are involved in other criminal activity~~
- ~~B. An investigative stop is a stop made because an officer has "reasonable suspicion" to believe that one or more of the vehicle's occupants has engaged in or is about to engage in criminal activity~~
- ~~C. A high risk stop is a stop in which the officer has reason to believe that one or more of the occupants of the car may be a threat to the officer~~

Recommendation. Delete this objective. It is a required topic in the training specifications.

8.9.2 ~~Given a direct question, the student will identify the following factors which should be considered when selecting a location for a vehicle stop:~~

- ~~A. Select a safe location where it is:
1. Legal to stop
2. Out of the flow of traffic
3. Well illuminated~~
- ~~B. Be aware of:
1. Escape routes
2. The availability of cover and concealment~~
- ~~C. Do not stop in areas that are likely to be hostile toward law enforcement~~

Recommendation. Delete this objective. It is a required topic in the training specifications. The knowledge and skills required to make traffic enforcement stops during daylight hours and during the hours of darkness are evaluated in scenarios 8.9.16 and 8.9.17 (see pages 2-5 and 2-6).

8.9.5 ~~Given a direct question, the student will identify the following acceptable and unacceptable techniques for gaining a driver's attention during a vehicle stop:~~

- A. ~~Acceptable techniques:~~
 - 1. ~~Turn on red lights~~
 - 2. ~~Honk horn~~
 - 3. ~~Sound siren briefly~~
- B. ~~Unacceptable techniques:~~
 - 1. ~~Shine spotlight in driver's rear view mirror~~
 - 2. ~~Pull along side of driver and signal driver to pull over~~

Recommendation. Delete this objective. It is a required topic in the training specifications. The knowledge and skills required to make traffic enforcement stops during daylight hours and during the hours of darkness are evaluated in scenarios 8.9.16 and 8.9.17 (see pages 2-5 and 2-6).

8.9.7 ~~Given a direct question, the student will identify the following proper uses of the spotlight in a pullover and approach situation:~~

- A. ~~Not blinding the driver of the other vehicle while that vehicle is in motion~~
- B. ~~Illuminating the interior of the other vehicle after it has stopped~~
- C. ~~Focusing on side and rear view mirrors in order to blind occupants to officers' approach~~

Recommendation. Delete this objective. The knowledge and skills required to make traffic enforcement stops during daylight hours and during the hours of darkness are evaluated in scenarios 8.9.16 and 8.9.17 (see pages 2-5 and 2-6).

8.10.1 ~~Given a direct question, the student will identify the tactics that should be employed in safely stopping, approaching, and/or removing suspects from the following vehicles:~~

- A. ~~Motorcycles~~
- B. ~~Campers and vans~~
- C. ~~Buses~~
- D. ~~Semi-trucks~~
- E. ~~Motorhomes~~

Recommendation. Delete this objective. It is a required topic in the training specifications. Subject matter experts do not agree on standard tactics for stopping these vehicles and have been unable to write

acceptable test items.

8.15.1 ~~Given a direct question, the student will identify the following principles of a safe and effective search of a vehicle:~~

- ~~A. Remove the occupants from the vehicle~~
- ~~B. Determine what object is being sought (e.g., contraband, weapons, etc.) and its likely location~~
- ~~C. Begin the search at one predetermined point and search systematically to another predetermined point~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*. The knowledge and skills required to systematically search a vehicle are evaluated in exercise 8.15.2 (see page 2-5).

9.7.5 ~~Given a direct question, the student will identify the following steps involved in the initial contact an officer makes with a traffic violator:~~

- ~~A. Greet the violator~~
- ~~B. Obtain the violator's driver license and vehicle registration~~
- ~~C. Tell the violator the reason for the stop~~
- ~~D. Do not argue with the violator~~
- ~~E. Do not accept the violator's wallet or purse~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*. The knowledge and skills required to make traffic enforcement stops during daylight hours and during the hours of darkness are evaluated in scenarios 8.9.16 and 8.9.17 (see pages 2-5 and 2-6).

9.8.2 ~~Given a direct question, the student will identify the following reasons why it is important that an officer check both the validity and authenticity of a driver license:~~

- ~~A. To confirm that the driver is authorized to operate a specific type of motor vehicle~~
- ~~B. To enforce the provisions of the Vehicle Code which require possession of a valid drivers license~~
- ~~C. To verify that the driver is complying with any restriction on the driver license~~
- ~~D. To confirm driver's identity so that the driver can be cited and released~~

Recommendation. Delete this objective. It is a required topic in the training specifications. The knowledge and skills required to determine the identity of a driver are practiced in learning activity 13.3.4 (see below) and are evaluated in exercise 9.8.1 (see page 2-5).

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

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

9.10.2 ~~Given a description of a situation in which a citation has been issued, the student will identify the following types of information which should or should not be provided to the violator:~~

- ~~A. Time, date, and location of court appearance~~
- ~~B. Alternatives to a court appearance~~
- ~~C. Limitations on operating a vehicle which has been cited for an equipment violation~~
- ~~D. Certificates of correction for equipment violations~~
- ~~E. Estimates of bail or fine should not be provided~~

Recommendation. Delete this objective. It is a required topic in the training specifications. Knowledge of what information to provide to a traffic violator is covered in learning activity 13.3.4 (see above) and evaluated in exercise 9.8.1. (see page 2-5).

- 9.10.4 ~~Given a direct question, the student will identify that the required signature of a violator on a citation is not an admission of guilt but a promise to appear.~~

Recommendation. Delete this objective. It is a required topic in the *training specifications*. Knowledge of what information to provide to a traffic violator is covered in learning activity 13.3.4 (see page 2-4) and evaluated in exercise 9.8.1 (see below).

EXERCISES:

- 8.15.2 The student will conduct a safe and effective search of a vehicle.

- 9.8.1 Given an exercise, the student will use interviewing and other techniques to identify the validity, authenticity, and legal acceptability of various types of identification.

- 9.10.3 ~~Given a blank traffic citation, a word picture depicting a traffic violation, and a Vehicle Code, the student will properly and legibly complete the form within 10 minutes.~~

Recommendation. Delete this objective. It is a required topic in the *training specifications* for Domain 28 (Traffic Enforcement). The knowledge and skills needed to make a traffic stop and complete a citation are evaluated in scenarios 8.9.16 and 8.9.17 (see below).

SCENARIOS:

- 8.9.16 Given a simulated traffic enforcement stop during daylight hours, the student will make the stop using the following techniques:
- A. Signal the violator from behind, do not pull alongside
 - B. Observe the movements of the violator and any passengers throughout the contact
 - C. Maintain a safe distance between the patrol vehicle and violator's vehicle
 - D. Offset the patrol vehicle to the left or right of the violator's vehicle
 - E. During the approach, watch for traffic and closely observe the movements of the violator and any passengers
 - F. Keep gun-hand empty and close to handgun
 - G. Make the initial contact with the violator from a position slightly behind the front seat

- H. If there are occupants in both front and rear seats, take a position slightly behind the rear seat
- I. Complete the citation from a position of safety with a good view of the violator's vehicle and traffic
- J. Remain in safe location and, if appropriate, assist the violator to safely reenter traffic

8.9.17

Given a simulated traffic enforcement stop during the hours of darkness, the student will make the stop using the following techniques:

- A. Signal the violator from behind, do not pull alongside
- B. Observe the movements of the violator and any passengers throughout the contact
- C. Maintain a safe distance between the patrol vehicle and violator's vehicle
- D. Offset the patrol vehicle to the left or right of the violator's vehicle
- E. During the approach, watch for traffic and closely observe the movements of the violator and any passengers
- F. Keep gun-hand empty and close to handgun
- G. Make the initial contact with the violator from a position slightly behind the front seat
- H. If there are occupants in both front and rear seats, take a position slightly behind the rear seat
- I. Complete the citation from a position of safety with a good view of the violator's vehicle and traffic
- J. Remain in safe location and, if appropriate, assist the violator to safely reenter traffic

8.11.1

Given exercises involving the stopping of a vehicle containing high-risk suspect(s), the student will safely stop the vehicle, remove and place the occupant(s) in a position of disadvantage without the officer(s) being placed in a dangerous position.

ATTACHMENT 3

PROPOSED CHANGES TO LEARNING DOMAIN 23: CRIMES IN PROGRESS

~~KNOWLEDGE TEST:~~

8.16.1 ~~Given a direct question, the student will identify the following steps involved in searching the inside of a building for a suspect or suspects:~~

- ~~A. Establish a perimeter and plan the search~~
- ~~B. Search outside of building for point of entry~~
- ~~C. Attempt to contact the owner for a key and information about the building~~
- ~~D. Use a loudspeaker to communicate with suspects from outside the building~~
- ~~E. When searching a building at nighttime, turn on the interior lights, if practical~~
- ~~F. Use a canine unit, if one is available~~
- ~~G. Inform other units before entering the building~~
- ~~H. Search with at least two officers, one supplying cover~~
- ~~I. Use only one entrance~~
- ~~J. Check behind all doors and search any area large enough to conceal a suspect~~
- ~~K. Close doors after each room has been thoroughly searched~~
- ~~L. Search multi-story buildings one floor at a time, from top to bottom~~
- ~~M. Do not abandon search until all areas have been searched~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. The knowledge and skills required to do a building search will be evaluated in new scenario 8.25.5 (see page 3-9).

8.16.2 ~~Given a direct question, the student will identify the following steps involved in an outdoor search for a suspect or suspects:~~

- ~~A. Estimate the size of the area to be searched~~
- ~~B. Request additional assistance, if needed~~
- ~~C. Establish a perimeter if feasible~~
- ~~D. Develop a flexible search plan~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. Instruction on establishing a perimeter and conducting a search is required by new learning activity 13.23.2 (see page 3-11).

8.21.1 ~~Given a word picture depicting a crime in progress, the student will identify which of the following methods would be the most appropriate way to respond:~~

- ~~A. Proceed directly to the crime scene as quickly and silently as possible~~
- ~~B. Proceed directly to the crime scene using emergency procedures~~
- ~~C. Proceed to the crime scene using a route where fleeing suspects are most likely to be intercepted~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. Instruction on responding to crimes in progress is required by new learning activities 13.23.1 and 13.23.2 (see page 3-11). The knowledge and skills required to respond to specific crimes in progress calls will be evaluated in new scenarios 8.25.2, 8.25.3, and 8.25.4 (see pages 3-8 and 3-9).

8.21.2 ~~Given a direct question, the student will identify the following factors as those to be considered when determining the method to be used in responding to crimes in progress:~~

- ~~A. Distance to location of crime~~
- ~~B. Availability of assisting units~~
- ~~C. Nature of crime~~
- ~~D. Time lag~~
- ~~E. Geographic environment (street configuration, freeway ramps, etc.)~~
- ~~F. Agency policy~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. Instruction on the methods used to respond to different crimes-in-progress calls will be required by new learning activity 13.23.1 (see page 3-11).

8.21.3 ~~Given a direct question, the student will identify the following criteria upon which an officer should base the selection of a response route to a crime in progress call~~

- ~~A. Distance to location of crime~~
- ~~B. Traffic situation~~
- ~~C. Time of day~~
- ~~D. Condition of route~~
- ~~E. Best direction from which to approach~~
- ~~F. Criticality of situation~~

Recommendation: Delete this objective. This is a

required topic in the *training specifications*.
Instruction on the criteria used to select routes to crimes-progress-calls will be required by new learning activity 13.23.2 (see page 3-11).

8.22.1 ~~Given a direct question, the student will identify the following steps involved in responding to a burglary-in-progress call:~~

- ~~A. Use a quick, silent approach~~
- ~~B. Contain the scene~~
- ~~C. Search the exterior of the building~~
- ~~D. Search the interior of the building~~
- ~~E. Apprehend the suspect(s)~~
- ~~F. Secure the scene~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. The knowledge and skills required to respond to a burglary-in-progress call will be evaluated in new scenario 8.25.3 (see page 3-8).

8.23.1 ~~Given a direct question, the student will identify the following steps involved in responding to a robbery-in-progress call:~~

- ~~A. Determine an appropriate response method~~
- ~~B. Attempt to intercept fleeing suspects while enroute~~
- ~~C. Park out of view and walk to the scene using good cover~~
- ~~D. Establish a perimeter~~
- ~~E. Plan for deployment~~
- ~~F. Contain the scene (do not enter the building while the suspect is inside)~~
- ~~G. Initiate a crime broadcast~~
- ~~H. Apprehend suspect(s)~~
- ~~I. Watch for additional suspects~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. The knowledge and skills required to respond to a robbery-in-progress call will be evaluated in new scenario 8.25.4 (see page 3-9).

8.24.1 ~~Given a direct question, the student will identify the following steps involved in responding to a prowler call:~~

- ~~A. Coordinate responding units~~
- ~~B. Use a quick, silent approach~~
- ~~C. Contain the area~~
- ~~D. Contact with the informant to verify complaint and obtain additional information~~
- ~~E. Search the contained area~~
- ~~F. Look and listen for tell-tale signs (e.g., footprints, barking dogs, warm vehicles, etc.)~~
- ~~G. Apprehend suspect(s)~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. The knowledge and skills required to respond to a prowler call will be evaluated in new scenario 8.25.2 (see page 3-8).

8.37.2 ~~Given a direct question, the student will identify the following tactical steps to be immediately undertaken in sniper fire situations while on foot:~~

- ~~A. Take cover and/or concealment~~
- ~~B. Locate the suspect~~
- ~~C. Assess situation~~
- ~~D. Warn bystanders~~
- ~~E. Call for assistance~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. The knowledge and skills required to respond to an ambush or sniper attack are evaluated in revised scenario 8.37.5 (see page 3-10).

8.37.3 ~~Given a direct question, the student will identify the following tactics which can be used by the driver of a vehicle that comes under sniper attack:~~

- ~~A. Acceleration through "kill zone"~~
- ~~B. Turning vehicle right or left into the nearest available cover~~
- ~~C. Abandonment of target vehicle~~
- ~~D. Reversal of vehicle~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. The knowledge and skills required to respond to an ambush or sniper attack are evaluated in revised scenario 8.37.5 (see page 3-10).

8.37.4 ~~Given a direct question, the student will identify the following tactics which can be utilized by an officer whose police vehicle has been hit with a firebomb:~~

- ~~A. Acceleration from the area~~
- ~~B. Roll-up windows~~
- ~~C. If vehicle is incapable of acceleration, abandonment after initial flame burst~~

Recommendation: Delete this objective. This is required topic in the *training specifications*. Instruction on responding to a firebomb attack will be required by new learning activity 13.23.1 (see page 3-11).

8.37.7 ~~Given a direct question, the student will identify the appropriate action to be taken after receiving a non-fatal wound including:~~

- ~~A. Self-administered first aid~~
- ~~B. Cover and concealment~~
- ~~C. Escape routes~~
- ~~D. Weapons retention~~
- ~~E. Suspect apprehension~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*

8.37.9 ~~Given a direct question, the student will identify safety and tactical considerations when dealing with suspects under the influence of alcohol and/or drugs including:~~

- ~~A. Limitations of traditional weaponless defense methods~~
- ~~B. Use of specialized weapon to subdue suspects, i.e., tasers, capture net, and chemical agents~~
- ~~C. Need for additional officer assistance~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*

8.46.1 ~~Given a word picture depicting a suspect holding a hostage or a barricaded suspect, the student will identify a course of action consistent with the following principles:~~

- ~~A. Approach calmly and quietly using cover and concealment~~
- ~~B. Contain the scene~~
- ~~C. Request appropriate assistance (SWAT, negotiator)~~
- ~~D. Evacuate the area, if necessary~~

- ~~E. Communicate with the suspect, if possible~~
- ~~F. Do not make any promises or agreements with the suspect or hostage taker, but assert that others enroute have negotiating authority~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*.

- 8.48.1 ~~Given a direct question, the student will identify the level of protection provided by body armor against firearms, knives, and other penetrating weapons.~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*.

- 8.49.1 ~~Given a direct question, the student will identify the following responsibilities of a primary (contact) officer:~~

- ~~A. Designating primary/cover officers~~
- ~~B. Maintaining communications with cover officer~~
- ~~C. Maintaining position relative to cover officer~~
- ~~D. Delegating responsibilities to cover officer~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. Application of this objective will be evaluated in new exercise 8.49.4 (see page 3-10) and is currently evaluated in a variety of exercises and scenarios throughout the basic course.

- 8.49.2 ~~Given a direct question, the student will identify the following responsibilities of a cover officer:~~

- ~~A. Maintaining communications with primary officer~~
- ~~B. Maintaining position relative to primary officer~~
- ~~C. Perform assignments directed by primary officer~~
- ~~D. Maintaining awareness of surroundings~~

Recommendation: Delete this objective. This is a required topic in the *training specifications*. Application of this objective will be evaluated in new exercise 8.49.5 (see page 3-10) and is currently evaluated in exercise 8.18.1 (see page 3-7).

8.18.1 Given an exercise, the student will safely and effectively serve as "cover officer" while another officer conducts searches of single and multiple suspects. The covering officer's primary responsibilities are:

- A. Protecting the searching officer from outside interference
- B. Psychological intimidation of the suspect(s) being searched
- C. Physical assistance of the searching officer if it becomes necessary
- D. Observation of suspect(s)
- E. Awareness of cover and concealment
- G. Seizure of firearms, if applicable

EXERCISE:

8.48.2 ~~The student will wear body armor at least once during each of the following activities:~~

- ~~A. Weaponless defense and baton~~
- ~~B. Firearms range exercise (both handgun and shotgun)~~
- ~~C. POST physical agility (work samples test) or its approved equivalent~~
- ~~D. Scenario exercise(s)~~

Recommendation: Delete this objective. This is not an exercise. Students are required to wear body armor during a variety of scenarios in the basic course.

SCENARIOS:

8.25.1 ~~Given exercise(s), the student will safely and effectively respond to and handle the following crimes in progress calls:~~

- ~~A. Prowler~~
- ~~B. Burglary in progress~~
- ~~C. Robbery in progress~~
- ~~D. Building/area search~~

Recommendation: Delete this objective and replace with revised scenarios, 8.25.2 through 8.25.6 (see pages 3-8 and 3-9).

8.25.2

Given a scenario, the student will, while wearing body armor, participate in a simulated prowler call and will safely and effectively respond by:

- A. making a quiet and tactically sound approach with the patrol car
- B. making a silent, undetected approach on foot
- C. effectively using cover and concealment during the approach on foot
- D. locating and detaining the subject
- E. conducting a lawful search for weapons
- F. interviewing the suspect to establish sufficient probable cause for an arrest
- G. determining that the crime of prowling (Penal Code Section 647g) has occurred
- H. arresting the suspect using proper search and handcuffing techniques

8.25.3

Given a scenario, the student will, while wearing body armor, participate in a simulated burglary-in-progress call, and will safely and effectively respond by:

- A. coordinating with other responding units
- B. making a quiet and tactically sound approach with the patrol car
- C. making a silent approach on foot
- D. effectively using cover and concealment during the foot approach and exterior search
- E. searching the exterior of the building and locating the point of entry
- F. requesting resources
- G. notifying assisting units/dispatch of current status and developments
- H. securing the perimeter and ordering any possible occupants out of the building
- I. using a cover officer and communicating a plan for the building entry/search
- J. making a tactically sound building entry
- K. using a systematic searching method
- L. using safe tactics during the search
- M. finding and arresting the suspect
- N. immediately removing the suspect from the building
- O. completing the building search after the suspect has been removed

8.25.4

Given a scenario, the student will, while wearing body armor, participate in a simulated robbery-in-progress call, and will safely and effectively respond by:

- A. coordinating with other responding units
- B. making a quiet and tactically sound approach with the patrol car
- C. making a silent approach on foot
- D. using and maintaining cover and concealment
- E. notifying assisting units and dispatch of the current status and developments as they occur
- F. challenging the suspect while maintaining cover
- G. requesting and deploying additional resources to achieve full perimeter containment
- H. completing a safe arrest and a thorough search of the suspect without endangering self or cover officer
- I. if appropriate, telephoning the location to direct any occupants out
- J. ordering the exiting occupants to a position of disadvantage and handling them as suspects until identity is determined
- K. securing the scene by completing a search of the premises

8.25.5

Given a scenario, the student will participate in a simulated situation that requires a building search. The student will safely and effectively search the building by:

- A. establishing a perimeter and planning the search
- B. searching outside of building for point of entry
- C. attempting to contact the owner for a key and information about the building
- D. using a loudspeaker or other appropriate method to communicate with suspects from outside the building
- E. if appropriate, properly using the flashlight and/or turning on interior lights
- F. using a canine unit, if one is available
- G. informing other units before entering the building
- H. using only one entrance
- I. searching with at least two officers using cover and concealment while avoiding silhouetting
- J. checking behind all doors and searching any area large enough to conceal a suspect
- K. closing all doors after each room has been thoroughly searched
- L. systematically searching multi-story buildings one floor at a time
- M. not abandoning the search until all areas have been searched

8.37.5 Given an exercise scenario, the student will participate in a simulated simulating an ambush of an officer on foot or ambush of an officer in a patrol car, and will respond appropriately. or sniper situation, the student will demonstrate procedures which maximize officer safety.

An appropriate response for an ambush of an officer on foot consists of:

- A. taking cover and concealment (attempting to exit the "kill zone" to the extent possible)
- B. locating the suspect and responding with an appropriate level of force
- C. assessing the situation
- D. warning bystanders
- E. calling for assistance

An appropriate response for an ambush of an officer in a patrol car consists of:

- A. immediately exiting the "kill zone" or turning into available cover
- B. taking cover and drawing weapon
- C. notifying dispatch of situation
- D. safely deploying responding units

Recommendation: Modify this objective as shown above.

8.49.3 Given a practical exercise requiring multiple officers and at least one unsecured suspect, the student will demonstrate safe and effective tactics while acting in the capacity of the cover officer.

Recommendation: Delete this objective and replace with the following exercises:

8.49.4 Given an exercise the student will properly discharge the duties of a contact officer. These duties include:

- A. designating contact/cover officers
- B. maintaining communications with cover officer
- C. maintaining position relative to cover officer
- D. delegating responsibilities to cover officer

8.49.5 Given an exercise, the student will properly discharge the duties of a cover officer. These duties include:

- A. maintaining communications with contact officer
- B. maintaining position relative to contact officer
- C. performing assignments directed by contact officer
- D. maintaining awareness of surroundings

LEARNING ACTIVITIES:

13.23.1 Given a role play, reenactment, simulation, video depiction, word-picture, or other description of a crime-in-progress, the student will participate in a facilitated discussion regarding a proper tactical response.

At a minimum, the types of incidents should include:

- A. person with a gun
- B. shots-fired call
- C. officer down
- D. suspicious circumstances/unknown trouble
- E. firebomb assault

The discussion should address, but not necessarily be limited to, the following issues as they apply to the situation:

- A. method of response
- B. approach
- C. scene containment
- D. scene searches
- E. use of cover units, canines, and special units
- F. criticality of the situation
- G. tactical retreat

13.23.2 Given a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress, the student will indicate, either verbally or in writing:

- A. a suggested approach to the location
- B. an effective placement of perimeter units
- C. an acceptable scene search pattern

ATTACHMENT 4

BASIC COURSE TESTING: A REPORT TO THE COMMISSION'S LONG-RANGE PLANNING COMMITTEE

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September 27, 1994

HISTORY

The history of testing in the basic course is intertwined with historical developments in educational psychology. The consultants who worked with the POST Commission in the early 1970s on the *Basic Course Revision Project* were educational psychologists who were well aware of the exploding interest in a new approach to test development and use. These new tests were given several different labels including *criterion-referenced tests*, *objectives-referenced tests*, and *minimum competency tests (MCTs)*.¹ The latter term will be used here to refer to all tests of this general type. The construction and interpretation of MCTs relied on behavioristic theories which subsequent research has shown made overly simplistic assumptions about learning and performance. Beginning in the late 1970s and extending to the present, the new field of *cognitive psychology* has contributed to a better understanding of MCTs and why they often fail to discriminate, as intended, between competent and incompetent examinees.²

The Exploding Use of MCTs

The dramatic increase in the use of MCTs occurred in response to growing concerns over the nation's educational system. In 1957 Russia launched Sputnik, shattering an illusion of American technological superiority. Sputnik was followed by a steady drop in Scholastic Aptitude Test (SAT) scores that began in 1963 and persisted through the 1970s. In 1983, *A Nation at Risk* tied falling SAT scores to the country's eroding economic competitiveness in world markets.³ These and other events drew attention to an educational system that many believed had lowered its standards, wasted time and money on frills, and employed incompetent teachers.

The Defining Characteristics of MCTs

In contrast to the *general* educational achievement tests that predominated before 1970, MCTs are tied to specific educational objectives that are deemed essential for future life and work. Moreover, MCTs are used to make *high-stakes* decisions such as those associated with grade-level promotions, granting diplomas, and certifying competence. For economic reasons, most MCTs use the multiple-choice (MC) format so that test booklets can be reused and answer sheets can be machine scored. The appeal of

MCTs is that teachers and students can be held accountable to third parties (e.g., parents and state legislatures) for the acquisition of specific knowledge and skills thought to be important for social and occupational success.

THE BASIC COURSE REVISION PROJECT

Given this backdrop of the emerging use of MCTs in response to heightened concerns over educational quality and accountability, the Commission undertook the *Basic Course Revision Project* in June 1973.⁴ The project's stated goals were to: (1) improve the existing basic training program, (2) establish a statewide training standard, (3) establish a minimum performance capability for each basic course graduate, and (4) establish an effective means of training and testing students. The primary vehicle for accomplishing these goals was a transition from the existing, content-oriented training model to a *behavioral objectives model*. The content-oriented model specified a list of subjects on which students received a certain number of hours of instruction. In contrast, the new behavioral objectives model specified the behavior that training was supposed to produce.

The first step in the development of an objectives-based course is to identify the *domain of interest*.⁵ The domain of interest is the place where students are going once they have successfully completed the course. It could be a job or simply another course. The behaviors required for success in the domain of interest are called *target behaviors*. The next step in course development is to write objectives that require students to perform the target behaviors under the same conditions that course graduates will perform them in the domain of interest. In other words, each objective describes a test that is used to determine if students have acquired the behaviors needed for success in the domain of interest. What is taught and the number of hours of instruction devoted to each subject are of secondary interest. Thus, the transition from a content-oriented training model to an objectives-based model shifts attention from what subjects should be taught to what objectives should be tested.⁶ When the basic course revision project was completed in the late 1970s, the new objectives-based course contained over 600 objectives.

BASIC COURSE TESTING

Basic course students take three types of tests, all based on Commission-approved objectives: (1) MC tests called *knowledge domain tests*; (2) job simulation tests called *scenario tests*; and (3) other tests called *exercise tests*. Exercise tests are tests that don't fall into the other two categories. For example, shooting silhouette targets on a combat range is classified as an exercise test because -- while it is a test of marksmanship -- it is neither an MC test nor a job simulation test. All basic course tests are *high-stakes tests* because students who fail to

pass a test are, by Commission regulation, dismissed from the course.⁷ High-stakes tests have been repeatedly shown to substantially influence the behavior of students, instructors, and administrators by focusing attention on those things that are tested and away from those things that are not. This influence can be either positive or negative depending on the content and quality of tests.

MC Tests

The MC tests used in the basic course are close relatives of the more recent MCTs used in education. Similarities between the basic course MC tests and the MCTs used in education include the following: (1) they are constructed from narrowly written objectives that subject matter experts say are important for success in a future activity; (2) they purport to identify the minimum level of knowledge and skill needed for success in that future activity; (3) they tend to include a disproportionate number of items that require memorization as opposed to thinking and reasoning; (4) they are used for making high-stakes decisions; (5) they are typically composed of MC test items; and (6) they are based on questionable assumptions about learning, including the assumptions of *decomposability* and *decontextualization*.⁸ As a result, the MC tests used in the basic course share many of the strengths and weaknesses of the MCTs used in education.

Strengths of MC tests. MC tests are popular because they are objective, inexpensive, and easy to use. MC tests are also efficient. For example, students can comfortably respond to 50 MC questions on search and seizure in less than an hour; any other approach would require several hours to cover the same content. Because of its popularity, the MC-test format is better researched and better understood than any other testing format. Therefore, appropriately used, MC tests are not only a bargain, they provide a technically sound basis for making high-stakes decisions.

Decomposability. The assumption of decomposability in behavioristic learning theories has been compared to the construction of a brick wall.⁹ A complex task (the wall) is decomposed into its constituent elements (the bricks). The elements are then taught to the students one at a time. When students can show that they have mastered all the elements, usually by taking an MC test, it is assumed that they are ready to perform the more complex task implied by the wall. Research by cognitive psychologists has shown that while students who are taught and evaluated in this way can recall isolated facts during the test, these facts cannot be applied to novel problems and are quickly forgotten. For example, students can work problems correctly using arithmetic rules in which they have been instructed, but when probed, often show lack of understanding of the operations they used or the principles involved in using them.¹⁰

Decontextualization. Traditional psychological models of learning conceive of knowledge as independent of any particular context. This assumption is sometimes referred to as *decontextualization*. According to this assumption, tasks that are learned in one context will be performed with equal competence in other contexts. The opposite assumption, that knowledge is dependent upon the context in which it is acquired and practiced, is called *situated knowledge*.¹¹ There is now substantial evidence that decontextualized learning does not transfer to other situations. For example, students can repeat science facts and principles that they learn in the classroom, but fail to use them in explaining real-world events or to apply them to new problem situations where they would be relevant.¹² Similarly, students can demonstrate the ability to solve physical equations and quantitative physics problems correctly in a schematized test but display naive views of the same physical forces when confronted with real-world events¹³

Exercise and Scenario Tests

Exercise and scenario tests fall into a broad category called *performance tests*. The category is so broad that it includes virtually any test that is not an MC test. The term performance test is typically used to describe any test where the examinee has to create an answer or product rather than select an answer from a list of options. Frequently, the answer or product created by the examinee is evaluated by an instructor or other subject matter expert. Thus, unlike MC tests, performance tests are usually scored subjectively rather than objectively.

Assessing performance on complex tasks. Recently recognized limitations of MC tests (e.g., they typically measure knowledge of isolated, decontextualized facts) have stimulated renewed interest in performance tests. This is especially true in areas such as writing and science where the goals of instruction are to provide students with the knowledge and skills needed to perform complex tasks such as writing reports and conducting experiments. While MC tests can measure the extent to which examinees can identify mechanical errors in a prose passage or a flaw in the design of an experiment, they are ill-suited for determining whether examinees can compose a thoughtful, well-written prose passage or design an interpretable experiment.

Complex tasks targeted by the basic course. The instructional goals of the basic course include the acquisition of knowledge and skills needed to perform many complex tasks. For example, students are expected to learn how to make felony car stops, respond to crimes in progress, investigate crimes, obtain search warrants, write reports, and give testimony. When we try to measure the ability to perform these complex tasks with an MC test, we invariably decompose the tasks into isolated bits of knowledge (required by the objectives) and then evaluate the

students in a context (the classroom) that is completely different from the context in which the knowledge will be used. What this means is that many students leave the academy ill-prepared to integrate the knowledge and skills that they acquired at the academy and apply them effectively to the real-world problems that confront patrol officers.

Application of knowledge and skills during field training. The conclusion that many new officers (i.e., recent basic course graduates) are ill-prepared for the streets is consistent with the views expressed by 25 new officers and 16 field training officers (FTOs) who were interviewed as part of the basic course study.¹⁴ Among other things, the FTOs said that their trainees frequently failed to display knowledge and skills that they should have acquired during academy training. This apparent lack of readiness for patrol officer responsibilities is no doubt due in part to the variety and complexity of a patrol officer's job. To become fully competent in such jobs typically require years of experience. Beyond that, however, the new officers repeatedly spoke of how valuable their hands-on training had been and contrasted it with the seeming irrelevance of many classroom tests.

Limitations of performance tests. It should not be assumed that performance tests are a panacea for all the problems associated with educational and occupational testing. For one thing, in contrast to MC tests, performance tests are very expensive to administer. For another, performance tests are often plagued by low intertask reliability, a psychometric problem that makes it difficult to reliably measure a student's competence in a given domain.¹⁵ For example, a student who performs acceptably on a simulated burglary-in-progress call may perform unacceptably if retested under somewhat different conditions. Therefore, it may require several crime-in-progress simulations to reliably determine whether a student has the knowledge and skills needed to competently handle a representative sample of crime-in-progress calls. Other problems associated with the use of high-stakes performance tests have been summarized elsewhere.¹⁶

THE CONSEQUENCES OF USING INVALID TESTS

Test validity is a technical term that refers to how useful a test is in making particular decisions. Test users have an ethical (and sometimes legal) obligation to collect evidence showing that the tests they use are valid. Recently, the concept of validity has been expanded to include not only the accuracy of decisions based on test scores but also the unintended consequences of test use.¹⁷

Consequences of using inaccurate measures of competence. There are two immediate consequences of using a test to make decisions about student competence when the test is not an accurate measure

of competence. First, some students will be misclassified as incompetent, will be given unnecessary remedial instruction, and may be dismissed from the academy. Second, other students will be misclassified as competent, will not receive remedial instruction, and will graduate from the academy without the knowledge and skills needed to safely and effectively perform the duties of a patrol officer.

Unintended consequences. The unintended consequences of using high-stakes tests that do not accurately measure competence is perhaps more serious than the misclassification of students described above. Administrators, instructors, and students quickly learn that passing the high-stakes tests is what counts, not competence. As a result, administrators allocate more time to preparing for tests, instructors teach students the specific facts needed to pass the tests, and students focus their efforts on memorizing facts that do not accurately reflect the goals of training. In other words, a training system that is supposed to be teaching students to be competent patrol officers becomes a training system for teaching students to pass invalid tests.¹⁸

IMPROVING THE BASIC COURSE TESTING SYSTEM

The basic course curriculum is divided into 41 learning domains. The learning domains are the subject of ongoing review and change, with an average of one learning domain reviewed every month. At the time of review, the testing requirements for the domain are also scrutinized, and any recommendations for change are presented to the participating subject matter experts (SMEs). All testing changes must be approved by the SMEs and the consortium of basic academy directors, and those changes which involve the addition or deletion of a performance objective must also be approved by the Commission.

Changes in progress. For approximately the past two years, this ongoing review process has involved the following steps: (1) closely scrutinizing all MC tests to ensure that they don't require students to memorize fragmented pieces of decontextualized knowledge; (2) where such tests are identified, discarding them or replacing them with tests that require students to perform tasks that more closely resemble the tasks they will perform on the job; and (3) where performance testing is not feasible because of costs or other considerations, making use of teaching techniques such as modeling and coaching to develop the desired competence.¹⁹ As a consequence, MC tests have been rewritten in four learning domains and eliminated in eight others. Furthermore, the Commission will be asked to approve the deletion of MC tests in three more domains in November. Where MC tests have been eliminated, instruction has been strengthened by mandating topics and learning activities.²⁰ In addition, evaluation has been made more appropriate by emphasizing the use of

performance tests, instead of MC tests, for measuring competence in performing complex tasks.

Table 1 shows the current status of testing in each of the learning domains, as well as changes anticipated in those domains where the above described review process has yet to occur. As indicated in the table, if all anticipated changes occur, the use of MC tests will continue in 25 of the 41 domains, and one or more performance tests will be required in all but three of the remaining 16 domains.

Table 1: Summary of Basic Course Testing Process

LEARNING DOMAIN	MC TEST	PERFORMANCE TEST	LEARNING ACTIVITY
History, Professionalism, Career and Ethics	Yes: Expect to recommend discontinuance	No	No
Criminal Justice System	Yes: Expect to recommend discontinuance	No	No
Community Relations	No: Discontinued 3/94	Yes (2)	Yes (5)
Crisis Intervention/Victimology	No: Discontinued 3/94	Yes (2)	Yes (2)
Introduction to Law	Yes	No	No
Crimes Against Property	Yes	No	No
Crimes Against Persons	Yes	NO	No
General Criminal Statutes	Yes	No	No
Crimes Against Children	Yes	No	No
Sex Crimes	Yes	No	No
Juvenile Law and Procedure	Yes: Expect revisions	No	No
Controlled Substances	Yes: Expect revisions	No	No
ABC Law	Yes: Expect revisions	No	No
Laws of Arrest	Yes	Yes (1)	No
Search and Seizure	Yes	No	No
Presentation of Evidence	Yes	No	No
Investigative Report Writing	No: Discontinued 9/93	Yes (2)	Yes (1)
Vehicle Operations	Yes: Expect to recommend discontinuance	Yes (9)	No
Use of Force	Yes	Yes (1)	Yes (1)
Patrol Procedures	Yes: Expect to recommend discontinuance 11/94	Yes (5): Propose delete 4, add 2	No: Propose add 1
Vehicle Pullovers	Yes: Expect to recommend discontinuance 11/94	Yes (6): Propose delete 1	No: Propose add 1
Crimes in Progress	Yes: Expect to recommend discontinuance 11/94	Yes: (4): Propose delete 2, add 2	No: Propose add 2

LEARNING DOMAIN	MC TEST	PERFORMANCE TEST	LEARNING ACTIVITY
Handling Disputes/Crowd Control	No: Discontinued 9/94	Yes (2)	Yes (2)
Domestic Violence	Yes: Expect Revisions	Yes (1)	Yes (2)
Unusual Occurrences	Yes: Expect Revisions	No	No
Missing Persons	Yes: Expect Revisions	No	No
Traffic Enforcement	Yes: Hope to convert to video-based test	Yes (5)	Yes (2)
Traffic Accident Investigation	No: Discontinued 6/93	Yes (2)	No
Preliminary Investigation	Yes: Expect Revisions	Yes (13)	Yes (8)
Custody	Yes: Expect Revisions	No	No
Physical Fitness/Officer Stress	Yes: Expect to recommend discontinuance	Yes (1)	Yes (1)
Person Searches/Baton	No: Discontinued 9/93	Yes (10)	No
First Aid/CPR	Yes	Yes (7)	No
Firearms/Chemical Agents	No: Discontinued 6/93	Yes (16)	Yes (2)
Information Systems	Yes	No	Yes (1)
Persons with Disabilities	Yes; Expect Revisions	Yes (1)	No
Gangs	Yes: Expect Revisions or to Recommend Discontinuance	Yes (1)	No
Crimes Against Justice System	Yes	No	No
Weapons Violations	Yes	No	No
Hazardous Materials	Yes: Expect Revisions	Yes (1)	No
Cultural Diversity/Discrimination	No	No	Yes (4)

Recommended future actions

Performance Tests: As described earlier, intertask reliability is an obstacle to the development of technically sound performance tests. While the reduction in MC tests has not resulted in a dramatic increase in the number of performance tests, it has resulted in much greater reliance on performance tests for student evaluation. In this regard, *The POST Basic Course Scenario Manual (1991)* provides guidance for conducting and evaluating students on many of the scenario-based performance tests, and considerable detail has been added to the specifications for many of the performance tests. Furthermore, the recent Commission-approved basic academy report writing project will result in much greater standardization in the way report writing is taught and evaluated, and the scheduled enhancements to the current POSTRAC testing system will, among other things, facilitate the development, administration, and scoring of more authentic tests in a variety of testing

formats.²¹ Nevertheless, given the increased reliance on performance tests in the academy, and the known difficulties in performance test reliability and generalizability, there can be little doubt that high priority must be given to performance test development and research.

Comprehensive Exam: The basic course MC tests cover narrowly defined domains and are typically administered immediately following instruction. This format has the advantage of providing students immediate feedback on whether they mastered the domain and an opportunity for remedial instruction if they did not. Unfortunately, this format also promotes massed, as opposed to distributed, practice and the rote memorization of training-specific cues that are unlikely to be retained or useful in real-world applications.²² This situation could be improved by administering a comprehensive, end-of-course test to determine if students retained the knowledge they acquired earlier in the training program.

Assuming such a test was confined to MC test items, it is estimated that an operational exam could be ready by early 1996. POST is currently required by law to test all basic academy graduates for purposes of program evaluation, and if properly developed, the new comprehensive exam could serve this purpose as well. Further, the same exam could serve as the "Proficiency Exam" that must be passed in order to be admitted to the skills portion of the basic course as described in the alternative delivery model for the basic course that is currently under discussion.

The topic of an end-of-course test has not been brought before the consortium of basic academy directors, nor has an analysis been conducted of alternative means of administering such a testing program, and the costs associated with each. Nevertheless, if the Committee concurs that an end-of-course test would be desirable, a follow-up report could be brought before the Committee at its next meeting.

SUMMARY

The current basic course testing system is the product of a change in test construction practices that began in the early 1970s. The change was a reaction to the nation's fears over its lost leadership in education and technology. The new tests (MCTs) were based on faulty learning theory and made use of the popular MC format. MCTs encourage teachers to present students with isolated facts, and reward students for memorizing them. Research has shown that these isolated facts are often quickly forgotten, and in any event, are not useful for solving real-world problems. The most frequently proposed antidote for MCTs are performance tests. Unlike MCTs, performance tests require students to perform tasks similar to real-world tasks. The

drawbacks to performance tests are that they are expensive to administer and tend to be unreliable.

Steps underway to improve the basic course testing process include identifying and eliminating MC tests that require students to memorize fragmented pieces of decontextualized knowledge and replacing them, where feasible, with performance tests. Where a performance test is not feasible, teaching techniques such as modeling and coaching are being mandated to develop the desired competence. At the conclusion of the current review process it is estimated that MC tests will remain for 25 of the 41 learning domains in the basic course.

Because of the greater reliance on performance testing in the basic course, it was suggested that future efforts to improve basic course testing must focus on bringing about greater standardization in the way performance tests are administered and scored. Finally, it was suggested that the addition of a comprehensive, end-of-course test could promote the retention of knowledge acquired during academy training.

NOTES

1. See, for example, Berk, R.A., *A Guide to Criterion-Referenced Test Construction*, The Johns Hopkins University Press, Baltimore: 1984, page 2.
2. This historical account of achievement testing relies on several sources including the Committee on Ability Testing of the National Research Council, *Ability Testing: Uses, Consequences, and Controversies*, Part I, pages 81-116, A.K. Wigdor & W.R. Garner, Editors, National Academy Press, Washington, D.C: 1982; Office of Technology Assessment, *Testing in American Schools: Asking the Right Questions*, U.S. Congress, OTA-SET-519, Washington D.C: U.S. Government Printing Office, February 1992; Resnick, D. "History of Educational Testing." *Ability Testing: Uses, Consequences, and Controversies*, Part II, pages 173-193, A.K. Wigdor & W.R. Garner, Editors, National Academy Press, Washington, D.C: 1982; Resnick, L.D. & Resnick, D.P., "Assessing the Thinking Curriculum: New Tools for Educational Reform." In *Changing Assessments: Alternative Views of Achievement and Instruction*, B.R. Gifford & M.C. O'Connor, Editors, Kluwer, Boston: 1992, pages 52-59.
3. National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform*, Department of Education, Washington, D.C: 1983.
4. The history of the basic course training program is recorded in the Commission's minutes and a number of other documents including the *Basic Course Revision Project*, Commission on Peace Officer Standards and Training, August 22, 1974; and *The Growth and Development of the California Commission on Peace Officer Standards and Training*, A research project presented to the faculty of the Department of Political Science, California State University in partial fulfillment of the requirements for the degree of Master of Public Administration, April 1974, Wilson, Brooks, W., pages 46-49 and 138-141.
5. For the basic course, the domain of interest is the job of patrol officer.
6. The terms *behavioral objective*, *performance objective*, *instructional objective*, and *objective* are used interchangeably.
7. Commission Procedure D-1 requires that when basic course students fail a test, they must be retested. If they fail when retested, they must be dismissed from the academy class in which they are currently enrolled.

8. See Resnick & Resnick, Note 2, *supra*.
9. Shepard, L.A., "Psychometricians' Beliefs About Learning." *Educational Researcher*, 1991, 20(7), 2-16.
10. Baroody, A.J. *A Guide to Teaching Basic Mathematics in the Primary Grade*. Allyn & Bacon, Boston, MA: 1987; Resnick, L.B. "Learning in School and Out." *Educational Researcher*, 1987, 16(9), 13-20; and Saxe, G.B., "Candy Selling and Math Learning." *Educational Researcher*, 1988, 17(6), 14-21; as cited by Cole, N.S. in "Conceptions of Educational Achievement." *Educational Researcher*, 1990, 19(3), 2-7.
11. See, for example, Gitomer, D.H. "Cognitive Science Implications for Revising DOT," pages 7-9. In *Implications of Cognitive Psychology and Cognitive Task Analysis for the Revision of the Dictionary of Occupational Titles: Final Report Submitted to the Department of Labor and the Advisory Panel on the Dictionary of Occupational Titles*, Science Directorate of the American Psychological Association, September 22, 1992. See also Brown, J.S., Collins, A., & Duguid, P. "Situated Cognition and the Culture of Learning." *Educational Researcher*, January-February 1989, 32-42.
12. Bransford, J. & Johnson, M. "Contextual Prerequisites for understanding: Some investigations of comprehension and recall." *Journal of Verbal Learning and Behavior*, 1972, 11, 717-726, as cited by Cole, Note 9, *supra*.
13. Caramazza, A., McCloskey, M., & Green, B. "Naive Beliefs in 'Sophisticated' Subjects: Misconceptions About Trajectories of Objects." *Cognition*, 1981, 9, 117-123; and McCloskey, M., Caramazza, A., & Green, B. "Curvilinear Motion in the Absence of External Forces: Naive Beliefs About the Motion of Objects." *Science*, 1980, 210, 1139-1141; as cited by Messick, J. "Validity." In *Educational Measurement*, Third Edition, L.R. Linn, Editor, American Council on Education, Macmillan, New York: 1989, page 37.
14. A report on the basic course study was made to the Commission at its meeting on July 16, 1992.
15. Linn, R.L., & Burton, E. "Performance-Based Assessment: Implications of Task Specificity." *Educational Measurement: Issues and Practice*, 1994, 13(1), 5-8; Shavelson, R.J., Baxter, G.P., & Pine, J. "Performance Assessment: Political Rhetoric and Measurement Reality." *Educational Researcher*, May 1992, 21(4), 22-27; Shavelson, R.J., Baxter, G.P., & Gao, X. "Sampling Variability of Performance Assessments." *Journal of Educational Measurement*, 1993, 30(3), 215-232.

16. Mehrens, W.A. "Using Performance Assessments for Accountability Purposes." *Educational Measurement: Issues and Practice*, 1992, 11(1), 3-9.
17. See, for example, Messick, Note 13, *supra*, pages 58-63 and 84-88.
18. The impact that high-stakes tests have on instructional systems has been described by a number of educational researchers. See, for example, Airasian, P.W. "Measurement Driven Instruction: A Closer Look." *Educational Measurement: Issues and Practice*, Winter 1988, 7(4), 6-11; Frederiksen, N. "The Real Test Bias: Influences of Testing on Teaching and Learning." *American Psychologist*, 1984, 39(3), 193-202; Haladyna, T.M., Nolen, S.B., & Haas, N.S. "Raising Standardized Achievement Test Scores and the Origins of Test Score Pollution." *Educational Researcher*, 1991, 20(5), 2-7. Resnick & Resnick, Note 2, *supra*;
19. Commission Procedure D-1 gives the Commission authority to mandate specific learning activities. Compared with tests, learning activities can be relatively informal, unstructured, and open-ended. Learning activities thus provide students with an opportunity to interact with the instructor and other students in a nonthreatening atmosphere that is conducive to learning. See, for example, Brophy, J. & Alleman, J. "Activities as Instructional Tools: A Framework for Analysis and Evaluation." *Educational Researcher*, 1991, 20(4), 9-23.
20. In November 1993, the Commission adopted a staff proposal to remove the basic course performance objectives from regulatory law and replace them with *Training Specifications*. The *Training Specifications* specify all the training and testing requirements for the basic course including required topics and learning activities. Among other things, the changes now make it possible for the Commission to mandate instruction without mandating a corresponding test. This was not possible under the previous system. The changes also make it possible for POST staff to modify the performance objectives, which control test development, without making changes to POST regulations.
21. An *authentic test* is a test that faithfully simulates the conditions and response requirements of a real-world task.
22. One form of massed practice is the "cramming" that students frequently engage in immediately before a test. For a discussion of the factors that influence retention and transfer of learning see *In the Mind's Eye: Enhancing Human Performance*, D. Druckman & R.A. Bjork, Editors, Committee on Tech-

niques for the Enhancement of Human Performance, Commission on Behavioral and Social Sciences and Education, National Research Council. National Academy Press, Washington, D.C: 1991, pages 23-49.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Sale of POST Telecourse Material Production Rights to Other States		Meeting Date 11/17/94
Bureau Training Program Services	Reviewed By Otto Saltenberger <i>(Signature)</i>	Researched By Ray Bray
Executive Director Approval <i>(Signature)</i>	Date of Approval 10-27-94	Date of Report 10/20/94
Purpose:		
<input type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input type="checkbox"/> Status Report
		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Should the Commission authorize the sale of POST telecourse material production rights to other states?</p> <p><u>BACKGROUND</u></p> <p>The Commission has produced 28 telecourses during the last two and one half years of monthly broadcasts. POST recently has encouraged other states to begin producing telecourses, with the idea that if several states can produce telecourses that are of value, and if they can be shared with us, the new result will be more telecourses available at a lower cost.</p> <p>The topic of interstate cooperation, moreover, was the subject of an IADLEST meeting last June where California and Arizona POST presented a report on various approaches to telecourse sharing. Included in the presentation were production possibilities which would allow for cost sharing and tailoring for specific state variations. The concept was well received, and POST subsequently by letter invited all IADLEST members to participate.</p> <p>To date, several states have responded with interest. Two states, Arizona and Oregon, are desirous to financially assist in productions. Arizona POST has agreed to purchase rights to use two of our telecourses, (Child Abuse I & II) for \$5,000 per telecourse. Oregon is currently waiting for grant funds to purchase rights to other POST telecourses, and recent inquiries have been received from two other states.</p> <p><u>ANALYSIS</u></p> <p>The interest generated by other states in purchasing the right to use POST telecourse materials suggests that it is an appropriate time to discuss the issue and seek authority to enter into sales. Because the Commission's telecourses are copyrighted, sale of any right-to-use would be restricted to material for adapting and distributing within the purchasing state, restrict POST liability, and would prohibit any resale. (See sample agreement Attachment A)</p>		

A use fee of 10% of overall telecourse production costs is suggested. This fee structure is based upon technical advice on industry standards. It will provide substantial reimbursement for the cost of scenario development which is the most critical telecourse component. It also provides an affordable fee that encourages the highest level of participation by other states. Since production costs average \$50,000, which includes the KPBS contract and staff expenditures, the use fee would average \$5,000, (but could vary depending upon individual telecourse production costs).

This proposal was discussed at the October Long Range Planning Committee meeting and it was recommended that it be taken to the Commission for approval.

RECOMMENDATION

That the Commission authorize the Executive Director to sell rights of usage to other states for POST telecourses at a fee of \$5,000 per telecourse or 10% of overall production cost in special circumstances.

Date:

Dear:

California Commission on Peace Officer Standards and Training (POST) is pleased to enter into an agreement with _____ regarding the right of use of the California POST telecourse(s), entitled _____.

The purpose of this letter of agreement is to establish an arrangement between the California Commission on POST (Cal. POST) and _____, concerning the rights to use the below described material for law enforcement training in the state of _____.

Both parties agree to the following:

1. The term of this agreement shall be from _____ until _____. At its termination, subject to agreed terms and conditions, the agreement can be renewed for one or more years.
2. All title and interest in the program(s)/materials, including any edited, repackaged, rewritten, or otherwise modified materials remain the property of Cal. POST. No interest not expressly provided for in this agreement is granted.
3. _____ shall have rights to duplicate and distribute via mail, microwave and/or satellite, all telecourse materials. _____ will be authorized to edit, repackage, rewrite, and otherwise modify all Cal. POST materials for the express purpose of training _____ law enforcement.
4. _____ agrees to hold the State of California and the Commission harmless from any tort or liability arising out of the use of any Cal. POST telecourse or part of which is (are) the subject of this agreement.
5. California POST and _____ agree that:
 - A. _____ will pay California POST a flat fee of _____ for use of topic materials from each named telecourse. These materials will include video scenarios, graphics scripts, script outlines, Character Graphic lists, Subject Matter Experts list, and workbook materials on hard copy and/or disk.

- B. _____ is licensed to use the materials in _____ telecourses. Rights of use are non-transferable. _____ does not have rights to offer the telecourse(s) for sale in any form. All telecourses must contain the admonition "Portions of this telecourse are copyrighted by California POST and cannot be rebroadcast without the expressed written permission of California POST."
- C. After payment of the _____ fee to California POST, the materials listed in this segment will be provided by KPBS, (Public Broadcasting, San Diego).

This agreement is sole and separate from any agreement made between _____ and KPBS or any other broadcast facility.

This agreement may not be altered, modified, amended, canceled, rescinded, discharged, or terminated except as specially provided according to its terms or by an instrument in writing signed by both parties.

Sincerely,

NORMAN C. BOEHM
Executive Director

AGREED:

For _____ POST Date

For California POST Date

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT			
Agenda Item Title Report on the 1995 Symposium on Law Enforcement Training Technology		Meeting Date November 17, 1994	
Bureau Learning Technology Resource Center	Reviewed By Ken Whitman	Researched By Ken Whitman	
Executive Director Approval <i>Norman P. Boehm</i>	Date of Approval 11-1-94	Date of Report October 28, 1994	
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.

Planning for the 1995 Symposium on Law Enforcement Training Technology has continued on schedule. The Symposium will be held in Sacramento on January 11, 1995 from 9:00 a.m. to 4:30 p.m. at the Sacramento Community Center. The Symposium is being held in conjunction with the January 1995 Commission meeting.

The Governor's Office, Senate Pro Tempore Bill Lockyer, and Assembly Speaker Willie Brown will co-sponsor this event with the Commission. The Governor and Senator Bill Lockyer are scheduled to attend, but Speaker Brown has a previous commitment and will not be able to attend the session. The Governor will present The Governor's Award for Excellence in Law Enforcement Training at the Symposium.

The event will be attended by representatives of all of California's law enforcement organizations, law enforcement trainers and presenters, State legislators, the Governor's office, and other invited dignitaries. Members of the ACR 58 Study Committee and the Regional Centers Advisory Committee, as well as the Commission's Advisory Committee will be invited to attend. There is a space limitation on the general assembly meeting room, therefore, specific invitations and reservations must be made for all attendees.

Invitations to members of the Legislature will be coordinated by Assistant Executive Director Hal Snow and legislative staff. Mailing invitations is scheduled for November 15, 1994. Invitations to law enforcement and public safety executives have been mailed requesting a prompt expression of interest to determine the number of persons desiring to attend the symposium.

There will be a 30-minute, live satellite program originating from the KPBS studios at San Diego State University. Live feed from the Sacramento Community Center, hosted by Stan Atkinson, a widely respected local news anchor will be included in the broadcast. The program will follow the successful "bulletin board" format from the November 1993 technology workshop. It will focus on the technology and skill facilities issues discussed in the AB 492 legislative report.

Broadcast segments will include field video from a variety of training facilities statewide and will emphasize aspects of the Assembly Bill 492 report being completed for the Legislature. The broadcast will also include brief video clips from recent award-winning POST telecourses. In this way all law enforcement and public safety will have access to the symposiums information.

Technology demonstrations and hands-on opportunities for those in attendance will include:

- o Interactive multimedia programs on driver training, First Aid/CPR and Alcohol and Drugs, etc.
- o Interactive Multimedia Classroom
- o Video teleconferencing technology
- o Desktop videoconferencing
- o AGC driver training simulators
- o Conflict Management Training Simulation Program
- o Shooting Judgment Simulators
- o Distance learning technology

The Symposium will afford the Commission an opportunity to showcase what it has accomplished and provide a glimpse of what can be accomplished in the future. The Symposium will also be convened at a time when the new Legislature begins its session, when the issue of stable and appropriate funding levels will likely be discussed, and opportunities for excellence in law enforcement training can be envisioned.

POST will place special emphasis on many of the recommendations developed by the ACR 58 Study Committee and requirements of Assembly Bill 492, including the Regional Skill Center project. Those attending the Symposium can create their own vision of future law enforcement training in California. The clear vision of possibilities, as well as review of some very impressive accomplishments should make this an outstanding event.

Additional information will be provided to the Commission and its committees as it is finalized. This report is before the Commission for information, as well as for suggestions or comments that may be helpful in continued planning for this Symposium.

Beginning in August 1993 and continuing through August 1994, POST held a series of special seminars on regional skill facilities and military base closures. In February 1994, the Regional Centers Advisory Committee was formed and began intense meetings statewide to gather input and information from a wide variety of interested public safety organizations. A total of ten regional meetings were presented to provide direct information to regional representatives, and to gather information, cooperation, and support on a wide range of issues associated with shared regional skill training facilities.

ANALYSIS

The draft report that will be forwarded under separate mail has been formatted into two parts. The report is a companion report and follow-up study to the Assembly Concurrent Resolution 58 report submitted to the Legislature in January 1991. The AB 492 report has been structured to correspond with the requirements of Assembly Bill 492 (chaptered as Penal Code 13508), and describes technology applications and demonstration programs, the regional skills facilities study plan, and an implementation and funding plan for each part.

Part I of the report outlines the use of technology delivery applications such as interactive multimedia and satellite distance learning at agencies and at the proposed regional training facilities. The Learning Technology Resource Center (LTRC) has provided the staff to research and evaluate many of the demonstration programs and pilot projects recommended by Penal Code Section 13508. The LTRC has also acted as a clearinghouse for information related to advanced technology applications and as a resource for local agencies needing assistance in beginning the use of the interactive multimedia computer programs developed and released by POST.

The Commission has moved forward with pioneering efforts in satellite distance learning, interactive videodisc training programs, and with the driving and shooting simulator programs. However, this is just a start in developing the vision of excellence in training for California public safety personnel.

There is a recommended course of action to implement some of the technology delivery of programs for public safety training over the next three years (Attachment A). The recommendations call for continuation of several successful programs over the next three fiscal years to allow the implementation of a variety of technology systems and several training projects.

Part II of the report continues with the outline of an ambitious plan for implementation and funding of the proposed shared regional skill training facilities. The plan also outlines the integration of a wide range of advanced technologies into the regional skill facilities.

One of the major components of this new report is the change from the original concept of regional training facilities to broaden the scope to include more than law enforcement; specifically fire services and corrections in a true public safety concept of providing facilities for training statewide.

After looking at many potential sources of funding the development of the shared regional training facilities, it became apparent that a State General Obligation Bond was the only stable source of funding that would provide the capability of developing these needed facilities immediately and simultaneously in all regions.

The potential bond passage is critical to the success of this shared regional facilities plan. The committee has recommended a draft of the bond titled "Public Safety Training Act of 1996." The draft bond contains various foundations for the Legislature to pass the act, narrowly defines what the bond funds can be used for, and details the specific groups involved in the process for equitably distributing the funding. The introduction and passage of legislation to place this bond bill on the ballot will require the combined support of the Legislature, the Governor, and all segments of the public safety community.

The amount of the bond - \$850,000,000 - is based on estimated facility construction costs, actual and projected costs of technology equipment, and other expenditures at today's money rates with percentage increases for the next five years. A detailed breakdown of the funding is contained in the attachments of this report. The bond implementation plan also outlines strategies at the state and local levels designed to gain support for the bond from public officials, businesses, community groups, and the general public that will eventually vote on the measure.

There are a number of major recommendations contained in the draft report. Part I addresses the technology applications and makes the following recommendations for the Legislature:

1. Declaring a statement of Legislative intent to support the integration of advanced technology delivery systems into public safety training programs to provide a high-quality, cost-efficient and effective training system statewide.
2. Direct the Commission on POST to continue integrating advanced technology delivery systems and applications into public safety training, and allocating additional funds for this purpose by appropriating to the POTF the funds necessary to implement the technology on a statewide basis.

Part II addresses the shared regional training facilities, and makes the following recommendations for the Legislature:

1. Accept the report and implementation plan as representative of California's public safety and training communities.
2. Adopt the position that the concept of forming partnerships between public safety agencies and trainers will provide the best coordinated strategy for establishing and operating the needed training facilities, and as such, recognize the eleven Regional Training Committees as the foundation of the statewide network of this partnership.
3. Adopt the position that the concept of regionally shared facilities is the most effective and efficient strategy for coordinating the needed training facilities and equipment for public safety employees statewide.
4. Adopt the position that including citizens and local communities in sharing the benefits of these public safety facilities that by providing safety training programs it will help in the effort to make citizens feel safer in their homes and communities.
5. Support and pass the "Public Safety Training Act of 1996," a General Obligation Bond, as the only method for immediate and simultaneous development of the needed training facilities throughout the State.
6. Pass legislation which authorizes the Commission to continue coordination with law enforcement, fire services, and corrections agencies, community colleges, Regional Training Committees, and others statewide in order to further develop these training partnerships, the statewide network of shared facilities, and the funding strategies, with appropriations to the Peace Officer Training Fund; and
7. Join with public safety agencies, trainers, community groups, businesses, and citizens across the State to support the formation of these training partnerships in order to take actions and pass legislation in support of a better training environment and a safer California in which to live, work, and visit.

The draft report that is approved at this Commission meeting will be enhanced with supporting graphics and pictures. Any comments generated on the draft version at the Commission meeting will be included in the final version of this report. The Regional Centers Advisory Committee has reviewed the draft version of the facilities report at their final meeting on November 1, 1994.

The Long Range Planning Committee received a briefing on the facilities report on October 11, 1994.

The 1995 Symposium on Law Enforcement Training is consistent with the requirements of P.C. Section 13508. The symposium constitutes the demonstration component of the report to the Legislature and Governor by providing a hands-on exhibition of many of the technologies that are discussed in the draft report.

The report will be finalized after the Commission meeting, and will be reviewed by the Long Range Planning Committee at its December 13, 1994 meeting. Any comments, input, or direction that the Commission identifies at their meeting will be included in the final version.

RECOMMENDATION

If the Commission concurs, the appropriate action would be a MOTION to approve the draft report as written and submit the final version of the report as required to the Legislature.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

ADVANCED TECHNOLOGY PROJECTS

PROPOSED PROJECT AND IMPLEMENTATION SCHEDULE

	1995-1996	1996-1997	1997-1998
1.	Develop two interactive multimedia programs	Develop two interactive multimedia programs	Develop two interactive multimedia programs
2.	Complete satellite distance learning systems at agency sites	Develop 12 additional distance learning programs	Develop 12 additional distance learning programs
3.	Complete Interactive computer systems at agency sites	Acquire two mobile shooting simulator systems	Acquire Full-motion Driver Training Simulator
4.	Equip all computer sites for CD-ROM technology/sound capability	Equip two Teleconference sites	Equip two Teleconference sites
5.	Acquire one mobile driving simulator system; and one fixed site driving system	Acquire Virtual Reality training program for critical incidents	Support Federal Technology Transfer
6.	Equip all satellite system sites with digital video/encryption	Support Federal Technology Transfer	
7.	Support Federal Technology Transfer		

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title FRANCHISE TAX BOARD, PEACE OFFICER FEASIBILITY STUDY		Meeting Date November 17, 1994
Bureau MANAGEMENT COUNSELING	Reviewed By <i>Miceli</i> MICHAEL C. DI MICELI	Researched By PAUL HARMAN
Executive Director Approval <i>Morrison C. Fehm</i>	Date of Approval <i>10-31-94</i>	Date of Report October 28, 1994
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 investigator positions assigned to the Investigations Bureau of the Franchise Tax Board be designated as peace officers?

SCOPE OF THE STUDY

The scope of the study is limited to 23 investigative positions assigned to the Investigations Bureau, Executive Division, Franchise Tax Board. The positions include investigations bureau chief (1), supervising special agent (2), special agent (16) and tax enforcement agent (4).

State job classifications for those positions are Administrator (bureau chief), Investigation Specialist II (supervising special agent), Investigation Specialist I (special agent) and Tax Enforcement Agent.

BACKGROUND

The Franchise Tax Board (FTB), headquartered in Sacramento, is the California State agency responsible for auditing and collecting individual, business and corporate income taxes. The Revenue and Taxation Code, Sections 19501-19506, assigns the specific responsibility for the administration and enforcement of tax law and regulations solely to the Franchise Tax Board. The FTB conducts complex investigations involving failure to file income taxes, false returns and fraudulent returns perpetrated against the State of California.

Within the FTB is the Executive Division, which includes the Investigations Bureau. The Investigations Bureau is headquartered in Sacramento and assigns investigators to district offices in San Jose, Bakersfield, Santa Ana, Burbank and West Covina.

The Investigations Bureau conducts only criminal investigations with the objective of prosecution. The special agent positions

are primarily responsible for felony investigations; the tax enforcement agent positions focus primarily on misdemeanor investigations and assist the special agents. Many of the investigations involve complex fraud operations with multiple suspects and hundreds of tax returns. Accordingly, tax investigations are highly specialized and require extensive accounting knowledge and investigative skills. Requirements for the investigative position include an accounting degree or formal education in accounting and business law.

Investigations are developed primarily from allegations of fraud referred by the FTB Collections Bureau and Audit Sections, and other sources that include citizens, and local, State and federal law enforcement agencies. The investigative activity includes the enforcement of the Revenue and Taxation Code and applicable sections of the Penal Code.

The Investigations Bureau also conducts all internal investigations involving reported employee misconduct. These cases typically include internal theft, unauthorized disclosure of confidential tax return data and conflict of interest.

The Investigations Bureau currently utilizes the State Police or a local law enforcement agency to assist in the service of search or arrest warrants. The FTB presents completed investigations to the local district attorney or the Attorney General for prosecution.

METHODOLOGY OF THE STUDY

POST staff discussed the study methodology with Gerald Goldberg, Executive Officer, Franchise Tax Board; Alan Hunter, Assistant Executive Officer; and James Yates, Chief, Investigations Bureau. All 23 special agents assigned to the bureau were interviewed. A structured questionnaire was used to guide the interviews. Each agent selected several active investigative cases and POST staff reviewed each file and the investigative processes. Internal policies, budget, investigations manual, State laws, training plans and training budget, and case files were also reviewed.

ANALYSIS OF STUDY DATA

Case Review

The Investigations Bureau maintains an automated case review and tracking system for data collection, filing and retrieval. The system provides multiple means to identify individual cases and includes data related to investigation, disposition and criminal prosecution status. A workload study included a review of 72 cases (9.5%) of the 759 active, inactive and closed investigative cases handled by the Bureau since 1989.

The review of 72 cases determined:

- 37 cases (51%) were submitted for prosecution, of which:
 - 27 (73%) resulted in successful criminal prosecution;
 - 10 (27%) are still pending in court; and
 - 9 search warrants and 23 arrest warrants were issued from the 37 criminal filings.
- 35 cases (49%) were not submitted for prosecution, of which:
 - 14 were referred within FTB for collections or audit;
 - 8 were inactivated when individuals filed delinquent returns and paid fines;
 - 6 were inactivated due to the difficulty of proving criminal intent; and
 - 7 cases remain under investigation.

In addition, an analysis was conducted of the statistical information for calendar year 1993 to develop a current profile of FTB investigative activity. This analysis reveals that:

- FTB agents filed 82 cases for prosecution, resulting in 382 criminal charges of which 252 were felonies and 130 were misdemeanors;
- 32 cases resulted in criminal convictions;
- 50 cases are still pending in the courts;
- No defendants were acquitted, no cases were dismissed, and no cases were rejected for prosecution;
- Approximately 25 arrest warrants were issued and 36 arrests were made as a result of these investigations; and
- A number of suspects surrendered in response to prosecution demand letters.

Use of Legal Process

The investigators experience some difficulty in obtaining and serving search warrants. As an alternative, investigators have used the subpoena duces tecum process to obtain records and other evidence required during an investigation.

FTB investigators served 685 subpoenas duces tecum (SDT) and 90 search warrants during the five-year period between 1989 and 1993. The SDT process significantly lengthens the time that is required to obtain the information, complicates the collection of evidence and often produces evidence of poor quality. This situation complicates the proof of intent that is necessary to complete an investigation and prepare the case for prosecution.

Delays in obtaining records pursuant to a SDT result from repeated legal actions to quash the subpoenas, disputes concerning compliance, and partial or incomplete compliance with the requirements of the subpoena. The delays often significantly impair the FTB's ability to complete the investigation and initiate prosecution within the applicable statute of limitations.

In contrast to the subpoena duces tecum, a search warrant allows agents to immediately search for and seize records and other evidence, and to seize relevant evidence found in plain view. Search warrants are not subject to delaying legal actions, as are SDTs, and more relevant information can be obtained in a shorter time. Since 1992, investigators have attempted to increase the use of search warrants and reduce their reliance on SDT with some success. However, the requirement that an allied agency peace officer serve the warrant limits the effectiveness of that transition.

Subjects of FTB Investigations

FTB investigations generally involve the failure to file a tax return, fraudulent tax returns, or "refund fraud mill" schemes. A refund fraud mill is a scheme involving multiple false tax returns filed under a variety of fictitious names. In addition, a number of investigations involve tax protestors who have a documented propensity toward anti-social behavior. Tax protest groups active in California have reportedly grown in recent years and representing several thousand taxpayers.

Some tax law violators are identified as having extensive violent criminal backgrounds. According to comparisons that FTB has made with the Internal Revenue Service, 80% of the perpetrators of tax refund fraud have prior criminal histories. FTB non-peace officer investigators are precluded from obtaining criminal history information on individuals under investigation.

FTB reported 39 active investigation cases in Southern California (and 19 pending assignment) which involve tax refund fraud perpetrated by gang-affiliated groups. One case, reported during the interviews, involved a violent street gang in South Los Angeles. The local agency that assisted FTB agents in serving a warrant insisted the warrant be served in daylight hours, and that all agents wear body armor.

Several investigators, when interviewed, described similar cases and reported they had closed an incomplete investigation in compliance with the department policy to avoid potentially dangerous confrontations for the unarmed agents. Other investigators described using different approaches with the potentially dangerous cases in order to continue the investigation and avoid a confrontation.

FTB investigators identified case complexity, specialized knowledge and the confidentiality of tax information as factors that prevent the FTB from contracting the investigation of cases to the Department of Justice or another law enforcement agency. In addition, the increasing use of electronic tax filing is projected to increase the incidence of fraud and the technical complexity of fraud investigations.

Investigator Safety

FTB reported one documented incident (1978) wherein an investigator was severely beaten and eventually retired due to the injuries. Since 1978, 12 other incidents of potentially violent confrontations are documented; however, none resulted in physical assaults on FTB agents. In one of these 12 incidents, a FTB agent was injured while assisting a peace officer during the service of a search warrant. Other documented incidents occurring over the past ten years include verbal threats, letters, and obscene phone calls. Information provided by FTB for the period of 1991-1993 describes an increasing threat to the safety of the investigators. The incidents are summarized below:

	1991	1992	1993
Harassments	4	5	14
Threats	10	20	48
Obscene phone calls	0	4	8

(Note: One obscene telephone call was received by an agent at his home; all other incidents occurred at FTB offices.)

Management of the Investigations Bureau

The current position of Chief, Investigations Bureau, occupied by James Yates, is the designated FTB chief law enforcement officer. FTB administrators intend to continue that designation.

Training

The Investigations Bureau has designated a training manager and maintains a training plan for the investigators. The FY 1994/95

training budget is \$14,429.00. The training plan includes sending investigators to the 14-week Tax Investigation School presented by the Internal Revenue Service at the Federal Law Enforcement Training Center, Glynco, Georgia, as space is available. FTB investigators have attended the school for the past four or five years, two investigators attended the training in FY 1993/94, and an application is pending for the current year. All investigators have completed some tax enforcement and investigation technical training presented by the IRS, a local agency or a college presenter. Some training courses have been POST-certified.

The Penal Code Section 832 training requirement contained in the feasibility study law (Section 13542, PC) was discussed by POST staff at the beginning of this study. FTB developed a training plan and, at the time of this report, all investigators had completed P.C. 832 training. In addition, FTB administrators expressed willingness to increase the training for investigators, as may be required, if they are designated as peace officers and to continue to comply with the P.C. 832 training requirement.

CONCLUSIONS AND RECOMMENDATION

Conclusions

After the review and analysis of the current and proposed duties and responsibilities, the field law enforcement responsibilities, and the workload of the Franchise Tax Board investigators which are the focus of this study, staff conclude:

- The Franchise Tax Board has a specific legislative mandate to investigate and prosecute tax fraud (The FTB has a policy of aggressive investigation and prosecution of tax law violations.);
- The non-peace officer investigators perform functions that are integral to the effective operation of the Franchise Tax Board, and are consistent with FTB policy and the applicable laws;
- The specialized knowledge required, complexity of tax investigations and confidentiality of tax information are factors that strongly suggest the necessity for the FTB to perform this unique investigative function;
- FTB investigations specifically focus on criminal conduct; non-criminal cases are removed from the investigative workload when that determination is made; and
- The current duties and responsibilities, and the field law enforcement responsibilities, of the investigator

positions frequently and routinely require peace officer authority.

Finally, staff concludes the investigator positions that are the focus of this study should be designated as peace officers in Chapter 4.5, Sections 830, et seq., of the Penal Code.

Recommendation

If the Commission concurs, direct the Executive Director to submit the completed feasibility report, including the recommendation, to the Legislature and the Franchise Tax Board.

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

FINANCE COMMITTEE MEETING
November 16, 1994 - 2:00 P.M.
Waterfront Hilton Hotel
21100 Pacific Coast Highway
Salon B
Huntington Beach, CA
(714) 960-7873

AGENDA

- A. CALL TO ORDER
- B. Report on Commission Activities Regarding Law Enforcement Funding

POST funding is key to POST's short and long range standards and training services to law enforcement. At the meeting, the Committee will receive a report on events since the July Commission meeting.

- C. Financial Report - First Quarter FY 1994/95

A report summarizing the First Quarter revenue and expenditures for Fiscal Year 1994/95 is enclosed for review by the Committee. By the time the Committee meets, numbers reflecting revenue and expenditures through October 1994, along with further projections, will be made available.

- D. Contract to Develop Workbooks For the Basic Course on a Pilot Program

This matter is on the regular Commission agenda for consideration. Because of its fiscal implications, it is appropriate for review by the Finance Committee (Tab G).

- E. Marketing of Telecourse to Other States

This matter is also on the regular Commission agenda for consideration (Tab I). It is before the Finance Committee for review because of the financial nature of the proposal.

- F. Proposed Funding of Additional Offerings of SLI

This report is a follow-up report, as requested by the Commission in July 1994, on funding an additional Supervisory Leadership Institute class and attendance by multiple students from the Los Angeles Police Department and the Los Angeles County Sheriff's Department.

The Supervisory Leadership Institute is designed to allow only one student per agency per class. This dynamic permits a more open environment in which to explore and discuss leadership concepts and the impact the program has on student's lives.

Two pilot presentations of the Supervisory Leadership Institute were held during 1993 and 1994 consisting of an equal number of students from the Los Angeles Police Department and the Los Angeles County Sheriff's Department. Both of the pilot presentations received overall positive evaluations from students, agency personnel, SLI instructional staff and the POST coordinator.

A recommendation was made at the July 1994 meeting to increase the number of SLI presentations from six (6) to seven (7) classes per eight-month cycle. It was also recommended that this additional class be dedicated solely to supervisors from the Los Angeles Police Department and the Los Angeles County Sheriff's Department.

The POST Advisory Committee discussed these recommendations and supported the proposed additional SLI class, but recommended it not be devoted exclusively to LAPD/LASD, but rather to intersperse their personnel among the other classes.

The Commission consensus was approval in principle of one additional SLI class but deferral of final decision until November when the current year budget picture is more clear.

Based on current expenditures, the addition of one more presentation will increase the annual SLI budget by approximately \$83,000. The matter is before the committee to consider in light of the most current budget projections.

G. Report on AB 492 Technology in Training and Regional Skills Facilities Study

This item is on the regular agenda under Tab K. The report itself will be hand-delivered to the meeting. It is before the Committee because of the funding proposals embodied in the report.

H. Review of Expenditure Proposals on the November 17, 1994 Commission Agenda

The following contract matters require Commission review and are therefore before the Finance Committee for review and recommendation.

1. Augmentation (of \$4238.91) of the FY 1993/94 Contract with Cooperative Personnel Services (CPS) for Administration of POST Proficiency Exam

Pursuant to Penal Code Section 832.3(b), the POST Proficiency Exam is administered to all basic academy graduates in order to assess academy differences in student achievement. POST contracts with Cooperative Personnel Services (a Joint Powers Authority) for the actual administration of the exam. The contract amount for Fiscal Year 1993/94 was \$24,984.95.

Periodically it is necessary to develop a new form of the exam. This requires the trial administration of new test items, and early in the fiscal year the decision was made to alter the method by which this is done. Specifically, rather than administer the trial items at the conclusion of training only, the decision was made to administer the trial items (along with the current exam) at both the beginning and conclusion of training. This process allows for the identification of those test items that best differentiate trained from untrained individuals, and thus will ensure the inclusion of such items in the new form of the exam.

As a result of this change in approach, there were 50 "pre-academy" test administrations that were not anticipated at the time the contract was initiated. These additional administrations resulted in total contract costs for the year of \$31,723.86. As permitted by Commission Policy, the Executive Director approved a contract augmentation of \$2,500. Commission approval is required to pay the remaining balance of \$4,238.91.

2. Augmentation (of \$4,848.16) of the Accreditation Special Consultant Contract with San Bernardino Valley College

In June 1993, the Executive Director signed a contract with San Bernardino Valley College (SBVC) for a special consultant to work at POST during FY 1993/94. The consultant's responsibility included work to complete development of the law enforcement agency accreditation program and begin development of a training strategy to support the implementation of community-oriented policing.

Based on information received from SBVC, the contract included the cost of required benefits, as a percentage of direct salary. During the year, SBVC discovered they had underestimated the required costs of benefits.

The work at POST was satisfactorily completed and the contract period ended on June 30, 1994. At that time, it was discovered that the amount of the contract is \$4,848.16 less than the actual cost (salary and required benefits) for the special consultant.

The report to the Committee describes the benefit costs in detail and concludes that the additional costs are reasonable.

3. Augmentation (of \$23,751.00) of the Department of Justice Contract to Upgrade Homicide Course in the Institute of Criminal Investigation (ICI) Program

The Commission approved the Robert Presley Institute of Criminal Investigation (ICI) designed to increase investigative effectiveness through training. The Institute comprises the Core Course, 11 Foundation Specialty Courses, and a series of electives relating to investigative training. One graduate from the ICI by completing the Core Course, one Foundation Specialty Course, and three electives which relate to the chosen specialty.

The Department of Justice Advanced Training Center was asked to be the presenter for the ICI Homicide Foundation Specialty Course. Instructors who had taught DOJ's 36-hour Homicide Course completed ICI instructor training and met in two meetings to design the ICI Homicide Course, which resulted in the creation of a 76-hour course. The increase in hours resulted because topics for the course were doubled and the course is being offered using adult, experience-based learning techniques, which requires more class time.

The 76-hour course will replace the 36-hour course. DOJ had been approved for four presentations of the 36-hour course in Fiscal Year 1994-95, and they have presented one of the courses. In order to present the three remaining courses in the 76-hour format, it is required to augment DOJ's overall budget by \$23,751.00.

4. Approval of Contract (in an amount not to exceed \$13,000) for the FY 1994/95 for Computer Software Maintenance and Support with Ingres

POST is currently in the process of replacing its DEC VAX 8350 minicomputer with a DEC Alpha 2100/M500P minicomputer. Support and maintenance for the existing VAX has been contracted annually for approximately \$8,500. Annual support and maintenance for the new Alpha computer is expected to be \$11,000. From

September 30, 1994 through November 30, 1994, POST will require support and maintenance on both minicomputers for conversion and testing. Total costs for these purposes is not expected to exceed \$13,000.

I. ADJOURNMENT

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Financial Report - First Quarter 1994/95		Meeting Date November 17, 1994
Bureau Administrative Services Bureau	Reviewed By Frederick Williams	Researched By Staff
Executive Director Approval <i>Monica C. Butler</i>	Date of Approval 11-1-94	Date of Report October 31, 1994
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p>This report provides financial information relative to the local assistance budget through September 30, 1993. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1994/95 Budget to California cities, counties and districts.</p> <p><u>COMPARISON OF REVENUE BY MONTH</u> - This report, shown as Attachment 1A, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through September 30, 1994, we received \$7,945,299. The total is \$43,299 more than originally anticipated (see Attachment 1B) and is \$363,006 (5%) more than received for the same period last fiscal year.</p> <p><u>NUMBER OF REIMBURSED TRAINEES BY CATEGORY</u> - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 7,554 trainees reimbursed through the first quarter represents an increase of 394 (6%) compared to the 7,160 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)</p> <p><u>REIMBURSEMENT BY COURSE CATEGORY</u> - These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursement for courses (excluding Training Aids Technology) through the first quarter of \$1,999,684 represents a \$119,819 (6%) increase compared to last fiscal year. (See Attachments 3A & 3B)</p> <p><u>ANALYSIS AND RECOMMENDATION</u> - The first quarter training volume and reimbursement expenditures are within fiscal year projections. Revenue received for the first three months of this fiscal year is slightly more than anticipated (\$43,299). Similarly, there was a slight increase (6%) in reimbursement and in the number of trainees. While it is very early to draw conclusions, it does appear, with the infusion of the \$1.453 million from the General Fund, that we are on course for a near balance between revenue and expenditures. Of course, this guarded assessment is made with the assumption that the current constraints on expenditures remain in place.</p>		

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COMPARISON OF REVENUE BY MONTH

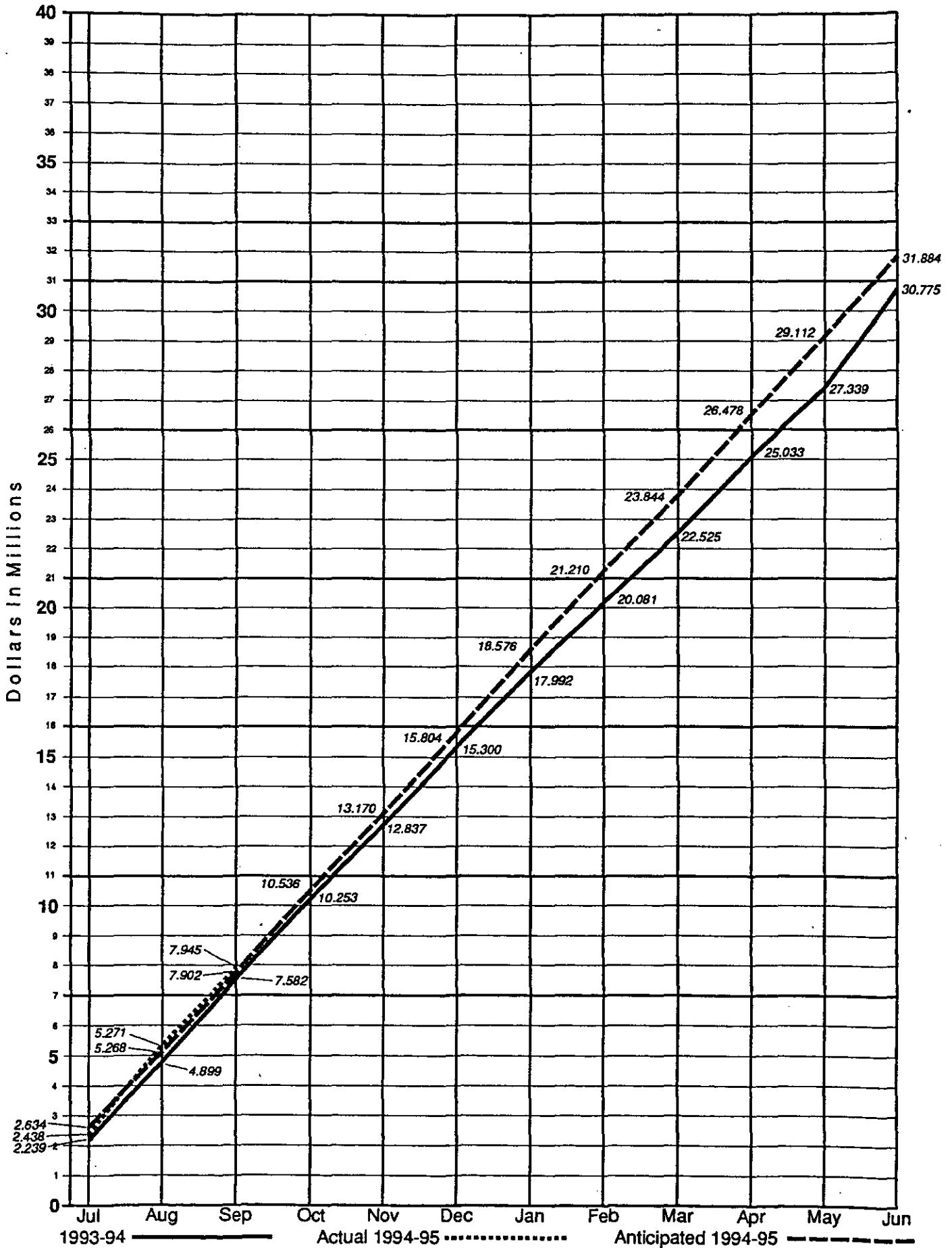
FISCAL YEARS 1993-94 AND 1994-95

<u>1993-94</u>				<u>1994-95</u>						
MO	PENALTY ASSESSMENT FUND	OTHER	CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESSMENT FUND	OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
JUL	2,239,254		2,239,254	2,634,000	2,435,532	2,592	2,438,124	92.56%	2,438,124	92.56%
AUG	2,659,494		4,898,748	5,268,000	2,829,120	4,678	2,833,798	107.59%	5,271,922	100.07%
SEP	2,679,980	3,565	7,582,293	7,902,000	2,666,819	6,558	2,673,377	101.49%	7,945,299	100.55%
OCT	2,670,736		10,253,029	10,536,000			0	0.00%	7,945,299	75.41%
NOV	2,559,159	24,366	12,836,554	13,170,000			0	0.00%	7,945,299	60.33%
DEC	2,454,936	8,595	15,300,085	15,804,000			0	0.00%	7,945,299	50.27%
JAN	2,660,390	31,787	17,992,262	18,576,000			0	0.00%	7,945,299	42.77%
FEB	2,014,175	74,772	20,081,209	21,210,000			0	0.00%	7,945,299	37.46%
MAR	2,421,259	22,851	22,525,319	23,844,000			0	0.00%	7,945,299	33.32%
APR	2,493,236	14,001	25,032,556	26,478,000			0	0.00%	7,945,299	30.01%
MAY	2,216,512	89,476	27,338,544	29,112,000			0	0.00%	7,945,299	27.29%
JUN	3,389,329	46,981	30,774,854	31,884,000			0	0.00%	7,945,299	24.92%
TOT	30,458,460	316,394	30,774,854	31,884,000	7,931,471	13,828	7,945,299	24.92%	7,945,299	24.92%

** - Includes \$7,004 from coroner permit fees (per Ch 990/90)

Comparison of Revenue by Month Fiscal Years 1993-94 and 1994-95

Attachment 1B



COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

SEPTEMBER 1994

COURSE	1993-94			1994-95		
	Actual Total For Year	Actual Jul-Sept	% of Total	Projected Total For Year	Actual Jul-Sept	% of Projection
Basic Course	695	163	23%	3,000	172	6%
Dispatchers - Basic	294	74	25%	304	53	17%
Advanced Officer Course	3,802	1,067	28%	10,000	611	6%
Supervisory Course (Mandated)	511	46	9%	625	31	5%
Management Course (Mandated)	174	39	22%	161	22	14%
Executive Development Course	480	129	27%	545	108	20%
Supervisory Seminars & Courses	3,123	461	15%	3,249	559	17%
Management Seminars & Courses	2,038	230	11%	2,128	206	10%
Executive Seminars & Courses	471	53	11%	523	25	5%
Other Reimbursement	33	31	94%	36	0	0%
Tech Skills & Knowledge Course	32,766	4,722	14%	33,040	5,550	17%
Field Management Training	37	2	5%	41	0	0%
Team Building Workshops	446	54	12%	471	68	14%
POST Special Seminars	704	76	11%	766	127	17%
Approved Courses	84	13	15%	93	22	24%
TOTALS	45,658	7,160	16%	54,982	7,554	14%

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

COURSE	1993-94	1994-95		
	Total For Year	Actual Jul-Sept	September	Actual Jul-Sept*
Basic Course	\$1,983,731	\$652,532	\$105,712	\$180,104
Dispatchers - Basic	138,496	36,225	22,280	25,743
Advanced Officer Course	523,729	246,145	11,513	47,168
Supervisory Course (Mandated)	352,124	51,544	7,542	24,949
Management Course (Mandated)	196,182	68,458	1,389	19,555
Executive Development Course	301,817	83,253	39,974	70,237
Supervisory Seminars & Courses	1,216,474	145,990	125,662	217,922
Management Seminars & Courses	685,805	58,880	11,817	45,748
Executive Seminars & Courses	153,935	14,028	3,536	5,540
Other Reimbursement	22,020	18,724	0	0
Tech Skills & Knowledge Course	8,792,138	1,281,050	519,726	1,295,975
Field Management Training	17,737	691	0	0
Team Building Workshops	174,125	26,249	0	30,114
POST Special Seminars	133,714	8,704	16,477	35,617
Approved Courses	14,232	4,726	120	1,734
Training Aids Technology	1,193,681	365,341	0	4,542
TOTALS	\$15,899,940	\$3,062,540	\$865,748	\$2,004,948

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

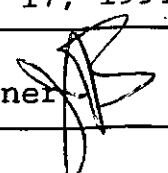
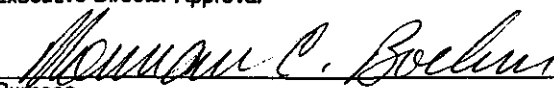
COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1993-94 Total	1993-94 Jul-Sept	1994 September	1994-95 Jul-Sept*
Resident Subsistence	\$7,228,607	\$1,038,042	\$516,010	\$1,117,923
Commuter Meal Allowance	580,798	\$90,496	\$38,120	\$115,688
Travel	2,347,212	\$325,333	\$163,441	\$391,351
Tuition	2,927,101	\$425,994	\$148,177	\$374,722
Salary	1,622,541	\$817,334	\$0	\$722
Training Aids Technology	1,193,681	\$365,341	\$0	\$4,542
TOTALS	\$15,899,940	\$3,062,540	\$865,748	\$2,004,948

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

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Augmentation to FY 1993/94 Contract for Administration of POST Proficiency Exam		Meeting Date November 17, 1994
Bureau Standards & Evaluation	Reviewed By	Researched By John Berner 
Executive Director Approval 	Date of Approval 10.8.94	Date of Report September 13, 1994
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Request for augmentation to fiscal year 1993/94 contract with Cooperative Personnel Services (CPS) for administration of POST Proficiency Examination.

BACKGROUND

Penal Code Section 832.3(b) requires POST to administer a standardized exam to all basic academy graduates for purposes of assessing academy differences in student achievement. The POST Proficiency Exam is used for this purpose.

To reduce costs, POST contracts for the actual administration of the exam. CPS (a Joint Powers Authority) has been awarded the contract each of the last 10 years.

The 1992/93 fiscal year contract was for an amount not to exceed \$33,521. In anticipation of a significant downturn in testing volume, the 1993/94 fiscal year contract was reduced to an amount not to exceed \$24,984.95. Due to a change in testing practices that occurred during the fiscal year, testing volume exceeded initial projections, resulting in actual contract costs of \$31,723.86. As permitted by Commission Policy, the Executive Director approved a contract augmentation of \$2,500. Commission approval is required to pay the remaining balance due of \$4,238.91.

ANALYSIS

Under the terms of the contract with CPS, POST is charged a set fee for each test administration, and a separate per candidate (i.e., test booklet) fee. The original fiscal year 93/94 contract assumed 97 test administrations and a total of 4,500 test candidates.

Periodically it is necessary to construct a new form of the exam. In the past, this has been accomplished by merely adding some experimental test questions to the current test, administering the test as always (i.e., at the end of basic training), and then analyzing the resultant student response data to identify the best items for inclusion in the new test.

The original contract amount assumed that this approach would be followed to construct a new test form during the fiscal year.

Several months into the contract year, the decision was made to alter this approach. Under the new approach, for a period of approximately six months, the current test and a set of experimental test questions were administered to all cadets both before and after training. Adoption of this approach made it possible to identify which test questions best discriminate between trained and untrained individuals. Because the test is used for program evaluation purposes (i.e., to compare student performance levels at the different academies), it is important that the test be composed of such test items (as opposed to test items for which training has a negligible effect on student performance).

This change in approach resulted in 50 "pre-academy " test administrations that were not contemplated at the beginning of the contract year. Due in large part to these additional administrations, the test was given a total of 127 times during the contract year, and the total count for test candidates was 6,240.

RECOMMENDATION

Approve an augmentation in the amount of \$4,238.91 to the fiscal year 93/94 contract with CPS for administration of the POST Proficiency Examination (bringing the total fiscal year costs to \$31,723.86).

of the contract to fully reimburse the College while Mr. Ferronato was working at POST. If those costs had been identified in the original contract, POST staff would have recommended approval.

Mr. Ferronato's work at POST pursuant to the contract was entirely satisfactory, and the terms of the contract were fulfilled.

RECOMMENDATION

Authorize the Executive Director to amend and augment the contract with San Bernardino Valley College in the amount of \$4,848.16.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title	Request Augmentation of Department of Justice Contract to Upgrade Homicide Course in the ICI Program	Meeting Date November 17, 1994
Bureau	Reviewed By <i>[Signature]</i> Otto Saltenberger	Researched By <i>[Signature]</i> Neil Zachary
Executive Director Approval <i>[Signature]</i> Mouman C. Boehm	Date of Approval 10-27-94	Date of Report October 11, 1994
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 augmentation of the Department of Justice Contract by \$23,751.00 to allow for the offering of three upgraded Homicide Courses within the Robert Presley Institute of Criminal Investigation (ICI).

BACKGROUND

The Commission approved the Robert Presley Institute of Criminal Investigation (ICI) designed to increase investigative effectiveness through training. The Institute comprises the Core Course, 11 Foundation Specialty Courses, and a series of electives relating to investigative training. One graduates from the ICI by completing the Core Course, one Foundation Specialty Course, and three electives which relate to the Specialty chosen.

Presenters for each of the Foundation Specialty Courses were selected and the presenters identified instructors who would teach their course. All instructors were specially trained to enhance their teaching abilities. After training, these same instructors met with POST and redesigned the course to ICI specifications.

The Department of Justice Advanced Training Center was asked to be the presenter for the ICI Homicide Foundation Specialty Course. Instructors who had taught DOJ's 36-hour Homicide Course completed ICI instructor training and met in two meetings to design the ICI Homicide Course, which resulted in the creation of a 76-hour course. The increase in hours resulted because topics for the course were doubled and the course is being offered using adult, experience-based learning techniques, which requires more class time.

ANALYSIS

The 76-hour course will replace the 36-hour course. DOJ had been approved for four presentations of the 36-hour course in Fiscal Year 1994-95, and they have presented one of the courses. In order to present the three remaining courses in the 76-hour format, it is required to augment DOJ's overall budget by \$23,751.00.

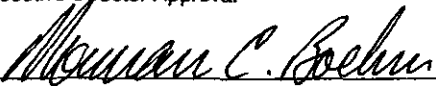
The 36-hour course costs	\$9,619.00
Times three presentations	\$28,857.00
The 76-hour course costs	\$17,536.00
Times three presentations	\$52,608.00
The difference between the 36-hour and the 76-hour course	\$23,751.00

The DOJ Homicide Course is the only course that will satisfy ICI requirements and its instructors have attended the ICI Instructors' Workshop.

One can attend the DOJ Homicide Investigation Course without being involved in the ICI program. Other presenters will continue to offer POST certified Homicide Investigation Courses that are not yet part of the ICI program.

RECOMMENDATION

Authorize the augmentation of the Department of Justice Contract by \$23,751.00 to allow for the offering of three upgraded Homicide Courses within the Robert Presley Institute of Criminal Investigation.

COMMISSION AGENDA ITEM REPORT						
Agenda Item Title Increase of FY 94/95 Contract for Computer Software Maintenance and Support - Ingres	Meeting Date Nov. 17, 1994					
Bureau Computer Services Unit	Reviewed By Glen Fine	Researched By Mitch Coppin				
Executive Director Approval 	Date of Approval 10-27-94	Date of Report Sept. 12, 1994				
Purpose: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> Decision Requested</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Information Only</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Status Report</td> </tr> </table>			<input type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input type="checkbox"/> Status Report	
<input type="checkbox"/> Decision Requested	<input type="checkbox"/> Information Only	<input type="checkbox"/> Status Report				
Financial Impact: <table style="width: 100%; border: none;"> <tr> <td style="width: 10%; border: none;"><input type="checkbox"/></td> <td style="width: 80%; border: none;">Yes (See Analysis for details)</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/></td> <td style="border: none;">No</td> </tr> </table>			<input type="checkbox"/>	Yes (See Analysis for details)	<input type="checkbox"/>	No
<input type="checkbox"/>	Yes (See Analysis for details)					
<input type="checkbox"/>	No					
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.						
<p><u>ISSUE</u></p> <p>Should the Commission authorize the Executive Director to increase the Fiscal Year 1994/95 contract for computer software maintenance and support through Ingres Corporation not to exceed \$13,000?</p> <p><u>BACKGROUND</u></p> <p>POST uses Ingres database software to maintain peace officer records on POST's DEC VAX 8350 minicomputer. Telephone support and maintenance for Ingres software has been contracted annually for approximately \$8,500.</p> <p>Based upon Commission action on November 4, 1993, POST will replace the existing DEC VAX 8350 minicomputer with a more powerful minicomputer. Ingres software maintenance and telephone support for Fiscal Year 1994/95 is expected to be \$13,000.</p> <p><u>ANALYSIS</u></p> <p>POST is currently in the process of replacing its DEC VAX 8350 minicomputer with a DEC Alpha 2100/M500P minicomputer. Support and maintenance for the existing VAX has been contracted annually for approximately \$8,500. Annual support and maintenance for the new Alpha computer is expected to be \$11,000. From September 30, 1994 through November 30, 1994, POST will require support and maintenance on both minicomputers for conversion and testing.</p> <p><u>RECOMMENDATION</u></p> <p>Authorize the Executive Director to contract with Ingres Corporation for software support and maintenance for Fiscal Year 1994/95 for an amount not to exceed \$13,000.</p>						

To: POST Commissioners
From: Manny Ortega, Chairman
Finance Committee
Date: November 16, 1994
Subject: ACTIONS TAKEN AT NOVEMBER 16, 1994 FINANCE COMMITTEE MEETING

The Committee met Wednesday, November 16, 1994 in Huntington Beach. In attendance were myself and Commissioners Lowenberg, Silva, and Leduc. Commissioner Stockton had an emergency and had to return to Carlsbad. Also present were POST staff members Norman Boehm, Glen Fine, Jim Holts, Ken Whitman, Frederick Williams, and Vera Roff. Guests present were Jay Clark, Alexia Vital-Moore, and Derald Hunt.

In addition to matters already addressed on the agenda, the Committee received reports and took action on the following:

1. Commissioner Lowenberg reported that the President of the California Police Chiefs' Association, at a meeting on November 15, appointed a committee to investigate the drop in POST funds available for training reimbursement. The committee is to report back to the Chiefs' Association at its annual meeting in February 1985. The Finance Committee recommended the Executive Director contact the President of Cal Chiefs' Association and suggest their study of POST funding be expanded to include representatives of CPOA and CSSA.
2. Commissioners have before them the First Quarter Financial Report. The report shows that the first quarter training volume and reimbursement expenditures are within Fiscal Year projections.

Since the first quarter report was finalized, revenue projections have also been calculated based upon the first four months of October. Revenue for the month of October was less than anticipated. The amount was \$2.5 million. This is significantly less than the \$1.5 million deficit projected when we began the Fiscal Year.

This is a slight downturn that results in a current projection for an end of year deficit of approx \$500,000.

The Committee recommended the continuation of suspension of reimbursement for the purchase of satellite/IVD equipment and training presentation costs.

At its July meeting, the consensus of the Commission was to increase the number of presentations of the Supervisory Leadership Institute, but defer final approval until this matter was examined again in November. The added cost would be \$83,000 per year. The Committee believes, based on current revenue and

expenditures, that staff should delay consideration of this matter until the January meeting.

4. Following review and discussion, the Committee recommended Commission approval of the following contract matters that are before the Commission for decision.
- o Augmentation (\$4,238.91) of the FY 1993/94 Contract with Cooperative Personnel Services (CPS) for administration of POST proficiency exam and authorize the Executive Director to sign an amended contract with Cooperative Personnel Services for administration of the POST Proficiency Examination, bringing the total contract amount for FY 1993/94 to \$31,723.86. (ROLL CALL VOTE)
 - o Augmentation of the Accreditation Special Consultant Contract with San Bernardino Valley College amending the contract to provide the \$4,848.16 that is outstanding and authorize the Executive Director to sign the amended contract in an amount not to exceed \$71,850.78. (ROLL CALL VOTE)
 - o Augmentation of \$23,751.00 to the FY 1994/95 Department of Justice contract to upgrade the Homicide Investigation Course in the Presley Institute of Criminal Investigation (ICI) Program and authorize the Executive Director to sign an amended DOJ contract for a total amount not to exceed \$951.635. (ROLL CALL VOTE)
 - o Approval of a contract in an amount not to exceed \$13,000 for FY 1994/95 for computer software maintenance and support with Ingres and to authorize the Executive Director to sign a FY 1994/95 contract for an amount not to exceed \$13,000 for computer software maintenance and support with Ingres. (ROLL CALL VOTE)

ADJOURNMENT - 3:45 P.M.

File: 9495REV

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1993-94 AND 1994-95

MO	<u>1993-94</u>			<u>1994-95</u>						
	PENALTY ASSESMENT FUND	OTHER	CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT FUND	OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
JUL	2,239,254		2,239,254	2,634,000	2,435,532	2,592	2,438,124	92.56%	2,438,124	92.56%
AUG	2,659,494		4,898,748	5,268,000	2,829,120	4,678	2,833,798	107.59%	5,271,922	100.07%
SEP	2,679,980	3,565	7,582,293	7,902,000	2,666,819	6,558	2,673,377	101.49%	7,945,299	100.55%
OCT	2,670,736		10,253,029	10,536,000	2,488,567	27,102	2,515,669	95.51%	10,460,968	99.29%
NOV	2,559,159	24,366	12,836,554	13,170,000			0	0.00%	10,460,968	79.43%
DEC	2,454,936	8,595	15,300,085	15,804,000			0	0.00%	10,460,968	66.19%
JAN	2,660,390	31,787	17,992,262	18,576,000			0	0.00%	10,460,968	56.31%
FEB	2,014,175	74,772	20,081,209	21,210,000			0	0.00%	10,460,968	49.32%
MAR	2,421,259	22,851	22,525,319	23,844,000			0	0.00%	10,460,968	43.87%
APR	2,493,236	14,001	25,032,556	26,478,000			0	0.00%	10,460,968	39.51%
MAY	2,216,512	89,476	27,338,544	29,112,000			0	0.00%	10,460,968	35.93%
JUN	3,389,329	46,981	30,774,854	31,884,000			0	0.00%	10,460,968	32.81%
TOT	30,458,460	316,394	30,774,854	31,884,000	10,420,038	40,930	10,460,968	32.81%	10,460,968	32.81%

** - Includes \$33,451 from coroner permit fees (per Ch 990/90)

FY 94-5 REVENUE PROJECTION

First 4 months (\$10,460,968) x 3 =	31,382,904
Projected SMIF	95,096
Total	31,478,000

SMIF = Surplus money Investment Fund (Interest)

Budget Summary

FILE: 945SUM-A

COMMISSION ON POST
FISCAL YEAR 1994-95
(as of 11-17-94)

BUDGET SUMMARY	CONTRACT SUMMARY
RESOURCES 32,931,000 Revenue Projection 31,478,000 (A) Transfer from the General Fund 1,453,000 EXPENDITURES: ADMINISTRATION TRAINING CONTRACTS/LA Contracts 6,681,350 (B) Letters of Agreement 1,000,000 Conf Room Rental 110,000 TRAINING REIMBURSEMENT Trainees: 54,982 Subsistence 7,938,456 Commuter meals 1,315,193 Travel 3,113,203 Tuition 2,879,715 sub-total 15,246,567 Available for 0 Training Development Training Presentation Satellite Antennas/IVD 0 REIMBURSEMENT CLAIMS FROM FY 93-4 468,279 (C) EXPENDITURES, TOTAL 33,452,196 RESERVES/DEFICIT -521,196	BUDGETED TRAINING CONTRACTS Management Course 308,892 Executive Training 534,453 Supervisory Ldrship Inst 406,357 DOJ Training Center 927,884 Satellite Video Tng 54,000 Case Law Updates 52,000 Telecourse Programs 530,000 Basic Course Prof Exam 37,290 Misc/reserves 139,124 Sub-total 2,990,000 ADDITIONAL APPROVED TRAINING CONTRACTS 1. Basic Narcotic, Motorcycle, and DT 2,343,413 2. Master Instructor Program 90,513 3. ICI Core Course 240,000 4. PC 832 IVD (2nd Year) 266,808 5. POSTRAC (230,000)* 6. PC 832 Exam 78,470 7. ICI Instructor Update 45,000 8. Reserve for misc contracts 186,530 9. Cultural Diversity Inst Tng 53,800 10. Driver Training Sims 259,818 11. Spanish Language Training 127,000 Sub-total 3,691,350 Total, Approved Contracts 6,681,350 * - Deferred at this time

A - Projection for FY 94-5 based on 4 months revenue

B - As was done in FY 93-4, an internal redirection of funds has been made to provide for additional training contract requirements that have been approved by the Commission.

C - Payment of FY 93-4 reimbursement claims in FY 94-5

ALTERNATIVES FOR REDUCING FISCAL EXPENDITURES DURING FY 1994/95
 (All estimates are based on reductions being implemented effective September 1, 1994).

Estimated
Cost Savings

1. Reduce travel and resident subsistence reimbursement by a percentage applied uniformly across all courses.
- 10% reduction \$ 1,083,910
 - 15% reduction \$ 1,625,860
 - 20% reduction \$ 2,167,815
 - 30% reduction \$ 3,251,725

- M (2.) Reduce the resident subsistence rate from \$92 to \$82 and the Basic Course long-term subsistence rate from \$46 to \$41. Byrd
- \$ 891,185

Individually, these changes will reduce subsistence 10.9% and reset the rates to January 1993 levels.

- M (3.) Discontinue reimbursement for resident lodging and meals associated with courses attended within 50 round trip miles of trainee's ~~home~~ department. } OK
- \$ 153,350

- M (4.) Reduce travel reimbursement by a percentage applied uniformly across all courses.
- 10% reduction \$ 266,310
 - 15% reduction \$ 399,465
 - 20% reduction \$ 532,620
 - 30% reduction \$ 798,930
- } Byrd

- (5.) For purposes of reimbursement, require that attendance at "road show" presentations be limited to trainees from within the region as defined by POST. } dc
- \$ 50,000

6. Work with presenters to expand "road show" presentations as a means to reduce trainee travel and per diem costs. \$ Unknown

- (7.) Reduce Letters of Agreement & meeting room rentals by 10%. \$ 120,000

- M (8.) Discontinue conducting the Command College Assessment Center as currently designed. \$ 40,000

- M (9.) Discontinue the Command College/Special Seminar on the Future(1 day) and Graduates' Annual Update Seminar (2-1/2 days). \$ 69,000

Handwritten notes:
 M (2.)
 M (3.)
 M (4.)
 M (8.)
 M (9.)

Estimated
Cost Savings

10. Defer work on improvements to the POSTRAC system for 12 months. \$ 230,000 } ok
- M 11. Decertify all Team Building Workshops \$ 225,000

As discussed in June, it would be possible to limit workshop approvals to new executives, agencies that have not had a workshop in several years and "crisis" situations.

Estimated cost savings: \$100,000. (M) Next fiscal year

- M 12. Establish a cap on the number of course hours POST will reimburse each eligible trainee per fiscal year.

If cap set at:

80 hours p/year maximum	\$ 1,567,390
64 hours p/year maximum	\$ 2,336,010
40 hours p/year maximum	\$ 3,958,100
24 hours p/year maximum	\$ 4,717,825

Trainees enrolled in the following courses would be permitted to exceed the cap: all mandated courses, the Institute of Criminal Investigations, Supervisory Leadership Institute, Executive Development Course & Command College. Attendance at POST Special Seminars would not be counted towards the cap.

Further staff study to resolve several policy and procedural issues is required prior to implementing this alternative.

13. Reduce tuition reimbursement by a percentage applied uniformly across all tuition and contract courses.
- | | |
|-----------------|--------------|
| - 10% reduction | \$ 840,510 |
| - 15% reduction | \$ 1,260,720 |
| - 20% reduction | \$ 1,179,090 |
| - 30% reduction | \$ 2,521,890 |
14. Suspend all tuition reimbursement except for Basic Training. \$ 3,351,690
15. Discontinue tuition reimbursement for categories of courses deemed not to be high priority. Not estimated
16. Discontinue reimbursement for Basic Course residence subsistence (lodging & meals). \$ 1,350,000

Estimated
Cost Savings

- | | |
|--|--------------|
| 17. Suspend reimbursement for all Basic training. | \$ 3,105,000 |
| 18. Suspend reimbursement for Field Management Training. | \$ 18,090 |
-

Through additional reductions in travel, subsistence and per diem, or through other program reductions, provide funds for training presentation reimbursement.

Estimate of minimal funding required: \$3,165,000*

* Estimate based on FY 91/92 agency presented training hours (1,582,790) at \$2.00 per hour.

The actual amount required in FY 94/95 will exceed \$3,165,580 as the number of agency presented courses has increased significantly in the past 12 - 15 months. It is anticipated that this trend will continue as a result of increased efforts to regionalize training presentations.

M E M O R A N D U M

To : POST Commissioners Date: November 1, 1994

From : Marcel Leduc, Chairman
Long Range Planning Committee
Commission on Peace Officer Standards and Training

Subject : REPORT OF THE LONG RANGE PLANNING COMMITTEE

The Committee met in the office of Commissioner Block in Monterey Park on October 11, 1994 at 2:00 p.m. Present, in addition to myself, were Commissioners Block, Campbell, Hall-Esser, and Ortega. Staff present were Norman Boehm, Glen Fine, John Berner, Mike DiMiceli, Everitt Johnson, and Holly Mitchum.

Regional Training Center Study

James Holts (Lieutenant, LASD), POST special consultant, provided the Committee with an overview of work to date on the statewide Regional Training Study. Jim was assisted in the presentation by Woody Williams and Hugh Foster, members of the steering committee. The report was interesting and informative. Discussion centered on the proposal for a bond issue to fund 11 regional facilities. Final report on this matter will be on the Commission's November 17, 1994 agenda.

Pursuit Guidelines

A draft of proposed pursuit guidelines being developed pursuant to P.C. Section 13519.8 was received at the meeting. Following receipt of input from law enforcement agencies, a final draft will be before the Committee at its next meeting. Final report will be submitted to the Commission for approval at its January 12, 1995 meeting.

Basic Course Testing

An overview of testing in the Basic Course, including current direction to de-emphasize paper/pencil tests in some areas, was received and discussed. This was an information item. The staff report is informative and available to other Commissioners who have an interest.

Length of the Basic Course

Committee members received an informational report on the proposal to upgrade minimum hours for the Basic Course. Full report and recommendations are on the November 17 agenda.

Transitioning the Basic Course

The Committee has previously received reports on the potential for reducing academy length by allowing certain knowledge-oriented instruction to be satisfied by completion of courses in college administration of justice degree programs. A briefing was received on work to date on this issue. There is widespread interest by trainers and employers in pursuing this. Committee consensus was that staff should continue current directions and report on progress at the next meeting.

Marketing POST Telecourses

This issue is also on the regular agenda for the November 17 Commission meeting. Committee consensus was that selling of rights to use POST telecourses should be pursued. Suggestions were made regarding content of legal agreements.

Community College Funding Study

Briefing was received on a recently-completed staff study. This was an informational item, and the report is available to other Commissioners.

Restoration of POST Funding

This continuing problem was briefly discussed. Both local and state officials appear to be deferring discussions on all funding issues until after the election and more is known about the condition of this year's State General Fund.

ADJOURNMENT - 5:00 p.m.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
Legislative Review Committee
Thursday, November 17, 1994
Waterfront Hilton Hotel
Meeting Room - Dolphin
21100 Pacific Coast Highway
Huntington Beach, CA 92648
(714) 960-2642

AGENDA

9:00 A.M.

Attachment

- A. Final Results of 1994 Legislation of Interest to POST A**

Attachment A identifies the results of the 1994 legislative session. The major changes will be verbally highlighted.

- B. POST's Legislative Policy B**

Attachment B identifies current Commission policy as it relates to legislatively mandated training bills. An analysis is provided and a possible alternative is reviewed in light of current realities.

- C. Analysis of Proposed Legislation for a Bond Issue to Establish Regional Skills Training Centers C**

Attachment C provides an analysis of proposed legislation, including a draft of the language, for a bond issue to establish the Regional Skills Training Centers System. Besides the position to be taken on this, the Committee may wish to provide direction on approaching the Governor's Office which is required for such legislation.

- D. Correspondence on Senate Bill 1874 - Reserve Peace Officer Training Standards D**

Attachment D provides a copy for information purposes of correspondence received from Senator Ayala, author of SB 1874, clarifying his intention with regard to a last minute amendment allowing POST to exempt Level I reserve peace officers from the regular basic course training requirement. Also enclosed under this attachment is a copy of SB 1874 and an informational bulletin to the field. A proposed work plan to study and implement the bill will be discussed at the next Long Range Planning Committee on December 13.

E. Proposed Legislation to Restore POST Funding

At its July 1994 meeting, the Committee recommended, and the Commission approved, seeking two specific pieces of legislation to restore POST funding, including redistributing a portion of Driver Training and 911 Emergency Telephone Funds. This matter is is being returned for further discussion.

Commission on Peace Officer Standards and Training

Status of Legislation of Interest to POST

(1994)

KEY

F = Failed Passage/or 2 yr. bill
S = Suspense File

Revised 10/3/94

Bill No./ Author	Subject	Commission Position	Introduced								Chaptered	
				First Policy Committee	First Appropriations Committee (if applicable)	Floor of First House	Second Policy Committee	Second Appropriations Committee (if applicable)	Floor of Second House	To Governor for Action		
AB 12 (Epple)	Grants immunity to dispatchers and employers for issuing prearrival medical instructions if training and guidelines followed.	Support if amended	12/7	-	-	-	-	-	-	-	-	Vetoed
SBX 52 (Watson)	Requires local agencies to include domestic violence update in Advanced Officer and other ongoing training.	Opposed Unless Amended	6/27	-	-	-	-	-	X	-	-	(Dead)
ABX 106 (Bowler)	Redistributes the driver training funding to POST and other major penalty assessments.	None	2/28	X	-	-	-	-	-	-	-	(Dead)
AB 114 (Burton)	Re-establishes drug asset seizure law. Eliminates POST eligibility for funding.	None	1/93	-	-	-	-	-	-	-	X	(Chapter # 314)
ABX 148 (Caldera)	Reduces state and local penalty assessments on traffic offenses and limits total assessments to \$100/offense.	Oppose	5/17	X	-	-	-	-	-	-	-	(Dead)
SB 281 (Ayala)	Grants authority to appoint volunteer school security reserve officers.	Neutral if amended	1/6	-	-	-	-	-	-	-	X	(Chapter # 117)
AB 1329 (Epple)	POST Training: Authorizes POST to: 1) charge fees for the PC 832 exam and 2) waive legislative training requirements if peace officers have completed equivalent training. Establishes the Robert Presley Institute of Criminal Investigation. Postpones implementation date for the Law Enforcement Agency Accreditation Program until July 1, 1996.	Support	2/93	-	-	-	-	-	-	-	X	(Chapter # 43)
SB 1713 (Hart)	Upgrades training and selection standards for private security officers. Requires Department of Consumer Affairs to consult with POST in developing standards.	Neutral	2/24	-	-	-	-	-	-	-	X	(Chapter # 1091)
SB 1813 (Hughes)	Grants authority to the Executive Director of the Calif. Museum Science and Industry to appoint other safety officers, who shall also have the powers of peace officers.	Oppose	2/24	-	-	-	-	-	-	-	-	Vetoed
SB 1874 (Ayala)	Enacts the Reserve Peace Officers Professional Standards Act of 1994 which would upgrade training standards for level I reserves.	Support if amended	2/25	-	-	-	-	-	-	-	X	(Chapter # 676)
SB 1902 (Peace)	Renames the Dept. of Corrections-Dept. of Youth Authority Joint Apprenticeship Committee as the Commission on Correctional Peace Officer's Standards and Training (CPOST).	None	2/25	-	-	-	-	-	-	-	X	(Chapter # 826)
AB 2544 (Isenberg)	Makes changes to Trial Court Funding not affecting POST.	Watch	2/1	-	-	-	-	-	-	-	X	(Chapter # 308)
AB 2964 (Horcher)	Grants peace officer status and public safety retirement for commissioners and deputy commissioners of the Board of Prison Terms.	Neutral	2/18	-	X	-	-	-	-	-	-	(Dead)
AB 3551 (Caldera)	Reduces local penalty assessments on vehicle offenses from \$7 to \$5.60 and mandates courts to follow the uniform traffic penalty schedule.	None	2/25	X	-	-	-	-	-	-	-	(Dead)
AB 3644 (Umberg)	Establishes a \$10 additional local penalty assessment on traffic offenses to be used by counties for law enforcement purposes.	Oppose	2/25	X	-	-	-	-	-	-	-	(Dead)
AB 3822 (Isenberg)	Reduces state penalty assessments and increases local penalty assessments. Transfer some CYA commitment costs to counties.	Watch	3/1	-	-	X	-	-	-	-	-	(Dead)

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

CHAPTERED BILLS DURING 1994 LEGISLATIVE SESSION

(Some Bills Began the First Year of the Two Year Session - 1993)

Training Related

AB 114 (Burton) - Re-establishes a more restrictive drug asset seizure law and eliminates POST from eligibility for funding narcotic related training. (Chapter 94-314)

SB 477 (Craven) - Requires all humane officers to provide evidence to their local humane society satisfactory evidence of completing specified courses of training. (94-84)

AB 581 (Speier) - Requires citizens wishing to purchase, possess, or use any tear gas or tear gas weapon including oleoresin capsicum to obtain a tear gas instruction card by completing a DOJ certified course, completing an objective DOJ test, or completing point-of-sale instruction. The test may be administered by DOJ training institutions or licensed point-of-sale tear gas retailers. (Chapter 93-0954)

SB 800 (Presley) - Removes the 1-1-94 sunset for court-ordered interception of wire communications on narcotic violations and thus continues the present training mandate for those peace officers involved in such activity. (Chapter 93-548)

SB 821 (Lockyer) - Requires school peace officers to complete the POST specified training course for school peace officers by 1-1-96. (Chapter 93-302)

AB 1047 (Epple) - Extends from 6-1-93 to 6-1-95 for ABC agents to successfully complete the 4-week narcotic enforcement course approved by POST. (Chapter 93-353)

AB 1329 (Epple) - Authorizes POST to: 1) charge fees for the PC 832 exam and 2) waive legislative training requirements if peace officers have completed equivalent training. Establishes the Robert Presley Institute of Criminal Investigation. Postpones implementation date for the Law Enforcement Agency Accreditation Program until 7-1-96. (Chapter 94-43)

SB 1713 (Hart) - Requires the Bureau of Security and Investigative Services, with the technical assistance of POST, to develop minimum selection and training standards for armed security guards and implement such standards through regulation no later than 1-1-96. (Chapter 1091)

SB 1874 (Ayala) - Enacts the Reserve Peace Officers Professional Standards Act of 1994 which would require Level

I reserves appointed after 1-1-97 to complete the regular basic course. Also requires POST to develop bridging course for reserves transitioning to regular officer so as to preclude redundant training. (Chapter 676)

SB 1902 (Peace) - Renames the CDC-CYA Joint Apprenticeship Committee as the Commission on Correctional Peace Officer's Standards and Training (CPOST). (Chapter 826)

Peace Officer Status Related

SB 281 (Ayala) - Authorizes school districts with police departments to appoint volunteer school security reserve officers. (Chapter 94-117)

AB 529 (Morrow) - Authorizes port authorities to appoint reserve peace officers. (Chapter 93-169)

AB 841 (Peace) - Authorizes the San Diego Transit Development Board to appoint transit police officers and contract for law enforcement services. (Chapter 93-990)

SB 1772 (Rogers) - Authorizes out-of-state law enforcement officers to have concurrent jurisdiction on any land mass within 25 air miles of the the Colorado River or within 25 air miles of any lake formed by, or that is a part of, the Colorado River. (Chapter 348)

AB 2308 (Woodruff) - Provides peace officer status to investigators of the Toxic Substances Control Program. (Chapter 93-0409)

State of California

Department of Justice

M E M O R A N D U M

To : Legislative Review Committee

Date: October 14, 1994

NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: POST LEGISLATIVE POLICY ON TRAINING MANDATES

Current Commission policy on legislatively mandated training is that the Commission shall be supportive of only those legislatively mandated training programs which include funding provisions. At the same time, Commission policy Dl.(c) suggests the Commission may oppose or seek modification of legislation which would impose, by law, programs which the Commission is now legally empowered to establish administratively.

Although the Commission has been reviewing these bills on a case-by-case basis, the net result of these policies has been, with a few exceptions, that POST opposes most proposed legislation imposing new training mandates upon law enforcement. Opposing legislation can create negative reactions from legislators impacted. Opposing such legislation can also negatively impact law enforcement's efforts to obtain approval of POST's budget.

Approximately three years ago, the existing policy of generally opposing new legislative training mandates created serious concern with members of the State Senate. The conclusion at that time was to change to review each bill on a case-by-case basis. The Commission's stance on these bills changed, but the formal policy (existing) remained unchanged. It may be appropriate to revisit this policy issue and consider reaffirming existing policy, clarify it, or adopt a new policy.

Another alternative exists for Committee consideration. On such legislation, POST could assume "no position" and instead actively provide information on the legislation to all interested parties including statewide law enforcement associations for their consideration. The benefit of this approach is that the outcome of such legislation could be impacted in a positive, proactive manner. An ancillary benefit is that POST would not create a reservoir of animosity by bill authors which might work to the Commission's disadvantage when the Legislature considers budgets - particularly on close-call items. Also, the

current practice of reviewing these bills on a case-by-case basis often results in delays in POST assuming a position resulting in bills moving far along through the legislation process when it is more difficult to have a positive impact.

If the Committee is interested in this alternative of assuming a "no position" on training mandate bills and instead actively provide resource information to interested persons or organizations, the attachment provides suggested amendments to the Commission's legislative policy.

Proposed language D6. is also provided in the attachment to implement the previous informal Committee/Commission policy but never formally included in written policy.

Attachment

Exerpt from the Commission Policy Manual

D. LEGISLATION

D1. Legislative Policy

- a) The Commission shall assume a leadership role on selective legislation pertaining to its mission and goals in improving law enforcement.

"Leadership role" in the context of this policy is defined as: a) Identifying, anticipating and soliciting legislative needs related to POST and its objectives; b) Conducting research which relates to the evaluation and formation of legislative proposals; and c) Following and testifying on relevant legislative matters.

- b) The Commission shall extend full cooperation to the Legislature, the Executive Branch, and other interested parties on all legislative matters.
- c) The Commission may oppose or seek modification of legislation which would:

- (1) Augment the Commission's workload without adequate financing.
- (2) Impose by law programs which the Commission is now legally empowered to establish administratively.
- (3) Detrimentally impact a source of revenue for the Peace Officer Training Fund.

- d) Staff Discretion

- (1) On legislative topics where there is established Commission policy, the POST Executive Director is authorized to speak in behalf of the Commission and perform necessary legislative activities without prior authorization.
- (2) On legislative topics of a controversial nature, or where substantive issues are involved, and time constraints preclude awaiting a regular Commission meeting, the Chairman of the Legislative Review Committee shall be solicited for direction.
- (3) On legislative matters of a technical or non-policy nature, staff is authorized to testify or perform other legislative activities

necessary to clarify issues, laws,
procedures, or processes.

Commission Meeting

10/29/76

D2. Legislatively Mandated Training

The Commission shall ~~be supportive of only those~~ assume a "no position" on bills proposing to legislatively mandated training programs which include funding provisions requirements and instead actively provide resource information to interested persons or organizations including the Legislature.

Commission Meeting

9/13-14/73

Affirmed, Commission Meeting

7/26-27/79

Amended, Commission Meeting

11/17/94

D3. Reimbursement Program

The immediate position of the Commission is to oppose any legislative mandate which would include categories in the reimbursement program other than those established by statute in Section 13522 PC., e.g., cities, counties or districts authorized to maintain police departments.

Commission Meeting

6/14-15/73

Ref: PAM Section E-1-2

D4. Distribution of Law Enforcement Equipment

The Commission will oppose all future legislative efforts that would cause the Commission to be involved in the process of distributing equipment to law enforcement in California.

Commission Meeting

9/13-14/73

D5. New Categories of Peace Officer, Reimbursement

The immediate position of the Commission is neutral on legislation making new categories of peace officers eligible for POST reimbursement when there is included in the measure: 1) an appropriation to POTF equal to the estimated reimbursement cost of the new category; and 2) legislative intent language that every year thereafter the POST Aid to Local Government budget is to be augmented by the cost of such legislation. This position shall remain in effect only until the next scheduled Commission meeting at which time the

legislation will be reviewed and an official Commission position articulated.

Commission Meeting

10/22/82

D6. New Categories of Peace Officers, In General

The immediate position of the Commission is to oppose proposed legislation to establish new categories of peace officers in the absence of a feasibility study as required by PC 13540. Once the feasibility study has been approved by the Commission and results made available to the Legislature, the Commission's position becomes "no position."

Commission Meeting

11-17-94

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 Public Safety Training Centers, Act of 1995 - Proposed Bond Measure	AUTHOR	BILL NUMBER
	RELATED BILLS	DATE LAST AMENDED

SPONSORED BY

BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

General:

The attached proposed legislation was developed during the process of a two-year POST study in response to Penal Code Section 13508 that requires POST to prepare an implementation plan with recommended funding structures for the development of regional skills training centers. The plan, to be considered separately by the Commission, calls for the funding of regional public safety training centers by means of a bond measure to sell \$850 million worth of State General Obligation Bonds. This proposed legislation would accomplish this objective.

Some of the key components of the legislation include:

1. Fund distribution would be determined and coordinated by the "Public Safety Training Centers' Board of Directors" which is composed of 16 members broadly representative of law enforcement (including the Commission), corrections, fire services, and community colleges.
2. The purposes of the regional training centers as expressed in the bill are: (a) the improvement in skill training, coordination, and preparedness of public safety personnel using modern technology and realistic learning environments; and (b) the enhancement of community safety through safety training and awareness programs for the general public and vulnerable victim groups.
3. This proposed bond act would be submitted to the voters at the next available statewide election (1996).
4. Authorized expenditures may include the lease or purchase of real property, facility planning and design, remodeling of existing facilities, construction of new facilities, development, purchase, and installation of training simulators, devices, or systems, and other training-related equipment or capital improvements as determined by the Board of Directors. Specifically prohibited expenditures are for ongoing operational or maintenance costs of the regional training center facilities or equipment developed or purchased by such authorized funding.

OFFICIAL POSITION

ANALYSIS BY <i>Paul Snow</i>	DATE 11-2-94	REVIEWED BY	DATE
EXECUTIVE DIRECTOR <i>William C. Becken</i>	DATE 11-2-94	COMMENT	DATE

Analysis:

The bill clearly establishes in preamble legislative intent the need and benefits for this act. The reason for coordinated training with all public safety is that it enhances safer and more efficient multi-agency responses to major public safety incidents or disasters. Legislative intent also calls for new facilities and equipment to augment and coexist with existing facilities and equipment in a coordinated network of efficiently operated facilities.

The Board of Directors is authorized to contract for staff support to coordinate their meetings and to track and distribute the bond funds. The bill gives the Board authority to contract with the POST Commission or any other qualified state agencies if the Commission cannot, or elects not to, provide such support services.

The Board of Directors would be constrained to give funding priority to those proposed regional center locations, which do not require purchase of new real property with authorized funds. Priority shall also be given to facilities and equipment which can be shared by multiple agencies and disciplines. Priority shall be given to equipment and facilities and projects which enhance skill development, retention and judgment, and systems which reduce training time and/or cost. Funding shall consider the commitments and contributions of local agencies and training program operators. These, along with some other articulated requirements for expenditures, appear to be reasonable.

The POST Commission is designated as the administrator for handling, managing, and disbursement of funding. A maximum two percent of the bond can be used to off-set added staffing costs related to this activity. The Commission does have the administrative capabilities to adequately accommodate this obligation.

As with most State General Obligation Bonds, a "finance committee" composed of the State Controller, Treasurer, Director of Finance, or their designated representatives, determine when bonds are issued, sold, and redeemed. The State Legislature must also authorize appropriations from the fund established by this act. These procedural requirements suggest there will be some uncertainty as to when funding will become available.

Other funding mechanisms for the establishment of these regional centers have been considered and rejected. This proposed legislation in concert with the supporting report makes it clear that the program has been well thought out, and has strong, unanimous support from law enforcement and the other public safety components throughout the state.

RECOMMENDATION

Support

DRAFT

Introduced by Senator _____
(Principal coauthor: Senator _____)

Date Introduced: _____, 1995

To provide for training of fire services, law enforcement, and corrections personnel, and to provide community safety training programs for citizens, this act will add Chapter 2 (commencing with Section XX000) to Title 4 of Part 4 of the Penal Code, relating the development and construction of public safety training facilities by providing the funds necessary therefor through the issuance and sale of bonds of the State of California and by providing for the handling and disposition of those funds.

LEGISLATIVE COUNSEL'S DIGEST

(1) Penal Code Section 13508 directed the California Commission on Peace Officer Standards and Training to prepare an implementation plan with recommended funding structures for the development of regional skill training facilities. The submitted plan recommended the inclusion of other public safety employees in the shared use of these training facilities.

(2) This bill would enact the Public Safety Training Act of 1996 which, if adopted, would authorize the issuance, pursuant to the State General Obligation Bond Law, of bonds in the amount of \$850,000,000 for purposes of developing and financing a specified public safety regional training facilities program. Fund distribution would be determined and coordinated by the "Public Safety Training Facilities Board of Directors" described herein.

(3) The shared regional training facilities specified by this bill will accomplish two purposes; the improvement in skill training, coordination, and preparedness of public safety employees using modern technologies and realistic learning environments, and the enhancement of community safety through safety training and awareness programs for the general public and vulnerable victim groups.

(4) This bill would provide for submission of the bond act to the voters at the next statewide election in accordance with specified law.

Vote: 2/3. Appropriation: no. Fiscal Committee: yes.

State-mandated local program: no.

1 SECTION 1 (commencing with Section XX000) is added to Title 4 of
2 Part 4 of the Penal Code, to read:

3

4 CHAPTER 1. PUBLIC SAFETY TRAINING FACILITIES ACT OF 1996

5 Article 1. General Provisions

6

7 XX000. This chapter shall be known and may be cited as
8 the Public Safety Training Facilities Act of 1996.

9 XX001. The Legislature finds and declares all of the
10 following:

11 (a) It is in the interest of the people of the state that
12 California be a safe place to live, work or visit.

13 (b) As such, it is in the interest of the people of the
14 state that all public safety employees throughout the state be
15 uniformly and highly trained in order to maintain a high degree
16 of readiness and ability to perform their respective duties, and
17 TO meet their responsibilities for general maintenance of public
18 safety.

19 (c) Public safety services require employees to be trained
20 with specialized technical and skill proficiency to respond to
21 calls for service, emergency situations, and disasters.

22 (d) Present skill training facilities for public safety
23 employees are unavailable or inadequate to meet existing demands
24 for training, and future needs.

25 (e) Adequate facilities and equipment are needed to provide
26 requirements for current public safety training activities, and
27 need to be strategically located within training regions

1 throughout the state. Public safety regional training facilities
2 need to be developed which are designed to incorporate the latest
3 in training technology advancements and effective facility
4 designs to maximize learning, retention, skill development, and
5 the employee's state of readiness.

6 (f) The local public safety departments or community
7 colleges cannot individually finance the equipment or construct
8 the facilities that are necessary to provide training on a
9 coordinated statewide basis with a uniform result.

10 (g) Co-locating public safety training in shared Regional
11 Training Facilities will enhance more efficient training
12 delivery, reduce duplication, and lead to better coordinated,
13 safer, and more efficient multi-agency responses to public safety
14 incidents or disasters.

15 (h) Further, it is in the interest of the people of the
16 state that programs exist which will bring together public safety
17 employees and members of the general public in efforts to reduce
18 crime and fire loss, and to promote community and personal
19 safety. To foster this endeavor, the proposed public safety
20 training facilities need to include specified community safety
21 programs for the general public and vulnerable victim groups,
22 such as weapons safety, home and personal safety, fire prevention
23 and hazardous materials awareness, community oriented policing
24 techniques, crime prevention and other programs designed to
25 enhance individual and community safety.

26 **XX002.** As used in this chapter, the following terms have
27 the following meanings:

1 **Article 2. Public Safety Training Facilities Fund**

2 **Program and Description**

3
4 **XX003.** The proceeds of bonds issued and sold pursuant to
5 this chapter shall be deposited in the Public Safety Training
6 Facilities Fund, which is hereby created.

7 **XX004.** The moneys in the Public Safety Training
8 Facilities Fund shall be used to plan, develop, and construct
9 public safety regional training facilities and to purchase
10 training equipment and programs as determined by the Board of
11 Directors. Authorized expenditures may include the lease or
12 purchase of real property, facility planning and design,
13 remodeling of existing facilities, construction of new
14 facilities, development, purchase, and installation of training
15 simulators, devices, or systems, and other training-related
16 equipment or capital improvements as determined by the Board of
17 Directors to be necessary or desirable to provide effective
18 public safety training statewide. Funds authorized under this
19 chapter shall not be used for ongoing operational or maintenance
20 costs of the regional training facilities or equipment developed
21 or purchased by such authorized funding. (Guarantees for
22 operational and maintenance funding strategies by facility
23 operators will be required in a "Regional Plan" prior to Board of
24 Director approval for receipt of bond funding.)

25 **XX005.** The Public Safety Regional Training Facilities
26 Board of Directors is hereby created and hereafter designated as
27 the "Board of Directors."

1 (a) The purpose of this Board of Directors is to determine
2 the planning and equitable distribution of funding authorized
3 under this chapter for the establishment of shared Public Safety
4 Regional Training Facilities throughout the State.

5 (b) This Board of Directors is necessary to bring together
6 into one equitably balanced planning group the appropriate
7 representatives of state and local public safety agencies and
8 trainers for the purposes of coordinating the development of a
9 statewide network of regional skill facilities, maximize their
10 efficient and effective distribution and use, insure
11 comprehensive and equitable inclusion of the training needs for
12 all designated public safety employees (specified in Section
13 XX002(e) into the planning, distribution, design, operations, and
14 utilization of shared Public Safety Regional Training Facilities,
15 and provide for the equitable distribution of available
16 developmental funding.

17 (c) The Board of Directors shall be in existence as long as
18 bond revenues require planned and coordinated distribution.

19 (d) The Board of Directors shall be composed of three
20 representatives each from law enforcement (one each appointed by
21 the following groups: the Commission on Peace Officer Standards
22 and Training, the California Police Chiefs' Association, and the
23 California State Sheriffs' Association), fire services (one each
24 appointed by the following groups: California Fire Chiefs'
25 Association, the State Fire Marshall's Office, and the California
26 Fire Districts Association), corrections (two of which would be
27 appointed by the Secretary of the Youth and Adult Corrections

1 Agency (of which one may represent local correctional agencies,
 2 and one appointed by the Board of Corrections to represent local
 3 correctional agencies), and community colleges (appointed by the
 4 State Community Colleges Board of Governors, and one of which
 5 shall be from the Chancellor's Office, and two of which shall be
 6 directors of local public safety training programs).

7 Additionally, the Board of Directors will have three public
 8 members of which one each will be selected by the appointees
 9 respectively from the three public safety types; corrections,
 10 fire, and law enforcement. The total membership of the Board of
 11 Directors, including the three public members, shall be fifteen.

12 (e) Distribution of available bond funds as determined by
 13 the Board of Directors' will be administered in accordance with
 14 state regulations by supporting staff. The Board of Directors is
 15 authorized to contract for staff support to coordinate their
 16 meetings and missions, and to track and distribute the bond
 17 funds. They may contract with the Commission, or any other
 18 qualified state agency if the Commission cannot, or elects not
 19 to, provide such support services.

20 (f) To assist the Board of Director in making decisions as
 21 to which learning technologies would be appropriate for bond
 22 funding and promote statewide standardization, the Commission
 23 will establish a "Public Safety Learning Technologies Advisory
 24 Committee," the composition of which shall be approved by the
 25 Board of Directors.

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1 **Article 3. Fiscal Provisions**
2

3 **XX006.** (a) Funds authorized for expenditure under this
4 chapter shall be expended on the basis of need as determined by
5 the Board of Directors.

6 (b) It is the intent of the Legislature that, insofar as is
7 possible, funds shall not be used for new training facilities or
8 equipment which will conflict with the effectiveness or
9 operations of existing facilities, equipment, or training
10 activities.

11 (c) It is the further intent of the Legislature that new
12 facilities and equipment augment and coexist with existing
13 facilities, equipment, and training activities in a coordinated
14 network of efficiently operated facilities which will meet the
15 training needs of public safety employees statewide.

16 (d) Although funds authorized for expenditure under this
17 chapter may allow for the purchase or lease of real property, it
18 is preferred that land sites for use as public safety regional
19 training facilities should be owned or co-owned by (or consigned
20 to for a minimum of 70 years) one or more local or state
21 governmental entities, including school or college districts, and
22 be dedicated by those entities as public safety regional training
23 facilities for shared use of training activities with other
24 public safety training entities.

25 (e) Prior to the expenditure of funds pursuant to this
26 chapter, the Board of Directors shall comply with all of the
27 following:

1 (1) Funds shall only be expended in accordance with
2 the provisions as set forth in Section XX004.

3 (2) Priority shall be given to those proposed regional
4 center locations which do not require purchase of new real
5 property with funds authorized under this chapter.

6 (3) Priority shall be given to facilities and
7 equipment which can be shared by multiple agencies and
8 disciplines, and which provide specified community safety
9 programs.

10 (4) Priority shall also be given to equipment,
11 facilities and projects which enhance skill development,
12 retention and judgment, and systems which reduce training time
13 and/or cost.

14 (5) In funding regional training facilities and
15 equipment, the Board of Directors shall consider the commitments
16 and contributions of local agencies and training program
17 operators which may include real property, facilities, staffing,
18 and/or ongoing operation and maintenance plans and costs.

19 (6) To facilitate this equitable distribution of
20 funding and provide for local coordination and control of shared
21 training facilities, eleven (11) Public Safety Training Regions
22 have been established throughout the State, as described in the
23 Commission's report to the Legislature, dated January 1, 1995,
24 titled "*Partnerships for a Safer California.*"

25 (a) Each of the training regions has established
26 a Regional Public Safety Training Committee to coordinate public
27 safety training throughout that region, and statewide.

1 (b) Each Regional Public Safety Training
 2 Committee must comply with specified regional training plan
 3 requirements in order to be eligible for appropriations from this
 4 bond funding. The regional plan requirements call for provisions
 5 and guarantees for shared access, long-term site use, and ongoing
 6 support of the bond-funded facilities.

7 (7) To provide guarantees for ongoing support of the
 8 facilities and equipment acquired through funding from this act,
 9 this legislation hereby authorizes all revenues generated by each
 10 shared public safety regional training facility to be maintained
 11 in an "independent training facility support fund" upon
 12 agreements by the facility operators and primary partners. This
 13 fund shall be dedicated to the staffing, maintenance, operational
 14 support, and upgrades of the shared training facility. This
 15 dedicated facility support fund shall comply with all other
 16 "special fund" policies, procedures, guidelines, and reviews as
 17 mandated by the primary facility operator's(s') governing fiscal
 18 requirements (city, county, district, or state), or by
 19 requirements of a legally formed joint powers agreement.

20 (8) The Board of Directors shall ensure that 100
 21 percent of the funds expended for the purposes of this chapter
 22 are used for implementing the provisions of this act, except for
 23 administrative costs or legal fees as set forth in Section XX008.

24 **XX007.** The Board of Directors shall comply with all
 25 state annual and other reporting requirements for fiscal
 26 expenditures.

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1 **XX011.** (a) Solely for the purpose of authorizing the
2 issuance and sale, pursuant to the State General Obligation Bond
3 Law, of the bonds authorized by this chapter, the Public Safety
4 Training Facilities Act Finance Committee is hereby created. For
5 the purposes of this chapter, the Public Safety Training
6 Facilities Act Finance Committee is the "finance committee" as
7 that term is used in the State General Obligation Bond Law. The
8 finance committee consists of the Controller, the Treasurer, and
9 the Director of Finance, or their designated representatives. A
10 majority of the committee may act for the committee. The
11 treasurer shall chair the Committee.

12 (b) For purposes of the State General Obligation Bond Law,
13 the California Commission on Peace Officer Standards and
14 Training, designated the "Commission," (or another existing and
15 qualified State agency) may be contracted by the Board to serve
16 as the administrator for legally handling, managing, and
17 disbursement of funding authorized under this chapter.

18 **XX012.** The finance committee is hereby authorized and
19 empowered to create a debt or debts, liability or liabilities, of
20 the State of California, in the aggregate principal amount of
21 eight hundred, fifty million dollars (\$850,000,000), exclusive of
22 refunding bonds, or so much thereof as is necessary, which may be
23 issued and sold to provide a fund to be used for carrying out the
24 purposes expressed in this act to be used to reimburse the
25 General Obligation Bond Expense Revolving Fund pursuant to
26 Section 16724.5 of the Government Code.

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1 XX013. (a) The finance committee shall determine whether
 2 or not it is necessary or desirable to issue bonds authorized
 3 pursuant to this chapter in order to carry out the actions
 4 specified in Section XX004, and, if so, the amount of bonds to be
 5 issued and sold. Successive issues of bonds may be authorized and
 6 sold to carry out those actions progressively, and it is not
 7 necessary that all of the bonds authorized to be issued be sold
 8 an any one time.

9 (b) All bonds herein authorized, which shall have been duly
 10 sold and delivered as herein provided, shall constitute valid and
 11 legally binding general obligations of the State of California,
 12 and the full faith and credit of the State of California is
 13 hereby pledged for the punctual payment of both the principal
 14 thereof and interest thereon.

15 (c) There shall be collected each year and in the same
 16 manner and at the same time as other state revenue is collected,
 17 in addition to the ordinary revenues of the state, a sum in an
 18 amount required to pay the principal of, and interest on, the
 19 bonds maturing each year, and it is the duty of all officers
 20 charged by law with any duty in regard to the collection of the
 21 revenue to do and perform each and every act which is necessary
 22 to collect that additional sum.

23 (d) All money deposited in the fund which is derived from
 24 premium and accrued interest on bonds sold shall be reserved in
 25 the fund and shall be available for transfer to the General Fund
 26 as a credit to expenditures for bond interests.

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1 (e) All money deposited in the fund pursuant to any
2 provisions of law requiring repayments to the state that is
3 financed by the proceeds of the bonds authorized by this chapter
4 shall be available for transfer to the General Fund. When
5 transferred to the General Fund, that money shall be applied as a
6 reimbursement to the General Fund on account of the principal of,
7 and interest on, the bonds which have been paid from the General
8 Fund.

9 **XX014.** Notwithstanding Section 13340 of the Government
10 Code, there is hereby appropriated from the General Fund in the
11 State Treasury, for the purposes of this chapter, an amount that
12 will equal the total of the following:

13 (a) The sum annually necessary to pay the principal of, and
14 interest on, bonds issued and sold pursuant to this chapter, as
15 the principal and interest become due and payable.

16 (b) The sum which is necessary to carry out the provisions
17 of Section XX013, appropriated without regard to fiscal years.

18 **XX015.** For the purposes of carrying out this chapter, the
19 Director of Finance may authorize, by executive order, the
20 withdrawal from the General Fund of an amount or amounts not to
21 exceed the amount of the unsold bonds which the committee has
22 authorized, by resolution, to be sold for the purpose of carrying
23 our this chapter. Any amounts withdrawn shall be deposited in
24 the fund and shall be disbursed by the committee in accordance
25 with this chapter. Any money made available under this section
26 to the Board of Directors shall be returned by that Board to the
27 General Fund from moneys received from the sale of bonds sold for

1 the purpose of carrying out this chapter. Those withdrawals from
2 the General Fund shall be returned to the General Fund with
3 interest at the rate which would otherwise have been earned by
4 those sums in the Pooled Money Investment Account.

5 **XX016.** The board may request the Pooled Money Investment
6 Board to make a loan from the Pooled Money Investment Account, in
7 accordance with Section 16312 of the Government Code, for the
8 purposes of carrying out the provisions of this chapter. The
9 amount of the request shall not exceed the amount of the unsold
10 bonds which the committee has authorized, by resolution, to be
11 sold for the purpose of carrying out this chapter. The board
12 shall execute any documents required by the Pooled Money
13 Investment Board to obtain and repay the loan. Any amounts
14 loaned shall be deposited in the fund to be allocated by the
15 board in accordance with this chapter.

16 **XX017.** Any bonds issued and sold pursuant to this chapter
17 may be refunded by the issuance of refunding bonds in accordance
18 with Article 6 (commencing with Section 16780) of Chapter 4 of
19 Part 3 of Division 2 of Title 2 of the Government Code. Approval
20 by the electors of the state for the issuance of any bonds shall
21 include the approval of the issuance of any bonds issued to
22 refund any bonds originally issued or any previously issued
23 refunding bonds.

24 **XX018.** All proceeds from the sale of bonds, except those
25 derived from premiums and accrued interest, shall be available
26 for the purposes provided in Section XX004, but shall not be
27 available for transfer to the General Fund to pay the principal

1 of, and interest on, bonds. The money in the fund may be
2 expended only as herein provided.

3 Notwithstanding any other provision of this chapter, or the
4 State General Obligation Bond Law (Chapter 4 commencing with
5 Section 16720 of Part 3 of Division 4 of Title 2 of the
6 Government Code), if the Treasurer sells bonds pursuant to this
7 chapter that include a bond counsel opinion to the effect that
8 the interest on the bonds is excluded from gross income for
9 federal tax purposes under designated conditions, the Treasurer
10 may maintain separate accounts for the bond proceeds invested and
11 the investment earnings on those proceeds, and may use or direct
12 the use of those proceeds or earnings to pay any rebate, penalty,
13 or other payment required under federal law, or take any other
14 action with respect to the investment and the use of those bond
15 proceeds, as may be required or desirable under federal law in
16 order to maintain the tax-exempt status of those bonds and to
17 obtain any other advantage under federal law on behalf of the
18 funds of this state.

19 **XX019.** Moneys in the fund may be expended only pursuant
20 to appropriations by the Legislature.

21 **XX020.** The Legislature hereby finds and declares that,
22 inasmuch as the proceeds from the sale of bonds authorized by
23 this chapter are not "proceeds of taxes" as that term is used in
24 Article XIII B of the California Constitution, the disbursement
25 of these proceeds is not subject to the limitations imposed by
26 that article.

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1 SECTION 2. Section 1 of this act shall take effect upon the
2 adoption by the voters of the Public Safety Training Facilities
3 Act of 1996, as set forth in Section 1 of this act.

4 //

5 SECTION 3. Section 1 of this act shall be submitted to the
6 voters at the next statewide election, in accordance with
7 provisions of the Government Code and the Elections Code
8 governing submission of statewide measures to the voters.

9 //

10 SECTION 4. Notwithstanding any other provision of law, all
11 ballots of the election shall have printed thereon and in a
12 square thereof, the words: "Public Safety Training Act of 1996,"
13 and in the same square under those words, the following in 8-
14 point type: "This act establishes a bond of eight hundred, fifty
15 million dollars (\$850,000,000) to provide funds for consolidated
16 training facilities for fire services, law enforcement, and
17 correctional agencies, and for safety training programs designed
18 for citizens and local communities." Opposite the square, there
19 shall be left spaces in which the voters may place a cross in the
20 manner required by law to indicate whether they vote for or
21 against the act.

22 Where the voting in the election is done by means of voting
23 machines used pursuant to law in the manner that carries out the
24 intent of this section, the use of the voting machines and the
25 expression of the voters' choice by means thereof are in
26 compliance with this section.

27 // END OF ACT \\\\//



Senate

California Legislature

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RUBEN S. AYALA

SENATOR
THIRTY-FOURTH DISTRICT

August 30, 1994

ATTACHMENT D

COMMITTEES:

RULES
AGRICULTURE AND WATER RESOURCES
(VICE-CHAIR)
LOCAL GOVERNMENT (VICE-CHAIR)
BUSINESS AND PROFESSIONS
TRANSPORTATION
VETERANS AFFAIRS

SUBCOMMITTEES:

ATHLETICS (BUSINESS AND PROFESSIONS)

SELECT COMMITTEES:

DEFENSE BASE CLOSURES (CHAIR)
FAIRS AND RURAL ISSUES
MOBILE HOMES
PLANNING FOR CALIFORNIA'S GROWTH
STATE PROCUREMENT AND EXPENDITURE PRACTICES

JOINT COMMITTEES:

RULES
LEGISLATIVE AUDIT
FAIRS ALLOCATION AND CLASSIFICATION
PRISON CONSTRUCTION AND OPERATIONS

SPECIAL COMMITTEES:

BORDER ISSUES
SOLID AND HAZARDOUS WASTE

The Honorable Bill Lockyer
President Pro Tempore
State Capitol, Room 400
Sacramento, California 95814

Dear Senator Lockyer:

On August 25, 1994, my Senate Bill 1874 reached the Governor's Office and is awaiting his signature enacting the Reserve Peace Officers Professional Standards Act of 1994. The purpose of this letter is to provide the Commission on Peace Officers Standards and Training with the Legislature's intent regarding the application of an exemption provision contained in SB 1874.

On June 15, 1994, I proposed an author's amendment to my bill which would provide that: "A law enforcement agency may request an exemption from this [new] training requirement if the agency has policies approved by the commission limiting duties of level-I reserve officers and these level-I reserve officers satisfy other training requirements established by the commission." This amendment was offered in recognition of the possibility that some law enforcement agencies may not permit their level-I reserves to perform general law enforcement duties and, therefore, these level-I reserves should be exempt from the new training requirement because of the limited functions or duties imposed upon them by their appointing authority.

In any case, the June 15th "exemption" provision of SB 1874 should not be viewed as a loophole for law enforcement agencies seeking an exemption from the new training requirements. I would urge the Commission on Peace Officer Standards and Training to apply or interpret this exemption provision under a strict standard and within the Legislature's intent to mandate equal training requirements for all peace officers who perform or are assigned to "general law enforcement duties".

The Honorable Bill Lockyer
August 30, 1994
Page 2

I am placing this letter in the Senate Journal in hopes that the Commission on Peace Officers Standards and Training will implement the changes made pursuant to SB 1874 with due regard to the enhancement of the public's safety and welfare by enforcing the higher training requirements mandated by SB 1874.

Respectfully yours,

Original signed by

RUBEN S. AYALA
Senator, 34th District

RSA:mg:rb

CHAPTER 676

An act to amend Section 832.6 of the Penal Code, relating to peace officers.

[Approved by Governor September 19, 1994. Filed with Secretary of State September 20, 1994.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1874, Ayala. Peace officers: reserve officers: training.

Existing law provides that every person deputized or appointed as a reserve peace officer shall have the powers of a peace officer only when the person has completed specified training and is (1) deputized or appointed and assigned to the prevention and detection of crime and the general enforcement of the laws of this state, whether or not working alone, (2) assigned to the prevention and detection of crime and the general enforcement of the laws of the state while under the immediate supervision of a specified peace officer, and engaged in a certain field training program, or (3) deployed and authorized only to carry out limited duties not requiring general law enforcement powers in their routine performance under the direct supervision of a specified peace officer.

This bill would provide that the basic training of a level I reserve officer appointed pursuant to (1) above after January 1, 1997, shall meet the minimum requirements established by the commission for deputy sheriffs and police officers. The bill would provide a specified exemption from this training requirement for certain level I reserve officers who have limited duties. The bill would provide that all level I reserve officers appointed pursuant to (1) above shall be required to satisfy the continuing professional training requirement prescribed by the commission.

This bill also would require the commission in carrying out these provisions to facilitate the voluntary transition of reserve officers to regular officers with no unnecessary redundancy between the training required for level I and level II reserve officers and to develop a supplemental course for existing level I reserve officers desiring to satisfy the basic training course for deputy sheriffs and police officers. The bill also would express the intent of the Legislature with regard to the changes made by this bill.

The people of the State of California do enact as follows:

SECTION 1. Section 832.6 of the Penal Code is amended to read:
832.6. (a) Every person deputized or appointed, as described in subdivision (a) of Section 830.6, shall have the powers of a peace

officer only when the person is any of the following:

(1) (A) Deputized or appointed pursuant to paragraph (1) of subdivision (a) of Section 830.6 and is assigned to the prevention and detection of crime and the general enforcement of the laws of this state, whether or not working alone, and the person has completed the basic training prescribed by the Commission on Peace Officer Standards and Training. For the level I reserve officers appointed pursuant to this subparagraph after January 1, 1997, the basic training shall meet the minimum requirements established by the commission for deputy sheriffs and police officers. A law enforcement agency may request an exemption from this training requirement if the agency has policies approved by the commission limiting duties of level I reserve officers and these level I reserve officers satisfy other training requirements established by the commission. All level I reserve officers appointed pursuant to this subparagraph shall satisfy the continuing professional training requirement prescribed by the commission.

(B) A person deputized or appointed pursuant to paragraph (2) of subdivision (a) of Section 830.6 shall have the powers of a peace officer when assigned to the prevention and detection of crime and the general enforcement of the laws of this state, whether or not working alone, and the person has completed the basic training course for deputy sheriffs and police officers prescribed by the Commission on Peace Officer Standards and Training. Level I reserve officers appointed pursuant to this subparagraph shall satisfy the continuing professional training requirement prescribed by the commission.

(2) Assigned to the prevention and detection of crime and the general enforcement of the laws of this state while under the immediate supervision of a peace officer possessing a basic certificate issued by the Commission on Peace Officer Standards and Training, the person is engaged in a field training program approved by the Commission on Peace Officer Standards and Training, and the person has completed the course required by Section 832 and any other training prescribed by the commission.

(3) Deployed and authorized only to carry out limited duties not requiring general law enforcement powers in their routine performance. Those persons shall be permitted to perform these duties only under the direct supervision of a peace officer possessing a basic certificate issued by the commission, and shall have completed the training required under Section 832 and any other training prescribed by the commission for those persons. Notwithstanding the provisions of this paragraph, a level III reserve officer may perform search and rescue, personnel administration support, community public information services, communications technician services, and scientific services, which do not involve direct law enforcement without supervision.

(4) Assigned to the prevention and detection of a particular crime

or crimes or to the detection or apprehension of a particular individual or individuals while working under the supervision of a California peace officer in a county adjacent to the state border who possesses a basic certificate issued by the Commission on Peace Officer Standards and Training, and the person is a law enforcement officer who is regularly employed by a local or state law enforcement agency in an adjoining state and has completed the basic training required for peace officers in his or her state.

This training shall fully satisfy any other training requirements required by law, including those specified in Section 832.

In no case shall a peace officer of an adjoining state provide services within a California jurisdiction during any period in which the regular law enforcement agency of the jurisdiction is involved in a labor dispute.

(b) Notwithstanding subdivision (a), a person who is issued a level I reserve officer certificate before January 1, 1981, shall have the full powers and duties of a peace officer as provided by Section 830.1 if so designated by local ordinance or, if the local agency is not authorized to act by ordinance, by resolution, either individually or by class, if the appointing authority determines the person is qualified to perform general law enforcement duties by reason of the person's training and experience. Persons who were qualified to be issued the level I reserve officer certificate before January 1, 1981, and who state in writing under penalty of perjury that they applied for but were not issued the certificate before January 1, 1981, may be issued the certificate before July 1, 1984. For purposes of this section, certificates so issued shall be deemed to have the full force and effect of any level I reserve officer certificate issued prior to January 1, 1981.

(c) In carrying out this section, the commission:

(1) May use proficiency testing to satisfy reserve training standards.

(2) Shall provide for convenient training to remote areas in the state.

(3) Shall establish a professional certificate for reserve officers as defined in paragraph (1) of subdivision (a) and may establish a professional certificate for reserve officers as defined in paragraphs (2) and (3) of subdivision (a).

(4) Shall facilitate the voluntary transition of reserve officers to regular officers with no unnecessary redundancy between the training required for level I and level II reserve officers.

(5) Shall develop a supplemental course for existing level I reserve officers desiring to satisfy the basic training course for deputy sheriffs and police officers.

(d) In carrying out paragraphs (1) and (3) of subdivision (c), the commission may establish and levy appropriate fees, provided the fees do not exceed the cost for administering the respective services. These fees shall be deposited in the Peace Officers' Training Fund established by Section 13520.

(e) The commission shall include an amount in its annual budget request to carry out this section.

SEC. 2. The Legislature has the following intent with regard to the changes made by this bill to Section 832.6 of the Penal Code during the 1993-94 Regular Session:

(a) To make the training requirements of level I reserve officers consistent with those of regular police officers or deputy sheriffs.

(b) To recognize that all level I reserve officers and regular police officers or deputy sheriffs have identical authority and responsibilities while on duty, and that it is necessary that these officers have the same minimum training requirements consisting of the POST basic course for entry level training and a continuing professional training requirement as determined by the commission.

(c) To ensure the smooth and voluntary transition of reserve officers to regular officers without unnecessary redundancy in the training.

(d) To encourage the Commission on Peace Officer Standards and Training to develop a supplemental course for existing level I reserve officers with the advice and assistance of reserve officer associations, reserve coordinators, local law enforcement agencies, and training providers.

(e) To ensure that the Commission on Peace Officer Standards and Training will make every possible attempt to certify or approve additional extended format academy providers and convenient locations, and approve other modularized training formats for level I reserve officers to satisfy the basic training requirements for regular deputy sheriffs and police officers.


COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

 1601 ALHAMBRA BOULEVARD
 SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting
Wednesday, November 16, 1994
Waterfront Hilton
Meeting Room - Salon B
21100 Pacific Coast Highway
Huntington Beach, CA 92648
(714) 960-2642

AGENDA

10:00 A.M.

- | | | |
|----|---|----------------------------------|
| A. | Call to Order | Chair |
| | 0 Roll Call | |
| | 0 Introductions | |
| | 0 Announcements | |
| B. | Approval of Minutes of July 20, 1994
Meeting Minutes | Chair
(See Attachment) |
| C. | Report and Discussion of Awards Subcommittee | Norm Cleaver
(See Attachment) |
| D. | Report on the Regional Training Centers/
Technology Study | Staff |
| E. | Review of Commission Meeting Agenda and
Advisory Committee Comments | Staff |
| F. | Advisory Committee Member Reports | Members |
| G. | Commission Liaison Committee Remarks | Commissioners |
| H. | Old and New Business | Members |
| I. | Election of 1995 Chairman and Vice Chairman
of the Advisory Committee | Members |
| J. | Adjournment | Chair |
| K. | Next Meeting - January 10, 1995 - Holiday Inn Downtown,
Sacramento
January 11, 1995 Technology Symposium -
Sacramento Community Center, Sacramento | |

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

**POST Advisory Committee Meeting
July 20, 1994, 10:00 a.m.
Red Lion Hotel
San Diego, California**

MINUTES**CALL TO ORDER**

The meeting was called to order at 10:00 a.m. by Chairman Charles Brobeck.

ROLL CALL OF ADVISORY COMMITTEE MEMBERS

Present: Charles Brobeck, California Police Chiefs' Association
Don Brown, California Organization of Police
and Sheriffs
Charles Byrd, California State Sheriffs' Association
Jay Clark, California Association of Police Training
Officers
Norman Cleaver, California Academy Directors'
Association
Joe Flannagan, Peace Officers' Research Association of
California
Don Forkus, California Peace Officers' Association
Derald Hunt, California Association of Administration
of Justice Educators
Ernest Leach, California Community Colleges
Cecil Riley, California Specialized Law Enforcement
Judith Valles, Public Member
Alexia Vital-Moore, Women Peace Officers' Association

Absent: Don Menzmer, California Highway Patrol

Commission Advisory Liaison Committee Members Present:

Marcel Leduc
Raquel Montenegro
Lou Silva
Dale Stockton

POST Staff Present:

Norman C. Boehm, Executive Director
Hal Snow, Assistant Executive Director
John Berner, Standards and Evaluations Bureau
Carol Ramsey, Executive Secretary

INTRODUCTIONS

Chairman Brobeck introduced Alexia Vital-Moore, Sergeant, Los Angeles County Sheriff's Department, representing the Women Peace Officers' Association. Sergeant Vital-Moore was presented with her POST emblem.

ANNOUNCEMENTS

Chairman Brobeck announced that Don Forkus, California Peace Officers' Association, has resigned his position on the POST Advisory Committee after serving for the last six years.

Chairman Brobeck announced the following persons have been nominated to be reappointed to the POST Advisory Committee for a three-year term of office beginning in September 1994:

Jay Clark representing the California Association of Police Training Officers;
Derald Hunt representing the California Association of Administration of Justice Educators; and
Joe Flannagan representing the Peace Officers' Research Association of California

The following person has been nominated to be appointed to the POST Advisory Committee for a three-year term of office beginning in September 1994:

Woody Williams, representing the California Peace Officers' Association

A nomination will also be made for the public member position vacated by Marie Danner.

APPROVAL OF MINUTES OF JANUARY 26, 1994 MEETING

The minutes of the April 20, 1994 meeting were approved as distributed.

REVIEW OF REPORT WRITING VIDEOS FOR BASIC COURSE TESTING/INSTRUCTION

Standards and Evaluation Bureau Chief John Berner reported on the Basic Academy Report Writing Pilot Project. Videos on both domestic violence and report writing, which were produced for this project, were presented to the Advisory Committee. Members were very complimentary of the work being done.

REPORT OF SUBCOMMITTEE TO DEVELOP CRITERIA FOR GOVERNOR'S AWARD FOR EXCELLENCE IN PEACE OFFICER TRAINING

Norm Cleaver reported the subcommittee of the POST Advisory Committee has met and developed recommended award specifics which will be brought before the Commission at its July 21, 1994 meeting. Discussion by the Advisory Committee brought out some modifications including: (1) a representative of the Governor's Office will annually be invited to participate in the screening process, (2) a member of the Commission be asked to participate in the screening process, and (3) the nominating agency head be expanded to include his/her designee.

Chairman Brobeck commended the subcommittee for their work on this project.

REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS

Staff reviewed the July 21, 1994 Commission agenda and responded to questions and discussion of the issues.

On Agenda Item M - Report on Plans for the 1995 Symposium on Technology Use in Law Enforcement Training - it was recommended that Legislators be given advance notice of this Symposium in order that it may be calendared and that a second notice be sent to them closer to the date of the Symposium. Chairman Brobeck also commented that it is important for our Advisory Committee representatives to bring this Symposium to the attention of their respective associations.

On Agenda Item O - Report on the Supervisory Leadership (SLI) Pilot Presentation for LAPD and LASD With Recommendation to Defer the Expanded Program Until Resources Permit - following discussion concerning SLI, it was motioned by Clark, seconded by Forkus, and carried to recommend to the Commission that one additional annual presentation of the SLI be made to address the large backlog of waiting trainees and that LAPD/LASD be permitted to enroll their supervisors in each SLI presentation in sufficient numbers roughly equivalent to the increase of the above additional presentation.

ADVISORY COMMITTEE MEMBER REPORTS

California Peace Officers' Association

Don Forkus reported that the CPOA Conference held in May in Sacramento was quite successful.

Commissioner Maury Hannigan, California Highway Patrol, has been installed as President of CPOA. Greg Cowart, Director, Division of Law Enforcement, Department of Justice, was sworn in as 3rd Vice President. Jim Gardner, Chief, San Luis Obispo Police Department, was sworn in as the 4th Vice President.

Peace Officers' Research Association of California

Joe Flannagan reported that PORAC's Ethnic Relations Committee is in the process of developing a pamphlet for departments in the areas of ethnic relations, cultural relations, and sensitivity which should be available next year.

PORAC's annual conference will be held in November 1994 at Disneyland.

CALIFORNIA COMMUNITY COLLEGES

Ernie Leach gave a brief report on the status of the community colleges' budget and funding.

California Association of Administration of Justice Educators

Derald Hunt reported that CAAJE's 29th Annual Conference, which was held in San Francisco, April 28-30, 1994, was very successful.

California Academy Directors' Association

Norm Cleaver reported that Gretchen Fretter, Director, Los Medanos, was elected as CADA's new President at the June meeting.

CADA expressed hope that the Minimum Hours Study for the Basic Course can be brought to the Commission for action as soon as possible.

California Organization of Police and Sheriffs

Don Brown reported that COPS will be meeting next week in Maui.

CALIFORNIA SPECIALIZED LAW ENFORCEMENT

Cecil Riley reported that the association's conference will be held in November at the Hyatt on Mission Bay in San Diego.

California Association of Police Training Officers

Jay Clark reported that the new State President of CAPTO is Officer Bill Bone of the Bay Area Rapid Transit District Police. Arthur Garrett, Alameda County District Attorney's Office, continues in the position of Administrative Secretary.

CAPTO's Annual Manager Training Update is scheduled for October 26-28, 1994 in Monterey. This silver anniversary event is expected to provide excellent training offerings.

WOMEN PEACE OFFICERS' ASSOCIATION

Alexia Vital-Moore reported that the next one-day training session of WPOA will be held in Burbank in September.

California Police Chiefs' Association

Chairman Brobeck reported that CPCA is holding its Board Meeting, August 24-25, 1994, in San Luis Obispo. This meeting is being held in conjunction with the CPOA Board Meeting. Two specific items which will be addressed are: (1) POST's Pursuit Guidelines Project, and (2) the involvement of the fire service in with the regional skills centers development and the perception that POST's funds might be diverted to other fire services.

Commission Liaison Committee Remarks - Raquel Montenegro commented that since she has been attending the Advisory Committee meetings, she has seen much growth, activity and energy. She congratulated this Committee for all the hard work that has been done.

OLD/NEW BUSINESS

Don Brown extended his congratulations to Don Forkus on his well earned retirement and wished him the best of luck with his new life in Montana.

All Advisory Committee members joined in commending Don Forkus for all his efforts and hard work.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 12:15 p.m.

Carol Ramsey
Executive Secretary

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Approval of Recipients for Governor's Award For Excellence in Peace Officer Training		Meeting Date Nov. 17, 1994
Bureau Executive Office	Reviewed By Glen Fine	Researched By Hal Snow
Executive Director Approval <i>Norman C. Belmont</i>	Date of Approval 10-27-94	Date of Report October 1, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>At its July 1994 meeting, the Commission approved selection criteria and categories for the Governor's Award for Excellence in Peace Officer Training.</p> <p><u>BACKGROUND</u></p> <p>The Commission gave direction to immediately announce the award for 1994 so that it might be possibly presented by the Governor at the January 11, 1995 Technology Symposium in Sacramento. A pamphlet describing the award, including nomination forms, was distributed the week of August 15 with a required deadline for nomination submittal of November 1, 1994.</p> <p><u>ANALYSIS</u></p> <p>The POST Advisory Committee was assigned responsibility to screen applications and make recommendations to the Commission on award recipients. A subcommittee of the Advisory Committee, including an invited representative of the Governor's Office and a member of the Commission's Liaison Committee, will meet on November 15, 1994 to review nominations. The full Advisory Committee will review and make recommendations at its regular meeting on November 16.</p> <p>The Advisory Committee Chairman will report to the Commission on its recommendations for award recipients in the three categories: (2) Individual; (2) Organizational; and (3) Lifetime.</p>		



CAUSE

California Union of Safety Employees

2029 H Street • Sacramento, CA 95814 • (916) 447-5262 • 1-800-522-2873
CAUSE Legal Defense Fund 1-800-533-5448

October 12, 1994

Mr. Marcel LeDuc, Chairman
Commission on Peace Officer Standards and Training
1601 Alhambra Blvd.
Sacramento, CA 95816-7083

Dear Mr. LeDuc:

This letter is to advise you of the resignation of Cecil E. Riley as CAUSE President on September 17, 1994. Due to his resignation, Mr. Riley no longer represents CAUSE on any issues.

For your consideration, I would like the Commission on POST to appoint myself, Alan Barcelona, CAUSE President, to represent CAUSE on the POST Advisory Committee.

Should you have any questions or concerns, please feel free to contact me at the CAUSE office (916)447-5262.

Thank you for your consideration.

Sincerely,

Alan Barcelona
CAUSE President

AB/df

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING1001 ALHAMBRA BOULEVARD
SACRAMENTO, CA 95816-7083GENERAL INFORMATION
(916) 227-3909
FAX (916) 227-3895EXECUTIVE OFFICE
(916) 227-2802

October 14, 1994

Alan Barcelona, President
California Union of Safety Employees
2029 H Street
Sacramento, CA 95814

Dear Mr. Barcelona:

Thank you for your October 12 letter advising of the resignation of Cecil E. Riley as CAUSE President, and recommending yourself to represent CAUSE on the POST Advisory Committee.

Your request will be submitted to the Commission for consideration at its November 17, 1994 meeting. We will advise you of the results.

Sincerely,

A handwritten signature in cursive script that reads "Norman C. Boehm".

NORMAN C. BOEHM
Executive Director