

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083



COMMISSION MEETING AGENDA

November 9, 1995 - 10:00 A.M.
Hyatt Regency Irvine
Salon E
17900 Jamboree Boulevard
Irvine, CA
(714) 975-1234

AGENDA

CALL TO ORDER

FLAG SALUTE

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

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

- o Michael F. Clark, Simi Valley Police Department
- o Herbert Stovall, Peralta Community College Police Department
- o Russ Roberts, San Bernardino County Sheriff's Department

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTIONS

HONORING RETIRING COMMISSIONER COIS BYRD

APPROVAL OF MINUTES

- A. Approval of the minutes of the July 20, 1995 regular Commission meeting at the Hyatt Regency in Irvine.

CONSENT CALENDAR

B.1 Receiving Course Certification Report

Since the July meeting, there have been 93 new certifications, 32 decertifications, and 70 modifications. In approving the Consent Calendar, your Honorable Commission receives the report.

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

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

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

The Port of San Diego Harbor Police Department, the Elk Grove Unified School District Police Department, the San Mateo County Coroner's Department, and the San Benito County District Attorney's Office have met the Commission's requirements and have been accepted into the POST Regular Program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.4 Receiving Information on Withdrawal from POST Regular (Reimbursable) Program

The Riverbank Police Department has disbanded and has withdrawn from the program. In approving the Consent Calendar, the Commission takes note they are no longer part of the POST Regular Program.

B.5 Receiving Information on Withdrawal from POST Specialized (Non-Reimbursable) Program

The California State Police Department has merged with the California Highway Patrol and has withdrawn from the program. In approving the Consent Calendar, the Commission takes note they are no longer part of the POST Specialized Program.

B.6 Receiving Information on New Entry Into the Public Safety Dispatcher Program

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

In approving the Consent Calendar, your Honorable Commission notes that CSU, San Marcos Police Department and the Stockton Police Department have met the

requirements and have been accepted into the POST Reimbursable Public Safety Dispatcher Program.

B.7 Affirming Commission Policy Set by Action at July 20, 1995 Commission Meeting

Consistent with Commission instructions, statements of policy made at a Commission meeting are to be submitted for affirmation by the Commission at its next meeting. At the last meeting, the Commission approved policy to:

- o Allow non-reimbursable certification of a new civilian training topic; the Law Enforcement Executive Secretary Course.

The report under this tab contains appropriate policy language. In approving the Consent Calendar, the Commission affirms the policy.

B.8 Setting Policy Regarding Frequency of Financial Audits

At its July 19, 1995 meeting, the Commission's Finance Committee recommended that staff initiate a policy of having the State Department of Finance conduct an internal financial audit on a biennial basis. The Committee's recommendation was made in conjunction with its consideration and approval of a contract with the Department of Finance to conduct such an audit commencing September 1, 1995. Staff, in proposing the audit, reported that it had been a considerable length of time (1989) since POST was last audited.

This matter is before the Commission for consideration of adoption of a policy regarding audits and their frequency. The policy, if adopted, would be placed in the Commission Policy Manual.

In approving the Consent Calendar, the Commission approves a policy of biennial financial audits.

STRATEGIC PLANNING STEERING COMMITTEE

- C. A representative of the Strategic Planning Steering Committee will give a status report on activities and the Committee's future plans.

BASIC TRAINING BUREAU

- D. Report and Recommendation to Adopt Changes to Regular Basic Course Training Specifications Using the Notice of Proposed Action Process

As part of an ongoing review of Regular Basic Course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review

learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, legislatively mandated subject matter, changes in the law, or to improve student testing and evaluation.

The report under this tab proposes modifications to the training specifications for Learning Domains #13 (ABC Law), Learning Domain #34 (First/Aid and CPR), and Learning Domain #38 (Gang Awareness). The recommended modifications include:

- 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.

The proposed curriculum changes must be adopted pursuant to the administrative Procedures Act. It is recommended that the Notice of Proposed Action Process be used. It is proposed these changes be effective on January 1, 1996.

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

E. Report and Recommendation to Modify Commission Procedure D-1-5 and Regulation 1005(a)(3) 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 are requesting 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.

The Commission is unable to effectively deliver the 80-hour Bailiff and Civil Process Course due to diminished volume of trainees. At a recent meeting attended by marshals statewide, they reaffirmed their support for and approval of the Regular Basic Course as their entry-level training standard. Marshals also expressed support for the 80-hour course but recommended the course not be mandated but become an optional training program.

The report under this tab recommends deleting the 486-hour Marshals' Basic Course and the 80-hour Bailiff and Civil Process training requirement. It also recommends modifying regulatory language 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 is proposed these changes be effective March 1, 1996.

If the Commission concurs, the appropriate action would be a MOTION to approve the proposed changes subject to results of the Notice of Proposed Action Process. If no one requests a public hearing, these proposed changes would go into effect after approval by the Office of Administrative Law as to form and procedure.

STANDARDS AND EVALUATION

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

The current multiple choice test for Learning Domain #38 (Gang Awareness) is based on two performance objectives. 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. Some questions are extremely ambiguous due to their generic nature; others are extremely easy as a result of steps taken to remove ambiguity. Furthermore, by their very nature, the questions do not assess the knowledge which is likely to be of most benefit to the new officer - knowledge of the specific gangs that are active in the local area.

For these reasons it is recommended that the two performance objectives be deleted, thereby eliminating the POST-required paper-and-pencil test for this domain. The required instructional goals and instructional topics for the domain will remain unchanged, and students will continue to be required to pass a locally-developed exercise test based

on examples of tattoos, gang graffiti, and other forms of gang communication. The two learning activities for the domain will also remain intact - one of which is directed toward criminal gang activity that is specific to the local academy.

Many academy administrators have expressed dissatisfaction with the current test, and gave unanimous support to the proposal to delete the two performance objectives at the September 8-9 meeting of basic academy directors and coordinators. Deletion of the two objectives is consistent with the proposed changes to the Training Specifications for the Regular Basic Course - 1995, as described in an earlier agenda item report.

If the Commission concurs, the appropriate action would be a MOTION 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. The report under this tab describes the results of an evaluation of the program.

As more fully described in the report, three different types of information were collected for the evaluation: (1) student feedback immediately following the training (N=1,865), (2) student feedback three to nine months after the training (N=96), and (3) student performance on the simulator (N=98). The results are summarized below:

Student feedback immediately following training was generally very favorable with respect to the overall training experience and the objectives of increasing awareness and understanding of the dangers, decision points, and policy issues associated with pursuit and emergency response driving. Students were less confident in their ability to drive the simulator. The handling characteristics of the simulator (steering, cornering, etc.), particularly the ability to judge speed and distance, were often reported as limiting factors which warrant improvement. Other frequently mentioned suggestions for improving the training were to improve the graphics and increase training time.

Those with more law enforcement experience and those having with more prior law enforcement driver training were somewhat less favorable in their evaluations, although the majority of members from these groups also described the training in favorable terms. Self-evaluations of overall performance on the simulator were found to be strongly associated with evaluations of the training (i.e., those who evaluated their own performance most favorably also tended to evaluate the training most favorably).

Those who received training in a single instructor environment (with typically three or four simulators in operation), and those who spent less time driving the simulator (in particular, 30 minutes or less), also were less favorable in their evaluations. These relationships appear to account, in large part, for differences found in the evaluations by training site.

A significant percentage of students reported experiencing one or more symptoms of simulator sickness (47.2%). However, few among this group did not complete the training (7.2%). Women more often reported symptoms than men (64.9% versus 44.6%), and more often did not complete training if they reported symptoms (11.7% for women; 5.5% for men). Those who are susceptible to car sickness reported higher incidence rates for all symptoms; older students reported higher rates for nausea and headache. No differences were found in sickness rates by training site, training date, time since last meal, hours of sleep before training, or use/nonuse of corrective lenses.

Feedback from students interviewed subsequent to training was consistent with that obtained from students immediately following training. The majority of interviewees (61.3%) rated the overall effectiveness of the training as "above average," compared to other driver training received; 57.4% rated the training "very effective" and another 23.4% "effective" with respect to heightening awareness of the dangers associated with pursuit and emergency response driving; and 92.6% would recommend the training for others. Close to half of the interviewees (47.9%) were able to recall specific instances where they applied what they learned on the job.

Depending on the symptom, between 14.3% and 50.0% of the interviewees indicated that simulator sickness persisted after training. In rare instances, it was reported that the symptom remained for another 24 hours.

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's action to underwrite the pilot program.

With the Commission's concurrence, copies of the full report will be made available to interested parties upon request.

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

In approving new dispatcher selection standards at its last 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.

The report under this tab details the proposed fees for use of the test battery. It is further proposed 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.

If the Commission concurs, the appropriate action would be a MOTION 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. Request for 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.

The report under this tab describes requests for contract assistance to develop the two exams. With respect to the comprehensive exam, the request is 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 is 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. As is the case for students who currently attend the Regular Basic Course, each candidate in the pilot format will be required to write an acceptable arrest report and an acceptable investigative report.

Two videos are needed for each report, with the second video used to "retest" persons who fail to write an acceptable report on the first attempt.

It is 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 report writing videos currently being used in the Regular Basic Course were developed under a similar contract with the Newport Beach Police in 1993, and the videos have been very well received. 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.

If the Commission concurs, the appropriate action would be a MOTION 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. A copy of the core curriculum is part of this agenda item for your information.

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.

If the Commission concurs, the appropriate action would be a MOTION 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. Proposal 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 inappropriate.

The report under this tab proposes to modify POST regulations to delete this reference, make minor textual changes consistent with the existing language of the Penal Code and to identify in regulation which entities are eligible to provide chemical agent training to private security personnel. If the Commission concurs, 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 is recommended the changes be effective March 1, 1996 due to the time requirements of the normal review processes.

If the Commission concurs, the appropriate action would be a MOTION to amend Regulation 1081(a)(5) as proposed subject to result of a 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. 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.

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

The report under this tab describes the proposed telecourse in detail and includes the complete grant proposal. 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 the all four attorneys in California. The request was received in Washington, D.C., on October 6, 1995. When this report was prepared the U.S. Attorney in Sacramento had not received a response to the proposal.

The report under this tab describes the proposal in detail and includes the complete grant request submitted by the U.S. Attorney.

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.

If the Commission concurs, the appropriate actions would be:

1. MOTION to authorize the Executive Director to accept the COPS grant in the amount of \$99,970 and direction to develop and present the telecourse described in the grant proposal;
2. MOTION to authorize the Executive Director to 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
3. Direct the Executive Director to report to the Commission on the status of each project periodically, as appropriate.

COMMITTEE REPORTS

N. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, will report on the Committee meeting held on November 8, 1995. The full agenda for that Committee meeting is included under this tab.

O. Long Range Planning Committee

Chairman Rutledge, who also chairs the Long Range Planning Committee, will report on the Committee meeting held on October 12, 1995 in Monterey Park. In addition to other matters, the report will address the following issue:

o Planning for a Law Enforcement Summit Meeting

Testimony during the recent O. J. Simpson trial cast certain law enforcement officers in a negative light which has had an affect on all law enforcement to some degree. Commission Chairman Rutledge has asked that POST consider sponsoring a gathering of leaders in law enforcement and others to discuss what, if any, response is called for. The leaders may wish to consider developing public statements regarding law enforcement - both retrospectively and prospectively. Law enforcement standards and training practices could well be part of that. The Presidents of PORAC, CPOA, CSSA, and CPCA have indicated that their associations would support and participate in such a "Summit."

This is before the Commission for the purpose of discussing the intent, form, and format of such an event. Suggested attendees would include the presidents of the law enforcement associations already mentioned in addition to others. Of course, the Attorney General would be invited both as a POST Commissioner and as California's chief law enforcement officer. The judiciary, prosecutors, prominent educators, along with representatives from the Governor's Office could be invited. Certainly the chair of the Commission's Strategic Planning Steering Committee should be considered for invitation.

This plan is still in the conceptual stage, but has law enforcement's support. Timing is also important. The matter comes to the Commission with a favorable recommendation.

Q. Legislative Review Committee

Chairman Rutledge, member of the Commission's Legislative Review Committee, will report on the Committee meeting held November 9, 1995 in Irvine.

R. Advisory Committee

Judith Valles, Chair of the POST Advisory Committee, will report on the Committee meeting held November 8, 1995 in San Diego. The report will include recommendations concerning:

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

The POST Advisory Committee, serving as a screening committee, will review the 40 nominations received and make recommendations for award recipients in three categories: Individual Achievement, Lifetime Achievement, and Organizational Achievement.

2. Certification Cancellation Issue

The POST Advisory Committee, in concert with the POST Labor/Management Forum, will consider the recommendations of the POST Task Force on Certificate Cancellation and provide input to the Commission.

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

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING MINUTES

July 20, 1995

Hyatt Regency Hotel

Irvine, CA

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

Commissioner Campbell led the flag salute.

A calling of the roll indicated a quorum was present.

Commissioners Present:

Sherman Block
Cois Byrd
Collene Campbell
Jody Hall-Esser
Bud Hawkins, Attorney General Representative
George Kennedy
Marcel Leduc
Ronald Lowenberg
Manuel Ortega
Lou Silva
Dale Stockton
Rick TerBorch
Devallis Rutledge, Chairman

Commissioners Absent:

Raquel Montenegro

POST Advisory Committee Members Present:

Judith Valles, Chair
Charles Byrd
Jay Clark
Norman Cleaver
Derald Hunt
Alexia Vital-Moore



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Raquel Montenegro

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Jay Clark
Norman Cleaver
Derald Hunt
Alexia Vital-Moore

Staff Present:

Norman C. Boehm, Executive Director
Glen Fine, Deputy Executive Director
Hal Snow, Assistant Executive Director
John Berner, Bureau Chief, Standards and Evaluation
Steve Chaney, Consultant, Basic Training Bureau
Mike DiMiceli, Bureau Chief, Management Counseling
Bob Fuller, Bureau Chief, Center for Leadership Development
Everitt Johnson, Bureau Chief, Basic Training Bureau
Holly Mitchum, Bureau Chief, Special Projects
Otto Saltenberger, Bureau Chief, Training Program Services
Frederick Williams, Bureau Chief, Administrative Services
Vera Roff, Administrative Assistant

Visitor's Roster:

Dodie Alsop, San Bernardino Police Department
Pete Amico, Los Angeles County Sheriff's Department Academy
Frank Barnes, CRPOA, Los Angeles County Sheriff's Department
Stanley Bennett, Fontana Police Department
Mary Kay Borchard, Imperial Valley College
Mike Brown, CPOA/CHP
Stan Brumer, Citizen, Santa Monica
Gary S. Cook, Ventura County Sheriff's Department
Tom Capdeville, Corona Police Department
Irene Carroll, San Jose Police Department
Don Crabtree, Corona Police Department
Steve D'Arcy, Placer County Sheriff's Department
Michael Davis, Baldwin Park Police Department
Frank Decker, Sergeant, Los Angeles County Sheriff's Department
Guy E. Eisenbrey, Montclair Police Department
Tom Esensten, Organizational Effectiveness Consulting
Hugh Foster, Golden West College
Danny Franks, Tustin Police Department
Sue Freeman, El Dorado County Sheriff's Department
Kim Garthinacte, Riverside County Sheriff's Department
A. J. Geoffrion, Lieutenant, Los Angeles County Sheriff's Department
Ed Hendry, Orange County Sheriff's Department
John Hernandez, San Bernardino County Sheriff's Department
George Hernandez, Grossmont College
Norman Hicks, Sheriff, Monterey County Sheriff's Department
Rodney R. Hoops, San Bernardino County Sheriff's Department
Ted Hunt, Los Angeles Police Protective League

Janet Sakaye Kinoshita-Wood, Huntington Beach Police Department
Martin J. Mayer, Mayer, Coble and Palmer/CPCA
Erlene Jatkowski, Los Angeles Police Department, Communications Division
David Johnson, California D.P.S.
John Jonopulos, Contra Costa County Sheriff's Department, Reserves
Melanie Ker, Los Angeles Police Department, Communications Division
Ron Lebovsky, Los Alamitos Police Department
Vince Leone, Montclair Police Department
Jim Lombardi, CRPOA, Los Angeles Police Department
David Masil, Los Angeles Police Department, Communications Division
Rich Michelson, Grossmont College
Bob Norman, Foster City Police Department
I. F. Patino, Rio Hondo Community College/CADA
Jerry Powell, Los Angeles Police Department, Training Division
Bruce Praet, Ferguson, Praet and Sherman/CPOA
Representatives of We Kar Foundation, Los Angeles
William Reynolds, Riverside County Sheriff's Department
David H. Robertson, Ventura County Sheriff's Department
Art Rodriquez, Los Angeles County Sheriff's Department
Jonathan Rothman, California Highway Patrol
Ron Rowell, Fullerton Police Department
Michael Sellers, Los Alamitos Police Department
Jerry Shadinger, Sheriff, Colusa County Sheriff's Department
Tom Shearn, Buena Park Police Department
Justine Smith, CPH/CAUSE
Bill Stearns, Seal Beach Police Department/CPCA
Mike Tuttle, San Bernardino County Sheriff's Department
Chris Woodin, Redlands Police Department
Deane Zanone, Seal Beach Police Department

APPROVAL OF MINUTES

- A. MOTION - Lowenberg, second - Hall-Esser, carried unanimously to approve the minutes of the April 20, 1995 regular Commission meeting at the Holiday Inn On-the-Bay in San Diego and the minutes of the May 15, 1995 special Commission meeting held via telephone conference call.

CONSENT CALENDAR

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

B.1 Receiving Course Certification Report

- B.2 Receiving Financial Report - Fourth Quarter FY 1994/95
- B.3 Receiving Information on New Entries into the POST Regular (Reimbursable) Program
- B.4 Receiving Information on New Entry into the POST Specialized (Non-Reimbursable) Program
- B.5 Receiving Report on Withdrawal of the Lawrence Berkeley Laboratory Police Department from the POST Regular (Reimbursable) Program
- B.6 Approving Resolution Commending Special Consultant Howard J. "Jim" Holts

HONORING COMMISSIONER MARCEL LEDUC

Chairman Rutledge presented a gavel to former Chairman Marcel Leduc commemorating his service as Commission Chairman from April 1994 to April 1995.

PRESENTATION

Chairman Rutledge presented a resolution to Howard J. "Jim" Holts for his outstanding service to POST in completing a feasibility study for establishing regional skill training centers and an implementation plan for acquiring needed technology and facilities. Lieutenant Holts, of the Los Angeles County Sheriff's Department, served as a Special Consultant under the POST Fellowship Program from February 1, 1993 through July 31, 1995.

C. Report on Strategic Planning Activities with Introduction and Charge to the Strategic Planning Steering Committee

At its April 1995 meeting, the Commission directed staff to initiate development of a strategic plan for POST. Since that time a Strategic Planning Steering Committee has been selected. Tom Esensten will serve as the consultant for the committee. The following committee members were introduced:

- o Steven D'Arcy, Undersheriff, Placer County Sheriff's Department (CPOA)
- o Joe De Ladurantey, Chief, Torrance Police Department (CPCA)
- o Norman C. Hicks, Sheriff, Monterey County Sheriff's Department (CSSA)
- o Robert Norman, Chief, Foster City Police Department (CPCA)
- o Jerry Shadinger, Sheriff, Colusa County Sheriff's Department (CSSA)
- o Woody Williams, Deputy Chief, San Bernardino County Sheriff's Department (CPOA)

Not in attendance, but also appointed to the committee, are:

- o Skip Murphy, President, Peace Officers' Research Association of California (PORAC)
- o Joe Surges, Contra Costa County Deputy Sheriff's Association (PORAC)

The Commission reviewed and approved the following charter for the Strategic Planning Steering Committee:

The California Commission on Peace Officer Standards and Training has constituted the Ad Hoc Strategic Plan Steering Committee (SPSC) to assist in defining the long-term direction and goals of POST. The Committee, composed of various representatives from the field of law enforcement, will oversee a strategic planning effort with support from a consultant and POST staff.

The Committee is to work together on how to help the Commission arrive at a strategic plan which will best posture POST to help law enforcement reach its highest aspirations.

The Commission envisions a process which will result in a clear correlation of expectations and actions regarding POST and law enforcement.

The Committee's charter includes a number of procedural or positional ideas the Committee may find useful. These include, but are not limited to the following, which themselves the Committee may wish to reexamine or define. The Committee is given latitude and flexibility in achieving the strategic planning goal. The target date for completing the strategic planning process is April 18, 1996.

- o Agree upon an approach for strategic plan development.
- o Represent the field's various interests and expectations relative to POST, its programs, priorities, and service delivery strategies.
- o Attend and participate in regional meetings for the purpose of gathering direct input from those participating in the POST program.
- o Consider the needs of the profession and law enforcement's expectations of POST in helping meet those needs and expectations.
- o Include in planning, considerations relating to increasing the spirit of service and commitment to improve the profession of law enforcement by articulating a values, vision, and mission statement for POST.
- o Recommend future POST directions and priorities for Commission consideration.
- o Develop and prioritize a set of key strategies for recommendation to the Commission.
- o Assist in writing a strategic plan that outlines directions, priorities, expectations, strategies, resource requirements, time lines, roles and responsibilities for review and adoption by the Commission and representative associations.
- o Assist in communicating the plan to law enforcement agencies and building for their participation in implementation.
- o Provide the Commission with periodic updates.
- o Other values, issues, or suggestions the Commission may wish to add.

The Steering Committee will report to the Long Range Planning Committee and the Commission on an ongoing basis as it completes its charge. It is anticipated that the final report will be presented to the Commission at its April 1996 meeting.

MOTION - Ortega, second - Byrd, carried unanimously to receive the report and approve the charter.

The SPSC members present and Commissioners discussed both the letter and intent of the charter statement. The Committee expressed agreement and commitment to pursue the strategic plan as set forth. The Commission indicated full support and expectations of a successful result. The Commissioners thanked the Committee members for their interest and commitment in this important effort.

PUBLIC HEARINGS

The purpose of the public hearing was to receive testimony in regard to proposed amendments to Commission Regulations and Procedures. The hearing was divided into three parts:

- o Part I pertained to adoption of training specifications for reserve training Module D.
- o Part II pertained to approval of the Basic Course Transition Pilot Program and amending regulations accordingly.
- o Part III pertained to approval of amendments to public safety dispatcher selection standards.

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

PART I OF THE PUBLIC HEARING

D. Receiving Testimony on a Proposal to Add a Module D to the Reserve Training Modules and Approval of a New Document, *Training Specifications for Reserve Training Module "D" - 1995*

Penal Code 832.6, amended January 1, 1995, requires POST to develop an optional bridging or supplemental course for existing Level I reserve officers who have completed Reserve Training Modules A, B, and C and who desire to satisfy the Regular Basic Course requirement. Module D, a bridging course, has been designed to be effectively used in concert with the existing reserve training system. The minimum required hours for the Module D course are proposed to be 442 hours. Modules A, B, C (with a total of 222 hours), and D combined are equivalent to the Regular Basic Course which totals 664 hours.

The new document, *Training Specifications for Reserve Training Module D - 1995*, specifies the content, topics, and minimum hourly requirements of the course. The specifications include instructional goals, topics, learning activities, and tests that are required for the Regular Basic Course but are not required in Reserve Training Modules

A, B, and C. To ensure that students participate in learning activities and take required exercise tests, scenario tests, and physical abilities tests in Module D courses, it was recommended that Module D be certified only to presenters who are certified to deliver the Regular Basic Course and who have access to the POSTRAC Testing System. The tests will cover both instruction received in Module D and required instructional content of reserve Modules A, B, and C.

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

Chief Michael P. Stein, Escondido Police Department; Chief Robert Vales, Carlsbad Police Department; and Interim Chief Michael Poehlman, Oceanside Police, recommended that the Module D course be certified only to presenters capable of meeting Regular Basic Course Certification requirements.

James Lombardi, President, California Reserve Peace Officers' Association, wrote in favor of the following:

- o Ensure that a sufficient number of academies are available to present the Module D course.
- o All training, including practical, received by a tenured reserve officer should count as a credit against the 442 hours (Module D minimum hours). Allow the chief executive of an agency to attest that a particular reserve officer has received the equivalent of Module D training.
- o Revise the present method of administering the Basic Course in the expanded format as it is not practical to require an individual to travel and attend an academy three nights a week for 12 months.
- o Develop a proposal that would allow for Modules A, B, and C to cover all or portions of learning domains that must be taught in an academy classroom atmosphere (estimated 320 hours). The officer would go to a mandated field training program to complete the remaining non-classroom instruction within three years. Testing would occur when the FTO training is completed.

Reserve Captains Alex Smith and John Jonopulos, Contra Costa County Sheriff's Department, wrote the following:

- o The Module D training does not take into account the additional 200 hours (FTO training) required for reserves. By not recognizing the 200 hours, the proposal is not in line with the legislative intent of P.C. 832.6 which

requires the Commission to develop a supplemental course without unnecessary redundancy.

- o No considerations were outlined in meeting the Module D requirements for those reserve officers that have continuing education, degrees, or specific training that could be applied to satisfying the requirements.
- o No consideration was given to establishing a certification process enjoyed by regular officers who have allowed their POST certificate to expire. They suggested development of a requalification program for reserves similar to the one for regulars.
- o Regardless of the number of training hours or experience a current Level I reserve officer may have, no portability was established or offered in the proposal. If a current, Level I state-certified reserve officer moves to another agency after January 1, 1997, he/she will have to complete a "new" basic academy.

After a summary of written commentary, the Chairman invited oral testimony from those present:

Sue Freeman, Commander, El Dorado County Sheriff's Reserve Force, expressed agreement with the concerns raised in James Lombardi's letter.

James Lombardi, President, California Reserve Peace Officers' Association, expressed support for the proposal as stated in his letter, but opposed the method of implementation. He reiterated suggestions in his letter before the Commission that a "challenge" course or program be created to test reserves rather than require completion of Module D.

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

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

The response to Chief Michael P. Stein, Chief Robert Vales, and Interim Chief Poehlman's recommendation to limit certification of the Module D training to presenters capable of meeting Regular Basic Course certification requirements stated:

- o The proposed amendments to Commission procedure D-1 do, in fact, limit presentation of Module D to academy presenters. The reason being that training and testing requirements for proposed Module D duplicate that of the Regular Basic Course, and graduates of Module D will be considered

graduates of the Regular Basic Course. Prior to approving a state or local agency to become a POST-certified Basic Course presenter, a POST-consultant team evaluates whether the agency has qualified instructors, coordinators, and the physical facilities appropriate for training; availability of staff to administer the course; provisions for student safety; a structured training needs assessment evaluation; and several other factors. The Basic Course and Module D require use of the POSTRAC system for POST-constructed knowledge testing. This testing system is accessible only to certified basic academy presenters.

- o It is believed that the current certification process adequately addresses the needs described. If there is sufficient interest and need, POST can entertain a Basic Course certification request.

The letter to James C. Lombardi stated:

- o In response that new training requirements be implemented reasonably, staff wrote that "Only those Level I reserve officers who have a break in service and then are appointed after January 1, 1997 must meet the upcoming new Basic Course training requirement. Those currently appointed Level I officers who continue in their reserve work with the same employer will not have to meet the Basic Course training requirement."
- o In response to the concern regarding availability of Module D, staff wrote that "As with other basic academy presentations, every attempt will be made to provide Module D training to include all areas of the state. Approximately one-third of the Basic Course presenters have expressed an interest in presenting the reserve Module D curriculum. These potential presenters are located in both the southern and northern areas of the state."
- o In response to whether tenured reserve officers should return to an academy for 442 hours, P.C. Section 832.6, amended January 1, 1995, requires POST to develop an optional bridging course for existing Level I reserve officers who wish to "voluntarily" satisfy the Regular Basic Course requirement. The language of this penal code section does not make a distinction between tenured or non-tenured reserve officers.
- o Regarding the "no unnecessary redundancy" mandate of SB 1874, the issue of accommodation of prior training and the SB 1874 language were discussed at length in the January 1995 Reserve Module D Development meeting. In the discussion about exempting a student from certain portions of Module D, course presenters expressed concern about tracking who was

qualified for a classroom training exemption and potential liability issues for the school/agency.

- o As far as the possibility of a chief executive of an agency verifying that a particular reserve has received practical training equivalent to basic academy-required training, neither P.C. Section 832.6 nor existing POST regulations have provisions to "waive" parts of reserve training requirements and accept on-the-job experience as credit towards the proposed 442-hour Module D instructional/classroom training requirement. The Commission does, however, pursuant to P.C. Section 13511, administer a Basic Course equivalency evaluation and Basic Course waiver process for individuals who believe they have completed the requirement for the Basic Course in total.
- o Mr. Lombardi's recommendation to revise the present method of administering the Basic Course in the expanded format is outside the scope of this proposal and not addressed at the hearing. Likewise, the recommendation to redraft Modules A, B, and C is outside the scope of this proposal.
- o Regarding the proposal to use FTO training to meet additional learning domain requirements, the response was that the FTO program to include additional learning domain material is also outside the scope of this proposal.
- o Regarding testing after the FTO program has been completed, current regulations do not accommodate testing to determine proficiency and subsequent exemption from completing certain topics. All basic academy course requirements and delivery formats would have to be changed through the public hearing process to allow for completion of basic academy subjects to be delegated to a testing process outside the classroom structure.
- o Mr. Lombardi's suggestion that Basic Course subject testing follow a three-year FTO program is outside the scope of this hearing because it is based on a recommendation to redesign FTO training, an issue that is not addressed in the current proposal.

The response to Captains Alex Smith and John Jonopulos included:

- o Regarding the calculation of hours and the adherence to legislative intent, staff responded that the 442 hours proposed for Reserve Module D were derived through meetings with academy presenters and reserve trainers. The instruction in Modules A, B, and C (currently 222 hours) was

compared to the Basic Course training specifications to determine what instruction and testing required in the Regular Basic Course was not included in those modules. That identified instruction and testing became the proposed Training Specifications for Reserve Module D. The Basic Course presenters then determined the number of hours, domain by domain, that would be necessary to teach the specifications for Reserve Module D. To make Modules A, B, C, and D equivalent to the Regular Basic Course, the specifications for Module D require a minimum of 442 hours.

- o In regard to taking into account the 200 (FTO) hours, staff wrote that those are practical application hours of what is taught in Module A, B, and C and would not add credit toward the curriculum necessary to complete the Basic Course requirements.
- o Regarding consideration of continuing education, degrees, or specific training, staff responded that P.C. Section 832.6 states, "The Commission shall facilitate the voluntary transition of reserve officers to regular officers with no unnecessary redundancy in the training required for Level I or II reserves." We emphasize the word "required" to point out that the legislative intent is for the Commission to consider the training in Modules A, B, and C as that is the required training for non-designated Level I reserve officers. This law does not direct the Commission to develop a process to evaluate a reserve's proficiency with Module D requirements through evaluation of degrees, continuing education, specific training, etc. (all non-required training). The Commission does, however, pursuant to Penal Code Section 13511, administer a Basic Course equivalency evaluation and Basic Course waiver process for individuals who believe they have completed the requirements for the Basic Course in total.
- o Regarding establishing a requalification process for reserves similar to the one for regular officers, the Commission has approved amendments to Regulation 1008 that allows the same Basic Course waiver and requalification processes as the ones in place for regular officers.
- o Regarding portability of reserves, staff responded that a Level I reserve officer who has met the Basic Course requirements is required to requalify basic training only if that officer has had a three-year break in service.

A reserve officer with only Modules A, B, and C training may continue to exercise Level I authority with his/her current employer. Such a reserve officer will be required to maintain Level I authority if that individual transfers to another agency in the POST program after January 1, 1997. However, that does not mean the individual would have to complete a new

basic academy, because the individual will continue to have the option of choosing a Reserve Module D training course to satisfy Basic Course training requirements. After January 1, 1997, a newly-hired Level I reserve could also satisfy the Basic Course requirement by completing a Reserve Module D course. Therefore, after January 1, 1997, previously completed Modules A, B, and C will continue to be considered. If adopted, the proposed reserve format for delivering the Basic Course will become a new alternative for Basic Course completion. Individuals desiring to complete the Basic Course requirement specified in Regulations 1005 or 1007 may satisfy the requirement by completing any of the delivery formats for Regular Basic Course training specified in Commission Procedure D-1 (including the proposed reserve and transition program pilot formats).

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

After discussion, the following action was taken:

MOTION - Ortega, second - Leduc, carried unanimously to adopt regulations to implement a reserve training program that will:

1. Amend Regulation 1005 and Procedure D-1 by adding Module D under the Reserve Format as a bridging course for existing Level I reserve officers who have completed Reserve Training Modules A, B, and C and who voluntarily wish to satisfy the Regular Basic Course Training requirement; and
2. Approve a new document, *Training Specifications for Reserve Training Module D - 1995*, as the curriculum for reserve Module D training, subject to regulatory approval by the Office of Administrative Law as to conformance with California rulemaking law.

PART II OF THE PUBLIC HEARING

E. Receiving Testimony on Proposal to Approve the Basic Course Transition Pilot Program and to Amend the Regulations Accordingly

The Basic Course *Transition Program - Pilot Format* divides the Regular Basic Course curriculum into a preparatory phase of instruction (Pilot Format - Part 1) which, in effect, becomes the prerequisite for admission to an application-oriented academy (Pilot Format - Part 2). POST minimum instructional hour requirements are attached to each component. Upon completion of the preparatory training phase, the student must pass a POST comprehensive examination and report writing test, administered by POST, before admittance into the shorter reconfigured law enforcement academy.

The program is an experimental alternative delivery model for basic training that will provide course presenters with greater flexibility in structuring their programs and improving basic training responsiveness to law enforcement agencies. There are several assumed benefits for the program which the pilot test would verify. Agencies will benefit from an increased pool of pre-trained applicants. Agency training costs will decrease since some students will complete their basic training requirements at their own expense. The reconfigured law enforcement academy is shorter and will result in significant dollar savings. The preparatory basic coursework curriculum will be presented with increased time and emphasis in the colleges.

Following the staff report, the Chairman invited oral testimony from those present.

Mary Kay Borchard, Imperial Valley Course, spoke in favor of the proposal and asked whether a community college that is not a member of the Consortium could participate in the program.

Doug Franks, Chief, Tustin Police Department, representing the Orange County Chiefs' and Sheriffs, and Chairman, Advisory Board of Golden West College, spoke in support of the pilot program, stating that the program should prove to be very cost-effective.

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

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

In response to Mary Kay Borchard's question as to whether academies not currently certified as POST academies would be able to participate, it was pointed out that there could be a possibility of including an independent college as a testing evaluation college if it is affiliated with an academy.

The Advisory Committee reviewed this item at its meeting on July 18, 1995, and recommended approval of the proposal.

After discussion, the following action was taken:

MOTION - TerBorch, second - Hawkins, carried unanimously to approve the Basic Course Transition Program for pilot presentations and amend Commission Procedure D-1 and Regulation 1005 as proposed subject to approval by the Office of Administrative Law as to conformance with California rulemaking law.

MOTION - Ortega, second - TerBorch, carried unanimously to approve proposal #3 which combines the version of D-1 regulations that reflects the interjection of both the

Module D Program language and the Transition Program language for submittal in the final rulemaking file to the Office of Administrative Law.

PART III OF THE PUBLIC HEARING

F. Receiving Testimony on Proposal to Augment Dispatcher Selection Standards

Proposed new Commission Regulation 1018(c)(4) would require that entry-level dispatcher candidates' verbal, reasoning, memory, and perceptual abilities (as defined) be evaluated before hire using a new test battery developed by POST or alternative job-related tests of these abilities. These abilities were identified in a POST-conducted statewide job analysis and subsequent empirical validation study as important for successful performance of dispatcher duties.

An exemption to the new requirements would be granted to individuals who: (1) have completed the Public Safety Dispatchers' Basic Course or have passed the POST Basic Dispatcher Training Equivalency Examination; and (2) have successfully completed probation during previous employment as a dispatcher. The proposed new standards would not take effect until July 1, 1997, thereby allowing agencies sufficient time to develop alternatives to the POST tests, if they choose to.

The proposed new regulation will require that POST maintain and make available the new POST Dispatcher Test Battery to all eligible agencies in the POST dispatcher program. The estimated annual costs to facilitate or provide the testing program will be between \$40,000 and \$80,000, depending on the number of agencies using the tests.

During the interim two-year period until the proposed new regulation takes effect, it is proposed that agencies be charged for the use of the POST tests. This proposal is based in part on the Commission's current budget constraints and the fact that use of the tests during the interim period will be voluntary. Such charges would be for actual costs, amounting to approximately \$5 per candidate, plus a base charge of \$125 per test administration. An additional charge of approximately \$150 would be levied for test administrations in which POST provides proctoring services. These charges would offset the projected implementation cost. The new test battery is expected to be available for general use within the next few months.

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

Deputy Director RoxAnn L. Brown, Stanislaus County Emergency Dispatch, wrote in support of the proposal. She wrote that the proposed standards are both appropriate and helpful and will assist agencies in selecting candidates most likely to succeed.

Chief Louis A. Cobarruviaz, San Jose Police Department, wrote in support of the proposal, stating that it is apparent, especially in light of the increased media scrutiny of the 911 system, that "a more relevant criterion be utilized in hiring those individuals who operate that system. Merits of the testing process have been reflected in the increased success rate we have experienced since its use. "

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

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

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

The letters received were letters of support and did not express any concerns or recommendations for change of the proposed regulation language.

MOTION - Lowenberg, second - Byrd, carried unanimously to:

1. Approve the proposed new public safety dispatcher selection standards, subject to regulatory approval by the Office of Administrative Law as to conformance with California rulemaking law; and
2. Approve implementation of a statewide dispatcher testing program as proposed (i.e., with interim charges to recover costs until such time as the new selection standards become effective).

BASIC TRAINING BUREAU

G. 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.

Recommended modifications to training specifications for Learning Domain #28 (Traffic Enforcement) and Learning Domain #37 (Persons with Disabilities) are based on proposed curricula enhancements, changes in testing standards, addition of supporting learning activities, or other editorial improvements.

Proposed changes include:

- o Persons with Disabilities: Addition of instruction to provide the student with the ability to distinguish between a mental disorder, physical disability and developmental disability; and to choose an effective intervention strategy which effectively deals with the physical, emotional, or medical needs of victims, witnesses, or suspects. Instruction is enhanced regarding provisions of state and federal laws relating to persons with disabilities and identification of community resources.
- o Traffic Enforcement: Proposed changes to this domain would provide additional detail and clarity to existing instructional goals and required topics. Proposed modifications also reflect relocation of several minor subtopics to this domain and the replacement of exercise tests with learning activities.

The proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act. It is recommended that the Notice of Proposed Action Process be used. If no one requests a public hearing, these proposed changes would go into effect upon approval by the Office of Administrative Law as to conformance with California rulemaking law.

MOTION - Lowenberg, second - Hall-Esser, carried unanimously to adopt the changes to the Regular Basic Course Learning Domains #28 and #37 as proposed.

STANDARDS AND EVALUATION

H. Approval to Adopt Proposed Changes to the Regular Basic Course Performance Objectives

Ongoing review of the Regular Basic Course performance objectives has identified a number of changes that would improve the quality of the domain tests. The proposed changes occur in Learning Domains #10 (Sex Crimes); #11 (Juvenile Law and Procedure); #12 (Controlled Substances); #28 (Traffic Enforcement); and #37 (Persons with Disabilities). The substantive changes are listed below.

- o Domain #10 - Sex Crimes. Delete one knowledge objective. The knowledge requirements of this objective have been incorporated in other objectives.
- o Domain #11 - Juvenile Law and Procedure. Delete one knowledge objective and modify another. The deleted objective requires students to identify the purposes of juvenile law as set forth by the Legislature in Section 202 of the Welfare and Institutions Code. Although these purposes form a suitable backdrop for teaching

juvenile law and procedure, knowledge of these purposes is not needed to perform the duties of a patrol officer. The deletion of this objective will have no effect on the *training specifications* and the purposes of juvenile law will continue to be a required instructional topic.

- o Domain #12: Controlled Substances. Add two new knowledge objectives that address the manufacture of controlled substances. One objective requires students to recognize when controlled substances are being produced or manufactured; the other requires students to recognize chemicals that are intended for use in manufacturing a controlled substance.
- o Domain #28: Traffic Enforcement. Add one new knowledge objective that addresses warrantless arrests of drunk driving suspects. Replace four exercise objectives that involve specific tasks (i.e., directing traffic, placing traffic control devices, preparing a storage impound report) with learning activities.

MOTION - Byrd, second - Leduc, carried unanimously to accept the proposed changes to the Regular Basic Course performance objectives to become effective with academy classes beginning on or after October 1, 1995.

I. Report on Completion of Clearinghouse Publication on Worksite Health and Fitness Programs and Recommendation to Distribute the Clearinghouse Publication Upon Final Review by Legal Counsel

In November 1993, the Commission directed staff to prepare a publication on worksite health and fitness programs as part of the establishment of an information clearinghouse on the topic. The document has been prepared and is available for distribution pending a final review by legal counsel.

The clearinghouse publication details the types of fitness programs that are currently in place among agencies in the POST program. It contains reviews of both the published literature on worksite fitness programs and the statute and case law germane to law enforcement fitness programs.

The Commission approved development of the clearinghouse publication with the understanding that the information obtained in preparing the document would also prove useful in determining the merits of Commission-sponsored original research of fitness programs. Based on what has been learned, it is doubtful that POST-initiated research on voluntary programs would produce results other than those reported in the published literature (i.e., short-term reductions in absenteeism, drop off in participation rates within one year, etc.). Further, the kind of comparative study that would most directly bear on the issue of the relative utility of the three program types (i.e., no program, mandatory program, voluntary program) would be very costly to conduct and would most likely produce equivocal, program-specific results.

MOTION - Campbell, second - Byrd, carried unanimously to approve distribution of the clearinghouse publication pending final review by legal counsel.

MANAGEMENT COUNSELING

(The following agenda Item [J] was taken out of order and heard earlier as a courtesy to the public members in attendance.)

J. Approval of Proposed Guidelines for High-Speed Vehicle Pursuits and Recommendation to Adopt the Guidelines and Approve the Commentary as a Reference Document for Training

At its April 1995 meeting, the Commission received public comment concerning the proposed guidelines for vehicle pursuits required by Penal Code Section 13519.8 (SB 601, Marks). Following the public comments, the Commission directed revision of the draft guidelines to include:

- o Revising the guidelines to eliminate the use of deadly force topic, but to address the topic in the training that is also required to be developed;
- o Reformatting the guidelines and the accompanying commentary, eliminating the commentary from the guidelines document, and using the commentary as a reference document for training; and
- o Presenting the revised, proposed guidelines for consideration and adoption at the July 20, 1995 meeting.

Staff has worked with a committee of legal experts and law enforcement representatives to develop proposed revisions to the draft guidelines which address the concerns expressed at the April meeting. The Long Range Planning Committee favorably considered the draft guidelines at its June 23 meeting.

Also at its April meeting, the Commission adopted changes to Commission Regulations 1081 and 1005 to provide training standards on pursuits as required by Penal Code Section 13519.8. Work to develop curricula and the delivery method is progressing, and the commentary originally associated with the guidelines is being reformatted as reference material to support the training.

The following public members spoke on the proposed guidelines:

- o Bill Stearns and Martin Mayer, thanked the Commission for recognizing the concerns expressed at the April Commission meeting and for allowing modification and changes. They recommended the guidelines be adopted as they meet all requirements and are "common sense" basic concepts.

- o Elizabeth Schneider-Harness, Stan Brumer, Ms. Boyd, an individual identifying herself only as "Sandy", Ed Martinez, Karen, and Darrell Harness, all expressed concern that third party involvement should be included in the guidelines. Mr. Harness offered his assistance to staff in this regard.
- o Bruce Praet, Attorney at Law, stated that public safety was a big concern and the committee believed it had been addressed adequately. He urged passage of the guidelines.
- o Jonathan Rothman, Counsel for the California Highway Patrol, also participated on the revision committee. He stated that serious issues have been resolved in a manner that follows the mandates of the law and that the CHP could accept the guidelines.

Chairman Rutledge informed the audience that the Commission's role is not to dictate local policies, and its mission is very specific and limited by legislation. He thanked the committee members who worked diligently in trying to resolve competing concerns in such a way that adopted guidelines will comply with the mandate of the Legislature. He assured the audience that protection of the public and the maintenance of public order are of the highest priority. The Commission is very concerned that peace officers be sensitive to victims needs and, for that reason, has taken an active role by developing a training video on victim sensitivity for officers.

Chairman Rutledge also expressed appreciation for the citizens who have taken an active interest in this issue. While the guidelines represent an excellent beginning, he assured the audience that proposals are not cast in concrete but are always subject to change with the wisdom of experience.

MOTION - Block, second - Lowenberg, carried unanimously to adopt the guidelines and direct their distribution to local police and sheriffs' departments.

K. Approval of Approach to Increase the Availability of Training to Support Community-Oriented Policing

The Commission received a report describing three alternative models to deliver increased training to support community-oriented policing and concluded with recommendations for an approach to develop a comprehensive plan to increase the availability of training. The recommendations include:

1. Creating an ad hoc advisory committee to review training needs and delivery models, and to provide recommendations concerning training courses and curricula and delivery approaches;
2. Presenting a management-level orientation telecourse on community-oriented policing;

3. Continuing to seek alternative sources of funding to support community policing training; and
4. Reporting progress and recommendations for training to the Commission at the January 1996 meeting.

The recommendations were favorably considered by the Long Range Planning Committee at its June 23 meeting.

MOTION - Lowenberg, second - Campbell, carried unanimously to approve the directions and authorize creation of the ad hoc committee.

TRAINING PROGRAM SERVICES

(This agenda item [L] was taken out of order and addressed earlier on the agenda out of courtesy to Commissioner Block who had to leave the meeting early.)

L. Report on the Newly Developed Guidelines for the Development of Law Enforcement Agency Hate Crime Policies and Hate Crime Orientation Training and Recommendation to Authorize Their Distribution

In response to the passage of Assembly Bill 3407 of 1992, which created Penal Code Section 13519.6, POST was tasked with the responsibility to:

1. Develop and implement a hate crimes training curricula for the Regular Basic Course by July 1, 1994; and
2. Develop and distribute guidelines for law enforcement agency responses to hate crimes by December 31, 1993.

A comprehensive hate crimes training package was subsequently developed by the Basic Training Bureau, in cooperation with a Hate Crime Advisory Committee comprised of subject matter experts, instructors, and representatives of hate crime resource organizations. The curricula was approved by the Commission in April 1994 and was prescribed for Basic Course presentations beginning on or after June 1, 1994.

The required guidelines for law enforcement agency response to hate crimes was developed concurrently with the curriculum. However, both the California Attorney General's Office and the State Fair Employment and Housing Commission enacted new hate crimes response and reporting protocols which impacted local law enforcement agencies, and in turn, affected the proposed POST guidelines. As a result, the initially developed POST guidelines were revised to ensure their conformance to these changes in law and procedure.

MOTION - Jody Hall-Esser, second - TerBorch, carried unanimously to approve and authorize distribution of the proposed guidelines to law enforcement agencies in the POST program.

CENTER FOR LEADERSHIP DEVELOPMENT

M. Status of Management/Executive Training Program Review

At its July 1994 meeting, the Commission authorized two studies on existing programs. One project is focused on the Command College. The second project is focused on Supervisory and Management training.

The Command College study has resulted in preliminary recommendations that will modify the course design and place emphasis on the following areas; leadership, course length, academic affiliations, and final projects. The Supervisory and Management training review has resulted in the development of draft concepts for delivery of supervisory and management training programs. Final reports on both studies will be submitted to the Commission at the November 1995 meeting.

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

TRAINING DELIVERY AND COMPLIANCE

N. Approval of the Revised and Updated POST Publication *Voluntary K-9 Team Guidelines - 1995*

In January 1993, POST published new *Voluntary K-9 Team Guidelines*. In September 1994, an advisory committee reconvened to review the guidelines after their first year of implementation. Based on input the committee had previously received from agencies and K-9 associations in their regional areas, the Committee analyzed the guideline document and made recommendations for improvement and clarification. Those changes were before the Commission for incorporation into the POST Voluntary K-9 Team Guidelines.

MOTION - Lowenberg, second - Hall-Esser, carried unanimously to approve the amended POST *Voluntary K-9 Team Guidelines*.

EXECUTIVE OFFICE

O. Approval of Request to Expand Civilian Employee Training to Include Executive Secretaries

At its January 1995 meeting, the Commission heard an appeal from the California Police Chiefs' Association of a denial of course certification for an executive secretary course. The Commission decided to take no action at that time and instructed staff to include this

issue in the POST Survey of Chief Executives. Survey findings indicated that law enforcement is split on the issue.

Staff suggested that a possible resolution may be to certify the course as a Plan N/A (no reimbursement). However, this would require a change in Commission policy to allow non-reimbursable certification of a new civilian training topic.

After discussion, the following action was taken:

MOTION - Lowenberg, second - Hawkins, carried unanimously to modify existing policy to allow non-reimbursable certification of a new civilian training topic.

P. Approval of Interagency Agreement with the Department of Water Resources for Microfilming Services

POST annually executes an interagency agreement with the Department of Water Resources (DWR) to microfilm critical POST records that require lengthy retention periods. In the past, this agreement has been about \$9,000 per year. This year, due to increased volume of POST records and increased costs, the agreement has been projected at \$15,000 maximum. This amount, being above the delegated contract authority of the Executive Director, requires Commission review and consideration.

MOTION - Hawkins, second - Ortega, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to sign an Interagency Agreement with the Department of Water Resources for microfilming services for Fiscal Year 1995/96 in an amount not to exceed \$15,000.

COMMITTEE REPORTS

Q. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, reported that the Committee met July 19, 1995 in San Diego. In addition to items previously addressed on the agenda, the Committee addressed the following.

1. Staff reported that 1994/95 ended with revenue for the 12-month period of approximately \$30.4 million. This compares to \$30.8 million in revenue for the prior year. Revenues remain low; while training reimbursement expenditures are rising. The 47,619 trainees reimbursed through the fourth quarter represent an increase of 1,916 compared to the 45,658 trainees reimbursed during the similar period last fiscal year.

Fortunately, earlier measures and administrative savings resulted in \$1.2 Million available for carryover into 95/96. This amount will buffer the anticipated shortfall for the year just begun.

2. The FY 1995-96 Governor's Budget has not been signed. POST is budgeted for \$33.356 million.

Notwithstanding this budgeted amount, revenue projections for FY 95/96 is estimated to be \$30.5 million. With our current level of expenditures, and given the potential for increased reimbursed trainees, coupled with an anticipated revenue shortfall which will not be supplemented by general funds as in the year just ended, a deficit could result depending on the number of reimbursed trainees. Trainee projections range from 49,000 to 55,000 with potential deficit correspondingly ranging from \$1.2 to \$4 Million.

3. The Committee reviewed a list of measures that could be implemented to reduce expenditures and also reduce the projected FY 95/96 deficit. The following recommendations are made:

- o Establish an 80-hour maximum per year cap on the number of course hours POST will reimburse each eligible trainee per fiscal year. (Certain longer or required courses are exempted.) - Estimated Savings: \$1,000,000.
- o Suspend going forward with the \$127,000 contract for Spanish Language Training.
- o Require that attendance at "road shows" be limited to trainees from within the region as defined by POST. - Estimated Savings: \$50,000.
- o Continue to suspend awarding a contract to upgrade the POSTRAC Testing Program until the third quarter of 95/96. - Estimated Savings: \$170,000 for this Fiscal Year.
- o Encourage voluntary geographical limits on training reimbursement by asking chiefs and sheriffs to use training facilities close to their agencies, and POST will make training more available within regions. - Potential Savings: \$200,000.

These figures are somewhat subjective elements to all the recommendations. Potentially the savings could amount to \$1,500,000. These matters will be closely monitored and reports will be given on a regular basis. In addition, a potential savings of \$200,000 in administrative costs is expected.

4. The Committee reviewed a list of previously approved Budget Change Proposals and recommended approval of the following for FY 1996-97:
- o Complete the satellite and multi-media programs and add encryption to the satellite system
 - o Computer-based courseware development
 - o Interactive multimedia classroom development
 - o Spanish language training

5. The Committee recommended approval of continuation of the simulator pilot sites for the driver training simulator program at a cost of \$260,907.

MOTION - Ortega, second - Byrd, carried unanimously by ROLL CALL VOTE to approve the expenditure as described.

6. The Committee recommended approval of the expenditure of \$20,000 for purposes of POST contracting with the State Department of Finance to conduct a partial audit of POST financial operations. It was further recommended that audits be conducted every two years.

MOTION - Hawkins, second - Byrd, carried unanimously by ROLL CALL VOTE to approve a contract as described.

7. The Committee recommended approval for the expenditure of \$33,551.21 as payment to the Sacramento County Sheriff's Department. This amount represents POST's share of the cost of a feasibility study of our joint occupancy of a portion of the now-defunct Mather Air Force Base.

MOTION - Byrd, second - Leduc, carried unanimously by ROLL CALL VOTE to approve the expenditure for the feasibility study as described.

8. Contracts and Interagency Agreements that exceed \$10,000 are approved by the Commission. The Executive Director has been delegated the authority to enter into contracts and agreements to a lesser amount. The total number of contracts and Interagency Agreements is annually reported for the purpose of each and money encumbered. The Committee reviewed the report and recommends Commission approval.

MOTION - Campbell, second - Leduc, carried unanimously to accept the report of the Finance Committee.

R. Long Range Planning Committee

Chairman Rutledge, who also chairs the Long Range Planning Committee, reported that the Committee met on June 23, 1995 in Monterey Park and took the following actions:

o Driver Training Simulator Pilot Program

The Committee recommends that the support for the driver training simulator program continue for the upcoming Fiscal Year as a policy matter. The Committee recognizes that the Finance Committee will be making recommendations in light of financial realities at the July meeting.

o Driving Simulator Evaluation

The Committee recommended that POST participate with the University of Iowa, Time Warner, Inc., the manufacturer, and others to evaluate costs and benefits of varying levels of motion bases to part-task simulators. This recommendation is made with the understanding that there will be no POST funding for the project and that indirect costs to POST will be minimal.

o Command College Study

The Committee concurred with directions currently being followed to revise Command College instruction. The scheduled start of the next class has been delayed by six months. Work is underway to revise the curriculum to strengthen leadership development aspects and to install experiential learning instructional methods.

o Producing Scenarios for Shooting Judgment Simulators

A number of agencies has acquired shooting simulators from a variety of manufacturers. There is existing need for new scenarios to support the simulator-based training.

The Committee recommended that staff explore and report back on the feasibility of a contractual arrangement between the Commission and a private vendor to produce video scenarios. The conceptual arrangements would include a skilled and experienced vendor who would oversee scenario production by members of POST's Media Producers' Committee. Scenarios would be pressed on laser disks by the vendor and sold to the private firms now selling shooting judgment simulator systems. Royalties from sales would be apportioned between POST, the contractor, and the co-producing law enforcement agencies.

There is potential to meet a real need and generate revenues from national and international sales. The Committee recommended Commission concurrence in further development of the possibilities.

o Executive Director's Vacation Allowance

The Committee recommended that the Executive Director's current vacation allowance of 33 days vacation per year and authority to expend up to \$5,000 for professional development activities be continued into the new Fiscal Year.

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

S. Legislative Review Committee

Commissioner Block's commitments required him to leave the meeting prior to this item being reported on. He asked the Executive Director to report that the Committee met on July 20, 1995 just prior to the Commission meeting. The Committee reviewed the *Status of 1995 Legislation of Interest to POST*. Staff clarified that SB 338 (Campbell) and AB 573 (Goldsmith), both concerning fines and penalties, would have no affect on POST.

The report was for information only and no action was required.

T. Advisory Committee

Judith Valles, Chair of the POST Advisory Committee, reported that the Committee met on July 19, 1995 in San Diego. Keith Miller, representing the California Highway Patrol, was welcomed as a new member.

The Advisory Sub-Committee to Form Certificate Task Force met via conference call in May. It was recommended that a 16-member task force be formed with representatives from the POST Commission, POST Advisory Committee, March 10 pre-planning participants, and the POST Labor/Management Forum. Bud Emerson will serve as facilitator. The potential meeting date of the Certificate Task Force will be in September or October.

The Advisory Committee voted to open its meetings in the future with a moment of silence in memory of peace officers killed in the line of duty.

Commissioner Stockton recommended that the Commission also adopt the policy of opening meetings recognizing those officers killed in the line of duty since the previous meeting. There was consensus by the Commission to accept the recommendation.

OLD/NEW BUSINESS

U. Appointment of Advisory Committee Members

Chairman Rutledge made the following appointments to the Advisory Committee:

- o Reappoint the following members for a three-year term of office beginning in September 1994:
 - Norman Cleaver, representing California Academy Directors' Association (CADA);
 - Charles Brobeck, representing California Police Chiefs' Association (CPCA);
 - and
 - Don Brown, representing California Organization of Police and Sheriffs (COPS).

In addition, Chairman Rutledge appointed Alan Barcelona, representing California Specialized Law Enforcement, to a three-year term of office beginning in September 1995. Mr. Barcelona is currently President of the California Union of Safety Employees (CAUSE).

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

November 9, 1995- Hyatt Regency - Irvine
January 18, 1996 - U.S. Grant Hotel - San Diego
April 18, 1996 - Holiday Inn Center Plaza - Fresno
July 18, 1996 - San Diego

The Commission offered a moment of silence in memory of Keith S. Konopasek, Oakland Police Department, and Antranik Geuvjehizain, Los Angeles County Sheriff's Department, officers recently killed in the line of duty.

ADJOURNMENT - 1:48 p.m.

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
10.	Hostage Negotiation, Adv.	Fullerton College	Technical	IV	\$ 2,400
11.	Baton Instr.- Expandable	Santa Barbara P.D.	Technical	N/A	-0-
12.	Drug Trafficker Interdiction	DOJ Trng. Ctr.	Technical	IV	19,522
13.	Baton Instr. - Expandable	Ventura Co. CJTC	Technical	N/A	-0-
14.	Advanced Officer	Sacramento P.D.	Advanced Officer	IV	-0-
15.	Training Conference	L.E. Assn. of Asian Pacifics	Technical	N/A	-0-
16.	Skills & Knowledge Modular Training	El Segundo P.D.	Technical	N/A	-0-
17.	Field Training Officer	San Jose P.D.	Technical	IV	4,800
18.	Skills & Knowledge Modular Training	Hartnell College	Technical	IV	5,000
19.	Training Conference	Assn. of Threat Assess Professionals	Technical	N/A	-0-
20.	Skills & Knowledge Modular Training	Santa Monica P.D.	Technical	N/A	-0-
21.	Defensive Tactics	Gardena P.D.	Technical	N/A	-0-
22.	Skills & Knowledge Modular Training	South Gate P.D.	Technical	IV	1,500
23.	Sexual Harassment	V.T. & Associates	Technical	III	30,000
24.	Training Conference Modular Training	L.A. Police Protective League	Technical	N/A	-0-
25.	Radar Operator	Sunnyvale DPS	Technical	IV	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
26.	Bicycle Patrol	Davis P.D.	Technical	N/A	\$ -0-
27.	Bicycle Patrol	Dept. of P&R	Technical	IV	-0-
28.	Field Training Officer	State Center RTC	Technical	IV	8,000
29.	Incident Information Officer	Ventura Co. CJTC	Technical	IV	1,080
30.	TBW	Calif Training Co.	TBW	III	5,489
31.	Reserve Training Module B, C	Imperial Valley College	Reserve Training	N/A	-0-
32.	Baton Instructor-Expandable	Golden West College	Technical	N/A	3,976
33.	Skills & Knowledge Modular Training	Lake Tahoe Col.	Technical	N/A	-0-
34.	Radar Operator	Santa Barbara P.D.	Technical	N/A	-0-
35.	Stress, Post-Trauma/Supvs.	San Diego RTC	Supv. Trng.	III	21,812
36.	Electronic Weapons	San Bernardino Co. S.D.	Technical	IV	5,760
37.	COPPS-Dev. & Implementation	DOJ Trng. Ctr.	Technical	IV	36,000
38.	Forensic/Toxicology	C.C.I.	Technical	IV	4,720
39.	Training Conference	Calif. Gang Inv. Assn.	Technical	N/A	-0-
40.	Skills & Knowledge Modular Training	San Bernardino Co. Marshal's Ofc.	Technical	IV	15,600
41.	Skills & Knowledge Modular Training	Visalia DPS	Technical	IV	765
42.	Traffic Collision Inv. Staged Accident	San Bernardino Co. D.A.'s Office	Technical	N/A	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
43.	Bomb Scene Inv. Update	CPOA	Technical	N/A	\$ -0-
44.	Advanced Officer	Tracy P.D.	Advanced Officer	IV	1,320
45.	Baton Instructor - Expandable	Pismo Beach P.D.	Technical	IV	-0-
46.	Bicycle Patrol	Oxnard P.D.	Technical	IV	778
47.	Bicycle Patrol	Rio Hondo RTC	Technical	IV	4,320
48.	Bicycle Patrol	Glendale P.D.	Technical	IV	7,200
49.	Bicycle Patrol, Adv.	Sacramento S.D.	Technical	IV	15,600
50.	Bicycle Patrol Istr.	Rio Hondo RTC	Technical	IV	1,440
51.	Cultural Awareness	Modesto P.D.	Technical	IV	4,350
52.	Cultural Awareness	Santa Monica P.D.	Technical	N/A	-0-
53.	D.A.R.E. High School	Los Angeles P.D.	Technical	IV	9,500
54.	D.A.R.E. Jr. High/Mid	Los Angeles P.D.	Technical	IV	7,125
55.	Defensive Tactics Instr.	Southbay Regional Training Center	Technical	IV	12,600
56.	Defensive tactics Instr. Update	Southbay Regional Training Center	Technical	IV	6,804
57.	Dev. Disabled Contacts, Instr.	San Francisco P.D.	Technical	IV	5,760
58.	Disaster Exercise Desig	C.S.T.I.	Technical	IV	6,840
59.	Firearms/Semi-Auto Pistol	Alameda Co. S.D.	Technical	IV	15,360
60.	Firearms/Semi-Auto Pistol	Sanger P.D.	Technical	IV	500

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
61.	Forensic/Crime Scene Review-Supvs.	C.C.I.	Technical	IV	\$ 864
62.	Mounted Patrol Update	Sacramento S.D.	Technical	IV	11,800
63.	Mounted Patrol Update	Southbay Reg. TC	Technical	IV	6,000
64.	Mounted Patrol Trng.	Sonoma Co. S.D.	Technical	IV	12,000
65.	Court Temporary Holding Facility	Brentwood P.D.	Technical	IV	960
66.	Drug Asset Forfeiture, Adv.	Calif. D.A. Assn.	Technical	III	19,500
67.	Narcotic Investigation	U.S. DOJ-DEA Los Angeles	Technical	IV	41,807
68.	Executive Secretary	Los Medanos Col.	Technical	N/A	960
69.	Field Training Officer	Riverside Co. S.D.	Technical	IV	1,743
70.	Fraud-Cellular Phones	AirTouch Cellular	Technical	IV	200
71.	Investigation Tech. Adv.	Dept. of Consumer Aff.- Dental Exam.	Technical	N/A	-0-
72.	Internal Affairs Inv. Civilian	San Francisco P.D.	Technical	IV	18,048
73.	Man Tracking	Grossmont College	Technical	IV	1,000
74.	Problem Oriented Policing	Irvine P.D.	Technical	IV	1,000
75.	Problem Solving in the Organization	Lake Tahoe Comm College	Technical	IV	-0-
76.	Reserve Training Module B	Feather River Comm. College	Reserve Training	N/A	-0-
77.	Skills & Knowledge Modular Training	Redwood City PD	Technical	IV	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
78.	Skills & Knowledge Modular Training	Sacramento Co. D.A. Office	Technical	IV	800
79.	Spanish for LE, Part I	Redwood City PD	Technical	N/A	-0-
80.	Spanish for LE, Part II	Redwood City PD	Technical	N/A	-0-
81.	Special Weapons & Tactics	Ventura Co. CJTC	Technical	IV	2,000
82.	Special Weapons & Tactics-Adv.	Ventural Co. CJTC	Technical	IV	2,000
83.	Special Weapons & Tactics-Commander	Sacramento S.D.	Technical	IV	15,000
84.	Special Weapons & Tactics, Adv.	Los Angeles S.D.	Technical	III	11,280
85.	Special Weapons & Tactics	Sacramento S.D.	Technical	IV	15,600
86.	Special Weapons & Tactics-Patrol	Los Angeles P.D.	Technical	N/A	
87.	Training Conference	Calif DA's Inv. Assoc.	Technical	N/A	-0-
88.	Training Conference	Chico P.D.	Technical	N/A	-0-
89.	Training Conference	Calif. Narcotics Officers Assoc.	Technical	N/A	-0-
90.	Training Conference	Ventura Co CJTC	Technical	N/A	-0-
91.	Training Conference	CSU, San Bernardino	Technical	N/A	-0-
92.	Writing Perfomance Appraisals	San Bernardino Co S.D.	Supv. Trg.	IV	1,152
93.	Use of Force, Instr.	Tulare-Kings Co. Peace Officer TC	Technical	IV	8,800

CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
94.-99.	5 additional IVD courses certified as of 10-18-95. To date, 108 IVD certified presenters have been certified and 156 IVD courses certified.			
-	There were no additional Proposition 115 Hearsay Evidence Testimony Course Presenters certified as of 10-18-95. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 285 presenters of Proposition 115 have been certified.			
-	There were no additional Telecourses certified as of 10-18-95 due to changes in the certification process of new telecourses. To date, 333 Telecourse presenters have been certified.			

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Clandestine Lab	C.C.I.	Technical	IV
2.	Crowd Control Instr.	Napa Valley CJTC	Technical	IV
3.	Ofr. Safety/Field	Redwoods Center	Technical	IV
4.	Child Abuse, Sex Exploitation	Redwoods Center	Technical	IV
5.	Traffic Collision Inv.	Redwoods Center	Technical	IV
6.	Incident Command Sys.	Sacramento PSC	Technical	IV
7.	Baton Instructors	Sacramento PSC	Technical	IV
8.	Canine Handler	Sacramento PSC	Technical	IV
9.	Canine Handler Update	Sacramento PSC	Technical	IV
10.	Incident Command System - Ops	Sacramento PSC	Technical	IV

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
11.	Haz. Materials-On Scene Mgt.	Sacramento PSC	Technical	IV
12.	Haz. Materials-Operations	Sacramento PSC	Technical	IV
13.	Reserve Training Module B	Sacramento PSC	Reserve Training	N/A
14.	Training Conference	Sacramento PSC	Technical	N/A
15.	Driver Awareness Upd.	Riverbank P.D.	Technical	IV
16.	Drug alcohol Recogn. Update	Evergreen Valley College CJTC	Technical	IV
17.	Basic Course, Intensive	Gavilan College	Basic Course	N/A
18.	Advance Officer	Gavilan College	AO	IV
19.	Supervisory Course	Gavilan College	Supv. Course	IV
20.	Canine Handler Upd	Gavilan College	Technical	III
21.	Canine Team Evaluator	Gavilan College	Technical	IV
22.	Drug Influence - 11550 H&S	Gavilan College	Technical	IV
23.	Field Training Officer	Gavilan College	Technical	IV
24.	Narc Investigation	Gavilan College	Technical	IV
25.	Skills & Knowledge Modular Training	Gavilan College	Technical	IV
26.	Reporting Writing for Instr.	Gavilan College	Technical	IV
27.	Reserve Training Module B	Gavilan College	Reserve Training	N/A
28.	Reserve Training Module C	Gavilan College	Reserve Training	N/A

DECERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
29.	Basic Course, Intensive	Tulare-Kings Co Peace Officer TC	Basic Course	IV
30.	Haz. Materials-Exec.	C.S.T.I.	Mgmt. Trng.	III
31.	Tactical Disturbance Control-Supv	C.S.T.I	Supv. Trng.	III
32.	Haz. Mat. - Public Information	C.S.T.I	Technical	IV

TOTAL CERTIFIED	<u>93</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>0</u>
TOTAL TELECOURSES CERTIFIED	<u>0</u>
TOTAL IVD COURSES CERTIFIED	<u>5</u>
TOTAL DECERTIFIED	<u>32</u>
TOTAL MODIFICATIONS	<u>70</u>

1,506 Skills & Knowledge Modules certified as of 10-18-95
156 IVD Courses as of 10-18-95
333 Telecourses as of 10-18-95
1,548 Other Courses certified as of 10-18-95

664 certified presenters

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Financial Report - First Quarter 1995/96		Meeting Date November 9, 1995
Bureau Administrative Services Bureau	Reviewed By Frederick Williams	Researched By Staff
Executive Director Approval <i>Maurice C. Bach</i>	Date of Approval	Date of Report October 23, 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 type="checkbox"/> No

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

This report provides financial information relative to the local assistance budget through September 30, 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 September 30, 1995, we received \$7,768,009. The total is \$268,009 more than originally anticipated (see Attachment 1B) but is \$177,290 (2%) 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 7,432 trainees reimbursed through the first quarter represents a decrease of 122 (2%) compared to the 7,554 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 first quarter of \$2,313,863 represents a \$308,915 (15%) increase compared to last fiscal year. (See Attachments 3A and 3B.)

ANALYSIS AND RECOMMENDATION - The first quarter training volume and reimbursement expenditures are in line with fiscal year projections. Revenue received for the first three months of this fiscal year is slightly more than anticipated. Projections are consistent with those presented to the Commission at its meeting in July, 1995. At that time the Commission approved an 80 hour cap on reimbursable in service training. It will be several months before the impact of that cap can be analyzed. Updated projections, including October revenue and expenditures, will be provided to the Finance Committee at its November 8, 1995 meeting.

File: 9596REV

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1994-95 AND 1995-96

1994-95

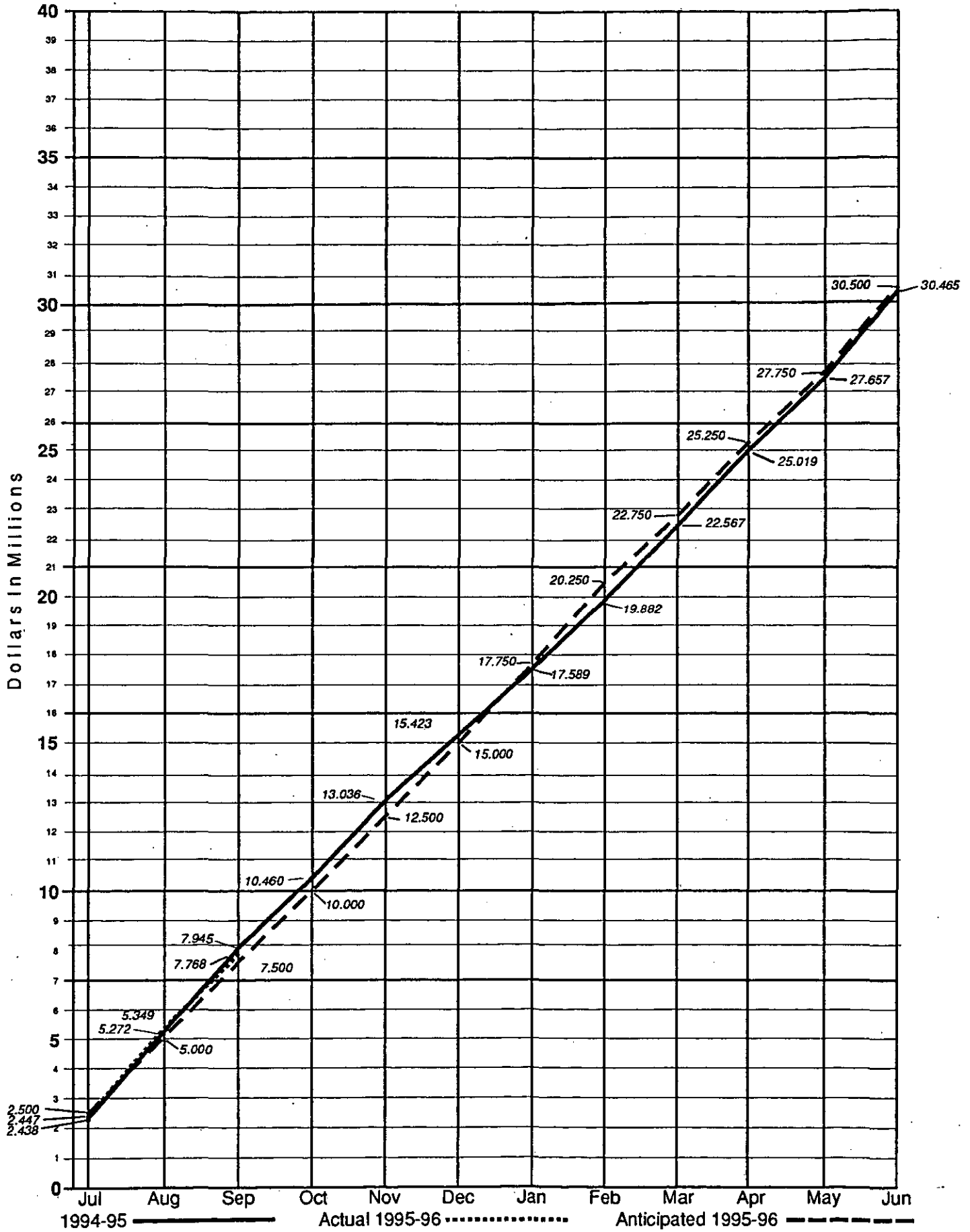
1995-96

MO	PENALTY ASSESMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND						
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			0	0.00%	7,768,009	77.68%	
NOV	2,550,039	25,449	13,036,456	12,500,000			0	0.00%	7,768,009	62.14%	
DEC	2,375,259	12,174	15,423,889	15,000,000			0	0.00%	7,768,009	51.79%	
JAN	1,952,219	212,516	17,588,624	17,750,000			0	0.00%	7,768,009	43.76%	
FEB	2,267,572	25,589	19,881,785	20,250,000			0	0.00%	7,768,009	38.36%	
MAR	2,635,857	49,711	22,567,353	22,750,000			0	0.00%	7,768,009	34.15%	
APR	2,438,613	13,444	25,019,410	25,250,000			0	0.00%	7,768,009	30.76%	
MAY	2,609,646	27,795	27,656,851	27,750,000			0	0.00%	7,768,009	27.99%	
JUN	2,496,727	332,056	30,485,634	30,500,000			0	0.00%	7,768,009	25.47%	
TOT	29,745,970	739,664	30,485,634	30,500,000	7,740,786	27,223	7,768,009	25.47%	7,768,009	25.47%	

** - Includes \$10,269 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

SEPTEMBER 1995

COURSE	1994-95			1995-96		
	Actual Total For Year	Actual July-Sept	% of Total	Projected Total For Year	Actual July-Sept	% of Projection
Basic Course	1,773	172	10%	2,000	493	25%
Dispatchers - Basic	334	53	16%	330	40	12%
Advanced Officer Course	3,791	611	16%	3,810	712	19%
Supervisory Course (Mandated)	490	31	6%	450	43	10%
Management Course (Mandated)	283	22	8%	300	13	4%
Executive Development Course	493	108	22%	580	102	18%
Supervisory Seminars & Courses	3,320	559	17%	3,500	634	18%
Management Seminars & Courses	1,883	206	11%	2,000	198	10%
Executive Seminars & Courses	481	25	5%	500	54	11%
Other Reimbursement	0	0	0%	0	0	0%
Tech Skills & Knowledge Course	33,370	5,550	17%	34,000	4,942	15%
Field Management Training	12	0	0%	20	4	20%
Team Building Workshops	527	68	13%	600	116	19%
POST Special Seminars	811	127	16%	850	69	8%
Approved Courses	51	22	43%	60	12	20%
TOTALS	47,619	7,554	16%	49,000	7,432	15%

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

COURSE	1994-95	1995-96		
	Total For Year	Actual July-Sept	September	Actual July-Sept
Basic Course	\$1,651,255	\$180,104	\$176,749	\$452,186
Dispatchers - Basic	239,027	25,743	8,529	23,652
Advanced Officer Course	243,688	47,168	5,523	44,733
Supervisory Course (Mandated)	319,135	24,949	8,740	29,956
Management Course (Mandated)	272,991	19,555	7,354	10,953
Executive Development Course	300,243	70,237	1,438	75,749
Supervisory Seminars & Courses	1,344,480	217,922	93,701	239,301
Management Seminars & Courses	617,117	45,747	8,430	53,395
Executive Seminars & Courses	158,388	5,540	5,637	12,139
Other Reimbursement	0	0	0	0
Tech Skills & Knowledge Course	8,907,986	1,295,975	351,416	1,288,617
Field Management Training	6,910	0	0	2,112
Team Building Workshops	228,547	30,115	3,407	56,255
POST Special Seminars	145,410	35,617	5,908	21,903
Approved Courses	7,377	1,734	185	2,912
Training Aids Technology	16,865	4,542	0	0
TOTALS	\$14,459,419	\$2,004,948	\$677,017	\$2,313,863

COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1994-95 Total	1994-95 July-Sept	1995 September	1995-96 July-Sept
Resident Subsistence	\$7,827,698	\$1,117,923	\$395,259	\$1,155,690
Commuter Meal Allowance	858,755	115,688	\$25,431	\$168,863
Travel	2,595,716	391,351	\$130,922	\$432,081
Tuition	3,159,663	374,722	\$125,405	\$557,229
Salary	722	722	\$0	\$0
Training Aids Technology	16,865	4,542	\$0	\$0
TOTALS	\$14,459,419	\$2,004,948	\$677,017	\$2,313,863

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - Elk Grove Unified School District Police Department		Meeting Date November 9, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>RTA</i>	Researched By Bob Spurlock <i>BS</i>
Executive Director Approval <i>Manu C. Behm</i>	Date of Approval 10-6-95	Date of Report September 29, 1995
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

The Elk Grove Unified School District Police Department is seeking entry into the POST Reimbursable Program on behalf of its peace officers.

BACKGROUND

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

ANALYSIS

The police department currently employs 14 peace officers.

Fiscal impact for reimbursement of training will cost approximately \$7,000 per year.

RECOMMENDATION

The Commission be advised that the Elk Grove Unified School District Police Department be admitted into the POST Reimbursement Program consistent with Commission Policy.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - San Mateo County Coroner's Department		Meeting Date November 9, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>[Signature]</i>	Researched By Bob Spurlock
Executive Director Approval	Date of Approval 8-18-95	Date of Report August 17, 1995
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

The San Mateo County Coroner's Department is seeking entry into the POST Reimbursable Program on behalf of its investigators.

BACKGROUND

The provisions of 830.35 Penal Code permit the Coroner's Department to employ sworn investigators and participate in the POST Reimbursable Program. The agency has submitted the proper documentation supporting POST objectives and regulations.

ANALYSIS

The San Mateo County Coroner's Department has 10 full-time investigators. The agency is complying with POST Regulations. Fiscal impact for reimbursement of training costs is approximately \$5,000 per year.

RECOMMENDATION

The Commission be advised that the San Mateo County Coroner's Department be admitted into the POST Reimbursement Program consistent with Commission Policy.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Riverbank Police Department Withdrawal from POST Reimbursement Program		Meeting Date November 9, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Bob Spurlock
Executive Director Approval	Date of Approval 8-17-95	Date of Report August 17, 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.

ISSUE

The Riverbank Police Department has been disbanded effective August 15, 1995. Law enforcement services will be provided by the Stanislaus County Sheriff's Department.

BACKGROUND

The Riverbank Police Department is no longer eligible for POST membership. Documentation from Lieutenant Stan Jones, Riverbank Police Department, has been received advising POST of that fact.

ANALYSIS

This change should have no impact on the POST budget.

RECOMMENDATION

The Commission be advised that the Riverbank Police Department has been removed from the POST Reimbursement Program.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title California State Police Department - Withdrawal from POST Specialized (Non-Reimbursement) Program		Meeting Date November 9, 1995
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>[Signature]</i>	Researched By Bob Spurlock <i>[Signature]</i>
Executive Director Approval <i>[Signature: Norman C. Boehm]</i>	Date of Approval 10-24-95	Date of Report October 23, 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.

ISSUE

The California State Police Department has been merged with the California Highway Patrol.

BACKGROUND

The California State Police Department is no longer eligible for POST membership. Documentation from Chief Duane Lowe, California State Police, has been received advising POST of that fact.

ANALYSIS

This merger should have no impact on the POST budget.

RECOMMENDATION

The Commission be advised that the California State Police has been removed from the POST Specialized (Non-Reimbursement) Program.

NEW AGENCIES IN THE PUBLIC SAFETY DISPATCHER PROGRAM

AUGUST - NOVEMBER 1995

<u>Name</u>	<u>Ord/Res/Letter</u>	<u>Entry Date</u>
CSU, San Marco Police Department	Resolution	8-1-95
Stockton Police Department	Ordinance	9-18-95

There are currently 346 agencies participating in the program.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title CONFIRMATION OF POLICIES		Meeting Date November 9, 1996
Bureau Information Services	Reviewed By	Researched By Darrell Stewart <i>DS</i>
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval 10-19-95	Date of Report October 17, 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.

BACKGROUND

All policies that are approved by the Commission are returned at the following Commission meeting for confirmation before being placed in the Commission Policy Manual.

ANALYSIS

At the July 20, 1995 Commission meeting, agenda item O. addressed the issue of certifying an "Executive Secretary Course". The Commission acted at the July meeting "to modify existing policy to allow non-reimbursable certification of a new civilian training topic." This modifies a 1986 adopted plan of the Commission for non-sworn employees.

With Commission concurrence the following policy statement will be included in the Commission's Policy Manual:

C24. Executive Secretary Course Certification

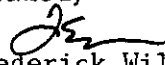
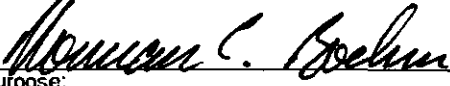
The Commission will certify courses to train Chief Executive secretaries in their duties, but agencies will not be eligible for POST reimbursement of any training expenses associated with this course.

RECOMMENDATION:

With concurrence of the Commission, include the above policy in the Commission Policy Manual.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date	
POST Internal Audits		November 9, 1995	
Bureau	Reviewed By	Researched By	
Administrative Services Bureau	Glen Fine	 Frederick Williams	
Executive Director Approval	Date of Approval	Date of Report	
	9.5.95	August 23, 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.

ISSUE

Should the Commission approve a policy of requiring POST to undergo a financial audit on a regularly scheduled basis?

BACKGROUND

At its July 19, 1995 meeting, the Commission's Finance Committee recommended that staff initiate a policy of having the State Department of Finance conduct an internal financial audit on a biennial basis. The Committee's recommendation was made in conjunction with its consideration and approval of a contract with the Department of Finance to conduct such an audit commencing September 1, 1995. Staff, in proposing the audit, reported that it had been a considerable passage of time (1989) since POST was last audited.

ANALYSIS

It is considered a good practice to conduct periodic professional outside audits. The cost of this audit service, as provided by the Department of Finance, ranges between \$20,000 and \$40,000, depending upon the depth and extent of the audit procedure.

RECOMMENDATION

If the Commission concurs, the following statement of policy regarding audits will be placed in the Commission Policy Manual: "It shall be the policy of the Commission that for purposes of maintaining sound fiscal controls, staff will cause the review of the internal control structure of the organization on a biennial (every two years) basis. These audits will normally be conducted by the State Department of Finance, under a contractual agreement."

Changes to Instructional Goals

The instructional goal of requiring instruction on enforcing the provisions of the Alcoholic Beverage Control Act is proposed to emphasize enforcement actions. Peace officers are expected to maintain order in geographical areas in which the unregulated consumption is a contributing factor to law enforcement problems. The change is designed to provide peace officers with the knowledge and skill to deal with ABC violations including the ability to recognize license violations and the investigative steps necessary to obtain legal or administrative sanctions.

Changes to Required Topics

A number of changes are proposed to the required topics to modify existing major topic headings to include topics that are contemporary and technically correct. The majority of changes involve the addition and deletion of words and terms for clarity. A topic involving the new law requiring the registration of a beer keg is added. Additional topics involving minor's possessing and consuming alcoholic beverages proposed. Further, a new topic covering the furnishing of false identification to a minor is proposed.

- Learning Domain #34 (First Aid)

Proposed changes to this domain would provide additional detail and clarity to existing instructional goals and required topics.

Changes to Instructional Goals

It is proposed that a minor modification be made to the instructional goal relating to the wording used in the specification to reflect contemporary language. Substitution of the term "peace officer " for the term "patrol officer" provides desirable clarity.

Changes to Required Topics

A number of changes are proposed to the required topics to add and delete detail from existing major topic headings. This will enhance clarity and strengthen the training specifications by adding more precise descriptions. This does not, however, add or delete any material from the basic course.

Section 13518 of the Health and Safety Code requires peace officers to meet the training standard prescribed by the Emergency Medical Services authority for the administration of first aid and cardiopulmonary resuscitation. Article 3, Section 100019 of the Government Code of Regulations defines the scope of the required training, and Section 100020 defines the required topics that should be in the course. Changes to the topics are

designed to cause the language used in the training specification to be more consistent with the law.

Changes to the Hourly Requirements

Article 3, Section 100019 of the Code of Government Regulations requires not less than 15 hours of instruction in first aid and six hours of instruction in cardiopulmonary resuscitation. The proposed change is designed to comply with provisions of that law. The total of 21 hours of required instruction does not change.

Changes to Testing Requirements

References to the POST-constructed knowledge test does not change. It is proposed that the Emergency Management System (EMS) exercise test requiring the student to write a definition of the EMS system be deleted because the nature of subject matter inherently fails to provide consistent evaluative criteria upon which a reliable "pass/no pass" judgment can be made.

- Learning Domain #38 (Gang Awareness)

Changes to Testing Requirements

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 is addressed in detail in a separate agenda item.

SUMMARY

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

The following actions are proposed:

1. If the Commission agrees to the changes identified herein, it is proposed that the Notice of Proposed Action Process be used.
2. That pursuant to Commission Regulation 1005, *Training Specifications for the Regular Basic Course 1995* be amended to include the recommended revisions.

Proposed changes to training specifications are included in Attachment A and a copy of Regulation 1005 is included as Attachment B.

RECOMMENDATION

Subject to the results of the proposed Notice of Regulatory Action, approve the revisions to the *Training Specifications for the Regular Basic Course - 1995* and the amendment to Commission Regulation 1005.

ATTACHMENT A

PROPOSED CHANGES TO TRAINING SPECIFICATIONS

LEARNING DOMAINS #13, #34 and #38

SPECIFICATIONS FOR LEARNING DOMAIN #13: ABC LAW

~~July 1, 1993~~ January 1, 1996

I. INSTRUCTIONAL GOAL

The goal of instruction on **ABC Law** is to provide students with the ability to recognize common violations and enforce the provisions of the Alcoholic Beverage Control Act ~~and to identify violations by their common crime names~~

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Sale of alcoholic beverages without a license
- B. Unauthorized alcoholic beverages on premises
- C. Furnishing alcoholic beverages to an obviously intoxicated person
- D. Sale of alcoholic beverages ~~after hours~~ during prohibited hours
- E. Sale of alcoholic beverages to a minor
- F. Minor in possession of an alcoholic beverage
- G. ~~Minor present inside and "on-sale"~~ public premises
- H. Possession of alcoholic beverages on public school grounds
- I. ~~Minor displaying false identification~~ Minor displaying or possessing false identification
- J. Keeping or permitting a disorderly house
- K. Seizure of alcoholic beverages ~~from a private residence~~ at social gatherings where minors are consuming alcoholic beverages
- L. Retail beer keg registration requirements

M. Consumption or purchase of alcoholic beverages by a minor

N. Attempt to purchase alcoholic beverages by a minor

O. Furnishing false identification to a minor

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #13

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

January 1, 1996

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #34

FIRST AID AND CPR

~~July 1, 1993~~ January 1, 1996

I. INSTRUCTIONAL GOAL

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Factors and techniques associated with mMoving a sick or injured person
- B. Treatment and control of bleeding of open and closed wounds
- C. First aid for specific injuries
- D. ~~Injuries to the bone, muscle, and joint~~ Treatment of fractures and soft tissue injuries
- E. ~~Alcohol and drug toxicity~~
- F. ~~Head injuries~~
- GE. First Aid for dDiabetic emergencies
- HE. First aid for suspected stroke or sSeizures
- f. Stroke
- J. ~~Sudden unconsciousness~~
- KG. First Aid for cGardiac and respiratory emergencies

H. First Aid for Environmental emergencies, to include:

1. Classification and treatment of burns
2. Heat exhaustion
3. Heatstroke
4. Hypothermia
5. Frostbite
6. Exposure to toxic substances

M. Childbirth emergencies

N. Laws relating to first aid providers
Legal requirements and standards related to emergency care

K. The roles and responsibilities of a peace officer at the scene of a medical emergency

L. Primary and secondary survey procedures

M. Communicable disease prevention techniques

N. Treatment of choking victims

O. Bandaging techniques and equipment

P. Stages of labor, childbirth and post-delivery treatment

Q. Treatment of bites and stings

R. Medical emergencies related to substance abuse

S. Recognition and treatment of shock

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #34
- B. An exercise test that requires the student to demonstrate techniques for reducing the risk from infectious diseases
- C. An exercise test that requires the student to demonstrate how to bandage different injuries
- D. An exercise test that requires the student to conduct a primary and secondary survey
- E. An exercise test that requires the student to control bleeding
- F. An exercise test that requires the student to demonstrate basic life support techniques
- ~~G. An exercise test that requires the student to demonstrate emergency medical services~~
- H.G An exercise test that requires the student to treat for shock

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **21 hours** of instruction on first aid and CPR: to include 15 hours of instruction on first aid and six hours of instruction on CPR as required by Title 22, Article 3, Section 10019(a) of the California Code of Regulations.

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #38 GANG AWARENESS

~~July 15, 1995~~ January 1, 1996

I. INSTRUCTIONAL GOALS

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

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

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Categories and types of gangs
 - 1. Street (Hispanic, Black, White, Asian)
 - 2. Organized crime
 - 3. Motorcycle

- 4. Prison
- B. How gangs attract and hold members
- C. Gang culture and characteristics
- D. Gangs and criminal activity
- E. Enforcement methods
- F. Gang identification
 - 1. Subgroups
 - 2. Territory
- G. Gang member identification
 - 1. Associates
- H. How to interpret gang communications
 - 1. Graffiti
 - 2. Tattoos
 - 3. Other types of communication
- I. Officer safety considerations particular to gang contacts
- J. Laws related to gangs and gang activity

III. REQUIRED TESTS

~~The POST-constructed knowledge test for Domain #38~~

An exercise test related to the interpretation of gang communications

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a facilitated group discussion concerning gang dynamics
- B. Participation in a facilitated group discussion concerning local/regional criminal gang activities

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

March 1, 1994

July 15, 1995

January 1, 1996

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PROPOSED REGULATION

1005. Minimum Standards for Training.

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

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

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

***** continued.

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

* Dates to be filled in by OAL.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposal to amend the Minimum Basic Standards for Marshals and Deputy-Marshals (Regulation 1005, Commission Procedures D-1-1, D-1-2, D-1-5)		Meeting Date November 9, 1995
Bureau Basic Training Bureau	Reviewed By	Researched By Everitt Johnson
Executive Director Approval <i>Norman L. Golbur</i>	Date of Approval 10-19-95	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

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

ISSUE

Should the Commission approve, subject to California rulemaking law, modifications to Commission Regulations Procedure that delete the 486-hour Marshals' Basic Course and the 80-hour Bailiff and Civil Process Course as the minimum Basic training standard for Marshals, and amend language to establish the Regular Basic Course as the minimum standard?

BACKGROUND

At the January 1983 meeting, the Commission, following a job analysis of the entry-level Deputy Marshals' position, established minimum basic training standards for Marshals and Deputy Marshals. The standard was a Marshals' Basic Course that included much, but not all content of the Regular Basic Course and also included content relative to Civil Process and Court Security. The unanimous preference of marshals, however, was to train new deputy marshals in the Regular Basic Course. In deference to that preference, the Commission adopted the alternative of the Regular Basic Course followed by completion of an 80-hour Bailiff and Civil Process Course.

The state Marshals are requesting that the Commission delete the current training requirement of the Marshals' Basic Course (Attachment A) and the 80-hour Bailiff and Civil Process Course, and amend the regulations to specify the Regular Basic Course as their entry-level training standard for the following reasons:

- o The 486-hour Marshals Basic Course has never been developed and presented.

- o In recent years many Marshal's Offices have merged into Sheriffs' Departments. Marshals no longer have sufficient numbers of newly employed deputy marshals to support regular and timely offerings of the 80-hour Bailiff and Civil Process Course.
- o Course presenters have continually cancelled course offerings due to insufficient enrollment. Lack of course availability presents a problem for Marshals in satisfying the minimum training requirement.

ANALYSIS

Currently, the 80-hour Bailiff and Civil Process Course is Commission required as part of the minimum basic training requirement for Deputy Marshals. The Commission is unable to deliver this course due to the diminished volume of trainees. Presentation of the course is hindered by course minimum enrollment restrictions established by the colleges. Classes have been cancelled due to this policy. The cancellation of classes has in turn created a backlog of deputy marshals unable to satisfy their entry level training requirements, to qualify for their POST professional certificates, and in some counties, qualify for pay incentives based on the attainment of POST certificates.

At a recent meeting attended by Marshals statewide, they expressed support for and approval of the Regular Basic Course as their entry-level training standard. They also affirmed their need and appreciation for the 80-hour course but recommended the course not be required but become an "optional" training program. The Marshals contend that the 80-hour course has created an "inequity" training standard between the Marshals and deputy sheriffs who perform the same bailiff courtroom and civil process functions but deputies are not required to complete the 80-hour training.

It is the Marshals belief that the elimination of the 80-hour bailiff and civil process training mandate will not impact the quality of training but in fact, shift the responsibility back to the agencies where in-service training can best fulfill their specialized training needs. Marshals further believe that the deletion of the 80-hour Bailiff and Civil Process Course will save Marshals' Offices a significant amount of time and money without sacrificing quality to the overall training mission.

Preliminary analysis suggests the Commission should accept the recommendations of the Marshals. An overriding concern is the current lack of ability to deliver the 80-hour course. The practical reality appears to be insufficient numbers of trainees to sustain the program.

If the Commission agrees to the proposed changes, it is recommended that the Notice of Proposed Action Process be used. If no one requests a public hearing, these proposed changes would go into effect 30 days after approval by the Office of Administrative Law.

RECOMMENDATIONS

- o Amend Commission Regulation 1005(a)(3) to delete the Marshals' Basic Course and the 80-hour Bailiff and Civil Process Course as the minimum Basic training requirement for Marshals and Deputy Marshals.
- o Amend Commission Regulation 1005(a)(3) to require the Regular Basic Course as the minimum basic training standard for Marshals and Deputy Marshals.
- o Amend Commission Procedures D1-1, D1-2, and D1-5 to be consistent with amendments to Regulation 1005(a)(3) by eliminating all references to the Marshals' Basic Course and all bailiff and civil process training.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PROPOSED REGULATION

POST ADMINISTRATIVE MANUAL

REGULATIONS

CALIFORNIA CODE OF REGULATIONS

1005. Minimum Standards for Training.

- (a) (1) through (2) continued
- (3) Every regularly employed and paid as such marshal or deputy marshal, of a municipal court, as defined in section 830.1 Penal Code, shall satisfactorily meet the training requirements of the ~~Marshals Basic Course, PAM, section D-1-5. Alternatively, the basic training standard for marshal personnel shall be satisfied by successful completion of the training requirements of the~~ Basic Course, PAM, section D-1-3, before these personnel are assigned duties which include performing specialized law enforcement or investigative duties, except all of the basic course need not be completed before they participate in a POST-approved field training program as described in subparagraph (1). ~~The satisfactory completion of a certified Bailiff and Civil Process Course or a Bailiff and Court Security Course and a Civil Process Course, PAM section D-1-5, is also required within 12 months from the date of appointment as a regularly employed and paid as such marshal or deputy marshal of a municipal court.~~
- (4) Every specialized officer, except marshals, deputy marshals, and regularly employed and paid as such inspectors or investigators of a district attorney's office, shall satisfactorily meet the training requirements of the Basic Course, PAM, section D-1-3, within 12 months from the date of appointment as a regularly employed specialized peace officer; or for those specialized agency peace officers whose primary duties are investigative and have not satisfactorily completed the Basic Course, the chief law enforcement administrator may elect to substitute the satisfactory completion of the training requirements of the P.C. 832 Arrest and Firearms Course and the Specialized Investigators' Basic Course, PAM, section ~~D-1-6~~D-1-5.
- (5) Every regularly employed and paid as such peace officer member of Coroners' Offices, as defined in Section 830.35 P.C., shall satisfactorily complete the training requirements of Penal Code Section 832, PAM, Section D-7-2 before the exercise of peace officer powers. The satisfactory completion of the POST-certified Coroners' Death Investigation Course, PAM, Section ~~D-1-8~~D-1-7 is also required, within one year from date of appointment, and shall only apply to peace officer coroners hired on or after the agency enters the POST program.
- (6) Every appointed constable or deputy constable, regularly employed and paid as such, of a judicial district shall complete the training requirements of the Penal Code 832 (Arrest and Firearms) Course.
- (7) Every limited function peace officer shall satisfactorily meet the training requirements of the Arrest and Firearms Course (Penal Code section 832); training in the carrying and use of firearms shall not be required when an employing agency prohibits limited function peace officers the use of firearms.
- (8) Every peace officer listed in paragraphs (1) - (6) shall satisfactorily complete the training requirements of Penal Code section 832 prior to the exercise of peace officer powers.

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

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

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

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

~~PAM section D-1-5 adopted effective April 27, 1983, and amended January 24, 1985, September 26, 1990, and January 14, 1994 is herein incorporated by reference.~~

PAM section ~~D-1-6~~D-1-5 adopted effective October 20, 1983, and amended September 26, 1990, October 27, 1991, January 14, 1994 and May 7, 1995 is herein incorporated by reference.

PAM section ~~D-1-8~~D-1-7 adopted effective February 4, 1993 is herein incorporated by reference.

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

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

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

PAM section D-13 adopted effective June 15, 1990 is herein incorporated by reference.

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

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

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

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

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

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PROPOSED REGULATION

POST ADMINISTRATIVE MANUAL

COMMISSION PROCEDURE D-1

BASIC TRAINING

Purpose

1-1. Basic Training Specifications: This Commission procedure implements that portion of the Minimum Standards for Training established in Section 1005(a) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorney Investigators' Basic Course, ~~Marshals' Basic Course~~, Specialized 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 ~~1-7~~. 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. Continued.

1-4. Continued

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

Functional Areas:

1.0	Professional Orientation	11 hours
2.0	Police Community Relations	16 hours
3.0	Law	37 hours
4.0	Laws of Evidence	20 hours
5.0	Communications	32 hours
6.0	Vehicle Operations	8 hours

7.0	Force and Weaponry	54 hours
8.0	Criminal Investigation	24 hours
9.0	Physical Fitness and Defense	
	Techniques	42 hours
*10.0	Field Techniques	79 hours
*11.0	Custody	19 hours
*12.0	Civil Process	60 hours
*13.0	Bailiff	40 hours
	Practical Exercise/Scenarios	24 hours
	Written Examinations	20 hours
	Total Minimum Required Hours	486 hours

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

~~1-6-1-5. Continued.~~

~~1-7-1-6. Continued.~~

~~1-8-1-7. Continued.~~

Historical Note:

Subparagraph 1-1 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990, and amended January 14, 1994 and January 18, 1995.

Subparagraph 1-2 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990, and amended January 14, 1994 and January 18, 1995.

Subparagraph 1-3 adopted and incorporated by reference into Commission Regulation 1005 on April 15, 1982, and amended on January 24, 1985, September 26, 1990, January 14, 1994, January 14, 1994, July 16, 1994 and December 17, 1994.

Subparagraph 1-4 adopted and incorporated by reference into Commission Regulation 1005 on April 27, 1983, and amended on January 24, 1985, September 26, 1990, and January 14, 1994.

~~Subparagraph 1-5 adopted and incorporated by reference into Commission Regulation 1005 on April 27, 1983, and amended on January 24, 1985, January 15, 1987, September 26, 1990, and January 14, 1994.~~

Subparagraph ~~1-6-1-5~~ adopted and incorporated by reference into Commission Regulation 1005 on October 20, 1983, and amended on September 26, 1990, October 27, 1991, and January 14, 1994.

Subparagraph ~~1-7-1-6~~ adopted and incorporated by reference into Commission Regulation 1018 on December 29, 1988 and amended January 18, 1995.

Subparagraph ~~1-8-1-7~~ adopted and incorporated by reference into Commission Regulation 1005 on February 4, 1993.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to Regular Basic Course Performance Objectives		Meeting Date November 9, 1995
Bureau Standards and Evaluation	Reviewed By John G. Berner <i>JGB</i>	Researched By Jim Norborg <i>JMN</i>
Executive Director Approval <i>Morgan C. Bohm</i>	Date of Approval 19 Oct 1995	Date of Report September 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

The performance objectives for the Regular Basic Course serve as blueprints for the Commission-mandated tests that must be passed by students. Commission Policy C13 requires that all additions and deletions to the performance objectives be approved by the Commission prior to adoption.

It is proposed that two performance objectives in Learning Domain #38 (Gang Awareness) be deleted, thereby eliminating paper-and-pencil testing in this domain. The required instructional goals and instructional topics for the domain will remain unchanged. Further, students will continue to be required to pass an exercise test based on examples of tattoos, gang graffiti or other forms of gang communication. (see Attachment A, page A-1, performance objective 8.50.10); and to participate in two learning activities - one of which is directed toward criminal gang activity that is specific to the area serviced by the academy (see Attachment A, page A-2, learning activities 13.38.1 and 13.38.2).

The proposed action received unanimous support at the September 8-9 meeting of basic academy directors and coordinators, and is consistent with changes to the *Training Specifications for the Regular Basic Course - 1995*, as described in a previous agenda item report.

ANALYSIS

The first gang awareness test. The Commission mandated instruction on gangs for the first time in July 1989. An escalation in gang violence led the Commission to add seven performance objectives on gang awareness to the basic course curriculum. These objectives required students to identify (a) different types of gangs (e.g., street gangs, motorcycle gangs, prison gangs); (b) social factors that influence gang membership and gang behavior; (c) criminal activities engaged in by

gang members, and (d) the methods used by law enforcement to reduce gang activity. Unfortunately, the multiple-choice test questions based on these objectives required little more than common knowledge or common sense to answer correctly. Moreover, the items did not require students to demonstrate the kind of knowledge that officers need to function safely and effectively in an environment populated by potentially dangerous gang members.

The current gang awareness test. In accordance with the recommendations of POST staff, subject matter experts, and academy administrators, the Commission approved the deletion of the seven original objectives at its January 1994 meeting and replaced them with two new objectives. The new objectives require students to make two kinds of discriminations: (a) between gang members and nongang members using indicators such as tattoos, clothing, and hand signs; and (b) between gang-related crimes and nongang-related crimes using indicators such as type of crime, location of crime, and descriptions of the suspects. These two objectives were the basis for developing the current multiple-choice test on gang awareness.

In addition to the written objectives, POST staff and the subject matter experts agreed that the test items should not require students to demonstrate knowledge of specific gangs. The purpose of this agreement was to allow each academy to tailor instruction to regional gang problems of concern to local law enforcement and still allow POST to construct a test that had statewide applicability. Unfortunately, this agreement has undermined the validity of the new gang awareness test in two ways. First, generalizations about outlaw gangs (e.g., gang members wear distinctive clothing) also apply to members of social groups such as the girl scouts. As a result, many of the test items are so ambiguous that subject matter experts cannot agree on the correct answer. Not unexpectedly, students find these items extremely difficult and frustrating.¹ Second, the knowledge that is most likely to be useful to officers in the field is knowledge of the customs and practices of the specific gangs that are active in their local area. However, items that require such knowledge have been systematically excluded from the test precisely because they do not have statewide applicability.

Statistical analyses. The problems with the current gang awareness test have been confirmed by statistical analyses of the

¹At the other extreme, attempts to avoid ambiguity have resulted in test items that are extremely easy and beg the question of whether students know the difference between gang clothing and nongang clothing, between gang tattoos and nongang tattoos, etc.

test and its items. Scores on the test indicate that it is among the most difficult of all the knowledge domain tests. Further, the data reveal that response set is a major determinant of the test scores. Response sets are habits and attitudes that influence how examinees respond to test items.² The effect that response sets have on test scores is greatest in tests which are difficult or where the examinees are uncertain how to respond.³ On knowledge tests, such as the gang awareness test, response sets erode the validity of the test scores. The data show that when examinees respond incorrectly to the gang awareness test items, they selected the option indicating that the person was a gang member or the crime was gang related (as opposed to not a gang member and not a gang-related crime) 62 percent of the time. Since there are only two options for each test item, examinees are expected to select each option approximately 50 percent of the time when they don't know the correct answer. The difference between 50 percent and 62 percent is attributable to response set.

Academy complaints. An unusually large number of academy administrators have expressed their dissatisfaction with the gang awareness test. Since its development in early 1994, 14 academies have voiced concerns about the test.

Summary and Conclusions

Attempts to construct an acceptable objective test on gangs that has statewide applicability have proven unsuccessful. Further, it is knowledge of the specific customs and practices of local gangs that is most useful to patrol officers. For these reasons, it is proposed that performance objectives 8.50.8 and 8.50.9 be deleted. Deletion of these objectives will result in elimination of the current multiple-choice test in Learning Domain #38, Gang Awareness. The proposed changes to the performance objectives are shown in Appendix A.

RECOMMENDATION

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

²Jackson, D.N. & Messick, S. (1961). Acquiescence and desirability as response determinants on the MMPI. *Educational and Psychological Measurement*, 21, 771-792.

³Cronbach, L.J. (1950). Further evidence of response sets and test design. *Educational and Psychological Measurement*, 10, 3-31.

ATTACHMENT A

PROPOSED CHANGES TO LEARNING DOMAIN 38: GANG AWARENESS

KNOWLEDGE TEST:

~~8.50.8 Given a word picture depicting a person, the student will determine if one or more of the following indicators are present to suggest the person is a gang member or gang associate. (3 1 94)~~

- ~~A. Admission of gang membership or association~~
- ~~B. Observed associating with known gang members on a regular basis~~
- ~~C. Tattoos indicating gang membership~~
- ~~D. Gang clothing, symbols, etc., that identify the person with a specific gang~~
- ~~E. Pictured in a photograph with known gang members and/or observed using gang related hand signs~~
- ~~F. Name is on a gang document, hit list, or gang-related graffiti~~
- ~~G. Identification as a gang member by a reliable source~~
- ~~H. Arrested in the company of identified gang members or associates or participates in a gang related crime~~
- ~~I. Corresponds with known gang members or writes and/or receives correspondence about gang activities~~
- ~~J. Writes about gangs (graffiti) on walls, books, papers, etc.~~
- ~~K. Attendance at gang functions or known gang hangouts~~

~~8.50.9 Given a word picture depicting possible gang activity, the student will identify if one or more indicators are present to suggest the crime may be gang related. The indicators are: (3 1 94)~~

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

EXERCISE:

- 8.50.10 Given examples of tattoos, gang graffiti or other forms of gang communication, the student will determine, either verbally or in writing, the:
- A. Specific individual or gang involved
 - B. Neighborhood or area
 - C. Indicators of pending or past gang conflicts

LEARNING ACTIVITIES:

- 13.38.1 The student will participate in a facilitated discussion regarding gang dynamics. The discussion should address: (3-1-94)
- 1. Types of gangs (e.g., street gangs, organized crime gangs, motorcycle gangs and prison gangs)
 - 2. Reasons for gang membership
 - 3. Characteristics common to most gangs
 - 4. Common criminal activities
 - 5. Enforcement methods that reduce gang activity
 - 6. Officer safety considerations for gang contacts
- 13.38.2 Given stimulus material provided by the instructor (e.g., newspaper articles, news videos, intelligence information, crime analysis data, etc.), the student will participate in a facilitated discussion regarding local/regional criminal gang activity occurring in the geographical area serviced by the academy. Examples include: (3-1-94)
- 1. Gang-related crimes (e.g., drive-by shootings, other assaults on gang members, murders in the name of the gang, etc.)
 - 2. Profit-related gang crimes (e.g., swarm robberies, narcotics trade, etc.)
 - 3. Nontraditional crimes (e.g., kidnapping, vehicle identification number switching, etc.)
 - 4. Enforcement methods used to reduce gang activity

of the pilot program.¹

ANALYSIS

Three different types of information were collected for the evaluation: (1) student feedback immediately following the training, (2) student feedback three to nine months after the training, and (3) student performance on the simulator.

Student feedback immediately following the training:

Trainees completed a specially-developed, confidential questionnaire. Completed questionnaires were mailed directly to POST for processing. Items on the questionnaire addressed various aspects of the overall training experience, perceived benefits of the training, perceived capabilities with regard to driving the simulator, perceived limitations of the simulator, and recommendations for improving the simulator and/or the simulator training. Respondents were also asked to report any symptoms of simulator sickness (nausea, headache, etc.), and to provide their name and a work phone number if interested in participating in a confidential follow-up interview at a later date.² A copy of the questionnaire is provided in Attachment A.

Student feedback three to nine months after training:

Phone interviews were conducted of students who had completed training between December 1994 and June 1995, and who indicated on the questionnaire that they would be willing to be interviewed. All interviews were conducted by POST staff, and interviewees were told that their individual responses would be kept confidential. Interviewees were asked a series of structured questions concerning the utility of the training for preparing for real life pursuit/emergency response driving. They were also asked to recall specific instances in which they had used what they learned on the simulator on the job; whether they felt they would benefit by additional training on the simulator;

¹The evaluation was confined to the three POST-sponsored sites. Students from other agencies that are represented on the Driving Simulation Committee (i.e., the West Covina Police Department and the Association of Bay Area Governments) were not included in the evaluation.

²The option of providing a name and phone number for purposes of a possible follow-up interview was added to the questionnaire in December 1994. The majority of returned questionnaires did not include this option.

whether they would recommend the training for others (and for whom); and whether any simulator sickness they experienced persisted after the training (and for how long). The form used to record all interview responses is provided in Attachment B.

Student performance on the simulator:

Student performance was evaluated by using the replay feature of the simulator, which permits storage of a student's driving behavior for replay at a later time. Using this feature, each of the three pilot sites recorded the driving behavior of students on each of two pursuit scenarios. One scenario was driven after a brief orientation on the simulator (pre-training scenario); the other at the conclusion of the training (post-training scenario). The two scenarios were developed specifically for the pilot evaluation. Approximately half of the students at each site drove one scenario ("Scenario 1") as the pre-training scenario and the other scenario ("Scenario 2") as the post-training scenario; and the other half of the students drove the scenarios in the opposite order (i.e., "Scenario 2" was the pre-training scenario and "Scenario 1" was the post-training scenario).

Student performance on the two scenarios was recorded at each of the three pilot sites and the replays were forwarded to POST, where they were relabeled to conceal the training site and whether the replay was for a pre-training scenario or a post-training scenario. At a meeting convened in August, each of nine instructors independently reviewed approximately half of the relabeled replays, and evaluated each student's performance using a specially developed evaluation form.³ Performance factors evaluated were Speed, Passing, Vehicle Position, Adherence to Pursuit Policies, Use of Equipment (radio, lights and siren), Violations of CVC 21052, Preventable Collisions, and "Other" driving behavior which would warrant improvement. A copy of the evaluation form is provided in Attachment C.⁴

³The nine instructors were all members of the Driving Simulation Committee. They were divided into two panels of four and five respectively due to the large number of replays to be reviewed. Panel members were instructed to evaluate the replays independently and group discussion was generally discouraged. There was no overlap in the replays reviewed by the two panels, and the two scenarios driven by a given student were often not evaluated by the same panel.

⁴Development of the form occurred in an iterative process, wherein various drafts of the form were field tested, the data were analyzed, and changes were made to the form in an attempt to

Results

Student feedback immediately following training:

Survey Sample: A total of 1,865 trainees returned completed questionnaires. The average age of the respondents was 29.2, and 40.7% were basic course trainees. The vast majority were male (87.7%), and the average number of years of law experience for the group was 2.84. The majority (61.0%) had no previous law enforcement driver training (excluding that received in basic training). The average reported time spent driving the simulator was 80.69 minutes. More specific information about the respondent group is reported in Attachment D, tables D-1 and D-2.

Ratings: The questionnaire ratings are summarized in Table 1. The questionnaire items are grouped in the table by general category. The first set of items address the training in general; the second set pertain to the extent to which the training was perceived as increasing understanding of the dangers, etc., associated with pursuit/emergency response driving; the third set focus on the ability to drive the simulator; and the final set concern perceived limitations of the simulator.

Differences in the mean ratings for the items within each category are shown graphically in figures 1 through 4. As shown in Figure 1, the training was generally perceived as being effective (mean rating of 5.0), and all instructor-related items received very high ratings. Lesser endorsement was received with regard to whether additional training on the simulator would be beneficial (although, as shown in Table 1, 74.1% of the respondents agreed at some level that they would benefit from additional time), and, as would be hoped, even less agreement was expressed with the statement that additional learning would occur from repeating the same scenarios (although even this item received some level of support from 71.7% of the respondents). Somewhat surprisingly, the training was generally perceived as not being very stressful (mean rating of 2.96).⁵

maximize inter-rater reliability (i.e., consistency in the evaluations made by those using the forms).

⁵This item was the subject of some discussion by the committee members, who expressed concerns about the ambiguity of the term stressful, and therefore questioned whether the response data can be meaningfully interpreted.

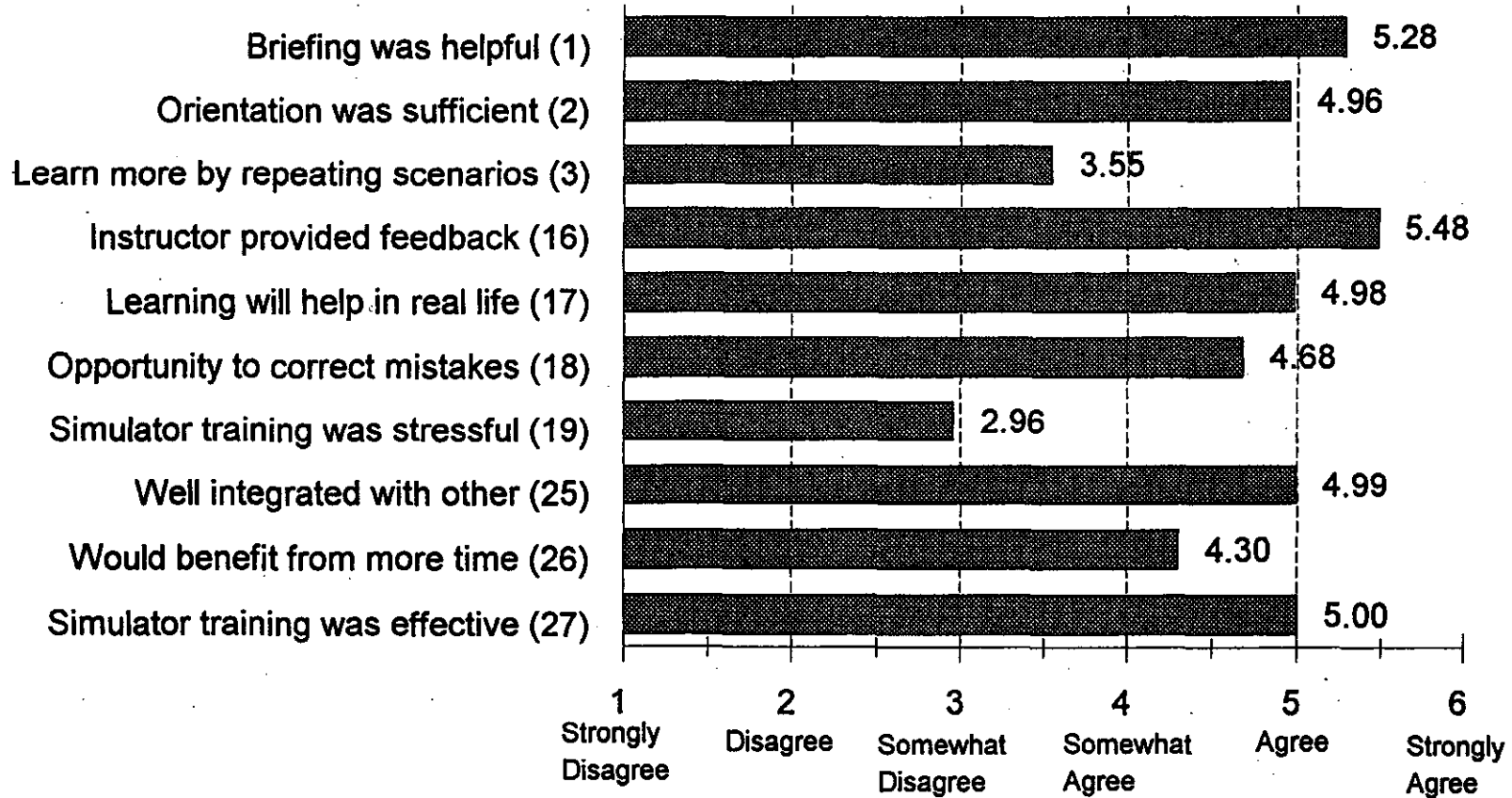
Table 1: Summary of Student Questionnaire Ratings.

	% Agree	Mean	S.D.
Briefing Helpful (1)	98.3	5.28	0.71
Orientation Sufficient (2)	93.5	4.96	0.96
Learn More by Repeating Scenarios (3)	71.7	3.55	1.37
Instructor Provided Feedback (16)	98.1	5.48	0.75
Learning Will Help in Real Life (17)	91.6	4.98	1.11
Opportunity to Correct Mistakes (18)	86.3	4.64	1.11
Training Stressful (19)	39.3	2.96	1.35
Well Integrated with Other (25)	92.4	4.99	1.04
Benefit from more Time (26)	74.1	4.30	1.45
Training Effective (27)	93.1	5.00	1.06
Better Understand Dangers (4)	95.8	5.31	0.93
Better Understand Decision Points (5)	96.1	5.28	0.91
Better Understand Policies (6)	94.9	5.08	0.96
Better Understand Own Limits (7)	83.2	4.64	1.32
Able to Steer (8)	85.3	4.56	1.12
Able to Corner (9)	84.0	4.46	1.11
Able to Stop (10)	84.3	4.59	1.15
Able to Judge Distance (11)	66.5	3.89	1.34
Able to Judge Speed (12)	73.0	4.12	1.27
Able to Operate Radio (13)	84.9	4.52	1.24
Able to Operate Emerg Equip (14)	96.8	5.13	0.85
Able to Make Emerg Decisions (15)	95.1	4.96	0.88
Limited by Graphics (20)	67.3	3.96	1.43
Limited by Scenario Content (21)	35.0	3.03	1.40
Limited by Handling Charac (22)	64.0	3.88	1.44
Limited by Equip Malfunction (23)	20.3	2.29	1.36

Note: Percent is percentage of respondents who responded "strongly agree," "agree" or "somewhat agree." N = 1697 to 1860.

Rating Scale: 1=strongly disagree; 2=disagree; 3=somewhat disagree;
4=somewhat agree; 5=agree; 6=strongly agree

Figure 1
Driving Simulator Student Questionnaire
Mean Ratings on Questions Regarding General Characteristics of Simulator Training



The pilot program was initiated in the belief that the simulator has greatest potential for exposing students to high risk driving situations (i.e., pursuits and emergency responses) which cannot be safely simulated in an actual patrol car.⁶ To this end, the focus in scenario development was on constructing scenarios that would present the student with high risk driving situations that require judgment and decision making and reinforce the need for constant awareness of the hazards and dangers associated with pursuit/emergency response driving. The results in Figure 2 show that from the students' perspective these objectives were largely achieved. Widespread agreement was expressed that the training resulting in better understanding of the dangers associated with high risk driving (mean = 5.31; percent agreement = 95.8% [Table 1]); common critical decision points associated with such driving (mean = 5.28; percent agreement = 96.1%); basic pursuit and emergency response driving policies (mean = 5.08; percent agreement = 94.9%); and to a somewhat lesser extent, one's own limitations in high risk driving situations (mean = 4.64; percent agreement = 83.2%).

As shown in Figure 3, less agreement was expressed with regard to the students' confidence in being able to perform different driving functions on the simulator at the conclusion of training. In particular, the items pertaining to the ability to judge distance (mean = 3.89; percent agreement = 66.5%) and speed (mean = 4.12; percent agreement = 73.0%) received relatively low ratings. The highest ratings were received for the ability to operate the emergency equipment on the simulator (mean = 5.13; percent agreement = 96.8%), and perhaps more significantly, the students expressed confidence in their ability to make emergency decisions on the simulator (mean = 4.96; percent agreement = 95.1%).

Figure 4 shows the ratings that were received for the items which addressed features of the simulator which might limit the overall effectiveness of the training. The results clearly show that both the graphics and the handling characteristics of the simulator are perceived as having considerable limiting effects; whereas neither equipment malfunctions nor scenario content were widely perceived as being limiting factors.

Differences in Ratings: Chi-Square analyses were performed to identify statistically significant differences in the ratings associated with the gender, age, years of law enforcement

⁶In contrast to using the simulator to develop driving skills (braking, cornering, etc.).

Figure 2
Driving Simulator Student Questionnaire
Mean Ratings on Questions Regarding Learning from
Simulator Training

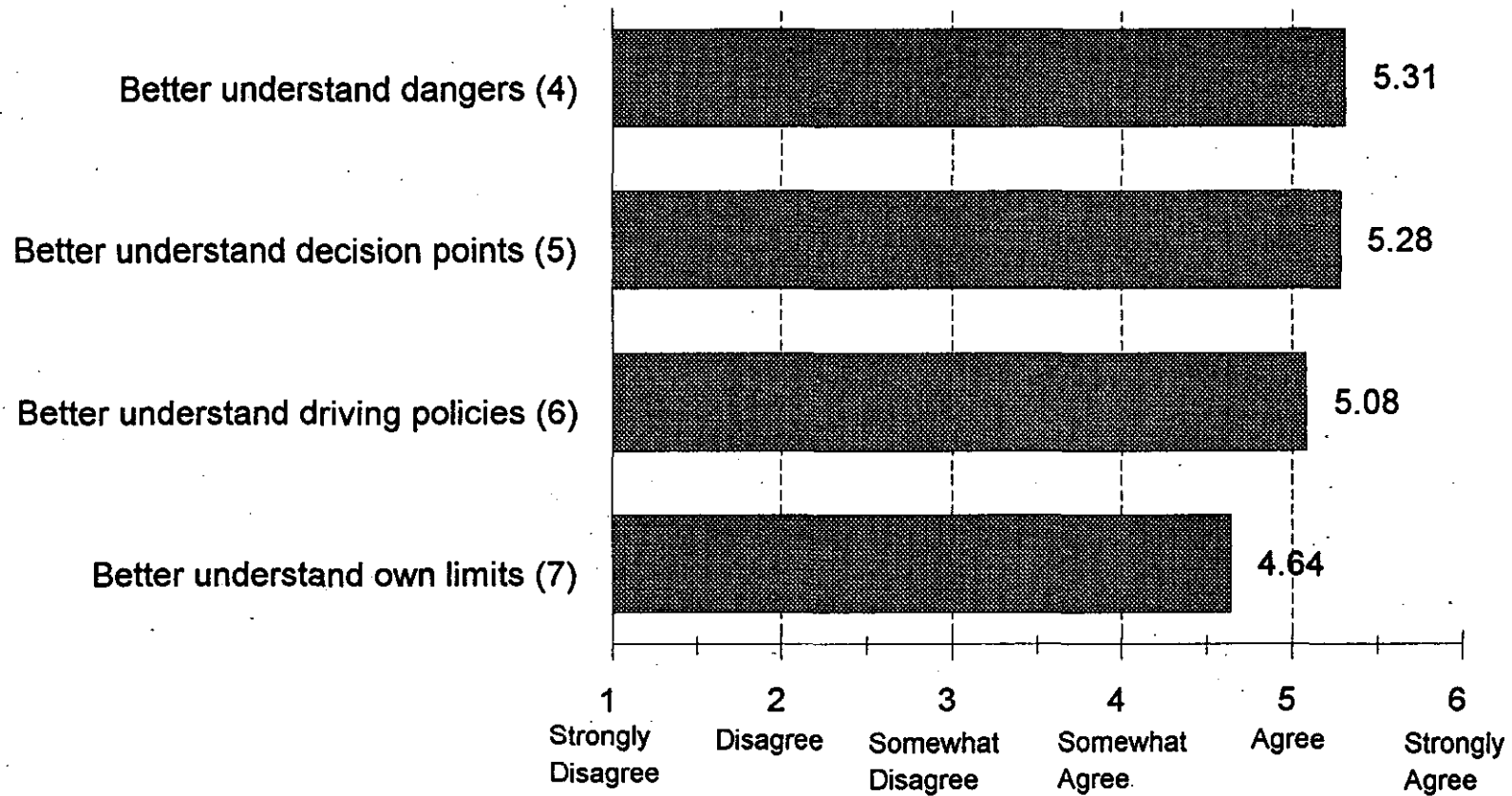


Figure 3

Driving Simulator Student Questionnaire
Mean Ratings on Questions Regarding Confidence in Ability to Perform Functions on Simulator at the Conclusion of Training

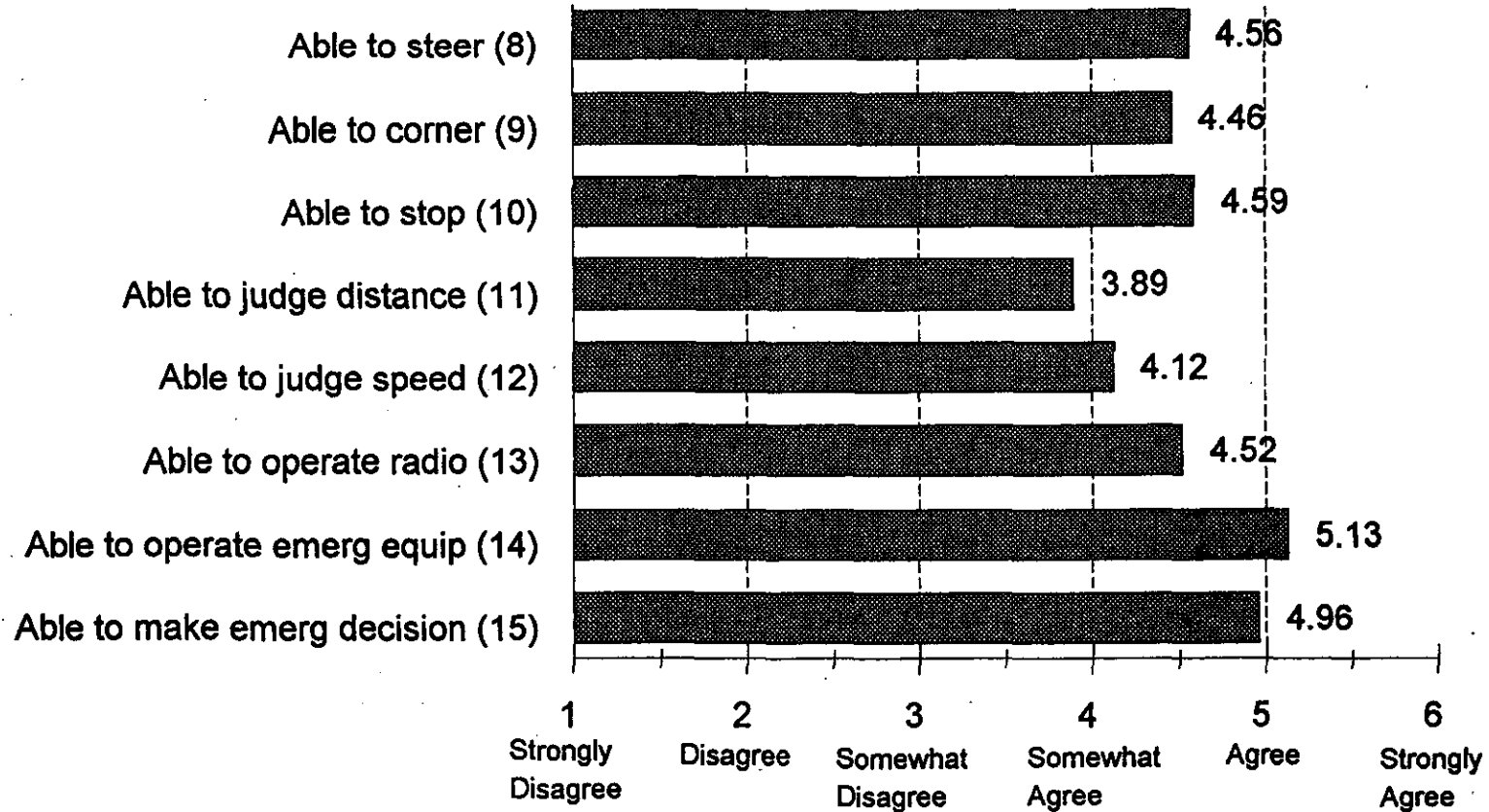
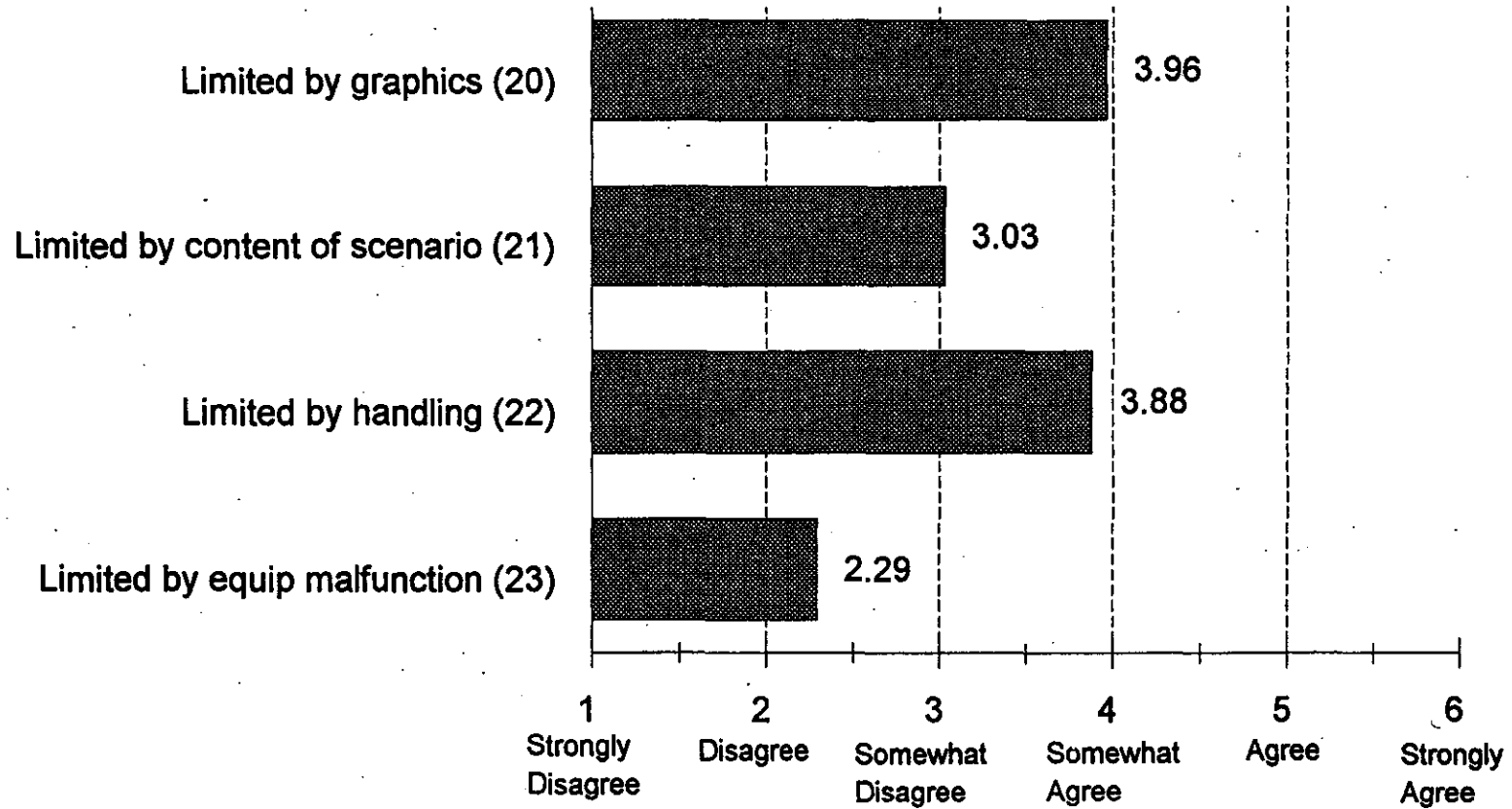


Figure 4
Driving Simulator Student Questionnaire
Mean Ratings on Questions Regarding Limitations of Simulator



experience, or hours of previous law enforcement driver training of the trainees; as well as for differences associated with each of the following characteristics of the training: training location, number of instructors present during training, number of other simulators in use at time of training, training time on simulator, training course, and date of training. Detailed results of these analyses are shown in Attachment D, tables D-3 through D-13. A summary of the findings follows:

Differences Associated with Characteristics of Trainee:

Gender: Differences were found for only one item. More males than females agreed they would benefit from additional training on the simulator (76.5% versus 60.2%; see Table D-3).

Age: Few differences were found. Younger trainees, especially those under 25, less often reported the training as being stressful, especially as compared to those over 40. Younger trainees also tended to more often agree that the training resulted in better understanding of the decisions and dangers associated with high risk driving, and less often agreed that the training was limited by the graphics. (See Table D-4)

Years Law Enforcement Experience: Those with less experience more often agreed that the training resulted in better understanding of the dangers associated with high risk driving and of pursuit/emergency response driving policies; less experienced officers also more often agreed that they would have learned more by repeating the same scenarios, and less often agreed that the training was limited by the graphics and handling characteristics of the simulator, or by the content of the scenarios. (See Table D-5)

Previous Law Enforcement Driver Training: Differences were found which largely parallel those for years of law enforcement experience (e.g., those with less previous driver training more often reported that they would benefit from repeating the same scenarios). (See Table D-6)

Self-Evaluation of Overall Performance on the Simulator: Respondents were asked to rate their overall performance on the simulator as "excellent," "good," "fair," or "poor." As might be expected, those who evaluated their own performance more favorably also were more positive in their evaluations of the training. Differences were found for all but four

items (briefing was helpful, training was stressful, training limited by scenario content and equipment malfunction). (See Table D-7)

Other: With the exception of self-evaluation of overall performance, none of the trainee characteristics were found to be associated with differences in self-reported confidence in the ability to perform various driving functions on the simulator (steer, judge distance, corner, etc.).

Differences Associated with Characteristics of Training:

Training Location: Widespread and consistent differences were found for almost all items except those concerning perceived limitations of the simulator. Trainees from Site 1 almost always provided the most favorable ratings, and trainees from Site 2 almost always provided the least favorable ratings. (See Table D-8)

Number of Instructors Present: Those who received training in a single instructor environment less often agreed that the training resulted in the desired benefits (better understanding of dangers, decision points, policies, etc.), and less often expressed confidence in their ability to drive the simulator (steer, corner, judge distances, etc.). They also less often agreed that they had the opportunity to correct mistakes and that what they learned will help in real life. (See Table D-9)

Number of Other Simulators In Use During Training: Only one difference was found. Those who received training while no more than one other simulator was in use less often agreed that they would benefit by more time on the simulator. (See Table D-10)

Time on Simulator: Those who reported driving the simulator for 30 minutes or less least often agreed that the training resulted in better understanding of the dangers, decision points, etc., associated with high risk driving; least often expressed confidence in their ability to drive the simulator; and least often agreed that they had the opportunity to correct mistakes and will be able to use what they learned in real life situations (see Table D-11). The results parallel those reported above for a single instructor versus multiple instructor training environment.

Training Course: Few differences were found. Those who

received the simulator training as part of basic training more often agreed that they would benefit by repeating the same scenarios and that the simulator training was well integrated with other training; those trained as part of a 24-hour EVOC course less often expressed confidence in the ability to drive the simulator at the conclusion of training (specifically, to steer, corner and stop). (See Table D-12)

Training Date: Those trained between June and December, 1994, often provided less favorable ratings than those trained later. (See Table D-13)

Other: In general, ratings of perceived limitations of the simulator were not found to differ by any of the characteristics of the training.

Additional analyses were conducted in an attempt to account for the differences in ratings found by training site and training date. The results suggest that the differences by training site can be largely attributed to the fact that the preponderance of training at the site which received the lowest ratings was single instructor training, and more often involved 30 minutes or less of simulator training time. Similarly, the earliest training (that presented between June and December, 1994) more often involved a single instructor and lesser amounts of training time. (See tables D-14 to D-17)

Student Comments: Questionnaire respondents were asked to report the greatest strengths and the greatest weaknesses of the simulator training, what they learned from the training, and what they would do to improve the training and/or the simulator. Table 2 summarizes the responses obtained. The results largely confirm the ratings.

The most frequently reported strengths of the training refer to awareness of hazards, dangers, etc. (N=208), and the decision making/judgment aspects of the training (N=182). Also noteworthy is the frequency with which the realism of the scenarios was mentioned (N=153), as well as the simulator per se (N=50). Instructors were also frequently mentioned as a strength of the training (N=106).

The comments concerning learning reflect similar themes, often referring to awareness of surroundings (N=130), hazards (N=96), and decision making (N=92). Many of the hazards in the scenarios occur at intersections, and awareness of the dangers of intersections was often mentioned as a strength of the training (N=66), while care/caution at intersections was often mentioned

Table 2: Summary of Student Questionnaire Written Comments

What were the greatest strengths of the training?	What were the greatest weaknesses of the training?
Awareness of hazards, dangers, surroundings, etc. (N=208)	Lack of depth perception/ability to judge distance (N=346)
Decision making/judgment during emergency driving (N=182)	Lack of realism (of simulator per se) (N=292)
Realism (primarily of scenarios) (N=153)	Graphics (N=256)
Use of radio (N=106)	Speed (judging, perceiving, etc.) (N=126)
Instructors (N=106)	Too little time (N=124)
Ability to make/review mistakes (N=79)	Steering (N=124)
Dangers associated with intersections (N=66)	Dizziness/illness/sick (N=112)
Exposure to/driving in traffic (N=53)	Feeling of simulator (N=78)
The simulator (N=50)	None (N=78)
Makes you think (ahead, about driving, etc.) (N=43)	Cornering/turning (N=56)
What did you learn from the simulator training?	What would you do to improve the simulator training?
Code 3 (various aspects of) (N=148)	Improve graphics (N=359)
Awareness of surroundings (N=130)	More time (N=300)
Care/caution (N=112)	Improve realism (N=176)
Hazards (N=96)	Steering (N=79)
Caution, etc. at intersections (N=93)	Depth perception/judgment of distance (N=71)
Decision making (N=92)	Nothing (N=69)
Dangers (of code 3 driving, etc.) (N=85)	Signs (add more, make easier to read) (N=51)
Control (speed, emotions, etc.) (N=78)	Improve handling (N=49)
Use of radio (N=73)	Improve feeling (N=37)
Speed (watch speed, "speed kills", etc.) (N=71)	Eliminate dizziness, sickness, etc. (N=22)

Note: Most frequent categories of comments listed for each question. Key search word for each category shown in bold. Frequency counts shown in parentheses.

in comments about learning (N=93).

The most frequently cited weaknesses of the training center on the simulator itself: lack of depth perception/ability to judge distance (N=346), lack of realism in the "feel" and handling characteristics of the simulator (N=292), and the quality of the graphics (N=256). Also frequently mentioned were simulator sickness (N=112), and too little time on the simulator (N=124).

Suggested improvements to the training also tended to focus on the simulator, with frequent mention made of the need to improve graphics (N=359), realism (N=176), steering (N=79) and depth perception/distance judgment (N=71). In addition, the second most frequently reported suggestion for improvement was to increase the amount of training time on the simulator (N=300).

Simulator Sickness: Figure 5 shows the results for reported instances of each of five symptoms of simulator sickness (nausea, dizziness, headache, sweating, and eye strain). Review of the figure shows that close to one third of all students reported dizziness (30.7%), and about one in every five students experienced nausea (20.4%). Headache and eye strain were also fairly prevalent (16.9% and 14.2%).

As shown in Figure 6, while slightly over half of the students (52.8%) were symptom free, those who reported symptoms often experienced more than one (10.9% of all students reported two symptoms; 6.9% of all students reported three symptoms; and 3.0% of all students reported more than three symptoms).⁷

Simulator Sickness and Completion of Training: Table 3 shows the percentage of students with each symptom who were able to complete training. The completion rates range from a high of 94.7% for eye strain to a low of 85.3% for sweating. Those with a single symptom completed training at a higher rate than those with two or more symptoms (96.6% versus 87.9%). With the exception of eye strain, all rates are significantly lower than the completion rate for those who were free of symptoms (99.3%).

Other Relationships with Simulator Sickness: A series of analyses were conducted to investigate other relationships with simulator sickness. Results of these analyses are reported in

⁷Additional analyses reveal that all symptoms are highly intercorrelated (i.e., the presence [or absence] of one symptom is correlated with the presence [or absence] of every other symptom). See Table D-18.

Figure 5
Driving Simulator Student Questionnaire
Reported Simulator Sickness Symptoms
(N=1,333 to 1,852)

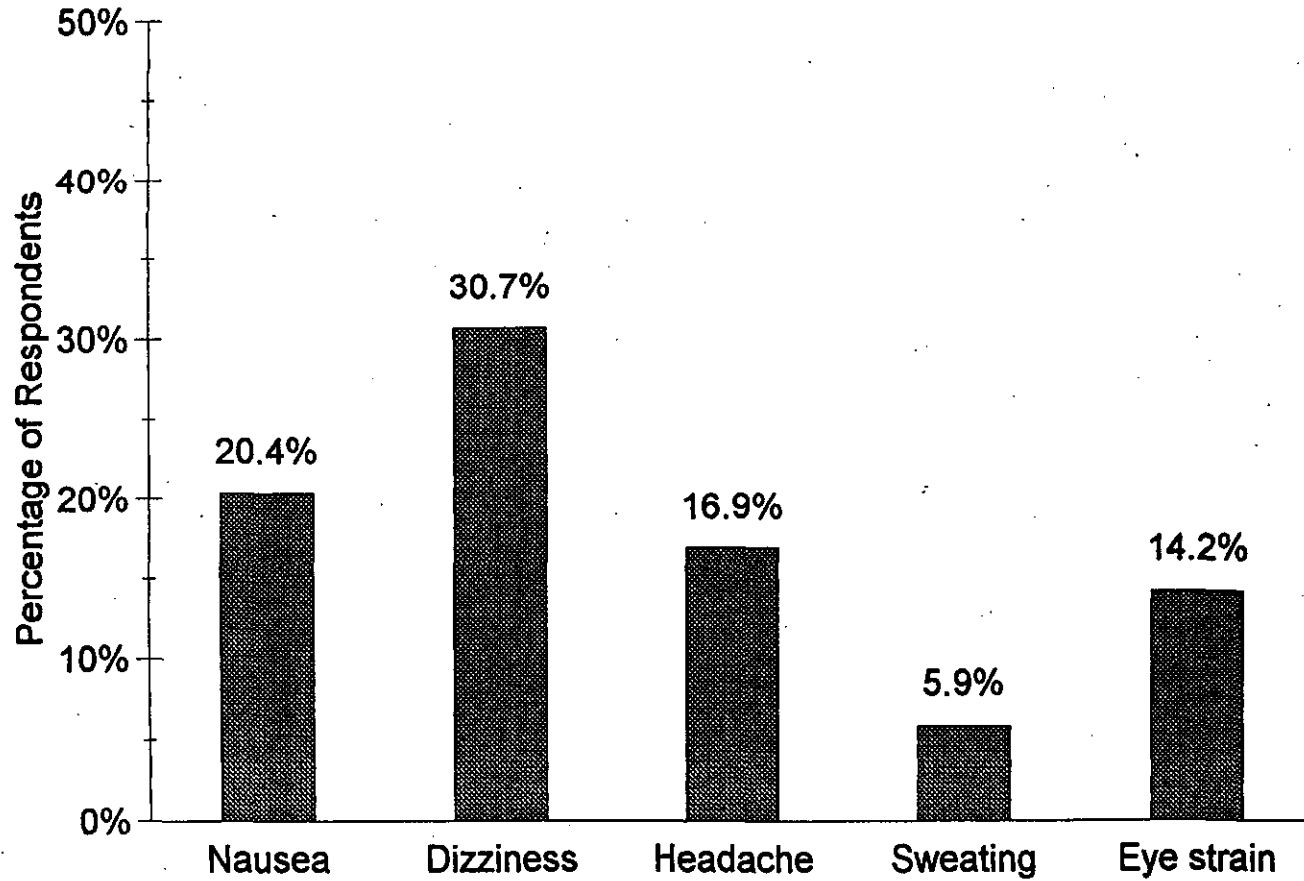


Figure 6
Driving Simulator Student Questionnaire
Number of Reported Simulator Sickness Symptoms (N=1,371)

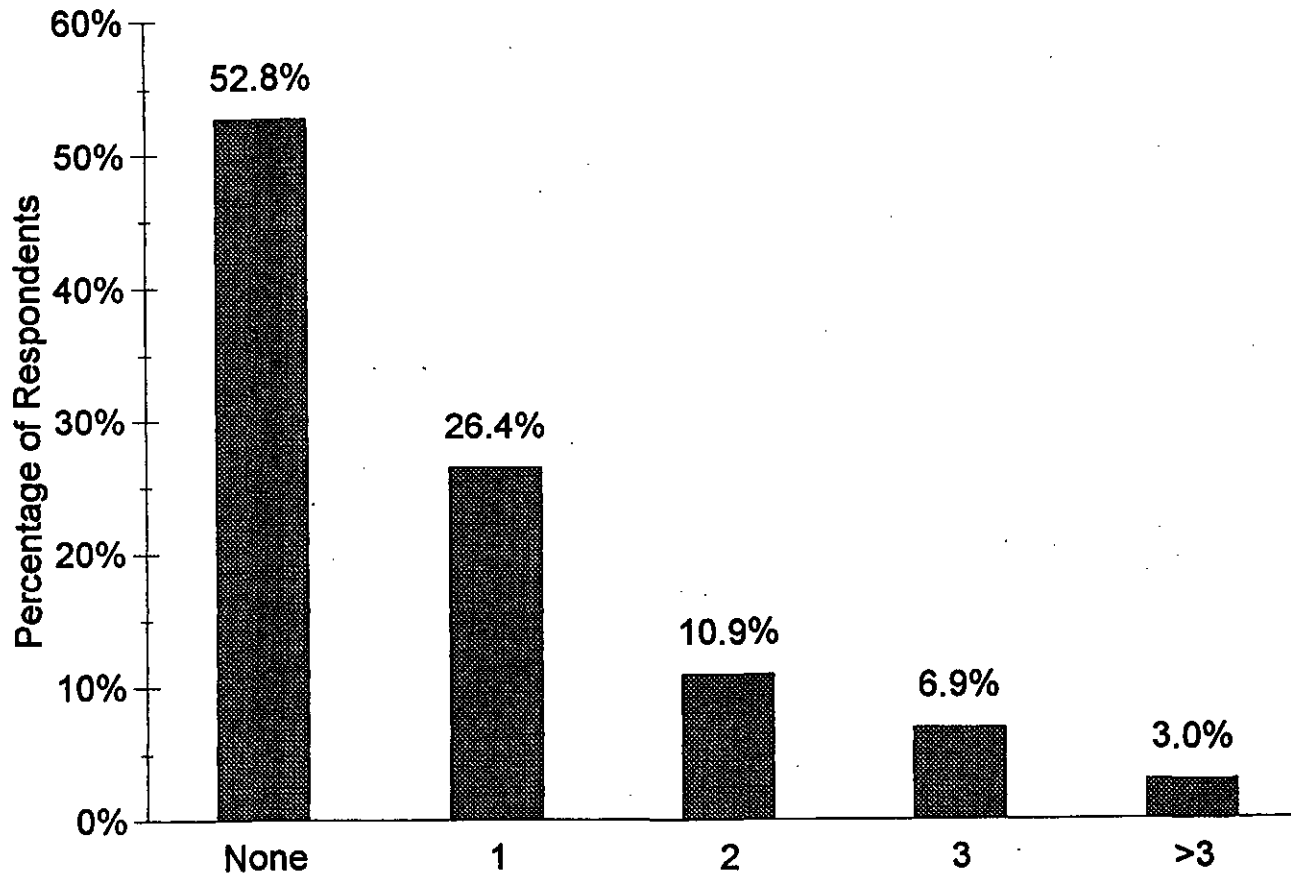


Table 3: Simulator Sickness and Ability to Complete Training

Symptom	Percent Able to Complete Training
Nausea (N=267)	86.5%
Dizziness (N=562)	91.3%
Headache (N=223)	88.3%
Eye Strain (N=187)	94.7%
Sweating (N=75)	85.3%
None (N=699)	99.3%
Any One Symptom (N=356)	96.6%
Two or More Symptoms (N=281)	87.9%

Note: All percentages significantly different from "None" except for Eye Strain (Chi-Square, $p < .005$)

detail in table D-19. Key findings were as follows:

Gender: Females reported significantly higher rates of simulator sickness for all symptoms except eye strain. The "overall rate" (at least one symptom) for females was 64.9% compared to 44.6% for males.⁸

Age: Older students reported higher rates of simulator sickness for the symptoms of nausea and headache.

Use of Glasses/Contacts: In general, the use of corrective lenses was not found to be related to simulator sickness.

Car Sickness: Students who are susceptible to car sickness reported significantly higher rates of simulator sickness for all symptoms.

Other: No differences were found in the incidence rates for any symptom as a function of training site, training date, training course, time since last meal, or hours of sleep before training.

Simulator Sickness and Student Ratings: Not surprisingly, persons who experienced simulator sickness were often less favorable in their evaluations of the training. Rating differences were most prevalent for the symptoms of nausea and dizziness, and were rare for the symptoms of eye strain and sweating. Rating differences were found for all symptoms with respect to the perceived benefit of more time on the simulator. Those who experienced sweating more often reported the training as being stressful, while differences on this item were not found for any of the other symptoms. All significant rating differences associated simulator sickness are reported in Table D-20.

Student feedback three to nine months after training (phone interviews):

Sample: Phone interviews were conducted of 96 students who

⁸An overall gender difference was also found with respect to the ability to complete training. Specifically, for the 491 males and 111 females who reported one or more symptoms, the percentage who completed training was significantly higher for males (94.50%) than females (88.29%) (Chi-Square = 5.633, df=1, p=.018).

completed training between December 1994 and June 1995.⁹ Table D-21 summarizes the background characteristics of the group. Compared to the questionnaire respondents, the interviewees were older (mean age = 33.4 compared to 29.21 for questionnaire respondents), more experienced (mean years of law enforcement experience = 5.40 compared to 2.84 for questionnaire respondents), and had received more law enforcement driver training. A smaller percentage of the interviewees were female (6.4% compared to 12.3%). The percentage breakdown of interviewees by training site closely approximated that for the questionnaire respondents. Approximately half of the interviewees reported that they were currently working patrol.

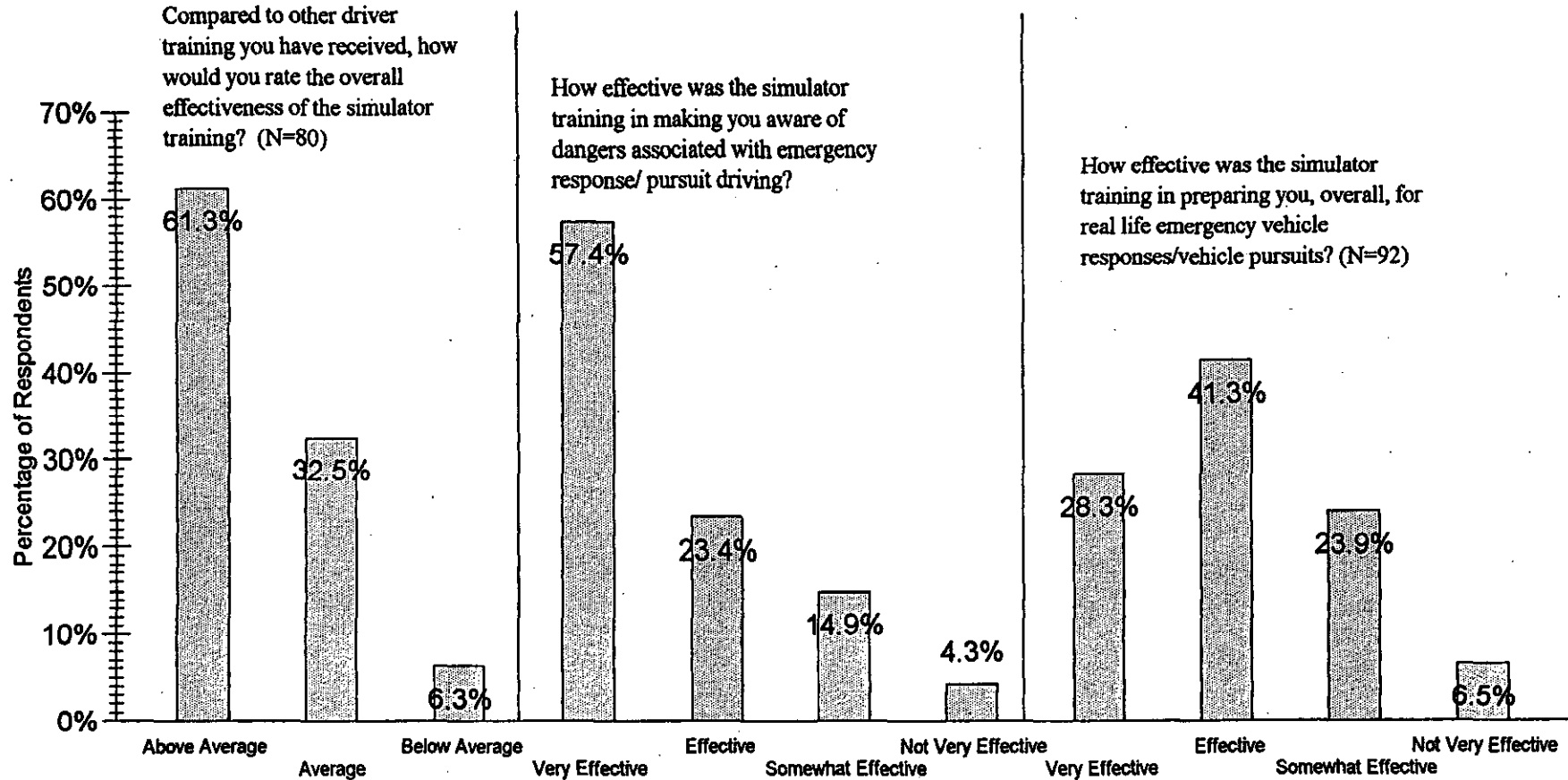
Ratings: Interviewees were asked to rate the effectiveness of the simulator training from a number of perspectives. Results for these items are presented in Figure 7. Results for the first item in Figure 7 show that when asked to compare the simulator training with other driver training, almost two-thirds of the interviewees (61.1%) rated the simulator training as "above average." Results for the second item in the figure are consistent with those obtained for a similar questionnaire item, and indicate that the training was perceived as achieving one of its primary objectives - heightened awareness of the dangers associated with high risk driving.¹⁰ Over half of interviewees rated the training as "very effective" (57.4%) in this regard, with the majority of others rating the training as "effective." As indicated in the results for the last item in the figure, the training was considered less effective in terms of preparing one overall for emergency response/pursuit driving. However, the pattern of responses is very encouraging given that the simulator training is not intended to replace, but rather to supplement, the behind the wheel driving that is necessary to develop required driving skills.

⁹Attempts were made to contact all students who were trained during this time and who returned completed questionnaires with a daytime phone number (N=211). Those not interviewed either could not be reached at the phone number provided; or were not available at the time of the initial call and either did not return the call as requested, or returned the call after the cutoff date for completing the interviews.

¹⁰A number of the questions asked interviewees were replicative of items in the questionnaire. The questions were repeated in order to examine for any indications that observations and perspectives about the training change over time (and after having returned to work).

Figure 7

Ratings of Follow-up Interview Respondents



Note: Chi-square analysis revealed no statistically significant differences in any of the ratings by training site; amount of law enforcement experience (some versus none); date of training (1/95 to 3/95 versus 4/95 to 6/95); work assignment since training (patrol versus no time in patrol; traffic versus no time in traffic); or simulator sickness (presence versus absence of any symptoms). Relationships with simulator sickness approached statistical significance for each set of ratings ($p < .10$), with those who experienced symptoms either during or after training giving less favorable ratings.

Interviewees were also asked to rate how beneficial additional simulator training would be. As shown in Figure 8, almost half (43.8%) indicated additional training would be "very beneficial" and another third (33.3%) indicated that additional training would be "somewhat beneficial."

Open-Ended Questions: Interviews were also asked a series of open-ended questions. Responses to these items are summarized below:

Application of Training: Forty six interviewees (47.9%) were able to recall specific instances where they applied what they learned on the simulator on the job. Descriptions of these instances most often referred to Code 3 "runs," heightened awareness at intersections, proper vehicle position, use of emergency equipment, and proper/safe use of radio.

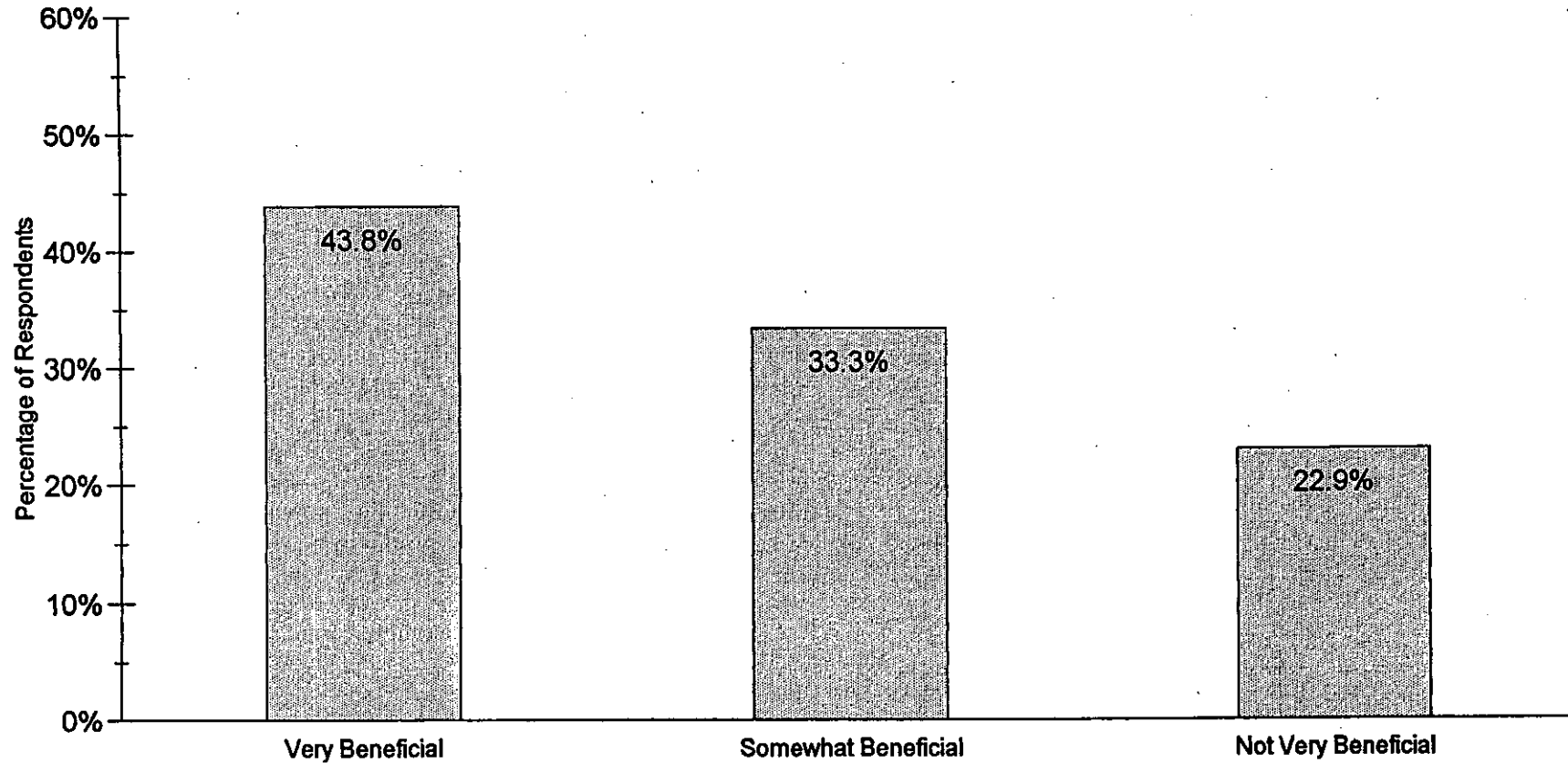
Additional Training: When asked what type of additional simulator training would be most beneficial, the preponderance of responses (N=33) made reference to "more of the same," "additional scenarios," etc. The most frequently suggested amount of additional training was eight hours (N=26). Other frequently mentioned time allotments were two hours (N=11) and four hours (N=7). In response to the question of when it would be most beneficial to receive additional training, the most frequent responses were yearly (N=20), every six months (N=11), and prior to assignment to patrol (e.g., as part of "patrol school") (N=11).

Training for Others: The overwhelming majority of interviewees (92.6%) indicated that they would recommend the training to others. The most frequently suggested candidates for training were: other officers/patrol officers/officers going into patrol (N=26); cadets (N=14); any emergency response driver (N=14); all law enforcement personnel (N=9); younger/less experience officers (N=5); and paramedics (N=5).

Feedback from Fellow Trainees: Eighty four respondents (87.5%) indicated that they knew others who had received training on the simulator. When asked what the others had to say about the training, the most frequent responses were that they "liked" or "enjoyed" the training, they thought the training was "good" or "beneficial" (N=41), or they experienced "motion sickness" (N=19). Some respondents indicated that they had not talked to others about the training (N=9), and several reported hearing comments from

Figure 8

Ratings of Follow-up Interview Respondents Regarding Perceived Benefit of Receiving Additional Training on the Simulator (N=96)



Note: Chi-square analysis revealed no statistically significant differences in ratings by training site; amount of law enforcement experience (some versus none); date of training (1/95 to 3/95 versus 4/95 to 6/95); work assignment since training (patrol versus no time in patrol; traffic versus no time in traffic); or simulator sickness (presence versus absence of any symptoms). Relationships with simulator sickness approached statistical significance for each set of ratings ($p < .10$), with those who experienced symptoms either during or after training giving less favorable ratings.

others to the effect that the training was not "realistic" (N=3) or too "entertaining" (N=3).

Strengths, Weaknesses, etc., of Training: The questionnaire items on the greatest strengths and weaknesses of the training, what was learned in the training, and what should be done to improve the training, were repeated in the phone interviews. The responses, which are summarized in Table D-22, were largely consistent with those obtained with the questionnaire. Noteworthy exceptions were that decision making/judgment was less often mentioned in response to the question on the greatest strengths of the training (N=2); the "game-like" qualities of the simulator were mentioned with some regularity in the response to the greatest weaknesses of the training (N=10); and simulator sickness was more often mentioned in responses to the question on what should be done to improve the training (N=8).

Simulator Sickness: Those who reported simulator sickness on the original questionnaire were asked how long the symptom(s) lasted during training, and whether the symptom(s) persisted after training and for how long. Results for these questions are presented in Table 4. With respect to simulator sickness during training, the majority of respondents, regardless of symptom, reported that the symptom subsided within one hour. However, for all symptoms but sweating, some respondents experienced distress throughout the duration of the training (i.e., 8 hours). More significantly, a few respondents reported lingering symptoms after training, and in some instances the symptoms lasted another 24 hours.

Student Performance on the simulator:

Sample: Complete pre-training and post-training performance ratings were obtained for 98 students. The three pilot sites were represented comparably in the sample (Site 1, 31%; Site 2, 29%; Site 3, 41%). The sample included both academy cadets and sworn officers.¹¹ Among students who reported having any law enforcement experience, the average was approximately 5 years.¹²

¹¹Of the students in the sample, 20% indicated they were academy cadets, 39% indicated they were sworn officers, and 41% did not report their status.

¹²Of 51 students who reported their law enforcement experience.

Table 4: Simulator Sickness Symptoms of Interview Respondents

Symptoms	Duration During Training						Persist after Training		If persist, for how long?				
	<15 mins.	15-30 mins.	31-60 mins.	>60 mins.	Long	Avg.	Yes	No	<1 Hour	1-4 Hours	5-8 Hours	>8 Hours	Long
Nausea (N=27)	3.7%	33.3%	29.7%	33.3%	8 hrs. (N=2)	1.71 hrs.	25.9%	74.1%	0%	25.0%	50.0%	25.0%	24** hrs. (N=1)
Dizziness (N=20)	30.0%	25.0%	20.0%	25.0%	8* hrs. (N=2)	1.52 hrs.	25.0%	75.0%	0%	33.3%	33.3%	33.3%	16 hrs. (N=1)
Headache (N=21)	19.0%	23.9%	19.0%	38.1%	8* hrs. (N=2)	1.72 hrs.	50.0%	50.0%	0%	40.0%	20.0%	40.0%	24 hrs. (N=2)
Sweating (N=8)	37.5%	12.5%	25.0%	25.0%	3 hrs. (N=1)	.92 hrs.	14.3%	85.7%	0%	100.0%	0%	0%	1 hr. (N=1)

Note: No report of eye strain

*Reported by same persons

**Also reported 24 hours for headache

Simulator Performance Indices: As described earlier, student performance on the simulator was evaluated by instructors who used a specially-developed rating form to assess several factors (speed, passing, position, etc.). See Attachment C.

Two indices of simulator performance were constructed from the instructor ratings:

(1) "Any N/I": a value of "1" was assigned if the student was rated as "needs improvement" by a majority of raters; otherwise, a value of "0" was assigned. This index was constructed for each performance rating factor. An overall simulator performance index was constructed by assigning a value of "1" if a majority of raters indicated that a student needed improvement on any of the factors; otherwise, a value of "0" was assigned.

(2) "Count N/I": the average number of items checked "N/I" was computed for a given student. This index was computed for each performance factor. An overall performance index was constructed for each student by summing the "Count N/I" across factors.

Reliability of Performance Ratings: As each student completed a pre-training and post-training simulator exercise, there were a total of 196 scenario replays to be evaluated. The replays were randomly assigned to one of the two rater panels. Panel A was comprised of five instructors who rated 100 replays; panel B contained the remaining 4 instructors who rated 96 replays.

Analyses were conducted to examine the reliability of the resulting panel ratings. Reliability in this case pertains to the extent of rater agreement with regard to a student's need for improvement, as measured by one more simulator performance factors. To the extent that the ratings are found to be reliable (as measured by a positive mean inter-rater correlation coefficient), the panel ratings may be considered to be stable estimates of students' performance on the simulator.

Overall, the results indicated that the ratings given by each panel were of acceptable reliability with respect to evaluations of overall scenario performance and performance on each of the factors, both in terms of "Any N/I" and "Count N/I".¹³ The

¹³One exception was the "other" category on the rating form, which was dropped from the analysis due to low inter-rater reliability. Also, for three of the rating scales, one rater was

reliability results are shown in Attachment E, Table E-1.

Simulator Performance Before and After Training: Figure 9 summarizes student performance before and after training with respect to the percentage of students rated "Needs Improvement" (performance index #1) for each performance factor and across factors. The overall "needs improvement" rate dropped from 85.7% before training to 53.1% after training.¹⁴ The "speed" factor was clearly the area in which students most often demonstrated performance problems, with the "needs improvement" rate dropping significantly, from 71.4% TO 34.7%. The "N/I" rate for adherence to policy (regarding termination of pursuit) also declined significantly (from 37.8% to 12.2%). "Vehicle positioning" was a relatively infrequent performance problem among students. While the changes in the "needs improvement" rate was sufficiently great to be statistically significant in only two instances (speed, policy), all charges were in the desired direction.

Figure 10 focuses upon the after-training performance of those students who were initially rated "needs improvement" on the pre-training test. Obviously, it is this group for whom the training had any potential to lead to improved performance. As shown in the figure, the percentage of students still rated "N/I" on a given factor ranged from a low of 0.0% for "position" to a high of 41.4% for "speed." Also, overall 60% of those rated "N/I" on at least one factor prior to training were subsequently rated "N/I" on at least one factor after training.

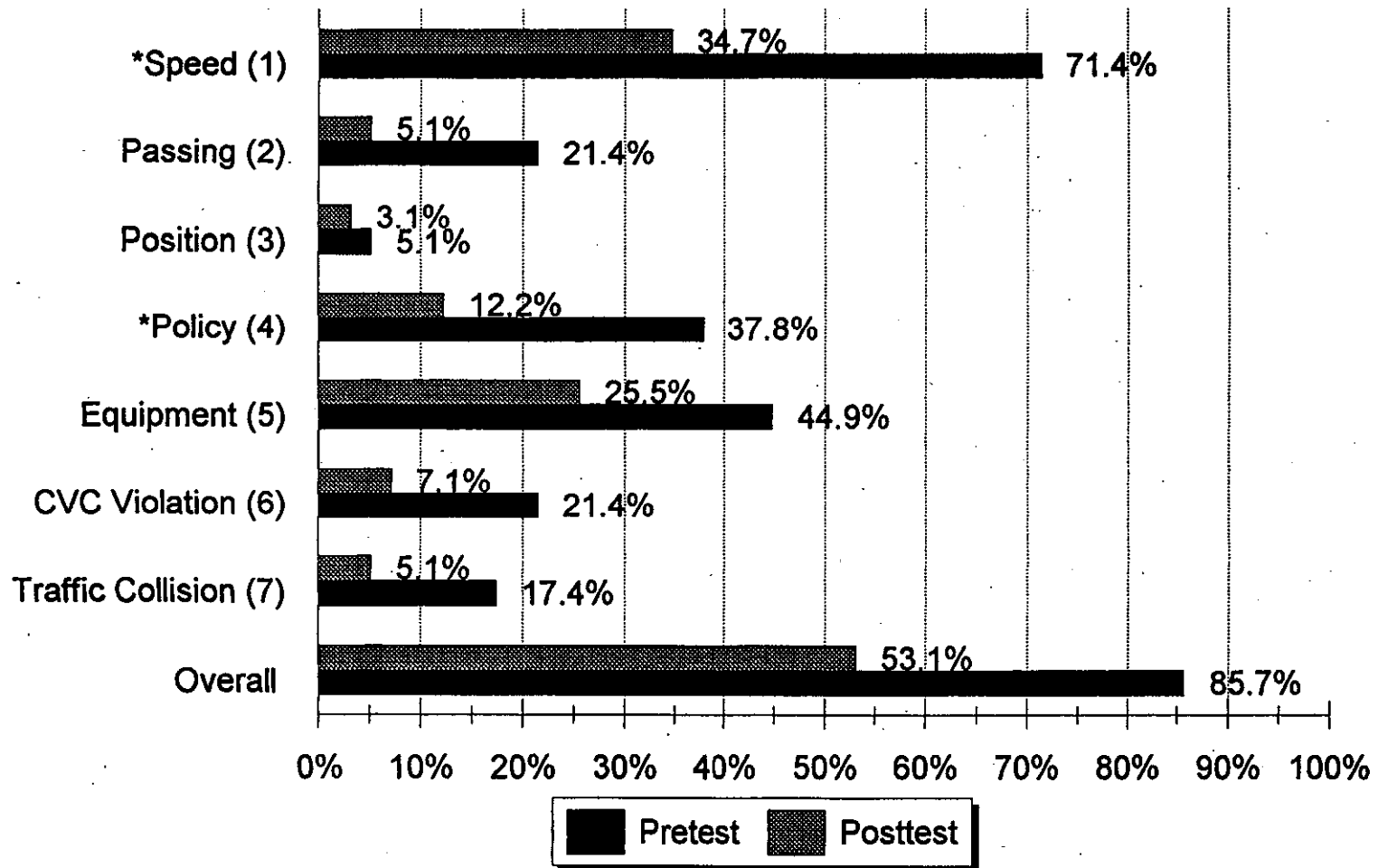
Attachment E, Tables E-2 through E-9, contain detailed results of the pre-post comparison of students' performance ratings in terms of "needs improvement" versus "no improvement needed."

Figure 11 depicts the pre-training versus after-training performance of students with respect to the number of performance elements identified as "needs improvement" (performance index #2) on each factor and for all factors combined (Total Elements). The number of factors rated "N/I" by a majority of raters per student is also summarized (No. Factors).

excluded from the analysis due to relatively low agreement with the other raters.

¹⁴This result, although promising, was not statistically significant (p .05, chi-square analysis of pre-post N/I versus no N/I). That is, for the given the sample, the magnitude of the difference is not sufficiently large to rule out obtaining such findings by chance.

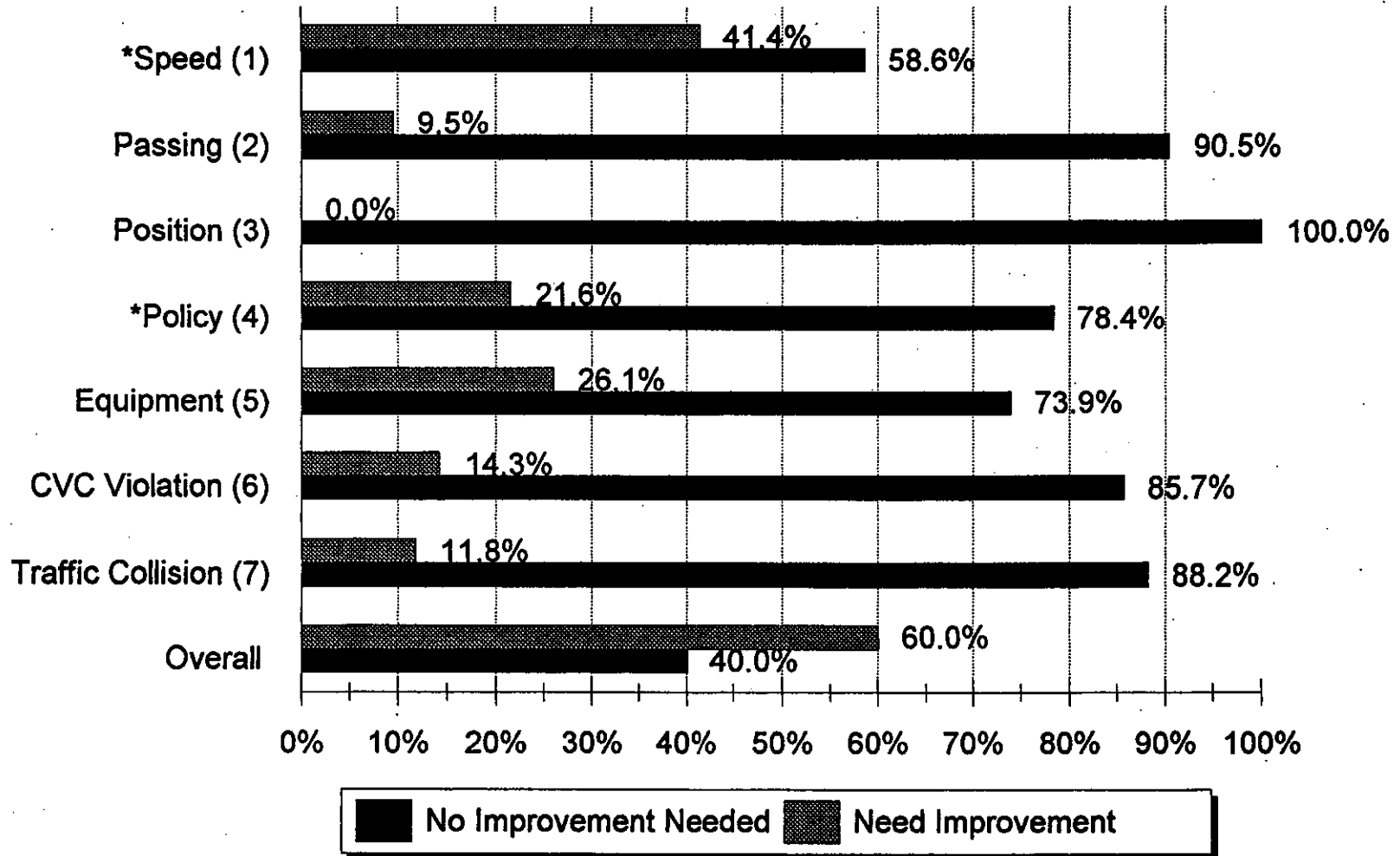
Figure 9
Percentage of Students Rated "Needs Improvement"
Before and After Training



*Significant pre-post difference in percentage of students rated N/I ($p < .05$).

Figure 10

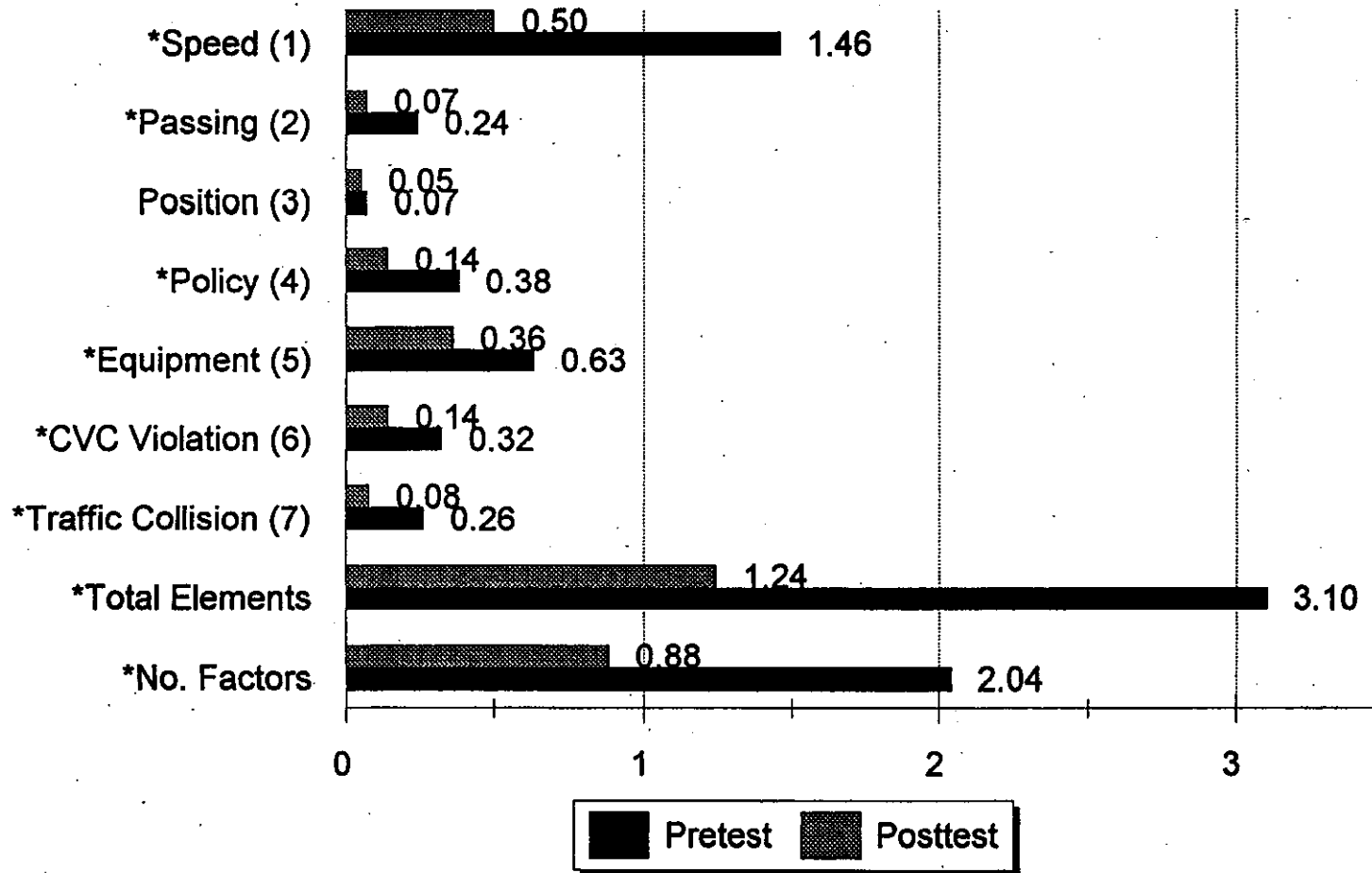
Posttest Performance of Students Rated "Needs Improvement" on Pretest



*Significant difference in percentage of students rated N/I vs. no N/I (p<.05)

Figure 11

Number of Performance Elements per Student Identified as "Needs Improvement" Before and After Training



*Significant pre-post difference in number of performance elements rated N/I per student ($p < .001$).

These results indicate that statistically significant gains were realized in student performance, overall and for each performance factor, with one exception (vehicle position, which was cited infrequently on both pre- and post-training evaluations). Students' overall performance improved from an average of approximately three performance elements rated "N/I" prior to training, to slightly more than one element rated "N/I" after training. The area of greatest improvement was "speed", where on average, 1.5 performance elements were rated "N/I" per student prior to training and 0.5 elements were rated "N/I" after training.¹⁵

Attachment E, Table E-10, contains detailed results of the pre/post-training analysis of number of performance elements rated "N/I".¹⁶

In total, the results indicate that student performance on the simulator improved substantially after training. However, while there were substantial gains in performance, many students demonstrated the need for further improvement at the conclusion of training.

Summary

Three sets of evaluation information were collected: Student feedback immediately following training (N=1,865); student feedback three to nine months after training (N=96); and pre and post training student performance on the simulator (N=98) comments.

Student feedback immediately after training was generally very favorable with respect to the overall training experience and the objectives of increasing awareness and understanding of the dangers, decision points, and policy issues associated with pursuit and emergency response driving. Students were less

¹⁵A similar pattern of results was obtained for students who were rated N/I on the pretest, with the magnitudes of the pre-post declines in N/I ratings being more pronounced, and the decline in the mean number of N/I ratings for vehicle position being significant.

¹⁶Analyses of pre/post training performance on the simulator were also conducted by training site, with generally comparable results obtained across sites. Significant improvements in student performance were found for each site, with the number of performance elements identified as N/I declining in each instance.

confident in their ability to drive the simulator (steer, corner, etc.), and the handling characteristics of the simulator, particularly the ability to judge speed and distance, were often reported as limiting factors which warrant improvement. Other frequently mentioned suggestions for improving the training were to improve the graphics and to increase training time.

Those with more law enforcement experience and those with more prior law enforcement driver training were somewhat less favorable in their evaluations, although the majority of members from these groups described the training in favorable terms. Self-evaluations of overall performance on the simulator were found to be strongly associated with evaluations of the training (i.e., those who evaluated their own performance most favorably also tended to evaluate the training most favorably).

Those who received training in a single instructor environment (with typically three or four simulators in operation), and those who spent less time driving the simulator (in particular, 30 minutes or less), also were less favorable in their evaluations. These relationships appear to account, in large part, for differences found in the evaluations by training site.

While a significant percentage of students reported experiencing one or more symptoms of simulator sickness (47.2%), few among this group did not complete the training (7.2%). Women more often reported symptoms than men (64.9% versus 44.6%), and more often did not complete training if they reported symptoms (11.7% for women; 5.5% for men). Those who are susceptible to car sickness reported higher incidence rates for all symptoms; older students reported higher rates for nausea and headache. No differences were found by training site, training date, time since last meal, hours of sleep before training, or use/nonuse of corrective lenses.

Feedback from students interviewed subsequent to training was consistent with that obtained from students immediately following training. The majority of interviewees (61.3%) rated the overall effectiveness of the training as "above average," compared to other driver training received; 57.4% rated the training "very effective" and another 23.4% "effective" with respect to heightening awareness of the dangers associated with pursuit and emergency response driving; and 92.6% would recommend the training for others. Close to half of the interviewees (47.9%) were able to recall specific instances where they applied what they learned on the job.

Depending on the symptom, between 14.3% and 50.0% of the

interviewees indicated that simulator sickness persisted after training. In rare instances, it was reported that the symptom remained for another 24 hours.

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.¹⁷

Assuming the Commission accepts the staff report, copies will be made available to interested parties upon request.

¹⁷While not a part of the formal evaluation, lead instructors were asked to express their views about the program. While acknowledging that there is still much to be learned about the simulator and its potential for training, all expressed extreme enthusiasm for the program and for the future of simulator training. One instructor characterized the training as "the best training he has been involved in in his eight years in law enforcement," and expressed that the training should be made mandatory with officers required to periodically "requalify" just as they do for firearms training. Another instructor noted that POST and California law enforcement should take great pride in the leadership role they are playing - that we are "setting the pace for the rest of the nation." He went on mention that he is getting calls about the simulator "from all over the county," and that the simulator will be featured in two upcoming network broadcasts on police pursuits. In this regard, another instructor noted that more needs to be done to promote the program, and that "If chiefs saw what we are trying to do (with the simulator), they'd love the program." All instructors mentioned that the periodic committee meetings (hosted by POST) have been very beneficial, and should be continued. Other comments ranged from ideas for future use of the simulator (an expanded course, more emphasis on good defensive driving principles [and less on good "chases"], more training which involves interactions with other student drivers, etc.), to "we're just waiting for the next software upgrade."

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Attachment A

You have just received training on a driving simulator that is being field tested as part of a program sponsored by the Commission on Peace Officer Standards and Training (POST). Because participation in the program is limited, it is **extremely important** that we learn your views concerning the training. To encourage candid feedback, a postage-paid envelope is provided to return your completed questionnaire directly to POST. Responses will be combined for reporting purposes and **all individual responses will be kept confidential.**

Using the scale below, indicate the extent to which you agree with each of the following statements:

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

- The briefing I received before I began driving the simulator was helpful
- The orientation scenarios were sufficient for me to "get the feel" of the simulator
- I would have learned more by repeating a scenario until I mastered it before going on to a different one
- As a result of the simulator training I have a better understanding and appreciation of:
 - The dangers associated with pursuit/emergency response driving
 - The common critical decision points in pursuit/emergency response driving
 - Basic pursuit/emergency response driving policies
 - My own limitations in pursuit/emergency response driving situations
- the conclusion of the training I was confident in my ability to perform the following functions on the simulator:

Steer <input type="checkbox"/>	Judge Speed <input type="checkbox"/>
Corner <input type="checkbox"/>	Operate Radio <input type="checkbox"/>
Stop <input type="checkbox"/>	Operate Emergency Equipment (Lights, Siren, etc.) <input type="checkbox"/>
Judge Distances ... <input type="checkbox"/>	Make Emergency Decisions <input type="checkbox"/>
- The instructor did a good job of providing feedback on my performance on the simulator
- What I learned on the simulator will help me in real life vehicle pursuit/emergency driving situations
- I had adequate opportunity to correct my mistakes on the simulator
- The simulator training was stressful
- The effectiveness of the simulator training was limited by:
 - The quality/realism of the graphics
 - The content of the scenarios
 - The handling characteristics of the simulator
 - Equipment failure/malfunction
 - Other (Specify: _____)
- The simulator training was well integrated with other driver training (classroom, behind-the-wheel, etc.)
- I would have benefitted by more time on the simulator
- The simulator training was effective

Over

During your training, how many other simulators were in use? _____ How many instructors were present? _____

About how much time, in total, did you spend on the simulator? _____ minutes

Did you experience any of the following while driving the simulator? (circle all that apply)

Nausea/Upset Stomach Dizziness Headache Sweating Eye Strain Other (Specify: _____)

Were you able to complete the training? Yes No

How would you rate your performance on the simulator? Excellent Good Fair Poor

What were the greatest strengths of the training? _____

What were the greatest weaknesses? _____

What should be done to improve the training and/or the simulator? _____

What did you learn from the training? _____

Other comments: _____

Background Information Course Control Number _____ - _____ - _____

Reason for attending training (check one):

Received training as part of (check one):

Requested training

Assigned to training, but did not mind

Assigned to training, against my will

Basic Course

24-Hour EVOC Training

8-Hour EVOC Update

Simulator Team Training

Other (Specify: _____)

Date Training Completed (month/year): _____ / _____

Location of Training (check one):

Los Angeles Sheriff's Dept.

San Jose Police Dept.

San Bernardino Sheriff's Dept.

Other (Specify: _____)

Years of law enforcement experience: _____

Number of vehicle pursuits in past 12 months: _____

Total hours of previous law enforcement driver training (excluding Basic Course): _____

Age (optional): _____

Gender (optional): Male Female

Years a licensed driver: _____

Are you susceptible to car sickness? Yes No Does reading in a car make you dizzy/ill? Yes No

About how many hours sleep did you get the night before the training? _____

About how many hours had it been since you had anything to eat? _____

Check here if a snack only

While driving the simulator did you wear:

Glasses? Yes No

Contact Lenses? Yes No

*Name (optional): _____

*Work phone (optional): (____) _____ - _____

Provide only if you are willing to participate in a brief, confidential phone interview if contacted by POST

Driver Simulator Project Phone Interview Log

Name:		Phone:	
Yrs LE Exp:		Trng Site:	
Course:		Trng Date:	
Intrv Date:		Intrvr Name:	

Hello my name is _____, and I'm calling from the California Peace Officer Standards and Training Commission. Recently you received training on a driver training simulator at the FIELD(TRNGSITE). At the end of the training you filled out an evaluation form which was forwarded to the Commission. On the form you indicated a willingness to participate in a brief confidential phone interview at a later date, and that is the reason for my call. Do you have a few minutes now to be interviewed?

NO What other time would be more convenient?

_____ (record date and time; if "none," so indicate)

YES Good. As I mentioned, all your answers will be kept confidential. Also, when responding, please consider the training you received on the driving simulator only, and disregard any other driver training you received.

BACKGROUND INFORMATION

1. To begin, I need to ask a few background questions. Have you worked patrol since you received the simulator training?

NO

YES (a) For how long? _____ months _____ weeks _____ days

2. Have you worked traffic since you received the simulator training?

NO

YES (a) For how long? _____ months _____ weeks _____ days

3. What other assignments have you worked since you received the simulator training?

Custody (Jail)

Investigations

Other(_____)

4. What is your current assignment?

Patrol

Custody (Jail)

Investigations

In Field Training

Other Law Enforcement(_____)

Other Non Law Enforcement(_____)

5. What course was the driving simulator training a part of?
 Basic Training
 24-Hour EVOC Training
 8-Hour EVOC Update
 Simulator Team Training
 Other (_____)
6. How many years of law enforcement experience do you have?
 _____ Years
7. During what month did you receive the training?
 _____ Month
8. Including classroom instruction, about how many total hours of law enforcement driver training have you received in your career? [Note: If asked, instruct respondent to include simulator training in estimate.]
 _____ hours

SIMULATOR EVALUATION

9. Compared to the other law enforcement driver training you have received, would you rate the overall effectiveness of the simulator training as
 Above Average,
 Average, or
 Below Average?
10. What were the main things you learned from the simulator training? [Follow-up item]

11. How effective was the simulator training for learning how to operate patrol vehicle emergency equipment (e.g., lights siren, and radio)?
 Very Effective
 Effective
 Somewhat Effective or
 Not Very Effective

12. How effective was the simulator training in making you aware of the dangers associated with emergency response and pursuit driving?

- Very Effective
 Effective
 Somewhat Effective or
 Not Very Effective

13. How effective was the simulator training in preparing you overall for real life emergency vehicle responses and vehicle pursuits?

- Very Effective
 Effective
 Somewhat Effective or
 Not Very Effective

[? (See Items 1, 2, & 4) Ask only if respondent worked in Patrol, Traffic, or is in field training]

14. Can you recall any specific instances where you have applied what you learned in the driving training simulator on the job?

- NO
 YES (a) What were those instances and how did you apply what you learned?
-
-
-

[? (See Items 1, 2, & 4) Ask only if respondent worked in Patrol, Traffic, or is in field training]

15. Have you been in any vehicle pursuits since you received the simulator training?

- NO
 YES (a) How many? _____

[? (See Items 1, 2, & 4) Ask only if respondent worked in Patrol, Traffic, or is in field training]

16. Have you driven in any emergency responses since you received the simulator training?

- NO
 YES (a) How many? _____

17. In your opinion, how beneficial would it be for you to receive additional training on the simulator?

- Very Beneficial
- Somewhat Beneficial, or
- Not Very Beneficial

If response is "Very Beneficial" or "Somewhat Beneficial,":

(a) What kind of additional training?

(b) How much additional training?

(c) When would it be most beneficial to receive the additional training?

As you look back:

18. What were the greatest strengths of the simulator training? [Follow-up item]

19. What were the greatest weaknesses of the simulator training? [Follow-up item]

20. What would you do to improve the simulator training? [Follow-up item]

21. Do you know anyone else who has received training on the simulator?

NO

YES (a) What, if anything, have they said about the training?

22. Would you recommend the training to others?

NO

YES (a) For Whom? (_____)

[Reported symptoms are "starred" (*). Skip item if respondent did not report any symptoms. Repeat sequence for each symptom reported.]

23. According to our records, you reported experiencing _____ during the simulator training.

(a) How long did the _____ last during the training? [fill in duration]

(b) Did the symptom persist after the training? [check box]

(c) (If yes: For how long?" (record entry in table).

Symptom	Duration		Persist after Training?			How Long?		
	Hrs	Min	No	Yes	Don't Know	Days	Hours	Minutes
Nausea								
Dizziness								
Headache								
Sweating								
Eye Strain								

24. Is there anything else about the simulator or the simulator training that you would like to mention?

25. This concludes the interview. Do you have any questions?

Thank you very much.

Notes on how the interview will be used?

- POST is conducting an overall evaluation of the driver simulator training for the Commission.
- Part of the evaluation report for the Commission is feedback provided by participants.
- Some of the participant feedback was obtained immediately after training.
- We are obtaining additional feedback from some of the participants after several months to determine how the training is used on the job.
- The Commission will use the evaluation report to decide whether to continue to support simulator training.

LAW ENFORCEMENT DRIVING SIMULATOR EVALUATION FORM

Attachment C

Replay #	Date	Evaluator
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E = Excellent A = Acceptable N/I = Needs Improvement (Remediation) N/A = Not Applicable

1. SPEED	E A N/I N/A
___(a)in turns beyond control limits	
___(b)in blind intersections in excess of 15 mph	
___(c)in controlled intersections (against control) in excess of 15 mph	
___(d)in school zone in excess of 25 mph (when children present)	
___(e)in excess of 15 mph over posted limit (non-Code 3)	
___(f)unsafe for conditions (when Code 3) (describe: _____)	
2. PASSING	E A N/I N/A
___(a)unsafe in oncoming traffic	
___(b)on right when code 3	
3. VEHICLE POSITION	E A N/I N/A
___(a)following distance unsafe for conditions	
4. ADHERENCE TO AGENCY PURSUIT POLICIES	E A N/I N/A
___(a)failure to terminate pursuit	
5. USE OF EQUIPMENT	E A N/I N/A
___(a)failure to initiate radio broadcast	
___(b)failure to engage lights and siren	
6. VIOLATION OF CVC 21052 (describe: _____)	E A N/I N/A
7. OTHER (describe: _____)	E A N/I N/A
8. PREVENTABLE COLLISION DUE TO (CIRCLE ALL THAT APPLY)	1 2 3 4 5 6 7
9. SCENARIO TERMINATED EARLY DUE TO ___(a)Non-Preventable Collision ___(b)Equipment Malfunction	

COMMENTS

- SPEED _____
- PASSING _____
- LANE SELECTION _____
- FOLLOWING DISTANCE _____
- TRAFFIC CONTROLS _____
- TACTICAL VEHICLE POSITION _____
- ADHERENCE TO POLICY _____
- USE OF RADIO _____
- USE OF LIGHTS/SIREN _____
- OTHER _____

Table D-1: Background Characteristics of Student Questionnaire Respondents

Gender	Female	Male			
	12.3%	87.7%			
Age (Avg = 29.21)	<25	25-29	30-34	35-39	≥40
	28.7%	34.1%	18.2%	10.2%	8.8%
Yrs Law Enforcement Experience (Avg = 2.84)	0	≤1 yr.	>1 yr.- ≤3 yrs.	>3 yrs.- ≤6 yrs.	>6 yrs.
	42.4%	19.9%	11.6%	11.5%	14.6%
Hrs Previous Driver Trng (excl. Basic) (Avg = 13.52)	0	≤24 hrs.	>24 hrs.		
	61.0%	27.0%	12.0%		
# Vehicle Pursuits in Past 12 months (Avg = 0.73)	0	1	2	Over 2	
	73.6%	8.7%	8.2%	9.5%	

Note: N = 1496 to 1760

Table D-2: Training Received by Student Questionnaire Respondents

Training Location	LA SD	SJ PD	SB SD		
	43.5%	15.5%	41.0%		
Number other simulators in use	0	1	2	3	
	1.4%	2.2%	14.2%	82.2%	
Number of instructors	1	2	3-5		
	47.1%	41.2%	5.7%		
Time spent on simulator (mins.) (Avg = 80.69)	≤30 mins.	30-60 mins.	61-90 mins.	91-120 mins.	>120 mins.
	13.3%	23.7%	38.4%	14.3%	10.3%
Training received as part of:	Basic Course	24 hour EVOC	8 hour EVOC	Simulator Team	Other
	40.7%	31.0%	9.5%	13.0%	5.8%
Self-reported performance on simulator	Excellent	Good	Fair	Poor	
	10.2%	61.0%	26.7%	2.1%	

Note: N = 1444 to 1865

Table D-3: Student Questionnaire Ratings: Differences in Percent Agreement by Gender

	Female	Male
Briefing Helpful (1)		
Orientation Sufficient (2)		
Learn More by Repeating Scenarios (3)		
Instructor Provided Feedback (16)		
Learning Will Help in Real Life (17)		
Opportunity to Correct Mistakes (18)		
Training Stressful (19)		
Well Integrated with Other (25)		
Benefit from more Time (26)	60.2	76.5
Training Effective (27)		
Better Understand Dangers (4)		
Better Understand Decision Points (5)		
Better Understand Policies (6)		
Better Understand Own Limits (7)		
Able to Steer (8)		
Able to Corner (9)		
Able to Stop (10)		
Able to Judge Distance (11)		
Able to Judge Speed (12)		
Able to Operate Radio (13)		
Able to Operate Emerg Equip (14)		
Able to Make Emerg Decisions (15)		
Limited by Graphics (20)		
Limited by Scenario Content (21)		
Limited by Handling Charac (22)		
Limited by Equip Malfunction (23)		

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 211 to 1521.

Table D-4: Student Questionnaire Ratings: Differences in Percent Agreement by Age

	<25	25-29	30-34	35-39	40+
Briefing Helpful (1)					
Orientation Sufficient (2)					
Learn More by Repeating Scenarios (3)					
Instructor Provided Feedback (16)					
Learning Will Help in Real Life (17)					
Opportunity to Correct Mistakes (18)					
Training Stressful (19)	32.3	41.8	39.0	40.8	48.6
Well Integrated with Other (25)					
Benefit from more Time (26)					
Training Effective (27)					
Better Understand Dangers (4)	97.7	97.4	95.1	94.7	90.0
Better Understand Decision Points (5)	97.1	98.1	96.4	95.9	90.5
Better Understand Policies (6)					
Better Understand Own Limits (7)					
Able to Steer (8)					
Able to Corner (9)					
Able to Stop (10)					
Able to Judge Distance (11)					
Able to Judge Speed (12)					
Able to Operate Radio (13)					
Able to Operate Emerg Equip (14)	97.3	98.6	95.7	92.9	94.3
Able to Make Emerg Decisions (15)					
Limited by Graphics (20)	62.6	64.0	70.5	75.2	73.8
Limited by Scenario Content (21)					
Limited by Handling Charac (22)					
Limited by Equip Malfunction (23)					

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 148 to 569.

Table D-5: Student Questionnaire Ratings: Differences in Percent Agreement by Years of Law Enforcement Experience

	0	≤1 yr.	>1 yr - ≤3 yrs.	>3 yrs. - ≤6 yrs.	>6 yrs.
Briefing Helpful (1)					
Orientation Sufficient (2)					
Learn More by Repeating Scenarios (3)	57.7	48.0	51.0	47.3	44.2
Instructor Provided Feedback (16)					
Learning Will Help in Real Life (17)					
Opportunity to Correct Mistakes (18)					
Training Stressful (19)	35.2	38.0	48.5	33.0	47.0
Well Integrated with Other (25)	95.9	88.6	87.3	91.4	91.6
Benefit from more Time (26)					
Training Effective (27)					
Better Understand Dangers (4)	97.8	95.7	92.1	94.1	94.9
Better Understand Decision Points (5)					
Better Understand Policies (6)	97.2	95.1	91.6	91.1	93.7
Better Understand Own Limits (7)					
Able to Steer (8)					
Able to Corner (9)					
Able to Stop (10)					
Able to Judge Distance (11)					
Able to Judge Speed (12)					
Able to Operate Radio (13)					
Able to Operate Emerg Equip (14)					
Able to Make Emerg Decisions (15)					
Limited by Graphics (20)	62.9	69.1	73.6	69.8	73.7
Limited by Scenario Content (21)	28.7	42.0	40.3	36.1	38.0
Limited by Handling Charac (22)	60.2	67.0	67.5	63.2	71.7
Limited by Equip Malfunction (23)					

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 192 to 744.

Table D-6: Student Questionnaire Ratings: Differences in Percent Agreement by Hours Previous Law Enforcement Driver Training

	0	≤24	>24
Briefing Helpful (1)			
Orientation Sufficient (2)			
Learn More by Repeating Scenarios (3)	54.8	54.3	40.7
Instructor Provided Feedback (16)			
Learning Will Help in Real Life (17)	94.1	93.0	87.5
Opportunity to Correct Mistakes (18)			
Training Stressful (19)			
Well Integrated with Other (25)	95.3	92.0	87.1
Benefit from more Time (26)			
Training Effective (27)			
Better Understand Dangers (4)	97.7	95.6	92.5
Better Understand Decision Points (5)			
Better Understand Policies (6)	96.9	95.9	89.9
Better Understand Own Limits (7)			
Able to Steer (8)			
Able to Corner (9)			
Able to Stop (10)			
Able to Judge Distance (11)			
Able to Judge Speed (12)			
Able to Operate Radio (13)			
Able to Operate Emerg Equip (14)			
Able to Make Emerg Decisions (15)			
Limited by Graphics (20)			
Limited by Scenario Content (21)	29.7	36.8	43.2
Limited by Handling Charac (22)			
Limited by Equip Malfunction (23)			

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 251 to 911.

Table D-7: Student Questionnaire Ratings: Differences in Percent Agreement by Self-Evaluation of Overall Performance on Simulator

	Excellent	Good	Fair/Poor
Briefing Helpful (1)			
Orientation Sufficient (2)	97.9	96.1	86.8
Learn More by Repeating Scenarios (3)	48.9	49.3	59.5
Instructor Provided Feedback (16)	97.3	99.1	96.2
Learning Will Help in Real Life (17)	97.3	95.0	82.9
Opportunity to Correct Mistakes (18)	94.2	89.4	76.8
Training Stressful (19)			
Well Integrated with Other (25)	96.1	94.1	87.3
Benefit from more Time (26)	82.4	76.2	66.6
Training Effective (27)	98.4	97.1	83.2
Better Understand Dangers (4)	96.3	97.9	91.3
Better Understand Decision Points (5)	97.9	98.0	91.4
Better Understand Policies (6)	96.3	96.9	90.1
Better Understand Own Limits (7)	90.9	85.7	75.3
Able to Steer (8)	94.0	89.6	73.1
Able to Corner (9)	94.0	89.1	69.6
Able to Stop (10)	92.9	89.4	70.3
Able to Judge Distance (11)	82.1	72.8	48.8
Able to Judge Speed (12)	86.0	78.1	58.5
Able to Operate Radio (13)	90.1	88.2	76.6
Able to Operate Emerg Equip (14)	97.3	98.4	93.0
Able to Make Emerg Decisions (15)	97.3	97.8	88.6
Limited by Graphics (20)	58.6	66.3	72.7
Limited by Scenario Content (21)			
Limited by Handling Charac (22)	54.0	62.4	70.6
Limited by Equip Malfunction (23)			

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 251 to 911.

Table D-8: Student Questionnaire Ratings: Differences in Percent Agreement by Training Site

	Site 1	Site 2	Site 3
Briefing Helpful (1)	99.5	97.4	97.2
Orientation Sufficient (2)	95.5	90.8	95.2
Learn More by Repeating Scenarios (3)	53.8	56.2	37.5
Instructor Provided Feedback (16)	99.4	96.4	99.0
Learning Will Help in Real Life (17)	93.9	89.7	90.3
Opportunity to Correct Mistakes (18)	92.2	78.4	90.2
Training Stressful (19)			
Well Integrated with Other (25)	94.8	93.8	81.5
Benefit from more Time (26)			
Training Effective (27)			
Better Understand Dangers (4)	98.1	94.3	93.4
Better Understand Decision Points (5)			
Better Understand Policies (6)	97.8	92.5	93.1
Better Understand Own Limits (7)	86.9	78.3	85.5
Able to Steer (8)	89.8	78.7	90.1
Able to Corner (9)	89.7	76.0	88.7
Able to Stop (10)	88.7	77.5	90.1
Able to Judge Distance (11)	73.0	58.4	69.4
Able to Judge Speed (12)	77.3	70.0	69.8
Able to Operate Radio (13)	93.4	71.7	91.2
Able to Operate Emerg Equip (14)	98.6	95.0	96.1
Able to Make Emerg Decisions (15)	96.8	93.0	96.0
Limited by Graphics (20)			
Limited by Scenario Content (21)			
Limited by Handling Charac (22)			
Limited by Equip Malfunction (23)			

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 282 to 809.

Table D-9: Student Questionnaire Ratings: Differences in Percent Agreement by Number of Instructors Present

	1	2	3-5
Briefing Helpful (1)			
Orientation Sufficient (2)			
Learn More by Repeating Scenarios (3)			
Instructor Provided Feedback (16)			
Learning Will Help in Real Life (17)	88.9	94.2	92.7
Opportunity to Correct Mistakes (18)	81.8	90.5	93.6
Training Stressful (19)			
Well Integrated with Other (25)			
Benefit from more Time (26)			
Training Effective (27)			
Better Understand Dangers (4)	93.4	98.3	96.1
Better Understand Decision Points (5)	94.2	98.0	96.1
Better Understand Policies (6)	92.0	97.3	97.6
Better Understand Own Limits (7)	79.1	88.0	83.2
Able to Steer (8)	81.0	91.0	85.6
Able to Corner (9)	78.6	90.3	87.1
Able to Stop (10)	79.8	89.3	88.6
Able to Judge Distance (11)	62.0	72.1	71.1
Able to Judge Speed (12)	68.7	78.6	69.8
Able to Operate Radio (13)	76.2	92.7	93.1
Able to Operate Emerg Equip (14)	94.9	98.4	98.0
Able to Make Emerg Decisions (15)			
Limited by Graphics (20)			
Limited by Scenario Content (21)			
Limited by Handling Charac (22)			
Limited by Equip Malfunction (23)			

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 202 to 816.

Table D-10: Student Questionnaire Responses: Differences in Percent Agreement by Number of Other Simulators In Use

	0-1	2	3-4
Briefing Helpful (1)			
Orientation Sufficient (2)			
Learn More by Repeating Scenarios (3)			
Instructor Provided Feedback (16)			
Learning Will Help in Real Life (17)			
Opportunity to Correct Mistakes (18)			
Training Stressful (19)			
Well Integrated with Other (25)			
Benefit from more Time (26)	49.2	75.6	74.8
Training Effective (27)			
Better Understand Dangers (4)			
Better Understand Decision Points (5)			
Better Understand Policies (6)			
Better Understand Own Limits (7)			
Able to Steer (8)			
Able to Corner (9)			
Able to Stop (10)			
Able to Judge Distance (11)			
Able to Judge Speed (12)			
Able to Operate Radio (13)			
Able to Operate Emerg Equip (14)			
Able to Make Emerg Decisions (15)			
Limited by Graphics (20)			
Limited by Scenario Content (21)			
Limited by Handling Charac (22)			
Limited by Equip Malfunction (23)			

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 53 to 1449.

Table D-11: Student Questionnaire Ratings: Differences in Percent Agreement by Time On Simulator

	≤30 mins.	30-60 mins.	61-90 mins.	91-120 mins.	>120 mins.
Briefing Helpful (1)					
Orientation Sufficient (2)					
Learn More by Repeating Scenarios (3)					
Instructor Provided Feedback (16)					
Learning Will Help in Real Life (17)	85.4	91.5	94.2	89.8	95.2
Opportunity to Correct Mistakes (18)	79.8	83.4	91.5	85.6	81.7
Training Stressful (19)					
Well Integrated with Other (25)					
Benefit from more Time (26)					
Training Effective (27)	89.1	92.9	95.8	91.0	94.1
Better Understand Dangers (4)	91.6	94.4	98.0	97.7	96.8
Better Understand Decision Points (5)	92.0	95.8	97.8	96.9	96.8
Better Understand Policies (6)					
Better Understand Own Limits (7)	81.0	80.3	87.6	80.1	81.3
Able to Steer (8)	80.9	82.6	89.5	83.6	84.4
Able to Corner (9)	80.9	80.2	88.5	82.8	81.7
Able to Stop (10)	77.5	83.8	87.9	83.2	82.2
Able to Judge Distance (11)	58.9	63.6	73.8	64.0	59.1
Able to Judge Speed (12)	64.0	74.2	77.9	70.2	67.2
Able to Operate Radio (13)	76.2	80.3	91.3	86.2	80.2
Able to Operate Emerg Equip (14)					
Able to Make Emerg Decisions (15)	90.6	94.8	97.5	94.1	95.7
Limited by Graphics (20)					
Limited by Scenario Content (21)					
Limited by Handling Charac (22)					
Limited by Equip Malfunction (23)					

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 187 to 695.

Table D-12: Student Questionnaire Ratings: Differences in Percent Agreement by Training Course

	Basic Course	24 hr. EVOC	8 hr. EVOC	Sim. Team	Other
Briefing Helpful (1)					
Orientation Sufficient (2)					
Learn More by Repeating Scenarios (3)	58.2	56.4	46.0	44.0	45.2
Instructor Provided Feedback (16)					
Learning Will Help in Real Life (17)					
Opportunity to Correct Mistakes (18)					
Training Stressful (19)					
Well Integrated with Other (25)	96.0	94.3	90.8	86.0	90.0
Benefit from more Time (26)					
Training Effective (27)					
Better Understand Dangers (4)					
Better Understand Decision Points (5)					
Better Understand Policies (6)					
Better Understand Own Limits (7)					
Able to Steer (8)	85.9	79.1	88.0	89.1	84.8
Able to Corner (9)	85.2	75.7	89.5	88.6	90.5
Able to Stop (10)	85.6	76.8	89.5	88.6	89.3
Able to Judge Distance (11)					
Able to Judge Speed (12)					
Able to Operate Radio (13)					
Able to Operate Emerg Equip (14)					
Able to Make Emerg Decisions (15)					
Limited by Graphics (20)					
Limited by Scenario Content (21)					
Limited by Handling Charac (22)					
Limited by Equip Malfunction (23)					

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 82 to 583.

Table D-13: Student Questionnaire Ratings: Differences in Percent Agreement by Training Date

	6-12/94	1-3/95	4-6/95	7-9/95
Briefing Helpful (1)				
Orientation Sufficient (2)	85.6	93.6	96.6	96.2
Learn More by Repeating Scenarios (3)				
Instructor Provided Feedback (16)				
Learning Will Help in Real Life (17)	79.8	90.5	93.9	96.5
Opportunity to Correct Mistakes (18)	78.3	86.3	89.2	90.2
Training Stressful (19)	29.8	45.1	35.3	38.4
Well Integrated with Other (25)	84.4	93.8	97.3	94.3
Benefit from more Time (26)				
Training Effective (27)	82.1	93.5	95.0	96.2
Better Understand Dangers (4)	89.0	95.8	98.4	97.6
Better Understand Decision Points (5)	91.4	96.0	98.4	97.9
Better Understand Policies (6)	89.6	94.1	97.6	97.2
Better Understand Own Limits (7)	70.6	81.3	86.5	87.8
Able to Steer (8)	77.9	83.2	85.4	94.0
Able to Corner (9)	77.9	81.1	84.9	91.5
Able to Stop (10)				
Able to Judge Distance (11)				
Able to Judge Speed (12)	60.8	72.4	76.7	82.0
Able to Operate Radio (13)	77.1	82.1	88.9	92.8
Able to Operate Emerg Equip (14)				
Able to Make Emerg Decisions (15)				
Limited by Graphics (20)				
Limited by Scenario Content (21)				
Limited by Handling Charac (22)	67.1	67.5	56.4	58.7
Limited by Equip Malfunction (23)				

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree." Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 153 to 575.

Table D-14: Cross-Tabulation of Training Site by Number of Instructors

Training Site Frequency Row percent	Number of Instructors Present			Total
	1	2	3-5	
Site 1	3 0.38	605 76.10	187 23.52	795
Site 2	622 92.97	41 6.13	6 0.90	669
Site 3	194 70.29	71 25.72	11 3.99	276
Total	819 47.07	717 41.21	204 11.72	1740

(Chi-square=1325.465, df=4, p=.001)

Table D-15: Cross-Tabulation of Training Site by Time Spent on Simulator

Training Site	Time Spent on Simulator (Minutes)					Total	
	Frequency Row percent	≤ 30 min.	31- 60 min.	61- 90 min.	91-120 min.		> 120 min.
Site 1		42 5.29	134 16.88	519 65.37	68 8.56	31 3.90	794
Site 2		162 21.95	203 27.51	132 17.89	120 16.26	121 16.40	738
Site 3		36 13.04	92 33.33	44 15.94	69 25.00	35 12.68	276
Total		240 13.27	429 23.73	695 38.44	257 14.21	187 10.34	1808

(Chi-Square=480.095, df=6, p=.001)

Table D-16: Cross-Tabulation of Training Date by
Number of Instructors Present

Training Date Frequency Row percent	Number of Instructors Present			Total
	1	2	3-5	
1/95 - 3/95	330 58.51	185 32.80	49 8.69	564
4/95 - 6/95	41 13.76	203 68.12	54 18.12	298
6/94 - 12/94	78 49.37	58 36.71	22 13.92	158
7/95 - 9/95	131 46.45	136 48.23	15 5.32	282
Total	580 44.55	582 44.70	140 10.75	1302

(Chi-Square=173.130, df=6, p=.001)

Table D-17: Cross-Tabulation of Training Date by Time Spent on Simulator

Training Date	Time Spent on Simulator (Minutes)					
Frequency	=< 30	31- 60	61- 90	91-120	> 120	Total
Row percent	min.	min.	min.	min.	min.	
1/95 - 3/95	67	143	210	101	42	563
	11.90	25.40	37.30	17.94	7.46	
4/95 - 6/95	37	62	198	40	41	378
	9.79	16.40	52.38	10.58	10.85	
6/94 - 12/94	57	54	20	12	8	151
	37.75	35.76	13.25	7.95	5.30	
7/95 - 9/95	22	37	137	38	46	280
	7.86	13.21	48.93	13.57	16.43	
Total	183	296	565	191	137	1372
	13.34	21.57	41.18	13.92	9.99	

(Chi-Square=188.434, df=12, p=.001)

Table D-18: Intercorrelations Between Reported Simulator Sickness Symptoms

	Nausea	Dizziness	Headache	Sweating	Eye Strain
Nausea					
Dizziness	.343 (.0001)				
Headache	.294 (.0001)	.253 (.0001)			
Sweating	.271 (.0001)	.195 (.0001)	.126 (.0001)		
Eye Strain	.129 (.0001)	.160 (.0001)	.184 (.0001)	.091 (.0009)	

Note: N = 1333 to 1852; significance level shown in parentheses.

Table D-19: Correlates with Simulator Sickness

		Symptom					
		Any	Nausea	Dizzy	Headache	Eye Strain	Sweating
Gender	Female	64.9%	42.9%	42.2%	26.7%		10.6%
	Male	44.6%	16.6%	28.9%	15.9%		4.9%
Age	<25	37.8%	13.4%	25.8%			
	25-29	43.8%	15.1%	24.7%			
	30-34	54.5%	27.9%	33.8%			
	35-39	64.8%	29.4%	47.1%			
	= or >40	62.8%	32.6%	37.2%			
Get Car Sick*	Yes	67.5%	39.6%	48.2%	25.7%	21.6%	14.6%
	No	42.7%	16.3%	26.7%	14.9%	12.8%	4.2%
Years Law Enforcement Experience	0	43.2%					3.9%
	< or =1	48.7%					3.5%
	>1 to 3	42.5%					5.5%
	>3 to 6	49.7%					9.0%
	>6	60.6%					10.5%
Wear Glasses	Yes						
	No						
Wear Contacts	Yes				24.6%		
	No				15.4%		

Note: No differences were found by date of training, training course, time since last meal, or hours of sleep before training.

*Similar results found for those who reported that reading in moving car causes dizziness.

Table D-20: Student Questionnaire Ratings: Differences in Percent Agreement by Simulator Sickness Symptom (i.e., Presence or Absence of Symptom)

	Symptom											
	Any		Nausea		Dizziness		Headache		Eye Strain		Sweating	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Briefing Helpful (1)												
Orientation Sufficient (2)					89	96						
Learn More by Repeating Scenarios (3)												
Instructor Provided Feedback (16)			96	99								
Learning Will Help in Real Life (17)			89	94	88	93						
Opportunity to Correct Mistakes (18)					81	89						
Training Stressful (19)											60	39
Well Integrated with Other (25)					90	94						
Benefit from more Time (26)	68	80	58	79	66	77	59	78	66	76	61	75
Training Effective (27)	93	96	87	96	88	96	89	95				
Better Understand Dangers (4)	96	98	93	98	92	97						
Better Understand Decision Points (5)			94	98	94	97						
Better Understand Policies (6)					93	96						
Better Understand Own Limits (7)												
Able to Steer (8)	83	90	82	88	79	88	80	89				
Able to Corner (9)					80	86	79	87				
Able to Stop (10)			77	87	80	86						
Able to Judge Distance (11)	64	72					57	71				
Able to Judge Speed (12)												
Able to Operate Radio (13)					79	87						
Able to Operate Emerg Equip (14)			95	98	95	98						
Able to Make Emerg Decisions (15)			89	97	92	97						
Limited by Graphics (20)	71	62					74	64				
Limited by Scenario Content (21)	37	30										
Limited by Handling Charac (22)	67	58										
Limited by Equip Malfunction (23)												

Note: Table entries are percent of respondents who responded "strongly agree," "agree" or "somewhat agree" rounded to nearest whole number. Entries shown for statistically significant results only (i.e., Chi-Square for group differences statistically significant at .005 level or better). Group N's = 73 to 1,368.

Table D-21: Background Information on Participants in Follow-up Interviews (N=96)

Gender	Female	Male				
	6.4%	93.6%				
Age Avg = 33.4)	25	25-29	30-34	35-39	≥40	
	11.6%	30.5%	21.1%	16.8%	20.0%	
Training Location	LA SD	SJ PD	SB SD			
	46.9%	11.5%	41.7%			
Current Assignment	Patrol	Custody	Investigation	Field Trng.	Other LE	Other non-LE
	45.8%	17.7%	3.1%	2.1%	14.6%	6.7%
Yrs. of Law Enforcement Experience (Avg = 5.40)	0	≤1 yr.	1 yr.- ≤3 yrs.	3 yrs.- ≤6 yrs.	6 yrs.	
	32.3%	12.5%	8.3%	15.7%	31.2%	
Hrs. LE Driver Trng (Incl. Basic) (Avg = 71.93)	Up to 24	25-40 hrs.	Over 40 hrs.			
	34.8%	30.4%	34.8%			

Table D-22: Summary of Interviewee Responses Regarding Strengths and Weaknesses of Training; What Was Learned from Training; and How to Improve Training (N=96)

What were the greatest strengths of the training?	What were the greatest weaknesses of the training?
Awareness of hazards, dangers, surroundings, etc. (N=26)	Lack of depth perception/ability to judge distance (N=10)
Decision making/judgment during emergency driving (N=2)	Lack of realism (of simulator per se) (N=27)
Realism (primarily of scenarios) (N=15)	Graphics (N=17)
Use of radio (N=4)	Speed (judging, perceiving, etc.) (N=2)
Instructors (N=8)	Too little time (N=4)
Ability to make/review mistakes (N=2)	Steering (N=6)
Dangers associated with intersections (N=2)	Dizziness/illness/sick (N=12)
Scenarios (different, ability to vary, etc.) N=11)	Feeling of simulator (N=6)
Exposure to stressful situations (N=4)	None (N=4)
Makes you think (ahead, about driving, etc.) (N=1)	Too much like game (N=10)
What did you learn from the simulator training?	What would you do to improve the simulator training?
Code 3 (various aspects of) (N=6)	Improve graphics (N=21)
Awareness of surroundings (N=30)	More time (N=14)
Care/caution (N=13)	Improve realism (N=20)
Hazards (N=1)	Steering (N=6)
Caution, etc. at intersections (N=7)	Depth perception/judgment of distance (N=5)
Decision making (N=4)	Nothing (N=6)
Dangers (of code 3 driving, etc.) (N=2)	Signs (add more, make easier to read) (N=1)
Passing (N=6)	Improve handling (N=2)
Use of radio (N=6)	Improve feeling (N=3)
Speed (watch speed, "speed kills", etc.) (N=6)	Eliminate dizziness, sickness, etc. (N=8)

Note: Frequency counts shown in parentheses.

Table E-1
Inter-Rater Reliability Estimates

Rating Factor	Rater Panel A		Rater Panel B	
	Any N/I ^a	Count N/I ^b	Any N/I	Count N/I
Speed	.95	.97	.92	.95
Passing	.93	.93	.93	.92
Position	.77	.77	.79	.79
Policy	.94	.94	.82	.82
Equipment	.93	.92	.79	.80
CVC Violation	.70	.66	.76	.76
Other ^c	.06	.00	.00	.00
Traffic Collision	.95	.93	.91	.81
Total	.98	.95	.87	.92

Note: Reliabilities are Spearman-Brown estimates applied to the mean interrater correlation (intraclass coefficient). Panel A (N=5) rated 96 students; Panel B (N=4) rated 100 students (reliabilities for Panel B are based upon 99 students for whom replays could be linked to a specific rater).

^aAcceptable=0; Needs Improvement=1. Total reflects "needs improvement" on any factor.

^bNumber of elements rated "Needs Improvement" per student. Total is sum of mean number of N/I ratings per student across rating factors.

^cDue to low interrater reliability, this factor was not included in the Total performance indices, and was excluded from further analyses in the study.

Table E-2
 Number of Students Rated "Needs Improvement"
 Pretest vs. Posttest: Speed

Pretest	Posttest		Total
	no N/I	N/I	
Frequency			
Expected			
Percent			
Row Pct			
Col Pct			
no N/I	23	5	28
	18.286	9.7143	
	23.47	5.10	28.57
	82.14	17.86	
	35.94	14.71	
N/I	41	29	70
	45.714	24.286	
	41.84	29.59	71.43
	58.57	41.43	
	64.06	85.29	
Total	64	34	98
	65.31	34.69	100.00

Chi-Square=4.905,df=1,p=.027

Table E-3
 Number of Students Rated "Needs Improvement"
 Pretest vs. Posttest: Passing

Pretest	Posttest		Total
	no N/I	N/I	
Frequency			
Expected			
Percent			
Row Pct			
Col Pct			
no N/I	74	3	77
	73.071	3.9286	
	75.51	3.06	78.57
	96.10	3.90	
	79.57	60.00	
N/I	19	2	21
	19.929	1.0714	
	19.39	2.04	21.43
	90.48	9.52	
	20.43	40.00	
Total	93	5	98
	94.90	5.10	100.00

Chi-Square=1.079, df=1, p=.299
 Fisher's Exaxt Test: p=.291 (right tail)

Table E-4
 Number of Students Rated "Needs Improvement"
 Pretest vs. Posttest: Position

Pretest	Posttest		Total
	no N/I	N/I	
Frequency			
Expected			
Percent			
Row Pct			
Col Pct			
no N/I	90	3	93
	90.153	2.8469	
	91.84	3.06	94.90
	96.77	3.23	
	94.74	100.00	
N/I	5	0	5
	4.8469	0.1531	
	5.10	0.00	5.10
	100.00	0.00	
	5.26	0.00	
Total	95	3	98
	96.94	3.06	100.00

Chi-Square=0.166, df=1, p=.683
 Fisher's Exaxt Test: p=1.0 (right tail)

Table E-5
 Number of Students Rated "Needs Improvement"
 Pretest vs. Posttest: Policy

Pretest	Posttest		Total
	no N/I	N/I	
Frequency			
Expected			
Percent			
Row Pct			
Col Pct			
no N/I	57	4	61
	53.531	7.4694	
	58.16	4.08	62.24
	93.44	6.56	
	66.28	33.33	
N/I	29	8	37
	32.469	4.5306	
	29.59	8.16	37.76
	78.38	21.62	
	33.72	66.67	
Total	86	12	98
	87.76	12.24	100.00

Chi-Square=4.864, df=1, p=.027
 Fisher's Exact Test p=.031 (right tail)

Table E-6
 Number of Students Rated "Needs Improvement"
 Pretest vs. Posttest: Equipment

Pretest	Posttest		Total
	no N/I	N/I	
Frequency	39	13	52
Expected	38.735	13.265	
Percent	39.80	13.27	53.06
Row Pct	75.00	25.00	
Col Pct	53.42	52.00	
no N/I			
N/I	34	12	46
Expected	34.265	11.735	
Percent	34.69	12.24	46.94
Row Pct	73.91	26.09	
Col Pct	46.58	48.00	
Total	73	25	98
	74.49	25.51	100.00

Chi-Square=0.015, df=1, p=.902

Table E-7
 Number of Students Rated "Needs Improvement"
 Pretest vs. Posttest: CVC Violation

Pretest	Posttest		Total
	no N/L	N/I	
Frequency	73	4	77
Expected	71.5	5.5	
Percent	74.49	4.08	78.57
Row Pct	94.81	5.19	
Col Pct	80.22	57.14	
no N/I			
N/I	18	3	21
Expected	19.5	1.5	
Percent	18.37	3.06	21.43
Row Pct	85.71	14.29	
Col Pct	19.78	42.86	
Total	91	7	98
	92.86	7.14	100.00

Chi-Square=2.056, df=1, p=.152
 Fisher's Exaxt Test: p=.166 (right tail)

Table E-8
 Number of Students Rated "Needs Improvement"
 Pretest vs. Posttest: Traffic Collision

Pretest	Posttest		Total
	no N/I	N/I	
Frequency			
Expected			
Percent			
Row Pct			
Col Pct			
no N/I	78	3	81
	76.867	4.1327	82.65
	96.30	3.70	
	83.87	60.00	
N/I	15	2	17
	16.133	0.8673	17.35
	15.31	2.04	
	88.24	11.76	
	16.13	40.00	
Total	93	5	98
	94.90	5.10	100.00

Chi-Square=1.886, df=1, p=.170
 Fisher's Exaxt Test: p=.206 (right tail)

Table E-9
 Number of Students Rated "Needs Improvement"
 Pretest vs. Posttest: Need Improvement on any Factor

Pretest	Posttest		Total
	no N/I	N/I	
Frequency			
Expected			
Percent			
Row Pct			
Col Pct			
no N/I	8	5	13
	5.5714	7.4286	13.27
	8.16	5.10	
	61.54	38.46	
	19.05	8.93	
N/I	34	51	85
	36.429	48.571	86.73
	34.69	52.04	
	40.00	60.00	
	80.95	91.07	
Total	42	56	98
	42.86	57.14	100.00

Chi-Square=2.136, df=1, p=.144

Table E-10
Number of Performance Elements Identified as "Needs Improvement"
Pretest vs. Posttest

	Pretest		Posttest		Gain		t
	Mean	SD	Mean	SD	Mean	SD	
Speed	1.46	1.24	0.50	0.62	-0.96	1.35	-7.05***
Passing	0.24	0.40	0.07	0.24	-0.17	0.45	-3.80***
Position	0.07	0.20	0.05	0.17	-0.03	0.26	-0.99
Policy	0.38	0.43	0.14	0.30	-0.24	0.45	-5.31***
Equipment	0.63	0.55	0.36	0.47	-0.28	0.71	-3.86**
CVC Violation	0.32	0.35	0.14	0.26	-0.18	0.41	-4.48***
Traffic Collision	0.26	0.52	0.08	0.32	-0.18	0.53	-3.45**
Total Elements	3.10	2.10	1.24	1.21	-1.86	2.26	-8.15***
No. Factors	2.04	1.31	0.88	0.99	-1.16	1.44	-7.99***

Note: N=98. Gain=posttest rating - pretest rating.
 ***p<.0001; **p<.001.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Administration of POST Entry-Level Dispatcher Selection Test Battery		Meeting Date November 9, 1995
Bureau Standards and Evaluation Services	Reviewed By John Berner <i>JB</i>	Researched By John Weiner <i>JW</i>
Executive Director Approval <i>Herman C. Boehm</i>	Date of Approval <i>10-19-95</i>	Date of Report October 13, 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

Request to contract with Cooperative Personnel Services (CPS) to administer the POST Entry-Level Dispatcher Selection Test Battery, with fees to be paid directly by local agencies.

BACKGROUND

Following a public hearing at its July 20, 1995 meeting, the Commission approved new selection standards for public safety dispatchers. New Commission Regulation 1018(c)(4) requires that, effective July 1, 1997, agencies participating in the voluntary POST Public Safety Dispatcher Program evaluate entry-level dispatcher candidates' verbal, reasoning, memory, and perceptual abilities before hire.¹ POST has developed a battery of job-related tests to assist local agencies in complying with the new standards.²

While the new standards will not take effect until July 1997, many agencies in the dispatcher program have expressed an interest in using POST's new dispatcher test battery as soon as possible. Accordingly, implementation of a proposed testing program was approved by the Commission following the aforementioned public hearing.

ANALYSIS

The dispatcher testing program will be similar to the reading and writing testing program currently in place for peace officers wherein POST: (1) develops and prints all test forms, answer sheets, and

¹An exemption from the new testing requirement is provided for dispatchers who have both: (1) successfully completed the Public Safety Dispatcher's Basic Course or passed the POST Dispatcher Basic Course Equivalency Examination, and (2) have completed probation during previous employment.

²Agencies may elect to assess candidates using the POST Test Battery or alternative job-related tests.

related materials; (2) distributes tests and related materials to local agencies; (3) scores and reports test results to local agencies; and, optionally, (4) provides test proctoring services.

It is proposed that POST contract with CPS to print and distribute the tests and related materials, and to provide optional proctoring services. CPS has a longstanding relationship with POST in providing similar services for the peace officer reading and writing examination and the Basic Course Proficiency Examination.

During the period before the new standards become effective (July 1997), agencies will be charged for using the POST tests. Such charges will be for actual costs incurred in printing, distributing, and administering the tests in accordance with the below schedule of fees.³

Schedule of Fees	
\$ 4.95	per test package used (includes 5 test booklets and answer sheet in sealed envelope)
\$ 1.15	per test package returned <i>unopened</i>
\$138.00	base charge per testing session (includes scheduling, shipping, handling, proctor materials, tapes)
\$135.00	<i>optional</i> proctor service (one lead proctor, travel up to 50 miles)

Under the proposed agreement, CPS would bill agencies directly for test materials and services in accordance with the above fee schedule. As a result, the administrative costs of the program would largely be passed through directly to local agencies, with a small cost incurred by POST. The estimated annual cost to POST is \$4,000 to \$5,000 for expenses related to storage, shredding and miscellaneous scheduling costs, as well as initial proctor

³Handling charges include cleaning, bar coding, shrink wrapping, shipping, and receiving.

training.⁴

As POST will be scoring all examinations, close monitoring of the testing program will be maintained.

RECOMMENDATION

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 annually) to be paid by POST.

⁴These costs may be added to local agency fees in the next fiscal year on a prorated basis once stable estimates of testing volume have been established.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract Assistance to Develop Tests for Basic Course Transition Program-Pilot Format		Meeting Date November 9, 1995
Bureau Standards & Evaluation	Reviewed By	Researched By John Berner <i>JB</i>
Executive Director Approval <i>William C. Becker</i>	Date of Approval 10-19-95	Date of Report October 10, 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

Request for contract assistance to develop required tests for the Regular Basic Course Transition Program-Pilot Format.

BACKGROUND

In April 1995, the Commission approved a pilot program to evaluate a new delivery format for the Regular Basic Course. Under this format, titled the *Transition Program-Pilot Format*, students will receive part of their training in a series of administration of justice or criminal justice courses at a California community college, and the remaining training at a shortened basic academy. Before entering the shortened academy, students will be required to pass two POST exams - a comprehensive written exam that measures acquisition of knowledge, and a report writing exam. New exams must be developed to meet these testing mandates. This report summarizes contract assistance that is needed in order to have the new exams ready by the scheduled January 1, 1997 implementation date for the pilot program.

ANALYSIS

Comprehensive Written Exam

Experimental test questions for this exam will be written by POST staff and reviewed by academy subject matter experts. Contract assistance is needed to administer the experimental questions to students who are attending a Regular Basic Course. The student response data will be used to identify the best items for inclusion in the exam, and to assist in establishing a passing score for the exam.

The proposed method of obtaining this assistance is to amend a current interagency agreement with Cooperative Personnel Services (CPS). This agreement pays for the printing and administration of a different exam, the POST Proficiency Exam, which by law POST is required to administer

to all basic academy graduates.¹ Under this agreement POST is billed a base of charge of either \$147.27 or \$200.02 per test administration, depending on the size of the academy class (classes of 45 or more require two test proctors), and a per candidate charge of \$1.39. POST is also billed for the travel mileage of test proctors at a rate of 27.5 cents per mile, and for actual printing costs. It is proposed that this contract be amended to allow for 50 additional test administrations for purposes of administering the experimental test questions for the new comprehensive exam. All 50 test administrations would occur at the beginning of an academy class. At the conclusion of each class, the same experimental test questions would be re-administered at no additional cost to POST by embedding the questions into the POST Proficiency Exam (which must be administered to all academy graduates).

The amount of the current POST Proficiency Exam contract is \$44,983.60. Amending the contract as proposed would cost an estimated \$15,500. These costs are broken down as follows:

Contract Item	Charge
22 Test Administrations @\$147.27	\$3,092.67
28 Test Administrations @\$200.02	\$5,600.56
3500 Candidates @\$1.39	\$4,865.00
Proctor Mileage: 3,000 @\$.275	\$825.00
Printing Costs	\$1,065.75
TOTAL	\$15,458.98

¹The legal basis for the POST Proficiency Exam is Penal Code Section 832(b), which requires that POST administer a basic training proficiency exam to all basic academy graduates for purposes of ongoing program evaluation. Because the results are used for program evaluation purposes only (i.e., the results are used to evaluate entire academy classes and not individual students), the exam is shorter (i.e., less reliable) than the comprehensive exam that is needed for the pilot program. Furthermore, while the POST Proficiency Exam samples all of the performance objectives in the basic course that call for multiple-choice testing, the new comprehensive exam will assess only those performance objectives which are contained within the community college courses that make up the first "half" of the new pilot program format.

Additionally, it is recommended that the contract be further augmented by \$4,000 based on actual contract costs for the first four months of the fiscal year, which suggest that the total number of basic academy trainees during this fiscal year will be greater than originally estimated.² Thus, the total proposed augmentation is \$19,500.

Report Writing Exam

Students in the Regular Basic Course are currently required to write two separate reports - an arrest report and an investigative report. The prompt for each report is a POST-developed video scenario or an equivalent locally-developed scenario. Each report must be acceptable in order to graduate, and one "retest" is permitted for each unacceptable report. The prompt for which each retest is a different POST-developed video (or locally developed equivalent).

The POST-developed videos were produced in 1993 with the contract assistance of the Newport Beach Police Department. In addition to the four test videos (two each for the arrest and investigative reports), the contract paid for five practice report videos.³ The total contract costs were \$70,056.79.

Due to the very high quality of the videos which were produced, it is proposed that a similar contract be entered into with the Newport Police Department to develop videos for the report writing exam that must be passed under the new delivery format. A total of four new videos are needed - two for the required arrest report (test and retest), and two for the required investigative report.

The proposed contract is for an amount not to exceed \$57,600. The contract amount assumes that each of the four videos will be 12 minutes long, and that the per minute production costs will be approximately \$1,200 ($4 \times 12 \times \$1,200 = \$57,600$). Actual costs will be based on the same billing rates that were used in the 1993 contract. Based on these rates, the actual per minute production costs for the 1993 contract were closer to \$1,000. Thus, it is likely that total expenditures under the new contract

²The original estimate of the total number of test administrations appears to be accurate, however larger than expected class sizes indicate that the original estimate for total trainees will be low.

³Students in the Regular Basic Course are also required to write a minimum of five practice reports, based on either the POST-developed practice report videos or equivalent locally-developed scenarios.

will be less than the requested \$57,600.⁴

RECOMMENDATIONS

Approve the following contracts for assistance in developing the new tests required by the Regular Basic Course Transition Program-Pilot Format:

1. Augment the current interagency agreement with Cooperative Personnel Services to administer the POST Proficiency Exam by an amount not to exceed \$19,500. (The augmentation would be used primarily to pay for trial administrations of experimental test items that are being developed for inclusion in the new comprehensive exam required by the pilot delivery format, although \$4,000 of the augmentation would be used to offset the larger than anticipated number of trainees who must take the POST Proficiency Exam.)
2. Approve an interagency agreement with the Newport Police Department for an amount not to exceed \$57,600 to pay for production of four 12-minute videos that will serve as prompts for the report writing test required by the pilot delivery format.

⁴As mentioned previously, actual contract costs in 1993 were \$70,056.79. The approved contract was for an amount not to exceed \$93,750.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Approve Contract for Presenting Labor-Management Partnerships Core Course		Meeting Date November 9, 1995
Bureau Center for Leadership Development	Reviewed By	Researched By Dave Hall <i>Dave Hall</i>
Executive Director Approval <i>Thomas C. Boehm</i>	Date of Approval 10-20-85	Date of Report October 17, 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

Request the Commission review and authorize the Executive Director to enter into a contract with the San Diego Regional Training Center to present four Labor/Management Partnerships Core Courses in an amount not to exceed \$75,752.00.

BACKGROUND

At the October 1992 meeting, the Commission directed the establishment of a Center for Labor/Management Training. The desired goal was to enhance the relationships between law enforcement labor and management representatives. To achieve that goal, staff assembled an Implementation Committee to provide input on course content and instructional design. The Committee consisted of labor and management representatives, attorneys, and a federal labor/relations expert. Their role as a Committee evolved into that of a Labor/Management Forum. The Forum became advisory to POST staff and assisted as a clearing house for labor/relations issues, many of which could be addressed through training and education programs.

During 1994, POST, with input from the Labor/Management Forum, designed the Labor/Management Partnerships course. The course was field tested with approximately 15 labor leaders and law enforcement executives from county and municipal agencies of varied size from throughout the state. The purpose of the field test was to acquire feedback concerning the content and delivery of the course. Based largely on information emanating from the students, revisions were made and the pilot program was developed. Presentation of the two pilot programs provided additional feedback from the approximately 30 attendees. The result of this development work is a 28-hour, 3-1/2 day, course, Labor/Management Partnerships.

Law enforcement executives and labor leaders have given the course very favorable reviews and expressed keen interest in sending additional members of their agencies to future course offerings.

ANALYSIS

The foundation of the Center for Labor/Management Partnerships course is anchored in concepts of Interest Based Problem Solving. This concept has been implemented with considerable success nationally in both the private and public sector. South Lake Tahoe is an example of a California entity that implemented Interest Based Problem Solving city-wide, including the Police Department. Representatives from that City have participated in the two Pilot Programs.

The course is based on six key principles:

Focus on the issue not the people

Focus on the future, not the past

Openly and honestly share all information

Focus on interests, not positions

Jointly create options that satisfy interests

Evaluate and rank options with standards, not power

These principles are used as the students engage in varied learning activities that enhance skills and abilities to objectively solve problems between and among themselves. The labor leader and executive from the same agency conduct their learning activities in teams. Their 3-1/2 days of exercises are concluded with an Action Plan that describes a course of action the participants are going to follow when they return to the workplace.

Two texts are issued to the students to supplement handouts and class discussions. They are: Getting to Yes by Roger Fisher and William Ury and Getting Past No by the same authors.

The Center for Labor/Management Partnerships course is unique in that it is designed specifically for law enforcement executives and labor leaders, working as a team, to enhance their problem solving skills.

The Course instructors will meet at least bi-annually with the Labor/Management Forum and seek their assistance in reviewing and recommending changes believed to be necessary to the program.

The San Diego Regional Training Center has been a key player in the development of this program and is in a position to continue to coordinate and present the Labor/Management Partnerships as a certified course. The core course is a 3 1/2 day program designed specifically for law enforcement executives and labor leaders, who will work together as a team to enhance their problem solving skills on labor/management issues. The contract will provide for four presentations during the 1995-96 F.Y., two in Northern California and two in Southern California. The cost of presenting each session of 20 participants will be for actual expenses, and shall not exceed \$18,938 for the Northern California presentation, and \$18,025 for Southern California. The total cost of the contract for the four presentations shall not exceed \$75,752.00

RECOMMENDATION

Authorize the Executive Director to contract with the San Diego Regional Training Center to present four Labor/Management Partnership courses during FY 1995-1996, at a cost not to exceed \$75,752.

DAY TWO - continued

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials</u>	<u>Instructor</u>
4-5 pm (1 hr)	Personal Journals/Action Planning Teams	Agency Team Meetings	Action Planning Workbook	Emerson

DAY THREE

8 am-4 pm (7 hrs)	Consensus Model & Guidelines	Lecture Simulation	"Lost At Sea"	Haney
	Distinguishing Between Position and Interest	Simulation	"Bonnie Ballerina"	
	Problem-Solving Exercises using IBPS	Small groups/Role Playing		Haney
	Committee Effectiveness Skills	Simulation		
4-5 pm (1 hr)	Personal Journals/Action Planning Teams	Agency Team Meetings	Action Planning	Emerson

DAY FOUR

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials</u>	<u>Instructor</u>
8-11 am (3 hrs)	Presentation of Agency Action Plans and Feed- back	Team Presentation and Class Discussion		Emerson Foucault Haney
11 am- 12 noon (1 hr)	Close Course Evaluation Presentation of Certificates			Emerson Foucault

3/27/95

**P.O.S.T. LABOR-MANAGEMENT RELATIONS CENTER
CORE CURRICULUM: LABOR-MANAGEMENT PARTNERSHIPS
SUMMARY INSTRUCTIONAL OUTLINE**

DAY ONE

<u>Time</u>	<u>Subject Matter</u>	<u>Activity</u>	<u>Materials</u>	<u>Instructor</u>
8-10 am (2 hrs)	Introduction	Paired interviews	"Getting To Yes" "Getting Past No"	Emerson
	Building Labor-Management Partnerships (LMPs) Organization Development Context (past, present, future) California Context Law Enforcement Context Definitions Partnership Continuum	Lecture	Notebook "New Economy" "New Organizations" "Bsns Reengrng" "Reinvntng Govt" Continuum	Emerson Muszar
10-12 am (2 hr)	Examples of Success So. Lake Tahoe Miami, San Jose, Santa Barbara, Phoenix, Milwaukee		Notebook	Emerson Muszar
	Panel Discussion			Solaro Hight
	Identification of Risks and Benefits of Interest-Based Approach			Emerson Solaro

Hight
Muszar

DAY ONE - continued

Time	Subject Matter	Activity	Materials	Instructor
1-3 pm (2 hrs)	Contrast Between Interest-Based Approach and Traditional Decision-Making	Simulation: Pothole Construction Co. "Farmers" Exercise		Haney
3-4 pm (1 hr)	Principles of Organizational Change Principles of Action Planning			Emerson
4-5 pm (1 hr)	Personal Journals/Action Planning Teams	Lecture Agency Team Meetings	Action Planning Workbook	Emerson

DAY TWO

8 am-4 pm (7 hrs)	IB Process Overview Principled Negotiations Brainstorming Listening Consensus Distinguishing Between Position and Interest	Lecture Video/discussion Lecture/exercise Simulation: "Lost At Sea" Lecture/discussion Simulation: Bonnie Ballerina	"Bsns Paradigms" video Exercises A and B	Haney Haney
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COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to Chemical Agent Training Requirement for Private Security		Meeting Date November 9, 1995
Bureau Training Program Services Bureau	Reviewed By <i>Otto Saltenberger</i> Otto Saltenberger	Researched By Lou Madeira
Executive Director Approval <i>Norman C. Becker</i>	Date of Approval 10.24.95	Date of Report October 10, 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 approve, subject to the public review process, changes to POST regulations regarding chemical agent training?

BACKGROUND

As required by Penal Code Section 12403.5, private security personnel are required to obtain instruction on chemical agents before they can lawfully possess these devices. 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 of regulating private citizen chemical agent training and licensing, as well as the general authority to determine which specific products can be lawfully possessed within the state. POST specifies in its regulations that the course of instruction for private security officers is the same as that required by the Department of Justice for private citizens.

In September 1995, however, Assembly Bill 830 was signed into law. This act, which will take effect on January 1, 1996, modifies several sections of the Penal Code and Education Code relating to tear gas weapons and specifically eliminates the requirement for private persons to obtain formal instruction before purchasing a chemical agent device for self protection purposes. Subsequent to the signing of this bill, the Department of Justice is eliminating their citizen chemical agent licensing program and will stop regulating the associated training programs.

Existing POST Regulation 1081(a)(5), however, continues to make specific reference to the now non-existent DOJ training requirement when identifying the training standards for private security personnel. As a result, it is proposed that POST regulations be appropriately updated to eliminate this reference. It is also recommended that the current regulation be amended to clearly identify those entities eligible to present chemical agent training to private security personnel.

ANALYSIS

Commission Regulation 1081(a)(5) - Chemical Agent Training For Private Security currently contains the following language:

Chemical Agent Training for Private Security - 2 Hours (Penal Code Section 12403.5) (Not a POST-certified course)

Chemical Agent Training for Private Security Personnel shall be the training prescribed in P.C. 12403.7 and certified by the Department of Justice.

- (A) Self Defense, History of Chemical Agents, and Aerosol Weapons*
- (B) Effectiveness as a self-defense weapon*
- (C) Mechanics of Tear Gas Use*
- (D) Medical Aspects of First Aid*
- (E) Practical Use*
- (F) Field Training and Demonstration*
- (G) Discard of Weapons*

It is proposed that this language be modified to accomplish the following:

1. Modify verbiage to conform to the exact language of the Penal Code. Although POST has used the expression "Private Security Personnel" as an all inclusive descriptor, it is advisable to modify the regulation to read "Private Investigators or Private Patrol Officers", to be consistent with the language of Penal Code Section 12403.5.
2. Delete reference to the Department of Justice citizen course.
3. Clearly identify those entities who are authorized to provide chemical agent training to private investigators and private security officers.

The full text of the proposed language changes is contained in Attachment A.

INSTRUCTIONAL DELIVERY

No change is proposed to the existing curricula specifications. Staff has previously developed materials which comprehensively address each of the required topic areas and which are currently available to training presenters on request.

Since the Department of Justice no longer has a process in place to identify who is eligible to present chemical agent training to private security personnel, it is advisable to specify this in POST' Regulations. To remain mute on this issue would clearly undermine the Legislature's intent that private security personnel obtain appropriate training before using chemical agents for self defense purposes. Unless POST identifies who is eligible to present this training, anyone could establish themselves a trainer, regardless of their background or instructional expertise. As a result, it is recommended that the following entities be authorized to provide training:

1. Any entity approved by POST to provide training to peace officers
2. Any entity approved by the California Department of Consumer Affairs to provide private security training.

As a matter of information, the Legislative Review Committee will be independently presented with a proposal to formally transfer the standard setting responsibility for private investigator and private patrol officer chemical agent training to the Department of Consumer Affairs. This is desirable since this agency currently has responsibility for all other aspects of private security certification and training. Such a change, however, would require legislative intervention and is thus expected to take a considerable amount of time before it can be implemented.

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

RECOMMENDATIONS

Adopt the proposed changes to Commission Regulation 1081(a)(5) as detailed in Attachment A.

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PROPOSED CHANGES TO COMMISSION REGULATION 1081

1081. Minimum Standards for Legislatively Mandated Courses

(a)(1) through (a)(4) continued.

- (5) Chemical Agent Training for Private Investigators or Private Patrol Officers Security - 2 Hours (Penal Code Section 12403.5) (Not a POST-certified course)

~~Chemical Agent Training for Private Security Personnel shall be the training prescribed in P.C. 12403.7 and certified by the Department of Justice.~~

The course of instruction for private investigators, private patrol operators or their uniformed patrol employees shall consist of the following:

- (A) Self Defense, History of Chemical Agents, and Aerosol Weapons
- (B) Effectiveness as a self-defense weapon
- (C) Mechanics of Tear Gas Use
- (D) Medical Aspects of First Aid
- (E) Practical Use
- (F) Field Training and Demonstration
- (G) Discard of Weapons

Training can be provided by any entity approved by POST to present law enforcement training or any entity approved by the California Department of Consumer Affairs to provide private security training.

(a)(6) continued.

Commission on Peace Officer Standards and Training

NOTICE OF PROPOSED REGULATORY ACTION TO CHEMICAL AGENT TRAINING REQUIREMENTS FOR PRIVATE SECURITY PERSONNEL

Notice is hereby given that the Commission on Peace Officer Standards and Training (POST), pursuant to the authority vested by Section 12403.5 of the Penal Code, and in order to interpret, implement and make specific Section 12403.5 of the Penal Code, proposes to adopt, amend or repeal regulations in Chapter 2 of Title 11 of the California Code of Regulations.

INFORMATIVE DIGEST

As required by Penal Code Section 12403.5, POST regulations identify a course of instruction for private investigators and private patrol officers who wish to carry chemical agent devices for self-protection purposes. Current regulations specify that the training for private security personnel is the same as that required by the California Department of Justice for private citizens pursuant to Section 12403.7 of the Penal Code.

In September of 1995, Assembly Bill 830 was passed which makes substantive changes to chemical agent training requirements. Modifications to Penal Code Section 12403.7, which will be effective January 1, 1996 will eliminate the need for private citizens to obtain formal training before they can possess a chemical agent device for self protection purposes. The Department of Justice has subsequently eliminated their private citizen chemical agent certification program and no longer prescribes course curricula, licenses private persons, nor approves training presenters.

It is subsequently proposed that Commission Regulation 1081(a)(5) be amended to:

1. Modify language to match verbiage contained in Penal Code Section 12403.5 This will involve the addition of "Private Investigators" as a category of persons impacted by this regulation and change the expression "Private Security to "Private Patrol Officers".
2. Delete the reference to the California Department of Justice private citizen curricula prescribed by Penal Code Section 12403.7.
3. Specify that the course of instruction for Private Investigators or Private Patrol Officers is the curricula outlined in PAM Section 1081(a)(5).
4. Identify those entities who can provide chemical agent training to private investigators and private security officers pursuant to Penal Code Section 12403.5.

PUBLIC COMMENT

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

A public hearing is not scheduled. Pursuant to Government Code Section 113468, any interested person, or his or her duly authorized representative, may request in writing, no later than _____ that a public hearing be held.

ADOPTION OF PROPOSED REGULATIONS

Following the close of the public comment period, the Commission may adopt the proposal substantially as set forth without further notice or may modify the proposal if such modifications remain sufficiently related to the

text as described in the Informative Digest. If the proposed text is modified prior to adoption and the change is related but not solely grammatical or nonsubstantial in nature, the full text of the resulting regulation will be made available at least 15 days before adoption to all persons whose comments were received by POST during the public comment period, and all persons who request notification from POST of the availability of such changes. A request for the modified text should be addressed to the agency official designated in this notice. The Commission will accept written comments on the modified text for 15 days after the date of which the revised text is made available.

TEXT OF PROPOSAL

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

ESTIMATE OF ECONOMIC IMPACT

Fiscal Impact on Public Agencies Including Costs or Savings to State Agencies or Costs/Savings in Federal Funding to the State: None

Nondiscretionary Costs/Savings to Local Agencies: None

Local Mandate: None

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

Declaration Relating to Impact on All California Businesses: The Commission on Peace Officer Standards and Training, in the development of the proposed regulation, has assessed the potential for adverse economic impact on businesses in California and has found that the proposed amendment of Regulation 1005 will have no effect. This finding was based on the determination that the proposed amendment to Regulation 1005 in no way applies to businesses.

Cost Impact on Private Persons or Entities: None

Housing Costs: None

CONSIDERATION OF ALTERNATIVES

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

CONTACT PERSON

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

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

REGULATORY ACTION: AMENDMENT OF COMMISSION REGULATION 1081 (a) (5), CHEMICAL AGENT TRAINING FOR PRIVATE SECURITY

INITIAL STATEMENT OF REASONS

As required by Penal Code Section 12403.5, private investigators and private patrol 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 products can be used within the state. Since 1977, POST has maintained in its regulations that the course of instruction for private security officers is the same as that required by the Department of Justice for private citizens.

In September of 1995 Assembly Bill 830 was signed into law. This bill will make substantive changes to chemical agent training standards, effective January 1, 1996. This legislation will eliminate the requirement for citizens to obtain formal instruction before they can lawfully possess a chemical agent device. Subsequent to the passage of this bill, the Department of Justice has already eliminated their citizen licensing program, stopped regulating private person chemical agent training programs, and discontinued approving chemical agent presenters.

It is subsequently proposed that POST regulations be modified to conform to these modifications of the California Tear Gas Act and to directly reflect verbiage contained in the Penal Code.

JUSTIFICATIONS:

Current language referring to the training prescribed by Penal Code Section 12403.7 should be stricken since this section will no longer contain a training mandate. Rather, newly proposed language will indicate that the course of instruction for private investigators and private patrol officers is the curricula outlined in PAM Section 1081(a)(5).

Current language uses the expression "Private Security Personnel" to describe persons impacted by this training standard. The Penal Code, however, uses the specific phrase "Private Investigators and Private Patrol Officers". It is proposed that the language of the regulation be modified to mirror the Penal Code.

Language should be added to the regulation to identify those entities who are eligible to present chemical agent training to private investigators and private security officers pursuant to Penal Code Section 12403.5. Since the Department of Justice has eliminated their process for approving individual training presenters, there is no articulated standard identifying who is eligible to present this training. To remain mute on this point would clearly undermine the Legislature's intent that private investigators and private security personnel receive appropriate training before using chemical agent substances. Unless language is added identifying who may provide this training, anyone could establish themselves as a trainer, regardless of their background or instructional expertise.

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REVISED TEXT FOR COMMISSION REGULATION 1081

1081. Minimum Standards for Legislatively Mandated Courses

(a)(1) through (a)(4) continued.

- (5) Chemical Agent Training for Private Investigators or Private Patrol Officers - 2 Hours (Penal Code Section 12403.5) (Not a POST-certified course)

The course of instruction for private investigators, private patrol operators or their uniformed patrol employees shall consist of the following:

- (A) Self Defense, History of Chemical Agents, and Aerosol Weapons
- (B) Effectiveness as a self-defense weapon
- (C) Mechanics of Tear Gas Use
- (D) Medical Aspects of First Aid
- (E) Practical Use
- (F) Field Training and Demonstration
- (G) Discard of Weapons

Training can be provided by any entity approved by POST to present law enforcement training or any entity approved by the California Department of Consumer Affairs to provide private security training.

(a) (6) continued.

ANALYSIS

The Master Instructor Development Program continues to receive support from the law enforcement training community. The San Diego Regional Training Center has provided POST with superior presentation support and meets POST's demand for high quality law enforcement training.

To date, three pilot MIDP programs have been successfully completed and Class #4 commenced in mid September. The existing contract with SDRTC has provided support to the MIDP program leaving the overall coordination and presentation to POST staff. Staff has initiated work at the Commission's direction to complete other components of the Instructor Development Program. The 40-Hour Advanced Instructor Update Course for incumbent instructors and an 80-Hour Basic Instructor Development Course for novice instructors have been developed but require further pilot testing for certification. Significant elements of the overall instructor development program yet to be addressed include the development of: (1) emerging technology based training aids to support the novice and incumbent courses, (2) a POST Instructor Certificate Program, (3) a reconvening of certified presenter representatives to facilitate the goal of training all novice and incumbent instructors, and (4) periodic Instructor Update Workshops for Master, Novice and Incumbent Instructors. These and other activities have been delayed because of staff limitations while coordinating and presenting the Master Instructor Development Workshops.

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.

The amended contract will provide the necessary resources to provide an on-site coordinator to present the program workshops which include site, facilitator, facilities, materials and equipment, as well as student recruitment and academic consulting during and between workshops. This will free POST staff resources to complete other essential elements of the overall Instructor Development Program.

RECOMMENDATION

Authorize the Executive Director to enter into a contract modification with the San Diego Intergovernmental Regional Training Center to provide support for the Master Instructor Development Program in an amount not to exceed \$152,198 for Fiscal Year 1995-96.

REGIONAL TRAINING CENTER

DESCRIPTION OF SERVICES AND BUDGET

Contractor will provide Master Instructor Development Program workshops, faculty, coordinator, facilitators, facilities, materials, equipment, academic consulting during and between workshops, project/elective review, student and class progress reports, program assignments review, and continuous program development and update. There are eight (8) workshops scheduled for the Master Instructor Development Program between July 1, 1995 and June 30, 1996.

<u>Master Instructor Development Workshops</u>	<u>Existing Contract</u>	<u>Additional Costs</u>	<u>New Total</u>
Class #3, Project Presentation/Validation Workshop July 17-21, 1995	\$ 8,480	\$-0-	\$8,480
Class #4, Master Instructor Core Course September 11-22, 1995	15,200	-0-	15,200
Class #4, Project/Learning Contract Development Workshop November 6-9, 1995	7,100	-0-	7,100
Class #4, Progress Workshop #1 January 17-19, 1996	6,400	+8,361	14,761
Class #5, Master Instructor Core Course March 11-22, 1996	15,200	+16,552	31,752
Class #4, Progress Workshop #2 April 17-19, 1996	6,400	+8,361	14,761
Class #5, Project/Learning Contract Development Workshop May 20-23, 1996	7,100	+8,977	16,077
Master Instructor Update May 15-17, 1996	5,792	+3,135	8,927
TOTAL	\$71,672	+\$45,386	\$117,058
One-time purchase of equipment/materials as cost savings compared to rental (5 Flip Chart Stands, High Intensity Overhead Projector, Projection Screen, DataShow, VCR, Monitor, Core Course Student Instructional Materials, Instructor Development Library, and Computer Software)		[+15,288]	[\$15,288]
INDIRECT COSTS	7,167 (10%)	+\$12,685	\$19,852 (15%)
CONTRACT TOTAL	\$78,839	+\$73,359	\$152,198

Issue #2

In late September, the Law Enforcement Coordinator for the United States Attorney for the Eastern District of California (Sacramento) approached staff with a proposal for POST to cooperate with the U.S. Attorney to develop and present community policing training within the District. Federal funds are available from the COPS Office to all federal judicial districts for training within the districts.

On October 3, 1995, staff met with the Law Enforcement Coordinator who proposed that POST cooperate with the four U.S. Attorneys in California to utilize the federal funds available to them to develop and present community policing training, statewide, in each judicial district. The grant proposal submitted by the U.S. Attorney was required in Washington, D.C. no later than the close of business, October 6, 1995.

Staff prepared a proposal for \$1,627,587 to support a training needs assessment in each judicial district and the subsequent development and presentation of community policing training, statewide. The proposal formed the basis for the grant request submitted by the U.S. Attorney in Sacramento, on behalf of all four attorneys in California. The request was received in Washington on October 6, before the deadline.

The proposal is Exhibit 2, attached.

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.

ANALYSIS

Issue #1

The two-hour telecourse produced with these grant funds will include a presentation by the COPS Director, Joseph Brann; presentations concerning team work, building community partnerships, problem solving techniques; and an interactive panel discussion of issues and approaches to implementation. The telecourse will include presentations and re-created scenarios that feature agencies from Houston, Portland, Seattle, Phoenix, Santa Ana, El Cajon, and San Diego.

The telecourse is tentatively scheduled for broadcast in February 1996. Because the telecourse will be developed for use nationwide, copies of the broadcast master video and workbook will be delivered to the COPS Office for future distribution.

On September 30, 1995, the COPS Office notified POST that the telecourse grant proposal for \$99,970 was approved. The Executive Director has signed the federal agreement that is required for the distribution of the grant funds.

Issue #2

At the July meeting, the Commission directed staff to convene a committee to assist in the development of a plan to increase the availability of community policing training, and to present the plan at the January 1996 meeting. It seems appropriate to incorporate that work in the project that is the subject of this grant proposal.

It is important to note that this proposal for \$1,627,587 is a request for COPS funds by the four U.S. Attorneys in California and that the funds will ultimately be distributed to those offices. The proposal is not for a direct award of monies to the Commission. The U.S. Attorneys have agreed to cooperate in the preparation of the proposal and in the presentation of the training by employing the recognized experience and capabilities of the Commission, rather than to make four separate proposals and use the funds independent of one another.

The proposal includes approximately \$1.1M for reimbursement of tuition, travel and subsistence; the balance will be utilized for a variety of staff support, equipment, supplies, development and presentation costs.

The U.S. Attorney in Sacramento had not received any response to the proposal from Washington, D.C., when this report was prepared. Staff believe a response will be available by time of the Commission meeting.

RECOMMENDATION

If the Commission concurs, the proper action would be:

1. Motion to authorize the Executive Director to accept the COPS grant in the amount of \$99,970 and direction to develop and present the telecourse described in the grant proposal;
2. Motion to authorize the Executive Director to 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
3. Report to the Commission on the status of each project periodically, as appropriate.

Attachments

**COMMUNITY ORIENTED POLICING
TELECOURSE**

GRANT REQUEST

Commission on Peace Officer Standards and Training

**Mr. Ray Bray
Senior Consultant
(916) 227-4892**

STATEMENT OF OBJECTIVES

IMPLEMENTATION PLAN

◆ TIME LINE

BUDGET NARRATIVE

DESCRIPTION OF DELIVERABLE

STATEMENT OF OBJECTIVES

STATEMENT OF OBJECTIVES

The viewer will understand that:

- ◆ **Community Oriented Policing has been implemented in a variety of different ways, to varying degrees of success, around the country, and that this evolution of change is normal and necessary.**
- ◆ **Community Oriented Policing is the evolution in law enforcement tactics needed at this time to meet the new challenges of law enforcement due to changes in the nature of crime and in society as a whole.**
- ◆ **New skills will be required for Community Oriented Policing to be successful, and these skills need to be learned, embraced, and implemented at all levels within a department.**
- ◆ **Community Oriented Policing is a dynamic mode of operation, and therefore will change depending upon the department and the community in which it is implemented.**
- ◆ **Community Oriented Policing is not about giving up power, but about gaining power and a broader base of support, through partnerships with citizens and community groups.**
- ◆ **Problem-Solving is an effective tactic that can be applied to Community Oriented Policing to achieve success in solving recurring law enforcement problems.**
- ◆ **Officers who have implemented Community Oriented Policing feel better about their jobs and their ability to make a positive difference in their communities.**
- ◆ **Community Oriented Policing is here to stay, and it works.**

IMPLEMENTATION PLAN

Telecourse Segments:

Segments to be produced for this telecourse include:

- #1 National Leadership**
Location: Washington D.C.
Production: 2 days - field, travel additional
Schedule: October 9-13, 1995 TBA
- #2 "Team Segment"**
(Before and After teamwork began)
Location: Houston, Texas
Production: 1 day - field, travel additional
Schedule: October 23-27, 1995 TBA
- #3 Opening Re-Creation**
(Using COP to handle a crack house problem)
Location: Portland, Oregon
Production: 1 day - field, travel additional
Schedule: November 6-10, 1995 TBA
- #4 Officer Profile #1**
Location: Seattle, Washington
Production: 2 days - field, travel additional
Schedule: November 6-10, 1995 TBA
Note: May include interaction with Canada
- #5 History Section**
Interviews with old-time officers
Stills videotaping
Footage dubbing
Music transfers
Moderator voice-overs for all field segments
Location: Various pick-ups for interviews
Production: 1 day studio
Schedule: 1/2 day November 20-22, 1995 TBA
1/2 day December

- #6 Partnering with Citizens
(Learning the Ropes)**
Location: Phoenix, Arizona
Production: 1 day - field, travel additional
Schedule: November 27-30, 1995 TBA
- #7 Partnering with Citizens
(Handling a Community Meeting)**
Location: El Cajon, California
Production: 1 day - field
Schedule: December 4-8, 1995 TBA
Note: Community group and officers, supplemented with actors
- #8 Officer Profile #2**
Location: Santa Ana, California
Production: 1 day - field, travel additional
Schedule: December 10-17, 1995 TBA
- #9 Problem Solving Scenario**
Location: San Diego, California
Production: 1 day - field
1/2 day - studio panel
Schedule: January 8-12, 1996, TBA
Note: Using actors representing mythical "River City P.D."
Note: Includes taping of Moderator field segments
- #10 LIVE, Interactive Panel**
Location: San Diego, California
Production: 1/2 day - studio
Schedule: February 15, 1996

Additional pick-up interviews and b-roll collection will take place at each location. These will be utilized within the general "body" of the telecourse, and for teases and montages.

Note: Please refer to the Script Outline for specific information about each segment.

IMPLEMENTATION PLAN EXPANDED

Please note that for a production of this size, individual telecourse segments will be in phases of pre-production, production, and post-production for 6 months prior to the final airdate. The telecourse as a whole will also go through a pre-production, production, and post-production phase as it is compiled, and interviews/materials collected around the country are condensed and included in the final telecourse to meet the goals and objectives of the program.

Refer to the preceding list of Telecourse Segments when reviewing the Implementation Plan.

May 1995

Subject Matter Expert Meeting

San Diego, California

- Outline Goals of COP telecourse
- Discuss how COP is working in departments around the country
- Develop priority list of issues to be covered in telecourse
- Provide POST and Telecourse Producer with research
- Provide POST and Telecourse Producer with contacts
- View current COPPS programs, produced for the citizen-viewer
- Discuss differences needed for a program aimed at the officer

June 1996

Research and Development

- Review materials on COP
- Review notes from Subject Matter Expert Meeting
- Develop rough telecourse outline

July 1995

Subject Matter Expert Meeting

San Diego, California

- Review telecourse outline
- Re-define the telecourse audience
- Develop strategies to meet audience needs
- Discuss "modes" of learning and teaching techniques
- Re-write telecourse outline
- Assign projects to Subject Matter Experts

August 1995 Pre-Production

- Identify departments for production participation
- Begin identification of officers to be included
- Develop production notebooks
- Notify and organize production personnel
- Develop production schedule for Sept. 1995 - February 1996
- Design release forms for national distribution

September 1995 Pre-Production - Overall Telecourse

- Develop first drafts of shot-sheets for graphic treatments
- Meet with Director to block segments

Pre-Production - Segments #1 and #2

- Coordinate October field shoots
- Develop preliminary question lists and shot sheets
- Arrange travel for field locations
- Begin conducting pre-interviews

October 1995 Subject Matter Expert Meeting, October 5 & 6

San Diego, California

- Review materials brought by each Subject Matter Expert
- Choose final scenarios and re-creations to be included
- Finalize participating officers, supervisors, and management
- Finalize liaison list for production coordination within each department
- Finalize graphic and stylized treatments for each segment
- Develop narrator options and contacts
- Revise Fall/Winter production schedule

Pre-Production - Overall Telecourse

- Contact liaisons at each department to be videotaped
- Prepare production materials for segments to be videotaped within each department and send copies to the liaisons
- Develop production materials for Law Enforcement Video Units in 10-20 departments around the country that are participating by providing materials.
- Contact Law Enforcement Video Units, mail materials and follow-up for quality control on submitted materials
- Begin collecting footage and photographs for the History segment
- Begin clearing rights for above items.
- Begin collecting news footage for community stories to be re-created. Again, clear rights
- Initial Satellite bookings

Pre-Production - Segments #1-6

- Finalize October field shoots
- Begin coordination of November field shoots
- Continue pre-interviews
- Begin footage acquisition related to October/November shoots
- Finalize question lists and shot sheets
- Arrange travel for field locations

Production - Segments #1 & 2

- Field location shoots

November 1995 Workbook Development

- Hold first meeting with workbook advisors
- Develop goals for workbook
- Develop rough outline for materials to include in workbook
- Assign advisors to material collection
- Schedule second meeting

Graphic Design

- Develop final list of graphics
- Meet with graphic design team
- Design of graphic production management plan
- Collect visual materials required by graphic artist and on-line editor
- Begin graphic production

Post-Production - Segments #1 & 2

- Transcribe field tapes
- Log field tapes
- Script segments
- Record Narration
- Choose music
- Off-line segments
- On-line segments

Production - Segments #3, 4, 5, & 6

- Field location shoots

Pre-Production - Segments #7, 8

- Finalize December shooting schedule
- Continue pre-interviews
- Finalize question lists and shot sheets
- Arrange travel
- Audition and hire actors
- Scout location for acted scenarios, clear location rights

December, 1995

Workbook Development

- Revise second draft of workbook
- Re-write workbook

Pre-Production - Segments #9 & 10

- Finalize location production
- Write scripts
- Audition and hire actors
- Scout locations for enacted segment, clear location rights
- Pre-interview potential panelists

Production - Segments #7 & 8

- Field location shoots

Post-Production - Segments #3 & 4

- Transcribe field tapes
- Log field tapes
- Script segments
- Record narration
- Choose music
- Off-line segments
- On-line segments

January 1996

Workbook

- Format workbook
- Deliver to POST for duplication and mailout preparation

Pre-production - Segments #9 & 10

- Develop moderator packet
- Meet with moderator
- Finalize panelists
- Panel travel arrangements
- Meet with studio supervisor
- Submit Facilities Request forms for studios
- Write preliminary teleprompter copy for review
- Re-confirm satellite booking

Production - Segment #9 & Graphics

- Begin graphic production
- Field location shoot for segment #9
- Field location shoot for narrator stand-ups

Post-Production - Segments #5, 6, 7, 8, 9, 10

- Stills production -1/2 day studio
- Transcribe field tapes
- Log field tapes
- Script segments
- Record narration
- Choose music
- Off-line segments
- On-line segments

February 1996

Post-Production - Overall Telecourse

- Finalize studio panel packets
- Finalize teleprompter
- Finalize director run-down
- Finalize studio crew assignments
- Finalize computerized EDL for on-line
- Arrange catering
- Meeting with call-in processors
- Meeting with crew for satellite uplink

February 12-13

- Final on-line sessions to marry segments

February 14

- Studio pre-tapes
- Pre-build air reel

February 15

Telecourse goes LIVE

1995 / 1996 COMMUNITY ORIENTED POLICING TELECOURSE TIME LINE

<i>MAY</i>	<i>JUNE</i>	<i>JULY</i>	<i>AUG</i>	<i>SEPT</i>	<i>OCT</i>	<i>NOV</i>	<i>DEC</i>	<i>JAN</i>	<i>FEB</i>
SME* MEETING	RESEARCH & DEVELOPMENT	SME MEETING	START PRE-PRODUCTION	PRE-PRODUCTION SEGMENT 1&2	SME MEETING SEGMENT 1-6 PRE-PRODUCTION POST-PRODUCTION SEGMENT 1 & 2 FIELD SHOTS	WORKBOOK DEVELOPMENT POST-PRODUCTION SEGMENT 1 & 2 PRODUCTION SEGMENT 3,4,5 & 6	WORKBOOK DEVELOPMENT CONTINUED PRE-PRODUCTION SEGMENT 9 & 10 PRODUCTION SEGMENT 7 & 8 POST-PRODUCTION SEGMENT 3 & 4	WORKBOOK FINAL PRINT AND DISTRIBUTION PRE-PRODUCTION SEGMENT 9&10 POST-PRODUCTION SEGMENT 5,6,7, 8,9 & 10 DESIGN GRAPHICS	POST-PRODUCTION OVERALL ON LINE EDIT STUDIO PRE-TAPES BROADCAST

* Subject Matter Expert

BUDGET

Project: Community Oriented Policing Telecourse

Total Project Estimate \$99,969.65

1. PRE-PRODUCTION

<u>PERSONNEL:</u>	<u>RATE</u>	<u>HOURS</u>	<u>TOTAL</u>
PROJECT DIRECTOR/EXECUTIVE PRODUCER	\$55	8	\$ 440.00
DIRECTOR	\$36	5	\$ 180.00
PRODUCTION ASSISTANT(S)	\$15	40	\$ 600.00
PRODUCTION COORDINATOR	\$29	80	\$ 2,320.00
TOTAL PERSONNEL			\$ 3,540.00

<u>FACILITIES & SERVICES</u>	<u>RATE</u>	<u>HOURS</u>	<u>TOTAL</u>
AUDIO STUDIO RECORDING	\$ 50	5	\$ 200.00
VCR DUBBING - 3/4"	\$ 80	2	\$ 160.00
VCR DUBBING-BETA	\$ 80	5	\$ 400.00
VCR DUBBING-VHS	\$ 60	20	\$ 1,200.00
WINDOW DUBBING	\$ 80	2	\$ 160.00
VIDEO EDIT-ONLINE (COMPUTER)	\$250	75	\$18,750.00
VIDEO EDIT-OFFLINE	\$ 55	72	\$ 3,960.00
VCR SCREENING	\$ 20	20	\$ 400.00
LIMITED VIDEO PROD./DVE PROG	\$250	4	\$ 1,000.00
FULL VIDEO PRODUCTION	\$400	6	\$ 2,400.00
STUDIO SET PREP	\$125	4	\$ 500.00
FIELD VIDEO-BETA	\$100	90	\$ 9,000.00
TELEPROMPTER PROGRAMMING	\$ 75	2	\$ 150.00
GRAPHICS PRODUCTION	\$ 80	24	\$ 1,920.00
SIMPLE SET	\$125	1	\$ 125.00

TOTAL FACILITIES & SVCS	\$40,325.00
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TOTAL PRE-PRODUCTION	\$43,865.00
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2. ORINATION COSTS

<u>PERSONNEL:</u>	<u>RATE</u>	<u>HOURS</u>	<u>TOTAL</u>
PROJECT DIRECTOR/EXEC. PRODUCER	\$55	4	\$220.00
DIRECTOR	\$36	4	\$144.00
VIDEO PRODUCTION ENGINEER	\$26	3	\$78.00
TELEPHONE OPERATOR	\$20	2	\$40.00
PRODUCTION COORDINATOR	\$29	10	\$290.00

<i>TOTAL PERSONNEL</i>			\$772.00
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<u>FACILITIES & SERVICES:</u>	<u>RATE</u>	<u>HOURS</u>	<u>TOTAL</u>
VTR PLAYBACK (PM REPEAT)	\$75	2.5	\$187.50
DOWNLINKING	\$100	2.5	\$250.00
FULL VIDEO PRODUCTION	\$400	2.50	\$1,000.00
STUDIO SET STRIKE	\$125	1	\$125.00
PHONES 1-800 (4 Lines)	\$100	4	\$400.00

<i>TOTAL FACILITIES & SVCS</i>			\$1,962.50
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<i>TOTAL ORINATION</i>			\$2,734.50
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3. EXTERNAL SUPPLIES & SERVICES

	<u>RATE</u>	<u>UNITS</u>	<u>TOTAL</u>
VIDEOTAPE - 1" (120 MIN)	\$141	3	\$423.00
VIDEOTAPE - 1" (60 MIN)	\$71	4	\$284.00
VIDEOTAPE - BETA M (30 MIN)	\$25	40	\$1,000.00
VIDEOTAPE - VHS (30 MIN)	\$7	40	\$280.00
FACSIMILE	\$25	1	\$25.00
SHIPPING / EXPRESS MAIL	\$75	1	\$75.00
CA TRAVEL	\$300	1	\$300.00
OUTSIDE CA TRAVEL @ 3-4 persons (1-2 Producers/2 Crew)			
Hotel/Per Diem @ 8 days total, \$110/day	\$3,410	1	\$3,410.00
Airfare @ 5 destination cities (DC,Houst,Port,Seatl,Phx)	\$9,000	1	\$9,000.00
LOCAL MILEAGE	\$150	1	\$150.00
TRANSCRIBING SERVICES	\$750	1	\$750.00
HOST / MODERATOR FEES	\$1,220	1	\$1,220.00
TALENT / ACTOR FEES	\$2,500	1	\$2,500.00
PRODUCER 'S FEE	\$20,000	1	\$20,000.00
CATERING/FOOD SERVICE	\$500	1	\$500.00

<i>TOTAL EXTERNAL COSTS</i>			\$39,917.00
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4. NETWORK / TRANSMISSION SERVICES

	<u>RATE</u>	<u>HOURS</u>	<u>TOTAL</u>
SATELLITE UPLINK SERVICES	\$293	5	\$1,465.00
SATELLITE TRANSPONDER - morning broadcast	\$520	2.5	\$1,300.00
SATELLITE TRANSPONDER - evening broadcast	\$640	2.5	\$1,600.00

TOTAL NETWORK			\$4,365.00
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PROJECT COSTS SUBTOTAL (PARTS 1-4)	\$ 90,881.50
ADD: INTERAGENCY FEE @ 10%	\$ 9,088.15
TOTAL PROJECT COSTS	\$ 99,969.65

DESCRIPTION OF DELIVERABLE

DESCRIPTION OF DELIVERABLE

- ◆ POST will provide COPS with satellite coordinates so that law enforcement agencies nationwide can receive the telecourse broadcast.
- ◆ POST will provide COPS with broadcast masters with the desired format (3/4", 1", or BETA) for duplication purposes.
- ◆ POST will provide COPS with a computer disc of the workbook in the desirable IBM comparable format, suitable for printing.

AUDIENCE

- ◆ This telecourse will be viewed live by approximately 10,000 law enforcement personnel in California, and 20-25,000 nationwide and in Canada
- ◆ Copies of the telecourse will be viewed by thousands too numerous to estimate



U.S. Department of Justice

United States Attorney
Eastern District of California

EXHIBIT 2

555 Capitol Mall, Suite 1550
Sacramento, California 95814

916/554-2700
Fax 916/554-2100

Mailing Address:
650 Capitol Mall
Sacramento, California 95814

October 5, 1995

VIA FAX -- 202/616-9613

Joseph E. Brann
Director
Office of Community Oriented Policing Services
1100 Vermont Avenue, N.W.
Washington, D.C. 20530

Attention: Kimberly Lesnak, Law Enforcement Coordinator

Re: COPS Funding to Provide Training to the State of
California's Local Law Enforcement Agencies

Dear Director Brann:

Our office, on behalf of the four judicial districts in California, is requesting funds from the Office of Community Oriented Policing Services (COPS) to provide training to law enforcement agencies within our state. The funding would enable our offices to play a significant role in the state's assessment and training of its police and sheriff's departments as it pertains to Community Oriented Policing. The four districts would work collectively with the COPS office to insure that the monies received would be administered effectively and efficiently to facilitate Community Oriented Policing training to all of the state's local agencies.

Law Enforcement in California includes approximately 347 municipal police agencies, 58 sheriffs' departments, 40 community college, state college and university police departments, 27 State agencies that employ peace officers, and more than 50 other allied law enforcement agencies. These agencies employ more than 65,000 peace officers.

Recently, we have been meeting with California's Commission on Peace Officer Standards and Training (POST) to help us identify an approach to delivering a meaningful and informative training program to the state's law enforcement communities. Their assistance was solicited because of their experience and

national reputation for planning, developing and presenting training services to law enforcement while maintaining the highest quality and standards. Because of California POST's intention to provide detailed and comprehensive training, it is not at all unusual for other states to replicate and imitate their programs.

California POST currently supervises approximately 35 law enforcement basic training academies. In addition, in its responsibility to certify training, POST oversees approximately 1500 separate courses of training presented annually that cover the spectrum of needs and topics.

The implementation of the concept and programs that comprise community policing in California has accelerated in the past four years. However, fiscal constraints both in the State and local jurisdictions have substantially limited the ability of POST and the local agencies to deliver or obtain comprehensive training on community policing. In spite of this, POST-certified training related to community policing is presented, in an extremely limited context, in the basic training academy and to first-line supervisors. Obviously, much more remains to be done.

As a result of the collaborative efforts, a proposal for providing Community Oriented Policing training to California law enforcement was finalized. Enclosed is the resulting proposal for a model for a statewide training system for California to support the implementation of community policing. The proposal utilizes the resources of the four U.S. Attorneys' Offices in California (Northern, Central, Southern and Eastern Districts) in concert with the resources and substantial experience of POST.

This proposal will support the work necessary to validate previous assessments of training needs, statewide, identify appropriate training courses and delivery methods, and develop and present a series of training courses that meet the identified training needs. Local agencies in each district in California will be represented in the assessment process and, similarly, training will be presented and available to agencies in each district.

This statewide approach to training will provide significant improvements in community policing training in California and assist in developing the infrastructure that is necessary to sustain the long-term commitment of the local agencies to community policing.

The United States Attorney's Offices in this state believe that this proposal would unquestionably permit law enforcement in California to have the opportunity to experience and become aware of the importance and practicality of the concept of Community Oriented Policing. If you have any questions concerning our proposal, please feel free to contact Jim Day, our district's Law

Enforcement Coordinator at (916) 554-2712. We are hopeful that our endeavor will produce a favorable response from your office.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Charles J. Stevens', with a long horizontal flourish extending to the right.

CHARLES J. STEVENS
United States Attorney

CJS/sc
Encls.

PROPOSAL FOR A STATEWIDE TRAINING MODEL FOR COMMUNITY POLICING

I. Purpose of the Training Model

The purpose of the proposed training model is to create new resources and training courses to support the implementation of community policing, and to provide those resources and training to municipal, county and state law enforcement personnel, statewide, throughout the Southern, Central, Northern and Eastern Districts of California.

II. Objectives of the Training Model

- A. To conduct resource and training needs assessments in each district in California.**

The assessments will confirm information produced by previous assessments, collect new information, and identify specific resources, training courses and delivery methods that fulfill the identified needs, and are practical and cost effective.

- B. To create specific resources and training programs that are effective in support of the implementation of community policing in municipal, county and state law enforcement agencies in each district in California.**

- C. To coordinate the presentation of training courses and the use of other resources, statewide, to ensure their availability to all interested agencies.**

This coordination will ensure the maximum use of all available training resources in California (agency, community and state colleges, other presenters) to present appropriate, high-quality, cost-effective training.

- D. To provide liaison with the Community Policing Consortium to ensure the training supplements, and does not replicate, the training available from the Consortium.**

- E. To identify "mentor" agencies from which implementation experience and advice can be made available to interested agencies.**

- F. To provide "train-the-trainer" courses to support the presentation of training within individual agencies and to support training that is tailored to the needs of a specific agency or district.**

- G. To provide orientation training on the concept, programs and implementation of community policing to increase awareness, knowledge and adoption throughout the State.**

- H. To create a statewide network of skilled trainers, training resources and mentor agencies to support the adoption and implementation of community policing.
- I. To provide specific progress reporting to the United States Attorney in each district in California and to the Commission on POST.

III. Approach

The approach of the proposal includes assessing Statewide Community Policing needs, development of training curricula and courses, and the delivery of training throughout the State. The plan includes the following:

A. Assessment

POST has monitored the interest of local law enforcement concerning community-policing since 1991. Increasing numbers of agencies have moved to adopt the concept and implement community policing programs. Many agencies have directly benefitted from the funding of law enforcement officer positions through COPS Phase 1, AHEAD, MORE and FAST. The new positions and the accelerated implementation of community policing has placed an increased emphasis on training.

POST has previously identified statewide training needs of California law enforcement related to community policing. From this information, POST has developed training subject areas and delivery models that need to be tested and affirmed by the law enforcement community. The vehicle to do this is statewide assessment workshops. These would be conducted in the San Diego, Los Angeles, San Francisco and Sacramento areas of the State. The participants will be law enforcement agency executives from agencies within each area.

During the two days of each workshop, training subject areas, curricula and delivery methods will be examined by the participants. From these regional workshops, a training delivery system will be developed.

B. Development and Delivery of Training

The concept of community policing is a philosophy that pervades the organizational structure. The training should be tailored for each level and function of an organization and utilize adult learning methods. Training will include the chief executive and executive level staff, managers, supervisors, field officers and selected non-sworn employees. The training will be tailored to each organizational level and consist of either core training courses or program training blocks.

The proposed training for each level may include the following:

■ **CEO/EXECUTIVE STAFF**

- Accessing organizational culture
- Managing change
- COP overview
- Strategic Planning
- Leading Empowered Employees
- CEO's role and management/leadership style
- Coping with internal backlash
- Site visits and case studies

■ **MANAGERS**

- Expectations of a manager
- Understanding organizational culture
- COP overview
- Manager's role and management/leadership style
- Coping with internal backlash
- Managing the change
- Site visits and case studies

■ **SUPERVISORS**

- Expectations of the COP supervisor
- Understanding organizational culture
- COP overview
- Supervisor's role and supervisory/leadership style
- Coping with internal backlash
- Supervising COP
- Site visits and case studies

■ **FIELD PERSONNEL** (POP officers, lead officers, train the trainer)

- COP overview
- Site visits and case studies

■ **PROGRAM BLOCKS**

- Basic COP overview (required before entering block training)
- Foot patrol
- Bike patrol
- Call takers
- Telephone report takers
- Homeless
- Street crimes
- Prostitution
- Drugs
- Crimes of violence
- Gangs
- Partnerships

The delivery methods will support the way an agency implements community policing within the agency and its community. These methods may include the following:

- An Agency Institute Model involves commitment to training by each level (executive staff, management/supervision, and field personnel). The training would be phased in to facilitate agency-wide implementation and evolution to a methodology of addressing community issues; it would coincide with organizational and procedural changes and implementation of structured, programmed training;

- An Agency Team Model involves training provided to a select, small number of persons representing management, supervision, and key lead employees. The training would be designed to develop skills in the team to be "change agents" in their agency. The responsibility for achieving agency acceptance of community policing would be solely the responsibility of the CEO and the Agency Team. The training would be designed to meet any of the following objectives:
 - Develop a team to implement the concept and programs throughout the agency;
 - Develop a team to implement POP projects;
 - Develop a team to implement the concept and programs in a particular unit or division;
- A Traditional Model involves training designed by POST staff, subject matter experts and advisory groups for each level of an agency's employees. The agency would select training that best meets its needs, with prerequisites that apply to other models.

C. Training Methods

The training to support community policing will involve multiple delivery methods. Some training will utilize existing technology; other training will utilize a more traditional approach, based on specification for curricula, performance objectives and testing, and adult learning principles.

The methods to deliver the training will include the following:

- COP Training Telecourses

COP training telecourses will address broad-scope training regarding concepts, executive/management implementation issues, program assessment methods, problem-solving methods and community mobilization.

- Instructor Course--intensive train-the-trainer

Instructor course training will focus upon "train-the-trainer" to prepare agency personnel to present training specific to the agency. These trainers may either be "change agent" trainers or be subject-specific trainers.

- Field Management Training--Mentor Program

Field management training is an existing POST program that facilitates training a cadre of agency employees by visits to a police agency that has agreed to serve as a mentor. In this enhanced program, a cadre will visit an agency to observe the organizational, program and community components of community policing in operation.

- Community Policing Network Training

A workshop will allow agencies in each judicial district, at various stages of implementing community policing, to come together to share successes, failures and other learning experiences. It is a facilitated workshop, structured to share information.

- Community Policing Command-Level Training

This training will be specifically directed to the agency chief executive and senior staff to provide conceptual overview and implementation strategies. The training will be presented in urban and remote locations in each district.

- Technology-based training

Technology-based training will focus upon community policing topics that lend themselves to this media. It will use existing POST delivery methods, such as live downlink video, subject-specific training video, and interactive, computer-based media. Training may include a basic community policing overview, problem-solving methods and developing community partnerships.

- Agency-Specific Training

Agency-specific training will allow agencies to conduct POST-certified training to meet their own unique needs. The agency can address specific levels of its organization or specific programs unique to the local community.

D. Application of existing POST resources

POST will explore and utilize existing technology and resources to augment the delivery of training. This will include:

The POST Bulletin Board System (BBS)

Information on a variety of subjects related to law enforcement training is presently available on the POST BBS. Every law enforcement agency is able to use the POST BBS to obtain training information and other subject matter contained on the existing system. A community policing directory will be added to provide training program availability, a calendar of events information concerning community policing, and facilitate the exchange of information.

Broadcasting video training

Live and prerecorded training on community policing will be broadcast to more than 400 California law enforcement agencies through POST's existing, satellite delivery system. The equipment and installation costs to provide this capability to these agencies was borne by POST. POST currently broadcasts training on a bi-weekly basis to agencies using this system.

Interactive Video Disc (IVD)

Some of the community policing skills training may lend itself to delivery through POST's existing Interactive Video Disc (IVD) technology. This existing resource may be appropriate for the development of a training program on problem-solving skills, community survey techniques, or crime analysis collection and assessment methods. The application of this technology enhances adult learning.

Budget Detail Worksheet

A. Personnel - List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization.

Name/Position	Computation				Cost
Bureau Chief	\$73,752	X	5%	=	\$ 3,688
LEC II (FTE)	\$66,588	X	1.5%	=	\$99,882
Sr. Instructional Designer	\$59,928	X	25%	=	\$14,982
Instructional Systems Eng.	\$52,152	X	50%	=	\$26,072
Instructional Designer	\$54,564	X	50%	=	\$27,282
Assoc. Gov't. Prog. Anal.	\$49,668	X	25%	=	\$12,417
Office Technician	\$29,724	X	20%	=	\$ 5,945
TOTAL:					<u>\$190,268</u>

B. Fringe Benefits - Fringe benefits should be based on actual known costs or an established formula. Fringe benefits are for the personnel listed in budget category (A) and only for the percentage of time devoted to the project.

Name/Position	Computation				Cost
Bureau Chief	\$3,688	X	33%	=	\$ 1,217
LEC II (FTE)	\$99,882	X	33%	=	\$32,961
Sr. Instructional Designer	\$14,982	X	33%	=	\$ 4,944
Instructional Systems Eng.	\$26,072	X	33%	=	\$ 8,604
Instructional Designer	\$27,282	X	33%	=	\$ 9,003
Assoc. Gov't. Prog. Anal.	\$12,417	X	33%	=	\$ 4,098
Office Technician	\$ 5,945	X	33%	=	\$ 1,962
TOTAL:					<u>\$62,789</u>

C. Travel - Itemize travel expenses of project personnel by purpose (e.g., staff to training, field interviews, advisory group meeting, etc.). Show the basis of computation (e.g., six people to 3-day training at \$X airfare, \$X lodging, \$X subsistence). In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and the unit costs involved. Identify the location of travel, if known.

Purpose of Travel	Location	Item	Computation	Cost
A. Assessment Group Mtg.	San Diego	30 people	\$125 per person/day 2-day Mtg.	\$7,500
" " "	Los Angeles	30 people	\$125 per person /day-2 day Mtg.	\$7,500
" " "	San Francisco	30 people	\$125 per person/day -2 day Mtg.	\$7,500
" " "	Sacramento	30 people	\$125 per person/day -2 day Mtg.	\$7,500
C. Instructor Course	various statewide	20/class @10 resident & 10 commuter	\$70/student subsistence commuter based on 20 classes. \$644 per resident student \$175 travel expense/resident student/ 20 classes \$350/X 20 students/ X 20 courses	\$14,000 \$128,800 \$35,000 \$140,000
D. Field Mgmt. Trng.	various statewide	40 visits	\$625/person cost/5 days 2 persons X 40 visits \$100 travel/pers. X 2 pers. X 40	\$50,000 \$8,000
E. Community Policing Network Training	various statewide	40 students per class/ 20 commuter & 20 resident	\$50 subsistence/travel/commuter student/ X 20 students X 12 classes \$460 subsistence/resident student/ X 20 students X 12 classes \$175 travel/resident student X 20 students X 12 classes	\$12,000 \$110,400 \$42,000
F. Trng. Reimbursement	various statewide	20 students @ 10 resident & 10 commuter	\$50 subsistence/travel/commuter student/ X 10 students X 40 classes \$460 subsistence/resident student/ X 10 students X 40 classes \$175 travel/resident student X 10 students X 40 classes \$303 tuition/student/class X 20 students X 40 classes	\$20,000 \$184,000 \$70,000 \$242,400
G. Technology -based Training Advisory committee	various statewide	12 subject matter experts	\$125/day subsistence/per expert X 3 day s X 4 Mtgs. X 12 persons	\$18,000
TOTAL:				<u>\$1,104,600</u>

D. Equipment - List non-expendable items that are to be purchased. Non-expendable equipment is tangible property having a useful life of more than two years and an acquisition cost of \$5,000 or more per unit. Expendable items should be included either in the "supplies" category or in the "Other" category. Applicants should analyze the cost benefits of purchasing versus leasing equipment, especially high cost items and those subject to rapid technical advances. Rented or leased equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the procurement method to be used.

Item	Computation	Cost
<u>Computer-based, multi-media presentation equipment:</u>		
1. LCD projector (portable)		\$ 5,500
2. Laptop computer with FAX modem and docking station (to interface with projector)		\$ 5,500
3. Software (Windows/presentations/word processing/communications)		\$ 1,000
4. VCR to interface with laptop (portable)		\$ 1,750
5. Color LCD panel		\$ 3,700
6. Laser remote-control and pointer (2--one per presenter)		\$ 600
	<i>Subtotal:</i>	<u>\$18,050</u>
<u>Personal computer--desktop:</u>		
1. PC with FAX modem (consistent with State requirements)		\$ 3,100
2. Printer (laser, color capable)		\$ 1,250
3. Software (consistent with State requirements)		\$ 1,100
4. Printer toner cartridges (black and color)		\$ 380
	<i>Subtotal:</i>	<u>\$ 5,830</u>
	TOTAL:	<u>\$23,880</u>

E. Supplies - List items by type (office supplies, postage, training materials, copying paper, and expendable equipment items costing less than \$5,000, such as books, hand held tape recorders) and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the course of the project.

Supply Items	Computation			Cost
Office supplies				\$ 750
Postage/Mailing				\$1,850
Video tapes (1/2")	1500	X	\$ 2.50	\$3,750
Computer Diskettes -	2000	X	\$.60	\$1,200
Laser disks - Master	4-sides	X	\$1,675	\$6,700
Laser disks - copies	4-sides X 300 sets	X	\$12/side	\$14,400
TOTAL:				<u>\$28,650</u>

F. Construction - As a rule, construction costs are not allowable. In some cases, minor repairs or renovations may be allowable. Check with the program office before budgeting funds in this category.

Purpose	Description of Work	Cost
	Not applicable	
TOTAL		_____

G. Consultants/Contracts

Consultant Fees: For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on the project. Consultant fees in excess of \$150 per day require additional justification.

Name of Consultant	Service Provided	Computation	Cost
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Consultant and subject matter expert fees will be paid by POST.

Subtotal _____

Consultant Expenses: List all expenses to be paid from the grant to the individual consultants in addition to their fees (i.e., travel, meals, lodging, etc.)

Item	Location	Computation	Cost
------	----------	-------------	------

Subtotal _____

Contracts: Provide a description of the product or service to be procured by contract and an estimate of the cost. Applicants are encouraged to promote free and open competition in awarding contracts. A separate justification must be provided for sole source contracts in excess of \$100,000.

Item	Cost
------	------

Augment existing contract with California DOJ titled Community Policing Command-Level Course; 20 courses per year @ 16 hours per course at \$7,500 per course to presenter (\$7,500 x 20 = \$150,000).

Subtotal: \$150,000

TOTAL: \$150,000

H. Other Costs - List items (e.g., rent, reproduction, telephone, janitorial or security services, and investigative or confidential funds) by major type and the basis of the computation. For example, provide the square footage and the cost per square foot for rent, or provide a monthly rental cost and how many months to rent.

Description	Computation	Cost
Telephone		\$ 400
Printing (guidelines, instructor manuals, curriculum, resource materials)		\$17,000
Production of technology-based training programs:		
Transmission/satellite services		\$ 9,110
Video production/edit		\$28,340
Audio production/edit		\$ 3,360
Interagency fee		\$ 9,190
TOTAL:		<u>\$67,400</u>

I. Indirect Costs - Indirect costs are allowed only if the applicant has a Federally approved indirect cost rate. A copy of the rate approval (a fully executed, negotiated agreement), must be attached. If the applicant does not have an approved rate, one can be requested by contacting the applicant's cognizant Federal agency, which will review all documentation and approve a rate for the applicant organization, or if the applicant's accounting system permits, costs may be allocated in the direct cost categories.

Description	Computation	Cost
Not applicable		
TOTAL		_____

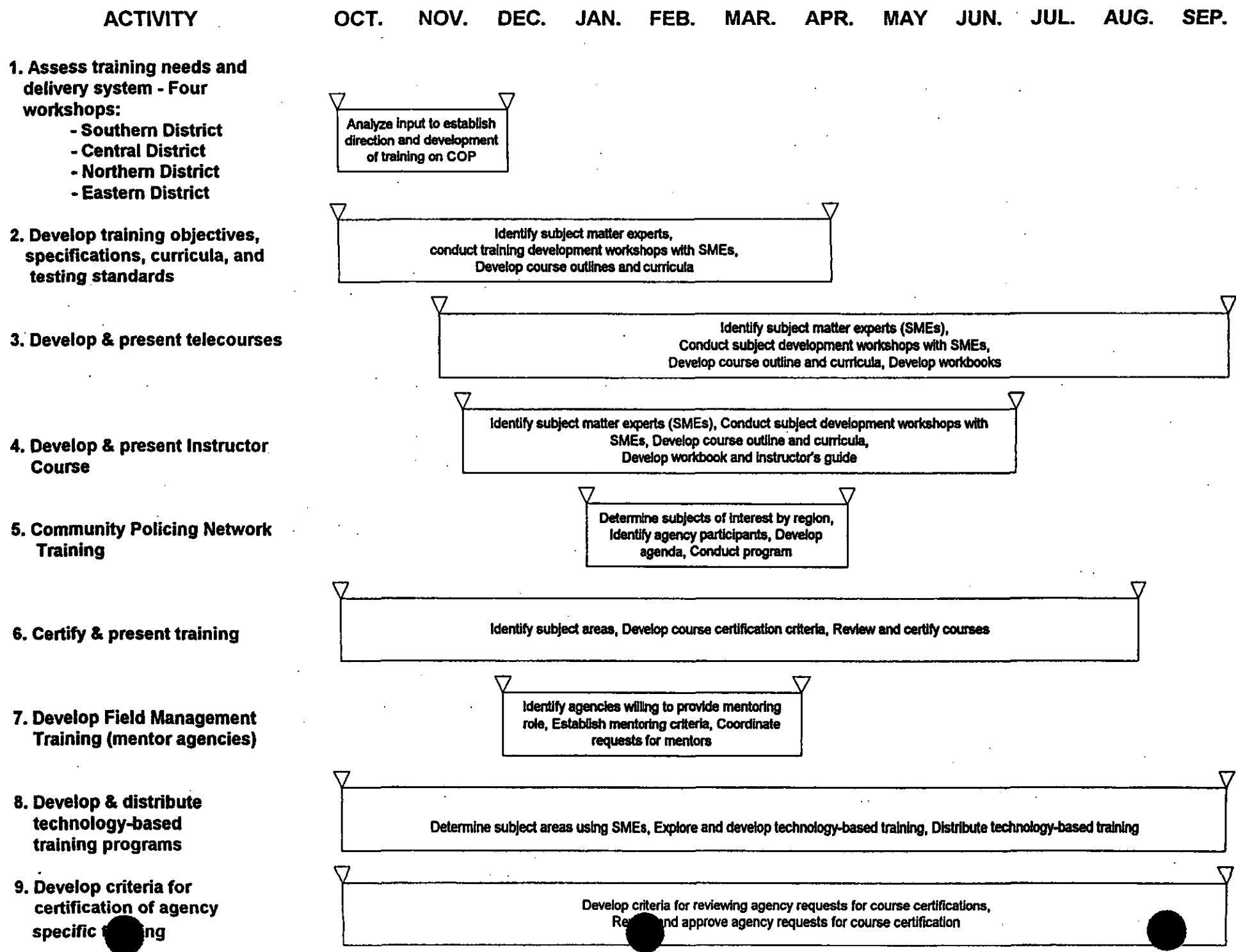
Budget Summary - When you have completed the budget worksheet, transfer the totals for each category to the spaces below. Compute the total direct costs and the total project costs. Indicate the amount of Federal funds requested and the amount of non-Federal funds that will support the project.

Budget Category	Amount
A. Personnel	\$ 190,268
B. Fringe Benefits	\$ 62,789
C. Travel	\$1,104,600
D. Equipment	\$ 23,880
E. Supplies	\$ 28,650
F. Construction	\$ -0-
G. Consultants/Contracts	\$ 150,000
H. Other	\$ 67,400
Total Direct Costs	\$1,627,587
I. Indirect Costs	-0-
TOTAL PROJECT COSTS	\$1,627,587

Federal Request _____

Non-Federal Amount _____

CALIFORNIA COMMUNITY POLICING TRAINING TIMELINE



IV. Budget

The following reflects the community policing training cost projections for assessing law enforcement needs, developing and delivering training and administering the program for one year.

A. Training Assessment Costs:

- Four California Judicial Districts:

1. San Diego - Southern
2. Los Angeles - Central
3. San Francisco - Northern
4. Sacramento - Eastern

- 24-30 members
- 2-day meeting
- 4 meetings (1 per district)

- \$125 per day subsistence per member per meeting
($\$125 \times 2 \text{ days} \times 30 \text{ members} \times 4 \text{ meetings}$) = \$30,000

TOTAL TRAINING ASSESSMENT COSTS: \$30,000

B. Training Development and Delivery

1. Instructor Course - Intensive Train-the-Trainer

- 20 per year (5 per district)
- Maximum 20 students per class
10 commuter, 10 resident
- 40 hours per course

- \$ 70 subsistence/travel--commuter
($\$70 \times 10 \text{ students} \times 20 \text{ courses}$) = \$14,000

- \$644 subsistence--resident
($\$644 \times 10 \text{ students} \times 20 \text{ courses}$) = \$128,800

- \$175 travel expenses--resident
($\$175 \times 10 \text{ students} \times 20$) = \$35,000

- \$350 tuition per student per course
($\$350 \times 20 \text{ students} \times 20 \text{ courses}$) = \$140,000

Tuition/travel/subsistence costs per course: \$15,890

TOTAL COSTS FOR 20 COURSES: \$317,800

2. **Field Management Training--Mentor Program**

- Maximum 2 persons per agency to visit mentor agency
- Maximum 5 days per visit
- Estimate 10 agencies per district (40)

- 2 persons x \$625 subsistence (\$125 per day/person) x 40 visits = \$50,000
- 2 persons x \$100 travel x 40 visits = \$8,000

Total per visit: \$1,450

TOTAL ESTIMATED COST FOR 40 VISITS: \$58,000

3. **Community Policing Network Training**

- 24 hours
- Up to 40 students
20 commuter, 20 resident
- 12 presentations throughout the State

- \$50 subsistence/travel per course per student--commuter
($\$50 \times 20 \text{ students} \times 12 \text{ presentations}$) = \$12,000
- \$460 subsistence per course per student resident
($\$460 \times 20 \text{ students} \times 12 \text{ presentations}$) = \$110,400
- \$175 travel per course per student--resident
($\$175 \times 20 \text{ students} \times 12 \text{ presentations}$) = \$42,000

Total cost per seminar: \$13,700

TOTAL COST FOR 12 SEMINARS: \$164,400

4. **Community Policing Command-Level Course**

- 16 hours per course
- Maximum 24 students per course
12 commuter, 12 resident
- 20 courses per year (5 per district)

(Course tuition paid by contract with California DOJ - \$150,000)

- \$ 35 subsistence/travel per course per student--commuter
($\$35 \times 12 \text{ students} \times 20 \text{ courses}$) = \$8,400
- \$368 subsistence per course per student--resident
($\$368 \times 12 \text{ students} \times 20 \text{ courses}$) = \$88,320
- \$175 travel expenses per course per student--resident
($\$175 \times 12 \text{ students} \times 20 \text{ courses}$) = \$42,000

Total cost for each course: \$6,936

TOTAL COST FOR 20 COURSES: \$288,720

5. Technology-Based Training:

Video Training

- 3 Videotape courses: Basic COP Overview
 Problem Solving and Skill Building
 Community Partnership

Problem Solving and Skill Building IVD Course

- 4 meetings/year
- 12 subject-matter experts (Advisory Committee)
- 24 hours per meeting

- \$125 per day subsistence per member per meeting
($\$125 \times 3 \text{ days} \times 12 \text{ members} \times 4 \text{ meetings}$) = \$18,000
- IVD development = \$67,000
- IVD reproduction = \$15,000
- Beta testing = \$10,000
- Workbook development = \$22,337

TOTAL TECHNOLOGY TRAINING DEVELOPMENT: \$132,337

C. Training Course Reimbursement

- 24 hours per course
- Maximum 20 students per course
 10 commuter, 10 resident
- 40 courses per year

- \$ 50 subsistence/travel per course per student--commuter
($\$50 \times 10 \text{ students} \times 40 \text{ courses}$) = \$20,000

- \$460 subsistence per course per student--resident
(\$460 x 10 students x 40 courses) = \$184,000
- \$175 travel expenses per course per student--resident
(\$175 x 10 students x 40 courses) = \$70,000
- \$303 tuition per student per course
(\$303 x 20 students x 40 courses) = \$242,400

Total cost for each course: **\$12,910**

TOTAL COST FOR 40 COURSES: \$516,400

D. Agency-Specific Training (presented within an agency)

-No direct cost

E. Supplies Charged to COP

- Office Supplies = \$750
- Postage/Mailing = \$1,850
- Video Tapes = \$3,750
- Computer Diskettes = \$1,200
- Laser Disk (Master) = \$6,700
- Laser Disk (Copies) = \$14,400

TOTAL SUPPLY COSTS: \$28,650

F. Equipment

Computer-based, multi-media presentation equipment:

1. LCD projector (portable) = \$5,500
2. Laptop computer with FAX modem and docking station
(to interface with projector) = \$5,500
3. Software (Windows/presentations/word processing/
communications) = \$1,000
4. VCR to interface with laptop (portable) = \$1,750
5. Color LCD panel = \$3,700
6. Laser remote-control and pointer (2--one per presenter) = \$600

Total Cost: \$18,050

Personal computer--desktop

1. PC with FAX modem (consistent with State requirements) = \$3,100
2. Printer (laser, color capable) = \$1,250
3. Software (consistent with State requirements) = \$1,100
4. Printer toner cartridges (black and color) = \$380

Total Cost: \$5,830

TOTAL EQUIPMENT COSTS: \$23,880

G. Other Costs

- Telephone = \$400
- Printing (guidelines, instructor manuals, curriculum, resource materials) = \$17,000
- Production of technology-based programs:
 - Transmission/satellite services = \$9,110
 - Video production/edit = \$28,340
 - Audio production/edit = \$3,360
 - Interagency fee = \$9,190

TOTAL OTHER COSTS: \$67,400

TOTAL ALL COSTS: \$1,627,587

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

November 8, 1995 - 2: 00 p.m.

Hyatt Regency Irvine

17900 Jamboree Boulevard

Irvine, CA

(714) 975-1234

AGENDA

- A. CALL TO ORDER
- B. POST'S Current Year Budget, Revenue and Expenditure Status

The Committee will review budgeted and actual revenues as well as training volumes for the First Quarter 1995/96. Training volume is similar to that number reimbursed during the same period last year (7,554 and 7,432, respectively). However, revenue is slightly less, as compared to last year (\$7.7 million vs \$7.9 Million). Reimbursements during the First Quarter were slightly higher than reimbursements during the same time last year. Additional updated financial information will be made available at the meeting.

- C. Status of FY 1996/97 BCP Requests

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
- o Interactive Multimedia Development Program
- o Interactive Multimedia Classroom Project
- o Emergency Tactical Spanish Language Training Program

At their request, additional information concerning these programs was provided to the staff of Department of Finance. This was followed by a conference with the staff where more details were provided. Nevertheless, the position of Department of Finance staff was to deny all of the BCPs. An appeal made to the Director of Finance is planned.

- D. Review of Expenditure Proposals on the November 9 Commission Agenda

The following proposals are on the regular Commission agenda. It is appropriate for the Committee to review these items and consider a recommendation for the full Commission:

1. Request for Approval of Contract for Administration of POST Entry-Level Dispatcher Selection Test Battery (\$5,000) (Tab H)
2. Request for Approval to Contract for Development of Basic Course Transition Comprehensive Exam (Augmentation to Proficiency Test Contract) (\$19,500) and Development of Report Writing Videos (\$57,600) (Tab I)
3. Approval of Contract with San Diego Regional Training Center for the Labor/Management Partnerships Core Course (\$75,752) (Tab J)
4. Augmentation of Contract for Master Instructors' Course (\$73,359) (Tab L)
5. Federal Grant Proposals for Community Oriented Policing Training (Tab M)

E. Funding Pressures on Basic and In-Service Training

During the past months, we have noticed increased funding pressures being exerted on basic and in-service training. This is evidenced by decisions to reduce quality or to seek additional funding through POST by way of tuitions. The serious ramifications of this were discussed by the Long Range Planning Committee. That Committee recommended the matter be referred to the Finance Committee. The report under this tab elaborates on the issues involved.

G. ADJOURNMENT

AGENCIES IN POST REIMBURSABLE PROGRAM (cont.)

Arlejo PD	12-07-60
Ventura County DA	01-01-82 B
Ventura County SO	12-22-60
Ventura PD	12-29-60
Vernon PD	10-18-62
Visalia PD	10-17-62
Walnut Creek PD	03-31-61
Waterford PD	08-05-71
Watsonville PD	01-19-61
Weed PD	07-17-71
West Covina Communication Dist *	03-09-89
West Covina PD	01-26-61
West Sacramento PD	11-30-87
West Valley Col Dist PD	01-24-83 B
Westminster PD	12-21-61
Westmorland PD	09-02-77 B
Wheatland PD	12-20-69
Whittier PD	11-30-61
Williams PD	08-19-64
Willits PD	12-15-61
Willows PD	09-19-63
Winters PD	04-02-64
Woodlake PD	06-14-62
Woodland PD	01-16-63
Yolo County Communication *	04-05-72
Yolo County SO	04-05-72
Yreka PD	12-02-61
Yuba City PD	11-15-61 I
Yuba Comm College Dist PD	04-15-91 B
Yuba County SO	03-29-64

* COMMUNICATION CENTERS IN PROGRAM
 (ELIGIBLE FOR BOTH SYSTEMS BY REGS.)
 BUT MAY OR MAY NOT USE THEM
 13 X BOTH SYSTEMS = 26

TOTALS IVD = 110
 SKT = 117

+ 13
 COMM
 CENTERS IVD = 123
 SKT = 130

* Rev. 10/16/95
 Total: 555

① \$ SKT = 2377 ② IVD = \$ 4973

1995-96 BCP REVIEW

(SVP)
FSR
per SAM

DATE: October 13, 1995

ORG NUMBER: 8120 AGENDA BCP
GROUP: NUMBER/PRIORITY: 2
DEPT: Commission on Peace Officer Standards and Training
BCP TITLE: POST Interactive Multimedia Development Program

CURRENT YEAR BUDGET YEAR
(Dollars in Thousands)

	<u>REQUEST</u>	<u>RECOMMEND</u>	<u>REQUEST</u>	<u>RECOMMEND</u>
GENERAL FUND:	--	--	\$1,000	\$0
SPECIAL FUNDS:	--	--	--	--
POSITION/PYS:	--	--	--	--

PROPOSAL: The Commission on Peace Officer Standards and Training (POST) requests a \$1,000,000 (General Fund) one-time augmentation to state operations to fund the development of two interactive multimedia training and computer-based training programs.

BACKGROUND: POST has been developing interactive multimedia training since 1986, and currently has seven multimedia courses in use or in the development process. Costs of the first seven interactive programs have been funded from existing Peace Officer Training Fund (POTF) revenues. However, due to a decline in revenues, the Commission has decided that redirection of reimbursement funding to this program should not be made to fund the development of additional multi-media courses.

The programs are a cost-effective and efficient way to meet training compliance requirements. According to POST, the cost of developing the mandated First Aid/CPR program (\$497,000), when amortized over the life cycle of the program, is approximately \$5 per peace officer. It provides on-demand training when personnel need it, at the agency's location. POST reports that agencies which use the interactive courses are able to reduce training costs, reduce training time, and provide training that is not otherwise economically available.

POST has not identified the subject matter for the two proposed training programs. Some of the possibilities include domestic violence, report writing, hazardous materials emergency management, cultural diversity, and critical incident management.

1995-96 BCP REVIEW

(GPP)
FSR

DATE: October 13, 1995

ORG NUMBER: 8120 AGENDA BCP
GROUP: NUMBER/PRIORITY: 3
DEPT: Commission on Peace Officer Standards and Training
BCP TITLE: POST Interactive Multimedia Classroom Project

	CURRENT YEAR (Dollars in Thousands)		BUDGET YEAR	
	<u>REQUEST</u>	<u>RECOMMEND</u>	<u>REQUEST</u>	<u>RECOMMEND</u>
GENERAL FUND:	--	--	\$300	
SPECIAL FUNDS:	--	--	--	
POSITION/PYS:	--	--	--	

PROPOSAL: The Commission on Peace Officer Standards and Training (POST) require \$300,000 (General Fund) as a one-time augmentation to state operations. These funds allow for the implementation and development of two Interactive Multimedia "smart" Classrooms, which will allow POST to formally evaluate this technology.

BACKGROUND: There are two existing "smart" classrooms which are used for peace officer training, one at Santa Rosa Community College and one at the San Bernardino County Sheriff's Department. Neither of these classrooms were funded by POST; therefore, POST has no control over the curriculum being used, the selection of instructors, or the manner in which the technology is used in the classroom. According to POST, in order to evaluate this technology, POST must be involved in the planning and implementation of the project.

POST asserts that it may eventually be possible to reduce the amount of reimbursement for classes taught via this method, if formal evaluation shows that the amount of classroom time can be reduced.

RECOMMENDATION: Due to the State's limited General Fund resources, we are unable to recommend approval of this proposal. Finance notes that the two existing "smart" classrooms are at sites which participate in the POST reimbursement program and appear willing to grant POST generous access in order to evaluate their effectiveness. Therefore, we

1995-96 BCP REVIEW

DATE: October 11, 1995

ESTC

ORG NUMBER: 8120 AGENDA BCP
GROUP: NUMBER/PRIORITY: 4
DEPT: Commission on Peace Officer Standards and Training
BCP TITLE: POST Emergency Tactical Spanish Language Training Program

CURRENT YEAR BUDGET YEAR
(Dollars in Thousands)

	<u>REQUEST</u>	<u>RECOMMEND</u>	<u>REQUEST</u>	<u>RECOMMEND</u>
GENERAL FUND:	--	--	\$3,000	\$0
SPECIAL FUNDS:	--	--	--	--
POSITION/PYS:	--	--	--	--

PROPOSAL: The Commission on Peace Officer Standards and Training (POST) requests a \$3,000,000 (General Fund) one-time augmentation. These funds (State Operations - \$1,000,000; Local Assistance - \$2,000,000) would allow for the development and delivery of a Spanish-language curriculum for peace officers.

BACKGROUND: According to POST, the ability of law enforcement personnel to communicate with all segments of the population has become an issue of paramount importance in California. The 1990 U.S. Census indicated that nearly eight percent of California's population speak a language other than English at home. Of these, 74 percent speak Spanish as their primary language.

Identifying a need for Spanish language training, POST completed a study to identify content areas where Spanish language training was needed, the proficiency level required, how best to deliver the training. POST identified 58 tasks performed by peace officers w/ would require the use of emergency Spanish language skills. These tasks form the founda of the content for this request.

The program would consist of development of a 40-hour classroom-based curricul workbooks, audio and videotapes, replication and duplication of all training materials interactive multimedia training course, and a 40 hour instructor training course. Costs to develop this customized job-specific training curriculum are estimated at \$1,000,000. The

Jim

SUMMARY OF PRIOR YEAR ADJUSTMENT TO RESERVES

FY 93-4 Closing Fund Balance	4,374
General Fund Augmentation	1,866
Budget Adjustment	<u>- 890</u>
Beginning Balance, FY 94-5	5,350
Budget Adjustment	890
Prior Year Expenditure Adjustments	
93-011	71
93-101	4
92-001	120
92-011	220
Asset Forfeiture Dist Fund Adj (FY 92-3)	456 (*)
Prior Year PAF Adjustments	545 (**)
Prior Year Reimbursement Adjustment	21
Misc Adj	<u>6</u>
Sub-total, Adjustments	<u>2,291</u>
Beginning Balance, Adjusted, FY 94-5	7,641

* - FY 92-3 Asset Forfeiture Distribution Fund revenues received

** - Additional FY 93-4 income from PAF & other

Reg fees	\$72,044
PAF	468,753
Doc sales	4,203

Budget Summaries - last 2 pages

Pages 647

(- in July) \$1.1 million deficit (Based on

(- in November \$51,000 Reserve) 49,000

Xrainess

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
 PEACE OFFICERS' TRAINING FUND
 (Dollars in thousands)

FILE: FUNDCOND

FUND CONDITION STATEMENT	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96 (Proposed)	1996-97 (Proposed)
268 Peace Officers' Training Fund								
BEGINNING RESERVES	5,002	8,164	5,962	2,380	4,115	5,350	8,897	5,405
Prior year adjustment	271	158	599	410	259	2,291	0	0
Reserves, Adjusted	5,273	8,322	6,561	2,790	4,374	7,641	8,897	5,405
REVENUES AND TRANSFERS								
Receipts:								
Revenues:								
Other regulatory fees		15	238	181	172	224	225	225
Penalties on traffic violations	43,207	41,132	31,142	38,661	30,459	29,746	29,755	29,755
Sales of documents	24	14	16	30	21	14	15	15
Misc services to public	17	41	45	40	35	54	55	55
Income from SMIF	1,110	1,082	363	273	93	440	440	440
Escheat of unclaimed checks and warrants	25	28	10	18	6	8	10	10
Totals, Revenues	44,383	42,312	31,814	39,203	30,786	30,486	30,500	30,500
GENERAL FUND APPROPRIATION					1,866	1,453		
Transfers to Other Funds:								
Transfer to the General Fund (Per Section 3.70/92)				-94				
Transfer to the General Fund (Per Section 14.75/92)				-273				
Transfer to the General Fund (Per Section 13.50/93)					-93			
Transfer to the General Fund (Item 8120-102-268, Budget Act of 1993)					-2,220			
Totals, Transfer to Other Funds	0	0	0	-367	-447	1,453	0	0
Totals, Resources	49,656	50,634	38,375	41,626	34,713	39,580	39,397	35,905
EXPENDITURES								
Disbursements:								
8120 Commission on POST								
State Operations	9,492	11,177	12,143	12,747	15,290	15,773	17,202	14,236
Local Assistance	32,000	33,495	23,852	24,764	14,073	14,910	16,790	21,669
Total, Expenditures	41,492	44,672	35,995	37,511	29,363	30,683	33,992	35,905
RESERVES	8,164	5,962	2,380	4,115	5,350	8,897	5,405	0
Reserve for economic uncertainties	8,164	5,962	2,380	4,115	5,350	8,897	5,405	0

* - 14 months revenue. 12 months revenue was \$34,061.

COMMISSION ON POST
CONTRACT SUMMARY
FISCAL YEAR 1995-96

FILE: 956C

HIP POCKET

<u>A. BUDGETED TRAINING CONTRACTS</u>		<u>INITIAL</u>	
		<u>BUDGET</u>	
Management Course		308,64	
011-05	CSU Humboldt		64,208
011-04	CSU Long Beach		80,695
011-03	CSU Northridge		28,166
011-06	SDRTC		77,960
011-07	San Jose State Foundation		57,620
Executive Training		537,629	
011-01	SDRTC		537,629
Supervisory Ldrship Inst		473,320	
011-13	CSU Long Beach Foundation		473,320
DOJ Training Center		1,024,803	
011-08	Dept of Justice		1,024,803
Satellite Video Tng		60,000	
011-14	San Diego State Univ		60,000
Case Law Updates		52,000	
011-17	Alameda County DA		25,000
011-18	Golden West College		25,000
Telecourse Programs		530,000	
011-12	San Diego State		530,000
Entry Level Law Enf Test Battery		45,000	
011-11	CPS		93,804
Entry Level Reading/Writing		94,000	
Misc			
Various contracts under \$10,000		60,784	22,349
		<u>3,186,185</u>	<u>3,100,554</u>
 <u>B. ADDITIONAL AUTHORIZED TRAINING CONTRACTS</u>		<u>INITIAL</u>	
		<u>BUDGET</u>	<u>ACTUAL</u>
1.	POSTRAC Testing System	230,000	0
2.	Master Instructor Program	78,839	
011-24	San Diego Regional Tng Center		78,839
3.	ICI Instructor Dev	46,000	
011-49	SDRTC		44,880
5.	PC 832 Exam	39,100	
011-10	CPS		39,078
6.	Driver Tng Simulators	260,000	
011-48	County of San Bern		71,330
011-50	Los Angeles County		118,247
011-51	San Jose PD		71,330
7.	ICI Core Course	300,000	
011-45	SDRTC		144,835
011-53	Sac Pub Saf Cntr		146,060
8.	Spanish Language Training	127,000	
	Sub-total, B	<u>1,080,939</u>	<u>714,599</u>

C. TUITION COURSES TO CONTRACTS

1,657,876

1. Basic Narcotics			
011-37	Orange Co SD		57,434
2. Basic Motorcycle			
011-46	San Bern PD		644,196
011-44	San Diego PD		69,060
011-42	CHP		65,460
3. Driver Training			
011-46	San Bern PD		(incl above)
011-15	Alameda County SD		16,150
011-35	Oakland PD		30,400
011-60	Los Medanos		67,830
011-66	Evergreen Valley College		113,050
011-68	Allan Hancock College		3,230
011-69	SD PD		87,210
011-70	Ventura Co CJPT		34,200
011-65	Sacramento PD		28,500
	Sub-total, C	<u>1,657,876</u>	<u>1,216,720</u>
	Sub-total, B & C	<u>2,738,815</u>	<u>1,931,319</u>
	TOTAL, ALL CONTRACT	<u>5,925,000</u>	<u>5,031,873</u>

FUNDING SOURCES

Training Contracts Budget	<u>3,100,000</u>
Transfer from Trng Reimb	<u>2,825,000</u>

COMMISSION ON POST
CONTRACT SUMMARY
FISCAL YEAR 1995-96

FILE: 956CONTR

<u>A. BUDGETED TRAINING CONTRACTS</u>			<u>INITIAL</u>	<u>ACTUAL</u>
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			<u>BUDGET</u>	
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2. Master Instructor Program			78,839	
011-24	San Diego Regional Tng Center			78,839
3. ICI Instructor Dev			46,000	
011-49	SDRTC			44,880
5. PC 832 Exam			39,100	
011-10	CPS			39,078
6. Driver Tng Simulators			260,000	
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8. Spanish Language Training			127,000	
Sub-total, B			<u>1,080,939</u>	<u>714,599</u>

C. TUITION COURSES TO CONTRACTS

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	Sub-total, C	<u>1,657,876</u>	<u>1,216,720</u>
	Sub-total, B & C	<u>2,738,815</u>	<u>1,931,319</u>
	TOTAL, ALL CONTRACT	<u>5,925,000</u>	<u>5,031,873</u>

FUNDING SOURCES

Training Contracts Budget	<u>3,100,000</u>
Transfer from Trng Reimb	<u>2,825,000</u>

JGW

see B-2 First Quarter Report
Review ANALYSIS

Brief Review of First Quarter Report which ~~is~~ is contained
under TAB B of COMMISSION BINDER - If NO QUESTIONS - DISCUSS
FINANCIAL UPDATE AS OF 10-31-95
updated information which includes the fourth month of October

A. FISCAL INFORMATION THROUGH OCTOBER 1995

- Attachment 1: Reimbursed Trainees by Category
- Attachment 2: Reimbursement by Course Category
- Attachment 3: Reimbursement Expense Categories

B. COMPARISON OF REVENUE BY MONTH

* Attachment 4: Updated chart for revenues received through
October 1995. Annual revenues are projected to be \$30.5
million (as per the initial estimate.)

C. FY 95-6 REIMBURSEMENT PROJECTION

* Attachment 5: Revised reimbursement projection

D. FY 95-6 EXPENDITURE SUMMARY

* Attachment 6: Initial projection (July 1995)

* Attachment 7: Revised projection. This is based on current
average costs per trainee, includes a prior year revenue
adjustment, and includes new contracts before the Committee.

E. SUMMARY

We are only four months into the fiscal year. Staff will
continue to monitor the above and report to the Committee at
its next meeting in January 1996.

Certificate
Cancellation
ISSEE

A.G. Spinson on
Hearing officer @ availability
② Cost
③ qualification

Verd.
Commission
mtg.
1/18/96

COMMISSION ON POST

NUMBER OF REIMBURSED TRAINEES BY CATEGORY

THRU Oct, 1996

OCTOBER 1995

COURSE	1994-95			1995-96		
	Actual Total For Year	Actual July-Oct	% of Total	Projected Total For Year	Actual July-Oct	% of Projection
Basic Course	1,773	286	16%	2,000	622	31%
Dispatchers - Basic	334	93	28%	330	98	30%
Advanced Officer Course	3,791	946	25%	3,810	996	26%
Supervisory Course (Mandated)	490	85	17%	450	124	28%
Management Course (Mandated)	283	53	19%	300	54	18%
Executive Development Course	493	160	32%	580	174	30%
Supervisory Seminars & Courses	3,320	870	26%	3,500	1,033	30%
Management Seminars & Courses	1,883	353	19%	2,000	297	15%
Executive Seminars & Courses	481	89	19%	500	99	20%
Other Reimbursement	0	0	0%	0	0	0%
Tech Skills & Knowledge Course	33,370	9,155	27%	34,000	7,658	23%
Field Management Training	12	2	17%	20	6	30%
Team Building Workshops	527	132	25%	600	135	23%
POST Special Seminars	811	163	20%	850	84	10%
Approved Courses	51	26	51%	60	17	28%
TOTALS	47,619	12,413	26%	49,000	11,397	23%

In comparing 94/95 with this same period in 95/96

There has been:
 ONE THOUSAND TRAINEE REDUCTION JULY-OCT 94/95 AS COMPARED W/ SAME PERIOD 95/96
 12,413 v.s. 11,397
 TECH SKILLS TRAINING DOWN
 BASIC COURSE TRAINING SIGNIFICANTLY UP 286 TO 622 (117% INCREASE)
 BASIC COURSE IS HIGH COST ITEM -

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

COURSE	1994-95	1995-96		
	Total For Year	Actual July-Oct	October	Actual July-Oct
Basic Course	\$1,651,255	\$275,806	\$141,800	\$593,986
Dispatchers - Basic	239,027	47,083	49,773	73,425
Advanced Officer Course	243,688	85,863	20,453	65,187
Supervisory Course (Mandated)	319,135	61,929	41,940	71,896
Management Course (Mandated)	272,991	49,968	42,480	53,433
Executive Development Course	300,243	95,730	45,015	120,764
Supervisory Seminars & Courses	1,344,480	330,489	172,968	412,269
Management Seminars & Courses	617,117	88,148	23,699	77,094
Executive Seminars & Courses	158,388	15,847	10,557	22,696
Other Reimbursement	0	0	0	0
Tech Skills & Knowledge Course	8,907,986	2,275,009	927,814	2,216,430
Field Management Training	6,910	903	47	2,158
Team Building Workshops	228,547	56,624	13,566	69,821
POST Special Seminars	145,410	42,952	7,800	29,704
Approved Courses	7,377	2,114	1,479	4,391
Training Aids Technology	16,865	4,542	0	0
TOTALS	\$14,459,419	\$3,433,007	\$1,499,391	\$3,813,254

- While overall training numbers are down,
- Reimbursement (or pay out) is up by \$380,247 due to increased trainees in High-Cost areas -

2

COMMISSION ON POST

SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1994-95 Total	1994-95 July-Oct	1995 October	1995-96 July-Oct
Resident Subsistence	\$7,827,698	\$1,899,701	\$796,625	\$1,952,316
Commuter Meal Allowance	858,755	167,336	\$112,088	\$280,951
Travel	2,595,716	646,495	\$276,072	\$708,152
Tuition	3,159,663	714,211	\$314,606	\$871,835
Salary	722	722	\$0	\$0
Training Aids Technology	16,865	4,542	\$0	\$0
TOTALS	\$14,459,419	\$3,433,007	\$1,499,391	\$3,813,254

pay out in areas of subsistence, commuter meals, travel
and tuition are all up - by total of some \$380,247
as noted earlier -

W

File: 9596REV

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1994-95 AND 1995-96

Revenue 94/95 (First 4 mos.) 10.4 million
Revenue 95/96 10.2 million
Difference of about 200,000 (or specifically \$180,696)

MO	1994-95		CUMULATIVE TOTAL	1995-96			% OF EST	CUMULATIVE TOTAL	% OF EST	
	PENALTY ASSESMENT FUND	OTHER		CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT FUND	OTHER **				TOTAL
JUL	2,435,532	2,592	2,438,124	2,500,000	2,468,334	3,371	2,471,705	98.87%	2,471,705	98.87%
AUG	2,829,120	4,678	5,271,922	5,000,000	2,862,613	15,199	2,877,812	115.11%	5,349,517	106.99%
SEP	2,666,819	6,558	7,945,299	7,500,000	2,409,839	8,653	2,418,492	96.74%	7,768,009	103.57%
OCT	2,488,567	27,102	10,460,968	10,000,000	2,539,486	11,431	2,550,917	102.04%	10,318,926	103.19%
NOV	2,550,039	25,449	13,036,456	12,500,000			0	0.00%	10,318,926	82.55%
DEC	2,375,259	12,174	15,423,889	15,000,000			0	0.00%	10,318,926	68.79%
JAN	1,952,219	212,516	17,588,624	17,750,000			0	0.00%	10,318,926	58.13%
FEB	2,267,572	25,589	19,881,785	20,250,000			0	0.00%	10,318,926	50.96%
MAR	2,635,857	49,711	22,567,353	22,750,000			0	0.00%	10,318,926	45.36%
APR	2,438,613	13,444	25,019,410	25,250,000			0	0.00%	10,318,926	40.87%
MAY	2,609,646	27,795	27,656,851	27,750,000			0	0.00%	10,318,926	37.19%
JUN	2,496,727	332,056	30,485,634	30,500,000			0	0.00%	10,318,926	33.83%
TOT	29,745,970	739,664	30,485,634	30,500,000	10,280,272	38,654	10,318,926	33.83%	10,318,926	33.83%

** - Includes \$19,834 from coroner permit fees (per Ch 990/90)

Revenue is down - continuing effects of court reassignment Act and other economical factors

Revenue (is about \$200,000 (or \$180,696) off 10,460,968 v.s. 10,280,277 (10.4) (10.2)

95-96 Revenue Projection

First 4 months: $(10,280,272 \div 4) \times 12 = \$30,840,816$ (Penalty assessment monies) + \$500,000 Interest & fees projection = \$31,340,816

COMMISSION ON POST
 REIMBURSEMENT BY CATEGORY OF EXPENSE
 FY 95-96 REIMBURSEMENT PROJECTION
 (AS OF 10-31-95)

FILE: 956PROJ1A

COURSE CATEGORY	## OF TRAINEES	RESIDENT SUBSIST	CMTR MEAL ALLOWANCE	TRAVEL	TUITION	TOTAL
BASIC CRS	2,000	514,428	513,415	344,199	570,150	1,942,192 ^{per cat #971}
DISPATCHERS BASIC	330	182,059	21,309	43,880	0	247,247 ^{#749}
AO COURSE	3,810	55,911	97,897	95,548	0	249,356
SUPV CRS	450	192,622	18,000	50,291	0	260,913
SUPV SEM & CRS	3,500	729,274	11,222	362,218	311,780	1,414,494 ⁴⁰⁴
MANAGEMENT CRS	300	250,478	1,778	44,600	0	296,856
MGMT SEM & CRS	2,000	145,926	13,522	58,323	319,463	537,234
EXEC DEV COURSE	580	302,997	1,813	97,737	0	402,547
EXEC SEM & CRS	500	87,242	2,465	24,919	0	114,626
OTHER REIMB CRS	0	0	0	0	0	0
TECH SKILLS	34,000	5,454,238	342,571	1,685,304	2,499,900	9,982,013 ²⁹³
FIELD MGMT TNG	20	13,530	0	6,560	0	20,090
TEAM BLDG WKSHPS	600	117,209	960	6,387	196,901	321,456
SPECIAL SEMINARS	850	213,998	1,052	85,526	0	300,576
APPROVED COURSES	60	11,485	819	3,194	0	15,498
TOTAL	49,000	8,271,395	1,026,822	2,908,687	3,898,194	16,105,098
Inc due to inc in Basic Crs hours		322,920	362,080			685,000
		8,594,315	1,388,902	2,908,687	3,898,194	16,790,098

— These figures ^{are} based on average cost per trainee. Figures are significant in that they show that based on 49,000 trainees - trainee reimbursement is projected to be \$16,790,098 for this fiscal year.

You can also get a sense of the average cost per trainee for individual courses -

5

BUDGET Summary

FILE: 956PRO1

*Refresh your
recollection:
IN July we reported:*

COMMISSION ON POST
FISCAL YEAR 1995-96
(INITIAL) *JULY*

EXPENDITURE SUMMARY		CONTRACT SUMMARY	
RESOURCES		APPROVED TRAINING CONTRACTS	
	31,753,003		
Revenue Projection	30,500,000 (A)	Management Course	308,649
Prior Year Savings	1,253,003	Executive Training	537,629
EXPENDITURES:		Supervisory Ldrship Inst	473,320
ADMINISTRATION	10,180,000	DOJ Training Center	1,024,803
TRAINING CONTRACTS/LA <i>Local assistance</i>	6,835,000	Satellite Video Trng	60,000
Contracts:	5,925,000	Case Law Updates	52,000
Letters of Agreement	800,000	Telecourse Programs	530,000
Conf Room Rental	110,000	Basic Course Prof Exam	45,000
TRAINING REIMBURSEMENT	15,917,863	Basic Narcotic, Motorcycle, and DT	1,657,876
Trainees: 49,000		Master Instructor Program	78,839
Subsistence	8,427,630	ICI Core Course	300,000
Commuter meals <i>details</i>	1,279,319	POSTRAC	230,000
Travel	2,704,056	PC 832 Exam	39,100
Tuition	3,508,858	ICI Instructor Update	48,000
sub-total	15,917,863	Driver Training Sims	260,000
Available for	0	Spanish Language Training	127,000
Training Development		Entry level reading/writing	94,000
Training Presentation		Misc Contracts	60,784
Satellite Antennas/IVD	0	Total	5,925,000
EXPENDITURES, TOTAL	32,932,863		
RESERVES/DEFICIT	-1,179,860		

A - Projection for FY 95-6 based on 12 months FY 94-5 revenue plus an estimate for interest income.
(FY 95-6 revenues, as reflected in the Governor's Budget, were initially budgeted at \$34.584 million.
This was revised to \$33.356 million.)

*total Expenditures of \$32.9 million as
against 31.7 in Resources -
Leaving a \$1.17 million deficit*

Budget Summary as we see it, as of 10/31/95

FILE: 956PRO2

COMMISSION ON POST
FISCAL YEAR 1995-96
(AS OF 10-31-95)

EXPENDITURE SUMMARY		CONTRACT SUMMARY	
RESOURCES	34,044,003		
Revenue Projection	30,500,000 (A)	APPROVED TRAINING CONTRACTS	
Prior Year Savings	1,253,003	Management Course	308,649
Prior Year Revenue Adjustments	2,291,000	Executive Training	537,629
EXPENDITURES:		Supervisory Ldrship Inst	473,320
ADMINISTRATION	10,136,000	DOJ Training Center	1,024,803
TRAINING CONTRACTS/LA	7,066,211	Satellite Video Tng	60,000
Contracts	6,156,211	Case Law Updates	52,000
Letters of Agreement	800,000	Telecourse Programs	530,000
Conf Room Rental	110,000	Basic Course Prof Exam	45,000
TRAINING REIMBURSEMENT	16,790,098	Basic Narcotic, Motorcycle, and DT	1,657,876
Trainees: 49,000		Master Instructor Program	78,839
Subsistence	8,594,315	ICI Core Course	300,000
Commuter meals	1,388,902	POSTRAC	230,000
Travel	2,908,687	PC 832 Exam	39,100
Tuition	3,898,194	ICI Instructor Update	46,000
sub-total	16,790,098	Driver Training Sims	260,000
Available for	0	Spanish Language Training	127,000
Training Development		Entry level reading/writing	94,000
Training Presentation		Misc Contracts	60,784
Satellite Antennas/IVD	0	Total	5,925,000
EXPENDITURES, TOTAL	33,992,309	ADDITIONAL APPROVED CONTRACTS	
RESERVES/DEFICIT	51,694	Dispatcher Sel Test Battery	5,000
		Proficiency Test Contract Aug	19,500
		Report Writing Videos	57,800
		Labor Management Core Course	75,752
		Master Instructor Course Aug	73,359
		Total	231,211
		TOTAL	6,156,211

A - Projection for FY 95-6 based on 12 months FY 94-5 revenue plus an estimate for interest income.
(FY 95-6 revenues, as reflected in the Governor's Budget, were initially budgeted at \$34.584 million.
This was revised to \$33.356 million.)

\$33.99 million expenditures against \$34.0K million Resources - Leaving a \$51,694 Reserve

The 2.29 million results from a number of circumstances including:

But as you can see we are still narrowly keeping pace with expenditures. Post projections are generally conservative.

- 1) Prior Year Penalty Assessment Fund Adjustments (Accrual Accounting)
- 2) Delayed Submittal of Asset Forfeiture Funds
- 3) An earlier computation error
- 4) And other Prior Year Adjustments

Lag in Reserve

ADMINISTRATIVE .PROGRESS REPORT

November 2, 1995

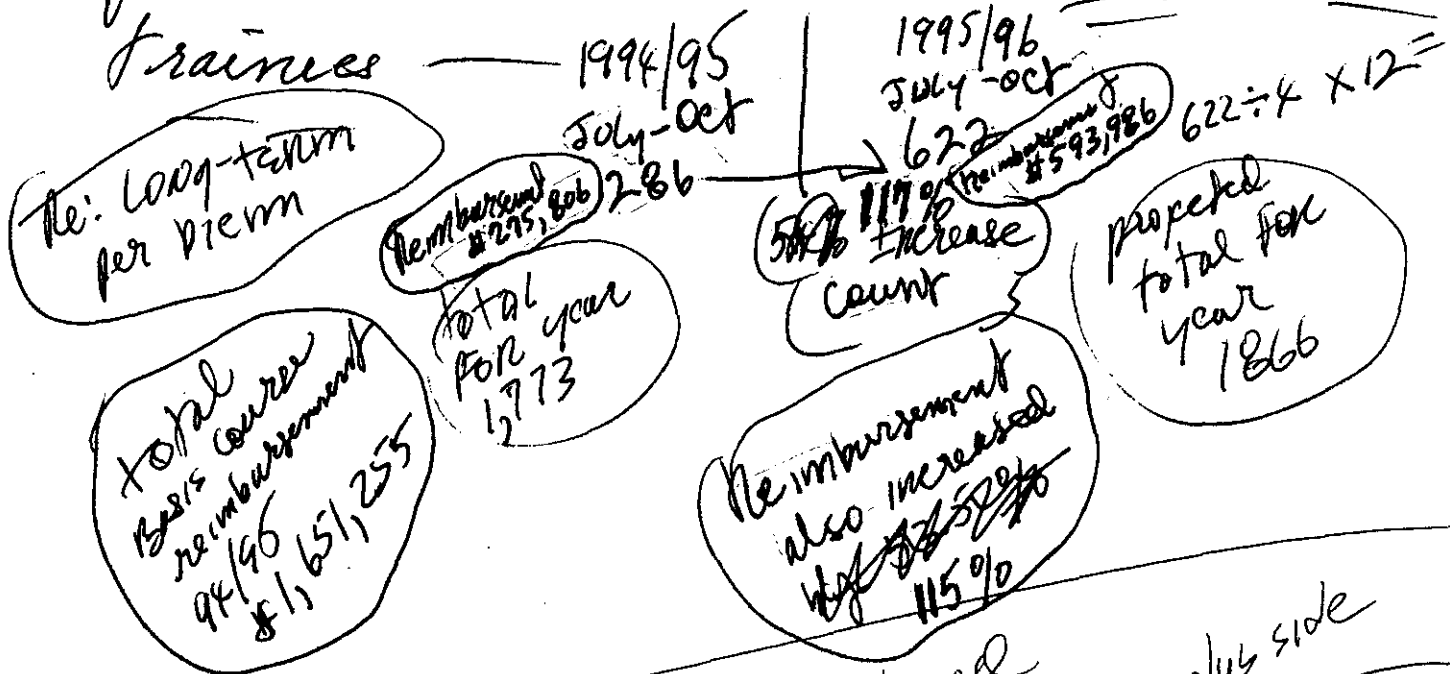
Subject: Financial Update

Penalty Assessment

The cumulative total of revenue to the POTF at the end of the first four months of this fiscal year is \$10,280,272. This amounts to \$139,766 (1.34% decrease) less than the \$10,420,038 received during the similar period last fiscal year. The monthly average for revenue this fiscal year has been \$2.57 million. When projected out for the full fiscal year the anticipated total would be approximately \$30.84 million, within range of the projection reported to the Commission at its July, 1995 meeting.

Meanwhile, reimbursable trainees during the first four months of this fiscal year have amounted to 11,397, or 1,016 (8% decrease) less than the number reimbursed during the same time last fiscal year (12,413). The training volume is somewhat less than anticipated at the beginning of this fiscal year.

Nevertheless, expenditures are up because of substantial increase in Basic Course trainees



Contracts
 \$5.9 million encumbered
 \$5.0 million used
 \$900,000 on the plus side

File: 9596REV

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1994-95 AND 1995-96

1994-95				1995-96							
MO	PENALTY ASSESSMENT FUND	OTHER	CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESSMENT FUND	OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST	
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			0	0.00%	10,318,926	82.55%	
DEC	2,375,259	12,174	15,423,889	15,000,000			0	0.00%	10,318,926	68.79%	
JAN	1,952,219	212,516	17,588,624	17,750,000			0	0.00%	10,318,926	58.13%	
FEB	2,267,572	25,589	19,881,785	20,250,000			0	0.00%	10,318,926	50.96%	
MAR	2,635,857	49,711	22,567,353	22,750,000			0	0.00%	10,318,926	45.36%	
APR	2,438,613	13,444	25,019,410	25,250,000			0	0.00%	10,318,926	40.87%	
MAY	2,609,646	27,795	27,656,851	27,750,000			0	0.00%	10,318,926	37.19%	
JUN	2,496,727	332,056	30,485,634	30,500,000			0	0.00%	10,318,926	33.83%	
TOT	29,745,970	739,664	30,485,634	30,500,000	10,280,272	38,654	10,318,926	33.83%	10,318,926	33.83%	

** - Includes \$19,834 from coroner permit fees (per Ch 990/90)

FY 95-6 REVENUE PROJECTION

First 4 months: (\$10,280,272 / 4) x 12 =	30,840,816
Projected Other Rev (interest & fees)	500,000
Total	31,340,816

$$\begin{array}{r} 10,460,968 \\ 40,930 \\ \hline 10,420,038 \end{array}$$

$$\begin{array}{r} 10,420,038 \\ - 10,280,272 \\ \hline 139,766 \end{array}$$

1.34% decrease

$$\begin{array}{r} 10,318,926 \\ 38,654 \\ \hline 10,280,272 \end{array}$$

File: 9596REV

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1994-95 AND 1995-96

1994-95

1995-96

MO	PENALTY ASSESMENT		CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESMENT		OTHER **	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST
	FUND	OTHER			FUND						
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%	
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TOT	29,745,970	739,664	30,485,634	30,500,000	10,280,272	38,654	10,318,926	33.83%	10,318,926	33.83%	

** - Includes \$19,834 from coroner permit fees (per Ch 990/90)

M e m o r a n d u m

DATE: October 20, 1995

TO: POST Commissioners

FROM: DEVALLIS RUTLEDGE, Chairman
Long Range Planning Committee
Commission on Peace Officer Standards and Training

SUBJECT: REPORT OF THE LONG RANGE PLANNING COMMITTEE

The Committee met in the office of Commissioner Block in Monterey Park on October 12, 1995 at 1:00 p.m. Present in addition to myself, were Commissioners Block, Leduc, Hall-Esser, Rutledge, and Campbell. Staff present were Norman C. Boehm, Glen Fine, and Jody Buna. Also present were Jerry Shadinger, Joe De Ladurantey, and Tom Esensten.

Strategic Planning

Sheriff Shadinger and Chief De Ladurantey, members of the Strategic Planning Steering Committee, along with Tom Esensten, Consultant, were present to provide the Committee with an update on the Steering Committee's activities to date. Following the briefing and discussion, the consensus was that directions being pursued are highly appropriate. It was also noted that members of the Steering Committee are devoting a great deal of their time to this project, and Commissioners are highly appreciative of this contribution.

Law Enforcement Summit Meeting

The recent O. J. Simpson trial featured highly publicized criticisms of police performance. Allegations include investigative errors, planting of evidence, and racism. There is concern that such allegations may have eroded public confidence in the competence and integrity of law enforcement. The Long Range Planning Committee discussed the desirability of convening a meeting of the representatives of key California law enforcement associations, prosecutors, judges, news media, and perhaps others. Members of the Committee believe that such a meeting is appropriate and that members of the Commission should participate. It is recommended that the full Commission discuss and consider endorsing sponsorship of a "summit" meeting.

Funding Pressures on Basic and In-Service Training

The Committee received briefings and discussed current trends that both jeopardize the quality and effectiveness of POST-certified training and exert pressures for POST to accept greater obligations for reimbursing presentation costs. Across the board budget cuts are forcing more state and local public agencies to seek recovery of law enforcement training presentation costs through charging of tuition. Community colleges are reducing support by both dropping law enforcement training courses and by cutting resources allocated to remaining courses.

Most ominous is resource reduction in community college represented Basic Academies. These reductions threaten integrity of the Basic Course, student safety, and confidence in the training product. One academy has recently been decertified by POST for these reasons.

Following discussion, Committee consensus was that the Commission's Finance Committee review these matters and consider funding issues and solutions.

Marshals' Basic Training Requirement

This issue will be before the Commission on the regular agenda. Pending review of the final staff report and Commission discussion, the Committee consensus was that suggested modification of the standard is appropriate.

Update on Student Workbook Project

Last year the Commission approved a contract (\$99,381) to develop student workbooks covering six domains of the Basic Course. Work by the contractor has progressed to the development of a prototype. The Committee reviewed the prototype and was impressed with its organization. The staff report included expectations that these workbooks will prove highly effective. This matter is reported for information only at this time. Final products are expected by August 1, 1996.

Certificate Cancellation Task Force Recommendations

The Committee received a summary report of recommendations that will be reviewed by the Labor Management Forum and the POST Advisory Committee. Recommendations are expected to be before the Commission as part of the Advisory Committee's report.

ADJOURNMENT - 3:25 p.m.

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

Legislative Review Committee
Thursday, November 9, 1995
Hyatt Regency, Irvine, CA
(619) 232-3861

AGENDA**9:00 A.M.****Attachment**

- A. AB 1571 Humane Societies and Officers** **A**
- POST received a request from the Governor's Office when AB 1571 passed the State Legislature. Attachment A is an analysis sent to the Governor's Office and is before the Committee for information purposes. AB 1571 was subsequently signed into law as Chapter 95-0806.
- B. Final Results of 1995 Legislative Session for Active Legislation** **B**
- Attachment B is a chart showing the results of 1995 active legislation for which the Commission has taken positions.
- C. Final Results of 1995 Informational Legislation** **C**
- Attachment C is a chart showing the results of informational legislation that are outside the scope of the Commission's responsibility but are tracked for potential impact upon POST or law enforcement.
- D. Legislative Proposals for 1996** **D**
- The Legislative Review Committee routinely considers legislative proposals for the coming year at its November meetings. Attachment D identifies some possible legislative proposals for 1996 that the Committee may wish to consider. The Committee may wish to consider other legislative proposals beyond those listed.

BILL ANALYSIS		State of California COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING 1601 Alhambra Boulevard Sacramento, California 95816-7083	
TITLE OR SUBJECT Humane Societies and Officers		AUTHOR Assemblyman Caldera	BILL NUMBER AB 1571
		RELATED BILLS	DATE LAST AMENDED 9-1-95
SPONSORED BY Peace Officers Research Association of California			
BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)			
<u>GENERAL:</u>			
AB 1571 would provide that:			
<ol style="list-style-type: none"> 1. On and after 7-1-96, persons appointed as humane officers and their appointing agencies must meet specified requirements. 2. Humane officers designated as level 1 or 2 may exercise the powers of a peace officer at all places within the state in order to prevent the perpetration of any act of cruelty upon any animal and may use necessary force to make arrests and serve search warrants. 3. Level 1 humane officers would be authorized to carry firearms upon satisfactory completion of the basic training required for a level 1 reserve peace officer as specified by POST. 4. Level 2 humane officers would not be authorized to carry firearms but would be required to complete the course of training related to powers of arrest for a peace officer specified in Penal Code Section 832. 5. Both level 1 and 2 humane officers would be required to additionally complete a course of 20 hours or more on animal care sponsored by an accredited postsecondary institution or any other provider approved by the California Veterinary Medical Association and a 40-hour course on state humane laws and the powers and duties of humane officers sponsored by an accredited postsecondary institution, law enforcement agency, or the State Humane Association of California. 6. Existing humane officers, who are peace officers, may continue to serve as humane officers until the expiration of their term of appointment only if the appointing agency maintains records documenting that the appointing agency (humane societies and societies for the prevention of cruelty to animals) must have separate resolutions for each humane officer appointed by a superior court judge. Humane societies are required to fingerprint humane officer applicants and meet all of the statutorily-required selection criteria for peace officers. 			
OFFICIAL POSITION <i>None</i>			
ANALYSIS BY <i>Neal Snow</i>	DATE <i>9-15-95</i>	REVIEWED BY	DATE
EXECUTIVE DIRECTOR <i>Marian C. Boehm</i>	DATE <i>9-18-95</i>	COMMENT	DATE

ANALYSIS:

Humane officers in California are currently peace officers who work for or volunteer their services to humane societies. This is one of the few exceptions to the general rule of law that peace officers are employed by governmental entities, thus assuring some degree of accountability. Recent case examples reported in the press about humane officers engaging in unprofessional and illegal conduct have been the motivating factor behind AB 1571 and the need to establish more creditable standards for their appointment, exercise of peace officer powers, and their appointing authority.

One of the most significant provisions of AB 1571 is to remove humane officers from peace officer status and, instead, provide them with the powers of peace officers during the course and within the scope of their employment if they meet the above specified requirements.

The "basic training course required for level 1 reserve peace officers" currently totals 222 hours but will be increased to 664 hours effective 1-1-97 because of legislative changes to Penal Code Section 832.6 resulting from SB 1874 (1994). The 664-hour course is the same course of training as that required of regular officers. The regular basic course is designed to meet the minimum training needs of those officers who patrol and handle the full range of services and criminal situations. Without doing a job task analysis of the job performed by a humane officer, it is difficult to determine whether the regular basic course training is necessary for humane officers. For example, humane officers do not drive emergency vehicles, yet the regular basic course provides training on this subject. On the other hand, while humane officers are restricted to investigating and enforcing animal protection laws, they may very well encounter other forms of criminality in performing their duties. In which case, the regular basic course training will adequately equip them to assist other law enforcement agencies who have the primary responsibility. It is unclear whether humane officers would be eligible for the exemption from the basic course training requirements that are placed upon level 1 reserve officers as specified in Penal Code Section 832.6.

The requirement that level 1 humane officers, to be reappointed, must complete ongoing weapons training and range qualification at least every six months is consistent with others empowered to carry firearms in the line of duty. Both levels 1 and 2 humane officers are required to complete a 40-hour course every three years on the powers and duties of a humane officer. This requirement exceeds POST's continuing professional training requirement of 24 hours every two years for an officers' and supervisors' participating in the POST program. However, this may be justifiable in view of the fact that most officers and supervisors exceed the minimum CPT required training that the 40 hours for humane officers may be the only refresher training.

The appointment of level 1 humane officers is contingent upon the appointing authority satisfying the minimum selection requirements for peace officers specified in Government Code Sections 1029, 1030, and 1031 which includes no felony conviction, fingerprint check of criminal files, citizenship, at least 18 years of ages, and be of good moral character as determined by a background investigation. These appear to be reasonable.

These minimum screening and record keeping requirements of the appointing authority appear to be reasonable in view of the fact governmental employers of peace officers are also required to do so. The certification revocation provisions of AB 1571 also are necessary in the event of misconduct on the part of appointed humane officers.

COMMENTS:

AB 1571 was introduced to establish some controls and requirements on humane officers who have operated for many years without the standards and controls in place for governmental appointed peace officers. AB 1571 overcomes the problem of freelance peace officers operating without adequate screening, training, and supervision.

The Commission has not had an opportunity to review this bill nor this staff analysis, and therefore POST is unable to take a formal position at this time.

Commission on Peace Officer Standards and Training
Status of 1995 Legislation of Interest to POST
(Revised 10-20-95)

Bill No./ Author	Subject	Commission Position	Introduced										
				First Policy Committee	First Appropriations Committee (if applicable)	Floor of First House	Second Policy Committee	Second Appropriations Committee (if applicable)	Floor of Second House	To Governor for Action	Chaplered		
AB 26 (Murray)	Removes peace officer disqualification for a felony conviction in another state that is not a felony in California and requires POST to review such applicants.	Oppose	12/5	X		X							(Dead)
AB 51 (Johnson)	Election: District Attorneys, Judges, Sheriffs. Requires documentation of qualifications to be presented at time of filing.	Neutral	12/13	X	X	X	X	X	X	X	X	X	95-0729 Chapter
SB 132 (Watson)	Mandatory Domestic Violence Training: Requires domestic violence training for law enforcement officers, as defined, every two year.	Neutral w/amend.	1/23	X	X	X	X	X	X	X	X	X	95-0965 Chapter
AB 176 (Bowler)	Custodial Officers: Tear Gas: Authorizes custodial officers, as defined, to purchase, possess, transport or use tear gas weapons, if POST prescribed training has been completed.	Neutral	1/23	X	X	X	X		X	X	X	X	95-0015 Chapter
SB 338 (Campbell)	Fines and Penalties: This bill would transfer revenue received by the State from fines and penalties to the General Fund on an ongoing basis. (POST exempted per amendment).	Watch	2/17	X	X	X	X	X	X	X	X	X	95-0654 Chapter
AB 573 (Goldsmith)	Fines and Penalties: This bill would transfer revenue received by the State from fines and penalties to the General Fund on an ongoing basis. (same bill as SB 338). (POST exempted per amendment).	Watch	2/17	X	X	X	X						(2 year bill)
AB 574 (Villalargosa)	Safety Police Officers and Park Rangers of Los Angeles County: Requires POST to establish standards for and reimburse for their training.	Neutral	2/17	X	X	X	X	X					(2 year bill)
AB 854 (Hoge)	Department of Insurance: This bill would extend peace officer status to the insurance Commissioner, and reclassify the status of Chief of the Bureau of Fraudulent Claims of the Department of Insurance and designated investigators.	Neutral	2/22	X									(2 year bill)
SB 932 (Polanco)	Law Enforcement Apprenticeship Program: This bill would establish this pilot program within OCJP.	Neutral	2/23	X									(2 year bill)
SB 1008 (Costa)	Correctional Officers of Fresno County: This bill would provide peace officer status to these public officers.	Oppose	2/24	X									(Dead)
AB 1020 (Campbell)	Public Safety Training Centers: This bill would place a bond measure before voters in 1996 that would establish these centers.	Support	2/22	X	X								(2 year bill)
AB 1061 (Caldera)	Penalty Assessments: This bill would reduce penalty assessments on criminal and traffic fines and place \$100 maximum assessment regardless of the amount of base fine.	Oppose	2/23	X									(Dead)
SB 1134 (Hayden)	Health Facilities: This bill requires POST to develop guidelines and a course of instruction on responding to and enforcement of state and federal laws governing access and security of health care facilities and hospitals for law enforcement officers. Requires the basic course to include adequate instruction relating to clinic violence.	Neutral	2/24	X	X								(Dead)
SB 1204 (Ghes)	Peace Officers: California Museum of Science and Industry: This bill would authorize the executive director to appoint other peace officers.	Oppose	2/24	X	X	X	X	X	X	X	X	X	Vetoed

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Summary of Informational Bills of Interest to POST

(Revised October 20, 1995)

- | <u>Bill/Author</u> | <u>Description</u> |
|--------------------|---|
| SB 2 | (Kopp) This bill would establish term limits for local elected officials and school boards.
<u>Status: Chapter 95-0432</u> |
| ACR 10 | (Aguilar) This bill would, on and after 1-1-96, designate the second week of May of each year as Blue Ribbon Week, and would urge all citizens to annually observe these days of recognition and support for all peace officers and law enforcement agencies by wearing or displaying a blue ribbon.
<u>Status: Chapter 95-R-015</u> |
| SB 11 | (Ayala) This bill would provide that an affected local agency would not be required to comply with a state-mandated local program enacted after the bill becomes effective if an appropriation to fully fund a test claim for that program is not enacted within 16 months after approval of the claim and adoption of a statewide cost estimate of the approved claim by the Commission on State Mandates.
<u>Status: Chapter 95-0945</u> |
| SJR 16 | (Johnston) This measure would declare that the Legislature supports provisions of the Violent Crime Control and Law Enforcement Act of 1994 that allocate funds to increase the number of police officers on the streets.
<u>Status: Assembly Committee on Public Safety</u> |
| SB 43 | (Johnston) This bill would limit the authority of a chief of police and sheriff to issue concealed weapons permits to only residents of their city or county.
<u>Status: Assembly Committee on Public Safety</u> |
| AB 53 | (Murray) This bill would establish procedures for the Director of Consumer Affairs to issue a permit allowing private investigators, private security services licensees, and alarm company operators and agents to carry a pistol, revolver, or other firearm capable of being concealed.
<u>Status: Assembly Inactive File (Dead)</u> |
| SB 71 | (Johannessen) This bill would exempt from liability the issuing agency or person for injury caused by issuance, |

denial, suspension, or revocation of a licence to carry a concealable firearm.

Status: Senate Committee on Criminal Procedure

SB 74

(Leonard) This bill would authorize a peace officer to detain a person from whom a deadly weapon is seized for a reasonable length of time in order to determine whether the person has been issued a license to carry a concealed weapon.

Status: Senate Committee on Criminal Procedure

SB 112

(Hurtt) This bill would require state agencies or boards to expunge their from their records all citations, civil penalties, suspensions, or an other forms of discipline imposed if five years or more have passed since the date of these occurrences without reoccurrence.

Status: Assembly - Third Reading File

SB 135

(Maddy) This bill would provide that no public agency or emergency 911 telecommunications system or service provider, except in cases of wanton and willful misconduct or bad faith, shall be liable for any damages in a civil action for injuries, death, or loss to persons or property incurred by any person as a result of any act or omission while provisioning, adopting, implementing, maintaining, or operating an emergency 911 system or service.

Status: Senate Committee on Judiciary

SB 138

(Polanco) This bill would require the Office of Criminal Justice Planning to (1) prepare a statewide plan for the development of work intensive programs for offenders on or before July 1, 1996, and (2) develop a statewide computerized database of listings and descriptions of community services that are available for parole officer referrals. This bill would require the Board of Corrections to (1) establish minimum operational and program standards for the work intensive programs,, (2) create a licensing and inspection process, and (3) establish a training and certification process for work intensive program staff.

Status: Assembly Committee on Public Safety

AB 167

(Brulte) This bill would authorize The County of San Bernardino to establish a pilot program to deputize or appoint reserve district attorney investigators.

Status: Senate Criminal Procedures Committee

AB 175

(Bowler) This bill would require any local agency to donate the personal effects, including deactivated handguns and shooting medals, of any police officer or

deputy sheriff employed fulltime by the agency who is killed in the line of duty, to the family of the officer upon the request of the family.

Status: Chapter 95-00902

- SB 280 (Costa) This bill would authorize the Governor, by executive order, to provide for state managers, confidential, or supervisory employees to receive 3 years of additional age and 3 years of additional service credit if they retire prior to December 31, 1995.
Status: To Appropriations Suspense File
- SB 282 (Petris) This bill would make changes to the Public Safety Officers Procedural Bill of Rights Act by prohibiting any punitive action from being undertaken for any act, omission, or other allegation of misconduct if it was discovered by the public safety agency more than one year prior to the punitive action or denial of promotion, except in specified circumstances.
Status: Assembly Committee on Appropriations
- AB 290 (Cannella) This bill would add Stanislaus County to the list of specified counties which are authorized to employ custodial officers under Penal Code Section 831.5.
Status: Chaptered 95-0017
- AB 343 (Hoge) This bill would consolidate, revise, and recast existing law relevant to crime victim restitution, fines, and penalty assessments.
Status: Assembly Committee on Public Safety (Dead)
- SB 348 (Campbell) This bill would repeal the existing law that requires community colleges to charge higher fees to students who have previously been awarded a baccalaureate or graduate degree and instead authorize the imposition of these higher fees in an amount not to exceed \$50 per semester unit.
Status: Senate Inactive File (Dead)
- AB 399 (Cannella) This bill would require state and local employers to continue to provide health benefits to the spouses and dependents of peace officers killed in the line of duty.
Status: Vetoed
- AB 469 (Vasconcellos) This bill would establish a the California Industry Skills Standards and Certification Panel in the Employment Development Department for the purpose of reviewing labor force licensing,

certification, and sanction procedures in California.
Status: Assembly Committee on Appropriations

- AB 540 (Morrissey) This bill would require a final decision to be made on a citizen's complaint within six months after the investigation of the complaint is concluded.
Status: Assembly Committee on Public Safety
- AB 565 (Kaloogian) This bill would provide that a public entity is not liable for personal injury or death proximately caused by the excessive force by a peace officer in its employ unless it is proven that the peace officer's prior conduct in the line of duty made his or her use of excessive force reasonably foreseeable by the public entity.
Status: Assembly Committee on Judiciary (Dead)
- AB 581 (Hoge) This bill would exempt peace officers working off duty from the training requirements for private security officers.
Status: Assembly Committee on Consumer Protection
- AB 646 (Woods) This bill would authorize the Director of the Department of Forestry and Fire Protection to designate employees or classes of employees as peace officers provided that the primary duty of the employee shall be the enforcement of laws and regulations relating to forests, fire, and explosives.
Status: Chapter 95-0044
- AB 664 (Brulte) This bill would make reserve district attorney investigators employed by San Bernardino County peace officers.
Status: Chapter 95-0192
- AB 787 (McDonald) This bill would designate reserve park rangers as peace officers with the powers and duties authorized pursuant to Penal Code Section 830.31.
Status: Chapter 95-0054
- AB 812 (Allen) This bill would repeal existing law that makes dependents of elected public officials and peace officers eligible for student financial aid.
Status: Chapter 95-0646
- AB 830* (Speier) This bill would repeal licensing requirements administered by the Department of Justice concerning oleoresin capsicum or other use of tear gas or tear gas weapons for citizens.
Status: Chapter 95-0437
- AB 890 (Rogan) This bill would exempt reserve peace officers from voir dire in civil or criminal matters and the

prohibitions against carrying a concealed or loaded weapon.

Status: Assembly Committee on Public Safety (Dead)

- SB 1013 (Costa) This bill would require the Director of Corrections and Director of the Youth Authority to ensure that money budgeted for peace officer positions are used for that purpose.
Status: Senate Committee on Criminal Procedure (Dead)
- SB 1016* (Boatwright) This bill would expand the means for the interception of wire communications by law enforcement officers investigating certain controlled substance violations.
Status: Assembly Public Safety Committee
- SB 1024 (Johston) This bill would authorize local governments to contract of behalf of law enforcement to provide supplemental law enforcement services to private individuals or entities at their business premises.
Status: Assembly Committee on Public Safety
- SB 1055 (Solis) This bill would authorize county boards of supervisors to commence public hearings regarding the consolidation of court services in the county and to implement consolidation in the discretion of the board.
Status: Chapter 95-0517
- SB 1056 (Johannessen) This bill would require that reserve peace officers be compensated for court appearances at the same rate as entry level peace officers of the same jurisdiction.
Status: Senate Committee on Criminal Procedure
- AB 1075 (Martinez) This bill would require that \$50 of each fine collected for each conviction be deposited as specified. (Spot bill)
Status: Chapter 95-0062
- SB 1214 (Hughes) This bill would add airport law enforcement officers to the list of peace officers exempt from jury duty.
Status: Governor's Office
- SB 1236 (Watson) This bill would extend the current sunset date for traffic violator fees of June 30, 1995 to June 30, 2000.
Status: Senate Committee on Criminal Procedure (Dead)
- AB 1437 (Brulte) This bill would require governmental entities to reimburse the actual and necessary moving expenses of the peace officer or any member of his or her

immediate family when there has been a verified threat that a life threatening action may take place.

Status: Chapter 95-0666

AB 1478 (Martinez) This bill would change peace officer status for the the San Francisco Bay Area Rapid Transit District Police from Penal Code Section 830.33 to 830.1.

Status: Senate Committee on Criminal Procedure

AB 1488* (Caldera) This bill would add dispatchers within the definition of emergency rescue personnel for purposes of qualified immunity from liability. This bill would include dispatch services within the definition of emergency services, including, but not limited to, emergency advice and instruction.

Status: Senate Committee on Judiciary

AB 1571* (Caldera) This bill would classify Humane Officers as public officers under Section 830.11 and establish higher training standards in order to carry firearms.

Status: Chapter 95-0806

AB 1908 (Bowler) This bill would delete the taser as an exception to the definition of "Stun gun".

Status: Senate Committee on Criminal Procedure

State of California

Department of Justice

MEMORANDUM

To : Legislative Review Committee

Date: October 19, 1995

NORMAN C. BOEHM
Executive Director

From : Commission on Peace Officer Standards & Training

Subject: LEGISLATIVE PROPOSALS FOR 1996

The following are possible legislative proposals for 1996 that could be pursued by POST through a bill sponsor:

1. Reintroduction of AB 1020 - Public Safety Training Centers Bonds

This bill was unsuccessful during the 1995 session primarily because of the lack of support from the Governor's Office. Statewide law enforcement and other public safety associations could attempt securing such support. The possibility also exists to merge this bond measure with the bond measures related to prison construction since they both relate to public safety.

2. Restore Lost Revenue to POST

It is proposed legislation be reintroduced to restore POST funding by permanently redistributing most of the Driver Training fund to POST, Board of Corrections (STC), and the Crime Victim Programs. The attached draft legislation would increase POST revenue by approximately \$10 million annually.

3. Implementation Date for Law Enforcement Agency Accreditation

In 1992, Penal Code Sections 13550-13553 were enacted to empower the Commission to establish a law enforcement agency accreditation program. The original implementation date was July 1, 1994. Because POST received no funding for this program, the implementation date was changed in 1994 to July 1, 1996. No funding for this program is included in the 1995-96 budget nor is it contemplated for the 1996-97 budget. It is, therefore, proposed that PC 13551 be amended to delete reference to an implementation date and instead specify the program will be available when funding is received. An alternative would be to simply repeal the entire program.

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

Penal Code 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. In 1976, POST regulation establishes the training requirement as being the same training required for private citizens to carry tear gas (Penal Code Section 12403.7). This year AB 830 (Speier) was chaptered into law repealing Section 12403.7, thus allowing private citizens to purchase and possess chemical agents without any training. The Department of Justice has communicated to private security employers that as of January 1, 1996 it no longer certifies trainers for private citizen training and, therefore, to contact POST for information on private security officer training. It is proposed 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. An alternative might be to repeal this training requirement altogether, thus enabling private security personnel to carry chemical agents as any other private citizen--for self defense purposes only.

5. **Raise the Minimum Age Requirement for Peace Officers From 18 to 21**

Government Code Section 1031 specifies, among other minimum standards for California's peace officers, that the minimum age is 18 years old. Recently, POST's Task Force on Certificates recommended that POST consider efforts to upgrade minimum selection standards for peace officers and, in particular, increase the minimum age to 21. The underlying rationale for this recommendation is that it, with few exceptions, reflects existing agency requirements and would help assure more mature peace officer applicants.

The Committee may wish to consider other legislative proposals for the 1996 legislative session.

Proposed Legislation on Long Term Funding

WHEREAS, the training of Law Enforcement and Corrections personnel as well as Victim Services are compelling state priorities, and

WHEREAS, state funding for these public safety programs has experienced a 32 percent reduction in financial resources since the 1989-1990 Fiscal Year, and

WHEREAS, funding needs in these programs have continued to increase due to increased training mandates, litigation, workload, and societal expectations, and

WHEREAS, the State Penalty Assessment Fund was originally intended to provide a stable and adequate funding source for these vitally needed public safety services,

RESOLVED, that the Legislature finds and declares that law enforcement and corrections training and victim services shall continue to receive high priority for funding.

Amend Section 1464 of the Penal Code to read:

"Section 1464. state penalties on fines, penalties and forfeitures; waiver; deposit in fund; distribution

(a) Subject to Chapter 12 (commencing with Section 76000) of Title 8 of the Government Code, there shall be levied a state penalty, in an amount equal to ten dollars (\$10) for every ten dollars (\$10) or fraction thereof, upon every fine, penalty, or forfeiture imposed and collected by the Courts for criminal offenses, including all offenses, except parking offenses as defined in subdivision (i) of Section 1463, involving a violation of a section of the Vehicle Code or any local ordinance adopted pursuant to the Vehicle Code * * *. Any bail schedule adopted pursuant to Section 1269b may include the necessary amount to pay the state penalties established by this section and Chapter 12 (commencing with Section 76000) of Title 8 of the Government Code for all matters where a personal appearance is not mandatory and the bail is posted primarily to guarantee payment of the fine.

(b) Where multiple offenses are involved, the state penalty shall be based upon the total fine or bail for each case. When a fine is suspended, in whole or in part, the state penalty shall be reduced in proportion to the suspension.

(c) When any deposited bail is made for an offense to which this section applies, and for which a court appearance is not mandatory, the person making the deposit shall also deposit a sufficient amount to include the state penalty prescribed by this section for forfeited bail. If bail is returned, the state penalty paid thereon pursuant to this section shall also be returned.

(d) In any case where a person convicted of any offense, to which this section applies, is in prison until the fine is satisfied, the judge may waive all or any part of the state penalty, the payment of which would work a hardship on the person convicted or his or her immediate family.

(e) After a determination by the court of the amount due, the clerk of the court shall collect the penalty and transmit it to the county treasury. The portion thereof attributable to Chapter 12 (commencing with Section 76000) of Title 8 of the Government Code shall be deposited in the appropriate county fund and the balance shall then be transmitted to the State Treasury, with 70 percent to be deposited in the State Penalty Fund, which is hereby created, and 30 percent to remain on deposit in the General Fund. The transmission to the State Treasury shall be carried out in the same manner as fines collected for the state by a county.

(f) The moneys so deposited in the State Penalty Fund shall be distributed as follows:

(1) Once a month there shall be transferred into the Fish and Game Preservation Fund an amount equal to 0.33 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month, * * * except that the total amount shall not be less than the state penalty levied on fines or forfeitures for violation of state laws relating to the protection or propagation of fish and game. These moneys * * * shall be used for the education or training of department employees which fulfills a need consistent with the objectives of the Department of Fish and Game.

(2) Once a month there shall be transferred into the Restitution Fund an amount equal to ~~22.02~~ 42.78 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month. Those funds shall be made available in accordance with subdivision (b) of Section 13967 of the Government Code.

(3) Once a month there shall be transferred into the Peace Officers' Training Fund an amount equal to ~~23.99~~ 32.06 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month.

(4) Once a month there shall be transferred into the Driver Training Penalty Assessment Fund an amount equal to ~~25.70~~ 1.32 percent or more if necessary of the state penalty funds deposited in the State Penalty Fund during the preceding month, until the amount deposited in the Driver Training Penalty Assessment Fund, as determined by the Department of Finance, for any fiscal year provides an amount to fully fund the State's Bus Driver Instructor Training Program as defined in Sections 40070 to 40089 of the Education Code inclusive. All moneys in excess of that shall be distributed pro-rata pursuant to paragraphs (1) to (7), inclusive, and utilized in accordance with this subdivision.

(5) Once a month there shall be transferred into the Corrections Training Fund an amount equal to ~~7.88~~ 10.53 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month. Money in the Corrections Training Fund is not continuously appropriated and shall be appropriated in the Budget Act.

(6) Once a month there shall be transferred into the Local Public Prosecutors and Public Defenders Training Fund established pursuant to Section 11503 an amount equal to 0.78 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month. The amount so transferred shall not exceed the sum of eight hundred fifty thousand dollars (\$850,000) in any fiscal year. The remainder in excess of eight hundred fifty thousand dollars (\$850,000) shall be transferred to the Restitution Fund.

(7) Once a month there shall be transferred into the Victim-Witness Assistance Fund an amount equal to ~~8.64~~ 11.54 percent of the state penalty funds deposited in the State Penalty Fund during the preceding month.

(8) (A) Once a month there shall be transferred into the Traumatic Brain Injury Fund, created pursuant to Section 4358 of the Welfare and Institutions Code, an amount equal to 0.66 percent of the state penalty funds deposited into the State Penalty Fund during the preceding month, until the amount deposited in the Traumatic Brain Injury Fund, as determined by the Department of Finance, for any fiscal year equals five hundred thousand dollars (\$500,000). All moneys in excess of that amount shall be distributed pro rata pursuant to paragraphs (1) to (7), inclusive, and utilized in accordance with this subdivision.

(B) Any moneys deposited in the State Penalty Fund attributable to the assessments made pursuant to subdivision (i) of Section 27315 of the Vehicle Code on or after the date that Chapter 6.6 (commencing with Section 5564) of Part 1 of Division 5 of the Welfare and Institutions Code is repealed shall be utilized in accordance with paragraphs (1) to (8), inclusive, of this subdivision."


COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

 1601 ALHAMBRA BOULEVARD
 SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting
Wednesday, November 8, 1995
Hyatt Regency - Irvine, CA
(619) 232-3861

AGENDA

10:00 A.M.

- | | | |
|----|---|--|
| A. | Call to Order and Welcome | Chair |
| B. | Moment of Silence Honoring Peace Officers Killed in The Line of Duty | (See Attachment A) |
| | Since the last Advisory Committee meeting, the following officers have lost their lives while serving the public: | |
| | 0 Michael F. Clark, Simi Valley Police Department
0 Herbert Stovall, Peralta Community College Police Department
0 Russ Roberts, San Bernardino County Sheriff's Department | |
| C. | Roll Call and Special Introductions | |
| D. | Announcements | |
| E. | Approval of July 19, 1995 Meeting Minutes | Chair
(See Attachment B) |
| F. | Progress Report - Task Force on POST Certificates | Staff
(See Attachment C) |
| G. | Governor's Award for Excellence in Peace Officer Training | Norm Cleaver
Subcommittee Chair
(See Attachment D) |
| H. | Review of Commission Meeting Agenda and Advisory Committee Comments | Staff |
| I. | Advisory Committee Member Reports | Members |
| J. | Commission Liaison Committee Remarks | Commissioners |
| K. | Progress Report - POST Strategic Planning | Woody Williams |

- L. Election of 1996 Chairman and Vice Chairman of the POST Advisory Committee Members
- M. Old and New Business Members
- N. Next Meeting - January 17, 1996
- O. Adjournment

1:00 P.M.

Awards Screening Subcommittee Meeting

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

Updated 09/18/95

Note: Date of Incident (if different) = ()

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting
July 19, 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 Byrd, California State Sheriffs' 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
Ernest Leach California Community Colleges
Keith Miller, California Highway Patrol
Alexia Vital-Moore, Women Peace Officers' Association
Woody Williams, California Peace Officers' Association
Judith Valles, Public Member

Absent: Charles Brobeck, California Police Chiefs' Association
Don Brown, California Organization of Police and Sheriffs
Cecil Riley, California Specialized Law Enforcement
Earle Robitaille, Public Member

Commission Advisory Liaison Committee Members Present:

Raquel Montenegro
Dale Stockton
Rick TerBorch

POST Staff Present:

Glen Fine, Deputy Executive Director
Hal Snow, Assistant Executive Director
John Berner, Bureau Chief, Standards and Evaluation
Vera Roff, Executive Secretary

WELCOME TO NEW ADVISORY COMMITTEE MEMBER

Chair Valles welcomed Chief Keith Miller, newly appointed member representing the California Highway Patrol. Chief Miller fills the unexpired term of Chief Donald Menzmer who was transferred to the Redding office. The appointment will expire in September 1996.

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 to form the Certificate Task Force met via conference call in May. It was recommended that a 16-member task force consist of representatives from the POST Commission, POST Advisory Committee, March 10 pre-planning participants, and the POST Labor/Management Forum. Bud Emerson will serve as facilitator.

It is anticipated the first meeting of the Certificate Task Force will be held in early Fall.

REPORT ON PHYSICAL FITNESS STUDY

In November 1993, at the recommendation of the Advisory Committee, the Commission directed staff to prepare a publication on worksite health and fitness programs as part of the establishment of an information clearinghouse on the subject. The document has been prepared and will be distributed upon final review by legal counsel.

The Committee reviewed the publication which details the types of in-service fitness programs that are currently in place among agencies in the POST program. It contains reviews of both the published literature on worksite fitness programs and the statute and case law germane to law enforcement fitness programs.

STATUS OF GOVERNOR'S AWARD FOR EXCELLENCE IN PEACE OFFICER TRAINING

It was reported that nominations for the Governor's Award for Excellence in Peace Officer Training are due by October 15, 1995. Chairman Valles appointed Norman Cleaver, as Chairman of the Selection Committee. Other committee members include: Advisory Committee members Jay Clark, Derald Hunt, Alexia Vital-Moore, Keith Miller, Judith Valles; Dean Shelton, Governor's Liaison to Law Enforcement; and one Commissioner. The Selection Committee will meet immediately following the regular Advisory Committee meeting on November 8, 1995 to select the final three nominees for each award category.

REPORT ON STRATEGIC PLANNING ACTIVITIES

Staff reported that a Strategic Planning Steering Committee has been formed consisting of two representatives each of CPOA, CPCA, CSSA, and PORAC. The Steering Committee will receive its charter at the July 20 Commission meeting. The Advisory Committee will receive ongoing status reports as the strategic plan progresses.

REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS

Staff reviewed the November 20, 1995 Commission agenda and responded to questions and discussion of the issues.

Agenda Item E - Basic Course Transition Pilot Program

Following discussion, there was consensus that the Advisory Committee recommend approval of the proposal.

ADVISORY COMMITTEE MEMBER REPORTS

California Association of Police Training Officers

Jay Clark reported that Ron Duchene, Bakersfield Police Department, has been selected as the new 1995-96 President. Art Garrett, Alameda County District Attorney's Office, will continue to serve as the Executive Secretary.

While the summer months normally bring a slow down on in-service training classes, the Central Region is planning its annual Training Managers' Update on October 4-6, 1995 at the Red Lion Inn in Bakersfield on October 4-6, 1995.

California Association of Administration of Justice Educators

Derald Hunt reported that the 1995 Annual Conference held in April in South Lake Tahoe was so successful that CSAJE voted to hold its 1996 Conference on April 25-27 at the same location.

Mark Engquist, Cerritos College, was elected President for the 1995-96 year.

California State Sheriffs' Association

Charles Byrd reported that the first CSSA Board meeting of the year in Shasta County. Financial problems continue to be one the largest concerns facing law enforcement.

California Academy Directors' Association

Norman Cleaver reported that Hugh Foster and Sue Olivera were chosen as President and Vice-President respectively at the recent CADA meeting.

Peace Officers' Research Association of California

Joe Flannagan reported that more officers have already been killed in the line of duty during 1995 than in the 12-months of 1994. He recommended that the Advisory Committee open its meetings with a Moment of Silence in honor of officers killed in the line of duty.

MOTION - Flannagan, second - Hunt, carried unanimously to approve the recommendation.

Joe informed the group about the Museum of Tolerance at the Los Angeles County Sheriff's Department. There was much interest expressed in touring the museum, possibly in conjunction with an Advisory Committee meeting in the area.

California Community Colleges

Ernest Leach reported that community college fees will remain at \$13 and that the \$50 differential fee will sunset in January 1996. However, if the serious budget deficit for community colleges continues, it may make mid-year cutbacks necessary.

Womens Peace Officers' Association of California

Alexia Vital-Moore announced that Leisha Lekawa is the new WPOAC President. The next association meeting will be held in Irvine this week, and San Jose will be the site of the September meeting.

OLD/NEW BUSINESS

There was a discussion concerning the continued use of the term "advisory committee" for POST task forces, ad hoc committees, etc. Hal will again remind POST staff to refrain from using the term in the future.

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

8/24/95

State of California

Department of Justice

M e m o r a n d u m**DATE:** October 3, 1995**TO:** POST Advisory Committee
Labor/Management Forum**FROM:** NORMAN C. BOEHM
Executive Director
Commission on Peace Officer Standards and Training**SUBJECT:** REPORT ON POST CERTIFICATE CANCELLATION TASK FORCE

The POST Certificate Cancellation Task Force met on Tuesday, September 26 in Irvine to consider the future of POST certificates and, in particular, 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 for the meeting. Minutes of the meeting are attached.

Following discussion, there was unanimous agreement on the following recommendations.

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) 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 some requirements for POST certificate issuance and cancellation.

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.

These recommendations will be reviewed by the POST Labor/Management Forum and POST Advisory Committee. Depending upon their input, this issue will be before the Commission at its November meeting.

Attachment

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Nominations for the Governor's Award for Excellence in Peace Officer Training

<u>Individual Achievement Category</u>	<u>Nominated By</u>
Jim Duncan, Lieutenant, San Diego Regional Law Enforcement Training Center	San Diego Police Department
John Castiglia, Corporal, Sacramento Police Department	Sacramento Police Department
Paul Gunter, Officer, Vacaville Police Department	Vacaville Police Department
Thomas G. Sirkel, Sergeant, Los Angeles County Sheriff's Department	Los Angeles County Sheriff's Dept.
Neil Baldwin, Sergeant, Fullerton P.D.	Fullerton Police Department
Ray Birge, Ray Birge and Associates	Emily M. Kuszak, Director San Jose State University Department of Administration of Just.
Robert A Harms, Deputy Los Angeles County Sheriff's Dept.	Ronald C. Black, Captain Los Angeles County Sheriff's Dept.
Karel A. Swanson, Police Chief Walnut Creek Police Department	Daniel G. Givens, Police Chief El Cerrito Police Department Contra Costa County Police Chiefs' Assoc.
Leland "Terry" Cunningham, Private Consultant, Retired LAPD	Rich Saito, Facilitator Supervisory Leadership Institute
Lou Chiodo, State Traffic Officer California Highway Patrol	Steve E. Malone, Captain California Highway Patrol
Michael Bishop, Administration and Training San Diego County District Attorney's Office	Paul J. Pfingst, District Attorney San Diego County District Attorney's Office
Carlos Marquez, Officer California Highway Patrol	M.J. Hannigan, Commissioner California Highway Patrol
James E. Trimble, Police Lieutenant Hayward Police Department	Craig H. Calhoun, Acting Chief Hayward Police Department
Donald P. Savage, Commander, Division of Training and Reserve Forces, Sacramento County Sheriff's Dept.	Carol A. Daly, Chief Deputy Sacramento County Sheriff's Department

Lifetime Achievement Category

Michael R. Hillmann, Lieutenant II
Los Angeles Police Department

Larry McIntyre, Lieutenant
Fresno Police Department

Thomas E. Harrison, Captain (Retired)
Training Instructor, Orange SD

Tom Anderson, Training Consultant and
Trainer

Ronald K. Miller, Police Sergeant
Huntington Beach Police Department

Jack Norman Preston, Senior Police Analyst
Armorer, Pasadena Police Department

Bernard J. "Ben" Clark, Retired Sheriff
Riverside County Sheriff's Dept.

Organizational Achievement Category

Golden West College - Criminal Justice
Training Center

Covina Police Department

Long Beach Police Department - S.P.I.R.
Program

San Bernardino Sheriff's Frank Bland Regional
Training Center

National Interagency Counterdrug Institute

Nominated By

Willie L. Williams, Chief
Los Angeles Police Department

Ed Winchester, Chief
Fresno Police Department

Brad Gates, Sheriff
Orange County Sheriff-Coroner Dept.

Charles S. Brobeck, Chief
Irvine Police Department

Ronald Lowenberg, Chief
Huntington Beach Police Department

Robert Huff, Acting Police Chief
Pasadena Police Department

Larry D. Smith, Sheriff
Riverside County Sheriff's Dept.

Nominated By

Orange County Chiefs of Police and
Sheriffs' Association

Covina Police Department

Long Beach Police Department

San Bernardino County Sheriff's
Department

Long Beach Police Department
Irvine Police Department
San Luis Obispo County Sheriff's Dept.

Lodi Police Department

Banning Fire Department

Sacramento County Sheriff's Dept.

Visalia Police Department

Narcotics Bureau, Los Angeles Co. S.D.

Sacramento County Sheriff's Dept. (Duplicate)

San Luis Obispo Co. S.D. (Duplicate)

Folsom Police Department

San Diego Police Department

San Luis Obispo Co. S.D. (Duplicate)

L.A. Impact (Los Angeles Interagency Metropolitan
Police Apprehension Crime Task Force)

Marin County Sheriff's Department

	<p>Palm Springs Police Department Stockton Police Department Los Angeles County Sheriff's Dept. Imperial County Sheriff's Dept. Los Angeles County S.D. (Duplicate) Marin Major Crimes Task Force Corona Police Department San Luis Obispo Co. S.D. (Duplicate) Monterey County Sheriff's Department San Luis County Sheriff's Dept. (Dupl)</p>
Inglewood Police Department	<p>Oliver M. Thompson, Chief Inglewood Police Department</p>
West Covina Police Department	<p>John T Distelrath, Chief West Covina Police Department</p>
Palo Alto Police Department	<p>Chris Durkin, Chief Palo Alto Police Department</p>
Human Relations Unit, Training Division Los Angeles Police Department	<p>Keith D. Bushey, Commander Los Angeles Police Department</p>
D.A.R.E. Division, Los Angeles Police Dept.	<p>Keith D. Bushey, Commander Los Angeles Police Department</p>
Irvine Police Department	<p>Dennis Smith, Irvine Unified School Dist.</p>
Delinquency Control Institute (DCI) School of Public Administration University of Southern California	<p>Stephen R. Port, Chief Hawthorne Police Department</p>
San Jose Police Communications' Training Unit San Jose Police Department	<p>Louis A. Cobarruviaz, Chief San Jose Police Department</p>
Los Angeles County Sheriff's Department Advanced Training Bureau, Force Training Unit	<p>Gerald W. Minnis, Chief Professional Standards and Training Division Los Angeles County Sheriff's Department</p>
Drug Recognition Expert Unit, Monrovia Police Department	<p>Joseph A Santoro, Chief Monrovia Police Department</p>
Hayward Police Department	<p>Craig H. Calhoun, Chief Hayward Police Department</p>
V.T. & Associates, Victor R. Thies, President	<p>Gregory Cooper, Chief Sanger Police Department</p>
California District Attorneys Association	<p>Gregory Totten, Executive Director California District Attorneys Association</p>
Sacramento Police Department Training Section	<p>Arturo Venegas, Jr., Chief Sacramento Police Department</p>