

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**COMMISSION MEETING AGENDA**

January 18, 1996 - 10:00 A.M.  
U.S. Grant Hotel  
Crystal Room  
326 Broadway  
San Diego, CA 92101-9709  
(619) 232-3121

**AGENDA**

**CALL TO ORDER**

**FLAG SALUTE**

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

Since the last Commission meeting, and as of the writing of this agenda, no officers have lost their lives while serving the public.

**WELCOME TO NEW COMMISSIONER**

o William B. Kolender, Sheriff, San Diego County

**ROLL CALL OF COMMISSION MEMBERS**

**INTRODUCTIONS**

**APPROVAL OF MINUTES**

A. Approval of the minutes of the November 9, 1995 regular Commission meeting at the Hyatt Regency in Irvine.

**CONSENT CALENDAR**

**B.1 Receiving Course Certification Report**

Since the November meeting, there have been 45 new certifications, 3 decertifications, and 57 modifications. In approving the Consent Calendar, your Honorable Commission receives the report.

**B.2 Receiving Financial Report - Second Quarter FY 1995/96**

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

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

The San Francisco Municipal Railway Transit Police Department has met the Commission's requirements and has been accepted into the POST Regular Program. In approving the Consent Calendar, your Honorable Commission receives the report.

**B.4 Deferring Setting Command College Tuition for Non-Reimbursable Agencies Until the April 1996 Meeting When Program Revisions Should be Complete and Cost Estimates Available**

At its January 1987 meeting, the Commission adopted a Command College tuition for all non-reimbursable agencies. Staff was instructed to annually review the tuition and to report to the Commission each January with the recommended tuition for the coming year.

The current tuition approved by the Commission for participants beginning the Command College program in 1995 is \$3,570. It is recommended to postpone setting the tuition for the Command College for the 1996/97 Fiscal Year until the April 1996 Commission meeting when an estimate of program costs for the revised Command College have been determined.

In approving the Consent Calendar, your Honorable Commission receives the report and postpones setting the tuition for the Command College for the 1996/97 Fiscal Year until the April 1996 Commission meeting.

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

At its January 1991 meeting, the Commission adopted a Supervisory Leadership Institute tuition for all non-reimbursable agencies. Staff was instructed to annually review the tuition and to report to the Commission each January with the recommended tuition for classes beginning in the coming year.

The current year tuition rate is \$1,636. Analysis shows that the tuition level should remain the same for classes beginning July 1996 through June 1997. Analysis of costs is included in the report under this tab.

In approving the Consent Calendar, your Honorable Commission receives the report and sets the tuition rate of \$1,636 to remain unchanged effective for classes beginning July 1996.

## STRATEGIC PLANNING STEERING COMMITTEE

### C. Report of the Progress of Developing POST Strategic Plan

Strategic Planning Steering Committee Chairman Robert Norman will give a status report on activities to date and the Committee's future plans. The report will include an update on regional workshops, stakeholder interviews, a review of mission/values draft statements, commentary on the field survey, and an overview of work to be done by April 18, 1996.

## BASIC TRAINING BUREAU

### D. Report and Recommendation to Revise Commission Procedure D-1-3 to Move Hours and Curriculum from Part I to Part II for the Basic Course Transition Pilot Program

The Basic Course Transition Program is designed to divide the Regular Basic Course curriculum into two "pilot format" parts. Part I is a preparatory component of instruction that focuses solely on "knowledge" topics. Part II is a reconfigured and shortened academy that focuses on knowledge application and skills.

Under the pilot program, community colleges will teach the knowledge subjects prerequisites (Part I) in their Administration of Justice (AJ) programs. Certified academies will present the balance of the Basic Course to qualifying trainees (Part II). POST staff, academy directors, and subject matter experts have further reviewed curriculum and hours for the Basic Course Transition Program previously approved by the Commission. Three subjects (ABC Law-4 hours, Controlled Substances-12 hours, and Juvenile Procedures-6 hours) initially assigned to Part I are now thought to be best presented in Part II.

Consensus is that these subjects change often enough to warrant their being put in Part II where changes are more easily accommodated and evaluated. The move will also permit colleges and the Chancellor's Office to better standardize the remaining Part I AJ curriculum statewide. If approved, Part I hours will be reduced from 264 to 242 and Part II will increase from 400 to 422 hours.

If the Commission concurs, the appropriate action would be a MOTION to approve, subject to results of the Notice of Proposed Regulatory Action process, the changes to the Basic Course Transition Pilot Program as set forth in the report.

## TRAINING DELIVERY AND COMPLIANCE

### E. Request for a Waiver of the Testing/Retraining Requirement - San Diego Marshal's Office

The San Diego Marshal has requested that the Commission waive the testing/retraining requirement per PAM D-11-14 for Basic Course trained Court Service Officers (CSOs) who have served in this position in excess of three years. These peace officers were appointed pursuant to Penal Code Section 830.36. This peace officer appointment does not stop the three-year clock. They are being promoted "in place" to deputy marshals and will continue to serve in the courts and are not subject to general law enforcement duties.

This is a career ladder position for these individuals. Low turnover and budget constraints have precluded their appointments as deputy marshals within the three-year time limit. Because this is a specialized assignment the testing/retraining requirement does not appear necessary in this instance. If waivers are approved by the Commission, each request for appointment made under this authority will be reviewed by POST staff for this office and possible similar future requests for other marshals' offices.

If the Commission concurs, the appropriate action would be a MOTION to waive the testing/retraining requirement for these individuals and future deputy marshals who may come under this requirement with the San Diego Marshal's Office as well as other marshals' offices using the same peace officer classifications.

## STANDARDS AND EVALUATION

### F. Report and Recommendation to Adopt Proposed Changes to Regular Basic Course Performance Objectives

The report under this tab describes proposed changes to the performance objectives in two learning domains: Domain #13, ABC Law and Domain #34: First Aid and CPR.

The proposed changes to Domain #13 would delete one objective, replace two complex objectives with five simpler objectives, and make minor wording changes to five other objectives. The objective recommended for deletion requires knowledge of what constitutes "disorderly house" as defined in Business and Professions Code Section 25601. Deletion of this objective is based on the concurrence of subject matter experts that patrol officers rarely cite this section. Instead, this section is more typically enforced by ABC investigators on the basis of an investigation initiated as the result of a record of repeated instances of the same problem at a licensed business (e.g., selling to underage persons).

The proposed changes to Domain #34 would delete one objective and add missing details or make minor wording changes to numerous other objectives. The objective recommended for deletion calls for a paper-and-pencil exercise in which the student lists the precautions that minimize the dangers associated with infectious diseases. As

proposed, the ability to take such precautions will be more directly assessed by modifying two other objectives to require demonstration of these precautions when bandaging a simulated injury and when controlling bleeding from an injured limb.

The proposed changes have been approved by the Consortium of Basic Academy Directors and are consistent with the *Training Specifications for the Regular Basic Course - 1995*.

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

### CENTER FOR LEADERSHIP DEVELOPMENT

#### G. Report on the Progress of the Command College Review

At its July Commission meeting, the Commission received an update from the Long Range Planning Committee regarding the progress being made on the Command College review. Since that time, staff has reviewed options with stakeholders, experts in the field of leadership training, noted futurists, and a nationwide forum comprised of educators who specialize in law enforcement leadership training.

From these and other activities, a new Command College program design has emerged which emphasizes developing and enhancing participant leadership skills, continues the futures perspective but with less emphasis on detailed futures forecasting methods, and stresses creativity and development of useful ideas over methodology in writing projects.

As envisioned, the new program will require up to 18 months of activities that will help law enforcement professionals focus on futures issues, help them maximize personal mastery, and launch them onto a path of lifelong learning. All students will be required to conclude these activities by submitting a project that will be beneficial to them, their agency, and law enforcement in general.

Work continues on developing expected outcomes, the participant selection process, instructor selection, preparation of lesson plans, and other Command College revision details. It is anticipated that the new program will begin by July 1996.

This progress report is before the Commission for approval. It is recommended that a final report be submitted to the Commission for approval at its April 1996 meeting. If the Commission believes the Command College ideas outlined are consistent with its best judgment of appropriate program directions or if other concerns should be addressed before the final report is presented in April, a MOTION so indicating would be in order.

## **H. Supervisory Training Program Revision**

In July 1994 the Commission authorized a review of supervisory and management training at the request of staff. The purpose of this project is to review and restructure, as appropriate, supervisory and management training for California law enforcement personnel.

While this project's global focus is on supervisory and management training, emphasis in the report under this tab primarily focuses on content and format for supervisory training, especially the mandated Supervisory Course.

The report identifies progress made to this point. The proposed training model reflects a dramatic change in direction by replacing the current 80-hour course with a modular design. The proposed changes warrant a Commission review prior to a final report. The proposal's key concepts include:

- o Providing the student with both generic principles and theories of supervision and management (phase I) followed by training programs specifically addressing law enforcement applications (phase II). In addition, specialty courses in specific operational areas (i.e., patrol, traffic, investigations, corrections, etc.) would be offered along with "stand-alone" courses in other topical areas of interest to the student based on job assignment and/or career goals (phase III). A schematic of the draft model is attached to the report under this tab.
- o Equivalency credit. Often, prospective students have extensive training and/or experience in supervisory techniques outside the POST training system. Equivalency credit for demonstrated skills and knowledge would eliminate the need to attend the generic course (phase I) and allow students to move on to the training course focusing on law enforcement applications (phase II).
- o The necessity for contracts between students and their agencies regarding course expectations (i.e., use knowledge when they return to work).

If the Commission approves, additional work will be undertaken to complete the development of and implementation strategy for a new supervisory training program. The completed project will be presented to the Commission for approval at a future date.

## **I. Report on a Proposed Supervisor Development Program and Recommendation to Make it Available to the Field as a Voluntary Program**

Currently, Commission Regulation 1005(b) requires all supervisors to attend an 80-hour POST-certified Supervisory Course within one year of appointment. For many new

supervisors, this is their first exposure to the fundamentals of supervision and most do not attend this initial training until some time after they assume supervisory responsibilities.

Most supervisors and agency executives feel that placing a new supervisor in the field prior to any formal or informal training is opening the organization and the individual to increased liability exposure. Some agencies provide an in-house orientation to new supervisors but, based on an informal poll by POST staff, most do not.

The Supervisor Development Program (SDP) is designed to provide supervisors with an on-the-job orientation that complements mandated classroom training. This program will facilitate the introduction of new supervisory concepts and reinforcement of expected roles and responsibilities leading to greater supervisory accountability. The critical tasks listed in the General Supervision section of the Supervisor Development Guide are directly tied to the curricula presented in the POST Supervisory Course. Whether presented before or after attending the Supervisory Course, the SDP will enhance the supervisors' transition into their new jobs. Ideally, new supervisors should be assigned to the SDP as soon as possible after promotion. The program also meets the needs of tenured supervisors who are transferred into specific job assignments where they have little or no experience.

There are two sections to this document under this tab. The Supervisor Development Program covers the roles, responsibilities, selection, and training of the trainer. The responsibilities of other program personnel are also discussed. The primary emphasis of this program relates to transitional and training issues. Because some agencies have interest, however, in including a component on probationary evaluation, forms related to the documentation of job performance are included in the appendices.

The Supervisor Development Guide serves as a roadmap for the trainer. Each section is generic and covers specific supervisory job tasks. The guide is broken down into topical areas addressing typical job tasks and responsibilities supervisors encounter in various job assignments. Guide sections include general supervision as well as patrol, custodial, traffic, investigative, records, and dispatch supervisory duties. The guide is designed to assist the trainer by providing a checklist of job-specific topics. Agencies are encouraged to modify the guide to make it meet their individual training needs.

This report outlines a comprehensive program for in-house orientation and training for supervisors which is voluntary in nature. It fills a need by providing immediate training for new supervisors and orientation training for tenured supervisors transferring to new job assignments. With Commission approval, the Supervisory Development Program document will be duplicated and distributed to the field.

## TRAINING PROGRAM SERVICES

J. Report and Recommendation to Increase the Contract for Telecourse Production by \$96,970 to Accommodate the COP Telecourse Grant Award (ROLL CALL VOTE)

In April 1995, the Commission approved a contract with San Diego State University in the amount of \$530,000 for Fiscal Year 1995/96. The purpose of the contract is to produce and broadcast 12 telecourses and to produce specialized broadcasts during the year.

In response to learning of the availability of funds to support development and distribution of a telecourse on community policing, the Executive Director submitted a proposal to the COPS office for \$99,970. On September 20, 1995, POST was advised by the COPS office of approval to receive grant funds in the amount of \$99,970.

If the Commission concurs, the appropriate action would be a MOTION to approve a budget augmentation of \$96,970 accordingly. The remaining \$3,000 will reimburse POST for staff travel and other expenses incurred in conjunction with the grant activities. (ROLL CALL VOTE)

K. Robert Presley Institute of Criminal Investigation Core Course Presentations Added in this Fiscal Year (ROLL CALL VOTE)

The Commission approved contracts totalling \$300,000 to provide ten offerings of the 84-hour Robert Presley Institute of Criminal Investigation (ICI) Core Course in FY 1995-96. Currently, all presentations scheduled in FY 1995-96 are full, and there is a backlog of 60 students waiting to take the course. There is a need to reduce the waiting list by adding two additional offerings. The contract cost of two more offerings would be \$60,000.

If the Commission concurs, the appropriate action would be a MOTION to approve additional presentations of the Robert Presley Institute of Criminal Investigation Core Course and increase total contract amount with the two presenters from \$300,000 to \$360,000. (ROLL CALL VOTE)

## ADMINISTRATIVE SERVICES

L. Report on Labor and Advisory Committee Recommendations and Recommendation to Schedule a Public Hearing for April 18, 1996 on the Proposal for Regulation Changes Regarding Certificate Cancellation

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



Some peace officer organizations and associations expressed objections and concerns over the expanded provisions. The matter has been before the Commission on several occasions. A task force of Commissioners, Advisory Committee members, and representatives of law enforcement labor and management met to discuss the certificate program in September 1995.

The task force concluded that the Commission should:

- o Retain the current grounds for certificate cancellation with further expansion to include conviction of felonies reduced to misdemeanors where such felonies have been judicially determined to be admissible for purposes of impeaching testimony.
- o Revise certificate cancellation appeal processes to provide that all such appeals be heard by a qualified hearing officer.

The report under this tab describes these proposed changes and proposes the Commission consider a public hearing in April to receive input.

If the Commission concurs, the appropriate action would be a MOTION to schedule a public hearing for April 18, 1996 to consider adoption of the regulation revision as proposed.

#### LEARNING TECHNOLOGY RESOURCE CENTER

M. Report on Proposal to Produce Shooting Judgment Simulator Scenarios Via Agreement With Private Vendor and Recommendation to Release of Request for Proposals (RFP)

On June 23, 1995 the Long Range Planning Committee approved further development of a conceptual plan to develop a library of shooting judgment scenarios that could be used by California law enforcement agencies on any of the major vendors' hardware systems. POST has been working for several years to facilitate use of shooting judgment simulators by law enforcement agencies for firearms training.

Currently, there is great demand for new training scenarios not only in California, but nationwide. Unfortunately, availability of new scenarios continues to be extremely limited, and those discs that are currently in use by various vendors have been used so much that the training effectiveness has been greatly reduced. The time for development of additional scenarios appears to have arrived. Because of the nationwide implication, and given the existence of POST organizations in other states, the RFP makes reference to CALPOST (California POST) for purposes of clarity.

This agenda item proposes the release of a Request for Proposal (RFP) to contract for the services of a vendor with previous experience and substantiated expertise in producing scenarios for use of force simulators. The RFP would lead to a contract for development

of a CALPOST library of scenarios and a marketing agreement that would allow the vendor to market the rights to the CALPOST library of scenarios with royalties returning to POST. The agenda item contains a description of the specific items that would be included in the RFP, including the proposal that all major costs for development be paid for by the successful vendor.

The RFP and subsequent contracts for development and marketing of the CALPOST scenarios would ensure that the scenarios are equally available to departments no matter what simulator they have purchased, create a library of scenarios at little or no cost to the Commission or California agencies, provide control over scenario content, quality and distribution, and generate revenue from royalties for the Commission.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to release the RFP when all state requirements are complete. It is anticipated that the process would be complete and a recommendation for award of a development and marketing contract would be on the April 1996 meeting agenda.

N. Proposed Analysis of POST Multimedia and Satellite Training Programs

Since 1987 POST has been developing interactive multimedia and distance learning programs respectively. To date, there are seven interactive multimedia training courses either developed or under development. POST has also broadcast 42 two-hour telecourses and 62 two-hour videotape training programs that have provided over 200 hours of training delivered by satellite directly to the agencies and training presenters.

In early 1993 the Commission established the interactive multimedia and satellite antenna reimbursement programs. Before that program was suspended in November 1993 due to lack of funds, 417 agencies acquired and installed 566 interactive workstations, and 407 agencies acquired and installed 521 satellite antenna systems.

Since beginning the delivery of the interactive multimedia training courses, there has not been any formal effort to determine how many agencies are using the systems, what innovations agencies have implemented for managing multimedia instruction, and what needs agencies have that should be addressed in subsequent courseware development. An evaluation of the satellite distance learning program was completed in conjunction with the pilot program to award continuing professional training credits to those watching POST telecourses. While POST gathered information, there is a need to update and supplement some of that information.

This agenda item outlines and proposes an analysis of both of these programs. The analysis will form the basis to determine the extent to which these training programs and delivery systems are being used and to learn what POST can do to enhance the programs when new courseware and satellite training programs are developed and released in the

future. The results of this analysis would be reported to the Commission and its committees in conjunction with the July 1996 meeting.

If the Commission concurs, the appropriate action would be a MOTION to authorize staff to complete the analysis of these programs and report the findings to the Commission in July 1996.

O. Demonstration of the *Alcohol and Other Drugs* COURSES

The quality checks on the four *Alcohol and Other Drugs* courses are in the final phase. The package that will be released to the field contains four separate training courses: *Drug Identification and the Law*, *Drug Influence and User Identification*, *Driving Under the Influence*, and *Basic Narcotics Investigations*. As with other IVD programs, a brief demonstration of the courseware is set for this point on the agenda. Release of the courseware to the field is set for the first quarter of 1996.

COMMITTEE REPORTS

P. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, will report on the Committee meeting held on January 17, 1996. The full agenda for that Committee meeting is included under this tab. Items to be addressed include:

1. Financial Report - Second Quarter FY 1995/96
2. 1996/97 Governor's Budget (including withdrawal of BCPs)
3. CPT credit for Telecourses
4. Certification of Courses with Non-Reimbursable Tuition
5. Report and Discussion on Contract Negotiation Processes
6. Review of Expenditure Proposals on the January 18 Commission Agenda
7. Contract to Support Driver Simulator Project
8. Approval to Negotiate Training, Standards, and Administrative Contract Renewals for 1996/97

Q. Legislative Review Committee

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

R. Advisory Committee

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

## OLD/NEW BUSINESS

### S. a. Receipt of Task Force Report on POST

Included under this tab is a copy of the CPCA/CPOA/CSSA Task Force Report. This committee was chaired by now-Commissioner Rick TerBorch. The report was forwarded to members previously. The report is before the Commission for discussion or referral to a committee (such as the Long Range Planning Committee) as may be indicated. One of the key recommendations of the report was the proposal of a strategic plan for POST, which is currently underway. Commissioner TerBorch may wish to speak to the report.

### b. For Review or Discussion: *A Summary Analysis of Declining Funding and Proposed Solutions*

At its November meeting, Commissioners received a draft of the *Summary Analysis of Declining Funding and Proposed Solutions* for both discussion and policy review. At the Commission's request, the report is brought back on this agenda for further discussion and disposition. The intent of the language is to call attention to the issues facing professional law enforcement standards and training in the context of the larger issues attendant to the police and the public.

### c. For Consideration: A "Summit Meeting" or Symposium on Professional Issues and Public Relations

At its November meeting, the Commission also considered the idea of a meeting of people both within and outside the law enforcement profession to talk about issues, including those in the foregoing report, with the idea of developing a consensus for direction and action. The presidents of the four statewide law enforcement agencies (CPCA/CPOA/CSSA and PORAC) earlier indicated support of the idea of such a summit. The Strategic Planning Steering Committee informally suggests that perhaps something of this nature could be tied in with a conference on the strategic plan following the April meeting. The matter is likewise brought back for policy consideration at this time.

### d. Appointment of Nominating Committee for Election of Officers

Commission practices would indicate that Chairman Rutledge appoint three Commissioners to serve as members of the Nominating Committee for election of Chairman and Vice-Chairman for 1996/97 with a Committee report being made at the April 1996 meeting.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

April 18, 1996 - Holiday Inn Center Plaza - Fresno

July 18, 1996 - Orange County

November 7, 1996 - San Diego

(The fall Commission meeting would normally be held in October. In recent years, it has been held in November to accommodate the IACP meeting. In 1996, the IACP meeting will be held October 26-31, 1996 in Phoenix. The Commission may wish to discuss whether proposed dates of October 17 or 24, 1996 are acceptable.)

January 23, 1997 - Orange County



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**COMMISSION MEETING MINUTES**

November 9, 1995  
Hyatt Regency Hotel  
Irvine, CA

The meeting was called to order at 10:00 a.m. by Chairman Rutledge.

Commissioner Stockton led the flag salute.

A calling of the roll indicated a quorum was present.

**Commissioners Present:**

Cois Byrd  
Collene Campbell (Arrived 11:25 a.m.)  
Jody Hall-Esser (Arrived 10:30 a.m.)  
Bud Hawkins, Attorney General Representative  
Marcel Leduc  
Ronald Lowenberg  
Raquel Montenegro  
Manuel Ortega  
Dale Stockton  
Rick TerBorch  
Devallis Rutledge, Chairman

**Commissioners Absent:**

Sherman Block  
George Kennedy  
Lou Silva

**POST Advisory Committee Members Present:**

Jay Clark, Chair  
Alan Barcelona  
Charles Brobeck  
Norman Cleaver  
Derald Hunt  
Woody Williams

**Staff Present:**

Norman C. Boehm, Executive Director  
Glen Fine, Deputy Executive Director  
Hal Snow, Assistant Executive Director  
John Berner, Bureau Chief, Standards and Evaluation  
Mike DiMiceli, Bureau Chief, Management Counseling  
Everitt Johnson, Bureau Chief, Basic Training Bureau  
Holly Mitchum, Bureau Chief, Special Projects  
Dick Reed, Consultant, Training Delivery and Compliance Bureau  
Otto Saltenberger, Bureau Chief, Training Program Services  
Frederick Williams, Bureau Chief, Administrative Services  
Vera Roff, Administrative Assistant

**Strategic Planning Steering Committee Members Present:**

Robert Norman, Chairman  
Stephen D'Arcy  
Woody Williams  
Tom Esensten, Consultant

**Visitor's Roster:**

Mike Carona, Marshal, Orange County  
Les Conner, San Diego County Marshal's Office  
Hugh Foster, Golden West College  
John Fuller, Orange County Marshal's Office  
Ed Hendry, Orange County Sheriff's Department  
Larry Mazur, Los Angeles Metro Transit Authority Police Department  
Don Spears, Orange County Marshal's Office  
Jim Vogts, Los Angeles Sheriff's Department

**APPROVAL OF MINUTES**

- A. MOTION - Montenegro, second - Hawkins, carried unanimously to approve the minutes of the July 20, 1995 regular Commission meeting at the Hyatt Regency Hotel in Irvine.

**CONSENT CALENDAR**

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

COMMISSION MEETING MINUTES

November 9, 1995

Hyatt Regency Hotel

Irvine, CA

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Manuel Ortega

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Devallis Rutledge, Chairman

Commissioners Absent:

Sherman Block

George Kennedy

Lou Silva

POST Advisory Committee Members Present:

Jay Clark, Chair

Alan Barcelona

Charles Brobeck

Norman Cleaver

Derald Hunt

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**Staff Present:**

Norman C. Boehm, Executive Director  
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**Strategic Planning Steering Committee Members Present:**

Robert Norman, Chairman  
Stephen D'Arcy  
Woody Williams  
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**Visitor's Roster:**

Mike Carona, Marshal, Orange County  
Les Conner, San Diego County Marshal's Office  
Hugh Foster, Golden West College  
John Fuller, Orange County Marshal's Office  
Ed Hendry, Orange County Sheriff's Department  
Larry Mazur, Los Angeles Metro Transit Authority Police Department  
Don Spears, Orange County Marshal's Office  
Jim Vogts, Los Angeles Sheriff's Department

**APPROVAL OF MINUTES**

- A. MOTION - Montenegro, second - Hawkins, carried unanimously to approve the minutes of the July 20, 1995 regular Commission meeting at the Hyatt Regency Hotel in Irvine.

**CONSENT CALENDAR**

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

- B.1 Receiving Course Certification Report
- B.2 Receiving Financial Report - First Quarter FY 1995/96
- B.3 Receiving Information on New Entries into the POST Regular (Reimbursable) Program: San Diego Harbor Police; Elk Grove Unified School District Police; San Mateo County Coroner's Department; and the San Benito County District Attorney's Office.
- B.4 Receiving Information on Withdrawal of the Riverbank Police Department from POST Regular (Reimbursable) Program Due to Dissolution of the Department
- B.5 Receiving Information on Withdrawal of the California State Police Department from the POST Specialized (Non-Reimbursable) Program Due to its Being Merged with the California Highway Patrol
- B.6 Receiving Report on Information on New Entry into the Public Safety Dispatcher Program: CSU-San Marcos Police Department and the Stockton Police Department.
- B.7 Affirming Commission Policy Set by Action at July 20, 1995 Commission Meeting (Relating to non-reimbursable certification of law enforcement executive secretary course).
- B.8 Setting Policy to Conduct a POST Biennial Internal Financial Audit

#### HONORING RETIRING COMMISSIONER COIS BYRD

Chairman Rutledge presented a plaque to retiring Commissioner Cois Byrd in appreciation for outstanding public service and dedication to law enforcement as a Commissioner from October 1993 to November 1995.

#### C. Report on Strategic Planning Steering Committee Activities

Chief Robert Norman, Chairman of the Strategic Planning Steering Committee reported that the first of six regional workshops was held at the Hyatt Regency Hotel in Irvine on November 7-8. Additional workshops will be held on November 15/16 in San Jose, November 16/17 in Redding, November 28/29 in Ontario, November 30/December 1 in San Pedro, and the final workshop on December 14/15 in Visalia. Commissioners were encouraged to attend as many workshops as possible. A questionnaire addressing the issues raised at the workshops will be developed for distribution to the field.

## BASIC TRAINING BUREAU

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

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

Recommendations for changes in three learning domains are:

- Learning Domain #13 (ABC Law): The instructional goals are proposed to be modified to more strongly emphasize enforcement actions. The change is designed to provide peace officers not only with the ability to recognize license violations but also the investigative steps necessary to obtain legal or administrative sanctions.
- Learning Domain #34 (First Aid): A number of changes are proposed to enhance clarity and strengthen the training specifications by adding more precise descriptions. Additional changes to ensure the language used in the training specification is consistent with the law.
- Learning Domain #38 (Gang Awareness): It is proposed that the reference to the POST-constructed knowledge test be deleted. This is necessary due to the proposed elimination of the cognitive objectives, which are addressed in detail in a separate agenda item.

MOTION - Montenegro, second - TerBorch, carried unanimously to adopt the changes to the Regular Basic Course Learning Domains #13 (ABC Law), #34 (First Aid), and #37 (Gang Awareness) pursuant to the Notice of Proposed Action Process.

### E. Commission Procedure D-1-5 and Regulation 1005(a)(3) Modified Regarding Marshals' Basic Training Standards Using the Notice of Proposed Action Process

Commission Regulation Section 1005(a)(3) requires that every regularly employed marshal or deputy marshal satisfactorily complete the Marshals' Basic Course. Alternatively, deputy marshals may complete the Regular Basic Course and an 80-hour POST-approved Bailiff and Civil Process course. The satisfactory completion of a certified Bailiff and Civil Process course is required within 12 months of appointment.

The state marshals requested that the Commission delete the current 486-hour Marshals' Basic Course requirement and the 80-hour Bailiff and Civil Process course, and specify the Regular Basic Course as the marshals' basic training standard.

Following analysis, staff recommended the 486-hour Marshals' Basic Course and the 80-hour Bailiff and Civil Process training requirement be deleted. It was also recommended that regulatory language be modified to require the Regular Basic Course as the marshals' entry-level basic training standard. Due to the time requirements of the Administrative Procedures Act, it was proposed these changes be effective March 1, 1996.

Following the staff report and supporting comments by Mike Carona, Orange County Marshal, the Commission took the following action:

MOTION - TerBorch, second - Byrd, carried unanimously to approve the proposed changes subject to results of the Notice of Proposed Action Process, to be effective after approval by the Office of Administrative Law as to form and procedure.

#### STANDARDS AND EVALUATION

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

Ongoing review of the Regular Basic Course performance objectives identified a number of changes that would improve the quality of the domain tests. The proposed changes occur in two performance objectives for Learning Domain #38 (Gang Awareness).

One objective (8.50.8) requires students to distinguish gang members from non-gang members based on indicators such as tattoos, clothing and hand signs; the other (8.50.9) requires students to distinguish gang-related crimes from non-gang-related crimes on the basis of indicators such as type of crime, location of crime, and descriptions of suspects. Attempts to write acceptable test questions for these objectives that have statewide applicability (i.e., do not make reference to specific gangs) have proven largely unsuccessful. It was recommended that the two performance objectives be deleted.

MOTION - Hall-Esser, second - Ortega, carried unanimously to approve the proposed changes to the Regular Basic Course performance objectives for all academy classes that start on or after January 1, 1996.

##### G. Final Evaluation - Driver Simulator Project

In July 1993 the Commission approved the establishment of a driver training simulator pilot program at each of three sites: the Los Angeles County Sheriff's Department, the San Bernardino County Sheriff's Department, and the San Jose Police Department. To date, over 3,700 law enforcement personnel have received simulator training as part of the pilot program.

Evaluations of student performance on the simulator revealed significant improvements after training. Furthermore, comparable results were obtained for each of the three pilot sites. At the same time, the performance of many students at the conclusion of training was not error-free, suggesting that they would benefit from additional training.

Overall the results of the evaluation are very positive and reflect favorably on the Commission' action to underwrite the pilot program.

Following discussion concerning the lingering effects of motion sickness, there was consensus to receive a staff report at the April meeting prior to final action being taken on the pilot program.

H. Approval of Contract for Administration of POST Entry-Level Dispatcher Selection Test Battery

In approving new dispatcher selection standards at its July 1994 meeting [POST Regulation 1018(c)(4)], the Commission authorized staff to implement a testing program to maintain and make available the new POST Dispatcher Test Battery to interested agencies as a vehicle for complying with the new standards. In a related action, the Commission authorized that prior to the July 1997 effective date of the new standards, agencies will be charged for the use of the tests, with such charges not to exceed actual costs as outlined in the proposed fee schedule.

It was recommended that POST contract with Cooperative Personnel Services (CPS) for printing, distribution, and administration of the tests; with fees for test materials and services to be paid directly to CPS by the user agencies. Certain start-up costs, and costs that cannot be accurately prorated until stable estimates of testing volume are established (e.g., expenses related to storage and shredding of test booklets) would be underwritten by POST and paid directly to CPS. These costs are not expected to exceed \$5,000.

MOTION - Ortega, second - Montenegro, carried unanimously by ROLL CALL VOTE to approve the proposed contract with CPS to administer the POST Entry-Level Dispatcher Selection Test Battery, with test printing and handling, and administration fees to be paid directly by local agencies and remaining costs (\$4,000 to \$5,000) to be paid by POST.

I. Approval to Contract for Development of Basic Course Transition Comprehensive Exam (Augmentation to Proficiency Test Contract) and Report Writing Exam Videos

In April 1995 the Commission approved a pilot program to evaluate a new delivery format for the Regular Basic Course referred to as the Transition Program-Pilot Format. Under this format, students will be required to pass two POST-developed tests upon completion of a series of community college courses and prior to entry into a shortened basic academy. One test is a comprehensive exam of knowledge that is to be acquired in the

community college courses; the other is a test of report writing skills. The tests must be ready for use by January 1, 1997.

Staff recommended contract assistance to develop the two exams. With respect to the comprehensive exam, the request was for contract monies to pay for administration of trial items for the exam. The proposed vehicle for obtaining this assistance is to augment the current interagency agreement with Cooperative Personnel Services (CPS) which pays for administration of the POST Proficiency Exam to all basic academy graduates. An augmentation totalling \$19,500 was requested. Approximately \$15,500 would be used to pay for administration of trial items; the remaining \$4,000 would be used to offset increased costs of administering the POST Proficiency Exam that are due to a greater than expected number of basic academy graduates.

Requested contract assistance for the report writing test would pay for the production of four videotaped scenarios to be used as prompts for the reports written. It was recommended that the videos be produced under a contract with the Newport Beach Police Department, with total contract costs not to exceed \$57,600. The contract amount is predicated on an estimated 48 minutes of total video (four 12-minute videos), and a per minute production cost of \$1,200.

The Finance Committee reviewed this proposal at its November 8 meeting and recommended approval.

MOTION - Lowenberg, second - Leduc, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to:

- a. Augment the contract with Cooperative Personnel Services to administer the POST Proficiency Exam by an amount not to exceed \$19,500 (with \$15,500 used to pay for administration of trial items for the new comprehensive exam required by the pilot program format, and \$4,000 used to offset costs associated with the greater than expected number of trainees who must take the POST Proficiency Exam).
- b. Enter into a contract with the Newport Police Department for an amount not to exceed \$57,600 to pay for production of four videos that will serve as prompts for the new report writing test required by the pilot program format.

#### CENTER FOR LEADERSHIP DEVELOPMENT

- J. Approval of Contract with San Diego Regional Training Center in the Amount of \$75,752 for the Labor/Management Partnerships Core Course

The Commission directed staff to develop a Center for Labor/Management Training for the purpose of enhancing the relationship between law enforcement labor and management

representatives. A forum committee was established as an advisory group to POST and to serve as a clearinghouse for labor/relations issues, many of which can be addressed through training and education programs. Over the past 18 months, field tests were conducted with labor leaders and law enforcement executives from county and municipal agencies of varied sizes from throughout the state for the purpose of obtaining feedback on the proposed content and delivery of the course. Based largely on gathered information from the Field Test, a pilot program was developed and two presentations have been conducted.

The Center for Labor/Management Partnerships course is a 3-1/2 day program designed specifically for law enforcement executives and labor leaders, working as a team, to enhance their problem-solving skills.

The San Diego Regional Training Center has been a key player in the development of this program and is critical to its continuation as a certified course.

The Finance Committee reviewed this proposal at its November 8 meeting and recommended approval.

MOTION - Lowenberg, second - Montenegro, carried unanimously by ROLL CALL VOTE to authorize the POST Executive Director to enter into a contract with the San Diego Regional Training Center as the certified course presenter to conduct four presentations during FY 1995-96 for a total not to exceed \$75,752.

#### TRAINING PROGRAM SERVICES

K. Approval to Modify Commission Regulation 1081(a)(5) Concerning Chemical Agent Training Standards for Private Security Personnel

As required by Penal Code Section 12403.5, private investigators and private security officers must complete an approved course of instruction before they can legally possess a chemical agent device. POST is required to approve the course of instruction for both peace officers and private security personnel. The California Department of Justice (DOJ) was given the responsibility to regulate citizen training and to determine which specific chemical agent products can be used within the state. POST regulations specify that the course of instruction for private security personnel (both investigators and guards) is the same as that required by the Department of Justice for private citizens.

Recent changes in the law which will take effect January 1, 1996 will eliminate the requirement for formal citizen training. Consistent with changes in the law, DOJ will discontinue its citizen training program and stop approving chemical agent training presenters. As a result, the reference to this program in POST regulations is no longer applicable.

Staff recommended that POST regulations be modified to delete this reference, make minor textual changes consistent with the existing language of the Penal Code, and identify in regulation which entities are eligible to provide chemical agent training to private security personnel. Staff will request that the Office of Administrative Law approve enactment of these changes effective January 1, 1996 as an urgency matter. If urgency is not approved, it was recommended the changes be effective March 1, 1996 due to the time requirements of the normal review processes.

MOTION - TerBorch, second - Hawkins, carried unanimously to amend Regulation 1081(a)(5) as proposed subject to result of the Notice of Proposed Action. If no one requests a public hearing, changes will go into effect following approval by the Office of Administrative Law as to form and procedure.

L. Approval of Contract for Master Instructors' Course

In July, the Commission approved a contract totalling \$78,839 for Fiscal Year 1995-96 with the San Diego Regional Training Center (SDRTC) to continue the Master Instructor Development Program (MIDP) on an ongoing basis. The program, one component of the overall Instructor Development Program, is the key to the Commission's emphasis on improving the overall quality and effectiveness of training for law enforcement. The current SDRTC approved contract provides only administrative support to the Master Instructor Development Program. The overall coordination and course presentation for the three pilot MIDP programs has been the responsibility of POST staff. Staff has initiated work at the Commission's direction to complete other components of the Instructor Development Program. However, many activities have been delayed because of staff limitations while coordinating and presenting the MIDP.

The purpose of this contract amendment, in the amount of \$73,359, is to shift the cost for the coordination and presentation role, as well as the administrative support, to the existing contractor. This will free POST staff resources to complete other essential elements of the overall Instructor Development Program.

The Finance Committee reviewed this proposal at its November 8 meeting and recommended approval.

MOTION - Montenegro, second - TerBorch, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into a contract modification with the San Diego Regional Training Center to provide full support for the Master Instructor Development Program (MIDP) in an amount not to exceed \$152,198 for Fiscal Year 1995-96.



## EXECUTIVE OFFICE

### M. Federal Grant Proposals for Community Oriented Policing Training

The federal budget for FY 1995 created the Office of Community Oriented Police Services (COPS) in the Department of Justice. This office is responsible for the distribution of federal grant funds (COPS, MORE, AHEAD, FAST) to law enforcement agencies to employ additional personnel specifically to facilitate the implementation of community policing. Recently, monies became available to provide training to support community policing efforts.

In response to learning of the availability of funds to support development and distribution of a telecourse on community policing, the Executive Director submitted a proposal to the COPS Office for \$99,970. The telecourse to be developed pursuant to this grant would have nationwide application and distribution. It will present an overview of community policing concepts and philosophy, and the programs and skills that are required for implementation.

On September 30, 1995, the COPS Office notified POST that the grant proposal was approved. The Executive Director has signed the agreement that is required for the distribution of the grant funds.

In addition, the Law Enforcement Coordinator for the United States Attorney for the Eastern District of California (Sacramento) proposed that POST cooperate with the four U.S. Attorneys in California to utilize federal funds available to them to develop and present community policing training, statewide. Staff prepared a proposal for \$1,627,587, which provided the basis for a grant request submitted by the U.S. Attorney in Sacramento, on behalf of all four Attorneys in California.

The opportunity to obtain these federal grants arose quickly, without advance notice to POST, and the preparation and submission of the grant proposals was constrained by significant deadlines. As a result, the actions could not be brought to the Commission earlier. The proposals are consistent with previous Commission directions and consistent with California law enforcement training needs.

The Finance Committee reviewed this proposal at its November 8 meeting and recommended approval.

Staff will cooperate with the four United States Attorneys in California to develop and present training statewide using the federal funds as described in the grant proposal, and will report to the Commission on the status of each project as appropriate.

MOTION - Stockton, second - Lowenberg, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to accept the COPS grant in the amount of \$99,970 and develop and present the telecourse described in the grant proposal.

## COMMITTEE REPORTS

### N. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, reported that the Committee met on November 8 in Irvine. In addition to items previously addressed on the agenda, the Committee addressed the following:

1. Financial data through October indicates revenue is down slightly and expenditures are up which could result in a higher projected deficit for this Fiscal Year. Fortunately, unexpected adjustments in POTF allocations and other accounts will likely increase revenue available this year by as much as \$2.29 Million, meaning the Commission could end the year with a small surplus instead of the projected deficit.
2. As directed by the Commission, four BCPs were submitted to the Department of Finance requesting General Funds to support the following programs:
  - o Interactive Multimedia and Satellite Distance Learning Program (\$1.9 million)
  - o Interactive Multimedia Development Program (\$1 million)
  - o Interactive Multimedia Classroom Project (\$300,000)
  - o Emergency Tactical Spanish Language Training Program (\$1 million)

The position of Department of Finance staff was initially favorable. Nevertheless, the position of Department of Finance staff was to deny all of the BCPs. An appeal to the Director of Finance is planned.

3. The Long Range Planning Committee, at its October 12 meeting, requested the Finance Committee consider the increased funding pressures on Basic and In-Service training. It was noted that training presenters have made decisions to reduce resources raising concerns about course quality and POST standards. Following discussion, the Committee requested that staff explore this matter and bring back recommendations at a future meeting.
4. The Committee also discussed the 80-hour cap imposed by the Commission in July on reimbursable inservice training. The Committee had indicated that those courses exempted from that cap include the EDC course. The Committee recommends that the Commission, as a matter of policy, exempt the cap to the EDC course.

There was consensus to accept the report of the Finance Committee.

O. Long Range Planning Committee

Chairman Rutledge, who also chairs the Long Range Planning Committee, reported that the Committee met October 12, 1995 in Monterey Park. In addition to matters already addressed on the agenda, the following item was discussed.

o Proposal for Law Enforcement Summit Meeting

There was discussion concerning a proposal to bring representatives of the law enforcement community together for the purpose of developing public statements regarding law enforcement's role. Since the Strategic Planning Steering Committee (SPSC) is also addressing this issue, there was consensus to postpone any action on this proposal until after review of the findings and recommendations of the Committee. The Commission requested that an update on this issue be included in the Committee's report at the January meeting.

P. Legislative Review Committee Meeting

Chairman Rutledge, reported that the Committee met on November 9 in Irvine, and reviewed the following legislative proposals for 1996.

1. Reintroduction of AB 1020 - Public Safety Training Centers Bonds  
This bill was unsuccessful during the 1995 session. Gubernatorial and legislative support is needed for this bill to have a chance. Statewide law enforcement and other public safety associations could attempt securing such support. The possibility also exists to merge this with the other bond measures related to prison construction since they both relate to public safety. The Committee recommended this bill be pursued again in 1996 in concert with law enforcement and other organizations.
2. Restore Lost Revenue to POST  
The idea of reintroducing legislation to restore POST funding by permanently redistributing most of the Driver Training Fund to POST, Board of Corrections (STC), and the Crime Victim Programs was discussed. It was decided to recommend this be tabled until after results of the Strategic Planning Steering Committee study.
3. Eliminate Date for Law Enforcement Agency Accreditation  
In 1992, P.C. Sections 13550-13553 were enacted to empower the Commission to establish a law enforcement agency accreditation program with an implementation date of July 1, 1994. Because POST received no funding for this program, the implementation date was changed to July 1, 1996. No funding for this program is

included in the FY 95-96 budget, nor anticipated for the FY 96-97 budget. The Committee proposed that P.C. 13550 be amended to delete reference to an implementation date and specify the program will be available when funding is received.

4. Transfer Standards-Setting Authority for Private Security Chemical Agent Training from POST to the Department of Consumer Affairs

P.C. Section 12403.5 requires private investigators or private patrol operators and their uniformed employees who possess or transport any tear gas weapons for defensive purposes only to complete a course of instruction approved by POST.

It was proposed that legislation be supported to transfer this standards-setting responsibility to the Department of Consumer Affairs which is statutorily responsible for all other training requirements of private security.

5. Raise the Minimum Age Requirement for Peace Officers From 18 to 21  
Government Code Section 1031 specifies, among other minimum standards for peace officers, that the minimum age is 18 years old. Rationale to raise the standard to 21 is that it reflects existing agency requirements and that persons under 21 years of age are limited by law in their activities.

It was concluded that action on this proposal be delayed until after completion of analysis of statewide impact.

Q. Advisory Committee

Jay Clark, newly-elected Chairman of the POST Advisory Committee, reported on the Committee meeting held November 8, 1995 in Irvine.

1. Report on Advisory Committee Recommendations for Recipients of the 1995 Governor's Award for Excellence in Law Enforcement Training

Norman Cleaver, Chairman of the POST Advisory Sub-Committee, reported that the sub-committee met on November 8, and announced the following recommendations for the 1995 award recipients:

- o The San Bernardino Sheriff's *Frank Bland Criminal Justice Regional Training Center* for Organizational Achievement.

The Center has been in operation since 1971 and has been responsible for quality training to a myriad of law enforcement officers as well as a variety of members of the private sector.

- o Chief Karel Swanson, Chief of Police, City of Walnut Creek, for Individual Achievement.

Chief Swanson has a career spanning almost 30 years in law enforcement including police officer, investigator, and eventually the police chief position, which he has held since 1976 in the City of Walnut Creek. Chief Swanson is well known for donating his time, effort, and materials for the furtherance of law enforcement training and the law enforcement profession throughout the State of California.

- o Tom Anderson, law enforcement consultant and owner-manager of the Justice Training Institute, for Lifetime Achievement.

Mr. Anderson also served as a former peace officer with the San Francisco Police Department and Undersheriff of Sonoma County. Mr. Anderson has been very active working in orchestrating organizational change and is well known for his abilities as a team builder within law enforcement agencies in the State of California.

MOTION - TerBorch, second - Montenegro, carried unanimously to approve the nominations of the Committee for the recipients of the Governor's Award for 1995.

2. Certificate Cancellation Issues - The Advisory Committee endorsed the report of the Labor/Management Task Force and expressed appreciation for the efforts which have gone into resolving this issue. The Committee suggested development of a procedural guide for appeal of certificate cancellation. It was further suggested that the procedural guide and the administrative regulations be co-authored or concurred with by the Labor/Management Task Force.
3. Alan Barcelona, representing California Specialized Law Enforcement (CAUSE), was introduced as a new member of the Advisory Committee. Mr. Barcelona is an investigator for the Department of Motor Vehicles.
4. The Advisory Committee elections were held on November 8, 1995. Jay Clark was elected Chairman and Norman Cleaver was elected as Vice-Chairman for the upcoming year. Chairman Rutledge thanked Judith Valles for her service and dedication during her term as Advisory Committee Chairman.
5. It was announced that Judith Valles has recently been elected to serve on the San Bernardino Community College Board of Trustees.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

January 18, 1996 - U.S. Grant Hotel - San Diego  
April 18, 1996 - Holiday Inn Center Plaza - Fresno  
July 18, 1996 - Orange County  
November 7, 1996 - San Diego

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Course Certification/Decertification Report		Meeting Date January 18, 1996
Bureau Training Delivery & Compliance Bureau	Reviewed By <i>M.T. Allen</i> FOR Ronald T. Allen, Chief	Researched By <i>Rachel S. Fuentes</i> Rachel S. Fuentes
Executive Director Approval <i>Manuel C. Becker</i>	Date of Approval 12-21-95	Date of Report December 18, 1995
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

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

The following courses have been certified or decertified since the November 9, 1995 Commission meeting:

CERTIFIED

Course Title	Presenter	Course Category	Reimbursement Plan	Annual Fiscal Impact
1. Sexual Harassment (Job Based)	Arcadia P.D.	Technical	N/A	\$ -0-
2. Crowd Control Instr.	Santa Rosa T.C.	Technical	IV	8,000
3. Firearms - Shotgun Tactical Instructor	State Center RTF	Technical	IV	2,000
4. Peer Counseling Update	Quinn-Benner & Associates	Technical	III	21,772
5. Strategic Planning	Sacramento PSC	Mgmt. Trng.	IV	-0-
6. Radar Operator	Modesto P.D.	Technical	IV	1,000
7. Skills & Knowledge Modular Training	Fort Bragg P.D.	Technical	IV	-0-
8. Cultural Awareness	Nat'l Conf. of Christians & Jews	Technical	IV	6,657
9. Peer Counseling	Riverside Co. S.D	Technical	IV	6,996
10. Managing Sustained Operations	CSTI	Technical	III	31,500

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
11.	Less Lethal Force Instr.	Arcata P.D.	Technical	IV	\$ 1,500
12.	D.A.R.E - Parent Program	Los Angeles P.D.	Technical	IV	9,088
13.	TBW	Cindy Shaffer	TBW	TBW	5,489
14.	Bicycle Patrol	San Jose P.D.	Technical	IV	2,430
15.	Instructor Development	Bay Area RTPD	Technical	IV	2,254
16.	Problem Solving/ Organization	Oceanside P.D.	Technical	IV	3,200
17.	Community Oriented Policing	Ventura Co. CJTC	Technical	N/A	-0-
18.	Spanish for LE, Part II	Ventura Co. CJTC	Technical	N/A	-0-
19.	Plainclothes Officer Safety Tactics	Alameda Co. S.D.	Technical	IV	19,500
20.	Cultural Awareness	Richmond P.D.	Technical	IV	-0-
21.	Training Conference	CLEARs	Technical	N/A	-0-
22.	Spanish for LE, Part III	Redwood City P.D.	Technical	N/A	-0-
23.	Skills & Knowledge Modular Training	Rocklin P.D.	Technical	IV	-0-
24.	Dispatch Supv. Update	Los Medanos Col.	Supv. Trng.	IV	5,230
25.	Skills & Knowledge Modular Training	San Bernardino P.D.	Technical	IV	7,344
26.	Crime Prevention, Basic	San Bernardino P.D.	Technical	IV	18,670
27.	Firearms Instructor - Surv. Shooting	Alameda Co. S.D.	Technical	IV	8,400
28.	Cultural Awareness	San Bernardino P.D.	Technical	IV	23,495



CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
29.	Firearms Instructor Update	South Bay RTC	Technical	N/A	\$ 3,240
30.	Arrest & Firearms (P.C. 832)	Tulare Co. S.D.	P.C. 832	IV	4,800
31.	Search Warrant & Arrest	Sacramento PSC	Technical	IV	-0-
32.	Hostage Negotiations	FBI, San Diego	Technical	IV	1,120
33.	Training Conference	No. CA Asian Peace Officers Association	Technical	N/A	-0-
34.	Training Conference	Personal Insurance Federation of CA	Technical	N/A	-0-
35.	Photography, Adv.	Sacramento PSC	Technical	IV	-0-
36.	Defensive Tactics Instr. Update	Alameda Co. S.D.	Technical	IV	2,945
37.	Baton Instructors	Napa Valley Col.	Technical	IV	320
38.	Dispatcher Update, Public Safety	Yuba College	Technical	IV	560
39.	Firearms/Toolmark Intro II	CCI	Technical	IV	360
40.	Skills & Knowledge Modular Training	Bakersfield P.D.	Technical	N/A	-0-
41.	Firearms/Long Rifle	Fullerton College	Technical	IV	2,000
42.	Mounted Patrol	Los Angeles S.D.	Technical	IV	4,384
43.	Officers Safety/Field Tactics, Update	CSU San Diego P.D.	Technical	IV	4,800
44.	Drug Abuse Recognition (DAR)	Monterey Peninsula College	Technical	IV	4,320

CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
45. Arrest & Firearms (P.C. 832)	Ventura Co. CTC	P.C. 832	N/A	-0-
46.-49.	3 additional IVD courses certified as of 12-18-95. To date, 111 IVD certified presenters have been certified and 162 IVD courses certified.			
50.-51.	There was one additional Proposition 115 Hearsay Evidence Testimony Course Presenters - certified as of 12-18-95. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 286 presenters of Proposition 115 have been certified.			
There were no additional Telecourses certified as of 12-18-95 due to changes in the certification process of new telecourses. To date, 339 Telecourse presenters have been certified.				

DECERTIFIED

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1. Cognitive Interview/	Petaluma P.D.	Technical	N/A
2. Labor/Management	PORAC	Technical	N/A
3. Drug Influence - 11550	Napa Valley Col.	Technical	IV

TOTAL CERTIFIED	<u>45</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>1</u>
TOTAL TELECOURSES CERTIFIED	<u>0</u>
TOTAL IVD COURSES CERTIFIED	<u>6</u>
TOTAL DECERTIFIED	<u>3</u>
TOTAL MODIFICATIONS	<u>57</u>

1,620 Skills & Knowledge Modules certified as of 12-18-95  
162 IVD Courses as of 12-18-95  
339 Telecourses as of 12-18-95  
1,693 Other Courses certified as of 12-18-95  
  
672 certified presenters

## 8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

The Commission on Peace Officer Standards and Training (POST) is responsible for raising the level of competence of law enforcement officers in California by establishing minimum selection and training standards, improving management practices and providing financial assistance to local agencies relating to the training of their law enforcement officers.

### SUMMARY OF PROGRAM

REQUIREMENTS	94-95	95-96	96-97	1994-95	1995-96	1996-97
10 Standards .....	23.9	24.5	24.5	\$3,241	\$3,829	\$3,829
20 Training .....	42.7	43.4	43.4	12,511	13,219	10,319
30 Peace Officer Training .....	-	-	-	14,975	16,996	26,804
40.01 Administration .....	44.3	45.8	45.8	3,316	3,799	3,799
40.02 Distributed Administration .....	-	-	-	-3,316	-3,799	-3,799
<b>TOTALS, PROGRAMS</b> .....	<b>110.9</b>	<b>113.7</b>	<b>113.7</b>	<b>\$30,727</b>	<b>\$34,044</b>	<b>\$40,952</b>
0001 General Fund .....				1,453	-	-
0268 Peace Officers' Training Fund .....				29,230	34,044	40,952
0998 Reimbursements .....				44	-	-

### 10 STANDARDS

#### Program Objectives Statement

The standards program establishes job-related selection standards for peace officers and dispatchers. It also provides management consultation to local agencies. Activities include development of examinations and counseling local law enforcement agencies on ways to improve management practices. The Commission also develops professional standards for the operation of law enforcement agencies and administers an agency accreditation program.

Applied research is conducted in the areas of peace officer selection and training, operational procedures and program evaluation in order to meet statutory requirements and to provide management guidance to local law enforcement agencies. The program also provides local agencies with information and technical expertise in the development and installation of new programs.

#### Authority

Penal Code Sections 13503, 13512, 13513, and 13551.

### 20 TRAINING

#### Program Objectives Statement

POST's training program increases the effectiveness of law enforcement personnel by developing and certifying courses that meet identified training needs, by providing scheduling and quality control of such courses, and by assisting law enforcement agencies in providing necessary training and career development programs. POST assesses training on a continuing basis to assure that emerging needs are met. Courses are offered through local community colleges, four-year colleges, universities, police academies, private trainers and training centers. The curricula cover a wide variety of technical and special courses necessary for effectiveness in police work and address the training needs of recruit, officer, advanced officer, supervisor, manager, executive-level, and other law enforcement agency personnel. Curricula content is updated regularly. The Commission is increasing the use of proven advanced technologies such as satellite broadcast and computer/video interactive in the delivery of training. POST also presents advanced leadership training for law enforcement supervisors and executives through its Command College and the Supervisory Leadership Institute.

The Commission establishes the basic criteria that must be met by each course in order to obtain POST's certification. Assistance is given to applicable educators and police trainers in preparing and implementing courses and training plans. Evaluation mechanisms are employed to ensure that training instructors and coordinators are adhering to established course outlines and are meeting instruction standards. Failure to meet these standards may cause revocation of course certification.

Job-related selection and training standards for peace officers and dispatchers, established by the Standards Program, are enforced through compliance procedures. This is accomplished through inspections of local agencies receiving state aid to assure they are adhering to minimum state standards.

#### Authority

Penal Code Sections 13503 and 13508.

### 30 PEACE OFFICER TRAINING

#### Program Objectives Statement

The enforcement of laws and the protection of life and property without infringement on individual liberties is one of modern government's most pressing problems. Carefully selected, highly trained and properly motivated peace officers are important factors in the solution of this problem. To encourage and assist local law enforcement agencies to meet and maintain minimum standards in the selection and training of law enforcement officers, financial assistance is provided to all 58 counties, approximately 346 cities, and numerous specialized districts and local agencies which have agreed to meet POST's standards. Financial assistance to participating jurisdictions is provided for the purchase of training courses and related tasks of course development and evaluation. Funding is also provided for the cost of student travel and per diem associated with training presentations.

#### Authority

Penal Code Sections 13500 to 13523, Health and Safety Code 11489.

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

PROGRAM BUDGET DETAIL

PROGRAM REQUIREMENTS

10 STANDARDS

State Operations:	1994-95	1995-96	1996-97
0268 Peace Officers' Training Fund.....	\$3,241	\$3,829	\$3,829
Totals, State Operations.....	\$3,241	\$3,829	\$3,829

PROGRAM REQUIREMENTS

20 TRAINING

State Operations:	1994-95	1995-96	1996-97
0268 Peace Officers' Training Fund.....	\$12,467	\$13,219	\$10,319
Reimbursements.....	44	-	-
Totals, State Operations.....	\$12,511	\$13,219	\$10,319

PROGRAM REQUIREMENTS

30 PEACE OFFICER TRAINING

State Operations:	1994-95	1995-96	1996-97
0268 Peace Officers' Training Fund.....	\$65	\$88	\$88
Totals, State Operations.....	\$65	\$88	\$88
Local Assistance:			
0001 General Fund.....	1,453	-	-
0268 Peace Officers' Training Fund.....	13,457	16,908	26,716
Totals, Local Assistance.....	\$14,910	\$16,908	\$26,716

TOTAL EXPENDITURES

State Operations.....	\$15,817	\$17,136	\$14,236
Local Assistance.....	14,910	16,908	26,716
TOTALS, EXPENDITURES.....	\$30,727	\$34,044	\$40,952

SUMMARY BY OBJECT

1 STATE OPERATIONS

PERSONAL SERVICES	94-95	95-96	96-97	1994-95	1995-96	1996-97
Authorized Positions (Equals Sch. 7A) ...	110.9	119.5	119.5	\$5,523	\$5,892	\$5,933
Estimated Salary Savings.....	-	-5.8	-5.8	-	-237	-278
Net Totals, Salaries and Wages.....	110.9	113.7	113.7	\$5,523	\$5,655	\$5,655
Staff Benefits.....	-	-	-	1,456	1,266	1,266
Totals, Personal Services.....	110.9	113.7	113.7	\$6,979	\$6,921	\$6,921
OPERATING EXPENSES AND EQUIPMENT.....				\$2,612	\$3,215	\$3,215
SPECIAL ITEMS OF EXPENSE (Training Contracts).....				6,226	7,000	4,100
TOTALS, EXPENDITURES.....				\$15,817	\$17,136	\$14,236

RECONCILIATION WITH APPROPRIATIONS

1 STATE OPERATIONS

0268 Peace Officers' Training Fund

APPROPRIATIONS	1994-95	1995-96	1996-97
001 Budget Act appropriation.....	\$9,946	\$10,180	\$10,136
011 Budget Act appropriation (contractual services).....	4,100	4,100	4,100
Adjustment per Section 3.60.....	-	129	-
Reduction per Section 3.95.....	-	-173	-
Transfer from Local Assistance per Provision 2.....	3,691	2,900	-
Totals Available.....	\$17,737	\$17,136	\$14,236
Unexpended balance, estimated savings.....	-1,964	-	-
TOTALS, EXPENDITURES.....	\$15,773	\$17,136	\$14,236

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8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

	1994-95	1995-96	1996-97
0695 Reimbursements	\$44	-	-
TOTALS, EXPENDITURES, ALL FUNDS (State Operations)	\$15,817	\$17,136	\$14,236

SUMMARY BY OBJECT

2 LOCAL ASSISTANCE	1994-95	1995-96	1996-97
661701 Grants and Subventions (expenditures)	\$14,910	\$16,908	\$26,716

RECONCILIATION WITH APPROPRIATIONS

2 LOCAL ASSISTANCE

0001 General Fund

APPROPRIATIONS	1994-95	1995-96	1996-97
111 Budget Act appropriation (transfer to Peace Officers' Training Fund)	\$1,453	-	-
TOTALS, EXPENDITURES	\$1,453	-	-

0268 Peace Officers' Training Fund

APPROPRIATIONS	1994-95	1995-96	1996-97
101 Budget Act appropriation	\$19,492	\$25,856	\$26,716
Transfer to State Operations per Provision 1	-3,691	-2,900	-
Totals Available	\$15,801	\$22,956	\$26,716
Less funding provided by the General Fund	-1,453	-	-
Unexpended balance, estimated savings	-891	-6,048	-
TOTALS, EXPENDITURES	\$13,457	\$16,908	\$26,716
TOTALS, EXPENDITURES, ALL FUNDS (Local Assistance)	\$14,910	\$16,908	\$26,716
TOTALS, EXPENDITURES, ALL FUNDS (State Operations and Local Assistance)	\$30,727	\$34,044	\$40,952

FUND CONDITION STATEMENT

0268 Peace Officers' Training Fund

	1994-95	1995-96	1996-97
BEGINNING BALANCE	\$5,350	\$8,897	\$7,626
Prior year adjustments	2,291	-	-
Balance, Adjusted	\$7,641	\$8,897	\$7,626
REVENUES AND TRANSFERS			
Receipts:			
Revenues:			
125600 Other regulatory fees	224	225	225
130700 Penalties on traffic violations	29,746	32,028	32,581
141200 Sales of documents	14	15	15
142500 Miscellaneous services to public	54	55	55
150300 Income from surplus money investments	440	440	440
161000 Escheat of unclaimed checks and warrants	8	10	10
Totals, Revenues	\$30,486	\$32,773	\$33,326
Totals, Resources	\$38,127	\$41,670	\$40,952
EXPENDITURES			
Disbursements:			
8120 Commission on Peace Officer Standards and Training:			
State Operations	15,773	17,136	14,236
Local Assistance	13,457	16,908	26,716
Totals, Expenditures	\$29,230	\$34,044	\$40,952
FUND BALANCE	\$8,897	\$7,626	-
Reserve for economic uncertainties	8,897	7,626	-

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**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Financial Report - Second Quarter 1995/96</b>		Meeting Date <b>January 18, 1996</b>
Bureau <b>Administrative Services Bureau</b>	Reviewed By <b>Frederick Williams</b>	Researched By <b>Staff</b>
Executive Director Approval <i>Morgan C. Bohm</i>	Date of Approval <b>1-16-96</b>	Date of Report <b>January 12, 1996</b>
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

This report provides financial information relative to the local assistance budget through December 31, 1995. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1995-96 budget to California cities, counties and districts.

**COMPARISON OF REVENUE BY MONTH** - This report, shown as Attachment 1A, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through December 31, 1995, we received \$15,257,378. The total is \$257,378 more than originally anticipated (see Attachment 1B) but is \$166,511 (1%) less than received for the same period last fiscal year.

**NUMBER OF REIMBURSED TRAINEES BY CATEGORY** - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 20,723 trainees reimbursed through the second quarter represents a decrease of 151 (1%) compared to the 20,874 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)

**REIMBURSEMENT BY COURSE CATEGORY** - These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursement for courses through the second quarter of \$6,596,035 represents a \$810,897 (14%) increase compared to last fiscal year. (See Attachments 3A and 3B.)

**ANALYSIS AND RECOMMENDATION** - Our original revenue projection of \$30.5 million, made at the outset of this fiscal year, seems to be holding. Although the training volume at the end of December is slightly less than what was the case a year ago at this time, reimbursements are \$810,897 more. Specifically, increased reimbursement in the areas of resident subsistence and tuition contributed largely to the Second Quarter increase as compared with last year. The estimate of 49,000 trainees for the fiscal year has been revised downward to 47,737, a decrease of 1,263.

In summary, projections are in line with original estimates. The trainee projections have decreased in number. While reimbursements are up as compared to what was paid out this time last year, the current pay out is, nevertheless, in line with our earlier projections.

File: 9596REV

## COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1994-95 AND 1995-96

1994-95

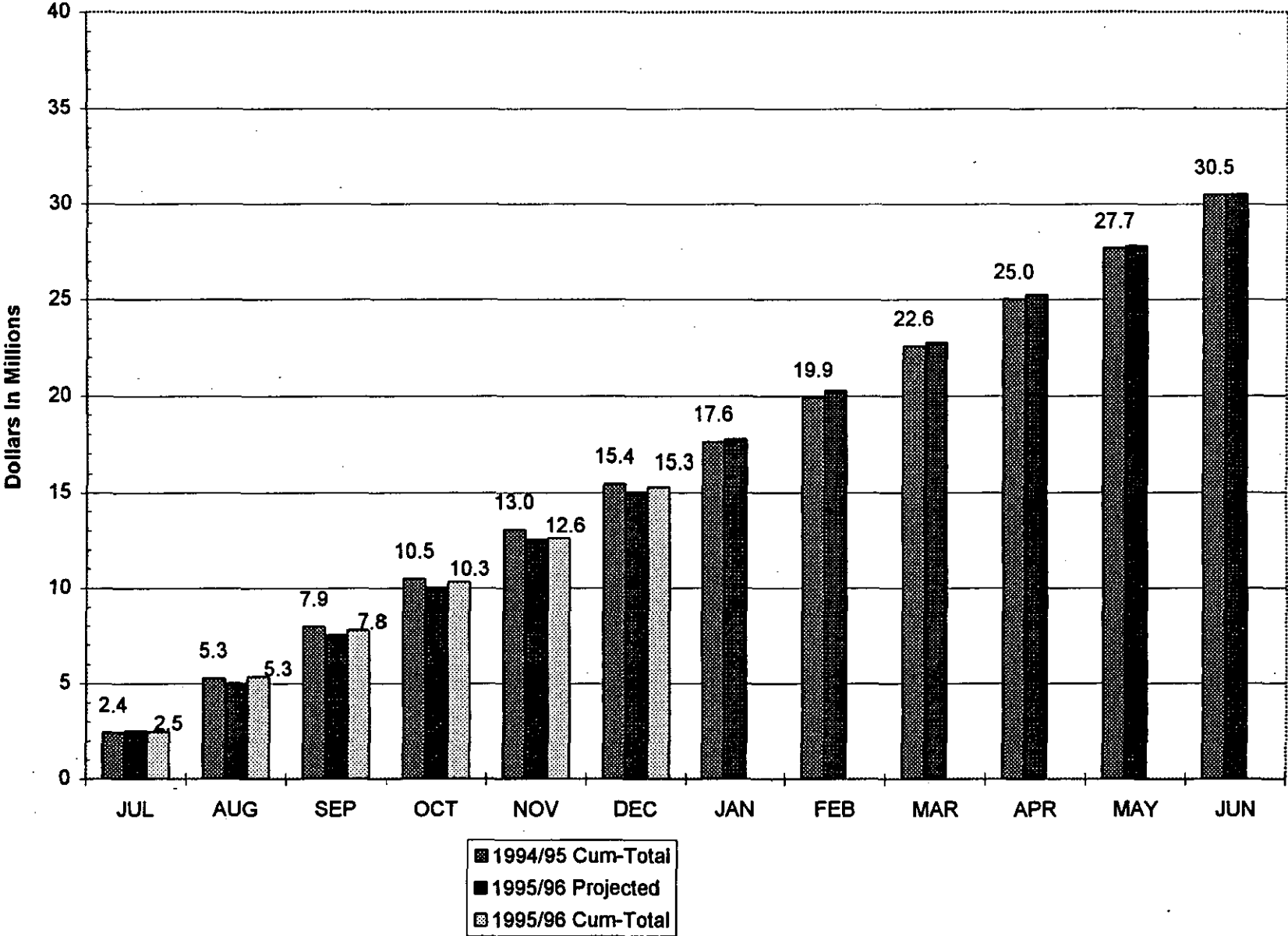
1995-96

MO	PENALTY ASSESMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT		TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND	OTHER **				
JUL	2,435,532	2,592	2,438,124	2,500,000	2,468,334	3,371	2,471,705	98.87%	2,471,705	98.87%
AUG	2,829,120	4,678	5,271,922	5,000,000	2,862,613	15,199	2,877,812	115.11%	5,349,517	106.99%
SEP	2,666,819	6,558	7,945,299	7,500,000	2,409,839	8,653	2,418,492	96.74%	7,768,009	103.57%
OCT	2,488,567	27,102	10,460,968	10,000,000	2,539,486	11,431	2,550,917	102.04%	10,318,926	103.19%
NOV	2,550,039	25,449	13,036,456	12,500,000	2,246,004	19,665	2,265,669	90.63%	12,584,595	100.68%
DEC	2,375,259	12,174	15,423,889	15,000,000	2,640,773	32,010	2,672,783	106.91%	15,257,378	101.72%
JAN	1,952,219	212,516	17,588,624	17,750,000			0	0.00%	15,257,378	85.96%
FEB	2,267,572	25,589	19,881,785	20,250,000			0	0.00%	15,257,378	75.35%
MAR	2,635,857	49,711	22,567,353	22,750,000			0	0.00%	15,257,378	67.07%
APR	2,438,613	13,444	25,019,410	25,250,000			0	0.00%	15,257,378	60.43%
MAY	2,609,646	27,795	27,656,851	27,750,000			0	0.00%	15,257,378	54.98%
JUN	2,496,727	332,056	30,485,634	30,500,000			0	0.00%	15,257,378	50.02%
TOT	29,745,970	739,664	30,485,634	30,500,000	15,167,049	90,329	15,257,378	50.02%	15,257,378	50.02%

\*\* - Includes \$57,070 from coroner permit fees (per Ch 990/90)

### Comparison of Revenue by Month

Fiscal Years 1994-95 and 1995-96





COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

DECEMBER 1995

COURSE	1994-95			1995-96		
	Actual Total For Year	Actual July-Dec	% of Total	Projected Total For Year	Actual July-Dec	% of Projection
Basic Course	1,773	451	25%	2,000	937	47%
Dispatchers - Basic	334	172	51%	330	172	52%
Advanced Officer Course	3,791	1,541	41%	3,810	1,356	36%
Supervisory Course (Mandated)	490	160	33%	450	237	53%
Management Course (Mandated)	283	90	32%	300	85	28%
Executive Development Course	493	200	41%	580	203	35%
Supervisory Seminars & Courses	3,320	1,573	47%	3,500	1,629	47%
Management Seminars & Courses	1,883	764	41%	2,000	716	36%
Executive Seminars & Courses	481	142	30%	500	201	40%
Other Reimbursement	0	0	0%	0	0	0%
Tech Skills & Knowledge Course	33,370	15,274	46%	34,000	14,762	43%
Field Management Training	12	7	58%	20	6	30%
Team Building Workshops	527	255	48%	600	230	38%
POST Special Seminars	811	214	26%	850	166	20%
Approved Courses	51	31	61%	60	23	38%
<b>TOTALS</b>	<b>47,619</b>	<b>20,874</b>	<b>44%</b>	<b>49,000</b>	<b>20,723</b>	<b>42%</b>

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

COURSE	1994-95	1995-96		
	Total For Year	Actual July-Dec	December	Actual July-Dec
Basic Course	\$1,651,255	\$435,529	\$73,210	\$765,288
Dispatchers - Basic	239,027	94,918	26,487	124,127
Advanced Officer Course	243,688	126,273	25,162	106,824
Supervisory Course (Mandated)	319,135	115,269	43,751	135,077
Management Course (Mandated)	272,991	85,961	29,978	85,690
Executive Development Course	300,243	119,256	21,625	145,812
Supervisory Seminars & Courses	1,344,480	647,770	156,556	650,892
Management Seminars & Courses	617,117	210,540	48,876	230,004
Executive Seminars & Courses	158,388	29,188	17,137	45,941
Other Reimbursement	0	0	0	0
Tech Skills & Knowledge Course	8,907,986	3,747,282	1,072,240	4,145,744
Field Management Training	6,910	3,482	0	2,159
Team Building Workshops	228,547	103,931	15,713	102,746
POST Special Seminars	145,410	57,382	8,880	50,479
Approved Courses	7,377	3,815	494	5,252
Training Aids Technology	16,865	4,542	0	0
<b>TOTALS</b>	<b>\$14,459,419</b>	<b>\$5,785,138</b>	<b>\$1,540,109</b>	<b>\$6,596,035</b>

COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1994-95 Total	1994-95 July-Dec	1995 December	1995-96 July-Dec
Resident Subsistence	\$7,827,698	\$3,136,560	\$828,681	\$3,430,317
Commuter Meal Allowance	858,755	305,139	\$61,884	\$400,659
Travel	2,595,716	1,062,398	\$268,942	\$1,195,089
Tuition	3,159,663	1,275,777	\$380,602	\$1,569,970
Salary	722	722	\$0	\$0
Training Aids Technology	16,865	4,542	\$0	\$0
<b>TOTALS</b>	<b>\$14,459,419</b>	<b>\$5,785,138</b>	<b>\$1,540,109</b>	<b>\$6,596,035</b>

MEMORANDUM

To: Finance Committee

Date: January 16, 1996

From: Norman C. Boehm, Executive Director  
Commission on Peace Officer Standards and Training

Subject: Contract Negotiations

The Finance Committee has requested information on the contract negotiation process used in arriving at contract and tuition amounts.. We are pleased to provide this report in response. Also, we would be prepared to supplement this written material with illustrative examples and anecdotes. POST Internal Manual (PIM) Administrative Policy A-13 pertaining to contracts cites the authority for all contracts as being Government Code Sections 14780 - 14842, the State Administrative Manual Section 1200 et seq., and Commission Policy A-1. There are two forms used for contracts, the interagency agreement for contracts between State agencies, and the standard contract form for all other contracts.

All contracts over \$1,000 require competitive bidding except contracts with other public entities, master agreements, and grants. The term "public entity" includes other State agencies, cities, counties, California state universities and colleges and their foundations, and joint powers agreement agencies.

As you can see on the attached list of 1995-96 Training Contracts (Attachment 1), the majority of POST's contracts are with a public entity. Attachment 1 includes contracts that are prepared in accordance with Commission Regulation 1054 - Requirements for Course Budget. These contracts fund POST certified courses, and it is simply a mechanism used by POST to pay the tuition up front via contract rather than pay tuition. The costs for these contracts are low and indirect costs are restricted to only 15%. It should be noted that these rates have remained constant since 1986.

Attachment 2 is a listing of those contracts exempt from competitive bidding and where we do not follow the 1054 guidelines. Training programs on this list generally require higher paid trainers that would not be available for the rates paid under 1054.

Attachments

011 - TRAINING CONTRACTS				
1	San Diego Regional Training Center	Command College	CLD-Short	\$537,629.00
2	San Diego Regional Training Center	Labor Management Partnerships	CLD-Hall	\$67,998.00
3	CSU, Northridge Foundation	2-Mgmt Courses	CLD-Hood	\$28,166.00
4	CSU, Long Beach Foundation	5-Mgmt Courses	CLD-Hood	\$80,695.00
5	Humboldt State University	4-Mgmt Courses	CLD-Hall	\$64,208.00
6	San Diego Regional Training Center	5-Mgmt Courses	CLD-Hall	\$77,960.00
7	San Jose State Univ. Foundation	4-Mgmt Courses	CLD-Hood	\$57,620.00
8	Department of Justice	technical training	TDC-Bennett	\$1,024,803.00
9	Cooperative Personnel Services	proctor Basic Crse	BTB-Cassidy	\$3,000.00
10	Cooperative Personnel Services	proctor PC832 exam	S&E-Krueger	\$39,078.08
11	Cooperative Personnel Services	proctor Entry Level test battery	S&E-Honey	\$93,803.84
12	San Diego State University	Produce & broadcast telecourses	TPS-Bray	\$530,000.00
13	CSU, Long Beach Foundation	Supervisory Leadership courses	CLD-Hood	\$473,320.00
14	San Diego State University	video case law updates	TPS-Masters	\$60,000.00
15	Alameda County Sheriff's Dept.	Basic driver training	TDC-Sorg	\$16,150.00
16	San Diego Regional Training Center	cultural diversity	see 94-011-16	\$0.00
17	Alameda County District Attorney	produce case law updates	TPS-Masters	\$25,000.00
18	Golden West College	produce case law updates	TPS-Masters	\$25,000.00
19	James Tuite	IVD consulting	TDC- Rhodes	\$999.00
20	Bruce Rayl	IVD consulting	TDC- Rhodes	\$999.00
21	Gordon Graham	expert speaker	S&E-Krueger	\$250.00
22				\$0.00
23	Mickey Jones	expert speaker	TPS-Masters	\$350.00
24	San Diego Regional Training Center	Master Instructor Course	TPS-Moura	\$152,198.00
25	CAE-Link - Hughes Training, Inc.	Develop IVD PC832	LTRC -extend dat	\$0.00
26	Rio Hondo College	Proctor PC832	BTB- Cassidy	\$2,000.00
27	College of Redwoods	Proctor PC832	BTB- Cassidy	\$2,000.00
28	State Ctr Regional Training Center	Proctor PC832	BTB- Cassidy	\$2,000.00
29	Ohlone Community College	Proctor PC832	BTB- Cassidy	\$2,000.00
30	San Bernardino County Sheriff's Dept.	Proctor PC832	BTB- Cassidy	\$2,000.00
31	Martinez Adult School	Proctor PC832 requal	BTB- Cassidy	\$2,000.00
32	Lois Jovanvic-Peterson M.D	revising of Medical Screening Manual	S&E - Spilberg	\$500.00
33	Sherman Holvey M.D.	revising of Medical Screening Manual	S&E - Spilberg	\$500.00
34	No. CA Institute of Research	revising of Medical Screening Manual	S&E - Spilberg	\$500.00
35	Oakland Police Department	Basic driver training	TDC-Sorg	\$30,400.00
36				\$0.00
37	Orange County Sheriff's Dept.	Basic Narcotics training	TDC-Reed	\$57,433.95
38				\$0.00
39	CPOA	Leg Update Workbook	BTB-Buna	\$9,999.00
40	Cooperative Personnel Services	proctor Public Safety Dispatcher exam	S&E-Weiner	\$2,854.96
41				\$0.00
42	CHP	Basic Motorcycle training	TDC-Farnsworth	\$66,825.00
43				\$0.00
44	San Diego Police Department	Basic Motorcycle training	TDC-Reed	\$69,060.00
45	San Diego Regional Training Center	ICI Core Course workshops	TPS-Zachary	\$144,835.00
46	San Bernardino Co. Sheriff's Dept.	Basic Motorcycle training	TDC-Homme	\$644,196.00
47				\$0.00
48	County of San Bernardino	Driver Training Simulator project	LTRC	\$71,330.00
49	San Diego Regional Training Center	ICI Instructors workshops	TPS-Zachary	\$44,880.00
50	LA County -Dept. of Sheriff	Driver Training Simulator project	LTRC	\$118,247.00
51	City of San Jose, San Jose Police Dept.	Driver Training Simulator project	LTRC	\$71,330.00
52				\$0.00
53	Sacramento Public Safety Center	ICI Core courses	TPS-Zachary	\$146,060.00
54	James Tuite	IVD consulting	TDC-Rhodes	\$9,999.00
55	Bruce Rayl	IVD consulting	TDC-Rhodes	\$9,999.00

CONTRACT LOG - 95/96

ATTACHMENT 1

56	David Pickering	IVD consulting	TDC-Rhodes	\$9,999.00
57				\$0.00
58				\$0.00
59				\$0.00
60	Contra Costa Community College-Los M	Basic Course Driver Training	TDC-Sorg	\$67,830.00
61				\$0.00
62				\$0.00
63				\$0.00
64				\$0.00
65	Sacramento Police Department	Basic Course Driver Training	TDC-Bennett	\$28,500.00
66	So. Bay Regional Public Safety Training	Basic Course Driver Training	TDC-Spurlock	\$113,050.00
67				\$0.00
68	Allan Hancock College	Basic Course Driver Training	TDC-Bennett	\$3,230.00
69	San Diego Police Department	Basic Course Driver Training	TDC- Reed	\$87,210.00
70	Ventura County CJT Center	Basic Course Driver Training	TDC-Spisak	\$34,200.00
			<b>GRAND TOTAL</b>	<b>\$5,214,194.83</b>

<b>011 - TRAINING CONTRACTS</b>				
1	San Diego Regional Training Center	Command College	CLD-Short	\$537,629.00
2	San Diego Regional Training Center	Labor Management Partnerships	CLD-Hall	\$67,998.00
9	Cooperative Personnel Services	proctor Basic Crse	BTB-Cassidy	\$3,000.00
10	Cooperative Personnel Services	proctor PC832 exam	S&E-Krueger	\$39,078.08
11	Cooperative Personnel Services	proctor Entry Level test battery	S&E-Honey	\$93,803.84
12	San Diego State University	Produce & broadcast telecourses	TPS-Bray	\$530,000.00
13	CSU, Long Beach Foundation	Supervisory Leadership courses	CLD-Hood	\$473,320.00
14	San Diego State University	video case law updates	TPS-Masters	\$60,000.00
16	San Diego Regional Training Center	cultural diversity	see 94-011-16	\$0.00
17	Alameda County District Attorney	produce case law updates	TPS-Masters	\$25,000.00
18	Golden West College	produce case law updates	TPS-Masters	\$25,000.00
19	James Tuite	IVD consulting	TDC- Rhodes	\$999.00
20	Bruce Rayl	IVD consulting	TDC- Rhodes	\$999.00
21	Gordon Graham	expert speaker	S&E-Krueger	\$250.00
23	Mickey Jones	expert speaker	TPS-Masters	\$350.00
24	San Diego Regional Training Center	Master Instructor Course	TPS-Moura	\$152,198.00
26	Rio Hondo College	Proctor PC832	BTB- Cassidy	\$2,000.00
27	College of Redwoods	Proctor PC832	BTB- Cassidy	\$2,000.00
28	State Ctr Regional Training Center	Proctor PC832	BTB- Cassidy	\$2,000.00
29	Ohlone Community College	Proctor PC832	BTB- Cassidy	\$2,000.00
30	San Bernardino County Sheriff's Dept.	Proctor PC832	BTB- Cassidy	\$2,000.00
31	Martinez Adult School	Proctor PC832 requal	BTB- Cassidy	\$2,000.00
32	Lois Jovanvic-Peterson M.D	revising of Medical Screening Manual	S&E - Spilberg	\$500.00
33	Sherman Holvey M.D.	revising of Medical Screening Manual	S&E - Spilberg	\$500.00
34	No. CA Institute of Research	revising of Medical Screening Manual	S&E - Spilberg	\$500.00
39	CPOA	Leg Update Workbook	BTB-Buna	\$9,999.00
40	Cooperative Personnel Services	proctor Public Safety Dispatcher exam	S&E-Weiner	\$2,854.96
45	San Diego Regional Training Center	ICI Core Course workshops	TPS-Zachary	\$144,835.00
48	County of San Bernardino	Driver Training Simulator project	LTRC	\$71,330.00
49	San Diego Regional Training Center	ICI Instructors workshops	TPS-Zachary	\$44,880.00
50	LA County -Dept. of Sheriff	Driver Training Simulator project	LTRC	\$118,247.00
51	City of San Jose, San Jose Police Dept.	Driver Training Simulator project	LTRC	\$71,330.00
53	Sacramento Public Safety Center	ICI Core courses	TPS-Zachary	\$146,060.00
			<b>GRAND TOTAL</b>	<b>\$2,632,660.88</b>

## Contract Negotiation Processes

How do we assure the best financial conditions?

- o We compare costs of similar services provided by the vendor to other customers.
- o We compare rates charged by other vendors for the same or similar services.
- o We maintain awareness of prevailing rates paid by public and private sectors for consultants/trainers in subject areas of interest to POST.
- o We appeal to vendors to accept lower rates and not seek increases because of POST's revenue shortfall.
- o We appeal to vendors to work for less because they are making a public contribution by training law enforcement officers.
- o We refuse to contract with vendors charging high overhead (we generally keep overhead to 15% or less).
- o We contract primarily with non-profit public entities.
- o We have a lot of experience negotiating contracts and building tuition budgets.
- o We look for ways to cut costs (e.g., purchase equipment rather than rent it over and over again).



## **REASONS WHY POST CONTRACTS REFLECT HIGH COST EFFECTIVENESS**

1. Consultants come to POST with experience in budgets and contracts. Because the requirements for Law Enforcement Consultants include as a minimum the rank of lieutenant and a BS or BA degree, employees are experienced in developing budgets and contracts.
2. The contracts we develop and administer are simple. Most contracts are for straightforward educational products. As such, the components are simple: instructors, supplies, secretarial support, materials for students, audio/visual, printing, and classrooms.
3. There is a standard for these budget items. POST contract experience over the years has developed a scale to be used for the purchase of these goods and services.
4. The vendor must submit a detailed line-item budget for consideration. All costs are clearly identified and easy to review. Overhead is limited to 10% in most cases, 15% in a few cases when the vendor is requested to provide additional administrative support. Staff understands overhead charges and knows when they approach the 35% the State charges that the costs are outrageous. The San Diego RTC, for example, has the lowest overhead of any government agency with which we do business. The State University system is much higher (generally 40% plus).
5. POST review of contract applications is extensive. Our Administrative Services Bureau has conscientious experience in contract administration and review. Any charges out of the ordinary must be fully justified. Additionally, the Executive Office closely reviews all contracts before they are submitted to the Commission providing an additional quality control check of the contents of all contracts.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>NEW AGENCY - San Francisco Municipal Railway Transit Police Department</b>		Meeting Date <b>January 18, 1996</b>
Bureau <b>Training Delivery &amp; Compliance Bureau</b>	Reviewed By <b>Ronald T. Allen</b>	Researched By <b>Bob Spurlock</b>
Executive Director Approval <i>Morgan L. Boehm</i>	Date of Approval <b>12-20-95</b>	Date of Report <b>December 13, 1995</b>
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

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

ISSUE

The San Francisco Municipal Railway Transit Police Department is seeking entry into the POST Specialized (Non-Reimbursable) Program on behalf of its peace officers.

BACKGROUND

The department's officer is appointed pursuant to Section 830.33(c) of the Penal Code and the agency has submitted the proper documentation supporting POST objectives and regulations. Suitable background and other provisions of the Government Code regarding selection standards have been made.

ANALYSIS

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

RECOMMENDATION

The Commission be advised that the San Francisco Municipal Railway Transit Police Department has been admitted into the POST Specialized (Non-Reimbursable) Program consistent with Commission Policy.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Annual Review of Command College Tuition	Meeting Date January 18, 1996	
Bureau Center for Leadership Development	Reviewed By <i>Robert J. Fallick</i>	Researched By Beverley Short <i>Beverley Short</i>
Executive Director Approval <i>Marianne C. Boehm</i>	Date of Approval 12-21-95	Date of Report December 11, 1995
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 checked="" type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>This item is before the Commission for its annual review of the Command College tuition.</p> <p><u>BACKGROUND</u></p> <p>At the January 1987 meeting, the Commission designated a tuition be charged all eligible, non-reimbursable agencies desiring to send participants to the Command College. The Commission also directed staff to monitor the direct costs of the two-year program and to submit a report annually with recommendations for the tuition rate for the coming year.</p> <p>The current tuition approved by the Commission for participants beginning the Command College program in 1995 is \$3,570.</p> <p>The non-reimbursable agencies participating in the Command College and being charged a tuition are the California Highway Patrol, the Department of Justice, Los Angeles Housing Police, Department of Motor Vehicles, Office of the Attorney General, and Department of Fish and Game.</p> <p><u>ANALYSIS</u></p> <p>The tuition has been established for Classes 22 and 23, which are already in progress. Savings in program costs are anticipated for the next classes scheduled to begin in July 1996 under the revised Command College format. An estimate of program costs will be available for the April 1996 Commission meeting when a full report will go to the Commission for approval.</p> <p><u>RECOMMENDATION</u></p> <p>Postpone setting the tuition for the Command College for the 1996/97 fiscal year until the April 1996 Commission meeting when an estimate of program costs for the revised Command College have been determined.</p>		

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Supervisory Leadership Institute Tuition</b>		Meeting Date January 18, 1996
Bureau Center for Leadership Development	Reviewed By	Researched By Tom Hood <i>[Signature]</i>
Executive Director Approval	Date of Approval	Date of Report December 13, 1995
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

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

BACKGROUND

At the January 1991 meeting, the Commission designated a tuition be charged all eligible non-reimbursable agencies desiring to send participants to the Supervisory Leadership Institute. Staff was instructed to annually review tuition and to report to the Commission each January with the recommended tuition for classes beginning the coming year. The current tuition approved by the Commission is \$1,636.

Non-reimbursable agencies currently in the Supervisory Leadership Institute and being charged a tuition are the California Highway Patrol and the California Department of Justice, Bureau of Narcotic Enforcement.

ANALYSIS

The recommended tuition based on anticipated direct Supervisory Leadership Institute cost per participant in 1996 remains at \$1,636. The cost breakdown is as follows:

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

RECOMMENDATION

Approve a tuition of \$1,636 for non-reimbursable agencies, to cover the direct costs for participation in the Supervisory Leadership Institute for classes beginning July 1996 through June 1997.



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## POST STRATEGIC PLANNING STEERING COMMITTEE

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### "Beyond 2000"

**TO:** POST Commissioners

**DATE:** January 2, 1996

**FROM:** ROBERT G. NORMAN  
Chairman  
Strategic Planning Steering Committee

**SUBJ:** UPDATE : DEVELOPMENT OF COMMISSION'S STRATEGIC PLAN

In December, the Strategic Planning Steering Committee (SPSC) completed the stakeholder interview process as well as the last of six regional workshops conducted to collect input from law enforcement concerning expectations of POST with regards to future training needs, services, and programs.

#### WORKSHOPS HELD

Over 200 individuals attended the six regional workshops. Participants included representatives selected by CPCA, CPOA, CSSA, PORAC, and CAPTO, as well as a representatives from several allied criminal justice agencies (non-law enforcement). Each 1-1/2 day session included brief presentations on POST programs and services followed by an overview of financial challenges facing the Commission. Luncheon guest speakers included Commission Chairman Devallis Rutledge and Justice George Nicholson, Third Appellate District Court of Appeal.

Following lunch, participants broke into small groups to address several key issues including, but not limited to, new and/or additional services POST should consider providing, the need for strengthening standards to enhance professionalism, and alternative/additional funding approaches that should be explored (see Attachment #1). Selected graduates from the Commission's Master Instructor Program performed admirably as group discussion facilitators. All of the workshops were very well received by those attending. Several participants expressed appreciation for the opportunity to share their thoughts on the future of POST. Many high quality ideas and specific suggestions surfaced as to how POST can better meet the needs of law enforcement.

#### STAKEHOLDER INTERVIEWS CONDUCTED

Committee members personally conducted a total of 26 one-on-one interviews with a very diverse group of individuals from the fields of futures-forecasting, criminal justice (non-law enforcement),

labor, risk management, city management, the media, and high technology. Interviews were also conducted with selected law enforcement chief executives as well as POST Commissioners. Generally, input from the stakeholders focused on public perception and expectations of law enforcement as well as the numerous social, political, demographic, and technological issues impacting the profession (see Attachment #2).

### EMERGING STRATEGIC DIRECTIONS IDENTIFIED

Based upon the collective input from the regional workshops and stakeholder interviews, seven major strategic directions have emerged to guide development of the strategic plan. They include (see Attachment #3):

- o Establishment of a clearinghouse function
- o Move toward licensing and accreditation
- o Strengthen standards and competency
- o Expand POST's role
- o Establish partnerships
- o Maximize training delivery
- o Ensure adequate resources are available to support law enforcement standards and training

### VALIDATING FIELD SURVEY SENT

Given the importance of these directions in development of the plan, a survey was designed to seek broader confirmation of these key directions. In late December, the survey was distributed to chief executives, training managers, and local association presidents from all municipal police departments and sheriffs' departments in the POST program, all workshop invitees, and workshop facilitators. To encourage a high response rate, the survey was limited to one page. A complete survey instrument, including a detailed description of the seven strategic directions, is attached for the Commission's review (see Attachment #4). A report on preliminary survey results will be provided to Commissioners at the meeting.

### DRAFTING MISSION AND VALUES STATEMENTS

Work on developing mission and values statements for POST is also well underway. Two internal planning teams comprised of a cross-section of POST staff from differing ranks and bureaus, plus the management team, have each developed draft statements. An analysis of commonalities and differences across the statements, along with the unedited work of each group, have been provided to the SPSC for consideration at our meeting on January 18. The mission and values statements will become an integral part of the final strategic plan which will be brought to the Commission at its April meeting.

## IDENTIFYING KEY STRATEGIES AND OBJECTIVES

Provided the survey feedback confirms the directions which emerged from the regional workshops and stakeholder interviews, the Committee will then finalize major strategies and begin identifying key objectives to achieve them. This work will likely commence in mid-January and will be a joint undertaking between the SPSC and POST staff. Once the plan has been completed, committee members plan to present it to their respective associations for review and validation.

## POSSIBLE SYMPOSIUM OR SUMMIT

The SPSC has considered conducting a "finalizing" symposium on the plan. However, it seems most appropriate that such an event be conducted after the plan has been formally approved by the Commission. The Commission may want to consider conducting the symposium as part of the "Law Enforcement Summit" currently under consideration with the purpose being to "kick-off" implementation of the Commission's strategic plan.



## POST STRATEGIC PLANNING STEERING COMMITTEE

### "Beyond 2000" REGIONAL WORKSHOP QUESTIONS

Robert Norman, Chairman (CPCA)  
Chief, Foster City P.D.

Jerry Shadinger, Vice Chairman (CSSA)  
Sheriff, Colusa County S.D.

Joe De Ladrainey, Chief (CPCA)  
Torrance P.D.

Stephen D'Arcy, Undersheriff (CPOA)  
Placer County S.D.

Norman Hicks, Sheriff (CSSA)  
Monterey County S.D.

Skip Murphy, President (PORAC)  
Peace Officers' Research Association  
of California

Joe Surges (PORAC)  
Contra Costa County D.S.A.

Woody Williams, Deputy Chief (CPOA)  
San Bernardino County S.D.

### CORE QUESTIONS

#### 1. NEW AND EMERGING SERVICE NEEDS

POST presently provides services related to training program development, delivery and certification, establishment of minimum training standards, establishment of minimum selection standards, and delivery of organizational consultative services. Over the next five years, what new and/or additional services should POST consider providing to better support California law enforcement?

#### 2. PROACTIVE ADVOCACY FOR PROFESSIONALISM

Historically, POST has established minimum standards in the areas of training and selection. Is there a need for higher standards now and in the future? Should POST's role be to "raise the bar" and always pull law enforcement of a higher level to professionalism? Should POST be advocating additional areas of mandatory training, or should it only react to direction from the Legislature and needs identified by law enforcement?

#### 3. RESOURCE NEEDS AND SOURCES

POST's ability to provide services is heavily dependent upon the level of resources available in any given fiscal year. At present, POST's funding level is at approximately \$30 million, down from a high of approximately \$44 million. What do you believe is the level of funding necessary to adequately support the continuing professionalism of law enforcement in California? What alternative and/or additional funding approaches or mechanisms do you believe should be explored and actively support the continuing professionalism of law enforcement in California? What alternative and/or additional funding approaches or mechanisms do you believe should be explored and actively supported by the field? In tight budget times, what should be POST's service priorities for limited resources?



## SELECTED QUESTIONS

### 4. BALANCE OF SERVICE AND REGULATION

POST performs both service and regulatory functions. What should be the proper balance of these two responsibilities? Should service be increased or decreased? Should regulation be increased or decreased?

### 5. LEGISLATIVE LIAISON

What role should law enforcement play in influencing legislation concerning standards, training, and funding? What are the roles of the major associations? Who and how should coalitions be built when appropriate?

### 6. CLIENT DEFINITION

POST's present client is peace officers in the State of California. In addition, it has recently begun to oversee training and selection for public safety dispatchers. Who should be the future client of POST? Law enforcement agency personnel? Public safety agency personnel? Criminal justice agency personnel? Public officials with policy oversight responsibility for law enforcement?

### 7. ALTERNATIVE DELIVERY SYSTEMS

POST's principal method for providing training services is through classrooms overseen by agencies, academies, private providers and POST itself. There has been a recent commitment of resources in the area of training technology, most notably driving simulators, satellite broadcasts, videotape instruction and interactive laser discs. What alternative training delivery mechanisms should POST explore? What are the implications of these alternatives in terms of effectiveness and cost?

### 8. ALTERNATIVE METHODS TO MEET Training STANDARDS

Although there is standardized testing in the basic academies and technology-based programs, POST primarily defines minimum training standards in terms of subject content and number of hours. Should POST move in the direction of competency demonstration or equivalency recognition as alternative ways to meet training standards? Should POST move in those directions even if such alternative methods would be very costly to establish and maintain?

11/14/95









**QUESTION #3 -**

**Changes/factor in your field that might impact law enforcement**

	D. Horowitz, Judge	G. Nicholson, Justice	F. Del Omo, Asst Editor, LA Times	D. Walters, Editor, Sacto Bee	S. Teague, Editor, KCAL 9	J. Lombardi, Pres. CA Res. POA	M. Mayer, Attorney	J. Molnar, Chief of Staff, Sen. Leonard	R. Presley, Retired Senator	M. Bishop, Deputy DA	W. Williams, Chief of Police	S. Knece, Chief of Police	S. Helmick, CHP Commissioner	R. TerBorch, POST Commissioner	R. Levenberg, POST Commissioner	J. Hall-Esner, POST Commissioner	C. Campbell, POST Commissioner	D. Stockton, POST Commissioner	G. Kennedy, POST Commissioner	W. Kirshoff, City Manager	A. Fiero, Risk Manager	J. DuFrans, Technologist	R. Selbert, Futurist	R. Mager, Trng/Perf. Cons.	W. Kolender, Sheriff	Manuel Ortega, POST Commissioner
1. Reaction of juries to LE testimony given public perception of LE	X																									
2. Increased lawsuits against LE							X																			
3. Use of technology to help make LE management, operations, and training more effective and efficient, and to defend officers' actions in lawsuits							X	X		X									X					X		X
4. Civilizaiton/privatization within LE																		X								
5. Increased use of reserves and public perception of LE as a consequence						X											X									
6. Financing LE services. Struggles over budget priorities may cost us community support															X											
7. Communities may no longer be able to attend the escalating costs of LE training																			X							
8. More restrictions likely to be imposed on use of force																						X				
9. Increased challenge to disciplinary actions will drive increased need for quality integral affairs training							X																			
10. Continued mandates by Legislature													X													
11. Government downsizing will greatly increase availability of emerging technologies for LE use																						X				







12. Provide training for recruits and officers in use of automated systems																		X																	
13. Improved training in high liability areas and critical judgment skills					X																											X			
14. More cost-effective training and adoption of alternative means to meet training mandates										X																									X
15. Assistance programs for officers and their facilities to help them deal with challenges LE personnel face																																X			
16. State must help with reduced financial capabilities of communities to provide LE services																																	X		
17. More training in evidence collection and processing				X							X																								
18. Develop system to attract and hire officers of good character and integrity															X	X																			
19. More recognition by POST of the differing needs of small vs large agencies											X																								
20. Improved marketing of LE and our successes									X					X																					
21. Reconsider value of "confrontational" academies									X																										
22. Involve community in selection of officers																																	X		
23. Make more effort to weed out officers with propensity for violence/racism					X																														
24. Increased intelligence gathering needed																																X			
25. Adequate funding to support LE training statewide																																			X
26. Presenting a LE united front in Sacramento																																			X
27. Increased cultural diversity training internally within departments																																			X
28. More focused and sophisticated hate crime investigations																																			X
29. No response	X																										X	X							X



14. Will likely be lowered, increasing importance of training								X																									
15. Increase educational requirements - entry-level through executive																																	X
16. Establish better 'connection' between officers and communities they serve																																X	
17. No response				X	X										X					X	X	X	X										



11. May be an opportunity to expand role of POST or create new entity to oversee standards and training for all public safety personnel															X										
12. Standards should be locally determined								X																	
13. Establish a statewide criminal justice cabinet			X																						
14. Increased state mandates with more emphasis on "soft" issues																									X
15. No response					X				X	X					X			X	X	X	X				

## KEY THEMES EMERGING FROM THE REGIONAL WORKSHOPS

1. Clearinghouse
2. Licensing/Accreditation
3. Standards/Competency
4. POST's Role
5. Partnerships
6. Training Delivery
7. Funding

1	Clearinghouse	2, 10, 13, 24
2	Licensing/Accreditation	27, 9
3	Standards/Competency	6, 7, 8, 31, 28, 32, 18
4	POST's Role	33, 30, 1, 5, 22, 20
5	Partnerships	17, 11, 16, 23, 19
6	Training Delivery	25, 1, 3, 14, 4, 12
7	Funding	26, 24, 21, 15

## STRATEGIC ISSUES

1. Evaluation & validation of current courses and POST services
2. Clearinghouse function
3. Explore alternative delivery methods
4. Regionalization/"Road Shows"
5. Law enforcement image enhancement & public/corporate partnerships
6. Increase in POST standards and alternative methods of compliance
7. Ethics standards
8. Standards for all clients - sworn, civilian, etc.
9. Agency accreditation
10. Outreach & communication between POST and the field
11. POST's relationships with associations re: legislative actions
12. POST's role re: in-house agency training (delivery methods/course certification)
13. POST as futurist scout; early warning system
14. Technology applications related to training - cost benefit analysis, leadership
15. Alternative/additional funding sources (ex: non-profit foundation)
16. Role of community colleges (re: academy & broader linkage w/institutions of higher learning)
17. Interface with private industry for training and exchange of services
18. The academy product (satisfaction, competency and other standards)
19. Front loading the recruitment pool (ex: "magnet" programs)
20. Leadership re: broader societal issues (polarization)

21. Client definition of the future (who, standards)
22. POST's role re: high liability issues (ex: pursuits, use of force)
23. Law enforcement's broader partnerships with other criminal justice agencies
24. No mandates without funding.
25. Travel and per diem policies (distance, lunches)\
26. Restoration of funding levels (Plan V, salary reimbursement)
27. Professional licensing/certificates
28. Reserve standards (flex the bar)
29. Customer friendly, easy to use "accessibility to POST" (information, services)
30. Methods to keep POST staff current.
31. Expanded CPT requirements at all levels & alternative methods (hours, competency, non-POST courses)
32. Competency-based requirements & continuous competency testing
33. Review of POST's role and business definition (fundamental purpose of POST)





## POST STRATEGIC PLANNING STEERING COMMITTEE

### "Beyond 2000"

December 28, 1995

Robert Norman, Chairman (CPCA)  
Chief, Foster City P.D.  
(415) 286-3330

Jerry Shadinger, Vice Chairman (CSSA)  
Sheriff, Colusa County S.D.  
(916) 458-0209

Joe De Ladrantey, Chief (CPCA)  
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(310) 618-5705

Stephen D'Arcy, Undersheriff (CPOA)  
Placer County S.D.  
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Skip Murphy, President (PORAC)  
Peace Officers' Research Association  
of California  
(619) 974-2088

Joe Surges (PORAC)  
Contra Costa County D.S.A.  
(510) 646-4622

Woody Williams, Deputy Chief (CPOA)  
San Bernardino County S.D.  
(909) 387-3760

Dear Chief Executive:

As you are probably aware, the POST Strategic Planning Steering Committee was recently established by the POST Commission for the purpose of developing a strategic plan for POST.

The Committee's activities have so far focused on collecting background information critical to the development of the plan. To this end, Committee members have conducted a series of one-on-one interviews of key stakeholders, and the Committee has hosted six regional workshops on the *Future of Law Enforcement Standards and Training in California*. The workshops were attended by a total of over 200 law enforcement representatives selected by CPCA, CPOA, CSSA and PORAC; as well as representatives from several allied agencies (public safety dispatch centers, community college training presenters, etc.).

The many ideas which emerged from the interviews and regional workshops have been summarized into a smaller number of "Strategic Directions" which will largely guide our development of the actual strategic plan. Because of their importance to the final strategic plan, we are seeking additional input regarding these "Strategic Directions" before proceeding. Specifically, we are soliciting the views of chief executives, training managers, and local association presidents from all municipal police departments and sheriffs' departments in the POST program. All workshop invitees are also being encouraged to comment.

Attached are the "Strategic Directions" which have been identified. Please review this document carefully and then let us know your views by completing the brief survey questionnaire which is also attached. Please mail or FAX your completed questionnaire **no later than Friday, January 12, 1996**. The FAX number is (916) 227-4833.

Please forward the two enclosed documents to your training manager and your local association president. (If you serve as your agency's training manager, please discard the document addressed to the training manager.)

If you have any questions about the survey please contact Holly Mitchum at POST (916) 227-2808 or me at (415) 286-3330. The phone numbers of all Committee members are also provided for your reference.

On behalf of the Committee, thank you for your assistance. We look forward to completing our work and submitting a strategic plan to the Commission in April.

Sincerely,

ROBERT G. NORMAN  
Chairman, Strategic Planning Steering Committee

Attachment  
Enclosures



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## POST STRATEGIC PLANNING STEERING COMMITTEE

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"Beyond 2000"

### STRATEGIC DIRECTIONS

#### ESTABLISH A CLEARINGHOUSE FUNCTION

With the rapid explosion of technology, innovative programming, and emerging social issues, law enforcement can benefit significantly from a single repository of materials and information. With POST playing this critical clearinghouse function, agencies and law enforcement professionals can save hours and resources by not having to do original research, sift through journals looking for model programs and policies, or "reinvent the wheel." POST already possesses several elements that can serve as building blocks. The library receives most of the relevant periodicals and can provide on-line access to a number of data bases. POST does provide resources for agencies to do "site visits" to evaluate innovative programs in other agencies. The Command College provides a focus on and information about critical future issues facing law enforcement. These and other elements can be structured around a well defined clearinghouse model based upon the following:

- o Availability of a broad range of information on technology, innovative programs, "consumer product evaluation," model training curricula, technical assistance resources, and other needs identified by law enforcement.
- o An outreach communications program based upon two-way communications between POST and the field, and a constant flow of information.
- o A "scout" or "early warning system" whereby POST provides critical information in a timely manner, as well as raises the field's awareness level of emerging issues.
- o Customer-friendly, easy to use "accessibility" to POST, and the clearinghouse resources.

#### MOVE TOWARD LICENSING AND ACCREDITATION

There is both pressure for and interest in the continuing effort to improve law enforcement as a profession and to upgrade law enforcement agencies. Consistent with models used by other professions, this suggests movement toward individual licensing and agency accreditation. Several questions arise regarding the individual. Is there a need for a more formal license beyond the current requirements of the POST basic certificate? Should the individual bear some personal commitment and responsibility for acquiring and maintaining a license? Should the State have the authority to suspend or revoke an individual's license for other causes beyond a conviction for a felony? There appears to be agreement among the California law enforcement community that the answer to these questions is yes. Beyond individual licensing is agency

accreditation. The National CALEA program has been in place for some years now with only a handful of California agencies participating. There are now several states that have adopted their own accreditation process as an alternative to CALEA. And in California, the Legislature directed POST to establish a voluntary agency accreditation process. The accreditation program has been developed by POST and is ready for use, but since no funding was provided to support this program, it has not yet been inaugurated. The availability of a voluntary California-based accreditation process is viewed with interest by the field. It would provide a useful tool for an agency to periodically assess its organizational capabilities. It would assist agencies and local government in the areas of risk management and liability exposure. It would serve as a reminder for the continuing need to focus on improving policing, the profession and delivery of public safety services.

### **INCREASE STANDARDS AND COMPETENCY**

There is an overwhelming interest in the field for "raising the bar" of standards for law enforcement. At the present time, California peace officers are required to complete 24 hours of continuing professional training (CPT) every two years. This requirement is met through attendance at POST-certified training courses. There is agreement that this requirement is inadequate. Other states have requirements for up to 40 hours per year. In addition, the POST requirement is based upon hours of attendance, not demonstrated knowledge or proficiency. Three sub-issues are relevant. What are the appropriate standards? To whom should standards apply? Are there alternative methods to comply with the standards?

There is agreement that standards should be strengthened. There is strong interest in these standards being competency-based, not just hours-based, with competency being judged through testing and/or demonstrated proficiency. There is agreement that standards should exist for all clients being served by POST, and that there should be requirements at all levels in the agency. The adequacy of the "product" from the basic academies in terms of skills and ethics is of great importance. There is agreement that POST should have alternative methods to meet standards. Some suggestions included: the ability to "test out" of a requirement; substitution of academic courses for POST-certified courses; substitution of non-POST seminars; and more flexibility for standards related to reserve officers. There is also agreement that some skills and knowledge require ongoing competency-based testing to ensure that law enforcement professionals are capable and current.

### **EXPAND POST'S ROLE**

The clarification of POST's role in terms of a business definition or fundamental purpose is of paramount importance. Created in 1959, POST's core mission was to establish and implement selection standards and training requirements for peace officers. There appears to be a need for and interest in expanding this role definition. Part of this expansion is for POST to serve in a leadership role in two critical areas. First, POST should work with the field in a coordinated fashion to improve and enhance the image of law enforcement. Second, POST should serve the field by providing leadership in law enforcement's response to broader societal issues such as education and polarization of society. What is unclear is POST's role regarding high-liability issues such as pursuit driving, use of force, and sexual harassment. To fulfill an expanded role definition, POST must ensure that its staff is current with contemporary law enforcement practices, as well as continually evaluate and validate the quality and relevancy of training courses and other services.

## **ESTABLISH PARTNERSHIPS**

In order for POST to be successful in the future, it must facilitate the formation and operation of several critical partnerships. Perhaps the most important of these is the coordination of key associations in addressing legislative mandates, funding, and professional issues. As with this strategic planning process, the core associations are CPOA, PORAC, CSSA, and CPCA. POST should facilitate relationships with industry in the areas of corporate training opportunities and public/private partnerships. Just as important is the partnership between law enforcement and other criminal justice and public safety agencies in the areas of training needs, shared resources, and common goals. Law enforcement also needs POST to facilitate partnerships in the recruitment and basic training arenas. With widespread concerns about the diminished qualified recruitment pool, partnerships with schools and community groups are key to developing future law enforcement professionals. In addition, a broader linkage between the basic academies and colleges and universities is vital to ensuring a quality entry-level police officer.

## **MAXIMIZE TRAINING DELIVERY**

Training delivery will continue to be a core function for POST. Maximizing the benefits of training is a goal critical to the mission. Courses need to be continually evaluated for instructor quality, effectiveness of instructional methodology and content relevancy. Course curricula and delivery methods need to be adapted to meet the needs of the wide variety of agency types and sizes throughout California. Application of training delivery technology should continue to be pursued by POST with a critical eye toward cost/benefit, learning effectiveness and ease of implementation at the agency level. Regionalized training delivery is vital both in terms of regional skills centers and requiring certified presenters to deliver programs around the state. This need for regionalization is driven by maximizing the use of training dollars and building law enforcement networks. Operationally this may entail a revision of travel and per diem reimbursement to encourage use of local training courses and rethinking course certification for in-house agency training.

## **ENSURE ADEQUATE RESOURCES**

POST has experienced an over 30% reduction in funding since FY 89/90. POST, professional law enforcement associations and groups need to form a coalition to aggressively pursue adequate funding to support delivery of services and improve the profession of law enforcement. In addition, the coalition must work with the Legislature to ensure that any new mandates are appropriately supported with resources. Additional and alternative funding sources need to be pursued, new fees and establishment of a non-profit foundation being just two of many suggestions. And, if the client definition for POST expands beyond peace officers and dispatchers, there must be additional resources provided to support serving this clientele in an effective and meaningful way.

# POST STRATEGIC PLAN SURVEY OF CHIEF EXECUTIVES

Agency Type

Agency Size

In the space provided, please indicate whether each of the "Strategic Directions" described on the previous pages should be reflected in the POST strategic plan. Please respond in ink and FAX or mail your completed questionnaire in the envelope provided **no later than Friday, January 12**. The FAX number is (916) 227-4833. Thank you for your assistance.

Strategic Direction (Note: Not listed in priority order): Is this an appropriate Strategic Direction for POST?

1. ESTABLISH A CLEARINGHOUSE FUNCTION  Yes  No  Not Sure/No Opinion

2. MOVE TOWARDS LICENSING AND ACCREDITATION  Yes  No  Not Sure/No Opinion

3. INCREASE STANDARDS AND COMPETENCY  Yes  No  Not Sure/No Opinion

4. EXPAND POST'S ROLE  Yes  No  Not Sure/No Opinion

5. ESTABLISH PARTNERSHIPS  Yes  No  Not Sure/No Opinion

6. MAXIMIZE TRAINING DELIVERY  Yes  No  Not Sure/No Opinion

7. ENSURE ADEQUATE RESOURCES  Yes  No  Not Sure/No Opinion

Your Comments: ( If appropriate, please reference item number(s) in your comments. Comments are particularly encouraged for "No" responses.)

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Your Suggestions for Additional Strategic Directions for POST:

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Your Agency (Optional): \_\_\_\_\_ Your Name (Optional): \_\_\_\_\_

Your Rank (Optional):  Chief  Sheriff  Other (Specify: \_\_\_\_\_)

Check (✓) here if you attended one of the regional workshops.

Check (✓) here if you are also your agency's training manager.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Revision to Commission Procedure D-1-3 moving hours and curriculum from Part 1 to Part 2 for the Basic Course Transition Pilot Program</b>		Meeting Date <b>January 18, 1996</b>
Bureau <b>Basic Training Bureau</b>	Reviewed By <i>EJ</i> <b>Everitt Johnson</b>	Researched By <b>Steve Chaney</b>
Executive Director Approval <i>William C. Beehun</i>	Date of Approval <b>12-29-95</b>	Date of Report <b>December 8, 1995</b>
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission revise Commission Procedure D-1 (Basic Training) concerning the movement of three learning domains from Part I to Part II in the Transition Pilot Program for the Basic Course?

BACKGROUND

Following a public hearing, at the July 1995 meeting, the Commission approved curriculum and hour requirements for the Basic Course Transition Pilot Program. The program calls for community colleges to teach Part I (cognitive) curriculum from the Basic Course and for a limited number of current academies to present Part II (skills focused) curriculum. At that time, the Commission approved 264 hours of specified curriculum for Part I and 400 hours for Part II.

Since the approval to present this pilot program, staff has conducted two implementation workshops and attended several other association meetings to gather input from representatives from California Academy Directors Association (CADA), California Association of Administration of Justice Educators (CAAJE), the California Community College Chancellor's Office, and potential college program presenters. Input received from subject matter experts including representatives from basic academies and community colleges suggests the need for minor revision to curriculum and hours in these two primary phases (Part I and Part II).

ANALYSIS

As part of the implementation of the pilot program more in depth analysis of curriculum has identified minimal revisions to include shifting three learning domains (ABC Law 4 hours, Controlled Substances 12 hours, and Juvenile Procedures 6 hours) from Part I to Part II. Subject matter experts and academy directors view these 22 hours of subject curriculum as dynamic (subject to frequent change and regional perspective). Academy directors view their instructional delivery system as a better design to adapt to frequent curriculum changes.

Additionally, academies are considered to be in a better position to have access to regional differences as they relate to these subjects. For these reasons academies have indicated their desire to continue (redundantly) to present this curriculum, which further supports this shift of domains to avoid such unnecessary redundancy between Part I and Part II.

Movement of these three learning domains to Part II necessitates revising the minimum prescribed hours for Part I from 264 to 242 hours (delete 22 hours) and for Part II from 400 to 422 hours (add 22 hours), therefore modifying the minimum hours in both phases of the program. The curriculum assigned to the Part I phase will be presented by standardized placement of the remaining 22 learning domains in eight core courses in the Administration of Justice/Criminal Justice programs with the POST certified pilot presenters (*Attachment A - Learning Domain Placement Chart*). Although AJ program presenters had initially requested these three Learning Domains be considered for pilot presentation within the core courses, they understand and accept the collective rationale for placement in the Part II component.

It is anticipated that changes to the overall design of the Transition Pilot Program will be infrequent, however, as it is an alternative basic course delivery system, staff will recommend necessary updates and modifications to specific curriculum as routine changes are approved for parallel curriculum in the Regular Basic Course.

The participating pilot presenters from the Basic Course Consortium (CADA) have reviewed and approved these proposed changes. *Attachment B* provides proposed revisions to Commission Procedure D-1 to implement these changes.

#### RECOMMENDATION

Subject to the results of the Notice of Proposed Regulatory Action process approve the revisions and amendments to Commission Procedure D-1-3.

## Transition Pilot: Placement of LD's

### AJ Courses:

Intro AJ	Crim Law 1	Crim Law 2	Crim Proc	Written/Oral Comm	Evid	Multi Cult	Special Issues
4	6	44	16	40	20	30	38

- LD 1      History, Ethics, Professionalism:      Special issues (8)
- LD 2      Criminal justice system (redundancy ok): Intro AJ (4)
- LD 3      Community Relations :      Special issues (12)
- LD 4      Victimology/Crisis Intervention:      Multi cultural (6)
- LD 5      Intro to Crim Law:      Criminal law 1 (6)
- LD 6      Crimes against ppty:      Criminal law 2 (10)
- LD 7      Crimes against persons:      Crim law 2 (10)
- LD 8      General criminal statutes:      Crim Law 2 (4)
- LD 9      Crimes against children:      Crim law 2 (6)
- LD 10      Sex Crimes:      Crim law 2 (6)
- LD 15      Laws of Arrest:      Crim Procedures (12)
- LD 16      Search and Seizure: (Possible redundancy) (12) Put it  
in totality in **Evidence** and repeat as appropriate in  
**Crim Procedures**
- LD 17      Presentation of evidence:      Evidence (8)
- LD 18      Investigative Report Writing:      Written Comm. (40)  
(possible prerequisite ?)



LD 31      Custody:      Crim Procedures (4)

LD 34      First aid/CPR:      (separate course on campus) (21)

LD 36      Information systems:      Special Issues (4)

LD 37      Persons with disabilities:      Special Issues (6)

LD 38      Gang awareness:      Special issues (8)

LD 39      Crimes against justice system:      Crim law 2 (4)

LD 40      Weapons violations:      Crim law 2 (4)

LD 42      Cultural diversity/ discrimination: Multi-cultural (24)

RETURN TO THE BASIC ACADEMY CURRICULUM (22hrs of 264hrs) the  
following :

LD 11      Juvenile law and procedure:      (6)

LD 12      Controlled Substances:      (12)

LD 13      ABC Law :      (4)

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**PARTIAL TEXT PROPOSAL #4 - COMBINED, RESERVE  
FORMAT/MODULE "D" TRAINING SPECIFICATIONS  
AND TRANSITION PROGRAM - PILOT FORMAT**

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[ **NOTE: See double-underlined text only:** page 7 (Section d\_1-3); page 8 (Sections B & C); page 9 (Section C); page 10 (Section D & 6) ]

**POST ADMINISTRATIVE MANUAL**

**COMMISSION PROCEDURE D-1**

**BASIC TRAINING**

**Purpose**

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

**Training Requirements**

**1-2. Requirements for Basic Training:** The minimum standards for basic training are described in sections 1-3 to 1-8. ~~The 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 Investigators' Basic Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course.

**1-3. Regular Basic Course Definitions and Requirements:** The terms used to describe testing and training requirements are defined in ~~paragraph~~ Section 1-3(a). Testing and training requirements vary by delivery format and are described in ~~paragraph~~ Section 1-3(b), standard format, Section 1-3(c), reserve

~~format and Section 1-3(d), transition program-pilot format. Testing, training, content, and minimum hourly requirements are provided in detail in Training Specifications for the Regular Basic Course—July 1993 and the POST Basic Academy Physical Conditioning Manual. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).~~

(a) ~~Definitions of Terms Used to Describe Testing and Training Requirements~~ **Regular Basic Course Terminology**

- (1) **Learning Domain.** An instructional unit that covers related subject matter. ~~Each Regular Basic Course learning domain is described in Training Specifications for the Regular Basic Course—July 1993.~~ Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) **Instructional Goal.** A general statement of the results that instruction is supposed to produce.
- (3) **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.
- ~~(5)~~(4) **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (5) **Academy.** A state or local government agency certified by POST to present the Regular Basic Course.
- (6) **Delivery Formats.** The formats for delivering the Regular Basic Course include the standard format, the reserve format, and the transition program-pilot format.
  - (A) **Standard Format.** The Regular Basic Course is delivered in a one-part instructional sequence. Testing and training requirements are prescribed in Section 1-3(b). Except as provide for in Section 1-3(b)(9), the course shall be delivered by a single academy.
  - (B) **Reserve Format.** The Regular Basic Course is delivered in a four-part instructional sequence consisting of reserve training modules A, B, C, and D. Testing and training requirements are prescribed in Section 1-3(c).
  - (C) **Transition Program-Pilot Format.** The Regular Basic Course is delivered in a two-part instructional sequence. Part 1 is a series of administration of justice (AJ) or criminal justice (CJ) courses delivered by a California community college. Part 2 is instruction delivered by an academy. Testing and training requirements are prescribed in Section 1-3(d).
- (47) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. ~~Four~~Depending on the delivery format, five types of tests are may be used in the Regular Basic Course:

- (A) **POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
- (B) **POST-Constructed Comprehensive Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge in multiple learning domains.
- (BC) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
- (CD) **Physical Abilities Test.** A POST-developed test of physical abilities described in the *POST Basic Academy Physical Conditioning Manual*.
- (DE) **Exercise Test.** Any test other than a POST-constructed knowledge test, POST-constructed comprehensive test, scenario test, or physical abilities test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals. There are two kinds of exercise tests: (1) A POST-developed report writing test which is administered and scored under POST's direct supervision, and (2) All other exercise tests which are administered and scored by the training presenters.

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

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

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

- (1) **Topics.** Academies shall provide instruction on all topics as specified in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*.
- (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.
- (23) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a

retest; and (c) be provided with an opportunity to be retested with a POST-constructed, ~~parallel~~ alternate form of the same test. If a student fails the second test, the student fails the course unless the academy determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.

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

battery as described in the *POST Basic Academy Physical Conditioning Manual*. The use of alternatives to the POST-developed physical abilities test battery is subject to approval by POST. Course presenters seeking POST approval to use alternative tests shall present evidence that the alternative tests were developed in accordance with recognized professional standards and that the alternative tests are equivalent to the POST-developed tests with respect to validity and reliability. Evidence concerning the comparability of scores on the POST-developed tests and the proposed alternative tests is also required.

(9) **Single Academy.** The Regular Basic Course shall be completed under the sponsorship of one academy unless POST has approved a contractual agreement dividing responsibility for delivering the Regular Basic Course between an academy and other training presenters.

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

**(c) Testing and Training Requirements for the Reserve Format**

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

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

(2) **Module B.** Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module A is a prerequisite to Module B.

(3) **Module C.** Course content is specified in Commission Procedure H-5, incorporated by reference into Commission Regulation 1007. Module B is a prerequisite to Module C.

(4) **Module D.** Course content is specified in *Training Specifications for the Reserve Training Module "D" - 1995*.

**(A) Prerequisites**

1. Completion of reserve modules A, B and C.
2. Satisfaction of the first aid and CPR requirements for public safety personnel set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, §100005-§100028.

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

- (C) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each domain is specified in *Training Specifications for the Reserve Training Module "D" - 1995.*
- (D) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Reserve Training Module "D" 1995.* POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails Module D unless the academy determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails Module D.
- (E) **Scenario Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995.* scenario tests are required in some, but not all, learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails Module D unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails Module D.
- (F) **Exercise Tests.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995.* exercise tests are required in some, but not all, learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails Module D unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly

demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails Module D.

- (G) **Learning Activities.** As specified in *Training Specifications for the Reserve Training Module "D" - 1995*, learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails Module D unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails Module D.
- (H) **Physical Conditioning Program.** Students must complete the POST physical conditioning program as described in the *POST Basic Academy Physical Conditioning Manual*.
- (I) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).

**(d) Testing and Training Requirements for the Transition Program-Pilot Format**

The testing and training requirements in this section apply to Regular Basic Courses that POST has certified for presentation in the two-part, *transition program-pilot format* [defined in Section 1-3(a)(6)(C)]. Successful completion of part 1 and part 2 fulfills the requirements for the Regular Basic Course.

- (1) **Topics.** Instruction shall be delivered on all topics specified in *Training Specifications for the Regular Basic Course - July 1993* as described below:
- (A) **Part 1.** Instruction on topics specified in learning domains 1 through 10, 13, 15 through 18, 31, 34, 36 through 40, and 42 shall be delivered in AJ or CJ courses [as defined in Section 1-3(a)(6)(C)].
  - (B) **Part 2.** Instruction on topics specified in learning domains 11 through 13, 19 through 30, 32, 33, 35, and 41 shall be delivered by an academy.
- (2) **Hourly Requirements.** The minimum number of hours of instruction that shall be delivered for each learning domain is specified in *Training Specifications for the Regular Basic Course - July 1993*.
- (3) **Paper-and-Pencil Tests**
  - (A) **Knowledge Tests Administered During Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, a POST-constructed knowledge test is required in some, but not all, learning domains. Where a POST-constructed



knowledge test is required in learning domains 1 through 10-43, 15 through 18, 31, 36 through 40, or 42, these required tests are waived in lieu of the POST-constructed comprehensive test that must be passed before entering part 2 of the instructional sequence. However, during part 1, students must pass an instructor-developed, paper-and-pencil test on learning domain 34, first aid & CPR, that meets the requirements of the Emergency Medical Services Authority for public safety personnel as set forth in the California Code of Regulations, Title 22, Division 9, Chapter 1.5, First Aid Standards for Public Safety Personnel, §100005 - §100028. Alternatively, the first aid & CPR instructor, at his or her option, may arrange for an academy to administer the POST-constructed knowledge test for domain 34. Students who fail the first aid & CPR test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the course instructor, to prepare for a retest; and (c) be provided with an opportunity to be retested with an alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

**(B) POST-Constructed Comprehensive Test.** Students who complete the instruction specified in Section 1-3(c)(1)(A) must pass a POST-constructed comprehensive test [as defined in Section 1-3(a)(7)(B)] before advancing to part 2 of the instructional sequence. The POST-constructed comprehensive test may assess knowledge of any of the topics specified in learning domains 1 through 10-43, 15 through 18, 31, 36 through 40, and 42. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-constructed comprehensive test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

**(C) POST-Constructed Knowledge Tests Administered During Part 2 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, POST-constructed knowledge tests are required in some, but not all, learning domains. Where a POST-constructed knowledge test is required in learning domains 11 through 13, 19 through 30, 32, 33, 35, or 41, it shall be administered by an academy during part 2 of the instructional sequence. Students must earn a score on each knowledge test that is equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the academy, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, alternate form of the same test. If a student fails the second test, the student fails part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances, in which case, the student may

be tested a third time. If a student fails the third test, the student fails part 2 of the instructional sequence.

**(4) Other Tests.**

**(A) POST-Developed Report Writing Test.** Students who complete the instruction specified in Section 1-3(c)(1)(A) shall be required to pass a POST-developed report writing test before advancing to part 2 of the instructional sequence. The report writing test assesses the knowledge and skills required to write law enforcement reports. The test shall be administered and scored by POST or its agents, not by an academy or community college. Students who fail the POST-developed report writing test on the first attempt shall: (a) be provided with information about their test performance that does not compromise test security; (b) have a minimum of 30 calendar days to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-developed, alternate form of the same test. If a student fails the second test, the student cannot advance to part 2 of the instructional sequence.

**(B) Scenario Tests Administered During Part 2 of the Instructional sequence.** Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails part 2 of the instructional sequence.

**(C) Exercise Tests Administered During Part 1 of the Instructional sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, exercise tests are required in some, but not all, learning domains. Where an exercise test is required in learning domains 1 through 10-43, 15 through 18, 31, 34, 36 through 40, or 42, it shall be administered in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. On each required exercise test, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency shall be determined by the course instructor. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student cannot advance to part 2 of the instructional sequence unless the instructor determines that there were extenuating circumstances or the student performed marginally (as determined by the instructor), 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 cannot advance to part 2 of the instructional sequence.

- (D) **Exercise Tests Administered During Part 2 of the Instructional sequence.** Where an exercise test is required in learning domains 11 through 13, 19 through 30, 32, 33, 35, or 41, it shall be administered by an academy. On each required exercise test, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the academy. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances or the student performed marginally (as determined by the academy), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails part 2 of the sequence.
- (5) **Learning Activities in Part 1 of the Instructional Sequence.** As specified in *Training Specifications for the Regular Basic Course - July 1993*, learning activities are required in some, but not all, learning domains. Where a learning activity is required in learning domains 1 through 10-13, 15 through 18, 31, 34, 36 through 40, or 42, the opportunity to participate in that activity shall be provided in conjunction with AJ or CJ courses [as defined in Section 1-3(a)(6)(B)]. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student cannot advance to part 2 of the instructional sequence.
- (6) **Learning Activities in Part 2 of the Instructional Sequence.** Where a learning activity is required in learning domains 11 through 13, 19 through 30, 32, 33, 35, or 41, the opportunity to participate in that activity shall be provided by an academy during part 2 of the instructional sequence. A student who does not participate in a learning activity when given the opportunity fails part 2 of the instructional sequence unless the academy determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails part 2 of the instructional sequence.
- (7) **Physical Conditioning Program.** Students shall complete the POST physical conditioning program at an academy during part 2 of the instructional sequence. Requirements for completing the program are described in the *POST Basic Academy Physical Conditioning Manual*.

- (8) **Physical Abilities Test Battery.** At the conclusion of the POST physical conditioning program, students shall pass a POST-developed physical abilities test battery as described in Section 1-3(b)(8).
- (9) **Additional Criteria for Entering Part 2 of the Instructional Sequence.** POST has established minimum requirements for entering part 2 of the instructional sequence; however, academies may establish additional criteria for entering part 2 of the instructional sequence.
- (10) **Additional Requirements for Completing Part 2 of the Instructional Sequence.** POST has established minimum, statewide training standards for completing the Regular Basic Course in the *transition program-pilot format*. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.
- (11) **Administration, Scoring, and Processing of the POST-Constructed Comprehensive Test and the POST-Developed Report Writing Test.** The procedures for taking the POST-constructed comprehensive test and the POST-developed report writing test are described below.
- (A) **Requirements for Taking the Tests.** To be eligible to take the POST-constructed comprehensive test and the POST-developed report writing test, students must successfully complete part 1 of the instructional sequence. Successful completion of part 1 is defined as a community college transcript showing that the student received credit for all courses included in the part 1 curriculum and an attestation by the community college that these courses met or exceeded the part 1 testing and training requirements specified in Sections 1-3(c)(1) to 1-3(c)(5), inclusive.
- (B) **Application to Take the Tests.** A request to take the tests must be submitted to POST in writing. The request must include the applicant's full name, mailing address, and telephone number. The request must also include the name of the community college where the part 1 curriculum was completed and the dates of attendance. The applicants must arrange for the community college to send the applicant's community college transcript directly to POST. The transcript must include or be accompanied by an attestation that the courses shown in the transcript met or exceeded the part 1 testing and training requirements. Receipt by POST of the written request and the applicant's transcript completes the application process.
- (C) **Notification of Eligibility.** POST shall notify applicants that they are either eligible or ineligible to take the tests within 30 calendar days of the day on which the application process is completed. If the applicant is not eligible to take the test, the notification shall state the reasons for the applicant's ineligibility.
- (D) **Scheduling.** Applicants who are eligible to take the tests shall be scheduled for the tests within 90 calendar days of the day on which the application process was completed. Applicants shall be notified of the

time and date of the tests at least 30 calendar days prior to the day on which the tests will be administered.

- (E) **Notification of Test Results.** Applicants shall be notified in writing of their test results, pass or fail, within 30 calendar days of taking the tests. For examinees who failed the test, POST shall identify those areas where the examinees' performance was below average.
- (F) **Failure on the First Attempt.** Examinees who fail either or both tests on their first attempt may submit a written request to be retested. The request must include the applicant's full name, mailing address, and telephone number. The request must also include the date and location where the examinee was originally tested.
- (G) **Retesting.** POST shall retest examinees who fail a test on their first attempt no sooner than 30 calendar days after failing the test and no later than 90 calendar days after the examinee has submitted a written request to be retested.
- (H) **Notification of Retest Results.** Examinees shall be notified of their test results within 30 calendar days of the day on which they were retested.
- (G) **Failure on the Second Attempt.** Examinees who fail either test on their second attempt shall not be retested and cannot advance to part 2 of the instructional sequence.

1-4. \*\*\*

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title San Diego Court Services Officer - Waive the Testing/Retraining Requirements		Meeting Date January 18, 1996
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Bob Spurlock
Executive Director Approval <i>Murray C. Behm</i>	Date of Approval 12-29-95	Date of Report December 26, 1995
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 waive the testing/retraining requirement for San Diego County Court Service Officers who are Basic Course trained but were not hired as deputy marshals per Penal Code Section 830.1 within the three-year limit.

BACKGROUND

The San Diego County Marshal has hired academy trained individuals for a number of years and employed them as Court Service Officers (CSOs) under the authority of Penal Code Section 830.36. These individuals perform basically the same function as deputy marshals assigned to the courts. This position is used as a career ladder position and deputy marshal positions are frequently hired from the CSO position.

Due to a slow turnover of personnel and the lack of funding to appoint more deputy marshals, the tenure in this position has exceeded three years. Because the Basic Course is not the basic training requirement for the CSO position, as defined in POST Administrative Manual Regulation 1008 (b), appointment to this position does not stop the three-year clock. (Attachment "A")

The Marshal of San Diego County has requested a waiver of the testing/retraining requirement for 12 former CSOs that have been appointed as deputy marshals and other Basic Course trained CSOs that may come under this requirement in the future.

ANALYSIS

The Basic Course trained CSOs perform the same function as deputy marshals assigned to the courts. They are not assigned, or subject to, assignment to general law enforcement duties. The intent of the three-year testing/retraining requirement is to ensure that individuals returning to law enforcement after a three-year or longer break in service are current. These individuals are being promoted and will remain in the same job assignment.

POST Procedure D-11-14 (Attachment "B") provides that the Commission, in response to a written request or on its own motion may, upon showing of good cause, based on an individual's employment, proficiency, training and education, waive the testing/retraining requirement for any individual who has satisfied the basic training requirement and is reemployed as a peace officer after a three-year or longer break in service. The San Diego County Marshal requests the Commission grant such waiver for its employees who have served as Court Security Officers for three-plus years between completion of the Basic Training and appointment as deputy marshal.

#### RECOMMENDATION

All information available for staff analysis suggests this waiver be granted. It is expected that the San Diego County Marshal will be present at the meeting to address the Commission.



OFFICE OF THE MARSHAL  
SAN DIEGO COUNTY

MICHAEL SGOBBA, MARSHAL

ADMINISTRATIVE OFFICE  
SAN DIEGO COURTHOUSE  
220 W. BROADWAY  
SAN DIEGO, CA 92101  
(619) 531-3995  
(619) 236-9102 FAX

November 29, 1995

Norman C. Boehm, Executive Director  
State of California  
Department of Justice  
Commission on Peace Officer Standards and Training  
1601 Alhambra Boulevard  
Sacramento, Ca 95816-7083

Dear Mr. Boehm:

Thank you for your response to our letter requesting a clarification of the retraining requirement for our Court Service Officers (CSO). Based on the information provided in your letter (copy attached), we hereby request that the POST Commission waive the retraining requirement for those Court Service Officers (CSO) who have completed a POST certified Basic Academy and been continuously employed as peace officers (830.36 PC) since their graduation. We make our request for a waiver under the provisions of POST Procedure Manual section D-11-14. If possible, we would like to have our request for the waiver placed the Commission's agenda for the January 18, 1996 meeting.

It is our position that the retraining requirement should be waived because our CSO's have been serving as a peace officers during the period between their completion of the Basic Academy and their appointment as Deputy Marshal's.

Thank you for your consideration in this matter. If you have any further questions please call Asst. Marshal Les Conner at (619) 531-4178 or Sgt. Joe Lucero at (619) 531-4167.

Sincerely,

Michael Sgobba, Marshal



DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CA 95816-7083GENERAL INFORMATION  
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November 8, 1995

Michael Sgobba, Marshal  
Administrative Office  
San Diego Courthouse  
220 W. Broadway  
San Diego, CA 92101

Dear Marshal Sgobba:

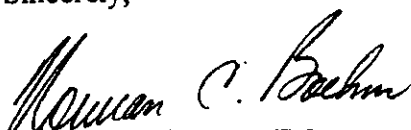
This letter is in response to your inquiry of November 1, 1995 regarding the status of Court Security Officers as it relates to the three-year-rule.

I regret to advise you that the information that was provided in the letter of December 17, 1986 by then Bureau Chief David Allen was not correct. The appointment to a California peace officer position described in Commission Regulation 1008 must have the Basic Course as a basic training standard in order to stop the three-year-clock. Court Security Officers appointed under the authority of Penal Code Section 830.36 (c) are only required to complete the P.C. 832 Course and thus, would not meet this standard.

Our regulations do not permit me to consider a waiver under these circumstances. The Commission, however, does have the authority to act on this matter under the provisions of Commission Procedure D-11-14. Please let me know if you wish Commission consideration. The matter could be placed on the agenda for the January 18, 1996 meeting if you advise us no later than December 1, 1995.

Please call me or Bureau Chief Ron Allen of the Training Delivery and Compliance Bureau at (916) 227-4862 if you have any further questions regarding this matter.

Sincerely,

  
NORMAN C. BOEHM  
Executive Director

Les  
Paulz  
Sg



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Commission on Peace Officer Standards and Training

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- (a) Is re-entering a middle management or executive rank and who will function at least at the second level of supervision; or
- (b) Has been (with no more than a 60-day break between law enforcement employers) employed continuously in another state as a full-time peace officer; or
- (c) Has served (with no more than a 60-day break in service between law enforcement employers) continuously as a Level I or Level II reserve officer in California and the individual's department head attests in writing that the reserve officer is currently proficient; or
- (d) The individual's employment, training, and education during the break in service provides assurance, as determined by POST, that the individual is currently proficient; or
- (e) Is re-entering in a permanent "light" duty assignment not involving general enforcement duties if attested to in writing by the agency head.

11-13. The Executive Director may waive the testing/retraining requirement for an individual who: (1) has previously satisfied the basic course training requirement and either does or does not possess the POST Basic Certificate, and is returning to law enforcement employment after a three-year or longer break in service in California; or (2) for the first time obtains law enforcement employment after a three-year or greater lapse of time since completion of the Basic Course; and (3) the individual's department has obtained prior written approval from POST for the use of an alternative job-related testing/retraining procedure, conducted by a presenter of the POST-certified Basic Course, which verifies that the individual is currently proficient and meets or exceeds minimum performance standards established by the Commission for Basic Course equivalency evaluation and testing.

11-14. The Commission, in response to a written request or on its own motion may, upon a showing of good cause, based upon an individual's employment, proficiency, training and education, waive the testing/retraining process for any individual, other than one described in paragraph D-11-12 or D-11-13, who has satisfied the basic training requirement and is re-employed as a peace officer after a three-year or longer break in service.

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**Historical Note:**

Procedure D-11 was adopted and incorporated by reference into Commission Regulation 1008 on January 28, 1982, and amended on August 17, 1986, and January 29, 1988.

**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 January 18, 1996
Bureau Standards and Evaluation	Reviewed By John G. Berner <i>JGB</i>	Researched By Jim Norborg <i>JMN</i>
Executive Director Approval <i>Thomas C. Becken</i>	Date of Approval 12-29-95	Date of Report December 27, 1995
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

Performance objectives serve as blueprints for constructing the tests administered to regular basic course students. Commission Policy C13 requires that major changes to the objectives (additions or deletions) be approved by the Commission in advance of their adoption. As a matter of practice, virtually all changes are reported to the Commission before adoption.

The proposed changes to the performance objectives are the result of ongoing review of the regular basic course curriculum. The intent is to keep the regular basic course curriculum and the corresponding tests up to date and technically sound. The proposed changes have been approved by the consortium of basic academy directors and are consistent with the *Training Specifications for the Regular Basic Course - 1995*.

ANALYSIS

This report describes proposed changes to the performance objectives in two learning domains: Domain #13, ABC Law and Domain #34: First Aid and CPR.

The proposed changes to Domain #13 would delete one performance objective, decompose two complex objectives into five simpler objectives, and make minor wording changes. The objective recommended for deletion (3.40.6) requires knowledge of what constitutes "disorderly house" as defined in Business and Professions Code Section 25601. Although academy instructors recommended the addition of this objective in 1993, they now agree that it is clearly beyond the scope of a patrol officer's normal duties. Basic patrol officers do not cite on this section. Rather, what usually occurs is that an officer responds repeatedly to a licensed business for the same problem (e.g., selling to underage persons). This record of repeated problems then provides the basis for an ABC investigation of a possible Section 25601

violation.

The proposed changes to Domain #34 would delete one objective, add missing details to several objectives, and make minor wording changes. The objective recommended for deletion (8.45.3) calls for a paper-and-pencil exercise in which the student lists the precautions that minimize the dangers associated with infectious diseases. The ability to take such precautions can be better assessed in the context of providing first aid. The proposed changes accomplish this by deleting this objective and adding a requirement to demonstrate the use of these precautions while bandaging a simulated injury (Objective 8.45.23) and controlling bleeding from an injured limb (Objective 8.45.25).

Attachments to this report show all proposed changes to the Domain #13 and Domain #34 performance objectives and provide a brief explanation of each change.

#### RECOMMENDATION

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

ATTACHMENT 1: LEARNING DOMAIN #13  
ABC LAW

3.36.2 Given a word picture depicting the sale of alcoholic beverages without a license, the student will identify if the crime is complete and, if it is complete, identify it by its common name. (Business and Professions Code Section 23300)

3.36.4 Given a word picture depicting the presence of an alcoholic beverage on a premises where such beverage is not authorized by license, the student will identify if the crime is complete and, if it is complete, identify it by its common name ~~and crime classification~~. (Business and Professions Code Section 25607)

Explanation. With one exception, all the ABC code violations are misdemeanors. For this reason, academy instructors do not think that test items on crime classification are useful.

3.36.5 Given a word picture depicting the possible sale or furnishing of an alcoholic beverage to an obviously intoxicated person, the student will identify if the crime is complete and, if it is complete, will identify it by its common name ~~and crime classification~~. (Business and Professions Code Section 25602(a))

Explanation. Subsection "a" of Business and Professions Code Section 25602 was inadvertently omitted. Crime classification items are not useful because all but one of the ABC code violations are misdemeanors.

3.36.6 Given a word picture depicting the sale or consumption of alcoholic beverages on a licensed premises during prohibited hours, the student will identify if the crime is complete and, if it is complete, identify it by its common name. (Business and Professions Code Sections 25631 and 25632)

~~3.40.1 Given a word picture depicting the sale of an alcoholic beverage to a minor or an attempt to purchase an alcoholic beverage by a minor, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Business and Professions Code Sections 25658a, 25658b and 25658.5)~~

Explanation. This objective lumps three separate violations into a single objective. Replacing it with three new objectives (i.e., 3.40.8, 3.40.9, 3.40.10), one for each violation, will improve clarity and permit academies to separately track student performance on items relating to each of the three violations.

- 3.40.2 Given a word picture depicting a minor in possession of an alcoholic beverage, the student will identify if the crime is complete, and if it is complete, will identify it by its common name ~~and crime classification~~. (Business and Professions Code Section 25662(a))

Explanation. Crime classification items are not useful because all but one of the ABC code violations are misdemeanors.

- 3.40.3 Given a word picture depicting a minor's presence inside an "on-sale public premises," the student will identify if the crime is complete, and if it is complete, will identify it by its common name ~~and crime classification~~. (Business and Professions Code Section 25665)

Explanation. The first sentence contains a grammatical error (i.e., "a" should be replaced with "an"). Crime classification items are not useful because all but one of the ABC code violations are misdemeanors.

- 3.40.4 Given a word picture depicting an individual possessing, consuming, selling, giving or delivering to any person an alcoholic beverage in or on the grounds of a public schoolhouse, grades K through 12, the student will identify if the crime is complete, and if it is complete, will identify it by its common name ~~and crime classification~~. (Business and Professions Code Section 25608)

Explanation. Although Business and Professions Code Section 25608 covers college campuses as well as elementary schools and high schools, patrol officers are seldom involved in enforcing this section on college campuses. Therefore, the first change requires that test items only depict violations that occur on the grounds of elementary schools and high schools. The second change eliminates crime classification items because all but one of the ABC code violations are misdemeanors.

- ~~3.40.5 Given a word picture depicting an individual furnishing false identification to a minor or a minor displaying such identification, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Business and Professions Code Sections 25660, 25660.5, and 25661)~~

Explanation. This objective lumps two separate violations into a single objective. Replacing it with two new objectives (i.e., 3.40.12 and 3.40.13), one for

each violation, will improve clarity and permit academies to separately track student performance on items relating to each of the violations.

- ~~3.40.6 Given a word picture depicting a set of circumstances which may or may not describe a "disorderly house," the student will identify whether the situation constitutes a "disorderly house." (Business and Professions Code Section 25601)~~

Explanation. Although academy instructors recommended the addition of this objective in 1993, they now agree that it is clearly beyond the scope of a patrol officer's normal duties. The basic patrol officer does not cite on this section. What usually occurs is that the patrol officer is called to a licensed business several times for the same problem (e.g., loud music, fighting in the parking lot, disturbing neighboring houses, selling to underage persons, etc.). This record of repeated violations at the same location then provides a foundation on which an ABC agent can investigate the possibility of a Section 25601 violation.

- 3.40.7 Given a word picture depicting a social gathering where alcoholic beverages are present and/or being consumed, the student will identify whether or not enforcement action is permissible. (Business and Professions Code Section 25662(b))

- 3.40.8 Given a word picture depicting a person selling, furnishing, or giving an alcoholic beverage to a minor, the student will identify if the crime is complete, and if it is complete, will identify it by its common name. (Business and Professions Code Sections 25658(a))

Explanation: See objective 3.40.1

- 3.40.9 Given a word picture depicting a minor purchasing an alcoholic beverage or a minor consuming an alcoholic beverage in an on-sale premises, the student will identify if the crime is complete, and if it is complete, will identify it by its common name. (Business and Professions Code Sections 25658(b))

Explanation: See objective 3.40.1.

- 3.40.10 Given a word picture depicting a minor attempting to purchase an alcoholic beverage from a licensee, the licensee's agent or the licensee's employee, the student will identify if the crime is complete, and if it is complete, will identify it by its common name. (Business and Professions Code Sections 25658.5)

Explanation: See objective 3.40.1.

3.40.11 Given a word picture depicting an officer's investigation of a possible law violation at a licensed premises, the student will identify if the officer's actions were lawful. An officer may lawfully inspect a licensed premises for a violation of the Alcoholic Beverage Control Act at any time during which the licensee is exercising the privileges authorized by his or her license. (Business and Professions Code Section 25755(b))

Explanation. Academy instructors think that it is important for students to know that an officer has the authority to enter and inspect a licensed premises to investigate possible violations of the Alcoholic Beverage Control Act.

3.40.12 Given a word picture depicting an individual furnishing false identification to a minor, the student will identify if the crime is complete, and if it is complete, will identify it by its common name. (Business and Professions Code Section 25660.5)

Explanation: See objective 3.40.5.

3.40.13 Given a word picture depicting a minor possessing or displaying false identification, the student will identify if the crime is complete, and if it is complete, will identify it by its common name. (Business and Professions Code Section 25661)

Explanation: See objective 3.40.5.



ATTACHMENT 2: LEARNING DOMAIN #34:  
FIRST AID AND CPR

~~8.45.3 Given a paper and pencil exercise, the student will list the following precautions that minimize the dangers associated with infectious diseases. At a minimum these will include:~~

- ~~A. Use barrier protection (latex gloves and pocket masks)~~
- ~~B. Treat all body fluids as if contaminated~~
- ~~C. Wash hands and disinfect equipment after providing treatment~~

Explanation. Precautions against infection are taken in the context of providing first aid. Therefore, instead of a paper-and-pencil test, the ability to take such precautions can better be assessed while an examinee is providing first aid. The proposed changes accomplish this by deleting this objective and adding a requirement to demonstrate the use of these precautions while bandaging a simulated injury (Objective 8.45.23) and controlling bleeding from an injured limb (Objective 8.45.25).

8.45.4 Given a word picture depicting a medical emergency, the student will select an appropriate course of action based on the following considerations:

- A. Providing for officer and public safety
- B. Taking enforcement action
- C. Requesting additional assistance (e.g., emergency medical services (EMS), fire services (HazMat), utility services)
- D. Assessing the ~~injured victim's~~ patient's medical condition by performing a primary and secondary survey (i.e., airway, breathing, and circulation)
- E. Setting priorities for treating multiple ~~victims~~ patients

Explanation. The objectives use different terms to describe the person who needs first aid. For the sake of consistency, the term "patient" was selected and used in all objectives.

8.45.5 Given a word picture depicting a medical emergency ~~in which the injured victim may have to be moved~~, the student will identify if ~~moving the victim~~ it is appropriate to move the patient, based upon the following principles: It is generally inappropriate to move a patient (especially if there is a possibility of spinal injury) except under the following circumstances:

- A. ~~Never move an injured victim unless there is a life threatening situation~~ There is imminent danger to the patient's life
- B. ~~If an injured victim must be moved and time permits, immobilize any injured parts (especially the spine) before moving~~ It is impossible to assess the patient's condition or provide life-saving procedures due to the patient's position or location

Explanation. This objective addresses two separate issues: (1) When to move a patient, and (2) how to move a patient. The proposed changes would address "when to move a patient" in objective 8.45.5 and "how to move a patient" in objective 8.45.6.

8.45.6 Given a ~~direct question word picture depicting a medical emergency that requires moving a patient~~, the student will identify if the patient was moved in accordance with the following procedures for moving an injured victim that minimize the likelihood of further injury:

- A. Protect the ~~victim~~ patient from the forces of movement
- B. Stabilize any fractures as much as possible before moving the patient
- C. Keep the ~~victim's~~ patient's body in a straight line ~~during movement~~ while moving
- D. Keep the ~~victim~~ patient lying down
- E. Drag the ~~victim~~ patient from under the arms, supporting the patient's head between your forearms
- F. Keep the ~~victim's~~ patient's head and shoulders close to the ground
- G. Move the ~~victim~~ patient only as far as necessary

Explanation. The "direct question" test items required by this objective tend to give away the answer. In other words, the items are too easy and do not discriminate between examinees who know how to move a patient and those who do not. Changing the objective to require "word picture" test items should produce items that are more difficult and discriminating.

8.45.7 Given a word picture depicting a medical emergency involving an open wound (excluding the specific wounds covered under ~~PO~~ objective 8.45.9), the student will identify the appropriate first aid treatment according to the following principles for treating open wounds:

- A. Expose the wound site

- AB. Control the bleeding through the use of the following techniques:
1. Direct pressure
  2. Elevation
  - ~~3. Pressure bandage~~
  34. Pressure points
  4. Tourniquet
- ~~B.~~ Expose the wound site
- C. Prevent contamination
- D. Treat for shock

Explanation. The steps taken to treat an open wound are in the wrong order.

8.45.8 Given a word picture depicting an ~~officer providing first aid treatment~~ a medical emergency and the first aid treatment provided, the student will identify if the treatment was appropriate based upon the following criteria:

- A. Maintain the ~~victim's~~ patient's body temperature
- B. Position the ~~victim~~ patient correctly
1. Positioning is normally in the ~~prone~~ supine position with the legs elevated unless one of the following contraindications exists:
    - (a) Suspected spinal injury or head injuries - immobilize and leave in position found;
    - (b) Difficulty breathing - place in position of comfort or semi-sitting position;
    - (c) Fractures of the lower extremities - do not elevate legs; or
    - (d) Stroke - if conscious, elevate head and shoulders.
- C. Reassure the ~~victim~~ patient
- D. Treat injuries as required

Explanation. Wording was changed to improve clarity and the consistent use of terminology.

8.45.9 Given a word picture depicting a medical emergency involving one of the "specific" injuries listed below, the student will identify the appropriate first aid treatment.

- A. Eye (traumatic, thermal, chemical)
1. Traumatic eye injuries
    - (a) Bandage both eyes loosely to minimize movement of the injured eye
    - (b) If an object is impaled in the eye, place a protective device around the object to stabilize it before bandaging
  2. Thermal eye injuries

- (a) Loosely bandage both eyes
- (b) Bandage both eyes, using a moist dressing, if available. Use dry dressing if moist unavailable
- 3. Chemical eye injuries
  - (a) Hold the eye wide open
  - (b) Keep the injured eye lower than the uninjured eye
  - (c) Use available water to flush the eye
  - (d) Flush from bridge of the nose to the outside of the face
  - (e) Rinse until burning pain stops
  - (f) If both eyes affected, flush both
  - (g) Bandage both eyes loosely after flushing
- B. Head and face facial injuries
  - 1. Do not move patient's head or neck
  - 2. Check and maintain open airway
  - 3. Bleeding
    - (a) Apply controlled direct pressure on facial injury
    - (b) Control bleeding without applying pressure to any head or skull deformity
    - (c) For nosebleeds, have patient assume a seated position, leaning slightly forward and pinch nostrils
  - 4. Dress any open wounds
  - 5. Monitor the level of consciousness
  - 6. Locate, protect and transport lost teeth
  - 7. Treat for shock
- C. Chest and abdomen injuries
  - 1. Place the patient on back with knees bent
  - 2. Stabilize patient with lower back injury in position found
  - 3. Treat for shock
  - 4. Place an occlusive dressing over open wound or protruding organs (do not touch or replace organs)
  - 5. Apply appropriate dressing to the wound
  - 6. Have patient with chest injury lay on the injured side or place a soft object over injured area
- D. Impaled objects
  - 1. Remove impaled objects only if the object is interfering with airway or CPR process
  - 2. Stabilize objects and leave them where they are

Explanation. Performance objectives must provide enough detailed information to ensure that the test items match the required instruction.

8.45.10 Given a word picture depicting a medical emergency involving an injury to bone, muscle, or joint, the student will identify the appropriate first aid treatment as described below.

- A. Expose injured area
- B. Control bleeding by applying a pressure bandage
- C. Immobilize the injury

Explanation. Where there is an injury to bone, muscle, or joint, it is usually more appropriate to control bleeding with a pressure bandage than by other methods.

8.45.11 Given a word picture depicting a medical emergency in which a person is displaying symptoms resembling those of substance or alcohol abuse similar to alcohol or drug intoxication or alcohol withdrawal syndrome, the student will identify whether there is a medical emergency and if there is a medical emergency, identify whether the victim patient is suffering from a head injury or diabetic emergency.

A. Symptoms of head injury:

- 1. Bleeding from ears and/or nose
- 2. Deformity of the head or skull, such as protrusions, depressions, and swellings
- 3. Altered level or total loss of consciousness
- 4. Discoloration around the eyes or behind the ears
- 5. Unequal size of pupils
- 6. Abnormal breathing patterns
- 7. Agitated or confused state
- 8. Vomiting (projectile)
- 9. May be combative or appear intoxicated

B. Symptoms of diabetic emergency

- 1. Diabetic coma
  - a. Dry, red, warm skin
  - b. Displays signs of intoxication
  - c. Dry mouth, intense thirst
  - d. Abdominal pain and vomiting
  - e. Restlessness and confusion
  - f. Decreased level of consciousness
  - g. Labored breathing
  - h. Weak, rapid pulse
  - i. Sunken eyes
  - j. Fruity odor on the breath
- 2. Insulin shock
  - a. Skin pale, cold and clammy; profuse perspiration
  - b. Hostile or aggressive behavior
  - c. Displays signs of intoxication
  - d. Dizziness and headache
  - e. Fainting, convulsions and possible coma

- f. Rapid pulse
- g. Excessive hunger
- h. Drooling

Explanation. Performance objectives must provide enough detailed information to ensure that the test items match the required instruction.

- 8.45.12 Given a word picture depicting a medical emergency in which a person is displaying ~~either~~ symptoms resembling those of substance abuse, a head injury or diabetic emergency (symptoms are described in objective 8.45.11), the student will identify the appropriate first aid treatment ~~based on the following~~ considerations:

~~General considerations:~~

- ~~A. Check and monitor ABC's~~
- ~~B. Provide reassurance~~
- ~~C. Check for medical alert identification~~

~~Special considerations:~~

- ~~A. Head injuries — Consider spinal precautions/immobilization~~
- ~~B. Diabetic emergency — provide sugar, if conscious~~

A. Treatment of a person displaying symptoms similar to substance abuse

- 1. Monitor the ABC's
- 2. If the patient is breathing, place in the recovery position

B. Treatment of patient displaying symptoms of head injury

- 1. If the patient is unconscious, look for medic alert information
- 2. Administer emergency care
  - a. Check and monitor ABC's
  - b. Maintain an open airway
  - c. Control bleeding without applying pressure to any head or skull deformity
  - d. Be alert for cerebrospinal fluid (CSF) and if present, bandage loosely without restricting the flow
  - e. Monitor the patient's level of consciousness
  - f. Treat the patient for shock and be prepared for vomiting
  - g. Do not move the patient

C. Treatment for diabetic emergency

- 1. Look for medic alert information and obtain medical history
- 2. Summon medical personnel immediately
- 3. Administer emergency care
  - a. Check and monitor ABC's

- b. Provide reassurance to the patient
- c. For a conscious patient: Allow the patient to take glucose, juice or sugar dissolved in water
- d. For an unconscious patient:
  - (1) Do not give anything by mouth
  - (2) Monitor the ABC's, position the patient on his/her side (recovery position)

Explanation. Performance objectives must provide enough detailed information to ensure that the test items match the required instruction.

8.45.13 Given a word picture depicting a medical emergency involving a person who may be having a seizure, the student will identify the appropriate first aid treatment.

- A. Signs and symptoms of a seizure:
  - 1. Muscular rigidity and jerking of the body and limbs which can vary in intensity
  - 2. Can be caused by epilepsy, head injury, high fever, substance abuse and other conditions
- BA. First aid treatment During a seizure:
  - 1. Do not restrain but attempt to protect the patient's head from injury
  - 2. Remove surrounding hazards
  - 3. Do not put anything in the patient's mouth
- CB. First aid treatment After a seizure:
  - 1. Attempt to maintain an open airway
  - 2. Place ~~victim~~ patient on side (recovery position) ~~or turn head to side~~
  - 3. Examine for injuries
  - 4. Reassure, keep area quiet, and monitor vital signs
  - 5. Treat for shock

Explanation. Performance objectives must provide enough detailed information to ensure that the test items match the required instruction. This objective lacks information on the signs and symptoms of a seizure.

8.45.14 Given a word picture depicting a medical emergency involving a person who may be having a stroke, the student will identify the appropriate first aid treatment ~~based on the following criteria:~~

- A. Signs and symptoms of stroke:
  - 1. Paralysis on one side of the body
  - 2. An altered level of consciousness

3. Difficulty with speech, vision, breathing or swallowing
4. Headache
5. Confusion
6. Convulsions
7. Pupils may be unequal in size
- B. Appropriate first aid treatment:
  - A. 1. Attempt to maintain an open airway
  - B. 2. Request medical assistance
  - C. 3. Reassure ~~person~~ patient
  - D. 4. Treat for shock
  - E. 5. Elevate head and shoulders if patient is conscious
  - F. 6. Lay on paralyzed side if patient is unconscious or semi-conscious
  - G. 7. Monitor ABC's
  8. Try to prevent the patient from hurting self

Explanation. Performance objectives must provide enough detailed information to ensure that the test items match the required instruction. This objective lacks information on the signs and symptoms of a stroke.

- 8.45.15 Given a word picture depicting a medical emergency involving sudden unconsciousness, the student will identify the appropriate first aid treatment as described below.

- A. Provide support to a falling patient
- AB. Monitor ABC's
- BC. Treat for shock

Explanation. The first step in treating a person who suddenly becomes unconscious in your presence is to make sure that they don't fall and injure themselves.

- 8.45.16 Given a word picture depicting a medical emergency in which the signs of cardiac or respiratory emergency are present, the student will identify the appropriate first aid treatment based on the following criteria:

- A. Signs and symptoms of cardiac emergency
  1. Persistent chest pain or pressure
  2. Radiating pain in the arm, jaw, shoulder, neck or upper back
  3. Profuse sweating or cool, pale, moist skin
  4. Nausea or heartburn
  5. Shortness of breath
  6. Pale or ashen skin color
- B. Appropriate first aid treatment for cardiac emergencies
  - A. 1. Place patient in position of comfort



- B. 2. Monitor ABC's
- C. 3. Allow ~~victim~~ patient to take medications
- D. 4. Keep ~~victim~~ patient calm and still
- C. Signs and symptoms of respiratory emergency
  - 1. Shortness of breath
  - 2. Labored or unusual breathing
  - 3. Rapid or slowed breathing
  - 4. Cyanosis (bluish nail beds, lips or skin due to lack of oxygen)
- D. First aid treatment for respiratory emergencies
  - 1. Place patient in position of comfort
  - 2. Monitor ABC's
  - 3. Allow person to take prescribed medications
  - 4. If patient is hyperventilating, try to get patient to slow down their breathing. Do not have patient breathe into a paper bag

Explanation. Performance objectives must provide enough detailed information to ensure that the test items match the required instruction. This objective lacks information on the signs and symptoms of a cardiac emergency and the signs and symptoms of a respiratory emergency.

8.45.17 Given a direct question or incomplete statement relating to the treatment of a cardiac or respiratory emergency, the student will identify the appropriate first aid treatment based on the basic life support standards and guidelines prescribed in the latest version of the "Standards and Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC)" as published in *The Journal of the American Medical Association*.

8.45.18 Given a word picture depicting one of the "environmental emergencies" listed below, the student will identify the appropriate first aid treatment.

- A. First aid treatment for Bburns (chemical, thermal, electrical)
  - 1. Chemical burns
    - a. Remove excess chemical, saturated clothing or jewelry  
NOTE: Dry chemicals should be brushed off before flooding. Sometimes combining dry chemicals with water can cause more damage
    - b. Flood the affected area with water for 15 to 30 minutes or until the pain has stopped
    - c. After flooding is completed, cover the burned area with a clean dry dressing
  - 2. Thermal burns

- a. Remove the patient from the source of heat
- b. Cool the burn with water
- c. Loosely cover the burned area
  - (1) For first and second degree burns (closed blisters) apply a moist clean dressing and bandage loosely
  - (2) For second and third degree burns (open blisters) apply a dry clean dressing and bandage loosely
- d. Monitor the ABC's
- e. Treat for shock
- 3. Electrical burns
  - a. After turning off the power:
    - (1) Begin the ABC's. If the patient's heart has stopped, begin CPR immediately
    - (2) Be aware that there may be extensive internal injuries and treat accordingly
    - (3) Check for both entrance and exit wounds
- B. Heat emergencies (cramps, exhaustion, stroke)
  - 1. Heat cramps
    - a. Remove the patient from the source of the heat
    - b. Have the patient rest
    - c. Provide fluids
  - 2. Heat exhaustion
    - a. Remove the patient from the source of the heat
    - b. Have the patient rest
    - c. Provide fluids in small amounts
  - 3. Heat stroke
    - a. Cool the body immediately
    - b. Loosen or remove clothing
    - c. Apply wet towels
    - d. Monitor ABC's
    - e. DO NOT give fluids to semiconscious or unconscious patient
- C. Cold emergencies (hypothermia/frostbite)
  - 1. Hypothermia
    - a. Monitor ABC's
    - b. Remove any wet clothing
    - c. Move the patient to a warm environment
  - 2. Frostbite
    - a. Immobilize the frozen part
    - b. Wrap in a dry, clean loose bandage
    - c. DO NOT rub it
    - d. Allow the part to rewarm slowly
- D. Poisoning (ingested, inhaled, absorbed and injected)
  - 1. Ingested poisons

- a. Monitor the patient's ABC's
- b. Monitor the patient's level of consciousness
- c. Attempt to identify the ingested substance
2. Inhaled/absorbed poisons
  - a. Remove the patient from the source of the poison
  - b. Monitor ABC's
  - c. Monitor patient's level of consciousness
  - d. Attempt to identify the inhaled substance
  - e. If applicable, brush off any dry poison taking care not to get any on yourself
3. Injected poisons
  - a. Attempt to identify the injected substance
  - b. Monitor the ABC's
  - c. Monitor the patient's level of consciousness
  - d. Wash the affected area thoroughly
- E. Stings/bites (anaphylactic shock)
  1. Stings
    - a. Scrape away stinger
    - b. Monitor ABC's
    - c. Assist the patient in taking any prescribed medication for their condition if they have it
    - d. Place ice pack on the bite to slow the rate of absorption
  2. Marine life stings
    - a. Monitor ABC's
    - b. Apply heat
    - c. Apply dressing
  3. Spider bites
    - a. Monitor ABC's
    - b. Place cold compress on the bite to slow the rate of absorption
  4. Snake bites
    - a. Lay the patient down
    - b. Immobilize the part of the body with the bite
    - c. Apply constricting bands on both sides of bite
    - d. DO NOT place an ice pack on the bite site
    - e. Keep the patient calm
    - f. Treat for shock
    - g. Monitor ABC's
  5. Animal bites
    - a. Cover with a clean dry dressing
    - b. Monitor ABC's
    - c. Treat for shock

6. Human bites
  - a. Monitor ABC's
  - b. Flush with water
  - c. Cover with a clean dry dressing
  - d. Treat for shock

Explanation. Performance objectives must provide enough detailed information to ensure that the test items match the required instruction.

8.45.19 Given a word picture depicting a normal ~~labor or~~ child birth, the student will identify ~~an~~ the appropriate course of action to take during and after delivery. The appropriate course of action includes: in the following situations:

- ~~A. First stage labor~~
- ~~B. Second or third stage labor~~
- ~~C. Post-delivery care~~

A. Preparation for delivery

1. Provide support and reassurance to the mother
2. Insure her as much privacy as possible
3. Have someone stay at the mother's head to speak with her as you assist with the delivery

B. Procedures for delivery

1. Support the head of the baby as it is delivered
2. Apply gentle pressure so that the head isn't delivered in an explosive manner. This will help to prevent tearing of the vagina
3. As the head emerges, it will generally rotate to one side
4. When the entire head is delivered, look and feel to see if the cord is around the baby's neck
5. If the cord is around the baby's neck and is loose enough, you may slip it over the baby's head or shoulder
6. Continue supporting the head and body as the baby is delivered

C. Post-delivery treatment

1. Keep the baby's head low for draining of the airway
2. Do not pull on, tie or cut the umbilical cord
3. The placenta and the rest of the cord will probably deliver within the next half hour. Look for a lengthening of the cord and a sudden gush of blood.
4. Wrap the placenta to transport with the mother

5. Place towels or pads at the vaginal opening to help reduce the bleeding
6. Close and elevate the mother's legs
7. Feel the mother's abdomen to find the uterus, which is the size of a grapefruit. Rub using circular motions to help reduce bleeding
8. Place the baby on the mother's chest and encourage breast feeding
9. Keep the baby warm by drying and wrapping in clean available materials

Explanation. This objective implicitly touches on two different issues: (1) What to do during the first stage of labor, and (2) How to assist in delivering a baby during the later stages of labor. The first issue is addressed in objective 8.45.21. If the woman is in the first stages of labor, she should be transported to a hospital. The later issue (how to assist in a normal delivery) should be addressed here in enough detail to ensure that the test items match the required instruction.

8.45.20

Given a word picture depicting a childbirth emergency, the student will identify an appropriate course of action in the following situations:

- A. Breech birth
  1. Support the baby's body, do not pull on the baby
  2. Establish an AIRWAY. Explain your actions to the mother. Using a gloved hand, insert two fingers in a V-shape into the vagina on either side of the baby's nose. Maintain this airway until emergency medical personnel arrive.
- B. Limb presentation
  1. Assist the mother by placing her in the knee-chest position. This will help slow the birthing process
  2. Arrange for immediate transportation.
- C. Prolapsed cord
  1. Assist the mother by placing her in the knee-chest position. This will help slow the birthing process
  2. Arrange for immediate transport
- D. Multiple births
  1. Tie or clamp and cut the cord of the first child before the second child is born
  2. Follow the same procedures as for the first child
- E. Baby does not breathe
  1. Begin the ABC's
  2. Provide rescue breathing or CPR as necessary

- F. Premature baby
  - 1. DO NOT wrap the baby tightly; breathing could be restricted
  - 2. Constantly monitor the ABC's
  - 3. Be sure to clear mucus from the nose and mouth
  - 4. Maintain body temperature
- G. Stillborn
  - 1. If NOT SURE whether the baby is dead, begin CPR
  - 2. If the baby is obviously dead, DO NOT begin CPR
- H. Excessive bleeding
  - 1. Gently apply clean compresses
  - 2. Do not pack the vaginal opening
  - 3. Arrange for immediate transport
- I. Amniotic sac over baby's head
  - 1. Pinch, twist and tear the sac
  - 2. Be careful not to hurt the baby
  - 3. Continue with a normal delivery

Explanation. Performance objectives must provide enough detailed information to ensure that the test items match the required instruction.

- 8.45.21 Given a word picture depicting a woman who is pregnant and experiencing in labor pains, the student will determine whether if the woman can be transported or if the birth is imminent and assistance is required in the delivery. ~~to assist with the birth or arrange for immediate transportation based upon the following considerations:~~

The birth is imminent when:

- ~~A. Woman's childbearing history~~
- AB. If Ccontractions are occurring less than two minutes apart
- BC. If The woman feels the urge to push or bear down as if experiencing a bowel movement
- CD. If Ccrowning is present (crowning is when the baby's head is present at the vaginal opening)
- ~~E. If water has broken (i.e., the amniotic sac has broken releasing the amniotic fluid)~~

Explanation. Academy instructors suggested changes in wording to improve clarity.

- 8.45.22 Given a word picture depicting the treatment provided by an officer to a sick or injured person patient, the student will identify whether the treatment was consistent with the following legal principles:

- A. Special responsibility and obligation

- B. Standard of care
- C. Actual or implied consent
- D. Abandonment of care

Explanation. "Sick or injured person" is inconsistent with the convention adopted by academy instructors of using "patient" to refer to a person who needs first aid treatment.

- 8.45.23 Given an exercise, the student will bandage a simulated injury while using barrier protection to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:

- A. Use the cleanest material that is available
- B. Expose the injury site
- C. Cover the entire injury site
- D. Bandage snugly but without impairing circulation
- E. Leave patient's ~~victim's~~ fingers and toes exposed
- F. Immobilize injury site as necessary

Explanation. See objective 8.45.3.

- 8.45.24 Given an exercise, the student will conduct a primary survey and a secondary survey.

- A. Primary survey
  1. Check for responsiveness
  2. Check airway
  3. Check for breathing
  4. Take carotid pulse
  5. Look for serious bleeding
- B. Secondary survey
  1. Gather information (i.e., complaints and special medical problems)
  - ~~2~~3. Perform head-to-toe check for injuries
  - ~~3~~2. Check pulse, respiration, skin color, and temperature

Explanation. The objective does not show the steps in a secondary survey in the correct order.

- 8.45.25 Given an exercise, the student will demonstrate the following first aid techniques for controlling bleeding of a limb while using barrier protection:

- A. Direct pressure
- B. Elevation
- C. Pressure bandage
- D. Pressure points
- E. Tourniquet (no pressure)

Explanation. See objective 8.45.3.

- 8.45.26 Given an exercise, the student will demonstrate the use of the following basic life support (BLS) techniques:
- A. Clearing an obstructed airway on conscious and unconscious patients ~~victims~~
    - 1. Adult or child
    - 2. Infant
    - 3. Obese or pregnant
  - B. Rescue breathing
    - 1. Adult
    - 2. Child
    - 3. Infant
  - C. Cardiopulmonary resuscitation
    - 1. Adult
    - 2. Child
    - 3. Infant

Treatment must be provided in accordance with the basic life support standards and guidelines prescribed in the latest version of the "Standards and Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care (ECC)," in *The Journal of the American Medical Association*.

Explanation. "Victims" is inconsistent with the convention adopted by academy instructors of using "patient" to refer to a person who needs first aid treatment.

- 8.45.27 Given a paper-and-pencil exercise, the student will define the emergency medical services (EMS) systems as "the system of resources that guide a person from the onset of illness or injury through care in a medical facility."

- 8.45.28 Given ~~an a paper and pencil~~ exercise simulating a medical emergency, the student will treat the patient for shock and answer the following questions relating to ~~shock and its treatment~~:

- A. Under what circumstances should a ~~sick or injured person~~ patient be treated for shock?
- B. What are the possible consequences of failing to treat for shock?
- C. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?

Explanation. Academy instructors indicate that the questions relating to shock should be asked in the context of treating for shock, not in a paper-and-pencil exercise.



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title		Meeting Date
STATUS REPORT - COMMAND COLLEGE REVIEW		January 18, 1996
Bureau	Reviewed By	Researched By
Center for Leadership Development	Bob Fuller	Dave Hall
Executive Director Approval	Date of Approval	Date of Report
<i>Thomas C. Becker</i>	12-13-95	December 8, 1995
Purpose:		Financial Impact:
<input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input checked="" 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><b>ISSUE</b></p> <p>Report on the progress of the Command College Review and recommendations concerning course format and content.</p> <p><b>BACKGROUND</b></p> <p>At its July meeting, the Commission received an update from the Long Range Planning Committee regarding the progress being made on the review of the Command College program. This progress report will provide an update since that meeting and more details concerning the revised curriculum.</p> <p><b>ANALYSIS</b></p> <p>Efforts have been continuously underway to further determine the appropriate content and design of the Command College. Workshops have been conducted with different groups, such as members of an upcoming Command College class, and an advisory group consisting of law enforcement executives, academicians, futurists, Command College graduates, a curricula design expert, Command College lead faculty, and POST staff.</p> <p>From these activities, the design phase has focused on a program that builds upon and enhances leadership skills and abilities, while at the same time focusing on the future.</p> <p>The Command College is viewed as an aspect of lifelong learning, and one of its goals is to launch law enforcement leaders on a path of never ending quest for information and knowledge. In this regard, it is believed that shifting demographics, the changing role of politics, the increased role of technology, and many other emerging trends are relevant issues for leaders of today, and critical for leading into the future.</p> <p>Staff in the Center for Leadership Development has been working very closely with a curriculum design expert in the Learning</p>		

Technology Center. Although the development of specific curriculum and hours remain to be refined, the shell of the program has been developed. The following areas will receive the greatest emphasis as the development continues:

- o Futures perspective - The unique aspect of the Command College is its continued emphasis of identifying emerging issues that could impact law enforcement in the future.

This will remain a key element of the program since it will provide today's and tomorrow's leaders with the opportunity to discuss strategies to deal with future issues. The development of a futures file, forecasting techniques, environmental scanning, and identification of emerging issues will all remain an aspect of the Command College curriculum.

- o Leadership - One of the workshops will deal specifically with leadership with particular emphasis placed on personal mastery. However, throughout the program the emphasis will be on enhancing one's leadership knowledge, skills, and aptitudes, particularly as they relate to the future.
- o Learning Cycle - Using a learning cycle design throughout the program, students will identify emerging issues and integrate them into the law enforcement environment during facilitated workshops. The design is based on the generation of information, integrating that information into the law enforcement environment, interpreting the information, and then taking some type of action, which then leads to the generation of information, as the cycle repeats itself.
- o Useful Project - There will be two major outcomes expected of Command College students. The first will be the enhancement of an individual's leadership abilities. The second will be to share, in some form, with other interested parties the outcome of discussing and strategizing futures issues. At the same time, information will be developed that can be of benefit to the student's agency.
- o Selection of an Issue for study - The student and his or her agency executive will agree upon an issue that is both relevant to the student's agency and is future related.
- o Recurrent Themes - Recurrent themes will occur throughout each of the workshops. They include collaboration, creativity, personal mastery, envisioning the future, and viewing emerging issues from different perspectives.

The following topics or processes will either be modified or eliminated:

- o Classroom Lectures - Stand up lectures, chalk talks, and didactic presentations will be replaced with aspects of adult learning theory that emphasize experiential learning. Emphasis will be placed on students first seeking, then sharing information.
- o Process-driven final project - There will be a de-emphasis on the Technical Report, and the associated futures research methodology. This work required much detailed analysis that many students believed would not be used after the Command College. Strategic planning tools will continue to be addressed, but not in the detail as in the past. Students will be made aware of various strategic planning tools and how they may be applied.
- o Academic structure - Some of the structure of the Command College was due to the relationship with Cal-Poly, Pomona and the need to provide grades for the student's work. Conducting the program independent of a college or university will eliminate the need to do work specifically for grades while enhancing the ability to be more creative with all aspects with the program.

Attached is a schematic of the proposed new Command College Program. As configured, it consists of six sessions instead of ten, each varying in length. It is anticipated that the new program will be approximately 12 to 18 months. Due to the shift away from the technical aspects of futures forecasting and the need for establishing a grade for the various exercises, the need for academics will significantly decrease.

#### SUMMARY

Numerous topics will be addressed in the area of leadership development, not the least of which deals with personal mastery, effective communications, visioning, and other behaviors that maximize a leader's effectiveness. One of the exciting aspects of the proposed program is the emphasis on facilitated learning among the students. A learning environment will be created in which sharing thoughts, ideas, and views among class members is a valued and productive practice. Another exciting and practical aspect of the proposed program is that the information developed will be of benefit to the student's agency.

Program cost savings will be realized from: 1) Shorter program length requiring less instructional costs; 2) Less emphasis on process-related activities requiring fewer graders and academic

consultants; and 3) Reduced time for which travel and per diem reimbursement is paid.

Although cost savings is an important element of the Command College revision, the greatest benefit is to the students who attend. They will be exposed to and involved in futures issues that impact both them and their agencies. The methods by which these issues are addressed will immediately impact leadership styles, launch students on a path of life-long learning, and provide them with skills that will be useful today and in the future.

Work is progressing on developing expected outcomes, selection process of the students, selecting instructors, preparing lesson plans, and other related details, as the revision of the Command College continues. It is anticipated that the first class under the new program will begin by July 1996.

#### RECOMMENDATION

Approve the present design and content of the Command College and the continuation by staff to prepare the program for presentation in July of 1996.

# PROPOSED COMMAND COLLEGE MODEL

## Session One

### DEFINING THE FUTURE

**SESSION GOAL:** The student will become familiar with the conceptual roadmap for studying the future and its relationship to the role of a leader. Using the STEEP scanning model, students will be exposed to general research and forecasting techniques, and emerging issues important to the future of California law enforcement

Two  
Mos.



## Session Two

### ENHANCED LEADERSHIP

**SESSION GOAL:** The student will become familiar with various leadership theories, self-assessment instruments, facets of self mastery, and creative decision making. Emphasis will be placed on leadership and the role of leaders in the future.

Two  
Mos.



## Session Three

### FORECASTING METHODS

**SESSION GOAL:** The student will become familiar with forecasting methods, strategic planning skills, transition management systems, and evaluation components. Emphasis will be placed on expanding the student's knowledge of available resources for enhancing leadership roles.

Two  
Mos.



Each Session will be conducted as a *Leadership Forum* for continuity of recurring themes. The recurring themes to be woven throughout the program are **COLLABORATION, CREATIVITY, PERSONAL MASTERY, ENVISIONING THE FUTURE, EXPLORING DIFFERENT PERSPECTIVES.**

## Session Four

### SOCIAL AND ENVIRONMENTAL ISSUES

**SESSION GOAL:** The student will learn and discuss broad-based social and environmental issues. Today's emerging trends and faint signals will be revealed. Potential impact on the student's agency, and his/her role as a leader, along with various strategies for mitigating that impact will be discussed.

Two  
Mos.



## Session Five

### TECHNOLOGICAL ISSUES

**SESSION GOAL:** The student will learn and discuss broad-based technological issues. Today's emerging trends and faint signals will be revealed. Potential impact on the student's agency, and his/her role as a leader, along with various strategies for mitigating that impact will be discussed.

Two  
Mos.



## Session Six

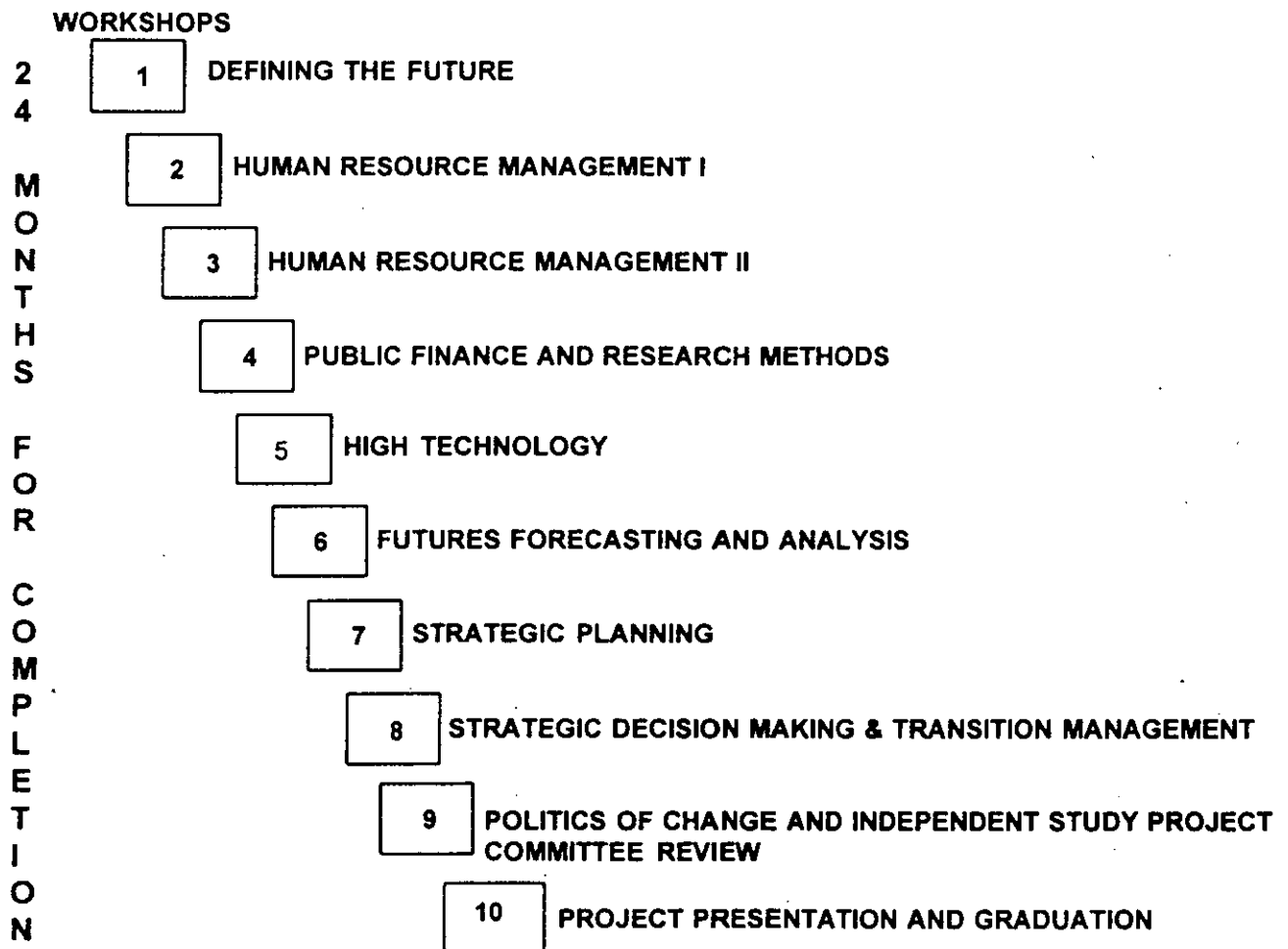
### ECONOMIC AND POLITICAL ISSUES

**SESSION GOAL:** The student will learn and discuss broad-based political and economic issues. Today's emerging trends and faint signals will be revealed. Potential impact on the student's agency, and his/her role as a leader, along with various strategies for mitigating that impact will be discussed.

### COMMENCEMENT-FINAL PROJECT

Students will have an opportunity to share their views in a completed work product about a probable future issue impacting their agency. Included will be a recommended strategy for leaders to help move the agency, and law enforcement in general, into the future.

## COMMAND COLLEGE PROGRAM SCHEDULE



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>SUPERVISORY TRAINING PROGRAM REVIEW</b>		Meeting Date January 18, 1996
Bureau Center for Leadership Development	Reviewed By Bob Fuller	Researched By Tom Hood
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval 1-3-96	Date of Report January 3, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUE**

Progress report on Supervisory training programs.

**BACKGROUND**

Commission Regulation 1005 (b) mandates that all supervisors attend a certified 80-hour Supervisory Course within one year of promotion. There are 20 Supervisory Course presenters throughout the State who provide this training. Successful completion of the Supervisory Course, along with educational and experience qualifications, is required to receive the POST Supervisory Certificate.

The present Supervisory Course content and presentation format have not been critically reviewed since 1983. Many environmental changes have taken place in law enforcement and it is necessary to review this critical training program to ensure that it is meeting the needs of todays supervisors. Feedback from students, agency executives, and other stakeholders indicates that measures should be taken to update and modify the content and format of this transitional training program to make it more effective.

The purpose of this project is to review and restructure as appropriate, supervisory and management training for California law enforcement personnel. In July 1994 the Commission authorized a review of supervisory and management training at the request of staff. This study is a key component in the development of a Leadership Training and Development System (LTDS) being proposed by the Center for Leadership Development (CLD) for the career police officer from first-level supervisor to the executive level position.

While this project's global focus is on supervisory and management training, emphasis in this report is being placed primarily on the content and format for supervisory training. The intent is to develop and implement a supervisory training model that can be evaluated and used to revise the management training course. It is envisioned that both training courses will be similar in format and specifically address roles, responsibilities and tasks of each rank.

## ANALYSIS

The transition to supervisor is one of the most dramatic changes any employee faces during their career. New roles and responsibilities make immediate orientation and training desirable to prepare the individual for their new job tasks. The primary focus of this review is to ensure that course content is contemporary and meets the needs of today's supervisors and managers.

A steering committee was formed consisting of various stakeholders in the supervisory and management training process. Along with representatives from various organizations (California Police Chiefs' Association, California State Sheriffs' Association, California Peace Officers' Association and the Peace Officer Research Association of California), committee members from other disciplines were asked to work with POST staff to help develop training models. Dr. Dennis Aronson from the POST Learning Technology Resource Center is assisting as a course design expert. A list of the steering committee members is attached as Appendix A.

In addition to several steering committee meetings, contact was made with several focus groups, other stakeholders, private consultants and POST staff to assemble data on course design, specific job tasks and training outcomes. The following concepts have been identified as worthy of serious consideration in development and implementation efforts:

- Training must provide value to job skills.
- POST should focus on providing the student with both generic principles and theories of supervision and management (phase I) followed by training programs specifically addressing law enforcement applications (phase II). In addition, specialty courses in specific operational areas (i.e., patrol, traffic, investigations, corrections, etc.) would be offered along with "stand-alone" courses in other topical areas of interest to the student based on job assignment and/or career goals (phase III). A draft model is attached at Appendix B.
- The issue of equivalency should be thoroughly explored. Often, prospective students have extensive training and/or experience in supervisory techniques outside the POST training system. Equivalency credit for demonstrated skills and knowledge would eliminate the need to attend the generic course (phase I) and allow them to move on to the training course focusing on law enforcement applications (phase II).
- There should be contracts between students and their agencies regarding course expectations (i.e., use knowledge when they return to work).
- Pre-work, if assigned, should be agency specific.
- Training should reinforce ethics, values, principles, and accountability.



- Allow students to "challenge" specialty courses and receive training credit based on academic classes or other work-related experience received "outside" the POST system.
- Use "high-tech" applications whenever appropriate (IVD, simulations, workbooks, etc.).
- Encourage agencies to implement an in-house orientation/training program that complements formal "classroom" training. (A proposed POST Supervisor Development Program is designed to address this need. The overall intent of the program is to provide supervisors with a structured orientation to their new job tasks and responsibilities. A copy of this document is included with a separate report on this agenda).

The recommended training model incorporates a linear design. Prior to actually attending the first class session, the course presenter may have the students complete a "pre-work" project. This assignment should be job related and lend value to the classroom training experience. To meet the mandated training requirement and qualify for the POST Supervisory Certificate, students will be required to complete the generic core course (phase I) and the law enforcement specific training course (phase II). Equivalent training and/or work experience will be considered towards satisfying the requirement for completion of the phase I course. A number of specialty courses will be available to meet additional individual or agency training needs. (See Appendix B).

The advantages of this training model are many as it will:

- Incorporate adult experiential training methodology and alternative presentation strategies over an extended period of time, thereby increasing retention of the course materials and overall training effectiveness.
- Become part of a comprehensive training system that begins upon promotion to supervisor and leads into advanced management/leadership training programs (including the Command College).
- Allow students and agency heads to select specialty courses that meet their individual and organizational needs.
- Make the training more personal and enhance the value of the student to the community and the organization.
- Use state-of-the-art diagnostic tools to evaluate the student's strengths, weaknesses, and learning style. This feedback can be used by the student to plot a path consistent with personal and organizational needs.
- Study alternative delivery methods such as smart classrooms, distance learning, IVD, satellite telecourses, and independent study (and evaluate their effectiveness).

- Allow for discussion and dialogue of critical concepts such as values, ethics, integrity, and accountability.

### What Remains To Be Done

Work remains to be done in the following areas:

- Identify and meet with course design experts and other stakeholders to further develop curriculum and delivery methodology.
- Identify and address the following implementation issues:
  - Core and specialty course presenters/location (regional approach).
  - Fiscal impact of training programs for POST and agency.
  - Assessment tools to measure learning.
  - Evaluation instruments (short-term and long-term).
- Train and evaluate instructors.
- Identify POST regulation and procedural changes that would be needed, including:
  - PAM revisions.
  - Changes in Professional Certificate requirements.
  - Course certification issues.
  - Student tracking system.
  - Program coordination and maintenance.

### Conclusion

The foregoing describes the current status of work done in conjunction with stakeholders in the supervisory and management training process. The consensus is that this project is heading in the right direction and will lead to more effective training. If the Commission approves, additional work will be undertaken to complete the development of and implementation strategy for the Supervisory Course. The completed project will be presented to the Commission for approval at a future date.

# **APPENDICES**

- A - STEERING COMMITTEE ROSTER**
- B - SUPERVISORY TRAINING PROGRAM MODEL**

**Supervisory and Management Course Advisory Committee  
Committee Roster**

**Lieutenant Greg Bottrell**  
San Bernardino County Sheriff's Dept.

**Broc Stenman**  
California Parks and Recreation Dept.

**Dennis Aronson, Ph.D.**  
Commission on Peace Officer  
Standards and Training  
Learning Technology Resource Center

**Art Basile, Director**  
Center for Criminal Justice Research and Training  
CSU Long Beach

**Shelley Bartenstein, Ph.D.**  
Director, Division of Business  
and Industry Services  
CSU Northridge  
Office of Continuing Education

**Sergeant Steve Brackett (PORAC)**  
Santa Monica Police Department

**Emily Kuszak**  
**Ray Birge**  
CSU San Jose  
Administration of Justice Bureau

**Chief Gregory R. Cooper (CPOA)**  
Sanger Police Department

**Chief Robert G. Norman (CPCA)**  
Foster City Police Department

**Sheriff Norman G. Hicks (CSSA)**  
Monterey County Sheriff's Department

**Kendall Price, Ph.D.**  
Staff Psychologist  
Long Beach Police Department

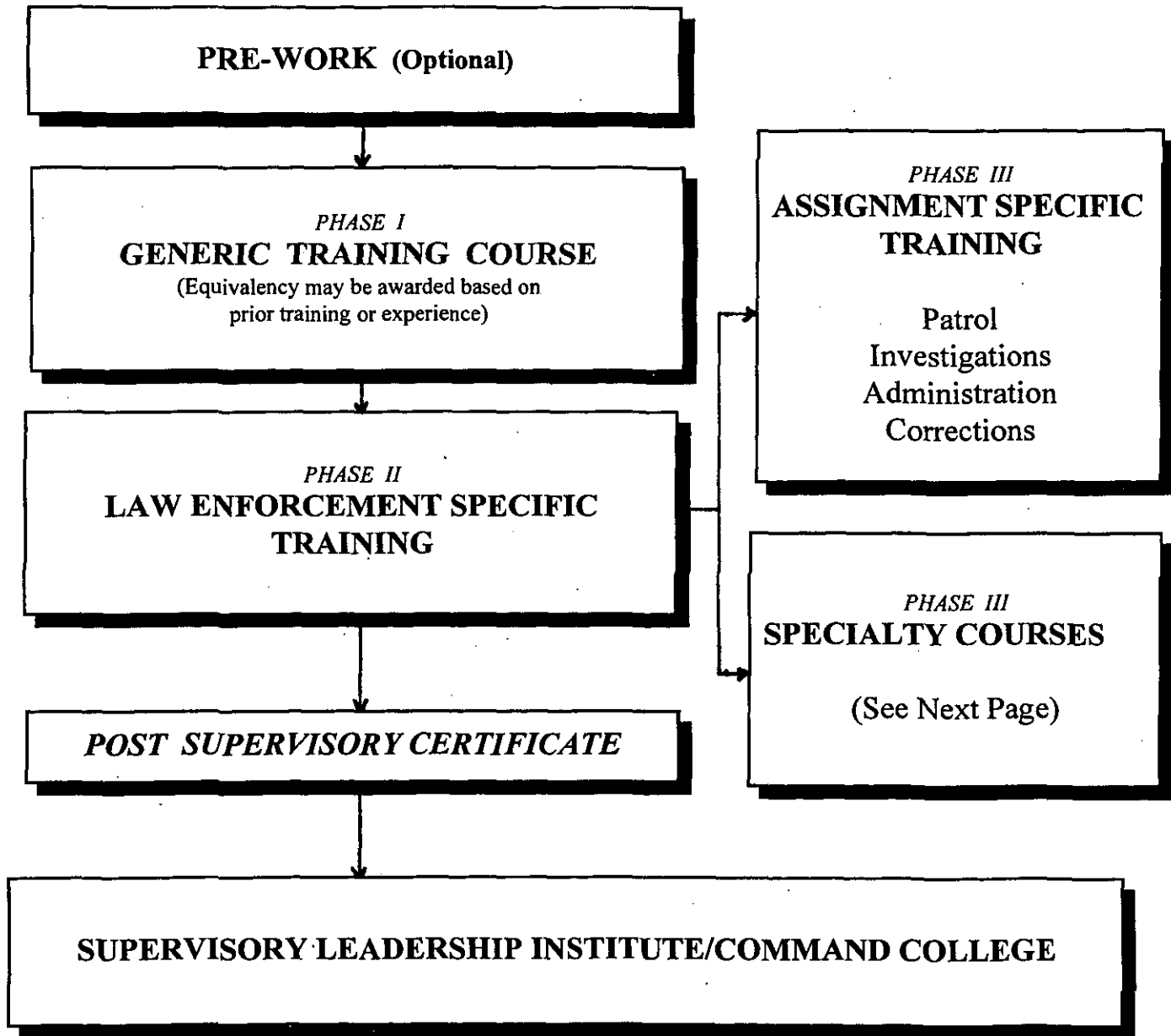
**Bob Spurlock, Senior Consultant**  
Commission on POST  
Training Delivery and Compliance Bureau

**Diane Jorgensen**  
Contra Costa Criminal Justice Training Center  
Los Medanos College

**Sergeant Mike DePaola**  
California Highway Patrol Academy

**Larry Stimach**  
Santa Rosa Center

**SUPERVISORY TRAINING PROGRAM MODEL**



SPECIALTY COURSES

Budget Process \*  
Critical Incident Management  
Personnel Incident Investigation  
Conflict Resolution  
Employee Development  
Futures Issues in Public Safety  
Political Environment  
Organizational Design  
Legal Issues  
Effective Communication Skills  
Public Budgeting and Finance (Advanced) \*  
COP - Community Groups  
Strategic Planning & Critical Thinking +  
Futures Research Methodology +  
Introduction to the Future +  
Outside Resources - Grant Writing  
Organizational Effectiveness \*  
Risk Management \*  
Media Relations \*  
Discipline Issues \*  
Assertive Supervision/Management \*

+ Required Prerequisites for Command College (currently part of the Command College curricula)  
\* Courses currently POST certified

COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>SUPERVISOR DEVELOPMENT PROGRAM</b>		Meeting Date January 18, 1996
Bureau Center for Leadership Development	Reviewed By Bob Fuller	Researched By Tom Hood <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval 1-2-96	Date of Report January 2, 1996
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Approval for duplication and distribution of the POST Supervisor Development Program

BACKGROUND

Currently, Commission Regulation 1005(b) requires all supervisors to attend an 80-hour POST certified Supervisory Course within one year of appointment. For many new supervisors, this is their first exposure to the fundamentals of supervision and most do not attend this initial training until some time after they assume supervisory responsibilities.

In 1991, POST conducted the first of two symposia on California law enforcement training issues. The primary focus of this effort was to identify training needs by assembling focus groups comprised of law enforcement practitioners and other stakeholders. A number of recommendations were made related to supervisory training. One, in particular, recommended:

"Consider mandating training prior to assuming field responsibilities - newly promoted supervisors should receive minimal training prior to assuming any field duties..."

Most supervisors and agency executives feel that placing a new supervisor in the field prior to any formal or informal training is opening the organization and the individual to increase liability exposure. Some agencies provide an in-house orientation to new supervisors but, based on an informal poll by POST staff, most do nothing at all.

To address this issue, a special subcommittee of the Supervisory Course Presenters' Consortium was formed. This group was comprised of law enforcement personnel who have first-hand experience in training new supervisors. Several actually coordinate in-house programs for newly promoted personnel.

## ANALYSIS

The Supervisory Development Program (SDP) is designed to provide supervisors with an on-the-job orientation that complements mandated classroom training. This program will facilitate the introduction of new supervisory concepts and reinforcement of expected roles and responsibilities leading to greater supervisory accountability. The critical tasks listed in the General Supervision section of the Supervisor Development Guide are directly tied to the curricula presented in the POST Supervisory Course. Whether presented before or after attending the Supervisory Course, the SDP will enhance the supervisor's transition into their new job. Ideally, new supervisors should be assigned to the SDP as soon after promotion as possible. The program also meets the needs of tenured supervisors who are transferred into specific job assignments where they have little or no experience.

There are two sections to this document. The Supervisor Development Program covers the roles, responsibilities, selection, and training of the trainer. The responsibilities of other program personnel are also discussed. The primary emphasis of this program is on transitional and training issues. Because some agencies have interest, however, in including a component on probationary evaluation, forms related to the documentation of job performance are included in an appendices.

The Supervisor Development Guide serves as a roadmap for the trainer. Each section is generic and covers specific supervisory job tasks. The guide is broken down into topical areas addressing typical job tasks and responsibilities supervisors encounter in various job assignments. Guide sections include general supervision as well as patrol, custodial, traffic, investigative, records, and dispatch supervisory duties. The guide is designed to assist the trainer by providing a checklist of job specific topics. Agencies are encouraged to modify the guide to make it better meet their individual training needs.

During the development phase of the program, each member of the development committee distributed draft copies of each section of the guide to subject matter experts within their agency. This resulted in feedback from over 150 subject matter experts. The feedback was very positive and the recommendations from these experts were incorporated into the final draft.

A presentation on this project was made to the California Police Chiefs' Association for their input and feedback. Several agency heads agreed to review the program document and guide. Draft copies of the program document and an evaluation/feedback form were supplied to the agency heads as well as training managers and other supervisory trainers to elicit their feedback and



recommendations. The responses were overwhelmingly positive. Most indicated that they intended to implement the program in their agency when POST released it for distribution. The program was pilot tested by one large agency with very positive results.

To aid agencies in setting up the Supervisor Development Program, an implementation checklist has been developed and distribution on a computer disk is being considered. This would allow agencies to more easily implement the program modified to meet their specific training needs.

#### CONCLUSION

This report outlines a comprehensive program for in-house orientation and training of supervisors. It fills a need by providing immediate training for new supervisors and orientation training for tenured supervisors transferring to new job assignments. With Commission approval, the Supervisory Development Program document will be duplicated and distributed to the field.

**Draft**

# **SUPERVISOR DEVELOPMENT**

## **PROGRAM**

1996



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

**STATE OF CALIFORNIA**

**SUPERVISOR DEVELOPMENT  
PROGRAM**

**1996**

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## PREFACE

One of the most difficult transitions in any organization is the promotion from line to supervisory duties. Not only are there new job tasks and responsibilities, it is perhaps the first time a new supervisor is held accountable for the actions of subordinates. The need for immediate training and guidance upon promotion or transfer is critical to facilitate the transition and enhance individual and organizational effectiveness.

The Supervisor Development Program is to be used by trainers of newly promoted or reassigned supervisors. The program will guide the trainer and student supervisor through an on-the-job training experience in the skills, knowledge and attitudes required of supervisors performing specific assignments.

Formal training beyond attendance at the POST Supervisory Course is highly desirable to further develop and refine the abilities of supervisors. The intent of this program is to provide the necessary structure to reinforce the basic principles of supervision and abilities needed to perform various supervisory assignments. The Supervisor Development Program emphasizes task orientation, individual training needs assessment, availability of a experienced trainer, and documentation of training progress.

POST gratefully acknowledges the fine work of the Supervisor Development Program Committee. Their dedication and tenacity provided the energy necessary to bring this Program to reality. Their efforts will reap long-term benefits for California law enforcement.

Copies of this document may be obtained by calling the POST Information Services Bureau Media Distribution Center at (916) 227-4856.

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## PROGRAM OVERVIEW

POST regulations require newly promoted supervisors to attend the POST Supervisory Course within one year of appointment. The Supervisor Development Program (SDP) is designed to address the training needs of newly promoted supervisors either before or after attendance at the POST Supervisory Course. Ideally, new supervisors should be assigned to the SDP as soon after promotion as possible. The program also meets the needs of tenured supervisors who are transferred into specific job assignments where they have little or no experience.

While stressing training, the program provides sample evaluative forms. If desirable, these progress reports provide the program coordinator and the agency management team with the information they need to properly evaluate the student supervisor in the first critical months in their new job assignment. The Supervisor Development Guide document is generic. Each agency is encouraged to modify it to meet their individual needs.

As with any other program implementation effort, the Supervisor Development Program should be endorsed by the agency head reflecting a commitment to quality supervisory training. In addition, program policies and procedures should be reinforced by management and supervisory personnel on a regular basis. In this way, confusion or conflicts can be kept to a minimum.

The overall intent of the program is to provide supervisors with a structured orientation to their new job tasks and responsibilities. The attached checklist may help to facilitate implementation. In-depth information on any implementation, administrative or operational issue can be found in the Supervisory Development Program document.



## PROGRAM IMPLEMENTATION CHECKLIST

- Establish policies and procedures for administration of the SDP.
  - Will the SDP be mandatory or voluntary?
    - Newly promoted supervisors
    - Supervisors transferred to new job assignments
  - Record keeping protocols
    - Periodic evaluation forms
    - Completed Supervisor Development Guide
    - Other documentation related to student supervisor performance
  
- Select SDP Coordinator
  - Establish criteria and process
  
- Select SDP Trainers
  - Establish criteria and process
  - Determine training needs for trainers
  
- Operational Issues
  - Time parameters for completion of the SDP
  - Contingency plans if student supervisor experiences difficulty or is unable to complete the SDP
  - Process for addressing conflicts between trainer, student supervisor, and/or "natural" boss

## INTRODUCTION

The responsibilities that newly promoted or reassigned supervisors face are complex and challenging. Now, more than ever, the need for positive leadership by first-line supervisors is absolutely essential. The state-wide lack of consistent field orientation and training for new supervisors has led to the creation of the Supervisor Development Program model.

The Supervisor Development Program is the deliberate pairing of a more skilled or experienced person (trainer) with a lesser skilled or experienced one (student supervisor), with the agreed upon goal of having the student supervisor grow and develop specific competencies under the guidance of the trainer.

Although supervisors are fully trained officers, they, in many instances, lack hands-on supervisory experience. The Supervisor Development Program is designed to provide an orderly transition from line officer to first-line supervisor. It also provides support and orientation for supervisors reassigned to a new job. It is the intent of this program to provide a clear definition of the role of the first line-supervisor, stressing orientation and training goals. Emphasis is placed on training and not on evaluation.

In order to gain maximum benefit from the Supervisor Development Program, it should be offered as soon as possible after assuming the new job. In 1991, POST conducted the first Symposium on Training Issues. Stakeholders from all areas of the criminal justice community participated and provided POST with over 90 training recommendations. One in particular addressed the training needs of new supervisors. In part, the recommendation states:

"Consider mandating training prior to assuming field responsibilities - newly promoted supervisors should receive minimal training prior to assuming any field duties..."

Ideally, the student supervisor should attend the POST Supervisory Course prior to commencing actual supervisory duties. In many cases, this is not feasible. The Supervisor Development

Program is designed to complement this formal supervisory training. Whether implemented before or after formal classroom training, this program creates a positive environment to facilitate the student supervisor's transition.

Benefits of the Supervisor Development Program include:

- ◆ Formal training for student supervisor, possibly reducing liability exposure
- ◆ An opportunity to reinforce agency policies, procedures and values
- ◆ Instill and/or reinforce the concepts of supervisory responsibility and accountability
- ◆ Monitoring of the student supervisor's transition
- ◆ Familiarizing experienced supervisors who have been assigned to a new job
- ◆ Practical application of newly learned job skills (on-the-job training of Supervisory Course, formal training, etc.)
- ◆ Providing student supervisor with the resource materials needed to effectively do their job
- ◆ Providing the agency with reference material for future use by new supervisors
- ◆ Easy customization of program to fit individual organizational goals and needs
- ◆ An effective way for experienced supervisors to share their knowledge, skills, attitudes.

In an effort to save law enforcement agencies valuable time and resources, this document delineates the components needed to implement and manage the Supervisor Development Program. This document is broken down into two separate sections: The Supervisor Development Guide and the Supervisor Development Program.

There are two sections to this document. The Supervisor Development Program covers the roles, responsibilities, selection, and training of the trainer. The responsibilities of other program personnel are also discussed. The primary emphasis of this program is on transitional and training issues. Because some agencies have interest, however, in including a component on probationary evaluation, forms related to the documentation of job performance can be found in Appendix B.

The second section contains the Supervisor Development Guide. This guide serves as a road map for the trainer. Each section is generic and covers specific supervisory job tasks. Section 1.0 of the Supervisory Development Guide mirrors the learning goals presented in the POST Supervisory Course. The Departmental Resource Section of the Supervisor Development Guide is reserved for documentation related to agency policies, procedures and operational directives. To better facilitate the training process, a copy of the Supervisory Development Guide should also be issued to the student supervisor. In this way, valuable notes and comments can be preserved for future reference by the student supervisor. The trainer's copy of the Supervisory Development Guide is the master and should become part of the student supervisor's training file upon completion of the program.

It is imperative that the Supervisor Development Program be embraced by the entire organization. A "top-down" implementation strategy ensures all levels know that the orientation and training of supervisors is a high organizational priority.

The POST Supervisor Development Program is intended to be a generic model. It should be adapted, modified, or customized to meet specific agency needs.

## THE ROLE OF THE TRAINER

The trainer is an experienced supervisor who is assigned to introduce a student supervisor to a specific job assignment. The trainer provides practical training on all aspects of supervision and renders feedback on the progress of the student supervisor. With this in mind, the trainer plays a crucial role in the development of student supervisors.

The trainer must be a **role model** who leads by example and enjoys the respect, trust and support of the organization. His/her ethical and professional integrity greatly influences the student supervisor. The trainer is expected to be a willing advisor and counselor, availing his/her time, advice and support. The trainer is responsible for fostering creativity by helping the student supervisor develop his/her own style of supervision. This provides greater benefits to both the student supervisor and the organization than simply having the student supervisor emulate the trainer.

The trainer must be a **counselor** and take a personal interest in the student supervisor's progress and overall welfare. The trainer should challenge, give candid advice, listen, and serve as a sounding board. He/she should show genuine interest in the student supervisor's personal values and concerns.

The relationship between the trainer and the student supervisor does not end at the conclusion of the training cycle. The trainer should be considered a valuable resource for the student supervisor, beyond the duration of the actual development program.

The trainer should use a flexible style. Knowing when to intervene and when to let him/her make mistakes is important to the learning process. It is important to intervene without delay when the student supervisor is in the process of making a grave or costly mistake. In "safer" situations it may be best to let them learn from experience.

The trainer will be responsible for drawing up structured learning plans with the student supervisor's input. These learning plans will be used to identify objectives, specific

accomplishments, tasks, projects or competencies to be reached. The learning plan should also include time frames for accomplishing goals.

The trainer will be called upon to use varied methods of training using all resources available. They should arrange for other experts to offer additional guidance and training if the subject area is beyond their scope of expertise. By demonstrating the effective use of resources, the trainer will impress upon the student supervisor's individual responsibility to be a problem solver.

## THE SELECTION AND TRAINING OF THE TRAINER

The trainer must possess many qualities. First and foremost, there must be the sincere desire to train others. The trainer will be required to invest considerable time and effort into a development relationship based on mutual trust and understanding. They have to be proficient at their jobs and must be respected within the organization. They must consistently demonstrate the skills and values the organization wishes to instill in the student supervisor.

The trainer's maturity is reflected in an unbiased attitude towards the public, subordinates, peers, and superiors. He/she is a responsible member of the organization and fully accepts accountability for both personal and subordinate's actions.

The trainer must demonstrate technical proficiency as well as a clear understanding of the supervisor's role within the organization. He/she must be self-confident and demonstrate consistent ethical conduct both on and off duty.

Supervisors who find intrinsic value in another person's growth usually make exemplary trainers. Ideally, trainers are:

- ◆ Leaders
- ◆ Accountable
- ◆ People Oriented
- ◆ Tolerant of Ambiguities
- ◆ Respectful of Others
- ◆ Self-confident
- ◆ Caring of Others
- ◆ Trusting and Trustworthy
- ◆ Flexible
- ◆ Innovators (risk takers)

Selecting individuals to be trainers is a critical task that will directly impact the quality of the development program. The process for selecting experienced supervisors to become trainers varies. One option is to leave the selections to the Program Coordinator with direction (and possibly approval) from the management team. Another method may include a panel of agency personnel qualified to evaluate candidates and make selections

based on the needs of the organization and the program. Whichever method is used, care must be taken to base selections on objective qualifications and personal dedication.

Specialized training should be provided to the trainer prior to assuming the responsibility of training a student supervisor. Courses are available to aid in the development of a well-rounded trainer. Skill development subjects such as counseling, effective communications, coaching and techniques of teaching are critical to prepare the trainer for the job ahead.

The trainer must be given the tools to evaluate the needs of the student supervisor, develop a proper learning plan, and periodically evaluate the student supervisor's progress to assure that the plan is working correctly. Setting "milestones" helps to signal that learning is taking place.

Update training for trainers is also encouraged. Every effort should be made to take advantage of training programs that expand the trainer's intellectual horizons. In-house update training sessions are convenient, cost-effective and easily tailored to the specific needs of the program and/or the trainer. Specialists and experts in various fields can be brought in to conduct training sessions that both stimulate and challenge the trainer.

Without exposure to new and different ways of thinking and training, the trainer may not be as effective or productive as the organization desires. Continuing education of trainers should be a high priority.



## RESPONSIBILITIES OF THE TRAINER

After careful selection and training, the trainer will provide the bridge for a student supervisor's transition. The move to supervision is one of the most difficult and complex transitions an employee will ever make. The trainer will be primarily responsible for all counseling, training, and field note taking. His/her competence and dedication will assure that each student supervisor receives all the support and guidance possible.

In those cases where a seasoned supervisor is transferred into a new job assignment, the trainer plays an equally important role in providing orientation and moral support. Sharing experiences, job skills and job specific expertise will help to bring the student supervisor up to speed in a reasonable period of time.

In addition to training the student supervisor in specific skills, the trainer must stress to the student supervisor the importance of supervisory responsibility and accountability. The trainer plays a very influential role in this area. Showing the correct way to handle situations and demonstrating sound, ethical decision making skills will perpetuate consistent adherence to agency goals, objectives, values.

The Supervisor Development Program, in conjunction with the Supervisor Development Guide, provides the trainer with an outline of roles and responsibilities he/she must use in training and educating the student supervisor. Adherence to program policies, procedures and philosophies will assure that the student supervisor receives the necessary skills and information to conduct his/her duties effectively and efficiently.

## SELECTION AND RESPONSIBILITIES OF THE PROGRAM COORDINATOR

### Selection:

The selection of a Supervisor Development Program Coordinator is very important. This individual should have a detailed understanding of the critical role that the supervisor plays in the day-to-day operation of the agency. The coordinator must be well organized and possess the skills and knowledge necessary to facilitate the dynamics of a training environment. To maintain consistency and stability, it is suggested that the coordinator assignment be of significant duration to avoid frequent turnover.

The rank of the individual chosen for this position is not as important as his/her ability to make the program work efficiently and effectively. The coordinator must have the authority to make operational decisions and resolve program problems. Typically, the coordinator will be a person who possesses exemplary interpersonal communications skills and is patient when performance problems arise. In addition, innovation and imagination are desirable attributes.

This position calls for a highly motivated individual who understands that the long-term interests of the student supervisor, trainer and organization are a high priority.

### Responsibilities:

Responsibility for the overall supervision and management of the program rests with the coordinator. The coordinator is responsible for the evaluation of the student supervisor and the trainer.

The transmittal of job performance field notes from the trainer to the coordinator may be helpful in the evaluation process. While the trainer is expected to be supportive and non-evaluative per se, compilation of the trainer's field notes will serve to point out strengths and weaknesses of the student supervisor. These notes should be used to support the documentation of the student supervisor's progress or to establish grounds for remediation or further training. Because the coordinator is responsible for the student supervisor's evaluation during this training phase, these field notes should be used by him/her for

that purpose.

Maintenance of the Supervisory Development Guide and other program forms rests with the coordinator. In the event critical tasks are added or deleted, the coordinator must ensure that the Supervisory Development Guide is updated.

Since the coordinator is ultimately accountable for the quality of the program, continual review of the training activities is imperative. A complete review and evaluation of the program on a periodic basis is necessary to ensure that program goals are being met. Because of the changing nature of police work, attention must be paid to legal, political, social and educational changes that occur, with attendant modifications made to the program. While actual observation is not necessary, close monitoring of the content and delivery of all training is expected.

## RESPONSIBILITIES OF OTHER PROGRAM PERSONNEL

### Management:

As with most other labor-intensive programs, the Supervisor Development Program needs the financial and staffing support of the agency management team. This program must be recognized by top executives as an important investment in the future of the organization. Without effective first-line supervision, organizational efficiency and effectiveness will suffer. It is the responsibility of management to develop and support policies and procedures that clearly articulate the goals of the program.

### Student Supervisor:

It is important that the student supervisor understands the intent of the program. The investment of time and resources of the department, the trainer, the coordinator and others involved in the program is great. The student supervisor's success in the program is directly linked to his/her own motivation, effort and cooperation.

Part of this cooperation involves the acceptance of constructive criticism/feedback on the student supervisor's performance. The ability to turn this feedback into positive performance is expected.

Assignments that require the student supervisor to access available resources will be part of the educational process. All job-related assignments should be completed within the established time lines. Familiarity with all department procedures and general orders is expected and should be maintained by continual review and practice.

As an active participant in the program, the student supervisor is encouraged to give feedback on the value of the program once successful completion has been achieved. A form for obtaining this feedback is included in the Documentation section.

## IMPLEMENTATION ISSUES

### Staffing Issues

In implementing a successful Supervisor Development Program, the decision of how many trainers are needed to adequately staff the program is an important one. In reaching this decision, the agency should consider such factors as personnel absences, geographical distribution of trainers, the potential necessity of reassigning a student supervisor to another trainer, and the possibility of trainer "burnout". Ideally, the agency should establish a sufficient number of trainers to allow for flexibility in the matching of trainers and student supervisors based on complementary personality traits.

To maximize the effectiveness of the development process, once paired, every effort should be made to have the trainer and the student supervisor work together continuously. The majority of the trainer's time should be devoted to development responsibilities. Scheduling conflicts should be resolved in favor of the trainer program.

### Program Length

An initial consideration is to determine whether the Supervisor Development Program will be an open or closed ended format. Each format has positive and negative aspects.

Setting a pre-determined time limit (closed ended format) allows for future scheduling and planning. The coordinator, working with the trainer and the student supervisor may develop a time line for each learning module. However, a predetermined program length may not allow for complete comprehension of the materials since individuals learn in different ways and at different rates.

With an open end option, the student supervisor will be able to learn at his/her own pace, better ensuring comprehension of the material. While future scheduling is more difficult, it allows time for critical tasks to be learned.

## Program Coordination

Another implementation consideration that bears thorough examination is whether to manage the program in a centralized or decentralized format. Both formats have positive and negative aspects.

Centralized coordination utilizes one coordinator for the entire agency. This promotes program integrity and continuity. It reduces influence and impact by non-program personnel, yet increases the coordinator's control over the entire program. All trainers within the agency, regardless of their current duties, are available for assignment (trainer pool). This allows the coordinator greater flexibility to match a student supervisor to a trainer.

Centralized coordination, however, can create too much influence by a single coordinator. His/her personal traits may greatly determine the effectiveness of the program. Centralized coordination in a large agency may require knowledge of a wide variety of tasks, which may go beyond the expertise of one coordinator.

Decentralized coordination can be achieved in different ways, e.g.

(A) One agency coordinator oversees the overall program regarding department goals and philosophy, but program logistics and supervision occur at another lower (division or unit) level.

(B) Several coordinators at the division/unit level manage the program within the purview of their position, under direct supervision and management of division/unit staff.

Decentralized coordination requires more attention to program integrity and continuity in order to provide agency-wide consistency. This approach may enhance division/unit specific development, however, limits the available trainer pool and other resources.

Decentralized coordination may provide each coordinator with closer supervision of the programs' progress, however it may

render the program accessible to the direct influence of division/unit managers. As a result, scheduling shortages and other necessities may be given a higher priority than the development program.

#### Student Supervisor Performance Problems

During the program implementation process, the following critical areas should be considered:

- ◆ When extension in the program, remediation and/or counselling will be needed
- ◆ Remediation and counseling strategies
- ◆ Guidelines regarding when a student supervisor should be reassigned to another trainer (special circumstances, personality conflicts, job performance issues, etc.)

The agency should have the mechanisms in place prior to the implementation of the Supervisor Development Program to address performance problems or other potential conflicts. Agencies should utilize existing department policies and procedures to establish appropriate guidelines.

***DRAFT***

**SUPERVISOR DEVELOPMENT  
GUIDE**



The Supervisor Development Guide has been developed to facilitate the transition and orientation of supervisors to their new duties. Each section can be used independently or in conjunction with each other based on specific agency needs.

It is recommended that new supervisors complete the General Supervision section before going on to other job specific topics. For experienced student supervisors' transferring into a new job assignment, the specific job-related section(s) will provide the trainer with a structured format for training.

Each heading contains a check box along the left margin. This box should be checked only when the specific task has been completed by the student supervisor. By doing this, the trainer can be assured that all information will be covered.

Each page contains a signature block for the trainer and the student supervisor. The trainer's signature block indicates that the training in the subject areas has been provided to the student supervisor. The student supervisor's signature block shows that the student supervisor understands the information contained on that page and that he/she has completed/demonstrated the noted skills to the trainer's satisfaction.

Blank pages for each topic area are included for agency specific information. Pages for logging daily observations and notes are also included. Users are encouraged to photocopy as many of these pages as necessary to tailor the Supervisor Development Guide for their individual training needs.





**SUPERVISOR DEVELOPMENT PROGRAM**

**GENERAL SUPERVISION**

# SUPERVISOR DEVELOPMENT GUIDE

## GENERAL SUPERVISION

### 1.0 ROLE IDENTIFICATION

The student supervisor will understand the first-line supervisor's role from several perspectives.

- A. MANAGEMENT'S EXPECTATIONS
- B. SUBORDINATES' EXPECTATIONS
- C. FIRST-LINE SUPERVISOR'S ROLE
  - Leads by example
  - Enforces agency policies and procedures
  - Communicate and Support of Agency Policy
  
  - Supervisor is link pin between the community, management and line personnel
  - Effect on morale (positive and negative)
  - Long-term vs. short-term impact (long-term good for the organization)
- D. EXTERNAL EXPECTATIONS
  - Community
  - Media
  - Family

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

\_\_\_\_\_  
Date

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 1.0 ROLE IDENTIFICATION (CONTINUED)

- E. RESULTS ORIENTED APPROACH TO JOB
  - Evaluation and follow-up on tasks
  - Human relations skills
  
- F. PEER'S EXPECTATIONS
  - Team player

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

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\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

## GENERAL SUPERVISION

### 2.0 VALUES, ETHICS AND PRINCIPLES

The student supervisor will develop a greater understanding of ethical standards and how they relate to supervisory conduct and decision-making. The student supervisor will gain additional experience and skills to identify ethical issues in law enforcement. This will enhance his/her ability to respond to situations with integrity.

#### A. DEFINITIONS

- Values: fundamental beliefs upon which decisions and conduct are based
- Ethics: accepted rules of conduct governing an individual or group
- Principles: ethical standards relied upon for guidance in decision-making
- Integrity: the quality or state of being fair, honest, responsible, courageous and humane; the ability and resolve to maintain one's ethics in the face of adversity, fear, rejection, or temptation

#### B. DIFFERENT VALUE SYSTEMS

- Personal
- Societal
- Organizational/Professional

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Trainer

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\_\_\_\_\_  
Student Supervisor

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Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 2.0 VALUES, ETHICS AND PRINCIPLES (CONTINUED)

- C. COMMITMENT TO ETHICS, VALUES AND PRINCIPLES
- Maintain personal integrity
  - Maintain integrity of the police profession
  - Sets example for others
- D. SUPERVISOR'S ROLE/RESPONSIBILITIES
- Personal and organizational accountability
  - Know and understand various value systems
- E. APPLYING ETHICS AND INTEGRITY TO DECISION-MAKING
- Communicate organizational values and expectations
  - Personal conduct (on and off duty)
  - Acceptable and unacceptable behavior
- F. ETHICAL RESOURCES
- Law Enforcement Code of Ethics
  - Code of Professional Conduct and Responsibilities for Peace Officers
  - Agency specific ethics training/awareness programs

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed



# SUPERVISOR DEVELOPMENT GUIDE

## GENERAL SUPERVISION

### 3.0 COMMUNICATION

The Student supervisor will understand the importance of verbal/non-verbal communication skill, the art of listening, and the processing of information.

- A. VERBAL AND NON-VERBAL COMMUNICATION SKILLS
  - Body language
  - Not what is said but how it is said
- B. BENEFITS OF ACTIVE LISTENING
  - Overcome biases and filters
- C. COMMUNICATION SKILLS IN CONFLICT RESOLUTION
  - Listen to all sides of issue
  - Be sensitive to needs of all parties to conflict
  - Ability to verbalize thoughts and decisions is critical
- D. RUMOR CONTROL RESPONSIBILITIES
- E. MUST DEVELOP GOOD PUBLIC SPEAKING SKILLS
- F. UNDERSTANDS EFFECTIVE COMMUNICATIONS TECHNIQUES WHEN DEALING WITH THE MEDIA

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

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Student Supervisor

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Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 3.0 COMMUNICATION (CONTINUED)

G. UNDERSTANDS AGENCY'S POLICY ON DISSEMINATION OF INFORMATION

- To other agencies
- To the public
- To the media
- Confidential information

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

## GENERAL SUPERVISION

### 4.0 LEADERSHIP

The student supervisor will understand leadership frameworks and how assertive leadership influences the behavior and performance of others.

- A. WHAT IS A LEADER?
  - No generally accepted definition
- B. DIFFERENCE BETWEEN LEADERS AND MANAGERS
  - Managers manage things and programs
  - Leaders lead people
  - Need to be proficient at both concepts to be successful
- C. CHARACTERISTICS OF EFFECTIVE LEADER
  - Honesty and integrity
  - Responsibility and personal accountability
  - Loyalty and dependability
  - Fairness/justice and decisiveness
  - Courage and self-confidence
- D. WHAT MOTIVATES OTHERS
- E. SHOW RESPECT FOR SUBORDINATES
- F. DEMONSTRATE RESPONSIBILITY FOR SUBORDINATES

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Student Supervisor

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 4.0 LEADERSHIP (CONTINUED)

- G. MAINTAIN PRODUCTIVE AND POSITIVE RELATIONS
  - Peers
  - Subordinates
- H. RECOGNIZE AND REWARD GOOD PERFORMANCE
- I. IDENTIFY POOR PERFORMANCE AND TAKE APPROPRIATE STEPS
- J. PROPERLY DELEGATE WORK TO SUBORDINATES
- K. RESOLVE ISSUES/PROBLEMS THROUGH NEGOTIATIONS
- L. APPLY PROACTIVE LEADERSHIP
  - Inspections of personnel and equipment
  - Training of self and others
  - New employee orientation
  - Problem prevention

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\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

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\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

## GENERAL SUPERVISION

### 5.0 EMPLOYEE RELATIONS

The student supervisor will understand the supervisor's roles and responsibilities related to employer-employee relationships within the work place.

- A. EMPLOYEE BARGAINING AGREEMENTS
  - Both sworn and non-sworn personnel
- B. AGENCY'S AFFIRMATIVE ACTION POLICY AND PROGRAM
- C. AGENCY'S SEXUAL HARASSMENT POLICY AND PROGRAM
- D. EEOC/FEPC GUIDELINES AND HOW THEY APPLY TO THE AGENCY
- E. APPLICABLE LAWS
  - Brown Act (54950 CGC)
  - Meyers-Mileas-Brown Act (3500 CGC)
  - Ralph C. Dills Act (3512 CGC)
  - Fair Labor Standards Act (Garcia vs. San Antonio)
  - Local ordinances
- F. SUPERVISOR'S ROLE IN CONFLICT RESOLUTION
  - Loyalty: must support department and policy
- G. GRIEVANCE PROCESS AND SUPERVISOR'S ROLE IN HANDLING AND RESOLVING GRIEVANCES

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Trainer

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Date

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 6.0 STRESS

The student supervisor will recognize and manage stress, the basic relief techniques and the proper use of referral services.

- A. THE "FIGHT OR FLIGHT" SYNDROME
- B. RECOGNIZE THE SIGNS OF STRESS
  - Physical
  - Emotional
  - Behavioral
- C. PRACTICE STRESS MANAGEMENT TECHNIQUES
  - Perceptions of self, others, situations
  - Diet
  - Exercise
  - Relaxation techniques
- D. REFERRAL POLICY AND PROCEDURE FOR THE AGENCY
  - Specialized need: family, addictive behavior
  - Emergency/Crisis: suicidal, homicidal behavior/talk, personal loss, critical incident
  - Confidentiality (California Evidence Code)

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

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Date

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 7.0 COUNSELING

The student supervisor understands the process for counseling subordinates on work issues such as performance problems, resolving employee grievances/complaints and conflicts among employees.

A. TYPES OF COUNSELING SESSIONS

- Supervisor initiated
- Subordinate initiated

B. GOALS OF COUNSELING SESSION

- Change behavior
- Encourage employee to take responsibility for own behavior
- Encourage problem solving process

C. PREPARATION FOR COUNSELING SESSION

- Identify problem and get all facts
- Develop a plan
- Choose location carefully (free from distractions)
- Get subordinates viewpoint & ask them for possible solutions
- Set time frames for resolution and follow up

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\_\_\_\_\_  
Trainer

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

## GENERAL SUPERVISION

### 7.0 COUNSELING (CONTINUED)

D. EXAMPLES OF SPECIAL COUNSELING ISSUES

- Age
- Anger/hostility
- Burnout
- Ethnicity
- Injury on duty
- Jealousy
- Malcontent
- Male-Female
- Manipulator
- Sexual Preference
- Stress
- Withdrawal/Depression

E. EXAMPLES OF BARRIERS TO SUCCESSFUL COUNSELING

- Anger
- Bias
- Distractions
- Distrust
- Ego
- Fear
- Rank
- Time constraints

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\_\_\_\_\_  
*Trainer*

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*Date*

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\_\_\_\_\_  
*Student Supervisor*

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*Date*

*Check box indicates task has been completed*



# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 7.0 COUNSELING (CONTINUED)

F. EXAMPLES OF CONTEMPORARY COUNSELING ISSUES

- Alcohol and drug abuse
- Marital discord
- Performance problems - early indicators
- Personal relationships that impact work
- Financial

G. DOCUMENTATION

- Progress
- Lack of progress
- Career enhancement
- Goal setting
- Other

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\_\_\_\_\_  
Trainer

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Date

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

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# SUPERVISOR DEVELOPMENT GUIDE

## GENERAL SUPERVISION

### 8.0 EMPLOYEE PERFORMANCE APPRAISAL

The student supervisor will understand the complex issues relative to employee performance appraisals and how a fair system can improve productivity and accountability.

- A. AGENCY'S PERFORMANCE APPRAISAL POLICY AND PROCEDURE
- B. REASONS FOR EVALUATION
  - Provides feedback on employee performance
  - Training needs assessment
  - Enhances motivation and productivity
  - Documentation of positive and negative job performance
  - Guide to career development
- C. PERFORMANCE/ACCOUNTABILITY
  - Use of contracts to improve performance
  - Performance documentation for comparative use in the future
  - Follow-up on performance contract
- D. AGENCY'S ACCEPTABLE STANDARDS OF PERFORMANCE
  - Develop new standards if necessary

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Trainer

\_\_\_\_\_  
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Student Supervisor

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Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 8.0 EMPLOYEE PERFORMANCE APPRAISAL (CONTINUED)

E. COMMON PROBLEMS AND ERRORS OF SUPERVISORS

- Not comfortable with exercising authority
- Use of impersonal, passive, or aggressive communication techniques
- Use of one-way communications
- Failure to communicate on a day-to-day basis

F. COMMON PROBLEMS WITH APPRAISALS

- Disinterest from rater or employee
- Inconsistencies between raters
- Emotional biases
- Seniority disparity between rater and employee
- Concentration on a few incidents rather than on overall performance
- Rater doesn't know employee - lack of observation time to appraise work performance
- Insufficient documentation
- Tendency to rate wrong things

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

\_\_\_\_\_  
Date

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Student Supervisor

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Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 8.0 EMPLOYEE PERFORMANCE APPRAISAL (CONTINUED)

- G. SOURCES OF INFORMATION ON PERFORMANCE
  - Written documentation
  - Documented observations
  - Other performance indicators (citations, arrests, etc.)
  - Employee self-appraisal
  - Prior evaluations
  - Other personnel
  
- H. PREPARATION FOR EVALUATION
  
- I. PRESENTATION OF EVALUATION TO EMPLOYEE
  
- J. FOLLOW-UP ON PERFORMANCE DEFICIENCIES

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

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\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 9.0 LIABILITY ISSUES

The Student supervisor will understand civil and criminal accountability.

A. ISSUES AND AGENCY POLICY RELATED TO:

- Discovery motions
- Negligent conduct
- Negligent retention of employees
- General supervisory negligence issues
- Discrimination
- Harassment (verbal, written, physical, sexual, sexual preference)
- Other \_\_\_\_\_

B. POTENTIAL LIABILITY TO THE SUPERVISOR RELATED TO:

- Risk management and prevention
- Training (lack of training = exposure)
- Compliance (inspection process)
- Recognition and action
- Documentation and reporting
- Other \_\_\_\_\_

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\_\_\_\_\_  
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*Student Supervisor*

\_\_\_\_\_  
*Date*

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 10.0 DISCIPLINE

The student supervisor will understand the complex issues and his/her role in the disciplinary process.

- A. THE AGENCY'S PROCESS TO ENSURE THAT PERFORMANCE STANDARDS ARE ADHERED TO BY ITS MEMBERS
  - Rules, regulations, policies, procedures and practices
  
- B. FACTORS THAT MAY CONTRIBUTE TO MISCONDUCT:
  - Poor communication
  - Misunderstanding of policies, their need, and purpose
  - Non-uniform enforcement of regulations
  - Organizational subcultures
  - Failure to supervise and/or discipline
  - Personal problems
  
- C. SUPERVISORS ACTIONS MUST BE:
  - Legal
  - Reasonable
  - Consistent
  - Appropriate
  - Timely

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

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Student Supervisor

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Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 10.0 DISCIPLINE (CONTINUED)

- D. SUPERVISOR'S ROLE IN THE DISCIPLINARY PROCESS
  - Recognition
  - Investigation
  - Documentation
  
- E. AGENCY'S POLICIES AND PROCEDURES RELATED TO INVESTIGATIONS
  - Administrative
  - Criminal
  
- F. RECOGNITION OF SUBSTANDARD, STANDARD AND EXCEPTIONAL JOB PERFORMANCE
  
- G. APPLICATION OF:
  - Peace Officer Bill of Rights
  - MOU/MOA
  - Other Constitutional Protections
  
- H. CIVIL RAMIFICATIONS OF VIOLATING SUBORDINATE'S RIGHTS
  
- I. DUE PROCESS AND SKELLY CONFERENCE PROCEDURES

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Trainer*

\_\_\_\_\_  
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*Student Supervisor*

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*Date*

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 10.0 DISCIPLINE (CONTINUED)

J. LEGAL PARAMETERS RELATED TO ADMINISTRATIVE RECORDS AND FILES

- Penal Code
- Evidence Code
- California Government Code
- Labor Code
- Agency's rules and regulations

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 11.0 ADMINISTRATIVE SUPPORT

The student supervisor will understand the problem solving/decision making process through the application of statistical data and the budget process.

- A. USE OF STATISTICAL DATA RELATED TO:
- Deployment of personnel (in various situations)
  - Crime trends
  - Employee productivity
  - Other
- B. FISCAL ISSUES RELATED TO AGENCY OPERATION
- Types of budgets
  - Budget cycle
  - Other budget related processes
- C. SUPERVISOR'S ROLE IN FISCAL MANAGEMENT
- Control of overtime
  - Occupational safety programs (safe work environment)
  - Fleet/facility management
  - Knowledge of purchasing process
- D. AGENCY'S PROTOCOL FOR COMPLETED STAFF WORK ASSIGNMENTS

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 11.0 ADMINISTRATIVE SUPPORT (CONTINUED)

E. AUDITS AND CONTROLS

- Inventory control
- Quality checks
- Task specific checks

F. PERSONNEL DEPLOYMENT AND SCHEDULING

- Minimum staffing
- Vacation
- Special details/assignments
- Days off
- Shift assignments
- Other

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 12.0 PLANNING AND ORGANIZING

The student supervisor will understand the principles of planning and organizing.

- A. WHAT IS PLANNING?
- A method of organizing and systematically approaching a task or tasks so that they may be accomplished efficiently.
- B. WHAT IS ORGANIZING?
- Arranging and coordinating ideas, plans, resources and activities to successfully accomplish the goals of the organization.
- C. PLANNING AND ORGANIZING ARE ROUTINELY DONE BY EVERYONE
- Vacation
  - Financial
  - Family
  - Career choice
- D. BENEFITS OF PLANNING AND ORGANIZING
- Better use of resources
  - Control activities
  - Insure program success

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 12.0 PLANNING AND ORGANIZING (CONTINUED)

- E. HURDLES TO PLANNING AND ORGANIZING
- Time consuming
  - Tends to generate paperwork
  - Reluctance to accept responsibility for project
- F. UNDERSTANDS THE PLANNING PROCESS (SCIENTIFIC MODEL)
- Identify the problem/determine need
  - Establish goals and objectives
  - Collect and analyze information
  - Develop and evaluate alternatives
  - Select best plan of action
  - Implement plan
  - Evaluate
  - Modify as needed

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 13.0 TRAINING

The student supervisor will understand the supervisor's role as a trainer.

- A. TRAINING IS A PRIMARY RESPONSIBILITY
  - Formal classroom instruction
  - Roll call
  - Individual instruction and advice
  - Other (remedial training, etc.)
  
- B. IMPORTANCE OF INITIAL AND ON-GOING TRAINING
  
- C. TECHNIQUES OF INSTRUCTION
  - Public speaking skills
  - Using available resources
  - Lesson plan (IPAT system)
  - Hands-on (role-play, practical exercises, etc.)
  
- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
  - Subordinates are being trained in subjects that they actually need
  - Training curricula is in compliance with agency's goals and policies
  - Subordinates are applying the new knowledge and skills they have learned

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 13.0 TRAINING (CONTINUED)

E. DOCUMENTATION OF TRAINING PROVIDED BY THE SUPERVISOR

- Instructional qualifications
- Guest lecturers
- Rosters
- Lesson plans
- Handouts
- Audio-visual resources used
- Verification of completion/testing

F. SAFETY CONSIDERATIONS

- POST requirements for student safety
- Agency requirements

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 14.0 REPORT REVIEW

The student supervisor will review the written documents of subordinates.

- A. REVIEW AND APPROVAL OF WRITTEN DOCUMENTS PRODUCED BY SUBORDINATES
- Clear
  - Concise
  - Complete
  - Legible
  - Conclusive
- B. SOME CAUSES OF REPORT WRITING PROBLEMS
- Time constraints
  - Lack of skill
  - Laziness/carelessness
  - Learning disabilities (ADA Regulations)
  - Lack of agency standards
- C. ETHICAL CONSIDERATIONS
- Invented probable cause
  - Misreporting of event chronology
  - Misquoting of statements
  - Intentional omissions

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 15.0 INVESTIGATIONS

The student supervisor will understand supervisory accountability and responsibility regarding employee-involved incidents.

A. AGENCY INVESTIGATIVE POLICY AND PROCEDURES RELATED TO:

- Officer-involved shooting incidents
- Employee injury (on and off duty - if pertinent)
- Injury due to police action
- Property damage due to police action
- Employee-involved traffic collisions
- Other employee-involved incidents
- Use of force incidents
- Complaints against employees
- Internal investigations
- Other investigations as assigned

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# SUPERVISOR DEVELOPMENT GUIDE

## GENERAL SUPERVISION

### 16.0 THE TRANSITION

The student supervisor will understand the transition from line to supervision.

- A. DIFFERENCE BETWEEN DOING THE WORK AND GETTING IT DONE THROUGH OTHERS
- B. POTENTIAL PROBLEM AREAS
  - Supervising friends
  - Supervising persons with more seniority
  - Problem employees
  - Setting expectations and holding employees accountable to them
  - Unreasonable expectations
- C. PERSONAL INTEGRITY
  - Know limits of authority
  - Follow through on actions promised
  - Don't make promises that cannot be kept
  - No double standards
  - Accept accountability for own actions and the actions of others

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# SUPERVISOR DEVELOPMENT GUIDE

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## GENERAL SUPERVISION

### 16.0 THE TRANSITION

D. CONTINUED SELF-IMPROVEMENT

- Join professional organizations
- Cross train with other jobs
- Continued formal education
- Keep abreast of trends and events (legal update, etc.)
- Develop special expertise or skill
- Read professional journals and periodicals
- Lectures, seminars, etc.

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**SUPERVISOR DEVELOPMENT PROGRAM**

**PATROL SUPERVISION**

# SUPERVISOR DEVELOPMENT GUIDE

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## PATROL SUPERVISION

### 1.0 CRITICAL INCIDENT MANAGEMENT

The student supervisor will demonstrate an understanding of the agency's procedures in managing critical situations.

- A. COMMAND POST OPERATIONS (INCIDENT COMMAND SYSTEM)
- B. MUTUAL AID SITUATIONS
- C. BOMB INCIDENTS
- D. PLANE CRASH, TRAIN WRECK, ETC.
- E. EXPLOSIONS
- F. BARRICADED SUSPECT/HOSTAGE NEGOTIATIONS TEAM
- G. CIVIL DISTURBANCES
- H. HAZARDOUS MATERIALS INCIDENTS
- I. EARTHQUAKE, FLOOD, NATURAL DISASTERS
- J. NOTIFICATION
- K. OTHER

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# SUPERVISOR DEVELOPMENT GUIDE

## PATROL SUPERVISION

### 2.0 OFFICER/EMPLOYEE INVOLVED INCIDENTS

The student supervisor understands the agency's procedures for managing incidents involving employees, suspects and by-standers.

A. OFFICER INVOLVED SHOOTINGS

- Non-injury
- Property damage
- Injury
- Death

B. PHYSICAL CONFRONTATIONS/USE OF FORCE ISSUES

- Property damage
- Injury
- Death

C. TRAFFIC COLLISION

- Non-injury (property damage only)
- Injury
- Fatality

D. EXPOSURE TO COMMUNICABLE DISEASES, HAZARDOUS MATERIALS AND CONTROLLED SUBSTANCES

E. OFF-DUTY INCIDENTS

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# SUPERVISOR DEVELOPMENT GUIDE

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## PATROL SUPERVISION

### 2.0 OFFICER/EMPLOYEE INVOLVED INCIDENTS (CONTINUED)

F. NOTIFICATIONS

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Date*

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# SUPERVISOR DEVELOPMENT GUIDE

## PATROL SUPERVISION

### 3.0 FIELD RESPONSES

The student supervisor will oversee field activities of subordinates.

A. CONTAINMENTS

- Searches
- Crime scenes
- Use of resources
  - SWAT
  - Canine
  - Air support
  - Other

B. CRIMES IN PROGRESS

- Tactical responses

C. AGENCY'S POLICY AND PROCEDURES PERTAINING TO VEHICLE PURSUITS

D. CROWD CONTROL SITUATIONS

- Unruly crowds
- Labor disputes
- Parties

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Student Supervisor

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# SUPERVISOR DEVELOPMENT GUIDE

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## PATROL SUPERVISION

### 3.0 FIELD RESPONSES (CONTINUED)

- E. CALLS WHERE THE POTENTIAL FOR VIOLENCE EXISTS
- Domestic violence
  - Person with a gun
  - Mentally Ill
  - Tactical entries
  - Other
- F. INITIAL MAJOR INVESTIGATIONS
- Criminal offenses
  - Missing persons under suspicious circumstances
- G. REVIEWS FACTS SURROUNDING ARRESTS
- H. NOTIFICATIONS
- Command staff
  - Other (utility company, etc.)
- I. INCIDENT DEBRIEFING AND CRITIQUE

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# SUPERVISOR DEVELOPMENT GUIDE

## PATROL SUPERVISION

### 4.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

A. MAKES USE OF AVAILABLE RESOURCES

- POST/STC
- Training bulletins
- Video tapes
- Subject matter experts
- Other

B. PORTRAYS POSITIVE ROLE IMAGE

- Interpersonal communications
- Personal appearance
- Community relations
- Driving
- Officer safety
- Other (attendance at on-going training, etc.)

C. INSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:

- Firearms
- Use of force
- Driving/pursuits

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# SUPERVISOR DEVELOPMENT GUIDE

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## PATROL SUPERVISION

### 4.0 TRAINING (CONTINUED)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
- Subordinates being trained in subjects that they actually need
  - Training curricula is in compliance with agency's goals and policies
  - Subordinates are applying the new knowledge and skills they have learned
- E. INSURE SUBORDINATES RECEIVE TRAINING IN:
- Legal update
  - Agency specific training subjects - mandated or optional
  - Policy/procedure clarification
  - Review and critique incidents of training value
  - Critical incident management

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# SUPERVISOR DEVELOPMENT GUIDE

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## PATROL SUPERVISION

### 5.0 REPORTS

The student supervisor understands the agency's policy and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
  - Use of agency specific forms and reports
  - When to submit reports
  
- B. REVIEWS SUBORDINATES REPORTS FOR QUALITY
  - Clear
  - Concise
  - Complete
  - Conclusive
  - Legible
  - Grammatically correct
  - Consistency
  
- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS

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# SUPERVISOR DEVELOPMENT GUIDE

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## PATROL SUPERVISION

### 5.0 REPORTS (CONTINUED)

D. SUBMITS QUALITY WRITTEN WORK

- Reports
- Staff work
- Performance evaluations
- Memoranda

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

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# SUPERVISOR DEVELOPMENT GUIDE

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## PATROL SUPERVISION

### 6.0 INSPECTIONS

The student supervisor will conduct inspections for the purposes of quality control, safety and conformance to agency standards.

A. CONDUCTS FORMAL AND INFORMAL INSPECTIONS

- Personnel
- Vehicles and Equipment
- Work Place
- Building
- Weapons

B. SPECIALIZED INSPECTIONS

- Armory
- Inventory control
- Evidence locker/property room
- Miscellaneous (monetary fund, field service surveys, etc.)

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**SUPERVISOR DEVELOPMENT PROGRAM**

**CUSTODIAL SUPERVISION**

# SUPERVISOR DEVELOPMENT GUIDE

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## CUSTODIAL SUPERVISION

### 1.0 CUSTODIAL PROCEDURES

The student supervisor understands the agency's procedures for managing custodial environments.

A. FIRES

- Prevention/inspection
- Fire equipment requirements
- Drills
- Evacuation

B. MEDICAL

- Inmate injury/illness/death
- Employee injury/illness/death
- Inmate medication policies
- Communicable diseases/quarantine
- Psychiatric issues
- Disability issues

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# SUPERVISOR DEVELOPMENT GUIDE

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## CUSTODIAL SUPERVISION

### 1.0 CUSTODIAL PROCEDURES (CONTINUED)

C. CRITICAL INCIDENT MANAGEMENT

- Hostage situations
- Escapes
- Fights/riots
- Natural disasters
- Use of force situations
- Weapons deployment
- Notification

D. BOOKING/PROCESSING

- Handling of property
- Inmate identification procedures
- Classification
- Segregation of inmates
- Parole/probation, other holds
- Placement and disposition of supplemental charges
- Bail deviation process
- Phone calls

E. HOUSING ISSUES

- Inmate rights
- Inmate discipline/appeals process
- Segregation

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# SUPERVISOR DEVELOPMENT GUIDE

## CUSTODIAL SUPERVISION

### 1.0 CUSTODIAL PROCEDURES (CONTINUED)

F. MOVEMENT

- Visitations (attorney, friends, family, etc.)
- Meals
- Recreation
- Medical/dental
- Religious services
- Transfers
- Other

G. TRANSPORTATION

- Court
- Medical/dental
- Work assignments
- Court ordered
- Other

H. SEARCH/INSPECTION

- Inmate
- Staff, civilians, visitors
- Premises
- Safety equipment
- Mail

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# SUPERVISOR DEVELOPMENT GUIDE

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## CUSTODIAL SUPERVISION

### 1.0 CUSTODIAL PROCEDURES (CONTINUED)

I. RELEASE PROCESSING

- Bail procedures
- Review and acceptance of surety bonds
- Identification and documentation of inmate release
- Own recognizance release criteria
- Property

J. CUSTODIAL LEGAL ISSUES/INMATE RIGHTS

- Federal law (Title XV)
- Penal Code
- Health and Safety Code
- Welfare and Institutions Code
- Board of Corrections Manual
- Vehicle Code
- Other

K. MINIMUM STAFFING REQUIREMENTS

- Safety of personnel
- Safety of inmates
- Legal issues

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# SUPERVISOR DEVELOPMENT GUIDE

## CUSTODIAL SUPERVISION

### 2.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

A. MAKES USE OF AVAILABLE RESOURCES

- POST/STC
- Training bulletins
- Video tapes
- Subject matter experts
- Agency procedures manual
- Other

B. PORTRAYS POSITIVE ROLE IMAGE

- Interpersonal communications
- Personal appearance
- Inmate relations
- Officer Safety
- Other (attendance at on-going training, etc.)

C. INSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:

- Firearms - weapons deployment
- Use of force
- Custody specific issues (gangs, drugs, etc.)

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# SUPERVISOR DEVELOPMENT GUIDE

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## CUSTODIAL SUPERVISION

### 2.0 TRAINING (CONTINUED)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
- Subordinates are being trained in subjects that they actually need
  - Training curricula is in compliance with agency's goals and policies
  - Subordinates are applying the new knowledge and skills they have learned
- E. INSURE SUBORDINATES RECEIVE TRAINING IN:
- Federal mandates
  - State mandates (POST, STC)
  - Local mandates (Grand Jury, etc.)
  - Agency specific mandates
  - Legal update
  - Review and critique incidents of training value
  - Critical incidents

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Date

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## CUSTODIAL SUPERVISION

### 3.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
  - Use of agency specific forms and reports
  - When to submit reports
  
- B. REVIEWS SUBORDINATES REPORTS FOR QUALITY
  - Clear
  - Concise
  - Complete
  - Conclusive
  - Legible
  - Grammatically correct
  - Consistency
  
- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS
  
- D. SUBMITS QUALITY WRITTEN WORK
  - Reports
  - Staff work
  - Performance evaluations
  - Memoranda

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Trainer

\_\_\_\_\_  
Date

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Student Supervisor

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Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## CUSTODIAL SUPERVISION

### 3.0 REPORTS (CONTINUED)

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

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Date

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

**SUPERVISOR DEVELOPMENT PROGRAM**

**TRAFFIC SUPERVISION**

# SUPERVISOR DEVELOPMENT GUIDE

## TRAFFIC SUPERVISION

### 1.0 ADMINISTRATION

The student supervisor understands the administrative responsibilities of traffic management.

- A. STATISTICAL DATA
  - Collection
  - Analysis
  - Reporting
  - Maintenance
  
- B. DEVELOPING PLANS FOR SPECIAL ENFORCEMENT PROBLEMS
  - Parades
  - Demonstrations
  - Special events
  - Selective enforcement
  - DUI checkpoints
  - Traffic congestion
  
- C. FILE CRIMINAL COMPLAINTS WITH PROSECUTOR
  
- D. SETS/RECOMMENDS ENFORCEMENT GOALS
  - Emphasis on integrity (no quotas)

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

\_\_\_\_\_  
Date

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\_\_\_\_\_  
Student Supervisor

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Date

Check box indicates task has been completed



# SUPERVISOR DEVELOPMENT GUIDE

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## TRAFFIC SUPERVISION

### 2.0 FIELD SUPERVISION

The student supervisor understands the responsibilities of field supervision.

- A. FIELD ACTIVITIES
  - Proper traffic stop procedures
  - Safety procedures
  - Assisting motorists
  - Courtesy
  - Traffic direction and control
- B. COORDINATION AT MAJOR TRAFFIC COLLISION SCENES
- C. HAZARDOUS MATERIALS SPILLS
- D. RADAR ENFORCEMENT
- E. COMMERCIAL ENFORCEMENT
- F. OFFICER-INVOLVED COLLISIONS
- G. DUI ENFORCEMENT
- H. MOTORCYCLE OPERATIONS

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Trainer

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Date

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Student Supervisor

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Date

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# SUPERVISOR DEVELOPMENT GUIDE

## TRAFFIC SUPERVISION

### 3.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

A. MAKES USE OF AVAILABLE RESOURCES

- POST
- Training bulletins
- Video tapes
- Subject matter experts
- Other

B. PORTRAYS POSITIVE ROLE IMAGE

- Interpersonal communications
- Personal appearance
- Community relations
- Officer safety
- Other (attendance at on-going training, etc.)

C. INSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:

- Firearms
- Use of force
- Traffic specific issues

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Trainer*

\_\_\_\_\_  
*Date*

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*Student Supervisor*

\_\_\_\_\_  
*Date*

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# SUPERVISOR DEVELOPMENT GUIDE

## TRAFFIC SUPERVISION

### 3.0 TRAINING (CONTINUED)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
- Subordinates are being trained in subjects that they actually need
  - Training curricula is in compliance with agency's goals and policies
  - Subordinates are applying the new knowledge and skills they have learned
- E. INSURE SUBORDINATES RECEIVE TRAINING IN:
- Federal mandates
  - State mandates (POST)
  - Local mandates
  - Agency specific mandates
  - Legal update
  - Review and critique incidents of training value
- F. COMPLEMENTARY TRAINING
- Collision investigation
    - Basic
    - Intermediate
    - Advanced

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

Trainer \_\_\_\_\_

Date \_\_\_\_\_

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Student Supervisor \_\_\_\_\_

Date \_\_\_\_\_

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# SUPERVISOR DEVELOPMENT GUIDE

## TRAFFIC SUPERVISION

### 3.0 TRAINING (CONTINUED)

#### F. COMPLEMENTARY TRAINING (CONTINUED)

- Traffic collision reconstruction
- Vehicle/occupant Dynamics
- Commercial vehicle enforcement
- Hazardous materials transportation enforcement
- Occupant protection enforcement
- Drug recognition expert (DRE) program
- Drug-alcohol recognition training (DART)
- Blood-alcohol breath testing devices

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer Date

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\_\_\_\_\_  
Student Supervisor Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## TRAFFIC SUPERVISION

### 4.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports..

- A. SUPERVISORY REPORTING
  - Use of agency specific forms and reports
  - When to submit reports
  
- B. REVIEWS SUBORDINATES COLLISION REPORTS AND CITATIONS FOR QUALITY
  - Clear
  - Concise
  - Complete
  - Conclusive
  - Legible
  - Grammatically correct
  - Consistency
  
- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Trainer*

\_\_\_\_\_  
*Date*

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*Student Supervisor*

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*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

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## TRAFFIC SUPERVISION

### 4.0 REPORTS (CONTINUED)

D. SUBMITS QUALITY WRITTEN WORK

- Reports
- Staff work/audits
- Performance evaluations
- Memoranda

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Trainer*

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*Date*

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*Student Supervisor*

\_\_\_\_\_  
*Date*

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# SUPERVISOR DEVELOPMENT GUIDE

## TRAFFIC SUPERVISION

### 5.0 OPTIONAL SUBJECT AREAS

- A. TRAFFIC ENGINEERING STRATEGY
- B. SCHOOL CROSSING GUARD PROGRAM
- C. POLICIES AND PROCEDURES RELATED TO:
  - Tow truck operators
  - Taxi operators
  - Emergency vehicles
  - Local transit authority
- D. ABANDONED VEHICLE ABATEMENT PROCEDURES
- E. PARKING ENFORCEMENT POLICY AND PROCEDURES
- F. ROLE AND FUNCTION OF THE PARKING CITATION HEARING OFFICER
- G. INVESTIGATION OF COMPLAINTS
- H. VEHICLE IMPOUNDS
- I. PUBLIC EDUCATION
- J. COST RECOVERY PROGRAMS

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

Trainer \_\_\_\_\_

Date \_\_\_\_\_

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Student Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Check box indicates task has been completed

**SUPERVISOR DEVELOPMENT PROGRAM**

**INVESTIGATIVE SUPERVISION**



# SUPERVISOR DEVELOPMENT GUIDE

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## INVESTIGATIVE SUPERVISION

### 1.0 OPERATIONS

The student supervisor understands the principles of investigative operations.

- A. POLICY AND PROCEDURES FOR SCREENING, LOGGING AND ASSIGNING CASES
- B. STATISTICAL DATA
  - Collection
  - Analysis
  - Reporting
  - Maintenance
- C. REVIEWING CASE PROGRESS AND CLOSURES
  - Completeness
  - Timeliness
  - Audits

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Trainer

\_\_\_\_\_  
Date

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Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

## INVESTIGATIVE SUPERVISION

### 1.0 OPERATIONS (CONTINUED)

D. ASSIGNMENT SPECIFIC KNOWLEDGE

- Safety issues (plainclothes operations, tactical entries, etc.)
- Investigative techniques
- Probation/parole searches
- Interview/interrogation techniques
- Crime scene investigation (crime lab capabilities)
- Warrants (arrest and search)
  - Preparation
  - Service
  - Return of service
- Case trial preparation
- Pawn shop procedures
- Victim/witness assistance programs

D. ASSIGNMENT SPECIFIC KNOWLEDGE (CONTINUED)

- Juvenile procedures
- Complaint procedures (court procedures after filing)
- Extradition policy and procedures
- Analysis and trend recognition
- Cultivation of informants
- Background investigations (agency specific)

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Trainer

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Student Supervisor

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Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## INVESTIGATIVE SUPERVISION

### 1.0 OPERATIONS (CONTINUED)

E. OTHER AVAILABLE RESOURCES

- Line-up
- Polygraph examinations
- Task forces
- Special interest groups
- Media
- Other government agencies
- Insurance companies/investigators
- National Auto Theft Bureau (NATB)
- Utility companies
- Credit card companies
- Other

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Trainer*

\_\_\_\_\_  
*Date*

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*Student Supervisor*

\_\_\_\_\_  
*Date*

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# SUPERVISOR DEVELOPMENT GUIDE

## INVESTIGATIVE SUPERVISION

### 2.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

A. MAKES USE OF AVAILABLE RESOURCES

- POST
- Training bulletins
- Video tapes
- Subject matter experts
- Other

B. PORTRAYS POSITIVE ROLE IMAGE

- Honesty, integrity and personal accountability
- Interpersonal communications
- Personal appearance
- Community relations
- Officer Safety
- Other (attendance at on-going training, etc.)

C. INSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:

- Firearms
- Use of force
- Assignment specific

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Trainer

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Date

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Student Supervisor

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Date

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# SUPERVISOR DEVELOPMENT GUIDE

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## INVESTIGATIVE SUPERVISION

### 2.0 TRAINING (CONTINUED)

D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES

- Subordinates are being training in subjects that they actually need
- Training curricula is in compliance with agency's goals and policies
- Subordinates are applying the new knowledge and skills they have learned

E. INSURE SUBORDINATES RECEIVE TRAINING IN:

- Federal mandates
- State mandates
- Local mandates
- Agency specific mandates
- Legal update
- Review and critique incidents of training value

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Student Supervisor

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Date

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# SUPERVISOR DEVELOPMENT GUIDE

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## INVESTIGATIVE SUPERVISION

### 3.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
  - Use of agency specific forms and reports
  - When to submit reports
  
- B. REVIEWS SUBORDINATES CASES AND REPORTS FOR QUALITY
  - Clear
  - Concise
  - Complete
  - Conclusive
  - Legible
  - Grammatically correct
  - Consistency
  
- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS
  
- D. SUBMITS QUALITY WRITTEN WORK
  - Reports
  - Staff work/audits
  - Performance evaluations
  - Memoranda

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*Student Supervisor*

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*Date*

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## INVESTIGATIVE SUPERVISION

### 3.0 REPORTS (CONTINUED)

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Student Supervisor*

\_\_\_\_\_  
*Date*

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## INVESTIGATIVE SUPERVISION

### 4.0 CRIME ANALYSIS

The student supervisor understands the principles of crime analysis.

- A. IDENTIFY CRIME TRENDS/PATTERNS
- B. FORMULATE SOLUTIONS TO CRIME PATTERNS
  - Directed patrol
  - Task forces
  - Other available resources
- C. COMMUNICATION INFORMATION TO:
  - Patrol
  - Traffic
  - Administration
  - Special details
  - Other

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Trainer

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Student Supervisor

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Date

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**SUPERVISOR DEVELOPMENT PROGRAM**

**RECORDS SUPERVISION**

# SUPERVISOR DEVELOPMENT GUIDE

## RECORDS SUPERVISION

### 1.0 ADMINISTRATION

The student supervisor understands the responsibilities of records supervision.

- A. CUSTODIAN OF RECORDS POLICY AND PROCEDURES (AGENCY SPECIFIC)
- B. COMMUNICATIONS CENTER PROCEDURES (AGENCY SPECIFIC)
- C. RELEASE OF OFFICIAL REPORTS
  - Traffic
  - Criminal
  - Other
- D. RELEASE OF STORED/IMPOUNDED VEHICLES
- E. RELEASE OF INFORMATION
  - To other agencies
  - To the public
  - To the media
  - Confidential information
- F. RECORDS SECURITY/LEGAL REQUIREMENTS
- G. RETENTION, PURGING AND DESTRUCTION OF RECORDS

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Trainer*

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*Student Supervisor*

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*Date*

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## RECORDS SUPERVISION

### 1.0 ADMINISTRATION (CONTINUED)

- H. FINGERPRINT POLICY AND PROCEDURES
- I. INVENTORY CONTROL AND STORAGE OF RECORDS SUPPLIES
- J. STATISTICAL REPORTING REQUIREMENTS
  - Department of Justice (State and Federal)
  - Federal Bureau of Investigation (UCR)
  - Agency specific
- K. CIVIL PROCESSES
  - Restraining orders
  - Subpoena duces tecum
  - Other
- L. EVIDENCE/PROPERTY
  - Control procedures (security, etc.)
  - Storage/maintenance
  - Disposition
  - Other
- M. INFORMATION RELATED TO PROBATION/PAROLE ORDERS

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Trainer*

\_\_\_\_\_  
*Date*

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*Student Supervisor*

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*Date*

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# SUPERVISOR DEVELOPMENT GUIDE

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## RECORDS SUPERVISION

### 1.0 ADMINISTRATION (CONTINUED)

N. RECORDS FILING SYSTEMS

- Fingerprints
- Suspect photos (mug shots)
- Arrest records (rap sheets)
- Collision reports
- Offense reports
- Arrest reports
- Other

O. AUTOMATED SYSTEMS

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Trainer

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Date

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Student Supervisor

\_\_\_\_\_  
Date

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# SUPERVISOR DEVELOPMENT GUIDE

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## RECORDS SUPERVISION

### 2.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

A. MAKES USE OF AVAILABLE RESOURCES

- POST/STC
- Training bulletins
- Video tapes
- Subject matter experts
- Other

B. PORTRAYS POSITIVE ROLE IMAGE

- Interpersonal communications
- Personal appearance
- Employee relations
- Other (attendance at on-going training, etc.)

C. INSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES AND PROCEDURES

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Trainer

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Student Supervisor

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Date

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# SUPERVISOR DEVELOPMENT GUIDE

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## RECORDS SUPERVISION

### 2.0 TRAINING (CONTINUED)

D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES

- Subordinates are being trained in subjects that they actually need
- Training curricula is in compliance with agency's goals and policies
- Subordinates are applying the new knowledge and skills they have learned

E. INSURE SUBORDINATES RECEIVE TRAINING IN:

- Federal mandates
- State mandates (POST, STC, DOJ, etc.)
- Local mandates
- Agency specific mandates
- Legal update
- Review and critique incidents of training value

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Student Supervisor*

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*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

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## RECORDS SUPERVISION

### 3.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

A. SUPERVISORY REPORTING

- Use of agency specific forms and reports
- When to submit reports

B. REVIEWS REPORTS (IF APPLICABLE)

- Clear
- Concise
- Complete
- Conclusive
- Legible
- Grammatically correct
- Consistency

C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS (IF APPLICABLE)

D. SUBMITS QUALITY WRITTEN WORK

- Reports
- Staff work
- Performance evaluations
- Memoranda

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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Trainer

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Student Supervisor

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Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## RECORDS SUPERVISION

### 3.0 REPORTS (CONTINUED)

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

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*Trainer*

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*Date*

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\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*



**SUPERVISOR DEVELOPMENT PROGRAM**

**DISPATCH SUPERVISION**

# SUPERVISOR DEVELOPMENT GUIDE

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## DISPATCH SUPERVISION

### 1.0 OPERATIONS

The student supervisor understands the responsibilities of dispatch center operations.

- A. RADIO/TELEPHONE OPERATIONS
  - 911 calls
    - Open lines
    - Transfers
    - Non-emergencies
  - Etiquette
  - Dispatch priorities
- B. PROPERTY/FIRE ALARMS
- C. SPECIAL OPERATIONS (SWAT, UNDERCOVER, STINGS, ETC.)
- D. DISPATCH OF OTHER SERVICES (IF APPLICABLE)
  - Fire/EMS
  - Public works
  - Animal control
  - Parking enforcement
  - Other

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

\_\_\_\_\_  
Date

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\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## DISPATCH SUPERVISION

### 1.0 OPERATIONS (CONTINUED)

E. FACILITY EMERGENCIES (EVACUATION, FIRE SUPPRESSION, ETC.)

F. LOCAL EMERGENCIES (STRUCTURE FIRES, EVACUATIONS, ETC.)

G. EQUIPMENT

- Proper and ethical use of all systems
- Care and maintenance responsibilities
- Emergency procedures related to:
  - Power failure
  - Natural disaster
  - Mechanical breakdown
  - Back-up systems

H. INFORMATION FROM RADIO/COMPUTER/TELEPHONE TRANSMISSIONS

- Properly logged and maintained
- Legal requirements
- Audits and reviews

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

## DISPATCH SUPERVISION

### 1.0 OPERATIONS (CONTINUED)

I. SPECIAL SUPERVISORY ISSUES

- Sworn vs. non-sworn
- Unique stressors, such as
  - Emotional involvement
  - Anxiety and frustration
  - Feeling of confinement (breaks: meals, restroom, etc.)
  - Sensory overload
- Liaison between dispatch center and field units

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

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## DISPATCH SUPERVISION

### 2.0 CRITICAL INCIDENTS COORDINATION

The student supervisor understands the agencies procedures in managing critical incidents.

- A. VEHICLE/FOOT PURSUITS
- B. BLOCK/AREA SEARCHES
- C. HAZARDOUS MATERIALS INCIDENTS
- D. DISASTERS (EARTHQUAKE, FLOOD, PLANE CRASH, WILDFIRE, ETC.)
- E. CIVIL DISTURBANCES (CROWD CONTROL, RIOTS, LABOR DISPUTES, ETC.)
- F. CIVIC EVENTS (PARADES, MARCHES, SPORTING EVENTS)
- G. TRAFFIC CONGESTION/STREET CLOSURES
- H. SEARCH AND RESCUE ACTIVITIES
- I. MUTUAL AID
- J. EMERGENCY OPERATIONS CENTER (EOC) ACTIVATION/OPERATION

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

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## DISPATCH SUPERVISION

### 2.0 CRITICAL INCIDENTS COORDINATION (CONTINUED)

- H. BOMB INCIDENTS
- I. OFFICER INVOLVED INCIDENTS
  - Shootings
  - Traffic Collisions
  - Injuries
  - Notifications

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

## DISPATCH SUPERVISION

### 3.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

- A. MAKES USE OF AVAILABLE RESOURCES
- POST
  - Training bulletins
  - Video tapes
  - Subject matter experts
  - Other
- B. PORTRAYS POSITIVE ROLE IMAGE
- Honesty, integrity, and personal accountability
  - Interpersonal communications
  - Personal appearance
  - Community relations
  - Other (attendance at on-going training, etc.)
- C. INSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:
- Equipment care and usage
  - Legal restrictions regarding certain systems
  - Radio, computer, telephone use and etiquette

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
Trainer

\_\_\_\_\_  
Date

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
Student Supervisor

\_\_\_\_\_  
Date

Check box indicates task has been completed

# SUPERVISOR DEVELOPMENT GUIDE

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## DISPATCH SUPERVISION

### 3.0 TRAINING (CONTINUED)

D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES

- Subordinates are being trained in subjects that they actually need
- Training curricula is in compliance with agency's goals and policies
- Subordinates are applying the new knowledge and skills they have learned

E. INSURE SUBORDINATES RECEIVE TRAINING IN:

- Federal mandates
- State mandates
- Local mandates
- Legal update
- Review and critique incidents of training value

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

Check box indicates task has been completed



# SUPERVISOR DEVELOPMENT GUIDE

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## DISPATCH SUPERVISION

### 4.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
  - Use of agency specific forms and reports
  - When to submit reports
  
- B. REVIEWS SUBORDINATES WRITTEN COMMUNICATIONS FOR QUALITY
  - Clear
  - Concise
  - Complete
  - Conclusive
  - Legible
  - Grammatically Correct
  - Consistent
  
- C. ADDRESSES SUBORDINATES WRITING DEFICIENCIES (IF APPLICABLE)

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*

# SUPERVISOR DEVELOPMENT GUIDE

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## DISPATCH SUPERVISION

### 4.0 REPORTS

D. SUBMITS QUALITY WRITTEN REPORTS

- Reports
- Staff work/audits
- Performance evaluations
- Memoranda

E. ETHICAL CONSIDERATIONS

- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

*I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Trainer*

\_\_\_\_\_  
*Date*

*The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.*

\_\_\_\_\_  
*Student Supervisor*

\_\_\_\_\_  
*Date*

*Check box indicates task has been completed*

**SUPERVISOR DEVELOPMENT  
GUIDE**

**DEPARTMENTAL  
RESOURCE  
SECTION**

**(PLACE PERTINENT RESOURCE MATERIALS IN THIS SECTION)**

# **SUPERVISOR DEVELOPMENT PROGRAM**

# **APPENDICES**

**A - Draft Mission Statement**  
**B - Documentation Process**

(SAMPLE)

## MISSION STATEMENT

The mission of the Supervisor Development Program is to enhance our agency's effectiveness and community service by training and preparing our first line supervisors for their roles and responsibilities.

The goal of the Supervisory Development Program is to facilitate a smooth and efficient transition for the student supervisor into their new, dynamic, and complex role within our agency. This program benefits our agency and community by:

- Providing a structured learning environment for our newly assigned supervisors
- Promoting consistent supervision
- Enhancing employee and community relations
- Promoting higher levels of professionalism
- Reinforcing our agency's commitment to ethical conduct and supervisory accountability

## DOCUMENTATION PROCESS

The first step in the documentation process is the compilation of daily field notes. These notes are taken by the trainer and retained in a field notebook. Notations in the notebook should be made in a descriptive comment style. It is intended these notebooks be used as a positive learning tool and not solely for negative criticism or disqualification (de-selection) purposes. The contents of these notebooks should reflect positive notations as well as difficulties experienced by the student supervisor, if any.

The trainer should prepare weekly progress reports. These reports should reflect a summary of the performance observations noted in the daily field notes. The weekly progress report, accompanied by daily field notes, should be forwarded to the program coordinator for review, processing and distribution. The contents of both the daily field notes and the weekly progress reports should always be shared with the student supervisor as soon as possible.

If a student supervisor experiences learning difficulties, it may become necessary to develop a performance improvement plan. This plan should be developed as a joint effort between the trainer, the program coordinator, the student supervisor and other appropriate agency staff. Emphasis should be placed on using the student supervisor's strengths to overcome identified deficiencies.

Evaluation of the trainer's performance is an important component related to the overall quality of the program. Soliciting candid feedback from the student supervisor and administrative sources (i.e., watch commander, division commander, etc.) will help to get a clear picture of each trainer's capabilities and efforts. This information can be used to assist the trainer in remaining proficient in the many skills he/she must master and communicate to the student supervisor. It will also aid the program coordinator to identify the strengths and weaknesses of each trainer. Evaluative data can also be used to better match trainers with student supervisors.

# SUPERVISOR DEVELOPMENT PROGRAM WEEKLY PROGRESS REPORT

This form serves as documentation of the student supervisor's progress. It is important that it is completed weekly and turned into the Supervisor Development Program Coordinator promptly. The information on this sheet should be a summary of your daily field notes. Please attach a copy of the corresponding daily field notes for this rating period when submitting this form.

Trainer		
Student Supervisor		
Date		
Rating Period	From:	To:

Task checklist (check the supervision task(s) this form addresses)						
General	Patrol	Custodial	Traffic	Investigation	Records	Dispatch
(   )	(   )	(   )	(   )	(   )	(   )	(   )

Activities:

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Student Supervisor's progress:

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## SUPERVISOR DEVELOPMENT PROGRAM FINAL PROGRESS REPORT

Trainer		
Student Supervisor		
Date		
Program Period	Beginning:	End:

Task checklist (check the supervision task(s) this form addresses)						
General	Patrol	Custodial	Traffic	Investigation	Records	Dispatch
(   )	(   )	(   )	(   )	(   )	(   )	(   )

What was the student supervisor's skill level at the beginning of the program?

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What is the skill level now, at the conclusion of the program?

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Title	Signature	Date
Student Supervisor		
Trainer		



## SUPERVISOR DEVELOPMENT PROGRAM PROGRAM COMPLETION FORM

Title	Name	Date Assigned	Date Completed
Student Supervisor			
Task Completed			
Task Completed			
Trainer			
Trainer			
Coordinator			
Training Period	From:	To:	

**Student Supervisor:**

I have read, reviewed, and have discussed with my Trainer(s) all of the materials contained within the Supervisor Development Program. I have completed the task list(s) and have a functional understanding of my new position's responsibilities and obligations as outlined by this program and departmental policy.

\_\_\_\_\_  
*Student Supervisor (signature)*

\_\_\_\_\_  
*(Date)*

**Trainer:**

The Student Supervisor has demonstrated an acceptable level of understanding of, and proficiency with, the materials relevant to his/her assignment. He/she has completed the pertinent task list(s) and have an adequate understanding of his/her new position's responsibilities and obligations outlined by this program and departmental policy.

\_\_\_\_\_  
*Trainer (signature)*

\_\_\_\_\_  
*(Date)*

\_\_\_\_\_  
*Trainer (signature)*

\_\_\_\_\_  
*(Date)*

**Program Coordinator:**

The Student Supervisor has demonstrated that he/she has a basic understanding of his/her new role and has successfully completed the Supervisor Development Program for their new position.

\_\_\_\_\_  
*Program Coordinator (signature)*

\_\_\_\_\_  
*(Date)*

**SUPERVISOR DEVELOPMENT PROGRAM  
SUPERVISOR'S EVALUATION OF TRAINER (CONT)**

Recommendations for future training: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have other sergeants you would recommend to become trainers? If yes, who?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have other sergeants you would like to see become student supervisors for specific skills?  
If yes, who and what skill(s)?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Title	Signature	Date
Trainer		
Trainer's Supervisor		

**SUPERVISOR DEVELOPMENT PROGRAM  
TRAINER'S EVALUATION OF THE PROGRAM**

What did you like the best about the Supervisor Development Program?

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What did you like the least about the Supervisor Development Program?

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Title	Signature	Date
Trainer		
Program Coodinator		

**SUPERVISOR DEVELOPMENT PROGRAM  
SUPERVISOR'S EVALUATION OF  
STUDENT SUPERVISOR (CONT)**

If the answer is yes, was it worth the wait?

Yes ( ) No ( )

If the answer is no, what is missing? How can the program improve to deliver a more prepared supervisor.

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How often were you in contact with the new supervisor?

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Do you have other sergeants you would like to see become a student supervisor? If yes, who and for what skill(s)?

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Additional Comments:

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Title	Signature	Date
Supervisor		
Program Coordinator		

**SUPERVISOR DEVELOPMENT PROGRAM  
STUDENT SUPERVISOR'S EVALUATION  
OF PROGRAM (CONT)**

Was there something you especially liked about the program?

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Did you feel you had the support of your commander, trainer, peers, and the program coordinator while going through the development program?

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Was your trainer adequately trained and experienced to pass on the needed critical skills?

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Additional Comments:

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Title	Signature	Date
Student Supervisor		
Program Coordinator		

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Request for Budget Augmentation to the Contract to Produce the 1995-96 Telecourse Programs		<b>Meeting Date</b> January 18, 1996
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>Otto Saitenberger</i> Otto Saitenberger	<b>Researched By</b> <i>Kay Bray</i> Kay Bray
<b>Executive Director Approval</b> <i>Norman C. Boehm</i>	<b>Date of Approval</b> 12-20-95	<b>Date of Report</b> December 5, 1995
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Request authority for the Executive Director to amend the current contract with San Diego State University, KPBS in the amount of \$96,970 to produce a telecourse on Community Oriented Policing.

BACKGROUND

In April 1995, the Commission approved a contract with San Diego State University in the amount of \$530,000 for fiscal year 1995-96. The purpose of the contract is to produce and broadcast 12 telecourses, provide for duplication, and to produce specialized broadcasts during the year.

In response to learning of the availability of funds to support development and distribution of a telecourse on community policing, the Executive Director submitted a proposal to the COPS office for \$99,970. The telecourse to be developed pursuant to this grant would have nationwide application and distribution. It will present an overview of community policing concepts and philosophy, and the programs and skills that are required for implementation. On September 30, 1995 POST was advised by the COPS office that we were approved to receive grant funds in the amount of \$99,970.

At the November 1995 Commission meeting the Commission authorized the Executive Director to receive Grant funds in the amount of \$99,970 and direction to develop and broadcast the telecourse described in the grant proposal.

ANALYSIS

The budget augmentation to San Diego State University, KPBS would permit KPBS to complete the production in accordance with the grant.

It should be noted that the total amount of the grant to be received from COPS is \$99,970. This request for budget augmentation is for \$96,970. The remaining \$3,000 will reimburse POST for staff travel and expenses incurred in conjunction with the grant activities.

RECOMMENDATION

If the Commission concurs the appropriate action would be to authorize the Executive Director to amend the Contract with KPBS in the amount of \$96,970.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Robert Presley Institute of Criminal Investigation Core Course Presentations added in this Fiscal Year		Meeting Date January 18, 1996
Bureau Training Program Services	Reviewed By <i>Otto Saltenberger</i> Otto Saltenberger	Researched By <i>Neil Zachary</i> Neil Zachary
Executive Director Approval <i>William C. Boehm</i>	Date of Approval 1-2-96	Date of Report November 21, 1995
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No.

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

ISSUE

Request Commission authorize the Executive Director to increase the contract for the delivery of the Robert Presley Institute of Criminal Investigation (ICI) Core Course for this fiscal year (FY 1995-96) in the amount not to exceed \$60,000 for two additional offerings of the course.

BACKGROUND

The San Diego Regional Training Center (SDRTC) and the Sacramento Public Safety Center (SPSC) were granted contracts for FY 1995-96, totaling \$150,000 to present five Core Course offerings each. All of the presentations scheduled in FY 1995-96 are full, and there is currently a combined list including both presenters of 60 students waiting to take the course. It is proposed that two additional offerings be added in this fiscal year (FY 1995-96), to accommodate those waiting to take the course.

It is requested that the Executive Director be authorized to increase contracts with SDRTC and SPSC for the delivery of two offerings of the Core Course, one in the San Diego area and one in Sacramento. The increase for two additional offerings will not exceed \$60,000 for a total contract cost of \$360,000 for FY 1995-96.

ANALYSIS

The Core Course is a recommended prerequisite to all other courses in the ICI program and is therefore the foundation upon which all other courses are built. ICI is directed at training law enforcement personnel assigned to follow-up investigations. With the national interest of recent high profile criminal cases, more attention will be focused on how detectives prepare cases for court. The ICI provides training for detectives in all aspects of criminal investigations.



Because local agencies are experiencing fiscal constraints and find it difficult to front tuition costs for the Core Course, the Commission approved paying the presentations costs of the Core Course directly to the presenter. Since the fiscal outlook has not improved, it is desired to continue presenting this training via contract.

RECOMMENDATION

Authorize the Executive Director to increase existing contracts with SDRTC and SPSC for the delivery of one Core Course offering for each presenter. Payment for course delivery will be made directly to the presenter on a per student basis.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Revision of Regulation 1011 Regarding Cancellation of Certificates</b>		Meeting Date <b>January 18, 1996</b>
Bureau <b>Administrative Services Bureau</b>	Reviewed By <b>Glen Fine</b>	Researched By <b>Frederick Williams</b>
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval <b>1-2-96</b>	Date of Report <b>January 2, 1996</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission schedule a public hearing to consider revising Regulation 1011 to: (1) allow for cancellation of certificates of officers convicted of a felony, but sentenced at the misdemeanor level, when such felony convictions would be admissible for purposes of impeachment of testimony; and (2) provide that all appeals of certificate cancellation be conducted before a qualified hearing officer?

BACKGROUND

Section 13510.1 of the Penal Code establishes the POST professional certificate program, requires the Commission to cancel certificates issued to persons who have been convicted of a crime classified as a felony, and permits cancellation for other reasons (enclosed as Attachment A). At its July 18, 1991 meeting, the Commission, following a public hearing, approved proposed changes in Commission Regulation 1011 and Commission Procedure F-2 to expand provisions for cancellation of POST professional certificates, effective January 1992.

Prior to this regulation change, the Commission revoked or cancelled certificates only in the event of a felony conviction, or in instances when the certificate was fraudulently obtained. With the change in regulation and procedure, the provisions for certificate cancellation were expanded to include:

1. All peace officer employment disqualification conditions provided for in Government Code Section 1029 (a) (enclosed as Attachment B).
2. Certain felony convictions (sex crimes, narcotics offenses, theft, assault under color of authority, and dishonesty associated with official duties) that are reduced to misdemeanors by virtue of misdemeanor sentence received after conviction under Penal Code Section 17(b) (1) or (3). In these instances, the Commission requires a notice of proposed cancellation to the individual and concerned department head with an invitation for them to submit information to the Commission. The Commission would review input prior to proceeding with cancellation.

Law enforcement labor groups subsequently requested the rescission of the regulation change, wherein the basis for cancellation of certificates was enhanced. This matter was before the Commission on several occasions. The Commission, at its January 27, 1994 meeting acted to suspend enforcement of the revised regulation pending completion of a renewed effort to reach agreement with labor organizations on mutually acceptable directions.

The POST Certificate Cancellation Task Force met on September 26, 1995 to consider the future of POST certificates and, in particular, certificate cancellation provisions. The task force was composed of four Commissioners, and eleven other representatives of the POST Advisory Committee and the POST Labor/Management Forum. Following discussion there was unanimous agreement on the following recommendations to the Commission relevant to POST's certificates:

1. The purpose of POST certificates, in general, is to establish statewide minimum level of standards; and the basic certificate, in particular, is to grant permission to practice as a law enforcement professional.
2. The current certificate cancellation regulations should be retained and amended to add "other felony convictions involving moral unfitness" to the list of specified felony convictions reduced to misdemeanors. Proposed additions would be those offenses where case decisions hold convictions admissible for purposes of impeaching testimony. A current list of such crimes is enclosed (Attachment C).
3. The appeals process for certificate cancellation should be amended to require the use of a neutral hearing officer to determine facts and make recommendations to the Commission. The appellant and chief officer of his/her employing agency would be invited to submit comments and POST staff would serve in the role of gathering and presenting facts concerning the existence of court records documenting criminal conviction.

These recommendations were presented to the Commission as an information item at its November 9, 1995 meeting. The POST Advisory Committee recommended support for these proposals and also recommended development of a procedural guide concerning the appeals process.

### ANALYSIS

Within the last several years, revocations for felony convictions have averaged approximately 20 per year. There have been no revocations under the expanded provisions, i.e., selected felony convictions reduced to misdemeanors and Government Code Section 1029 (a), which became effective January 1, 1992 and later suspended by Commission action in January, 1994.

The current and proposed new categories for revocation are offenses that substantially relate to the qualifications, functions, and duties of a peace officer. It is the belief of the Certificate Task Force that revocation of certificates following such convictions will serve to safeguard the integrity of the POST certificate program. Preservation of integrity of the certificates was noted

as important because the certificates are widely recognized throughout the United States as evidence of competency and character and are relied upon in employment decisions. The certificates are awarded based in part upon an attestation by the agency head that the recipient is of good moral character. The possession of these certificates by unqualified persons was seen as diminishing the prestige of the Commission and the esteem for the certificates in both the public and professional views.

It would appear that the very successful meeting on September 26, 1995 served to bring all concerned parties, including labor representatives to a point of agreement, regarding the expanded provisions for cancellation of certificates. Recommendations #2 and #3 are particularly relevant to the issues undertaken by the POST Labor/Management Forum and the Commission in seeking reconciliation with regard to certificate cancellation.

Recommendation #2 of the Task Force has been addressed in the attached proposed regulation change (Attachment D), amending Regulation 1011 to include additional felony convictions reduced to misdemeanors as grounds for certificate cancellation. Proposed language would declare all such convictions described in Regulation 1011 as demonstrative of moral unfitness. Penal Code Section 13510 gives the Commission responsibility for setting standards relating to moral fitness. Because this term is used in POST's enabling statute, a December 1993 opinion of the Attorney General concludes that moral fitness should be referenced in Regulation 1011 to maintain a nexus with enabling statutes. Full text of the proposed regulation amendment is found in Attachment D.

The proposed change to Regulation 1011 to reference felony convictions that are reduced to misdemeanors and to add other felony convictions involving moral unfitness was recommended by the Certificate Task Force and has been reviewed by POST's legal counsel. Felonies that have been determined by courts as admissible for impeaching testimony of witnesses are listed in Attachment C. These crimes include the more serious ones such as Arson, Rape, Extortion, Grand Theft, and Narcotics Possession for Sale. The reference material in Attachment C is provided by the Orange County District Attorney. The material is also maintained by the Attorney General and is published in the American Law Review.

Recommendation #3 of the Task Force concerns the certificate cancellation appeals process. It is proposed that Commission Procedure F-2 be revised to require that all appeals be conducted before a qualified hearing officer. Text of the proposed amendment is found in Attachment D.

The following describes the State of California administrative hearing process which if approved by the Commission, would be used in all appeals rather than be optional at the discretion of the Commission. Notwithstanding this process, the final decision regarding a matter on appeal would still rest with the Commission.

The California Administrative Procedure Act is found in Government Code Sections 11340 through 11529. Chapter 4 of this Act describes the Office of Administrative Hearings which is administered by the State Department of General Services. The appointment of Administrative Law Judges (fully qualified and experienced attorneys) is done by the director of the Office of Administrative Hearings. The director is also a fully qualified and experienced attorney.

Independent hearing officers (Administrative Law Judges) are made available to state agencies. The procedures governing hearings are designed to ensure that the tribunal is impartial. The printed mission statement of the Office of Administrative Hearings reads: "We provide a neutral forum for fair and independent resolution of matters in a professional, efficient and innovative way, ensuring due process and respecting the dignity of all."

Following a hearing, the hearing officer will propose a decision to the Commission. The Commission can agree or reject the proposal. There are hearing offices located in Sacramento, Los Angeles, San Diego, and San Francisco. The cost for the services of the hearing officer is \$125.00 per hour. There is an initial charge of \$46.00 to open a file. The cost for the services of a court reporter is \$90.00 per day. These costs would be borne by the Commission. The Commission's legal counsel has advised that to direct such charges to the appealing party would have a "chilling" effect on the appellant's quest for due process and would probably not withstand court review. It is also assumed these costs will be negligible because of the infrequency of appeals. An administrative hearing would only be initiated when an appeal is requested.

#### RECOMMENDATION

If the Commission concurs, the appropriate action would be to schedule this matter for Public Hearing in April 1996 to consider adoption of regulation and procedural changes as described in this report.

department, peace officer members of a police department operated by a joint powers agency established by Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code, regularly employed and paid inspectors and investigators of a district attorney's office, as defined in Section 830.1, who conduct criminal investigations, or peace officer members of a district, in any city, county, city and county, or district receiving state aid pursuant to this chapter, and shall adopt, and may from time to time amend, rules establishing minimum standards for training of city police officers, peace officer members of county sheriff's offices, marshals or deputy marshals of a municipal court, peace officer members of a county coroner's office notwithstanding Section 13526, reserve officers, as defined in subdivision (a) of Section 830.6, police officers of a district authorized by statute to maintain a police department, peace officer members of a police department operated by a joint powers agency established by Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code, regularly employed and paid inspectors and investigators of a district attorney's office, as defined in Section 830.1, who conduct criminal investigations, and peace officer members of a district which shall apply to those cities, counties, cities and counties, and districts receiving state aid pursuant to this chapter. Those rules shall be adopted and amended pursuant to Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code.

(b) The commission shall conduct research concerning job-related educational standards and job-related selection standards to include vision, hearing, physical ability, and emotional stability. Job-related standards which are supported by this research shall be adopted by the commission prior to January 1, 1985, and shall apply to those peace officer classes identified in subdivision (a). The commission shall consult with local entities during the conducting of related research into job-related selection standards.

(c) For the purpose of raising the level of competence of local public safety dispatchers, the commission shall adopt, and may from time to time amend, rules establishing minimum standards relating to the recruitment and training of local public safety dispatchers having a primary responsibility for providing dispatching services for local law enforcement agencies described in subdivision (a), which standards shall apply to those cities, counties, cities and counties, and districts receiving state aid pursuant to this chapter. These standards also shall apply to consolidated dispatch centers operated by an independent public joint powers agency established pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code when providing dispatch services to the law enforcement personnel listed in subdivision (a). Those rules shall be adopted and amended pursuant to Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code. As used in this section, "primary responsibility" refers to the performance of law enforcement dispatching duties for a minimum of 50 percent of the time worked within a pay period.

(d) Nothing in this section shall prohibit a local agency from establishing selection and training standards which exceed the minimum standards established by the commission. (Added by Stats.1959, c. 1823, p. 4333, § 2. Amended by Stats.1963, c. 372, p. 1161, § 8; Stats.1969, c. 1072, p. 2058, § 2; Stats.1973, c. 1075, p. 2166, § 2; Stats.1977, c. 987, p. 2970, § 4; Stats.1980, c. 654, § 1; Stats.1980, c. 1180, § 1, operative Jan. 1, 1981; Stats.1981, c. 710, § 1; Stats.1981, c. 966, § 5; Stats.1987, c. 971, § 1; Stats.1990, c. 333 (A.B.2306), § 1; Stats.1990, c. 477 (S.B.2457), § 1; Stats.1991, c. 910 (S.B.249), § 7.)

## Cross References

Authority for regulations, see § 13506.  
Course of training prescribed by commission on peace officer standards and training, see § 832.  
State aid for training of certain local public safety dispatchers, see § 13525.

## § 13510.1. Certification program; purpose; requirements; application; cancellation of certificates

(a) The commission shall establish a certification program for peace officers specified in Sections 13510 and 13522 and for the California Highway Patrol.

(b) Basic, intermediate, advanced, supervisory, management, and executive certificates shall be established for the purpose of fostering professionalization, education, and experience necessary to adequately accomplish the general police service duties performed by peace officer members of city police departments, county sheriffs' departments, districts, university and state university and college departments, or by the California Highway Patrol.

(c) (1) Certificates shall be awarded on the basis of a combination of training, education, experience, and other prerequisites, as determined by the commission.

(2) In determining whether an applicant for certification has the requisite education, the commission shall recognize as acceptable college education only the following:

(A) Education provided by a community college, college, or university which has been accredited by the department of education of the state in which the community college, college, or university is located or by a recognized national or regional accrediting body.

(B) Until January 1, 1998, educational courses or degrees provided by a nonaccredited but state-approved college that offers programs exclusively in criminal justice.

(d) Persons who are determined by the commission to be eligible peace officers may make application for the certificates, provided they are employed by an agency which participates in the Peace Officer Standards and Training (POST) program.

(e) Certificates remain the property of the commission and the commission shall have the power to cancel any certificate.

(f) The commission shall cancel certificates issued to persons who have been convicted of, or entered a plea of guilty or nolo contendere to, a crime classified by statute or the Constitution as a felony. (Added by Stats.1979, c. 231, p. 486, § 1. Amended by Stats.1992, c. 1249 (S.B.1126), § 4.)

## § 13510.2. Misuse of certificates; misdemeanor; punishment

Any person who knowingly commits any of the following acts is guilty of a misdemeanor, and for each offense is punishable by a fine of not more than one thousand dollars (\$1,000) or imprisonment in the county jail not to exceed one year, or by both a fine and imprisonment:

(a) Presents or attempts to present as the person's own the certificate of another.

(b) Knowingly permits another to use his or her certificate.

(c) Knowingly gives false evidence of any material kind to the commission, or to any member thereof, including the staff, in obtaining a certificate.

(d) Uses, or attempts to use, a canceled certificate. (Added by Stats.1984, c. 43, § 3.)

**LAW RELATING TO SELECTION AND STANDARDS****CALIFORNIA GOVERNMENT CODE**

## Title 1

## GENERAL PROVISIONS

## DIVISION 4

## PUBLIC OFFICERS AND EMPLOYEES

## CHAPTER 1

## GENERAL

## ARTICLE 2

## DISQUALIFICATIONS FOR OFFICE OR EMPLOYMENT

**1029. Conviction of felony as disqualification for peace officer**

- (a) Except as provided in subdivision (b), (c), or (d), each of the following persons is disqualified from holding office as a peace officer or being employed as a peace officer of the state, county, city, city and county or other political subdivision, whether with or without compensation, and is disqualified from any office or employment by the state, county, city, city and county or other political subdivision, whether with or without compensation, which confers upon the holder or employee the powers and duties of a peace officer:

- (1) Any person who has been convicted of a felony in this state or any other state.
- (2) Any person who has been convicted of any offense in any other state which would have been a felony if committed in this state.
- (3) Any person who has been charged with a felony and adjudged by a superior court to be mentally incompetent under Chapter 6 (commencing with Section 1367) of Title 10 of Part 2 of the Penal Code.
- (4) Any person who has been found not guilty by reason of insanity of any felony.
- (5) Any person who has been determined to be a mentally disordered sex offender pursuant to Article 1 (commencing with Section 6300) of Chapter 2 of Part 2 of

Division 6 of the Welfare and Institutions Code.

- (6) Any person adjudged addicted or in danger of becoming addicted to narcotics, convicted, and committed to a state institution as provided in Section 3051 of the Welfare and Institutions Code.
- (b) Any person who has been convicted of a felony, other than a felony punishable by death, in this state or any other state, or who has been convicted of any offense in any other state which would have been a felony, other than a felony punishable by death, if committed in this state, and who demonstrates the ability to assist persons in programs of rehabilitation may hold office and be employed as a parole officer of the Department of Corrections or the Department of the Youth Authority, or as a probation officer in a county probation department if he or she has been granted a full and unconditional pardon for the felony or offense of which he or she was convicted. Notwithstanding any other provision of law, the Department of Corrections or the Department of the Youth Authority may refuse to employ any such person as a parole officer regardless of his qualifications.
- (c) Nothing in this section shall be construed to limit or curtail the power or authority of any board of police commissioners, chief of police, sheriff, mayor, or other appointing authority to appoint, employ, or deputize any person as a peace officer in the time of disaster caused by

ORANGE COUNTY DISTRICT ATTORNEY

# GOOD TO KNOW...

**MICHAEL R. CAPIZZI**  
DISTRICT ATTORNEY

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**IMPEACHMENT WITH CRIMES  
OF MORAL TURPITUDE  
PART I**

PUBLICATION DATE MAY 12, 1995  
PREPARED BY J. SMITH  
DISTRIBUTION A. D. H. J. L.

The following crimes have been held to be crimes of moral turpitude for purposes of impeachment:

## **CRIMES HELD TO INVOLVE MORAL TURPITUDE**

Arson--Miles (1985) 172 CA3d 474;  
Assault with Deadly Weapon--Armendariz (1985) 174 CA3d 674;  
Assault to Rape--Bonilla (1985) 168 CA3 201;  
Rape--Bonilla (1985) 168 CA3 201;  
Statutory Rape--Fulcher (1987) 194 CA3d 749;  
Assault w/Intent to Commit Rape/Attempted rape--California v. Morris (1991) 53 C3d 152;  
Assault w/Intent to Commit Murder--Sandoval (1992) 4 C4th 155;  
Attempted Auto Theft--Rodriguez (1986) 169 CSA3d 951;  
Auto Theft--California v. Morris (1991) 53 C3d 152;  
Unlawful Taking/Driving of Motor Vehicle--Lang (1989) 49 C3d 991;  
Auto Burg--Collins (1986) 42 C3d 378;  
Battery Upon a Police Officer--Clarida (1988) 197 CA3d 547;  
Battery by Inmate--Williams (1985) CA3d 951;  
Bribery--Hunt (1985) 169 CA3d 668;  
Child Molestation--Massey (1987) 192 CA3d 819;  
Extortion--Alvarez (1985) 168 CA3d 262;  
False Imprisonment--Cornelio (1989) 207 CA3d 1580;  
Forgery--Parrish (1985) 170 CA3d 336;  
Grand Theft--Boyd(1985) 167 CA3d 36; Cudjo (1993) 6 C4th 585;  
Grand Theft (Misdemeanor)--People v. Wheeler(1992) 4 C4th 284;



**Kidnap--Zataray (1985) 173 CA3d 390; California v. Morris (1991) 53 C3d 152**  
**Murder--Clark (1985) 171 CA3d; People v. Telfer (1991) 233 CA3d 1194**  
**Voluntary Manslaughter--Coad (1986) 181 CA3d 1094; Manslaughter--People v. Gutierrez (1993) 14 CA4th 1425**  
**Perjury--Hunt (1985) 169 CA3d 668**  
**Pimping and Pandering--Jaimez (1986) 184 CA3d 146**  
**Possession for Sale--Standard (1986) 181 CA3d 431**  
**Transport Controlled Substance--Navarez (1985) 169 CA3d 936**  
**Possession of Unregistered Firearm--Garrett (1987) 195 CA3d 795**  
**Receiving Stolen Property--Rodriguez (1986) 177 CA3d 174; People v. Collins (1986) 42 C3d 378**  
**Felony DUI w/3 Priors (CVC S23175)--People v. Forster (1994) 29 CA4th 1746**  
**Felony Indecent Exposure (PCS314 (1))--People v. Ballard (1993) 13 CA4th 687**  
**Felony Vandalism--People v. Campbell (1994) 23 CA4th 1488**  
**Inflicting Corporal Injury in Spouse or Cohabitant--People v. Rodriguez (1992) 5 CA4th 1398**  
**Shooting Into an Inhabited Dwelling--People v. White (1992) 4 CA4th 1299**  
**Willful Threat to Commit a Crime Resulting in Death or Great Bodily Injury--People v. Thornton (1992) 3 CA4th 419**  
**Corporal Punishment of a Child Resulting in a Traumatic Condition--People v. Brooks (1992) 3 CA4th 669**  
**Escape (PC 4530c)--People v. Lee (1991) 229 4 CA3d 1504; People v. Lang (1989) 49 C3d 991; (PC 4532b) Waldecker (1987) 195 CA3d 1152**  
**Escape without Force/Violence--California v. Morris (1991) 53 C3d 152**

See "GTK: IMPEACHMENT WITH CRIMES OF MORAL TURPITUDE, PART I" for crimes not involving moral turpitude.

IMPEACHMENT WITH CRIMES OF MORAL TURPITUDE, PART II

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IMPEACHMENT WITH CRIMES  
OF MORAL TURPITUDE  
PART I

PUBLICATION DATE MAY 8, 1995  
PREPARED BY J. SMITH  
DISTRIBUTION A, D, H, J, L

THIS MEMO SUPERSEDES GOOD TO KNOW MEMO OF 05/02/95

Subject to the descretion of the court under Evidence Code section 352, the veracity of a witness (whether defendant, defense witness, or prosecution witness) may be impeached with the witness' prior conviction(s) of a crime involving "moral turpitude."

Moral turpitude has been defined as a readiness to do evil, not necessarily limited to crimes of dishonesty. People v. Castro (1985) 38 C3d 301.

When determining whether a prior felony conviction involves moral turpitude, the other court should only look to the elements of the offense, without reference to the underflying facts of the conviction. CASTRO, Supra.

The following list includes cases which have held the crimes to not be crimes of moral turpitude for purposes of impeachment under Castro.

## **CRIMES NOT INVOLVING MORAL TURPITUDE**

**Assault (simple)--Cavazos (1985) 172 CA3d 589**

**Battery with Serious Bodily Injury--Mansfield (1988) 200 CA3d 82**

**Battery--People v. Thornton (1992) 3 CA4th 419**

**Conspiracy to Tatoo Minor--Castro (1985) 38 C3d 301**

**Felony Child Endangerment--People v. Sanders (1992) 10 CA4th 1268**

**Involuntary Manslaughter--Solis (1985) 172 CA3d 877**

**Possession Herion for Use--Castro; Dossman (1985) 171 CA3d 843**

**Possession of Marijuana--Valdez (1986) 177 CA3d 680**

**Misdemeanor DUI--In re Carr (1988) 46 C3d 1089**

**Willful Failure to File Income Tax Return--In re Grimes (1990) 51 C3d 199**

See "GTK: IMPEACHMENT WITH CRIMES OF MORAL TURPITUDE, PART II" for crimes involving moral turpitude.

IMPEACHMENT WITH CRIMES OF MORAL TURPITUDE, PART I

**1011. Certificates and Awards.**

- (a) Certificates and awards are presented by the Commission in recognition of achievement of education, training, and experience for the purpose of raising the level of competence of law enforcement officers and to foster cooperation among the Commission, agencies, groups, organizations, jurisdictions and individuals.
- (b) Professional certificates shall remain the property of the Commission. Certificates shall be denied or cancelled when:
  - (1) A peace officer has been adjudged guilty of a felony or been disqualified for any other reason described in Government Code Section 1029(a)(1) through (a)(6); or
  - (2) The person is adjudged guilty of a felony constituting a crime of moral unfitness which has been reduced to a misdemeanor pursuant to Penal Code Section 17, subsection (b)(1) or (b)(3), and which constitutes either unlawful sexual behavior, assault under color of authority, dishonesty associated with official duties, theft, narcotic offense, or any other felony conviction constituting a crime of moral unfitness which has been reduced to misdemeanor pursuant to Penal Code section 17, subsection (b) (1) or (b) (3), where such felony conviction has been judicially determined to be admissable for purposes of impeachment of testimony.
  - (3) The certificate was obtained through misrepresentation or fraud; or
  - (4) The certificate was issued due to administrative error on the part of the Commission and/or the employing agency.
- (c) Whenever a peace officer, or a former peace officer, is adjudged guilty of an offense described above, the employing department in the case of a peace officer, or the department participating in the POST Program that is responsible for the investigation of the felony charge against a former peace officer, shall notify the Commission within 30 days following the final adjudicative disposition. The notification shall include the person's name, charge, date of adjudication, case number and court, and the law enforcement jurisdiction responsible for the investigation of the charge.
- (d) Requirements for the denial or cancellation of professional certificates are as prescribed in PAM, Section F-2.
- (e) Regular Certificates, and Specialized Law Enforcement Certificates, i.e., Basic, Intermediate, Advanced, Supervisory, Management and Executive Certificates are provided for the purpose of fostering professionalization, education and experience necessary to adequately accomplish the general or specialized police service duties performed by regular or specialized peace officers. Requirements for the Certificates are as prescribed in PAM, Section F-1.

PAM Section F-1 adopted effective October 23, 1988, and amended January 17, 1990, and July 10, 1993 is hereby incorporated by reference.

PAM Section F-2 adopted effective October 23, 1988, and amended July 29, 1992 is hereby incorporated by reference.

- (a) Reimbursement shall be provided to Regular Program agencies for the training of non-sworn personnel performing police tasks and paraprofessional personnel, as provided for by Regulation 1015 and POST Administrative Manual Section E-1-4(a).

## POST ADMINISTRATIVE MANUAL

### COMMISSION PROCEDURE F-2

# ISSUANCE, DENIAL OR CANCELLATION OF PROFESSIONAL CERTIFICATES

#### Purpose

**2-1. Issuance, Denial or Cancellation of Professional Certificates:** This Commission procedure provides for the issuance, denial or cancellation of POST Professional Certificates as described in Section 1011(b) of the Regulations.

**2-2. Issuance of Certificates:** A Professional Certificate shall be issued following receipt of a Certificate Application, Form 2-116, (Rev. 8/88) that provides all of the required information listed on the form (i.e., information that will be used to identify the applicant, lists present and previous law enforcement experience, and training and educational achievements). Verifying documents shall be attached to the application to substantiate satisfaction of the prerequisites for the award of the certificate. The time period for the processing and issuance of the Basic Certificate shall be: a median of 24 days, a minimum of 15 days, and a maximum of 35 days from the date of receipt of a complete and accepted application; or the applicant shall be notified within the same time period that the application is not acceptable and what specific prerequisite is required. The processing of Basic Certificate applications shall be given precedence over the processing of applications for all other certificates. The determination of time periods established in this section are calendar days based on the date of initial receipt of an application or the last resubmission date thereafter.

**2-3. Appeal When Maximum Time Period is Exceeded:** When an application for a basic certificate has not been acted upon by issuance, return for additional information or denial within the time periods established above, the applicant can appeal directly to the Executive Director. The Executive Director shall determine whether the maximum time period was exceeded, and when confirmed, order the prompt issuance of the certificate if the established maximum time period was exceeded without good cause providing the applicant is qualified for the issuance of a basic certificate.

#### Denial or Cancellation

**2-4. Right to Deny or Cancel:** Professional Certificates remain the property of the Commission, and the Commission has the right to deny issuance of a certificate when the person does not satisfy a prerequisite for issuance of a certificate, or cancel any certificate when:

- (a) The person has been adjudged guilty of a felony or been disqualified for any other reason described in Government Code Section 1029(a)(1) through (a)(6); or
- (b) The person is adjudged guilty of a felony constituting a crime of moral unfitness which has been reduced to a misdemeanor pursuant to Penal Code Section 17, subsection (b)(1) or (b)(3), and which constitutes either unlawful sexual behavior, assault under color of authority, dishonesty associated with official duties, theft, narcotic offense, or any other felony conviction constituting a crime of moral unfitness which has been reduced to misdemeanor pursuant to Penal Code section 17, subsection (b) (1) or (b) (3), where such felony conviction has been judicially determined to be admissible for purposes of impeachment of testimony.
- (c) The certificate was issued by administrative error on the part of the Commission and/or the employing agency; or

**2-5. Notification by Department Head:** When a department head obtains information that a certificate should be denied or cancelled because of any of the conditions listed in paragraph 2-4 above, the department head shall immediately notify the Commission.

### Investigation

**2-6. Initiation of Investigation:** When the Commission is notified that a professional certificate has been issued involving conditions listed under paragraph 2-4, subsections a, b, c, or d, the Executive Director shall investigate the allegation. The department head and the concerned individual shall be notified in writing of the initiation of the investigation.

### Notice of Denial or Cancellation

**2-7. Notification of Denial:** If a professional certificate has been applied for and it is determined that one or more of the prerequisites for the issuance of the certificate has not been satisfied, the concerned individual, via the person's department head, shall be notified in writing of the denial of the issuance of the certificate and given an explanation of the reason for denial.

**2-8. Notification of Cancellation:** If the facts developed by an investigation substantiate cause for cancellation of a certificate, the individual concerned shall be notified in writing, by certified mail, of the commission's intent to cancel the certificate and the grounds for the proposed cancellation. The notice shall state that the certificate shall be deemed cancelled on the 45th day following the mailing of the notice and shall demand that the individual return the certificate to POST.

If an individual possessing a certificate which is proposed for cancellation in accordance with paragraph 2-4, desires a hearing regarding such action, the individual must notify the Commission in writing of the desire for a hearing within 45 days of the mailing of the notice of cancellation. The individual shall provide, with the request for hearing, all evidence that the certificate cancellation should not occur.

If the certificate cancellation is proposed in accordance with paragraph 2-4, subsection a or b, a certified copy of the abstract of judgment shall be obtained. The Commission will issue the notification of its intent to cancel the certificate only after ensuring that the time has ended for the criminal appellate process.

**2-9.** Notwithstanding the provisions of Section 2-8, when cancellation is being considered for grounds described in Section 2-4, subsection b, the concerned individual and the employing department head will be notified that cancellation is being considered. Each will be invited to submit information to the Commission concerning the appropriateness of the proposed cancellation. Any information received will be considered by the Commission prior to initiating procedures described in Section 2-8.

### Hearing

**2-10. Procedures for Hearing:**

- (a) All hearings shall be conducted in conformance with the Administrative Procedures Act (Government Code Section 11340 et seq.). ~~At the Commission's discretion, the hearing shall be held before the Commission or shall be~~ conducted by a qualified hearing officer who shall prepare a proposed decision in such form that it may be adopted as the decision in the case. The Commission shall decide the case.

- (b) The Commission may decide the case on the basis of the transcript of the hearing conducted by the hearing officer.
- (c) That portion of a meeting of the Commission to consider and decide upon evidence introduced in a hearing conducted as provided for in paragraph 2-10, subsection a, regarding cancellation of a professional certificate may be closed to the public.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Report on Shooting Simulator Scenarios and Release of Request for Proposal		Meeting Date January 18, 1996
Bureau Learning Technology Resource Center	Reviewed By Ken Whitman	Researched By Staff
Executive Director Approval <i>Morgan C. Boehm</i>	Date of Approval 12-29-95	Date of Report December 18, 1995
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission release a Request for Proposal (RFP) to develop a library of scenarios for use in proprietary vendors' shooting judgment training systems?

BACKGROUND

POST has been working for several years to facilitate use of shooting judgment simulators by law enforcement agencies for firearms training.

In the late 1980's, the Commission initiated a pilot project and contracted with the Los Angeles County Sheriff's Department for development of state-of-the-art firearms training to be presented using simulation technology. It was envisioned that the project would result in development of scenarios, to be used with the simulator system developed or selected by LASD, which could then be made available for use by other California law enforcement agencies.

LASD selected the Apogee System, developed by the former Institute of Combat Arms Training (ICAT), for the project. ICAT provided a set of scenarios to use with its system, which the department uses for training purposes. The instructional effectiveness of the simulator, in terms of judgment and decision-making, has proven to be very impressive. Yet, for a variety of reasons, the long-range goal of commencing development of a CALPOST "library" of scenarios has never been realized. Before the pilot was completed, ICAT refocused its business strategy and shifted resources which had been devoted to the shooting judgment simulator to development of video games. The company elected not to continue support of the law enforcement product line, including continuing development of new scenarios.



## ANALYSIS

Agencies have been purchasing shooting judgment simulator systems for many years from a variety of vendors. While vendors have been selling the systems they have not met the need for fresh scenarios to run on the installed base of systems. Also, during the last two years, new vendors have entered the shooting judgment simulator market, significant improvements to hardware and software have helped make the systems more affordable, and the technology has expanded its focus from shooting to the exploring the entire use-of-force spectrum and agencies have continued to acquire, or make plans to acquire simulators. As a result, the demand for new training scenarios is rapidly escalating not only in California, but nationwide.

Unfortunately, availability of new scenarios continues to be extremely limited. Once trainees have experienced the scenarios on a particular vendor's laserdisc(s), the training effectiveness of the scenarios is generally lost as the element of surprise is no longer present. Furthermore, creation of quality branching scenarios with multiple branching requires specialized instructional design and video production expertise that few, if any, California law enforcement agencies possess.

At its June 23, 1995 meeting, the Long Range Planning Committee approved the concept and the development of a Request for Proposal (RFP) to contract for the services of a vendor with previous experience and substantiated expertise in producing scenarios for using shooting judgment simulators. The RFP would lead to a contract for the development of a CALPOST library of scenarios and a marketing agreement that would allow the vendor to market the rights to the CALPOST scenarios with royalties flowing to POST.

The RFP would specify the following:

- o The vendor would produce the scenarios with a contract production company or with representatives from the POST Media Producers' Committee. They could also provide hands-on training in the specialized production techniques used in this type of development.
- o With the exception of reimbursement for the travel and per diem expenses of subject matter experts and law enforcement agency co-producers, meeting room expenses, and location expenses, neither POST nor the participating agencies would contribute any cash outlay during scenario development, video production, or mastering of the finished CALPOST laserdisc. Actors, vehicles, props, locations, etc. would be coordinated by POST in concert with agencies.

- o The vendor would incur all costs for the development process that would include storyboards and scripting, video production, mastering the final laserdisc, and making copies for the distribution of the CALPOST laserdisc(s) containing the scenarios. The vendor would also be responsible for making sure that the companies eventually acquiring the videodisc(s) would provide all necessary programming for their respective systems installed statewide.
- o POST would jointly market the rights for use of the scenarios to all interested simulator vendors with royalties flowing back to POST from the vendor. If any video producer agency participates in the development effort, that agency would receive a portion of the royalties received for both the master laserdisc and any individual copies of the CALPOST scenarios that are sold to agencies. The exact terms and conditions of the marketing agreement would be negotiated after the Commission elects to award a contract as a result of the RFP.

The development of the CALPOST library of scenarios can be drawn from a variety of incidents that have actually occurred to California peace officers. It is planned that a total of 16 scenarios be developed for the library. The scenarios might depict vehicle pullovers, pedestrian contacts, domestic disputes and disturbance calls, crimes in progress, building search and entry, warrant service, crowd control situations, and off-duty incidents. Many of these types of actual situations have been documented by POST in comprehensive studies of peace officer deaths and assaults.

The RFP and subsequent contracts for development and marketing of the CALPOST scenarios would ensure that the scenarios are equally available to departments regardless of which simulator they have purchased, create a library of scenarios at little or no cost to agencies, provide control over scenario content, quality and distribution, and generate revenue from royalties for the Commission.

At this writing POST is awaiting approval of two key state administrative requirements that must be completed prior to the release of any RFP. They include some additional approvals at the Department of General Services and advertising in the State Contracts Register. The earliest this process would start is February 10, 1996. It is anticipated that the entire process will be completed by April 5, 1996.

RECOMMENDATION

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to release the RFP when all state requirements are complete. A recommendation for award of the contracts for development and marketing would be included on the April 18, 1996 agenda.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Proposed Analysis of POST Multimedia and Satellite Training Programs		<b>Meeting Date</b> January 18, 1996
<b>Bureau</b> Learning Technology Resource Center	<b>Reviewed By</b> Ken Whitman <i>[Signature]</i>	<b>Researched By</b> Dennis Aronson <i>[Signature]</i>
<b>Executive Director Approval</b> <i>[Signature: Norman C. Boehm]</i>	<b>Date of Approval</b> 12-21-95	<b>Date of Report</b> December 11, 1995
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

This agenda item proposes to perform an analysis of the POST-reimbursed interactive multimedia and satellite distance learning programs. The analysis would be used to determine the extent to which the training programs are being used and learn what POST can do to enhance the programs when new courses and satellite programs are developed and released.

BACKGROUND

In 1987 POST began developing interactive multimedia courseware. To date, POST has seven interactive multimedia training courses either developed or under development. Three of the courses are being used by the field or training presenters, and four of the courses are being prepared for release. One of the courses now in use is being redone and is scheduled to be released to the field in the second quarter of 1996.

In 1988 POST began the development and broadcasting of satellite training programs. To date, 42 two-hour telecourses and 62 two-hour videotape programs have been broadcast statewide, providing over 200 hours of training to law enforcement personnel.

In 1993 the Commission established the interactive multimedia hardware and satellite antenna reimbursement programs. Each agency that participated in the POST program was eligible to be reimbursed for the purchase and installation of an interactive multimedia workstation and a satellite antenna system. Before that program was suspended by the Commission in November 1993, 417 agencies had purchased 566 interactive workstations, and 407 agencies had purchased and installed 521 antenna systems statewide.

In the interactive multimedia area each agency has received copies of the *Law Enforcement Driver Training* and the *Law Enforcement First Aid/CPR* training courseware. Agencies that are certified to present the P.C. 832 course have been given copies of the *Introduction to Law Enforcement* courseware. Additionally, each agency will automatically receive the four separate courses on *Alcohol and Other Drugs* which are undergoing final checking and corrections before being released to the field.

### ANALYSIS

Since beginning the delivery of the interactive multimedia training courses, there has not been any formal effort to determine how many agencies are using the systems, what innovations agencies have implemented for managing multimedia instruction, and what needs agencies have that should be addressed in subsequent course development.

Personnel from the Learning Technology Resource Center have been actively involved in workshops conducted throughout the state to assist agencies in using the multimedia courseware. Also, LTRC staff have provided telephone support to numerous agencies dealing with their particular questions. In general, the informal feedback about the IVD program has been positive. On the other hand, LTRC staff knows that some agencies have not used the courses or have begun using them only after much delay. Sometimes the computers are not properly set up as a result of changes made to the original configuration after the systems were purchased.

It appears that in some cases, agencies may find it difficult to manage training in which officers study individually, at their own pace, and at different times. In other situations, where the multimedia system is best used in instructor-led group instruction, trainers may not know the most effective ways to use the system or lack the hardware required to project the computer display for group viewing.

POST needs thorough and detailed information about IVD implementation and utilization to determine the extent of the problems mentioned above and to answer such questions as the following:

- How many of the 566 computer systems are being used for IVD training?
- How is the instruction being conducted?

- How are agencies scheduling instruction?
- How many officers have completed the instruction?
- What are the strengths and weaknesses of the programs now being used (*Driver Training* and *First Aid/CPR*)?
- What innovative solutions to various problems have been discovered that could be shared with other agencies?

There has been positive feedback on the POST satellite programs, and several of these programs have been given prestigious awards from a variety of professional organizations. Some analysis and evaluation has been completed on the satellite distance learning programs offered by POST. Most of the information collected was used to provide data for a decision on the use of continuing professional training (CPT) for viewing the POST satellite programs. That analysis was completed in 1994. Additional information should be collected that will help provide an up-to-date picture of how this program is working. The analysis and collection of information might include how the programs are being viewed, content and structure of the programs, broadcast times of programming, and a variety of other issues.

There are three reasons why the analysis of these programs should be performed: First, there is a need to discover what has led some agencies to be successful in using the IVD and satellite courses and what obstacles other agencies have faced. With this kind of information, staff will be able to provide the right kind of support to ensure that agencies realize the full benefits of these proven technologies.

Second, the analysis will assist in determining the future direction of the IVD and satellite programs, including what topics the field feels would best for training via multimedia and distance learning.

Third, the information obtained will assist in determining what features and functions should be incorporated into future training courses to make them as effective as possible.

Unless contraindicated by the Commission, the analysis will begin in February 1996 and be completed in June 1996.

#### RECOMMENDATION

Complete the analysis as planned and report the findings to the Commission and its committees in July 1996.

**M E M O R A N D U M**

**To:** Finance Committee

**Date:** January 16, 1996

**From:** Norman C. Boehm, Executive Director  
Commission on Peace Officer Standards and Training

**Subject:** Contract Negotiations

The Finance Committee has requested information on the contract negotiation process used in arriving at contract and tuition amounts.. We are pleased to provide this report in response. Also, we would be prepared to supplement this written material with illustrative examples and anecdotes. POST Internal Manual (PIM) Administrative Policy A-13 pertaining to contracts cites the authority for all contracts as being Government Code Sections 14780 - 14842, the State Administrative Manual Section 1200 et seq., and Commission Policy A-1. There are two forms used for contracts, the interagency agreement for contracts between State agencies, and the standard contract form for all other contracts.

All contracts over \$1,000 require competitive bidding except contracts with other public entities, master agreements, and grants. The term "public entity" includes other State agencies, cities, counties, California state universities and colleges and their foundations, and joint powers agreement agencies.

As you can see on the attached list of 1995-96 Training Contracts (Attachment 1), the majority of POST's contracts are with a public entity. Attachment 1 includes contracts that are prepared in accordance with Commission Regulation 1054 - Requirements for Course Budget. These contracts fund POST certified courses, and it is simply a mechanism used by POST to pay the tuition up front via contract rather than pay tuition. The costs for these contracts are low and indirect costs are restricted to only 15%. It should be noted that these rates have remained constant since 1986.

Attachment 2 is a listing of those contracts exempt from competitive bidding and where we do not follow the 1054 guidelines. Training programs on this list generally require higher paid trainers that would not be available for the rates paid under 1054.

Attachments

011 - TRAINING CONTRACTS				
1	San Diego Regional Training Center	Command College	CLD-Short	\$537,629.00
2	San Diego Regional Training Center	Labor Management Partnerships	CLD-Hall	\$67,998.00
3	CSU, Northridge Foundation	2-Mgmt Courses	CLD-Hood	\$28,166.00
4	CSU, Long Beach Foundation	5-Mgmt Courses	CLD-Hood	\$80,695.00
5	Humboldt State University	4-Mgmt Courses	CLD-Hall	\$64,208.00
6	San Diego Regional Training Center	5-Mgmt Courses	CLD-Hall	\$77,960.00
7	San Jose State Univ. Foundation	4-Mgmt Courses	CLD-Hood	\$57,620.00
8	Department of Justice	technical training	TDC-Bennett	\$1,024,803.00
9	Cooperative Personnel Services	proctor Basic Crse	BTB-Cassidy	\$3,000.00
10	Cooperative Personnel Services	proctor PC832 exam	S&E-Krueger	\$39,078.08
11	Cooperative Personnel Services	proctor Entry Level test battery	S&E-Honey	\$93,803.84
12	San Diego State University	Produce & broadcast telecourses	TPS-Bray	\$530,000.00
13	CSU, Long Beach Foundation	Supervisory Leadership courses	CLD-Hood	\$473,320.00
14	San Diego State University	video case law updates	TPS-Masters	\$60,000.00
15	Alameda County Sheriff's Dept.	Basic driver training	TDC-Sorg	\$16,150.00
16	San Diego Regional Training Center	cultural diversity	see 94-011-16	\$0.00
17	Alameda County District Attorney	produce case law updates	TPS-Masters	\$25,000.00
18	Golden West College	produce case law updates	TPS-Masters	\$25,000.00
19	James Tuite	IVD consulting	TDC- Rhodes	\$999.00
20	Bruce Rayl	IVD consulting	TDC- Rhodes	\$999.00
21	Gordon Graham	expert speaker	S&E-Krueger	\$250.00
22				\$0.00
23	Mickey Jones	expert speaker	TPS-Masters	\$350.00
24	San Diego Regional Training Center	Master Instructor Course	TPS-Moura	\$152,198.00
25	CAE-Link - Hughes Training, Inc.	Develop IVD PC832	LTRC -extend dat	\$0.00
26	Rio Hondo College	Proctor PC832	BTB- Cassidy	\$2,000.00
27	College of Redwoods	Proctor PC832	BTB- Cassidy	\$2,000.00
28	State Ctr Regional Training Center	Proctor PC832	BTB- Cassidy	\$2,000.00
29	Ohlone Community College	Proctor PC832	BTB- Cassidy	\$2,000.00
30	San Bernardino County Sheriff's Dept.	Proctor PC832	BTB- Cassidy	\$2,000.00
31	Martinez Adult School	Proctor PC832 requal	BTB- Cassidy	\$2,000.00
32	Lois Jovanvic-Peterson M.D	revising of Medical Screening Manual	S&E - Spiiberg	\$500.00
33	Sherman Holvey M.D.	revising of Medical Screening Manual	S&E - Spiiberg	\$500.00
34	No. CA Institute of Research	revising of Medical Screening Manual	S&E - Spiiberg	\$500.00
35	Oakland Police Department	Basic driver training	TDC-Sorg	\$30,400.00
36				\$0.00
37	Orange County Sheriff's Dept.	Basic Narcotics training	TDC-Reed	\$57,433.95
38				\$0.00
39	CPOA	Leg Update Workbook	BTB-Buna	\$9,999.00
40	Cooperative Personnel Services	proctor Public Safety Dispatcher exam	S&E-Weiner	\$2,854.96
41				\$0.00
42	CHP	Basic Motorcycle training	TDC-Farnsworth	\$66,825.00
43				\$0.00
44	San Diego Police Department	Basic Motorcycle training	TDC-Reed	\$69,060.00
45	San Diego Regional Training Center	ICI Core Course workshops	TPS-Zachary	\$144,835.00
46	San Bernardino Co. Sheriff's Dept.	Basic Motorcycle training	TDC-Homme	\$644,196.00
47				\$0.00
48	County of San Bernardino	Driver Training Simulator project	LTRC	\$71,330.00
49	San Diego Regional Training Center	ICI Instructors workshops	TPS-Zachary	\$44,880.00
50	LA County -Dept. of Sheriff	Driver Training Simulator project	LTRC	\$118,247.00
51	City of San Jose, San Jose Police Dept.	Driver Training Simulator project	LTRC	\$71,330.00
52				\$0.00
53	Sacramento Public Safety Center	ICI Core courses	TPS-Zachary	\$146,060.00
54	James Tuite	IVD consulting	TDC-Rhodes	\$9,999.00
55	Bruce Rayl	IVD consulting	TDC-Rhodes	\$9,999.00



56	David Pickering	IVD consulting	TDC-Rhodes	\$9,999.00
57				\$0.00
58				\$0.00
59				\$0.00
60	Contra Costa Community College-Los M	Basic Course Driver Training	TDC-Sorg	\$67,830.00
61				\$0.00
62				\$0.00
63				\$0.00
64				\$0.00
65	Sacramento Police Department	Basic Course Driver Training	TDC-Bennett	\$28,500.00
66	So. Bay Regional Public Safety Training	Basic Course Driver Training	TDC-Spurlock	\$113,050.00
67				\$0.00
68	Allan Hancock College	Basic Course Driver Training	TDC-Bennett	\$3,230.00
69	San Diego Police Department	Basic Course Driver Training	TDC- Reed	\$87,210.00
70	Ventura County CJT Center	Basic Course Driver Training	TDC-Spisak	\$34,200.00
			<b>GRAND TOTAL</b>	<b>\$5,214,194.83</b>

<b>011 - TRAINING CONTRACTS</b>				
1	San Diego Regional Training Center	Command College	CLD-Short	\$537,629.00
2	San Diego Regional Training Center	Labor Management Partnerships	CLD-Hall	\$67,998.00
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14	San Diego State University	video case law updates	TPS-Masters	\$60,000.00
16	San Diego Regional Training Center	cultural diversity	see 94-011-16	\$0.00
17	Alameda County District Attorney	produce case law updates	TPS-Masters	\$25,000.00
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51	City of SanJose, San Jose Police Dept.	Driver Training Simulator project	LTRC	\$71,330.00
53	Sacramento Public Safety Center	ICI Core courses	TPS-Zachary	\$146,060.00
			<b>GRAND TOTAL</b>	<b>\$2,632,660.88</b>

## Contract Negotiation Processes

How do we assure the best financial conditions?

- o We compare costs of similar services provided by the vendor to other customers.
- o We compare rates charged by other vendors for the same or similar services.
- o We maintain awareness of prevailing rates paid by public and private sectors for consultants/trainers in subject areas of interest to POST.
- o We appeal to vendors to accept lower rates and not seek increases because of POST's revenue shortfall.
- o We appeal to vendors to work for less because they are making a public contribution by training law enforcement officers.
- o We refuse to contract with vendors charging high overhead (we generally keep overhead to 15% or less).
- o We contract primarily with non-profit public entities.
- o We have a lot of experience negotiating contracts and building tuition budgets.
- o We look for ways to cut costs (e.g., purchase equipment rather than rent it over and over again).

## REASONS WHY POST CONTRACTS REFLECT HIGH COST EFFECTIVENESS

1. Consultants come to POST with experience in budgets and contracts. Because the requirements for Law Enforcement Consultants include as a minimum the rank of lieutenant and a BS or BA degree, employees are experienced in developing budgets and contracts.
2. The contracts we develop and administer are simple. Most contracts are for straightforward educational products. As such, the components are simple: instructors, supplies, secretarial support, materials for students, audio/visual, printing, and classrooms.
3. There is a standard for these budget items. POST contract experience over the years has developed a scale to be used for the purchase of these goods and services.
4. The vendor must submit a detailed line-item budget for consideration. All costs are clearly identified and easy to review. Overhead is limited to 10% in most cases, 15% in a few cases when the vendor is requested to provide additional administrative support. Staff understands overhead charges and knows when they approach the 35% the State charges that the costs are outrageous. The San Diego RTC, for example, has the lowest overhead of any government agency with which we do business. The State University system is much higher (generally 40% plus).
5. POST review of contract applications is extensive. Our Administrative Services Bureau has conscientious experience in contract administration and review. Any charges out of the ordinary must be fully justified. Additionally, the Executive Office closely reviews all contracts before they are submitted to the Commission providing an additional quality control check of the contents of all contracts.

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

January 17, 1996 - 2: 00 p.m.

U.S. Grant Hotel

Garden Room

326 Broadway

San Diego, CA 92101-9709

(619) 232-3121

**AGENDA****A. CALL TO ORDER****B. Financial Report - Second Quarter FY 1995/96**

A report on the status of the training reimbursement budget will be presented at the meeting. The report will include revenue and reimbursement expenses through December 31, 1995.

A projection for the balance of the Fiscal Year will be presented with this report.

**C. FY 96/97 Governor's Budget (Including Withdrawal of BCPs)**

A copy of the FY 96/97 Governor's Budget will be provided at the meeting for information and reference purposes. Included under this tab is a report on the withdrawals of the BCPs which would have been reflected in the budget.

**D. CPT Credit for Telecourses**

Following a public hearing, the Commission, at its November 1994 meeting, approved regulation amendments to restrict CPT credit for viewing of tapes of POST telecourses to no more than 12 hours in two years. The purpose was to restrict credit for training received in this way to 50% of the mandatory in-service training requirement (24 hours each two years). The Finance Committee discussed this restrictive rule at its July 1995 meeting, but reached no conclusions. Committee Chairman Ortega asked that the subject be included on this agenda for further consideration.

**E. Certification of Courses with Non-Reimbursable Tuition**

POST staff is receiving, with some increasing frequency, requests to certify courses with non-reimbursable tuition. This occurs when a non-certified course is already being used at agency expense and there is a desire for certification to qualify the course for CPT credit. Most commonly the circumstance arises because the presenter of the course is unable or

unwilling to meet POST budget requirements and the tuition is excessive based upon the Commission's guidelines.

No specific Commission policy covers this subject. The matter is discussed in the enclosed report and is before the Committee for discussion of fiscal and policy considerations.

F. Report and Discussion on Contract Negotiation Processes

At the November 1995 meeting, members of the Committee requested additional information at this January meeting on POST contract processes. Discussion in November centered on how POST is assured of achieving the most cost-effective contract results. Information on this subject will be presented at the meeting.

G. Review of Proposed Contracts on the January 18, 1995 Commission Agenda

1. Increase Contract for Telecourse Production by \$96,970 to Accommodate the COP Telecourse Grant Award (Tab J)
2. Increase Robert Presley Institute of Criminal Investigation Core Course Presentation Contracts by a total of \$60,000 in this Fiscal Year (Tab K)

H. Contracts to Support Driver Training Simulator Pilot Project

The Commission is now in its third year of funding simulator-based driver training pilots at three sites. Initial POST funding was based upon the need to stimulate program development for evaluation. The major evaluation has been completed and reported to the Commission at its November 1995 meeting.

Continuation funding for the three simulator sites has not been promised, but each agency is, of course, curious as to whether funding may be possible. It seems advisable to resolve the issue with as much lead time as possible. The matter is more fully discussed in the enclosed tab.

I. Review of Proposed Contracts for FY 96/97

At each January meeting, the Commission receives a Committee report on major training, standards, and administrative contracts planned for the upcoming year. Information regarding these contracts is presented in order to obtain the Commission's approval to negotiate and return the proposed contracts for final approval at the April 1996 Commission meeting.

Following review of the contracts which are proposed to be negotiated, the Committee will be in a position to develop a recommendation to the Commission on authorizing the Executive Director to negotiate the contracts and return them to the April meeting for formal approval.

Proposed contracts to be negotiated for FY 96/97:

Training Contracts

1. Management Course

This course is currently budgeted at \$308,649 for 20 presentations by five presenters:

California State University - Humboldt  
California State University - Long Beach  
California State University - Northridge  
California State University - San Jose  
San Diego Regional Training Center - San Diego

2. San Diego Regional Training Center for support of Executive Training (e.g., Command College, Executive Training, and Executive Seminars)

The San Diego Regional Training Center serves as the chief contractor for a variety of training activities of the Commission conducted by the Center for Leadership Development. Curriculum development as well as instructional and evaluation costs for these training activities for FY 96/97 was \$537,629.

3. CSU Long Beach for support of the Supervisory Leadership Institute.

The CSU Long Beach Foundation provides administrative services for the Supervisory Leadership Institute. This includes training site support, ordering materials, paying instructors and auditors, and purchasing/maintaining equipment. Costs for these services in FY 95/96 was \$473,320 for seven classes running continuously throughout the year.

4. Department of Justice Training Center

The Department of Justice has provided training to local law enforcement each year through an Interagency Agreement with POST since 1974. The Commission approved a current year contract in an amount not to exceed \$1,024,803.

Approval is requested to negotiate a similar agreement for FY 95/96.

5. San Diego State University for 12 Satellite Video Broadcasts

POST currently has an interagency agreement with San Diego State University for \$60,000 for the assembly and transmission of 12 videotape training programs during FY 94/95. It is recommended that this interagency agreement be continued for similar services during FY 96/97.

Approval is requested to negotiate a new contract with San Diego State University, or other units of the California State University System, for 12 satellite broadcasts.

6. Alameda County District Attorney's Office and Golden West College for Case Law Update Video Production

POST currently has contracts with Alameda County District Attorney's Office and Golden West College for \$52,000 for the production of 24 Case Law Update programs each during FY 95/96. It is requested that these contracts be negotiated for similar services during FY 95/97 as well.

7. 1996/97 Telecourse Programs

POST will have developed and delivered 12 telecourse programs and two specialized training films during FY 95/96. The current contract for these programs is with the San Diego State University for a cost in the amount of \$530,000.

It is proposed that the Commission continue with the regular 12 telecourses for FY 96/97. However, experience has shown the need to produce additional unspecified training broadcasts during the year. To meet this video training need, we proposed to continue funding two additional video projects at a projected cost of \$30,000 per broadcast. It is also proposed an additional \$20,000 to the contract to cover increased uplink and satellite rental costs.

Approval is requested to negotiate and enter into an interagency agreement with the San Diego State University for production and uplinking of 12 regular telecourse training and two contingency broadcasts in a total amount not to exceed \$550,000.

8. Master Instructor Program

At its November 1995 meeting, the Commission, approved a modification to an existing contract with the San Diego Regional Training Center to continue the Master Instructor Development Program on an ongoing basis. The modified contract totaling \$152,198 shifts previous POST staff borne presentation costs to the contractee and provides funding for Class #3, #4, and #5 workshops during the remainder of the current Fiscal Year. The program is the key to the Commission's emphasis on improving the quality of instruction for law enforcement. The contractor has provided POST with superior presentation support and meets POST's demand for high quality law enforcement training.

Approval is requested to negotiate a contract with the San Diego Regional Training Center to continue the program for FY 96/97



9. Robert Presley Institute for Criminal Investigation

The Commission approved contracts totalling \$300,000 to provide ten offerings of the ICI Core Course in FY 94/95. Currently all of the presentations in FY 95/96 are full, and there is a combined backlog of 60 students waiting to take the course. It is expected that volume and contract costs will increase in FY 96/97.

Consideration is being given to adding two presenters. This would help deliver the training locally or regionally and minimize travel and per diem costs. A full report is planned for the April Finance Committee agenda.

10. Robert Presley Institute of Criminal Investigation Instructors' Workshops

The Commission authorized special training during the last three years, for instructors of the Robert Presley Institute of Criminal Investigation (ICI) so that the ICI Core and 11 Foundation Specialty Courses were designed and taught using the adult experience-based learning concepts. As a result, all ICI instructors completed a 40-hour ICI Instructors' Update Workshop, of which three were presented during FY 95/96.

Because of the increased need for ICI instructors for FY 96/97, it is recommended that the number of workshops be increased at a cost not to exceed \$45,000. It is proposed that one Core Course meeting and five Foundation Speciality Course meetings be conducted for this purpose.

POST currently has a contract with the San Diego Regional Training Center to present the Robert Presley Institute of Criminal Investigation (ICI) Instructors' Update Workshops and conduct six course evaluation meetings at a cost not to exceed \$45,000.

Approval is requested to negotiate a similar contract with the San Diego Regional Training Center for FY 96/97.

11. Basic Narcotic, Basic Motorcycle, and Basic Academy Driver Training

Last year the Commission approved contracts for specific presenters of the Basic Narcotics, Basic Motorcycle, and Basic Academy Driver Training for FY 95/96. The amount of these contracts did not exceed \$1,657,876. The report under this tab would authorize the Executive Director to negotiate contract agreements to present these courses for FY 96/97.

12. Labor/Management Partnerships Course

At its November 1995 meeting, the Commission approved the first contract for the Labor/Management Partnerships Core Course. The San Diego Regional Training Center received the certification to present four courses during FY 95/96 for a total amount not to exceed \$67,902.

Approval is requested to negotiate a similar contract with the San Diego Regional Training Center for FY 96/97.

### Standards Contracts

13. Cooperative Personnel Services for Basic Course Proficiency Exam

The Commission has contracted with Cooperative Personnel Services for administration of the POST Proficiency Examination since 1984. The current year contract is for \$64,484. The proposed contract for FY 96/97 should not exceed \$58,000 and assumes a net decrease in testing volume of approximately 10%.

14. Interagency Agreement with Cooperative Personnel Services for Entry-Level Reading and Writing Test Battery

POST has contracted with Cooperative Personnel Services for administration of the POST entry-level reading and writing test battery since 1983. The amount of the Fiscal Year 95/96 contract was initially approved at \$44,983.60. The contract was amended in November 1995 to add \$54,000 to cover increased volume of testing. It is expected that continued increases in volume will necessitate a contract amount of approximately \$58,000 in FY 96/97.

15. Interagency Agreement with Cooperative Personnel Services for P.C. 832 Written Examination

POST has contracted with Cooperative Personnel Services for administration of the P.C. 832 Written Examination since 1989. The current year contract is \$39,078. The proposed contract for FY 95/96 is for an amount not to exceed \$39,500. The proposed amount reflects an estimated increase in shipping costs of approximately \$500.

### Administrative Contracts

16. State Controller's Office for Interagency Agreement for Auditing Services

Each year POST has negotiated an Interagency Agreement with the State Controller's Office to conduct audits of selected local jurisdictions which receive POST reimbursement funds. The Commission approved an agreement not to exceed \$85,000 for the current fiscal year.

Approval is requested to negotiate a similar agreement to maintain current level of service for FY 96/97.

17. Interagency Agreement with Teale Data Center for Computer Services

Each year POST has negotiated an Interagency Agreement with Teale Data Center (a state agency) for supplemental computer services. The contract provides a link

between POST's computer and the Data Center's mainframe computer. This allows data processing jobs and the storage of large data files that require more resources than POST's minicomputer can provide. The Teale Data Center also performs maintenance and support on POST's internal local area network (LAN). Current year costs for this service are approximately \$65,000.

Approval is requested to negotiate an Interagency Agreement with the Teale Data Center for computer services in 1996/97 for an amount similar to the current year's costs.

18. Ingres Contract

Each year POST has contracted with Computer Associates, Inc. for maintenance and support for the Ingres data base management system (INGRES). Ingres runs on POST's mini-computer and is used to maintain peace officer employment, training, and reimbursement information. The current year contract is \$14,903.

Approval is requested to negotiate a two-year contract with Computer Associates, Inc. for Ingres maintenance and support in 1995/96 and 1996/97 for an annual amount similar to the current year's costs.

19. CALSTARS Contract

The mandated California Accounting and Reporting Systems (CALSTARS) requires an agreement with the Health and Welfare Data Center to provide computer linkage and necessary data processing services. The Commission approved a current year contract in an amount not to exceed \$25,000.

Approval is requested to negotiate a similar agreement to maintain the current level of required services for FY 96/97.

J. ADJOURNMENT

State of California

Department of Justice

## Memorandum

To: Finance Committee

Date: December 21, 1995

*Norman*  
NORMAN C. BOEHM, Executive Director

From: Commission on Peace Officer Standards and Training

Subject: REPORT ON STATUS OF BUDGET CHANGE PROPOSALS

At its November 9, 1995 meeting the Commission received a status report on four Budget Change Proposals (BCP's) that were submitted to the Department of Finance for fiscal year 1996-97. The BCP's requested General Fund monies to support the following programs:

- o Interactive Multimedia and Satellite Program
- o Interactive Multimedia Development Program
- o Interactive Multimedia Classroom Project
- o Emergency Tactical Spanish Language Training Program

The Department of Finance denied approval of the BCP's. After lengthy discussions with the Department of Finance and the realization that no funds would be forthcoming, the requests for the BCP's were withdrawn.

The programs identified in the BCP's are important programs that should be continued. The completion of the interactive multimedia training and satellite antenna systems at every agency is crucial to allow delivery of a variety of training programs to all agencies statewide. The development of additional interactive training programs needs to continue to maximize the delivery of training directly to the agencies and training presenters.

The encryption of the satellite transmission signal is a needed technological addition which will ensure the confidentiality of training programs, where necessary, in the future. The development and evaluation of an interactive multimedia classroom will strengthen development, presentation and delivery of training programs to law enforcement personnel.

However, there is a need to complete the planned analysis of both the interactive multimedia training program and the satellite distance learning program before reconsidering those programs.

That analysis should be completed and reported to the Commission and its committees in July 1996. Formal recommendations about how to proceed with both programs should await the completion of the analysis.

Additionally, the development of an Emergency Tactical Spanish language training program had been identified as an additional priority item that would prove extremely useful to the field. Some recent information from the field suggests that this issue continues to be a priority. The costs associated with the first phase of the program had been estimated at \$129,000. Those costs are still a valid estimate for the development of the entire training package, including instructor training. The Finance Committee and the Commission have received extensive information on the development of this course. Unfortunately, the Commission cancelled the initial development effort in 1995 due to projected funding shortfalls.

The development and evaluation of an interactive advanced multimedia classroom was one of the demonstration projects that had been planned to comply with the requirements of Penal Code 13508. This classroom would provide a unique opportunity for improving the effectiveness of teaching and the quality of trainee learning. The technology addresses the pervasive problem of boring classes, cluttered visual aids, and passive listening and interest in the training.

The multimedia classroom is a cost-effective, high-tech alternative to traditional lectures and presentations. The classroom thus becomes a thought-provoking and highly-disciplined environment for trainee learning and interactivity. The instructor is in control at all times and is keenly aware of how well the material being presented is received and understood by the trainees.

The costs associated with the acquisition and implementation of an advance multimedia classroom are estimated at \$100,000 to \$150,000 per classroom. This amount would provide an entire Respondex II/System 200 Advanced Technology Classroom and Design Station. It would also include maintenance and support for one year, the training of up to ten instructors who will use the equipment at a selected site, and any necessary modifications to the existing classroom site.

This matter is before the Finance Committee for information and discussion.

State of California

Department of Justice

## M E M O R A N D U M

To : Finance Committee

Date: January 3, 1996

NORMAN C. BOEHM

Executive Director

From : Commission on Peace Officer Standards &amp; Training

Subject: NON-REIMBURSABLE TUITIONS FOR POST CERTIFIED COURSES

As Commissioners are aware, POST certified courses generally are reimbursable for costs of travel, per diem, and in some cases, tuition. Historically, the Commission has sought to avoid tuition where possible and emphasize courses where presentation costs are borne by cities, counties, and community colleges. Even so, POST certified tuition reimbursable courses have grown in significant volume over the years.

No firm Commission policies have been articulated concerning which courses or categories of courses might be certified with tuition, although certain categories (e.g., management courses and driver training) were approved by Commission action. Staff has followed general policy of certifying tuition based courses only when:

- o the course meets a critical statewide need; and
- o course presentation costs are necessarily higher than could be funded by community college FTES.

Courses certified with tuitions are subject to Commission Regulation 1054 which sets allowable budget amounts for course presentations. Allowable amounts have not been revised since 1986.

For a variety of reasons, staff is now receiving requests to certify courses with non-reimbursable tuitions. One basis for such requests is interest of law enforcement agencies in receiving CPT credit for non POST certified courses already being attended by their officers at agency expense and without POST reimbursement. An example is a recent request by U.C. Riverside for certification without reimbursement of two courses - Computer Aided Traffic Accident Reconstruction and Accident Scene Photography.

UCR developed these courses and began marketing them to law enforcement agencies without inquiring of POST about certification. A tuition is charged. The tuition appears consistent with private industry seminar fees (approximately \$100 per day per student), but likely exceeds POST Commission tuition guidelines. The 24-hour Computer Aided Accident Reconstruction course has a \$295 tuition. For comparison, an 80-hour Accident Reconstruction course presented by Riverside Sheriff's Department has a \$297 tuition.

The request for non-reimbursable certification presents a dilemma. If so certified, user agencies would be pleased because of the CPT issue, and POST saves money with non-reimbursable courses. On the other hand, POST could be lending its name to a course where charges are made at rates higher than guidelines allow. Lack of reimbursement may preclude other POST program agencies from acquiring needed training.

Historically, when POST certified courses the applicable reimbursement Plan was always assigned. And, when tuition was to be charged to POST program agencies, the tuition was subject to Commission guidelines or the course was simply not certified.

Options for POST disposition of requests for certification of courses with non-reimbursable tuitions include:

1. Certify the qualifying courses and allow non-reimbursable tuition to be determined by the presenter.
2. Certify the courses but allow tuitions only if tuition is consistent with POST guidelines.
3. Decline to certify courses with non-reimbursable tuition.

Option #3 would be consistent with past practice and would assume a Commission policy posture of the following elements:

- o If a course is needed and appears to be of high quality, it should be certified.
- o If a tuition is to be charged, POST should exert cost control over the amount and reimburse user agencies.

Option #2 would likely be applicable in very limited circumstances. The utility would appear to exist only if the Commission desired to pursue a policy of shifting tuition costs for certain categories of courses to the user of agencies.

Option #1 would be break with past practice and would assume the following policy elements:

- o Certain high tuition courses might not otherwise be available to our law enforcement agencies without certification.
- o Non-reimbursable tuitions would be a POST/law enforcement agency cost sharing move with POST covering travel and per diem of agencies paying the cost of tuition where they exceed POST guidelines.
- o Agencies willing to pay non-reimbursable tuitions should judge for themselves whether the tuition amount is excessive.

Option #1 would likely lead to expansion of certified course offerings to include courses presented by Northwestern Traffic Institute, IACP, and others who traditionally have not been able to meet POST tuition guidelines.

This matter is brought to the Committee for discussion of its policy and practical implications.



State of California

Department of Justice

## M E M O R A N D U M

**To :** Finance Committee**Date:** January 3, 1996  
NORMAN C. BOEHM  
Executive Director**From :** Commission on Peace Officer Standards & Training**Subject:** CONTRACTS FOR DRIVER TRAINING SIMULATOR SITES

Since 1993, the Commission has authorized contracts with the Los Angeles County Sheriff's Department, the San Bernardino County Sheriff's Department, and the San Jose Police Department to support the driver training simulator pilot program.

During this period, the Commission has provided the funds to purchase and acquire the simulators, provide for instructors dedicated to the simulator at each site, and for the development of a library of driving scenarios to be used at each pilot site. The current contracts with the sites will expire on September 30, 1996. The total costs of the three-year pilot program will be \$1,375,725.

All of the contract services provided by the three agencies have been excellent. A comprehensive evaluation of the program was completed on September 30, 1995. A report on the evaluation conducted by staff was provided to the Commission at its November 9, 1995 meeting. Additional data is being collected on those officers that are receiving their training through September 30, 1996.

The 1995/96 fiscal year contracts total \$260,907. It is anticipated that the fiscal year costs for 1996/97 would be approximately \$265,000 for services provided at the three contract sites. Does the Commission wish to continue sustaining contracts for this program beyond the start-up pilot phase?

This item is on the agenda for information and discussion.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Management Course Contracts Fiscal Year 1996/97		Meeting Date January 18, 1996
Bureau Center for Leadership Development	Reviewed By	Researched By Beverley Short <i>B. Short</i>
Executive Director Approval <i>Morgan C. Behr</i>	Date of Approval 12-26-95	Date of Report December 11, 1995
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Commission review and approval of Management Course contracts as proposed for Fiscal Year 1996/97 are required to authorize the Executive Director to negotiate contracts with presenters.</p> <p><u>BACKGROUND</u></p> <p>These courses are currently budgeted at \$308,649 for twenty (20) presentations by five (5) presenters:</p> <p style="padding-left: 40px;">California State University - Humboldt California State University - Long Beach California State University - Northridge California State University - San Jose San Diego Regional Training Center - San Diego</p> <p>No other educational institutions have expressed interest in presenting the Management Course. In addition, there are two (2) certified Management Course presenters who offer training to their own personnel at no cost to the POST fund:</p> <p style="padding-left: 40px;">California Highway Patrol State Department of Parks and Recreation</p> <p><u>ANALYSIS</u></p> <p>Course costs are consistent with POST tuition guidelines. Required learning goals are being satisfactorily presented by each contractor.</p> <p>It is estimated that twenty-two (22) presentations will be required in FY 1996/97. Staff anticipates some increases over FY 1995/96 due to increased costs for instructors, coordination, facilities, and materials.</p> <p><u>RECOMMENDATION</u></p> <p>Authorize the Executive Director to negotiate new contracts to be returned to the Commission at the April 1996 meeting.</p>		

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Contract for Command College and Executive Training Fiscal Year 1996/97	Meeting Date January 18, 1996	
Bureau Center for Leadership Development	Reviewed By <i>Robert J. Fuller</i>	Researched By Beverley Short <i>Beverley Short</i>
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval 12-21-85	Date of Report December 11, 1995
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>Issue</u></p> <p>Commission review and approval of the Command College and Executive Training contract for fiscal year 1996/97 are required to authorize the Executive Director to negotiate with the presenter.</p> <p><u>Background</u></p> <p>Since the inception of the Command College in 1984, the Commission has approved a contract with San Diego Regional Training Center to provide the services of faculty, facilitation, coordinators, facilities, materials, course development, and related activities for the Command College and seminars for chiefs, sheriffs, and senior law enforcement managers. Additionally, beginning with the 1992/93 fiscal year, the Commission approved the costs of administering and presenting the Executive Development Course to be included in the executive training contract.</p> <p>During the 1996/97 fiscal year, the Command College program will be presented on a dual track with Classes 22 and 23 in the current program, with additional classes starting the new Command College. There are three workshops to be presented during the 1996/97 Fiscal Year for Classes 22 and 23.</p> <p>Executive training has been designed to meet the stated needs of chiefs, sheriffs, and senior managers. In 1996/97 CLD staff will develop, coordinate, and present 25 executive seminars.</p> <p>The Executive Development Course is presented in two modules of 40 hours each. The course is held in both the northern and southern part of the state for the convenience of the participants and to further conserve on travel and per diem reimbursement costs. During 1995/96 fiscal year, five presentations were approved by the Commission for a total cost of \$105,850. During the 1996/97 fiscal year, five presentations will also be needed to meet the high demand for this training for</p>		

law enforcement executives and their next-in-command officers. The total cost for the Executive Development Course for 1996/97 is expected to remain the same.

The total contract amount for the Command College, management and executive training seminars, and the Executive Development Course for fiscal year 1995/96 are \$537,629. Contract costs for 1996/97 may be less due to the changeover to the new Command College format.

#### Analysis

Funds will be needed to support the on-going programs of the Command College, executive training and seminars, and the Executive Development Course.

#### Recommendation

Authorize the Executive Director to negotiate a new contract to be returned for Commission approval at the April 1996 meeting.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Supervisory Leadership Contract Fiscal Year 1996/97	Meeting Date January 18, 1995	
Bureau Center for Leadership Development	Reviewed By	Researched By Tom Hood <i>[Signature]</i>
Executive Director Approval <i>[Signature: Herman C. Boehm]</i>	Date of Approval 12-26-95	Date of Report December 11, 1995
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>Issue</u></p> <p>Commission review and approval of the Supervisory Leadership Contract as proposed for Fiscal Year 1996/97 are required to authorize the Executive Director to negotiate a contract with CSU Long Beach.</p> <p><u>Background</u></p> <p>The Commission approved three classes of the Supervisory Leadership Institute (SLI) for Fiscal Year 1988/89 and four classes commencing FY 1989-90. Beginning the 1990-91 FY the Commission approved six classes to run continuously. In 1995, the Commission approved an additional class bringing the total classes to seven.</p> <p>The Commission approved a contract with CSU Long Beach to assist in the development and administration of the program.</p> <p><u>Analysis</u></p> <p>The 1995/96 contract costs of \$473,320 are consistent with similar management and executive training programs administered by POST. Plans are to continue seven classes in FY 96/97. This will require the continuing search for and development of a total of 14 facilitators to meet the need of team instruction and courses being presented simultaneously.</p> <p><u>Recommendation</u></p> <p>Authorize the Executive Director to negotiate a new contract to be returned for Commission approval at the April 1996 meeting.</p>		

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>POST/DOJ Interagency Agreement for Training</b>		Meeting Date <b>January 18, 1996</b>
Bureau <b>Training Delivery and Compliance Bureau</b>	Reviewed By <b>Ronald T. Allen, Chief</b> <i>(Signature)</i>	Researched By <b>Mickey Bennett</b> <i>(Signature)</i>
Executive Director Approval	Date of Approval	Date of Report <b>December 15, 1995</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUES**

The Commission and the Department of Justice Advanced Training Center have provided training to local law enforcement agencies during Fiscal Year 1995-96 through an Interagency Agreement.

**BACKGROUND**

The Department of Justice has been contracting with POST to provide training to local law enforcement agencies since 1974. During Fiscal Year 1995-96, the amount allocated to this training was \$1,024,803.00. For this amount the Department of Justice presented 19 separate courses.

The Department of Justice is agreeable to conduct a similar training program in Fiscal Year 1996-97.

**RECOMMENDATION**

Authorize the Executive Director to negotiate a similar agreement with the Department of Justice for Fiscal Year 1996-97.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Broadcast Video Training Tapes		Meeting Date January 18, 1996
Bureau Training Program Services	Reviewed By <i>Otto Salzenberger</i> Otto Salzenberger	Researched By <i>Bill Masters</i> Bill Masters
Executive Director Approval <i>Moussa C. Boehm</i>	Date of Approval 12-20-95	Date of Report December 7, 1995
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission authorize the Executive Director to negotiate an interagency agreement with San Diego State University or other public entities to assemble and broadcast twelve videotape training programs during Fiscal Year 1996-97.

BACKGROUND

At its April 20, 1995 meeting, the Commission approved a \$60,000 contract with San Diego State University for twelve satellite broadcasts of videotape training programs during 1995-96. Seven of the broadcasts have been completed with the remaining five scheduled for one each month through June 1996. The broadcasts are being recorded and used by law enforcement agencies for training of their personnel. Feedback from the field continues to be highly commendatory, and the Commission has been encouraged to continue this program.

ANALYSIS

Broadcasting of training programs via satellite has proven to be an effective method of delivery. Each two-hour broadcast contains at least four agency-produced videotapes and four segments of Case Law Updates, two each produced by the Alameda County District Attorney's Office and Golden West College. Over 400 tapes have been presented via satellite since the series began in December of 1988. This method of distribution has greatly expanded the use of existing videotaped material and helped to improve the effectiveness of training programs overall.

RECOMMENDATION

It is recommended that the Executive Director be authorized to negotiate a new contract with San Diego State University, or other units of the California State University system, for the assembly and transmission of twelve training tape satellite broadcasts.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Request to Contract Authority to Produce Case Law Update Satellite Programs		Meeting Date January 18, 1996
Bureau Training Program Services	Reviewed By <i>Otto Saltenberger</i> Otto Saltenberger	Researched By <i>Bill Masters</i> Bill Masters
Executive Director Approval <i>Memorandum C. Boehm</i>	Date of Approval 12-20-95	Date of Report December 7, 1995
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission authorize the Executive Director to negotiate contracts with Alameda County District Attorney's Office and Golden West College to produce 24 Case Law Update training programs each during Fiscal Year 1996-97.

BACKGROUND

At its April 20, 1995 meeting, the Commission approved \$52,000 for contracts with Alameda County District Attorney's Office and Golden West College for the production of 24 Case Law Update training programs each during 1995-96. Fourteen programs from each producer have been included in monthly POST videotape training broadcasts so far, with ten from each producer scheduled for use during the remainder of this fiscal year. The reaction to the programs has been favorable, and the Commission has been encouraged to continue this series.

ANALYSIS

Case Law Updates are included in POST satellite broadcasts to provide current information on recent court decisions to all California law enforcement agencies. The presenters include three assistant district attorneys and an Orange County Superior Court judge. The subject matter has been coordinated by POST staff to avoid duplication of production efforts. Cases chosen are recent and applicable to the needs of the law enforcement community. These updates have greatly increased the effectiveness of videotape training broadcasts.

RECOMMENDATION

It is recommended that the Executive Director be authorized to negotiate new contracts with the Alameda County District Attorney's Office and Golden West College for the production of 24 Case Law Updates each during the 1996-97 fiscal year.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Request for Authority to Negotiate Contracts for the FY 1996-97 Telecourse Programs		<b>Meeting Date</b> January 18, 1996
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> Otto Saltenberger	<b>Researched By</b> Ray Bray
<b>Executive Director Approval</b>	<b>Date of Approval</b>	<b>Date of Report</b> January 2, 1996
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUE**

Should the Commission authorize the Executive Director to negotiate an interagency agreement with San Diego State University, or other public entities, for distance learning telecourse training programs for fiscal year 1996-97.

**BACKGROUND**

During fiscal year 1995-96, POST will have produced and presented a total of 12 telecourses. At this time it appears that the costs for producing these programs will not exceed the costs allocated for the current fiscal year of \$530,000.

The production and presentation of satellite telecourses continues to be a valuable, effective training medium. The Law Enforcement community has enthusiastically accepted the medium, as evidenced by positive evaluations and many unsolicited calls requesting specific topics for future broadcasts. Moreover, 429 law enforcement agencies currently possess satellite receivers provided by the Commission and an increase in program demand is expected.

**ANALYSIS**

It is proposed to produce 12 telecourses during the 1996-97 fiscal year. Subject matter for the planned telecourse programs are drawn from a variety of contemporary law enforcement issues, legislative mandates and from topics requested by officers on their evaluations of recently viewed telecourses.

The inevitable contingency exists which may require the completion of unscheduled specialized training video production. Such events impact and strain the contract resources designed for telecourse production. Specialized videos are estimated at approximately \$30,000 each. The completion of two unplanned videos would require an additional \$60,000. While the costs at KPBS have remained relatively stable the cost of uplinking and satellite rental has increased by about \$800 per production and may continue to increase. Therefore it is proposed to increase the contract by \$20,000 to accommodate costs for specialized videos and anticipated cost increases in uplinking.

San Diego State University KPBS Public Broadcasting has provided POST with excellent production capability. Their management, script writers, producers, directors, and camera operators have adapted well and support POSTS demand for high quality law enforcement programming.

RECOMMENDATION

Authorize the Executive Director to negotiate with San Diego State University or other public entities for production of telecourses and specialized training videos in an amount not to exceed \$550,000.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Request for Authority to Negotiate a Contract for the 1996-97 Master Instructor Program		<b>Meeting Date</b> January 18, 1996
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> Otto Salzenberger	<b>Researched By</b> Don Moura
<b>Executive Director Approval</b> Norman C. Boehm	<b>Date of Approval</b> 12-20-95	<b>Date of Report</b> November 29, 1995
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission authorize the Executive Director to negotiate a contract for the Master Instructor Development Program for Fiscal Year 1996-97?

BACKGROUND

At its November 9, 1995 meeting, the Commission approved a modification to an existing contract with the San Diego Regional Training Center to continue the Master Instructor Development Program. The modified contract, totaling \$152,198 shifts previous POST staff borne presentation costs to the contractee and provides funding for Class #3, #4 and #5 workshops during the remainder of the current fiscal year.

ANALYSIS

The Master Instructor Program trains and develops instructors to the Master Instructor level. Individuals completing the course in turn train novice and journeymen level instructors in POST developed instructor development courses. The Master Instructor Program is the key to the Commission's emphasis on improving the quality of instruction for law enforcement.

The San Diego Regional Training Center has provided POST with superior presentation support and meets POST's demand for high quality law enforcement training.

Authority to negotiate terms for a new annual contract with the San Diego Regional Training Center is appropriate. This 1996-97 contract would provide the remaining one workshop for Class #4, three remaining workshops needed for Class #5, four of five workshops for class #6, two of five workshops for Class #7, one Master Instructor Update for previous graduates, and two one-day critique/graduation workshops for Class #4 and #5.

RECOMMENDATION

Authorize the Executive Director to negotiate a new contract with the San Diego Regional Training Center for the Master Instructor Development Program for Fiscal Year 1996-97.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

<b>COMMISSION AGENDA ITEM REPORT</b>		
Agenda Item Title	Robert Presley Institute of Criminal Investigation Core Course Contract FY 1996/97	Meeting Date January 18, 1996
Bureau	Reviewed By	Researched By
Training Program Services	Otto Saltenberger	<i>Neil Zachary</i> Neil Zachary
Executive Director Approval	Date of Approval	Date of Report
<i>[Signature]</i>	1-3-96	December 27, 1995
Purpose		Financial Impact:
<input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Should the Commission authorize the Executive Director to negotiate a contract for the continued delivery of the Robert Presley Institute of Criminal Investigation (ICI) Core Course for Fiscal Year 1996-97?</p> <p><u>BACKGROUND</u></p> <p>The Commission approved contracts totalling \$300,000 to provide ten offerings of the ICI Core Course in Fiscal Year 1995-96. The San Diego Regional Training Center (SDRTC) was granted a contract for \$150,000 to present five of the offerings. An identical contract for \$150,000 was authorized with the Sacramento Public Safety Center (SPSC) to present the other five offerings.</p> <p>Currently, all of the presentations scheduled in FY 1995-96 are full, and it is expected that increased offerings will be needed in FY 1996-97. Accordingly, it is anticipated that overall contract costs will rise. Certification of additional presenters is being explored.</p> <p><u>ANALYSIS</u></p> <p>The ICI Core Course is presented using adult experiential learning concepts which have proven to be an excellent method of instruction. Trainees are challenged to learn and perform in realistic role-play exercises and practical simulations.</p> <p>The Core Course is a recommended prerequisite to all other courses in the ICI program and is therefore the foundation upon which all other courses are built. ICI is directed at training law enforcement personnel assigned to follow-up investigations. With the national interest of recent high profile criminal cases, more attention will be focused on how detectives prepare cases for court. The ICI provides training for detectives in all aspects of criminal investigations.</p> <p>Because local agencies are experiencing fiscal constraints during Fiscal Year 1995-96, and found it difficult to front tuition costs for the Core Course, the Commission approved paying the presentations costs of the Core Course directly to the presenter. Since the fiscal outlook has not improved, it is assumed they will desire to continue presenting this training via contract.</p>		

RECOMMENDATION

Authorize the Executive Director to negotiate a new contract or contracts with interested and qualified public presenters.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract to Continue the Institute of Criminal Investigation Instructors' Update Workshops		Meeting Date January 18, 1996
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Neil Zachary
Executive Director Approval <i>Thomas E. Bohrus</i>	Date of Approval 12-20-95	Date of Report December 6, 1995
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission authorize the Executive Director to negotiate a contract with the San Diego Regional Training Center to continue the Robert Presley Institute of Criminal Investigation (ICI) Instructors' Update Workshops and evaluation meetings for Fiscal Year 1996-97?

BACKGROUND

The Commission authorized special training during the last three years, for instructors of the Robert Presley Institute of Criminal Investigation (ICI) so that the ICI Core and the eleven Foundation Specialty Courses were designed and taught using the adult experience-based learning concepts. To ensure that all ICI instructors understand and are competent with the adult experiential learning concept, a 40-hour ICI Instructors' Update Workshop was designed and presented during FY 1995-96. The approved contract cost for FY 95/96 is \$45,000.

Because of the increased need for ICI instructors for FY 1996-97, it is recommended that the number of workshops be increased. The demand of the ICI program has required two additional Core Course presentations to be requested in FY 1995-96, and four more presentations are being requested in FY 1996-97, bringing the number of Core Course presentations to 14 per year. Currently, each Foundation Specialty Course has one presenter, and each presenter offers their course between three and ten times per year. It may become necessary to add additional presenters and offerings of certain specialties as the demand dictates.

To date, a total of 206 instructors have been trained. Twenty-five Instructors are required for each Core Course presentation and Foundation Specialty Courses require between four and twelve instructors. Because of the necessity to add Core Course presentations and specialty course offerings, additional instructors need to be trained.

Students completing the ICI Core and Foundation Specialty Courses have favorably evaluated the program which encompasses adult experience-based learning techniques. Students have written on course evaluations that they appreciate the opportunity of sharing and learning from other students.

In addition to specialized training for ICI instructors, periodic meetings of instructors teaching in ICI courses are required to maintain the dynamic nature of the course work and to make recommended changes in the curriculum.

### ANALYSIS

In order to train additional instructors to fill vacancies, it is proposed that ICI Instructors' Update Workshops be increased during FY 1996-97. Also, instructors currently teaching in the ICI program have requested one meeting per year to evaluate the courses and adopt recommended changes. It is proposed that one Core Course meeting and five Foundation Specialty Course meetings be conducted for this purpose.

Adult experience-based learning concepts have proven to be an excellent method of instruction; it requires total involvement by instructor and student. All trained instructors have commented that employing adult experience-based learning concepts in the class room make teaching more effective and there is more sharing of knowledge among students. Practically all ICI instructors work in the criminal justice system. They range from case-carrying detectives to crime scene criminalists to assistant district attorneys and judges. Although they are subject-matter experts in their various fields of instruction and experienced instructors, they do not have the time to complete the entire Master Instructor Development Program. Therefore, the abbreviated, concentrated ICI Instructors' Update Workshop was developed.

### RECOMMENDATION

Authorize the Executive Director to negotiate a contract with the San Diego Regional Training Center to coordinate four ICI Instructors' Update Workshops and conduct six course evaluation meetings during FY 1996-97.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title Request for Contract Approvals - Basic Driver Training, Motorcycle, & Narcotic courses		Meeting Date January 18, 1996
Bureau Training Delivery and Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Gary C. Sorg
Executive Director Approval <i>Norman C. Beelman</i>	Date of Approval 12-29-95	Date of Report December 12, 1995
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUES**

Approval to negotiate contract agreements with certain POST-certified presenters of the Basic Course Driver Training, the Basic Motorcycle Course, and the Basic Narcotic Course to provide training to California law enforcement for Fiscal Year 1996/97.

**BACKGROUND**

Prior to 1993, these courses were presented exclusively as Plan III tuition courses. Shrinking County and City budgets made it difficult for law enforcement agencies to provide for these tuition costs for programs up front.

In 1993 the Commission directed staff to transfer some categories of training, identified as high cost and needed statewide, from Plan III to contract. Basic Course Driver Training, Basic Motorcycle Training, and Basic Narcotics Training, were identified as meeting this category. Although switching from Plan III to contracts has not appreciably increased or decreased the cost to POST for providing these courses, agencies have benefited by the elimination of up-front costs.

This proposal would allow the Executive Director to negotiate contracts with presenters of these courses for Fiscal Year 1996/97.

**ANALYSIS**

The amount proposed represents the same amount that would be allocated through terms of certification for tuition under Plan III and does not increase the fiscal impact to the Peace Officer Training Fund. These negotiations are the first step toward agreements that would simply continue to make training programs more convenient for law enforcement. During Fiscal Year 1995/96 an approximate student total of 3,748 attended the Basic Narcotics, Basic Motorcycle, and Basic Driver Training Courses. The amount of these contracts did not exceed \$1,657,876.00.

Contract negotiations would occur with the following agency and college presenters:

Alameda County Sheriff's Department  
Alan Hancock College  
Butte College  
California Highway Patrol  
South Bay Regional Public Safety Training Consortium  
(Formerly Evergreen Valley & Gavilan Colleges)  
Los Medanos College  
Oakland Police Department  
College of the Redwoods  
Sacramento Police Department  
San Bernardino County Sheriff's Department  
San Diego Police Department  
San Mateo Police Department  
Ventura County Sheriff's Department

**RECOMMENDATION**

Authorize the Executive Director to negotiate similar contracts with the agencies and colleges for Fiscal Year 1996/97.

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title <b>Contract for Labor/Management Partnerships Course Fiscal Year 1996/97</b>		Meeting Date January 18, 1996
Bureau <b>Center for Leadership Development</b>	Reviewed By <b>Robert Fuller</b>	Researched By <i>Dave Hall</i> <b>Dave Hall</b>
Executive Director Approval	Date of Approval	Date of Report December 13, 1995
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>Issue</u></p> <p>Commission review and approval of the Labor-Management Partnerships Course for fiscal year 1996/97 are required to authorize the Executive Director to negotiate a contract with the presenter, San Diego Regional Training Center.</p> <p><u>Background</u></p> <p>At the November 1995 meeting, the Commission approved the first contract for the Labor/Management Partnerships Core Course. The San Diego Regional Training Center received the certification to present four courses during the 1995/96 fiscal year for a total amount not to exceed \$67,902.</p> <p><u>Analysis</u></p> <p>The courses for the 1995/96 fiscal year will be presented between January 1996 and June 1996, and therefore, course evaluations and feedback from these participants have not been received. However, during the 1995 calendar year, a field test and two pilot presentations were conducted, which resulted in very favorable feedback. The law enforcement executives and labor leaders participating in these preliminary presentations gave the course very favorable reviews and expressed keen interest in sending additional members of their agencies to future course offerings.</p> <p><u>Recommendation</u></p> <p>Authorize the Executive Director to negotiate a new contract with the San Diego Regional Training Center for the Labor/Management Partnerships Core Course for the 1996/97 fiscal year, and bring the contract to the Commission for approval at the April 1996 meeting.</p>		

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Contract for Administration of POST Entry-Level Reading and Writing Test Battery</b>		Meeting Date <b>January 18, 1996</b>
Bureau <b>Standards &amp; Evaluation</b>	Reviewed By	Researched By <b>John Berner</b>
Executive Director Approval <i>Mouman C. Beckler</i>	Date of Approval <b>12-29-95</b>	Date of Report <b>December 26, 1995</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Continuation of the POST contract with Cooperative Personnel Services (CPS) to administer the POST entry-level reading and writing test battery.

BACKGROUND

Since 1983, the Commission has authorized that the POST entry-level test battery be made available to agencies in the POST program at no cost. During this period, all test administration services associated with the testing program have been provided under contracts with CPS.

ANALYSIS

All contract services provided by CPS have been acceptable, and POST lacks the staff to perform these services. The 1995/96 fiscal year contract amount is \$93,803.84. The proposed contract for fiscal year 1996/97 is for an amount not to exceed \$111,500.00. The increase is due to shipping rate increases and an estimated increase in the number of test candidates of approximately 40%.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS for administration of the POST test battery during fiscal year 1996/97 for an amount not to exceed \$111,500.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Administration of POST Proficiency Examination		Meeting Date January 18, 1996
Bureau Standards & Evaluation	Reviewed By	Researched By John Berner
Executive Director Approval <i>Thomas C. Berner</i>	Date of Approval 1-3-96	Date of Report December 26, 1995
Purpose <input checked="checked" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="checked" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Continuation of the POST contract with Cooperative Personnel Services (CPS) to administer the POST Proficiency Examination.

BACKGROUND

Penal Code Section 832(b) requires POST to develop and administer a basic training proficiency test to all academy graduates. POST has contracted with Cooperative Personnel Services (CPS) for the administration of the examination each of the last 13 years.

ANALYSIS

CPS has done an acceptable job of administering the POST Basic Course Proficiency Examination. Moreover, CPS can administer the examination for less than it would cost if POST staff were to assume this function.

The amount of the fiscal year 1995/96 contract was initially approved at \$44,983.60. The contract was amended in November 1995 to add \$4,000 to cover increased volume of testing. It is expected that continued increases in volume will necessitate a contract amount of approximately \$58,000 in FY 96/97.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS for administration of the POST Proficiency Examination during fiscal year 1996/97.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for POST PC 832 Written Test Examination Services		Meeting Date January 18, 1996
Bureau Standards & Evaluation	Reviewed By	Researched By John Berner <i>JBS</i>
Executive Director Approval <i>Merrill C. Cochran</i>	Date of Approval 12-25-95	Date of Report December 26, 1995
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Continuation of POST contract with Cooperative Personnel Services (CPS) for PC 832 written test examination services.

BACKGROUND

Penal Code Section 832(a) requires that persons must pass a POST-developed or POST-approved examination to successfully complete the PC 832 course. POST has contracted with CPS for PC 832 written test examination services each of the last seven years.

ANALYSIS

CPS has done an acceptable job of providing the contract services. The amount of the 1995/96 fiscal year contract is \$39,078.08. The proposed contract for fiscal year 1996/97 is for an amount not to exceed \$39,500. The proposed amount reflects an estimated increase in shipping costs of approximately \$500.00.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS for PC 832 written test examination services during fiscal year 1996/97 for an amount not to exceed \$39,500.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title State Controller's Office Agreement for Auditing Services		Meeting Date January 18, 1996
Bureau Administrative Services Bureau	Reviewed By Frederick Williams	Researched By Staff
Executive Director Approval <i>William C. Beck</i>	Date of Approval 1-3-96	Date of Report January 3, 1996
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Continuation of the Commission on Peace Officer Standards and Training agreement with the State Controller's Office to provide auditing services.</p> <p><u>BACKGROUND</u></p> <p>Each year for the past several years, the Commission on Peace Officer Standards and Training has negotiated an interagency agreement with the State Controller's Office to conduct necessary audits of selected local jurisdictions which receive POST reimbursement funds.</p> <p><u>ANALYSIS</u></p> <p>The State Controller's Office continues to do an acceptable job in conducting the audits of several selected jurisdictions yearly to assure that reimbursement funds are being appropriately expended.</p> <p>The Commission approved an agreement not to exceed \$85,000 for the current fiscal year. Approval is requested to negotiate a similar agreement for Fiscal Year 1996/97 for an amount to maintain current level of service.</p> <p><u>RECOMMENDATION</u></p> <p>Authorize staff to negotiate an interagency agreement with the State Controller's Office for services during Fiscal Year 1996/97.</p>		

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Interagency Agreement with Teale Data Center</b>		Meeting Date <b>January 18, 1996</b>
Bureau <b>Computer Services Unit</b>	Reviewed By <b>Glen Fine</b>	Researched By <b>Mitch Coppin</b> <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval <b>1-3-96</b>	Date of Report <b>January 3, 1996</b>
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUE**

Authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center in FY 96/97 for computer services.

**BACKGROUND**

POST has an Interagency Agreement with Teale Data Center (a State agency) for computer services. The contract provides for a link between POST's computer and the Teale Data Center's mainframe computer. This allows POST to utilize the mainframe's power for complex data processing jobs and the storage of large data files that require more resources than POST's minicomputer or PCs can provide. Teale Data Center staff also provide communications and Local Area Network (LAN) support and consulting services. The current year contract is for \$65,000.

**ANALYSIS**

POST uses the Teale Data Center mainframe computers for processing large statistical jobs and the storage of large test score data files. POST will also need support services for installing, maintaining, and troubleshooting our LAN system. This agreement will give POST the processing power, storage capabilities, and technical LAN support that it needs during FY 96/97. Costs are expected to be similar to this year (\$65,000).

**RECOMMENDATION**

Authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center for computer services in FY 96/97.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Contract for Computer Software Maintenance and Support - Ingres</b>		Meeting Date <b>January 18, 1996</b>
Bureau <b>Computer Services Unit</b>	Reviewed By <b>Glen Fine</b>	Researched By <b>Mitch Coppin</b> <i>me</i>
Executive Director Approval <i>William C. Beden</i>	Date of Approval <b>1-3-96</b>	Date of Report <b>January 3, 1996</b>
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUE**

Authorize the Executive Director to negotiate a contract for Ingres computer software maintenance and support through Computer Associates, Inc. for FY 96/97 and 97/98.

**BACKGROUND**

POST uses Ingres database software to maintain peace officer records on POST's Digital Alpha minicomputer. The current year contract for telephone support and maintenance for Ingres software is \$14,903.

**ANALYSIS**

In FY 94/95 POST installed a new Digital Alpha minicomputer to replace its aging Digital VAX computer. The Alpha has proven to be a reliable minicomputer with expansion capabilities to meet POST database needs for many years to come. Ingres has also stabilized and the renewal of the current contract for two years is expected to generate a 5 to 10% savings over two one-year contracts.

**RECOMMENDATION**

Authorize the Executive Director to negotiate a contract with Computer Associates, Inc. for Ingres software support and maintenance for FY 96/97 and 97/98 for an annual amount similar to the current year's costs.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Health and Welfare Data Center - CALSTARS Support</b>		Meeting Date January 18, 1996
Bureau <b>Computer Services Unit</b>	Reviewed By <b>Glen Fine</b>	Researched By <b>Mitch Coppin</b> <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i>	Date of Approval <b>1-3-96</b>	Date of Report January 3, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

**ISSUE**

Continuation of the POST agreement with Health and Welfare Data Center for computer linkage in support of the State Accounting Systems (CALSTARS) and other associated data processing services.

**BACKGROUND**

The mandated California Accounting and Reporting System (CALSTARS), implemented in 1986, requires that POST enter into a yearly contract with the Health and Welfare Data Center to provide data processing services during the year. The Health and Welfare Data Center also provides related data processing services such as: Internet connections, Local Area Network support, and consulting services. The Commission approved an agreement not to exceed \$25,000 for current FY 95/96.

**ANALYSIS**

Without the continuation of an agreement with the Health and Welfare Data Center, POST will not be able to perform necessary accounting requirements. Approval is requested to negotiate a similar agreement for FY 96/97 for an amount to maintain required level of service.

**RECOMMENDATION**

Authorize the Executive Director to negotiate an interagency agreement with the Health and Welfare Data Center for computer services during FY 96/97.

To: POST Commissioners  
From: Manny Ortega, Chairman  
Finance Committee  
Date: January 17, 1996

Subject: ACTIONS TAKEN AT JANUARY 17, 1996 FINANCE COMMITTEE

The Committee met Wednesday, January 17, 1996 in San Diego. In attendance were myself and Commissioners Lou Silva, Raquel Montenegro, Dale Stockton, Rick TerBorch, and Marcel Leduc. Also present were POST staff members Norman Boehm, Glen Fine, Tom Liddicoat, Ken Whitman, Frederick Williams, and Vera Roff.

Also in attendance were Michael Brooks and Willie Pannell, LAPD; William Ritter, San Diego Unified PD; John Miller, CAUSE; Raymond Boulden, LA School District POA; Paul Wheeler, CCLEA; James Vogts, LAPOA; Mike Stovall and Mike Minton, Long Beach POA; and Raymond Boulden, Los Angeles School District POA.

B. Financial data through December 31 indicates the revenue projection of \$30.5 million made at the outset of this Fiscal Year seems to be holding. Although the training volume at the end of December is 151 less trainees than what was the case a year ago at this time, reimbursements are \$810,897 more. Specifically, increased reimbursement in the areas of resident subsistence and tuition contributed largely to the Second Quarter increase as compared with last year. The estimate of 49,000 trainees for the Fiscal Year has been revised downward to 47,737; a decrease of 1,263.

Finally, revenue projections are in line with original estimates. The trainee projections have decreased in number. While reimbursement are up compared to what was paid out this time last year, the current payout is, nevertheless, in line with our earlier projections.

C. The Fiscal Year 96/97 Governor's proposed budget, in its initial presentaion, indicates \$33.3 in revenue for the Fiscal Year. Our projections continue to be more conservative in anticipation of revenue for FY 96/97. Request for BCPs was withdrawn following an unsuccessful appeal of an earlier denial to the Director of the Department of Finance. The request for general funding was for the following programs:

- o Interactive Multimedia & satellite Distance Learning Program (\$1.9M)
- o Interactive Multimedia development program (\$1M)
- o Interactive multimedia classroom project (\$300,000)
- o Emergency Tactical Spanish Languate Training Program (\$1M)

- D. In November 1994, the Commission adopted a restriction on the use of CPT credits. The Commission's CPT requirement is for 24 hours every two years for all officers below the rank of middle management. The restriction imposed limits on CPT credits earned through these telecourses to no more than 50% of that CPT requirement. The Finance Committee reviewed and discussed this restriction and recommends that the Commission now agree to remove that restriction, and therefore, permit 100% of the requirements to be certified by the telecourse.

If the Commission concurs, it will entail changing Commission Regulation 1005. It is recommended that a Notice of Regulatory Intent be developed and disseminated by staff. If no one requests a public hearing, the regulation amendment would go into effect on July 1, 1996, subject to approval of the Office of Administrative Law.

- E. Members of the Committee received a report from staff proposing policy changes relative to the potential certification of courses with or without reimbursements of tuition. The issue is prompted by the fact some law enforcement agencies of non-certified training courses charge tuition that exceeds the Commission guidelines. After discussion, the Committee asked that staff consider the variety of issues raised and bring a report back to the Committee its April meeting.
- F. At its November meeting, the Commission discussed the contract negotiation process employed by staff to assure cost effectiveness and requested further information. At its meeting yesterday, the Committee reviewed a staff report on the process being used and expressed confidence that cost effective methods are being employed.

- G. Contracts to Support Driver Training Simulator Pilot Project

The Commission is now in its third year for funding simulator-based driver training pilots at three sites. Initial POST funding was based upon the need to stimulate program development for evaluation. The major evaluation was completed and reported to the Commission at its November 1995 meeting.

The Committee discussed this matter and believes the simulator project is going well and is of the opinion that the Commission should commit to an additional year's funding. Staff will, unless the Commission directs otherwise, negotiate contracts for FY 96/97

with the proposal to be brought forward at the April meeting.

- H. The Committee reviewed proposal contracts to be negotiated for FY 96/97 and recommended that the Commission authorize the Executive Director to negotiate contracts for training, standards, and administration monies and return them to the April meeting for formal approval.

ADJOURNMENT - 4:00 p.m.

## REASONS WHY OUR CONTRACTS ARE SOUND

1. Consultants come to POST with experience in budgets and contracts. Because the requirements for Law Enforcement Consultants include as a minimum the rank of lieutenant and a BS or BA degree, employees are experienced in developing budgets and contracts.
2. The contracts we develop and administer are simple. Most contracts are for straightforward educational products. As such, the components are simple: instructors, supplies, secretarial support, materials for students, audio/visual, printing, and classrooms.
3. There is a standard for these budget items. POST contract experience over the years has developed a scale to be used for the purchase of these goods and services.
4. The vendor must submit a detailed line-item budget for consideration. All costs are clearly identified and easy to review. Overhead is limited to 10% in most cases, 15% in a few cases when the vendor is requested to provide additional administrative support. All of us understand overhead charges and know when they approach the 35% the State charges that the costs are outrageous. RTC, for example, has the lowest overhead of any government agency with which we do business. The State University system is much higher.
5. POST review of contract applications is extensive. Our administrative Services Bureau has considerable experience in contract administration and review. Contract administrators are a resource to us as we develop contracts. Any charges out of the ordinary must be fully justified. Additionally, the Executive Office closely reviews all contracts before they are submitted to the Commission providing an additional quality control check of the contents of all contracts.

## Contract Negotiation Processes

How do we assure the best financial conditions?

- o We compare costs of similar services provided by the vendor to other customers.
- o We compare rates charged by other vendors for the same or similar services.
- o We maintain awareness of prevailing rates paid by public and private sectors for consultants/trainers in subject areas of interest to POST.
- o We appeal to vendors to accept lower rates and not seek increases because of POST's revenue shortfall.
- o We appeal to vendors to work for less because they are making a public contribution by training law enforcement officers.
- o We refuse to contract with vendors charging high overhead (we generally keep overhead to 15% or less).
- o We contract primarily with non-profit public entities.
- o We have a lot of experience negotiating contracts and building tuition budgets.
- o We look for ways to cut costs (e.g., purchase equipment rather than rent it over and over again).

## **REASONS WHY POST CONTRACTS REFLECT HIGH COST EFFECTIVENESS**

1. Consultants come to POST with experience in budgets and contracts. Because the requirements for Law Enforcement Consultants include as a minimum the rank of lieutenant and a BS or BA degree, employees are experienced in developing budgets and contracts.
2. The contracts we develop and administer are simple. Most contracts are for straightforward educational products. As such, the components are simple: instructors, supplies, secretarial support, materials for students, audio/visual, printing, and classrooms.
3. There is a standard for these budget items. POST contract experience over the years has developed a scale to be used for the purchase of these goods and services.
4. The vendor must submit a detailed line-item budget for consideration. All costs are clearly identified and easy to review. Overhead is limited to 10% in most cases, 15% in a few cases when the vendor is requested to provide additional administrative support. Staff understands overhead charges and knows when they approach the 35% the State charges that the costs are outrageous. The San Diego RTC, for example, has the lowest overhead of any government agency with which we do business. The State University system is much higher (generally 40% plus).
5. POST review of contract applications is extensive. Our Administrative Services Bureau has conscientious experience in contract administration and review. Any charges out of the ordinary must be fully justified. Additionally, the Executive Office closely reviews all contracts before they are submitted to the Commission providing an additional quality control check of the contents of all contracts.



## IDEAS ON DEVELOPING CONTRACTS

Because senior law enforcement consultants are hired with a minimum of middle management experience, most, if not all, come with a good deal of budget experience in the form of local law enforcement, grants, city, county, and in some cases, state budgets. Many consultants also have experience working with education budgets such as community colleges and local school districts.

The contracts we develop are really rather simple. They consist of a series of obvious elements (instructors, supplies, secretarial support, student handbook or supplies, curriculum development, travel, per diem, and meeting space. In a few cases technical issues are involved (such as IVD contracts), however, expert assistance is made available by POST or other State agencies as needed.

Because we know from our own POST contract administrators what the going rate is for most of these budget elements, there is really very little guess work. We also know from experience and interacting with the marketplace what are appropriate charges for consultants with various educational backgrounds. For example, there are different teaching scales for instructors with Ph.D.'s, MS Degrees, BA or BS Degrees or no-degrees.

When developing a contract, specific line item budgets must be developed and justified. These line-item budgets are reviewed by our contracts administrators as an additional check of the reasonableness of the requested items. Before any item above normal is agreed to, the Executive Office must agree to the unusual skill or talent or need before the contract is finalized.

In short, each consultant has considerable budget experience before he or she is hired. Experience working with community colleges, law enforcement agencies, colleges and universities and other government agencies (such as Regional Training Center) sharpens those budget\contract skills. Administrative support people have a review/consulting role. Finally, the contract is reviewed by our Executive Office with any charge out of the ordinary individually justified. Only then is a contract advanced to the Commission.

HOW DO WE KNOW WE ARE GETTING A GOOD DEAL WITH OUR CONTRACTS?

CASE LAW UPDATE PRODUCTION WITH ALAMEDA COUNTY DISTRICT ATTORNEY #95-011-17 AND GOLDEN WEST COLLEGE #95-011-18 (\$52,000):

POST is providing the latest information on recent court decisions every month, via satellite, to over 500 downlink sites in California. The material is presented by experts in the field of case law, a Superior Court Judge and two Deputy District Attorneys from Orange County, and an Assistant District Attorney from Alameda County. These programs have become a great resource for roll call training because they are directed to officers on the street, they are timely and, to our knowledge, are the only training being given on case law on a regular basis. The cost of production has remained less than \$100 per minute of screen time since the programs were initiated in July 1991. This compares to up to \$2,000 per minute for major field production. If only half of the officers in the field are watching, this translates into about \$1.30 per viewer for the entire year! (\$52,000÷40,000) POST is providing a valuable service that can affect the safety of officers as well as reduce liability for their actions.

ASSEMBLY AND TRANSMISSION OF TRAINING VIDEOS AND CASE LAW UPDATES THROUGH KPBS, SAN DIEGO STATE UNIVERSITY #95-011-14 (\$60,000):

POST is now receiving professional quality production and transmission services from KPBS, San Diego State University for assembly and broadcast of twelve training tape programs each year. Over 60 of these 2-hour shows containing more than 500 videos have been presented since the initial contract in 1989. POST satellite broadcasts are providing tapes direct to squad rooms which otherwise would be limited to use within the producing agencies. With the exception of higher rates for satellite time, the cost of KPBS services has remained basically the same for the last six years. Use of a state interagency agreement eliminates the need for bids and the higher cost of commercial services. When the original contract was arranged, rates for KPBS were actually less than those for CSUS Sacramento, CSUS Chico, and PBS station KVIE. Again, if only half of the officers in the field are watching, the contract cost per viewer is only \$1.50 for the entire year! (\$60,000÷40,000)

The Commission, in offering the Robert Presley Institute of Criminal Investigation (ICI), have contracts with three presenters. The San Diego Regional Training Center (SDRTC) and the Sacramento Public Safety Center (SPSC) have contracts to present the ICI Core Course; the San Diego Regional Training Center also has a contract to conduct the ICI Instructors' Update Workshops and periodic ICI instructor evaluation meetings. The Department of Justice (DOJ) Advanced Training Center presents the ICI Homicide and Narcotics courses under contract. The two courses with DOJ are part of a major contract including several other courses. The Core Course (84 hours long), Homicide Course (76 hours long), and Narcotics Course (80 hours long), would have hefty tuitions because of their length. POST pays the presenter direct for these courses to eliminate the need for law enforcement agencies to front the tuition.

The SDRTC was the original designer and presenter of the ICI Core Course. SPSC was the original presenter of the ICI Core Course after the pilots for northern California. They both are very experienced in offering courses offered to law enforcement and are able to alter courses when change is necessary. DOJ has been offering the Narcotics Course for many years. They use approximately 20 Bureau of Narcotics Enforcement personnel as coaches and facilitators free of charge for the class. The coordinator for the class has many years of experience in narcotics enforcement.

All three presenters are governmental agencies operating on a non-profit capacity. They have many contacts with the law enforcement community and have access to outstanding instructors. All three presenters spend countless hours fine-tuning the courses they conduct without compensation. They are also able to pay instructors quickly, before they are reimbursed by POST funds. The hourly rate for ICI instructors is kept constant and is far below the maximum allowed by POST.

## Negotiating with KPBS for Inter-agency Agreement

Post staff has met with several entities, Chico State, Long Beach State, KVIE and KCRA, etc, which have expressed interest in producing POST telecourses. None have been able to actively compete with KPBS for numerous reasons.

KPBS is the only full service TV station affiliated with a state university which has a full time professional staff. Others have student run facilities. Students are often capable, but are not available for any length of time due to graduation, other classes, etc. Therefore, quality control and standardization are impossible. Additionally, we can and do inter into an inter-agency agreement with KPBS, which saves a great deal of time and money over private contracts.

Staff met with KVIE in Sacramento, provided them with three of our telecourses and asked for an evaluation and a average budget to produce the telecourses. KVIE staff reviewed the material and assured us that KPBS costs were fair and reasonable. In fact KVIE gave us a budget for an average telecourse and it was \$20 over that being charged by KPBS.

For the Quality and performance KPBS can not be bettered, at least at this time.

The Master Contract for Executive Training is currently with the San Diego Regional Training Center, and has been since 1983. The contract was originally negotiated for 7% overhead, which was obtained after extensive research was done contacting similar competitors who could provide the service. The overhead charges from the competitors ranged as high as 40%. CSU Sacramento, UC Davis, CSU Northridge and CSU Long Beach were some of the competitors who were contacted. Approximately eight years later, the San Diego Regional Training Center raised their overhead to 10%, which was still considerably lower than other training providers were charging for similar service. The standard rate, for example, for the five Management Course contracts is 15%.

The Training contract covers all expenses related to the Command College, the Regional Executive Training and Problem Solving workshops, the sheriff training series, speciality courses for executives, such as Small Agency Chiefs and Contract Cities course, and the Executive Development Course.

The instructors for the executive training courses and the Executive Development course are contracted with for their expertise in a particular subject area, such as legal issues, stress and the executive, personnel issues, etc., and are lawyers, psychologists, and other professionals recognized in their field. The lowest possible hourly rate is negotiated with these professionals, which is approximately \$100 per hour on average, considerably less than they otherwise command for their services. There is a core group of instructors who have been providing instructional services for California law enforcement executives over the years. Almost without exception, any instructors also holding positions in law enforcement are not paid a fee for services, and are reimbursed for their expenses only.

Instructors for the Command College are contracted with for their expertise in a particular subject area as well, such as strategic planning, human resources management, transition management, futures forecasting and analysis. These instructors are typically outside the law enforcement arena and many of them are private consultants/entrepreneurs with client organizations worldwide. A considerable effort is made by POST consultants in the Center for Leadership Development to research individual's background and credentials, contact them and negotiate the lowest possible salary for their services to the Command College program. Without exception, their fee for services to POST is considerably less than that charged their other customers, whether public or private sector. The instructor's interest in making a contribution to California law enforcement is a good part of their decision to accept a lesser than their normal fee.

In the case of the Labor Management Partnerships contract, (which is separate from the master executive training contract), there are instructors who "team" teach during the course of the 3-1/2 day program. The designers of the program established this concept because of the uniqueness of the course and the sensitive nature of the subject matter. The agency chief executive and the agency labor representative attend the course as a team...currently this is requiring a team approach to the instructional staff because of the multiple small group activities conducted during the course. When the course has been presented several times and proven its effectness, it may be possible that the instructional staff can be reduced, thus reducing the total cost of the contract.

Negotiations for conference facilities are always made with the intent of obtaining the lowest possible rate for sleeping rooms, not to exceed \$79 per night, and ususally the meeting room is provided complimentary or at a very low rate.

Additionally, actual costs for expenses are paid to everyone providing a service to the Command College and all other executive training paid from the contract, and do not exceed the State guidelines for reimbursement. The rental car expenses, when paid, are also approved according to the State guidelines. Instructors are also encouraged to obtain their airline tickets through the POST travel agency, Davisville, where State rates will be charged when applicable.

Annually, the actual expenses for each line item in the contract are reviewed and the request for a contract for the coming fiscal year reflects those savings, or in rare cases, increases. The new contract is then negotiated on the revised estimate.

## REASONS WHY OUR CONTRACTS ARE SOUND

1. Consultants come to POST with experience in budgets and contracts. Because the requirements for Law Enforcement Consultants include as a minimum the rank of lieutenant and a BS or BA degree, employees are experienced in developing budgets and contracts.
2. The contracts we develop and administer are simple. Most contracts are for straightforward educational products. As such, the components are simple: instructors, supplies, secretarial support, materials for students, audio/visual, printing, and classrooms.
3. There is a standard for these budget items. POST contract experience over the years has developed a scale to be used for the purchase of these goods and services.
4. The vendor must submit a detailed line-item budget for consideration. All costs are clearly identified and easy to review. Overhead is limited to 10% in most cases, 15% in a few cases when the vendor is requested to provide additional administrative support. All of us understand overhead charges and know when they approach the 35% the State charges that the costs are outrageous. RTC, for example, has the lowest overhead of any government agency with which we do business. The State University system is much higher.
5. POST review of contract applications is extensive. Our administrative Services Bureau has considerable experience in contract administration and review. Contract administrators are a resource to us as we develop contracts. Any charges out of the ordinary must be fully justified. Additionally, the Executive Office closely reviews all contracts before they are submitted to the Commission providing an additional quality control check of the contents of all contracts.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**LEGISLATIVE REVIEW COMMITTEE  
THURSDAY, JANUARY 18, 1996  
U.S. GRANT HOTEL, Wine Cellar Room  
326 Broadway, San Diego, CA  
(619) 232-3131**

**AGENDA**

**9:00 A.M.**

**Attachment**

**A. Discussion of Re-Introduction of AB 1020 - Public Safety  
Regional Training Centers Bond Bill**

At its November 1995 meeting, the Commission approved re-introduction of AB 1020, which now must pass out of the Assembly by January 31. Committee discussion topic: How to secure legislative and gubernatorial support for AB 1020.

**B. Informational - Proposed 1996 Legislation**

**A**

At its November 1995 meeting, the Commission approved seeking legislation on two measures: (1) Delete date for implementation of Local Law Enforcement Agency Accreditation, and (2) Transfer standards setting authority for chemical agent training for private security from POST to the Department of Consumer Affairs. Attachment A provides draft proposed language to implement these changes.

**C. Continued Discussion of the Commission's 1996 Legislative  
Directions and Policy**

Preliminary proposals for the 1996 session were identified at the November 1995 meeting. The Committee may wish to consider other legislative proposals or Commission legislative policy, especially in light of the preliminary directions from the POST Strategic Planning effort and the final report from the Task Force Report on POST Review conducted by the California Police Chiefs' and Sheriffs' Associations. Specific issues related to legislation identified included:



- (1) Restoration of POST Funding
- (2) Standards for All Clients - Sworn and Civilians
- (3) POST Futurist Clearinghouse Role
- (4) Funding Training Mandates
- (5) Professional Licensing/Certificates
- (6) Others.

While the Task Force report is available, the Strategic Steering Planning Committee's work will be before the Commission in April. In the meantime, this matter is on the agenda in the event the Committee wishes to discuss this in a preliminary way.

## PROPOSED LEGISLATION

**1. Revise Penal Code Section 13551 - Delete date for implementation of Local Law Enforcement Agency Accreditation**

13551 (a) The Commission on Peace Officer Standards and Training shall develop regulations and professional standards ~~on or before July 1, 1996~~ when funding for this purpose is approved by the Legislature, for the law enforcement accreditation program. The program shall provide standards for the operation of the law enforcement agencies and the program shall be available ~~on or before July 1, 1996~~ as soon as practical after funding becomes available. The standards shall serve as a basis for the uniform operation of law enforcement agencies throughout the state to best serve the interests of the people of this state.

(b) (No change)

**2. Revise Penal Code Section 12403.5 - Transfer standards setting authority for chemical agent training for private security officers from POST to the Department of Consumer Affairs**

12403.5 Notwithstanding any other provision of law, a person holding a license as a private investigator or private patrol operator issued pursuant to Chapter 11 (commencing with Section 7500), Division 3 of the Business and Professions Code, or uniformed patrolmen employees of private patrol operators, may purchase, possess, or transport any tear gas weapon, if it is used solely for defensive purposes in the course of the activity for which the license was issued and if such person has satisfactorily completed a course of instruction approved by the ~~Commission on Peace Officer Standards and Training~~ Department of Consumer Affairs, Bureau of Security and Investigative Services in the use of tear gas.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**POST Advisory Committee Meeting**  
**Wednesday, January 17, 1996**  
**U.S. Grant Hotel, Garden Room**  
**326 Broadway, San Diego, CA**  
**(619) 232-3121**

**AGENDA**

**10:00 A.M.**

- |    |  |                               |
|----|--|-------------------------------|
| A. | Call to Order and Welcome  | Chair                         |
| B. | Moment of Silence Honoring Peace<br>Officers Killed in The Line of Duty  | Chair<br>(See Attachment A)   |
|    | Since the last POST Advisory Committee meeting, no<br>officers have lost their lives while serving the public. |                               |
| C. | Roll Call and Special Introductions  |                               |
| D. | Announcements  | Chair                         |
| E. | Special Recognition of former Chair Judith Valles  | Chair                         |
| F. | Approval of November 8, 1995 Meeting<br>Minutes  | Chair<br>(See Attachment B)   |
| G. | Progress Report on POST Strategic<br>Planning  | Woody Williams<br>(See Tab C) |
| H. | Discussion of Governor's Award for<br>Excellence in Peace Officer Training                                     | Members<br>(See Attachment D) |
|    | o Press Releases   |                               |
|    | o Plans for Presentation   |                               |
|    | o Criteria Changes for 1996 Awards   |                               |
| I. | Review of Commission Meeting Agenda<br>and Advisory Committee Comments   | Staff                         |
| J. | Advisory Committee Member Reports  | Members                       |
| K. | Commission Liaison Committee Remarks   | Commissioners                 |
| L. | Old and New Business   | Members                       |
| M. | Next Meeting - April 17, 1996 - Fresno, CA   |                               |
| N. | Adjournment  |                               |

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083**POST Advisory Committee Meeting**  
November 8, 1995, 10:00 a.m.  
Hyatt Regency Hotel  
Irvine, California**MINUTES****CALL TO ORDER**

The meeting was called to order at 10:05 a.m. by Chair Judith Valles.

**ROLL CALL OF ADVISORY COMMITTEE MEMBERS**

**Present:** Charles Brobeck, California Police Chiefs' Association  
Norman Cleaver, California Academy Directors' Association  
Jay Clark, California Association of Police Training Officers  
Joe Flanagan, Peace Officers' Research Association of California  
Derald Hunt, California Association of Administration of Justice Educators  
Keith Miller, California Highway Patrol  
Earle Robitaille, Public Member  
Alexia Vital-Moore, Women Peace Officers' Association  
Woody Williams, California Peace Officers' Association  
Judith Valles, Public Member

**Absent:** Charles Byrd, California State Sheriffs' Association  
Don Brown, California Organization of Police and Sheriffs  
Ernest Leach, California Community Colleges

**Commission Advisory Liaison Committee Members Present:**

Jody Hall-Esser  
Marcel Leduc  
Raquel Montenegro  
Dale Stockton  
Rick TerBorch

**POST Staff Present:**

Glen Fine, Deputy Executive Director  
Hal Snow, Assistant Executive Director  
Vera Roff, Executive Secretary

## **WELCOME TO NEW ADVISORY COMMITTEE MEMBER**

Chair Valles welcomed Alan Barcelona, newly appointed member representing California Specialized Law Enforcement (CAUSE). Mr. Barcelona is an investigator for the Department of Motor Vehicles. The appointment will expire in September 1998.

## **APPROVAL OF MINUTES OF APRIL 19, 1995 MEETING**

MOTION - Hunt - second, Clark, carried unanimously to approve the minutes of the April 19, 1995 Advisory meeting at the Holiday Inn Embarcadero in San Diego.

## **PROGRESS REPORT ON TASK FORCE FOR RESOLUTION OF POST CERTIFICATE CANCELLATION ISSUE**

Staff reported that the Advisory Sub-Committee met September 26 to further consider the future of POST certificates and cancellation requirements. In attendance were four POST Commissioners and 11 other representatives of the POST Advisory Committee and the POST Labor/Management Forum. Bud Emerson served as facilitator of the meeting.

The following recommendations were made.

1. The purpose of POST certificates, in general, is to establish statewide minimum level of standards and the basic certificate, in particular, is to grant permission to practice as a law enforcement professional.
2. Existing POST certificate requirements are acceptable; however, the Commission should consider increasing (a) the minimum age for peace officers from 18 to 21, and (b) the minimum educational requirements.
3. The certificate cancellation regulations should be amended to add to the list of specified felony convictions reduced to misdemeanors to include "other felony convictions involving moral turpitude as published in the *American Law Review*.  
NOTE: This list of felony convictions is a compilation of case decisions of convictions related to "readiness to do evil."
4. The appeals process for these felony convictions reduced to misdemeanors should be amended to require, instead of being optional, the use of a neutral hearing officer to determine facts and make recommendation to the Commission. The appellant and chief officer of his/her employing agency would be invited to submit comments and POST staff would serve in the role of gathering and presenting facts concerning the existence of court records documenting criminal conviction.
5. The curriculum for the Basic Course should include requirements (including POST ownership) for POST certificate issuance and cancellation.

6. The Task Force took the position that the Commission, in the future, should involve input from all groups for any changes to professional standards and certificates.

The POST Labor/Management Forum reviewed the recommendations and suggested adding the following underlined language on #5 above, in addition to the following:

- o Make mandatory that law enforcement agencies check with POST on peace officer applicants under consideration for employment to determine the status of their POST Basic Certificate and to have a notation placed on all Basic Certificates that it must be validated by POST when the holder is changing employment.

Following discussion, there was consensus that the Advisory Committee endorse the report of the Labor/Management Task Force. The Committee recommended development of a procedural guide for appeal of certificate cancellation. The Committee also recommended that the procedural guide and the administrative regulations be co-authored or concurred with by the Labor/Management Task Force.

#### **SELECTION OF GOVERNOR'S AWARD FOR EXCELLENCE IN PEACE OFFICER TRAINING**

Norm Cleaver, Chairman of the Selection Committee for the Governor's Award for Excellence in Peace Officer Training reported that the Committee will meet immediately following the Advisory Committee meeting. All Advisory Committee members were invited to participate in the selection process.

#### **REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS**

Staff reviewed the November 9, 1995 Commission agenda and responded to questions and discussion of the issues.

##### **Consent Calendar**

In the recent bulletin concerning the 80-hour cap on reimbursement for non-mandatory, in-service training, the Executive Development Course was inadvertently omitted. It was suggested another bulletin be sent to the field to correct this error.

##### **Agenda Item C - Report on Strategic Planning Activities**

Woody Williams, member of the Strategic Planning Steering Committee, reported on activities of the Committee in the development of a customer-driven strategic plan for POST. The SPSC has held three meetings to date focusing on the planning process and alternative methods to gather input from POST's customers. Three principal methods

have been selected to solicit field input, a series of six regional workshops, a customer survey to a broader audience to confirm workshop results, and selected one-on-one interviews with key stakeholders.

The first of the series of regional workshops was held in Irvine on November 7/8. Additional workshops will be held on November 15/16 in San Jose, November 16/17 in Redding, November 28/29 in Ontario, November 30/December 1 in San Pedro, and the final workshop on December 14/15 in Visalia.

As the Committee processes feedback from the regional meetings and stakeholder interviews, it will begin developing the framework for POST's strategic plan. The direction will be further refined through the survey process. The Committee is considering the possibility of having a symposium for the joint purpose of finalizing the plan and seeking validation prior to presenting the plan for approval by the Commission in April 1996.

#### **Agenda Item L - Master Instructor Course**

Following discussion, it was requested that the Advisory Committee receive a report at its next meeting concerning the other components and future direction of the Instructor Development Course.

### **ANNOUNCEMENTS**

Members of the Advisory Committee extended congratulations to Judith Valles on her recent election as a member of the San Bernardino Community College Board of Trustees.

### **ADVISORY COMMITTEE MEMBER REPORTS**

#### **California Police Chiefs' Association**

Charles Brobeck announced that the CPCA annual conference will be held in Santa Barbara beginning February 4. Workshops will focus on family wellness and family issues.

#### **California Peace Officers' Association**

Woody Williams reported that the CPOA annual conference will be held in Napa on November 12-15.

#### **Womens Peace Officers' Association of California**

Alexia Vital-Moore announced that the WPOA board meeting will be held November 11 in San Luis Obispo and will have a training seminar on ethics in mid-January in the Pasadena area.

California Academy Directors' Association

Norman Cleaver reported that the Academy Directors have been working with POST staff in modifications to the Basic Course. The next Consortium meeting will be in Irvine on December 7/8 .

California Highway Patrol

Keith Miller reported that Maury Hannigan has resigned as CHP Commissioner and Spike Helmick has been appointed as the new Commissioner. He also reported that a centralized communications dispatcher course is being developed at the CHP training facility in Sacramento.

California Association of Administration of Justice Educators

Derald Hunt reported CAAJE is pleased to be working with CADA in the development of curricula for the transition basic course.

Peace Officers' Research Association of California

Joe Flanagan reported that the PORAC convention will be held this weekend in Burlingame. The new President will be Steve Craig, District Attorney's Investigator, San Diego County.

On behalf of the PORAC board, Joe expressed appreciation for the positive working relationship that has resulted in the resolution of the certificate cancellation issue.

California Association of Police Training Officers

Jay Clark reported that 26th Annual Training Managers Update was held in October. The meeting was well attended with many excellent training presentations. On behalf of the organization, Joe expressed appreciation to POST for providing the training for both new and experienced training managers. With job assignments being changed every two or three years, it provides an invaluable training opportunity.

**ELECTION OF OFFICERS**

MOTION - Robitaille, second - Brobeck, carried unanimously to elect Jay Clark as Chairman of the Advisory Committee for the upcoming year.

MOTION - Williams, second - Robitaille, carried unanimously to elect Norman Cleaver as Vice Chairman of the Advisory Committee for the upcoming year.



## **OLD/NEW BUSINESS**

Due to illness, the report concerning the Executive Development Course and the Supervisory Leadership Course originally scheduled for this agenda was postponed to the January meeting.

## **ADJOURNMENT**

There being no further business to come before the Committee, the meeting was adjourned at 11:50 p.m. with a Moment of Silence for officers killed in the line of duty.

Vera Roff  
Executive Secretary

# OFFICERS KILLED IN THE LINE OF DUTY 1995

ID #	NAME	AGENCY	FEL./ACC. (F/A)	DATE OF DEATH
1	MARK A. WHITE	ROSEVILLE CITY PD	F	02/10/95
2	LARRY D. GRIFFITH	LASSEN COUNTY SO	F	03/02/95
3	FRANK V. TREJO	SONOMA COUNTY SO	F	03/29/95
4	ROBERT J. HENRY	NEWPORT BEACH CITY PD	F	04/13/95 (03/12/95)
5	TIMOTHY B. HOWE	OAKLAND UNIFIED SCHOOL DISTRICT PD	F	04/13/95
6	GEORGE R. DAVIS	MENDOCINO COUNTY SO	F	04/14/95
7	WILLIAM R. BOLT	DOJ - SAN FRANCISCO REGION	A	05/09/95
8	STEPHEN W. BLAIR	LOS ANGELES COUNTY SO	F	05/12/95
9	DANNY VALENZUELA	BREA CITY PD	A	05/23/95
10	LOUIS A. POMPEI	GLENDORA PD	F	06/09/95
11	KEITH S. KONOPASEK	OAKLAND PD	F	07/08/95
12	ANTRANIK GEUVJEHIZIAN	LOS ANGELES COUNTY SO	F	07/19/95 (07/18/95)
13	MICHAEL F. CLARK	SIMI VALLEY PD	F	8/4/95
14	HERBERT STOVALL	PERALTA COMMUNITY COLLEGE PD	F	8/16/95
15	RUSS ROBERTS	SAN BERNARDINO COUNTY SO	A	9/16/95
16	BRUCE T. HINMAN	CHP - WEST VALLEY	A	10/3/95
17	GABRIEL D. PEREZ-NEGRON	LOS ANGELES PD	A	11/4/95

Updated 11/06/95

Note: Date of Incident (if different) = ( )

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING****SAN BERNARDINO SHERIFF'S FRANK BLAND REGIONAL  
TRAINING CENTER RECEIVES GOVERNOR'S AWARD FOR  
EXCELLENCE IN LAW ENFORCEMENT TRAINING****FOR IMMEDIATE RELEASE****Contact: Hal Snow  
Commission on POST  
(916) 227-2807**

**SAN BERNARDINO -** The Commission on Peace Officer Standards and Training (POST) announced today the selection of the San Bernardino Sheriff's Frank Bland Regional Training Center as the recipient of the 1995 Governor's Award for Excellence in Law Enforcement Training in the *Organizational Achievement* category. The center, opened in 1973, was named after former Sheriff Frank Bland who served as Sheriff of San Bernardino County for 28 years.

The center's purpose is to provide quality training to its law enforcement community. The center was selected as one of the model training centers in the state. Particularly cited for this award is the center's innovative and futuristic approach to law enforcement and public safety training. The center serves as a model for such training in officer survival, emergency vehicle operations, use of force, public safety awareness, volunteer forces, self defense courses for women and others.

In addition to traditional instruction, the center has been a pioneer in realistic scenario-based training and the use of modern instructional technology. The center has served as one of three pilot programs approved by POST for testing a state-of-the-art driver training simulator. Its 70-acre Emergency Vehicle Operations Course is considered one of the best in the country.

The center was also selected for this award for its innovative approaches to funding and partnerships with the military, the San Bernardino Community College, and the private sector. It is routinely pointed to as the model for California as law enforcement and public safety plan for regionalized training.

The POST Commission has selected a winner in each of three categories (*Individual Achievement, Organizational Achievement, and Lifetime Achievement*) from over 65 nominations from throughout California. Other recipients for 1995 included: (1) Tom Anderson of the Justice Training Institute, and (2) Karel A. Swanson for Individual Achievement. The awards will be presented by Governor Pete Wilson at the Annual Conference of the California Peace Officers' Association in May.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**POLICE CHIEF KAREL A. SWANSON RECEIVES  
THE 1995 GOVERNOR'S AWARD FOR EXCELLENCE  
IN LAW ENFORCEMENT TRAINING**

**FOR IMMEDIATE RELEASE**

**Contact: Hal Snow**  
Commission on POST  
(916) 227-2807

**WALNUT CREEK -** The Commission on Peace Officer Standards and Training (POST) announced, today, the selection of Walnut Creek Police Chief Karel A. Swanson as the recipient of the 1995 Governor's Award for Excellence in Peace Officer Training in the *Individual Achievement* category. What makes this award special is the fact that Chief Swanson was nominated by his peers - the Contra Costa County Police Chiefs' Association. Chief Swanson, with over 33 years in public service, was cited not only for his contributions for organizational excellence but particularly for developing his three innovative and effective training programs. The first is a career development program for individual officers who do not promote. The second is a program to prepare officers for professional advancement within the agency and foster personal leadership. The third is a course designed to help formulate organizational change. These three programs have had a positive impact on individual and organizational success not only in the Walnut Creek Police Department but also in the many other agencies where the Chief has mentored and trained. Chief Swanson has unselfishly shared his knowledge and is much sought after as a speaker and trainer.

The POST Commission has selected a winner in each of three categories (*Individual Achievement, Organizational Achievement, and Lifetime Achievement*) from over 65 nominations from throughout California. Other recipients for 1995 include: (1) Tom Anderson of the Justice Training Associates in the Lifetime Achievement category and (2) the San Bernardino Sheriff's Frank Bland Regional Training Center for the Organizational Achievement category. The awards will be presented by Governor Pete Wilson at the Annual Conference of the California Peace Officers' Association in May.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**TOM ANDERSON RECEIVES THE 1995 GOVERNOR'S AWARD  
FOR EXCELLENCE IN LAW ENFORCEMENT TRAINING**

**FOR IMMEDIATE RELEASE**

**Contact: Hal Snow  
Commission on POST  
(916) 227-2807**

**SANTA ROSA - The Commission on Peace Officer Standards and Training (POST) announced that Tom Anderson of Justice Training Institute has been selected for this year's award in the *Lifetime Achievement* category. Mr. Anderson, whose firm is based in Sonoma County, is both a management and training consultant to private, public, and non-profit organizations within and outside of California. He designs, develops, implements, and monitors a range of training and personnel development programs and courses.**

**Mr. Anderson was particularly cited for his contributions to law enforcement training in the last 25 years. He designed and presented the original Law Enforcement Training Managers Course, approximately 25 years ago. He has trained well over 5,000 training managers who are responsible for California's law enforcement training. Mr. Anderson, at the request of the POST Commission, designed the original POST Executive Course in the mid 1970's. He was also one of the original Team Building Workshop facilitators certified by POST in the mid 1970's. Since then, he has conducted Team Building Workshops for 150-200 police, sheriff's and public safety departments throughout California. Other law enforcement training programs developed by Mr. Anderson include seminars for first-line supervisors, courses concerning computers, community policing, and labor-management. Mr. Anderson continues to teach at every level of law enforcement training from basic academy through executive level. Mr. Anderson is known throughout law enforcement as an innovator, developer, consultant, and presenter.**

**The POST Commission has selected a winner in each of three categories (*Individual Achievement, Organizational Achievement, and Lifetime Achievement*) from over 65 nominations from throughout California. Other recipients for 1995 include: (1) Karel A. Swanson for Individual Achievement, and (2) the San Bernardino Sheriff's Frank Bland Regional Training Center for the Organizational Achievement category. The awards will be presented by Governor Pete Wilson at the Annual Conference of the California Peace Officers' Association in May.**



# California POLICE CHIEFS Association Inc.

1455 Response Rd., Suite 190 Sacramento, California 95815 Telephone (916) 923-2375 (916) 923-1825 FAX (916) 263-6090

## POST REVIEW TASK FORCE

### OFFICERS

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Glendale  
1st Vice President  
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TRAINING  
JAMES NUNES  
Pleasant Hill  
WAYS & MEANS  
ROY HARMON  
Los Angeles

EXECUTIVE DIRECTOR  
Rodney K. Parnell

### MEMBERS:

Chief Rick TerBorch, Sheriff Les Weidman, Chief Tom Simms, Sheriff Ron Jarell, Chief Lee Dean, Chief Tim Grimmond, Sheriff Mark Idhe, Deputy Chief Woody Williams

### BACKGROUND

This Task Force was formed as a result of concerns expressed by CPCA, CSSA, and CPOA regarding the current significantly lower level of funding reimbursement for attendance of training courses certified through POST and the perceived expanded mission of POST since its inception. Discussions between the presidents of the three Associations resulted in a Task Force composed of representatives from each Association to examine the issue and formulate recommendations to address funding support by POST to law enforcement agencies.

### PURPOSE

The purpose of the POST Review Task Force through its respective Associations is to provide POST with a strategic framework for meeting present and future law enforcement training, recruitment and standards development needs, including the financial resources to carry out its mission.

### POSTURE FOR THE STUDY

The study will be conducted from the perspective of law enforcement as customers of POST giving feedback to the provider (POST) for desired services. POST should be a collaborative participant in the study.

## POST REVIEW TASK FORCE

### METHODOLOGY

1. Review of POST Operations
  - a. Information requested from POST
    - ◆ Strategic and/or Long Range Plan
    - ◆ Mission/Values Statement
    - ◆ Budget Information from FY 88-89 through FY 94/95
    - ◆ Program costs/evaluations
    - ◆ Distribution of training reimbursements
  - b. On-site visit of POST operations by Task Force members
  - c. Interviews with key POST personnel
    - ◆ Is POST meeting the needs of law enforcement today?
    - ◆ How can POST do a better job?
    - ◆ What does POST need to do in order to meet the needs of law enforcement today?
    - ◆ How do you see the strategic planning process connecting with field service delivery?
2. Field Survey Concerning Customer Satisfaction With POST Programs and Services
  - ◆ Note: In early 1995 POST conducted a comprehensive field survey. The results of that survey were provided to the Task Force.)
3. Development of Findings
4. Formulation of Recommendations

### FINDINGS

1. POST currently does not have in place a Strategic Plan which establishes direction and sets priorities.
  - ◆ Note: As a result of this Task Force, POST has initiated a comprehensive Strategic Planning Program. The Strategic Planning Committee is composed of a wide range of stakeholders and is headed by a Law Enforcement Chief Executive.
2. The POST Budget has diminished from roughly \$44 million in 1989-90 to a little over \$30 million estimated for Fiscal Year 1995-96.
3. Legislative mandates for POST have increased steadily since the early 1970's.
  - ◆ There have been numerous legislated training mandates over the past six years (approximately 23 mandates).

◆ Approximately 13 of the positions added to POST since 1988-89 are directly due to legislative mandates.

4. The budgeting system for POST is confusing and, as a result, thought to be misleading. Programs and program costs are not readily identified within a specific bureau.  
Example: Contract costs for training presenters are listed under administration rather than the program area for that training.
5. There is a perception that when budget cutbacks occur, direct services to the field are impacted first.  
Example: Cutbacks in reimbursement.
6. Field consultants are constantly being changed. Chief Executives stated they would like to have the same field consultant for a minimum of three years (as a general rule).
7. There is a perception that POST does not seek input from the field, especially Chief Executives. The latest issue revolved around the pursuit policy. POST feels that it continually seeks input from Chief Executives prior to the implementation of any procedural change or policy. The Task Force found that in many situations, such information is never seen by the Chief Executive, but is directed to training managers or other staff. Additionally, when POST does ask for feedback specifically from Chief Executives, few respond.
8. There is a perception that POST is spending too much money on the development of training technology. Additionally, when such technology is made available, restrictions are placed on its use (example: the former 12 hour limitation on satellite and IVD training). POST's response is that it is attempting to make training more accessible and cost effective to all law enforcement agencies in the State through the appropriate use of contemporary technologies. POST notes that the 12 hour limitation has been rescinded to further allow evaluation of the effectiveness of this type of training for continuing education purposes.
9. There is a perception that large agencies dominate POST at the expense of small, rural agencies. POST notes that it is attempting to serve small agencies (ex: most management studies are done for small agencies, thereby saving the agency the cost of hiring a private firm. Another example is the use of technology to bring training to the agencies as discussed in Finding No. 8.).
10. POST is slow in reacting to contemporary changes in law enforcement philosophy and service delivery systems. Specifically, it is perceived that POST has "dragged its heels" on the Community Oriented Policing philosophy.
11. There is a perception that there are too many certified courses. The large number of courses, presenters and sites makes management of the programs very costly and decreases POST's ability to ensure quality instruction.



12. Too many people in California have been designated as "Peace Officers" by the State. Their numbers include people who never wear a uniform, never make an arrest and never conduct a search. The question should be asked, "Why do they need to be cops?" There is currently a review process conducted for new requests, but existing classifications remain without regard to whether or not they perform true "peace officer" functions. In particular this applies to State employees who sought the status to enhance fringe benefits and retirement. This means that POST has to certify training programs for these people and, in some cases, provide reimbursement.

13. All trainees at Basic Academies are tested by POST. They are tested for: reading comprehension abilities, mastery of curriculum and instructional effect (how well the presenters did at teaching the students). There is a wide range of scores between academies reflecting how well they do their job of training recruits. This information would be valuable to law enforcement agencies in selecting an academy, but the results are closely guarded at the insistence of the academies.

Do some agencies hire less than qualified individuals to meet hiring quotas, then use the Basic Academy and FTO process to weed them out? This could be costing the POTF a great deal of money. Some colleges allow virtually anyone to attend the Basic Course even though they may not meet the physical, mental or background requirements for peace officer status later.

14. The last POST job analysis for peace officers was completed in 1978 and our basic academy curriculum may not accurately reflect today's work requirements. Many POST training requirements were instituted by the State Legislature as a result of some personal interest by a legislator. This has greatly lengthened the training time and expense with questionable benefit to the profession. There is much debated regarding what is taught at the Basic Academy versus what should be taught by the agency.

15. POST has spent considerable funds to develop physical fitness standards for law enforcement. However, there is no consensus from law enforcement, the Legislature or the Commission, as to why we are doing this. There is a tremendous reluctance on the part of law enforcement to establish and enforce standards. Until we can define a clear direction we should stop wasting our declining dollars on "research". Much of the dilemma stems from: the lack of a common definition of what a "peace officer" is; what the essential job functions are; and, whether a higher level of physical fitness results in improved job performance.

16. In many instances, the field (including law enforcement executives) does not understand the role of POST today. Many executives see POST functioning as it did in a past time that no longer exists nor is likely to exist again in the future. Legislative mandates, varied influences from the field and contemporary social issues have changed and will continue to change the role of POST as well as that of law enforcement in general.

17. Many Chief Executives utilize POST training courses as a way to reward employees and send them to "nice" locations as a paid and reimbursed "getaway" from the job. Some

agencies have built into their MOU's that officers will receive a designated amount of POST training per year. Unless the training meets a specified need, such practices result in a draw on the Peace Officer Training Fund.

18. As eluded to in earlier findings, Chief Executives often do not react to requests for input from POST. Frequently, they refer such requests to subordinates for response. Then after POST has taken an action, the Chief Executives criticize POST for the action.
19. Many of the legislated mandates on POST were passed without opposition from Chief Executives or the field in general. In fact, some of these mandates had law enforcement support.
20. Partially as a result of the formation of this Task Force, POST conducted a comprehensive survey of Chief Executives and Training Managers earlier this year. The response was incredibly good - over 298 Chief Executives and 284 Training Managers (out of 645 agencies surveyed). The tone of the survey was that overall, the field viewed POST favorably. The programs considered most important were the Commission's responsibilities related to selection and training standards. A major component of the survey was an assessment of various POST programs as well as training needs.

### **RECOMMENDATIONS**

1. A comprehensive Strategic Plan be developed for POST. This is necessary to establish a vision and direction for the Organization. As discussed under Issue No. 1, this process is underway.
2. POST should regularly conduct a comprehensive survey of the field to obtain input from key stakeholders (such as POST conducted earlier this year with Chief Executives and Training Managers).
3. POST should develop a program type budget to more clearly illustrate the costs of the various program areas and their direct relationship to a specific bureau.
4. POST should pursue training delivery systems which maximize the use of scarce funds.
  - a. Consider competency testing in certain areas. If a level of competency is demonstrated, credit should be given for meeting the required standard.
  - b. Reduce the number of classes certified. Attempt to consolidate some classes to improve effectiveness. For example, do we need 8 Homicide courses, 9 Hostage Negotiation courses or 23 Field Training Officer courses, or could we be better served by fewer strategically located courses.
  - c. Continually evaluate and validate existing courses. Eliminate those courses which are no longer relevant and/or are ineffective.
  - d. Continue to place emphasis on regionalization of training.
  - e. Provide full continuing education requirement credit for IVD and satellite training (as was recently approved as a pilot project).

5. The requirement that each Bureau be required to establish a Bureau mission statement, goals, objectives and a program financial budget that itemizes and prioritizes expenditures relative to personnel, supplies, materials and contractual salaries. Currently funding for specific Bureaus may be located in another Bureau, thereby reducing overall financial review and assessment. Program evaluation should be conducted within each Bureau and or each major program.
6. The POST Advisory Committee must be re-constituted to become more pro-active in their charge of advising the Commission. It is critical that this group become representative of all agencies as a sounding board to POST that the programs being presented, evaluated and reviewed meet the needs of the customer which should have a direct relationship to the mission and goals of POST. Additionally, the Advisory Committee needs to be an active conduit in transmitting the needs of its constituents to both the Commission and POST staff.
7. POST should utilize Chief Executives to monitor critical training courses or elements thereof (POST is currently conducting a pilot program in this area).
8. The POST Commission should assert itself more as a forum for input and policy development as opposed to merely a repository for staff reports with what is perceived to be limited and/or filtered perspective (i.e. "rubber stamp"). The Commission is seen by the field as being responsible for proactive policy development and general oversight to POST staff.
9. POST needs to stabilize its Field Consultants and not continuously move them from one assignment to another.
10. Chief Executives need to understand the role of POST today, given its various legislative mandates. Chief Executives need to respond to POST when initially contacted regarding various issues rather than criticizing POST at a later date for implementing a policy or program "without any input" (POST almost always asks for input, but the field rarely responds). Additionally, Chief Executives need to pay attention to issues regarding POST and not relegate those responsibilities to subordinate staff who are not in policy influencing roles (including legislative actions that may affect POST).
11. The field needs to utilize POST training courses to satisfy identified training/performance needs and not for "recreational" training.
12. The field should actively oppose any legislative mandate which does not provide funding for implementation.  
Example: The State Accreditation Program which was legislatively mandated without the necessary funding. While the program has been developed it has not been implemented due to lack of funding.

13. When funding is tight, training delivery should be the last area to be cut (including reimbursements).
  - a. New programs should not be initiated at the expense of existing programs which are needed and have been proven effective.
14. POST should attempt to market its training programs, including interactive technologies, to out-of-state agencies and possibly, private law enforcement training presenters.
15. The result of the comprehensive POST survey of Chief Executives and Training Managers conducted earlier this year should be utilized for short range planning by POST in regards to program prioritization and training needs assessment until such time as the Strategic Plan is completed.

## **Peace Officer Standards and Training**

### *A Summary Analysis of Declining Funding and Proposed Solutions*

California is sacrificing at the budget altar its ability to maintain peace officer standards and provide peace officer training. In recent years, police practices and conduct have come under close scrutiny and intense criticism, and law enforcement has suffered from a decline in public trust. Just when uniform and effective standards for peace officers are becoming more essential than ever and the need for training is rising dramatically, California has reduced by one-third funding to the Commission on Peace Officer Standards and Training (POST), the agency through which the state maintains standards and provides training. This has caused major delays in the provision of peace officer training. Some locally-funded police academies are being decertified by POST. And more than 600 law enforcement supervisors are on a waiting list for POST's leadership training. This represents a three-year lag.

At the very core of civilized society is police protection. "Primarily, governments exist for the maintenance of social order. Hence it is that the obligation of the government to protect life, liberty, and property against the conduct of the indifferent, the careless, and the evil-minded, may be regarded as lying at the very foundation of the social compact." (*Chicago v. Sturges* (1911) 222 U.S. 313, 322, 32 S.Ct. 92, 93, 56 L.Ed. 215, 220; and see Willing, *Protection By Law Enforcement: The Emerging Constitutional Right*, 35 Rutgers L.Rev. 1, 22-54 (1982).) Without effective and credible police protection, the social compact collapses. For this reason, the importance of standards and training for peace officers transcends the fiscal difficulties of the moment.

This report describes the state's deteriorating capacity to give its law enforcement officers the kind of training that the job increasingly demands. It also presents and defends ideas for restoring funding to POST. With adequate funding, POST can ensure appropriate standards and provide training at all levels to achieve more professional law enforcement and restore public trust.

#### **POST and the "Standards Contract"**

Law enforcement's primary function is to protect people and property. California's law enforcement officers are charged with carrying out this fundamental task. They represent a fragile, but tangible, line between civilization and chaos. Officers are expected to confront violence, crime, and tragedy with skill and courage, often in the face of great personal danger. Their skill, sensitivity, and ethics depend in large part on how carefully they are selected, the quality of their training, the scope of their courage, and the depth of their leadership skills. Today, California, with its diverse culture, requires recruitment and retention of peace officers of the highest qualifications and training.

Other than through POST, there is no way for California to ensure that law enforcement agencies within the state accept and conform to minimum personnel selection and training

standards. Law enforcement agencies voluntarily participate in the POST program. Participation amounts to a form of contract. The "standards contract" makes practical the theoretical social compact. (*Chicago v. Sturges, supra*, 222 U.S. at p. 322, 32 S.Ct. at p. 93, 56 L.Ed. at p. 220.) To the extent the "standards contract" is officially breached by defunding, the social compact will cease to be practical. The social compact will also lose its moral force and diminish in the minds and hearts of the people.

Participating agencies agree to abide by standards established by POST and, in return, POST provides assistance, including financial assistance, in training their personnel. Without this "standards contract," there would be no effective link between the state and the individual law enforcement agencies and among those law enforcement agencies. The mutually beneficial relationship results in better training and higher standards overall among those responsible for enforcing the state's laws.

POST's standards fall within two categories: selection and training. The minimum standards for selection of a peace officer include such qualifications as a clean criminal record, good moral character, a basic high school education or the equivalent, and physical and psychological fitness. Several publications and personnel selection courses assist the law enforcement agencies in meeting these standards.

The minimum standards for training include a basic course (at least 664 hours of training), followed by 24 hours of continuing training every two years. Beyond the minimum requirements, POST offers a wide array of certified training courses to prepare peace officers for the multitude of tasks and situations they face in their public service. Training is also provided for leadership positions.

POST counsels law enforcement agencies on management and personnel issues, consults on law enforcement technology, and implements statutory mandates. Because POST is a state agency with participation from many law enforcement agencies, it is able to provide training that the agencies, on their own, could not afford. For example, POST has produced interactive videodisc courses and satellite training statewide. High quality training can now be provided to agencies at any location, which reduces the need for officers to incur costly travel expenses. By satellite, an instructor can teach officers throughout the state. These highly successful strategies would be cost-prohibitive for individual law enforcement agencies but are cost-effective on a statewide basis.

The voluntary participation of more than 500 agencies in the POST program is testimony to the importance of the program to California's peace officers. All 58 sheriff's departments and 357 city police departments in California participate. Virtually all of the remaining eligible departments (marshals, coroners, district attorney investigators, school district police, transit police, harbor police, community colleges, state colleges, and universities) are also enrolled. Together, these participating agencies employ more than 70,000 full-time peace officers, 10,000 reserves, and 4,000 public safety dispatchers. In addition, 30,000 corrections officers, 15,000

probation officers, and anyone else exercising any type of limited peace officer power are statutorily required to complete POST's introductory course. (Pen. Code, § 832.)

Over the years, the program has been highly successful and similar programs have been adopted in the other 49 states. Despite the precipitous decline in funding, California POST and California law enforcement still enjoy national and international respect for leadership in standards and excellence in training. Without a significant and prompt restoration of funding, that will change. It has already begun a steep decline, which has yet to be fully perceived or understood.

### **The Public Trust Crisis and the Growing Need for Effective Officer Training**

National news reports have focused a spotlight of public and legal attention on law enforcement. That light has revealed some specific weaknesses which stand out and cast a shadow of doubt and suspicion over the entire law enforcement profession.

A recent newspaper editorial described the view of some that "police departments . . . are . . . packed with racists, evidence-planters and incompetents." (Sacramento Bee, October 8, 1995, Forum 4.) Something must be done both to clarify misperceptions and to correct real problems as may be indicated. The remedies lie in strengthening leadership at all organizational levels, maintaining high standards, and training officers. The people need well-prepared officers and healthy law enforcement agencies in which all levels work together, and with related federal, state and local agencies and the courts, to provide professional police services of the highest quality and ethical content to their communities.

The increased need for maintenance of standards and provision of officer training is not limited to problems of racism, gender bias, or other unethical behavior. The average service tenure of peace officers has decreased markedly--now they are far younger and much less experienced, and becoming more so daily. The Los Angeles Police Department is now almost 60 percent minority and women, based on the influx of younger, largely inexperienced officers. (McNeil-Lehrer Report, October 19, 1995, Special Report on the LAPD.) Without proper training, these young officers may not appropriately handle situations that, in the past, could be handled readily by more seasoned officers. In addition, the situations peace officers face are more volatile and complex. They must understand gangs, the drug culture, high technology crimes, and many other problems, including racial, gender, cultural, and linguistic schisms. At the same time, technology has opened new doors in crime prevention and investigation. Methods of protecting the public and prosecuting criminals are available now that were unheard of even ten years ago. However, that technology is useless if law enforcement executives do not know how to acquire it and line peace officers are not trained to use it. Problems of intra-law enforcement applications of technology are becoming entangled in muddled views of the exclusionary rule and interagency applications. (See *Arizona v. Evans* (1995) 115 S.Ct. 1185; Nicholson and Hogge, "Retooling Criminal Justice: Forging Workable Governance From Dispersed Powers," *Selected Essays: A Report of the National Conference on Legal Information Issues*, p. \_\_\_\_ (1996) (a copy is on file at POST).)

Finally, like the population, the number of peace officers in California may be growing, but, even if so, it is at a rate that is below recommended levels. Putting too few peace officers, especially less trained ones, in harm's way creates social stresses and life and death strains for peace officers and citizens alike. Less funding for POST means less training overall for all peace officers, whether or not they are in adequate numbers.

"Public safety is more than just cops," declared Sacramento County Executive Bob Smith. (Kollard, *County Official Urges Fee-For-Patrol Plan Delay*, Sacramento Bee, October 22, 1995, B3.) "We need to look at broader issues," he concluded. (*Ibid.*) Among these "broader issues" is the need for public education in obeying and sustaining the law. (See Pen. Code, §§ 69, 148.5, 834a; Veh. Code, §§ 31, 2800 et seq.; and see *Evans v. City of Bakersfield* (1994) 22 Cal.App.4th 321, 328.) Citizens must do their share. They must work with law enforcement, actively and with good will to make the social compact work. While some criticism of law enforcement agencies and officers is in order, much of the problem rests solely in the minds and hearts of the people. Law enforcement must work together with civic and education leaders to revitalize the public's understanding of and commitment to legal order.

### **The Funding Crisis**

Many public and private organizations have experienced revenue shortfalls recently, while others have prospered. This is true in California state government as well. However, POST revenues have declined far more than the General Fund average, just when maintenance of high standards and peace officer training are more critical than ever. POST has lost one-third of its revenue base since 1991. Revenues have dropped from \$44.4 million in fiscal year 1989/1990 to \$30.4 million in fiscal year 1994/1995. With such a staggering loss, the "standards contract" is in grave jeopardy because POST is no longer able to keep the state's cost sharing commitment to districts, cities, and counties. Financial pressures on POST, local governments, and the community college system are also jeopardizing POST's ability to maintain a balanced program of reimbursable training courses.

POST was created by legislation in 1959. The legislation provided for a penalty assessment on every fine, penalty and forfeiture imposed and collected for criminal offenses. Essentially, non-law abiding citizens would fund the training of peace officers. There was a direct nexus between the offense which generated the penalty, and the purpose for which the penalty would be used--to train officers in preventing and investigating crime. The problems began when this special funding source began to be seen as a way to generate revenue during times of fiscal difficulty and for other purposes.

A variety of events and circumstances have contributed to the loss of POST funding and the difficulty of restoring revenue. In addition to the state's budget problems and the growth of some sentiment in the Legislature that local governments should now bear all costs for training their peace officers, the following are problems of note.



Originally, the Legislature provided for a small assessment on traffic and criminal fines to provide resources for peace officer and driver training. Over time, the number and size of penalty assessments has increased significantly. The total cost of assessments now averages 170 percent of the base fine. Thus, a \$1,000 fine may require a \$1,700 penalty assessment, making a total of \$2,700 owed by the defendant. The original intent of the Legislature was to deter crime and unsafe driving behavior with a reasonable fine. Now, with the additional costs imposed by penalty assessments, the punishment (total fine imposed) for traffic offenses appears to many people to be out of proportion to a broad range of offenses.

As the total cost of fines has increased, the number of persons who actually pay has decreased. As it now stands, some peace officers are reluctant to write citations and some judges are reluctant to impose total fines in cases based on citations and arrests because of their exorbitance. Evidence of a public backlash is increasing as many traffic violators elect to either plead not guilty or to serve time rather than to pay.

When the funding source was established, POST received 100 percent of the assessment on criminal fines and the Driver Training Program received 100 percent of assessments on traffic fines. By 1968, Driver Training and POST shared equally in traffic fines. Starting in the 1970's a host of other state programs were funded through additional penalty assessments. Eventually, all these programs, including the Driver Training and POST programs, were lumped together in a single Penalty Assessment Fund. Each program was given a percentage of the single fund with the percentage calculated to maintain income levels.

In about 1983, POST's percentage of the overall fund was increased at the expense of the Driver Training Program. In 1990, the Legislature renamed the Penalty Assessment Fund the State Penalty Fund. Whatever was left of the idea that penalties were local revenues collected by the state for local purposes disappeared in 1991 when the state General Fund started taking 30 percent off the top after increasing all the penalty assessments by 30 percent. The projected higher penalty fund revenues never materialized, yet the General Fund took its 30 percent and POST took a 30 percent cut. This year the General Fund continues to receive 30 percent of state penalties and will probably also take the 25.7 percent of the State Penalty Fund earmarked for Driver Training.

The victim restitution program receives 32.02 percent of the State Penalty Fund and the victim/witness program receives 8.64 percent. In addition, these programs also receive annual augmentations from the General Fund. Meanwhile, the vast majority of penalty assessment revenues accrue from fines on *traffic* offenses. Many informed professionals are questioning the propriety of requiring traffic violators to pay the costs of reimbursing and providing medical and counseling services to victims of violent crime.

In 1991, the Legislature statutorily implemented Trial Court Realignment. In doing so, it redirected 30 percent of the Penalty Fund to the General Fund for trial court realignment. The remaining 70 percent was split among 8 programs, including POST. Penalty assessments have

become yet another tax. Money that used to be earmarked for peace officer training is now going to the courts. Ironically, the effect is that judicial proceedings such as those to exclude evidence due to allegedly unconstitutional searches conducted by peace officers are being funded at the expense of training for peace officers on how to conduct constitutional searches.

The excessive cost of fines and assessments, coupled with the growing reality assessments are simply a tax, is placing the judiciary and law enforcement in an untenable position. Historically, the purpose of fines for traffic and criminal offenses has been to punish past misconduct and to encourage future law abiding behavior, through imposition of measured and related monetary sanctions imposed through judicial discretion. As fines and penalty assessments have grown dramatically to support General Fund expenditures, their purpose has become the generation of just another revenue source. Peace officers and judges are being made to feel, and appear to the public, as tax collectors. This is having, and will continue to have, a deleterious effect on peace officer and judicial morale, the public's image of both law enforcement and the courts, and the relationship between law enforcement agencies, the courts, and the communities they serve.

The cost of the victim restitution program is growing exponentially. During fiscal year 1994/1995, more than 85 percent of Driver Training Fund monies were reallocated to support the victims' program, in addition to a \$3.313 million augmentation from the General Fund. This program is growing at a rate suggesting it could, in the near future, consume all revenues accruing to the Penalty Fund. The State Board of Control, which administers the victim restitution program, has targeted a permanent increase in its share of assessment revenues as its highest legislative priority.

Even as more and more programs have been funded through penalty assessments (largely on traffic fines), revenue into the state Penalty Fund has steadily declined. It now appears that the system is at the breaking point, with the fund no longer able to support the various programs dependent upon it.

### **Effects of Decreased Funding on POST and the "Standards Contract"**

A survey of chiefs and sheriffs conducted this year shows that many departments are being forced to reduce training because of lack of POST funding. Chiefs and sheriffs report that local government funding is simply not available to foot the training bill. As a result, many agencies are falling behind in meeting the requirements under the "standards contract." There are 35 locally-funded police academies in California. They are audited by POST. The current fiscal crisis facing law enforcement generally has placed all of them at risk. POST has already decertified one academy and another may soon follow.

California's 38 crime laboratories are also at great risk due to that crisis. However, lacking a POST-like statutory standards and training regime to maintain order, they have the additional burden of being out of step administratively and academically. (Schyler, "Uncovering

Crime Lab 'Chaos,'" *San Francisco Daily Journal*, October 18, 1995, sec. 1, p. 1; Schyler, "Lab's Woes Go Beyond One Worker," *San Francisco Daily Journal*, October 18, 1995, sec.

Reduced funding is impeding the preparation of officers and civilians assigned to specialized jobs, such as investigator, juvenile officer, and criminalist. Ironically, this is occurring at the same time the Simpson trial has focused concern for the adequacy of homicide investigations. Supervisory training has developed a three-year backlog of eligible officers; 622 supervisory officers are on the waiting list. POST has been compelled to halt its development of interactive video courseware. The benefits of this high technology training are not totally realized. POST is not able to afford encryption of satellite programs. Some county jail inmates have access to advanced computerized legal research systems far superior to those of both their own public defenders and to peace officers generally. Recent legislation requires POST to use and evaluate additional training technology, but there is no money to comply with the requirement.

There is a current and growing public and professional demand for more training. It is vital for the demand to be satisfied. The longer POST is underfunded, the larger the pent up professional need and public demand for training becomes. This means peace officers will be ill-suited to the growing professional challenges they face and unprepared for increasing public distrust and hostility. To the extent California fails to uphold the "standards contract," the possibility increases to the point of certainty that agencies will cease to find advantage in remaining part of the program. This is true especially for larger agencies, which agree, as participants in the POST program, to meet much more than the basic academy level of training.

The peace officer standards achieved over the past 36 years have already begun to erode, and the erosion is quickening and deepening as the "standards contract" and the full range of POST program are allowed to dissolve. Chaotic and inconsistent standards could replace those that were previously both high and uniform. As standards deteriorate, professionalism will suffer, officer morale will continue to wilt, law enforcement positions will be less attractive to highly qualified potential applicants, public safety will decline, and public trust will plummet to levels even lower than at present. Even assuming law enforcement agencies do not withdraw their voluntary participation, if funding is not restored to appropriate levels, the need for training will eventually become so overwhelming that POST will completely lose any remaining ability to maintain uniform peace officer standards and offer high quality peace officer training throughout California. The "standards contract" will become a sham.

### **The Remedies**

The POST funding crisis requires immediate legislative rescue and a recommitment to justice, civil order, and public safety in California. Four specific measures that will *make law*

*enforcement more economical and effective,*<sup>1</sup> while restoring and stabilizing funding to POST are: (1) *educating and encouraging the public to cooperate with law enforcement and to obey, honor, and sustain the law*; (2) relocating funding for crime victim restitution from criminal and traffic fine penalty assessments to other stable sources; (3) halting diversion of the Penalty Fund to the General Fund; and (4) establishing the percentage share of the Penalty Fund needed to provide POST the financial resources to perform faithfully and fully its indispensable peace officer standards and training duties. However, if there ever is a shortfall in POST funding in any given year, a contribution from the General Fund should be provided unhesitatingly to maintain its equilibrium. There is not now, nor can there ever be, any rational basis for failure to provide adequate funding for peace officers standards and training.

Victim restitution must have an alternative, credible, and growing funding source. Indeed, the Legislature has already shown its willingness to indemnify victims from the General Fund. California's peace officers have courageously committed to place their own lives in peril to preserve and protect the health, safety, and property of everyone else. They are prepared to pay any price and bear any burden, personally and professionally, to ease the pain and reduce the numbers of crime victims and restore public trust in law enforcement and in the administration of justice. Peace officers can do that, however, only if their ranks are maintained at the highest levels of competence and morale, and in sufficient numbers to cope with rampant lawlessness and violence which brings the fear and reality of crime home daily to every Californian.

The original intent for creating a special source of POST funding, that is, the Penalty Fund, was to remove it from traditional budget conflicts and to guarantee peace officer standards and training an uninterrupted and adequate funding source with a logical nexus and reliable flow. That original intent has been largely defeated by the expropriation of criminal and traffic fine penalty assessments for other uses. Returning such assessments to their original purpose will return both the special source to its logical nexus and restore reliable and adequate funding to POST.

Governor Wilson, on October 16, 1995, vetoed Senate Bill 1247, which would have provided for local assessments for police protection. In his veto message, the Governor mentioned prominently that "police protection is the first and most important duty of local government. . . . Law enforcement provides broad, community-wide benefits; . . ." After declaring why he vetoed the bill, he concluded, "Instead, I intend to offer an alternative means of providing a needed increase in resources for police protection in the coming legislative session." Adequate standards and training for both California's peace officers and laboratories must be included in this reconsideration of law enforcement funding.

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<sup>1</sup> This italicized text and that which follows probably does not belong here, but it serves to remind of the three inseparable elements of the social compact: (1) civic duty and citizen accountability; (2) adequate and well-funded law enforcement standards and training; and (3) adequate and effective law enforcement in the field. If you foster responses to (1) and (3) as you pursue (2), that should do it.

## **Conclusion**

California needs uniform, statewide standards for peace officers and appropriate training for those officers in order to fulfill the state's obligations under the social compact to maintain a civilized society. POST is the state agency through which these standards are upheld by means of the "standards contract" with individual law enforcement agencies. However, California's capacity to maintain uniform standards and provide effective, high quality training is declining dramatically and may soon disappear altogether if funding to POST is not promptly and adequately restored, permanently stabilized, and removed from annual politics and fiscal battles. Through legislative reform of the uses of the State Penalty Fund and a recommitment not to sacrifice public safety to balance the state's budget, California can reap the benefits of better trained and more qualified peace officers. Such reform is indispensable to any aspirations California has for providing its people with justice, civil order, and public safety.