



## POST COMMISSION MEETING

**September 21, 2023**  
**AGENDA**  
**11:00 AM**

Under Government Code section 11123(a), all meetings of a state body are open and public, and all persons are permitted to attend any meeting of a state body, except as otherwise provided in that article.

The Commission meeting will be conducted in-person at the Musuem of Tolerance - Administration Building, located at 1399 S. Roxbury Drive, Los Angeles, CA 90035. Members of the public who wish to comment during the public comment portion of the meeting may do so in person by attending the meeting.

Persons who, due to a disability, need assistance in order to participate in this meeting should, prior to the meeting, contact the Commission Assistant at (916) 227-6882 (voice), [chandler.knapp@post.ca.gov](mailto:chandler.knapp@post.ca.gov) (e-mail) and Speech-to-Speech users may dial 7-1-1 for the California Relay Service to request special accommodations.

**PLEASE NOTE: THE COMMISSION MAY TAKE ACTION ON ANY ITEM LISTED ON THE AGENDA, INCLUDING ITEMS LISTED AS DISCUSSION ITEMS.** This meeting and all public comments will be recorded.

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### **CALL TO ORDER AND WELCOME**

### **COMMISSION MEMBERS**

Alan Barcelona  
Ingrid Braun  
Rick Braziel - Vice Chair  
Jim Cooper  
P. Lamont Ewell  
Kelly Gordon  
Geoff Long - Chair  
John Marsh - Ex-Officio  
Tina Nieto  
James O'Rourke  
Michelle Rodriguez  
Eric Schmidt  
Vacant (Elected City Official)  
Vacant (Elected County Official)  
Vacant (Police Chief/Sheriff)  
Vacant (Sergeant or Below)  
Vacant (Sergeant or Below)

Vacant (Public Member)

**MOMENT OF SILENCE HONORING THE OFFICERS WHO LOST THEIR LIVES IN THE LINE OF DUTY SINCE THE LAST MEETING**

**ROLL CALL OF COMMISSION MEMBERS**

**INTRODUCTION OF POST LEGAL COUNSEL AND THE EXECUTIVE DIRECTOR**

The Commission Chair will introduce POST Legal Counsel and the Executive Director.

**POLICING IN THE UNITED STATES - PRESENTATION AND DISCUSSION WITH PROFESSOR JACK GLASER, PH.D., UNIVERSITY OF CALIFORNIA, BERKLEY**

**PUBLIC COMMENT**

The Commission Chair will advise the audience of the following:

This is the time on the agenda for public comment. This time is set aside for members of the public to comment on either items on the Commission agenda or issues not on the agenda but pertaining to POST Commission business. Members of the public who wish to speak are asked to limit their remarks to no more than five minutes each. Please be advised the Commission cannot take action on items not on the agenda.

**EXECUTIVE DIRECTOR COMMENTS**

The Commission Chair will introduce POST Executive Director, Manny Alvarez.

**A. APPROVAL OF ACTION SUMMARY AND MINUTES**

Approval of the Action Summary and Minutes from the previous Commission meeting.

- [Action Summary - June 08, 2023](#)
- [Meeting Minutes - June 08, 2023](#)

If the Commission concurs, the appropriate action would be a **MOTION** to approve the Action Summary and Meeting Minutes from the last Commission meeting.

**B. CONSENT**

1. [Report on the Incorporation of Stop Data into POST Leadership Courses](#)

This report is presented for information only. No action is required.

2. [Report on POST Strategic Plan Implementation Update](#)

This report is presented for information only. No action is required.

3. [Report on the Office of Public Affairs](#)

This report is presented for information only. No action is required.

4. [Report on Racial Identity Profiling Advisory \(RIPA\) Board 2023 Annual Report](#)

This is a report on the Racial and Identity Profiling Advisory (RIPA) Board 2023

Annual Report which includes recommendations to POST.

The report is presented for information only. No action is required.

5. [Report on Senate Bill 2 Update](#)

This item is for presented for information only. No action is required.

6. [Report on POST Workforce Diversity Stats](#)

In 2021, the Commission requested diversity data for the POST workforce on a annual basis. The attached report includes the requested date.

The report is presented for information only. No action is required.

7. [Report on Compliance with POST Regulations](#)

This item is for presented for information only. No action is required.

8. [Report on Voluntary Surrenders of Peace Officer Certifications Accepted by the Peace Officer Standards Accountability Division](#)

This is a report on voluntary surrenders of peace officer certifications accepted by the Peace Officer Standards Accountability Division between January 1, 2023 and May 19, 2023.

This report is presented for information only. No action is required.

9. [Report on Peace Officer Certification Statistics](#)

This report is presented for information only. No action is required.

10. [Report on Status of Learning Domain 3 - Principled Policing in the Community \(History of Policing\)](#)

This report is an update on the status of updates to Learning Domain 3 - Principled Policing in the Community.

This report is presented for information only. No action is required.

11. [Report on Government Code section \(GC\) 1029 Convictions and Immediate Temporary Suspensions \(ITS\)](#)

This is for information only to provide the Commission an overview of the statutory framework for Government Code 1029 convictions and the issuance of Immediate Temporary Suspensions (ITSs).

This report is presented for information only. No action is required.

12. [Report on POST Executive Office Project](#)

This report is presented for information only. No action is required.

**CERTIFICATION BUREAU**

[Report on Amendment to Commission Regulation 1003 - Employment Status Notifications and Commission Regulation 1950 - Peace Officer Selection Requirements](#)

If the Commission concurs, the appropriate action would be a **MOTION** to approve the changes as described in the staff report.

[Report on Proposed Amendment to Commission Regulation 1201 - Definitions Related to Peace Officer Certification](#)

As part of the implementation of SB 2, the Commission adopted Commission Regulation 1201 - Definitions Related to Peace Officer Certification to provide definitions specific to peace officer certification. POST staff propose to add definitions to provide clarity.

If the Commission concurs, the appropriate action would be a **MOTION** to approve the changes as described in the staff report.

[Report on Adoption of Proposed Commission Regulation 1215 - Address of Record](#)

Currently, POST does not collect an Address of Record (AOR) from individual peace officers. However, as part of the due process afforded to peace officers who are facing decertification, POST is obligated to serve an accusation to revoke a peace officer's certification to the peace officer's identified address of record on file with POST.

If the Commission concurs, the appropriate action would be a **MOTION** to approve the adoption of the regulation specified in this report and previously approved by the Commission.

## **OLD BUSINESS**

There is no Old Business.

## **NEW BUSINESS**

[The following item is submitted for New Business discussion:](#)

1. Appointment of new member to Advisory Committee:

- Request to appoint Police Services Manager Chela Cottrell, Citrus Heights Police Department to the POST Advisory Committee. If the Commission concurs, the appropriate action would be a **MOTION** to approve the appointment of Manager Cottrell.

## **FUTURE COMMISSION DATES**

Upcoming Commission Meetings will be held:

- November 29-30, 2023 - POST HQ, West Sacramento
- March 6-7, 2024 - Location TBD
- June 5-6, 2024 - POST HQ, West Sacramento

## **CLOSED SESSION**

1. Conference with Legal Counsel - Existing Litigation: Pursuant to Government Code section 11126(e)(1), the Commission hereby provides public notice that the following pending litigation matters may be considered and acted upon, as necessary and appropriate, in closed session.

a) Tamara Evans v. POST, Sacramento Superior Court, Case No. 34-2014-00164423; Eastern District of California, Case No. 2:15-cv-01951.

b) Enforcement of Investigatory Subpoena pursuant to Government Code section 11186 and Issued to Suisun City on February 21 and March 6, 2023, in accordance with Government Code section 11181.

2. Conference with Legal Counsel – Existing/Potential Litigation: Pursuant to Government Code section 11126(e)(1) and (2), the Commission hereby provides public notice that it may meet in closed session to determine whether, based on existing facts and circumstances, any matter presents a significant exposure to litigation [see Government Code section 11126(e)(2)(B)(ii)] and, if so, to proceed with closed session consideration and action on that matter, as necessary and appropriate [see Government Code section 11126(e)(2)(B)(i)], or, based on existing facts and circumstances, if it has decided to initiate or is deciding to initiate litigation [see Government Code section 11126(e)(2)(C)], or, if in the opinion of the state body on the advice of its legal counsel, based on existing facts and circumstances, there is litigation, or significant exposure to litigation, against the state body [see Government Code section 11126(e)(2)(B)(i)].

a) Former employee discrimination complaint dated June 29, 2023.

3. Evaluation of the Executive Director – The Commission will discuss the Executive Director's performance evaluation.

## **ADJOURNMENT**

## AGENDA ITEM REPORT

**Title: REPORT ON THE INCORPORATION OF STOP DATA INTO POST LEADERSHIP COURSES**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b> Brad NewMyer	<b>REVIEWED BY</b> Jim Grottkau	
<b>REPORT DATE</b> 08/22/2023	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/03/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** At the request of the Commission, POST staff will present a report regarding the current topics of the POST Leadership Courses. This report is being presented to facilitate a discussion, by the Commission, if the Racial Identity Profiling Act (RIPA) required stop data should be incorporated into the curriculum of the existing POST leadership courses.

### BACKGROUND:

**ANALYSIS:** The current POST Leadership Courses include the following courses and topics:

- Command College
  - The Law Enforcement Command College is a 14-month program designed to prepare law enforcement leaders of today for the challenges of the future. The program focuses on:
    - Development of strategic foresight needed to influence the future direction law enforcement organizations
    - Strategies to identify emerging issues and provide a proactive response

- Trend Analysis via the STEEP model (sociological, technological, economic, environmental, political)
- Methods and benefits of stakeholder engagement and information sharing to address pending community needs
- Procedural Justice and the impact of social systems on a global society

The primary goal of the Command College is to provide sitting law enforcement leaders a course with a focus on futures forecasting and innovation. Students are exposed to leaders in the field of forecasting, innovation, economics, media relations, political science, and organizational leadership from across the nation. The program is presented at a master's degree level, based on student-centered adult learning theories, placing accountability and responsibility for success on the student.

- Executive Development Course

- The Executive Development Course (EDC) is the last in a series of professional development programs offered by POST and is intended to enhance the leadership potential and capabilities of law enforcement executives. The EDC is an 80-hour course conducted in two separate one-week sessions. Completion of the EDC is a requirement for a department head to receive their POST Executive Certificate and addresses a broad range of contemporary topics, issues and trends relevant to the law enforcement executive.

- Sherman Block Supervisory Leadership Institute

- The Sherman Block Supervisory Leadership Institute (SBSLI) is a program designed to stimulate personal growth, leadership, and ethical decision-making in California law enforcement front-line supervisors. Designed and implemented in 1988 through the efforts of California law enforcement professionals and top educators and trainers, the SBSLI is an intense program based on experiential learning techniques. Students are challenged to learn new ways to resolve issues through group and individual work.

The curriculum takes students through an analysis of management (planning, organizing, directing, etc.) and leadership (inspiring, challenging, developing, etc.) and how each discipline

compliments the other. The course progresses from self-evaluation, to interpersonal evaluation, to organizational relationships.

- Management Course

- The 104-hour mandated Management Course (per Commission Regulation 1005) is designed to assist supervisors transitioning to middle managers and must be completed within 12 months of promoting or being appointed to a middle management position. The instructional goals for this course are organized under the following topics:
  - Transition to Lieutenant
  - Leadership
  - Community-Oriented Policing and Problem Solving (COP/POP)
  - Strategic Planning
  - Fiscal Management
  - Personnel Issues
  - Legal Issues
  - Critical Incident Management
  - Ethics
  - Risk Management
  - Media Relations
  - Personal and Professional Growth
  - Project Presentations and Reports

- Supervisory Course

- The 80-hour mandated Supervisory Course ([Commission Regulation 1005](#)) must be completed within 12 months of promotion or appointment to a first-level supervisory position. The Supervisory Course is organized under the following topics:

- Accountability
- Communications in a Diverse Workforce
- Conflict Management
- Counseling
- Critical Incident Management
- Decision-Making Models
- Employee Relationships
- Ethical Decision-Making
- Evaluating Employees
- Feedback: Giving and Receiving
- Internal Affairs Investigations
- Leadership Styles and Behaviors
- Power and Authority
- Recognizing and Documenting Employee Performance
- Role Identification and Transition
- Stress Management
- Team Building
- Training Employees
- Values

**RECOMMENDATION:**

This report is presented for information only. No action is required.

## AGENDA ITEM REPORT

Title: **REPORT ON POST STRATEGIC PLAN IMPLEMENTATION UPDATE**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b> Katie Strickland and Katelynn Poulos	<b>REVIEWED BY</b>	
<b>REPORT DATE</b> 07/26/2023	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/03/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** This report is provided to the Commission to summarize the implementation progress of the Commission-approved 2021 POST Strategic Plan.

**BACKGROUND:** The 2021 POST Strategic Plan was developed with extensive input, both internally and externally, and contains goals and objectives that will enhance POST as an organization, as well as direct POST's efforts and resources to meet the emerging needs of the law enforcement community. During the development of updating objectives and strategies, equal consideration was given to ensure the plan would remain relevant to the daily efforts of the organization.

The POST Strategic Plan was approved by the Commission at the September 1, 2021 meeting. Immediately following the approval of the Strategic Plan, POST formed an implementation team to meet on a bi-monthly basis to review the progress of the action items within the plan, and discuss any modifications as needed. POST staff continue to meet on a bi-monthly basis and keep track of all items within an internal document.

**ANALYSIS:** This report describes the progress of all the action items in the POST Strategic Plan. Of the 120 action items within the plan, staff report the following:

Completed and/or Ongoing - 48

Partially Completed - 2

In Progress - 47

On Hold - 6

Canceled - 7

Remaining Items - 10

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Below is a quick guide to define each status:

Completed: An action item is completely finished.

Ongoing: An action item is completed, but is an ongoing project.

Partially Completed: An action item, with several tasks associated with it, has one or more of the tasks completed, but the item as a whole is not 100% completed. Note: Some action items have several tasks associated with them, which is why this status was created.

In Progress: An action item is currently being worked on.

On Hold: An action item is on hold for the time being. The item might need to be re-evaluated to see if it is still feasible, or it might need to be revisited at a different time due to staffing needs, etc.

Canceled: An action item is no longer necessary or it is not feasible.

**RECOMMENDATION:** This report is presented for information only. No action is required.

**ATTACHMENT(S):**

[Strategic Plan 2021 Action Items](#)

[Strategic Plan 2021](#)

[POST Strategic Plan Implementation Update](#)



Commission on POST

# STRATEGIC PLAN IMPLEMENTATION



2021

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# Introduction and Overview

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## Purpose and Need for the Strategic Plan

The California Commission on Peace Officer Standards and Training (POST) 2021 Strategic Plan was developed to serve as a roadmap to continue directing the organization's efforts and resources, picking up where the 2015 Strategic Plan left off. This revised and refreshed 2021 document unifies the efforts of POST staff and brings cohesiveness to their work.

The Mission of POST is to: continually enhance the professionalism of California law enforcement in serving its communities. It was with this outcome in mind that POST staff and representatives of California law enforcement worked to update the goals, objectives, and strategies included in this document. Historically, POST has used strategic planning to commit resources and guide the work of staff toward completion of objectives that are meaningful to POST's stakeholders. This still rings true today. Developed with the input of POST staff and key external stakeholders, this document is a unified plan that will guide the organization for the next three to five years. As a living document, the strategic plan allows POST the agility to meet the emerging needs of California law enforcement into the next decade.

## Timeline for Implementation of this Strategic Plan

The 2021 Strategic Plan will be presented to the Commission for approval in September 2021. Included within the strategic plan are tasks/action items underneath each strategy, outlining how it will be completed. The Strategic Plan team, consisting of a cross representation of POST staff, has been involved with the development of the Strategic Plan from the early stages. Beginning with the implementation of the Strategic Plan, a new cross bureau group will be formed to assume the role of monitoring the progress of the organization through the completion of the tasks and objectives. Some of the tasks or action items will be quickly accomplished, several are in progress already. However, there are many items that are more complex and will take longer to plan and execute, resulting in going outside of the three to five year target date. It is the intent of the Strategic Plan implementation team to meet regularly on an internal basis and, annually with the external contributors to discuss progress and the potential to redirect efforts based on emerging trends or needs. The 2021 Strategic Plan will be a living document in order to remain relevant and effective in supporting POST's mission.

## Overview of Methodology and Strategic Plan Process

In September 2020, POST staff, representing each bureau, formed a team to facilitate an update of the POST Strategic Plan. POST staff met with the Executive staff to discuss the project and the desired outcomes. It was agreed that the 2021 Strategic Plan would serve to prioritize the efforts and resources of POST for the next three to five years and should be developed in collaboration with POST staff and representatives of those who POST serves. The Strategic Plan team was tasked with:

- Refining the goals, objectives, strategies, and action items, making them relevant to today's issues
- Developing new action plans: tasks, timelines, roles, and responsibilities

The team developed the Strategic Plan document based on extensive research, thorough reviews of the 2015 plan, an external stakeholders survey, and consultation with POST staff. Meeting on a weekly basis, the Strategic Plan team started the process of putting together a new, revised plan by going through all of the goals, objectives, and strategies, researching their current status. The Executive Office also provided feedback at this stage, providing insight on where the 2015 plan left off. After this review process, it was discovered that 25% of the items were completed from the 2015 Strategic Plan. The remainder of the items were either no longer relevant or evolved over time, which prompted the need to update accordingly and create/add in new strategies. Once a draft document was formed, the team requested POST staff feedback by taking the plan back to each of their respective bureaus. From there, new items were added in and irrelevant items were updated to reflect attainable actions that can be accomplish within the next three to five years. After several rounds of draft documents going back and forth with POST staff on revisions and additions, the team opted for input from the field to fully round out the new Strategic Plan.

With input from the Executive Office, the team developed a survey and identified individuals externally who offered a broad representation. More than 250 surveys were completed by various representatives of law enforcement (executive, command, management, supervision, and line level), as well as public safety dispatchers, training managers, coroners, records supervisors, district attorney investigators, and academy directors. The information was compiled into a Key Findings Summary. Using the collected information and key findings, POST staff crossed referenced the plan to see if there were any gaps missing that needed to be added in regard to the addressing concerns from the field.

Once the Strategic Plan team updated the draft document, it was presented to POST Executive staff for final review and input. The final draft was approved by the Executive Director. It will be presented to the Commission for approval on September 1, 2021.

# **POST Vision, Mission and Values** 2

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## **Vision**

The vision of the California Commission on Peace Officer Standards and Training (POST) is to be the leading organization in establishing professional standards, assuring top-quality training, and providing effective services to develop, support, and work in partnership with the world's finest peace officers and law enforcement organizations.

## **Mission**

The mission of the California Commission on Peace Officer Standards and Training (POST) is to continually enhance the professionalism of California law enforcement in serving its communities. Recognizing that effective law enforcement is the cornerstone of a free and safe society, POST is committed to a vision of the future that ensures quality, integrity, accountability, and cooperation; encourages new ideas; explores and uses appropriate technologies; and delivers relevant, client-based programs and services.

### ***POST fulfills its mission through:***

#### ***Cooperation***

POST is a partner with law enforcement and other public and private entities. POST communicates actively, clearly, and candidly among its staff and with its partners to enhance cooperation in meeting the needs of law enforcement.

#### ***Advocacy***

POST is an advocate and serves as a catalyst for advancing the profession and the image of law enforcement. POST works with its partners to educate members of the public about their crucial role in supporting quality law enforcement.

#### ***Advancing Professionalism***

POST, with its partners, establishes and maintains the highest relevant statewide standards for selecting and training law enforcement personnel and ensures compliance with those standards. POST strives to ensure that all California law enforcement agencies have access to high-quality, cost-effective training for the development of the skills, knowledge, ethics, and attitudes necessary for achieving and maintaining professional excellence.

#### ***Exchanging Information***

POST is a center for the collection, review, evaluation, sharing, development, and referral of ideas and information on selection, training, technology, law enforcement operations, management, leadership, and other relevant topics. This includes identifying trends and emerging needs to enable law enforcement to focus on and address society's changing issues.

#### ***Resource Stewardship***

POST works in concert with law enforcement to establish priorities for the use of resources. POST allocates its resources in the most productive, equitable, and cost-effective manner. POST and its

partners actively work to assure sufficient resources to meet the needs of law enforcement and the communities it serves.

## **Values**

Central to the California Commission on Peace Officer Standards and Training (POST) mission are the values that guide our work and decisions and help us contribute to the quality of programs and services we provide.

### **We value:**

#### ***Service and Respect***

We believe in providing quality services in a timely and professional manner. We are service-driven and client-oriented. We strive for excellence in all that we do. We provide service in a fair, friendly, and respectful manner. We sincerely care about people. By respecting one another, we encourage respect for all.

#### ***Cooperation and Teamwork***

We value cooperation, partnership, and teamwork. We recognize that only through cooperation with our partners and others can we accomplish our mission. We foster teamwork by encouraging participation and a shared commitment to success.

#### ***Pride and Contribution***

We believe each of us is crucial to performing the mission of POST. We are proud of our agency, one another, and our contributions to law enforcement. We are empowered to use our best judgment in everything we do. We are encouraged to contribute ideas to improve our services and the way POST functions.

#### ***Learning and Accountability***

We believe learning and advancing professionalism are life-long endeavors. We welcome the challenge of learning whatever is necessary to grow, both personally and professionally. We set high standards, work with positive attitudes, assume responsibility, and are accountable for our behaviors, decisions, and actions.

#### ***Innovation and Diversity***

We value innovation and creativity. We recognize that change is constant, and we must proactively seek new and better ways to assist law enforcement. We incorporate diversity and recognize that different viewpoints and experiences are central to our understanding and meeting the unique needs of agencies throughout the state.

#### ***Communication and Decision Making***

We value clear and open communication and objective research and analysis. We encourage employee involvement and information sharing and provide an environment for active participation in the decision-making process. We value the synergistic effects of participation and group discussions which improve our understanding and help us make sound decisions.

# Goals for POST 2021-2025 3

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The California Commission on Peace Officer Standards and Training (POST) is nationally and internationally recognized for excellence in training and standards for peace officers. For 2021-2025, POST will continue to serve law enforcement by focusing on the following goals:

- Maintain leadership in emerging issues in law enforcement
- Increase efficiency in POST systems and operations
- Increase awareness and access to POST services and products
- Enhance law enforcement's ability to serve their communities
- Enhance law enforcement certification/decertification (Senate Bill (SB) 2)\*

*\*(NOTE: As SB 2 is still being amended in the CA Legislature and has not be signed by the Governor, Goal 5 will need to be adjusted with an addendum once/if SB 2 goes into effect.)*



# Strategic Plan 4

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## GOAL 1:

### Maintain Leadership in Emerging Issues in Law Enforcement

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#### OBJECTIVE 1.A

*California law enforcement agencies are prepared to address emerging trends and challenges*

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#### STRATEGY 1.A.1

*Identify and convey information on emerging trends to the field.*

##### Action Items:

- Determine the role and feasibility of continuing the “IMPACT” team (Investigating, Mitigating, Progressive, and Critical Trends), comprised of POST personnel who will scan and evaluate emerging trends, practices, and technology relevant to California law enforcement agencies.
  - Partner with subject matter experts and others in the field to expand the range of the IMPACT team including non-governmental organizations and academia.
  - Provide administrative and logistical support to the IMPACT team.
  - Establish regular meetings with POST executives and the IMPACT team to discuss trends, findings, and develop strategies.
  - Make recommendations to Executive Staff on potential projects or programs that could address emerging trends.
  - Discuss and make recommendations for POST symposiums (based on POST resources, and the subject’s importance and timeliness.)
- Enhance resources on the POST Website to highlight news and trends.
  - Establish criteria for priority and acceptable information.
  - Establish a process for decision making for rapid and efficient editing and approval of material for website ticker.

#### STRATEGY 1.A.2

*Establish a process to ensure POST-developed courses are relevant and contemporary.*

##### Action Items:

- For POST presenter classroom and instructor-led online courses, ensure annual modification of in-service courses takes place with a staggered approach of odd and even years beginning in June 2021.
  - Includes all PSP course outlines as a part of the 2-year modification process to ensure they remain updated with current laws and best practices.

- For POST-developed classroom and instructor-led online courses, develop a process to prioritize and assess on a regular basis emerging trends, practices, and technology of current courses.
- For POST-developed self-paced courses and facilitated video trainings and assets, re-establish the Learning Technology Resources Advisory Council (LTRAC) to help identify trends for new topics and video assets in addition to Learning Portal improvements.
- For Force Options Simulator using Virtual Reality (VR), research the need and capabilities of incorporating biometric feedback to VR machines.
- For all Learning Portal products and resources, establish a maintenance plan to formally address areas such as content, learning goals, media, legislation, PCs, tactics, current technologies, research, etc. and ultimately to help make decisions about retirement and/or updates to the products including communications to the field.
- Work collaboratively with stakeholders to ensure that emerging issues and practices are incorporated into the Regular Basic Course and advanced officer training.
  - Evaluate the current process for updating the Regular Basic Course curriculum and advanced officer training with feedback from the field.
  - Identify additional sources of feedback from the field (e.g., Consortium, FTO, TDC, professional organizations and associations.)
  - Formalize a process to incorporate feedback into curriculum updates.

### **STRATEGY 1.A.3**

#### ***Review and update Continuous Professional Training (CPT) and Perishable Skills Program (PSP).***

##### **Action Items:**

- Evaluate Regulation 1070 to require select Train-the-Trainer (T4T) retraining requirements.
- Develop and update standardized ECOs for all PSPs and update Regulations 1005 and 1082 accordingly.
- Explore the option to update Dispatch CPT requirements to specifically include law enforcement dispatcher training, not just "job-related" courses.

## **GOAL 2:**

# **Increase Efficiency in POST Systems and Operations**

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### **OBJECTIVE 2.A**

*POST regulations are relevant, comprehensible, and consistently applied*

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#### **STRATEGY 2.A.1**

***Develop a process to keep POST staff and the field informed of POST regulation changes to ensure consistency in application.***

**Action Items:**

- Add a section to the monthly Regional TDC newsletters that highlights upcoming regulation changes and regulation changes that have been approved by Office of Administrative Law (OAL) (including an effective date).
- Develop an OAL update webpage that is updated frequently with recent regulation approvals from OAL (including effective dates) and link it to a PASS Notice.
- Update the POST Monthly Reports to include a section on approved regulation changes (including an effective date).

#### **STRATEGY 2.A.2**

***Develop and maintain a single online resource identifying all legislative and regulatory mandates requiring POST action and the location of products satisfying those mandates.***

**Action Items:**

- Use developed online resource for program content reviews.
- Create a “gatekeeper” role to constantly maintain.

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### **OBJECTIVE 2.B**

*Course certification and modification processes are streamlined and efficient*

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#### **STRATEGY 2.B.1**

***Improve the course certification and modification process.***

**Action Items:**

- Conduct frequent reviews of POST regulations to ensure they are current and meeting needs.
- Resolve the instructor resume problem through the course modification process. During the bi-annual review process, presenters must confirm course instructors. (Once instructors are approved for a specific course in Electronic Data Interchange (EDI), they might never get reviewed again, which means some are very old, no longer used, or are deceased.)
- Use Training Needs Assessment (TNA) to identify ongoing needs on a state-wide and a regional level both online and in-person.

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## **OBJECTIVE 2.C**

*Public Safety Dispatch standards are relevant and contemporary*

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### **STRATEGY 2.C.1**

***Establish mandatory requirements for select dispatch courses.***

**Action Items:**

- Propose and establish the Dispatch Supervisory Course as a mandatory requirement within one year of promotion.
- Propose and establish obtaining a Dispatch Supervisory Certificate within one year of promotion as a mandatory requirement.
- Propose and establish the Communications Training Officer Course as a mandatory requirement.

### **STRATEGY 2.C.2**

***Evaluate standardized minimum content for Public Safety Dispatch courses.***

**Action Items:**

- Propose and create minimum content for de-escalation and mental health courses.
- Propose and create a Public Safety Answering Point Management course to include computer aided dispatch (CAD) and telephone acquisition, State 9-1-1 laws and requirements, etc.
- Require dispatchers to attend the academy prior to active employment.

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## **OBJECTIVE 2.D**

*POST structure and systems support efficiency, productivity, and quality, and are appropriately resourced*

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### **STRATEGY 2.D.1**

***Establish uniform contracting procedures and a standard annual contracting cycle.***

**Action Items:**

- Train staff on contracting policies and procedures, including ensuring staff is aware of State offered courses, through the Department of General Services, and the California Procurement and Contracting Academy.
- Develop a tutorial (i.e., PowerPoint) that gives a refresher training on POST's contract procedures.
- Add "Indirect Costs" definition to Regulation 1001 to clarify what types of services are included.

### **STRATEGY 2.D.2**

***Evaluate current proofing and editing processes and improve where necessary to ensure all POST materials are properly edited prior to being distributed.***

**Action Items:**

- Develop and simplify the bulletin review and approval process.

---

## OBJECTIVE 2.E

*The efficiency of operations and business processes is increased*

---

### STRATEGY 2.E.1

**Explore and create new enhancements to EDI.**

**Action Items:**

- Conduct research to see if EDI is compatible with other platforms to keep contact information for all agencies organized and easier to disseminate information out to the field.
- Create a new space in EDI for the Field Training Officer (FTO) program, showing a record on one's EDI profile of when an officer completes the Field Training Program.
- Consider enhancing EDI to identify members of sheriff departments that work 100% of the time in a custody setting, so they do not appear as out of compliance when they fall under Standards of Training in Corrections (STC) compliance.
- Research the feasibility to update and increase EDI agency contacts technology to increase outreach and communications to the field while reducing time spent on independent contacts lists.
  - Update the EDI agency contacts page so that it requires agencies to list contact persons for the following positions:
    - ◆ Chief
    - ◆ Command Staff for Personnel & Training
    - ◆ Training Supervisors, Managers & Coordinators
    - ◆ Background Supervisors (possibly Investigators)
    - ◆ Field Training Officer (FTO) Program Supervisors & Managers
    - ◆ Field Training Officers (FTOs)
    - ◆ Academy Coordinators
    - ◆ Academy Directors
    - ◆ Recruit Training Officers (RTOs)
  - Update EDI so that there are several ways in which this data could be directly used.
  - Create a way to keep current on agency head changes.

### STRATEGY 2.E.2

**Continue to develop an automated reimbursement process.**

**Action Items:**

- Finish integration of electronic Training Reimbursement Request (eTRR) and Letter of Agreement (LOA) handling.
  - For eTRR, finish Phase 3-4: FI\$CAL integration, month-end rewrite, elimination of PowerBuilder.
  - For eLOA, convert eLOA process to electronic submissions for form data and receipts, create POST staff review and approval process.

## STRATEGY 2.E.3

***Automate professional certificates application process.***

**Action Items:**

- Eliminate paper certificates process for select certificates (with the exception of Executive Certificates.)
- Provide paper copies of professional certificates to those who request and pay for them (with the exception of Executive Certificates.)

## STRATEGY 2.E.4

***Complete automation of agency compliance inspections.***

**Action Items:**

- Create an additional compliance report to be added to EDI for the Field Training Program (FTP) (i.e., completion of the FTO Course, FTO Update Course, and FTP SAC Course.)
- Create an additional record within each officer's POST Profile to document completion of a POST-approved Field Training Program.

## STRATEGY 2.E.5

***Assess current course evaluation feedback methods.***

**Action Items:**

- Formalize the process for addressing instructor performance issues.
- Update the functionality of feedback mechanisms (i.e., Course Evaluation Instrument - CEI) that are currently being used.
- Research the feedback mechanisms based on product to collect real time feedback electronically.

## STRATEGY 2.E.6

***Procure an Examination Development and Administration Delivery system.***

**Action Items:**

- Complete the development of the POST-Level Law Enforcement Test Battery (PELLETB) online test administration using the Learning Portal platform.
- Explore/research vendors that allow for a comprehensive modified off-the-shelf (MOTS) testing development and computer-based delivery system to support the PELLETB and the Dispatcher test.

## STRATEGY 2.E.7

***Evaluate the feasibility of electronic completion and submission of POST forms.***

**Action Items:**

- Research and implement an electronic approval routing system.
- Have each bureau conduct a self-assessment of processes that are still paper based to explore feasibility of converting to paperless.

## STRATEGY 2.E.8

***Make all digital resources available online for POST staff.***

### Action Items:

- Continue the process of scanning archived paper documents.
- Finish adding remaining archived documents to SharePoint/Microsoft Teams and organizing of files per bureau.
- Automate internal processes such as time off requests and travel reimbursements.

## STRATEGY 2.E.9

***Have bureaus monitor record retention schedules.***

### Action Items:

- Conduct and complete an annual record inventory.
- Create a set of guidelines for POST staff on record retention expectations and processes.

## STRATEGY 2.E.10

***Expand utilization of tools for automating in-person event management to include notification, pre-registration, identification cards, attendance scanning, and course rosters.***

### Action Items:

- Research online platforms that could help assist with in-person event management to streamline processes.

## STRATEGY 2.E.11

***Update the internal Safety Policy Manual/employee safety protocols.***

### Action Items:

- Conduct an emergency drill at POST biannually.
- Conduct quarterly checks on bureau safety officers and red safety bags.

## STRATEGY 2.E.12

***Update method of payment for renting training rooms to outside organizations.***

### Action Items:

- Create an electronic method of payment.

## STRATEGY 2.E.13

***Research and execute a contracted out Strategic Plan for 2025.***

### Action Items:

- Enter into a contract with an entity to facilitate a brand-new POST Strategic Plan.

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## **OBJECTIVE 2.F**

*POST staff communicates effectively across divisions and bureaus*

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### **STRATEGY 2.F.1**

*Increase the awareness of existing Office 365 directory of POST staff functions and responsibilities.*

**Action Items:**

- Update directory when staff is added, removed, or reassigned responsibilities.
- Share training video with new staff at onboarding orientation.
- Promote an annual review of staff's Office 365 profile to update functions and responsibilities as needed.
- Have bureaus create a list of responsibilities/tasks assigned to each staff for assisting onboarding new employees.

### **STRATEGY 2.F.2**

*Develop inter-bureau communication procedures when planning projects and programs to encourage collaboration and to avoid duplication of effort.*

**Action Items:**

- Review and evaluate the Management Counseling and Projects Bureau (MCPB) project form when collaborating with multiple bureaus on a project.
  - Consider project briefing at Management Team Meetings to ensure Bureau Chief (BC) awareness and avoid duplication of work/assignments.
  - Define "projects" and "programs" to provide guidance.
- Consider maintaining a POST-wide project dashboard where all projects are listed once assigned and tracked until completion.
- MCPB to conduct POST-wide survey to determine current communications methods and request suggestions for increased inter-bureau communications.

### **STRATEGY 2.F.3**

*Improve organization-wide use of online communication tools.*

**Action Items:**

- Ensure POST staff utilize Teams Bureau Calendar (update on a regular basis.)
- Ensure POST staff utilizes POST Knowledge Library calendar with events and ongoing activities.
- Continue building and adding to the tutorial video library in the POST Knowledge Library.

## **OBJECTIVE 2.G**

*POST systems and technology are secure and support business functions*

## STRATEGY 2.G.1

***Utilize technology to increase business efficiency and outreach to the field.***

### Action Items:

- When possible, utilize online meeting tools, such as web conferencing, to reduce travel costs and transaction time for POST external meetings (includes workshops, symposiums, conferences, etc.)
- Create/establish business rules for webinars/online settings.
- Evaluate what items still need to be addressed to increase the use of technology in business efficiency and outreach to the field (i.e., online survey tools for distribution of meeting materials, etc.)

---

## OBJECTIVE 2.H

***POST courses, products, resources, and services are more widely accessible and user-friendly***

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## STRATEGY 2.H.1

***Complete the development of electronic student workbooks.***

### Action Items:

- Update interactive workbooks to include embedded POST-approved Learning Portal videos assets, if feasibly possible.

## STRATEGY 2.H.2

***Develop more products that support agency goals and needs delivered via the POST Learning Portal.***

### Action Items:

- Analyze topics suitable for development of smaller self-paced mini courses for CPT and possible mobile delivery.
- Convert and update legacy self-paced courses per Fiscal Year (FY) 2020-2021 Governor directed funds for Distance Learning for CPT.
- Develop at least one additional customizable course similar to Vehicle Pursuit Policy.
- Acquire tablets, iPads, etc. with various operating systems and browsers for development and testing to ensure POST courses, products, resources, and services are not unnecessarily limited by technology platforms.
- Research additional performance support products which may help meet agency needs including but not limited to training that offers CPT and/or meets mandates.
- Once the Dispatch Basic Course and CPT requirements are updated, explore opportunities for dispatch content on the Learning Portal.

## STRATEGY 2.H.3

***Ensure development of training delivered electronically is consistent, valuable, and accessible.***

### Action Items:

- Continue to develop the Code3 course authoring tool (Code 3 is Learning Training Resources (LTR's) internal framework to maintain and create courses.)
- Develop a mechanism in Code3 to conduct item-level evaluations (e.g., monitoring performance of test items.)
- Develop a Code3 mechanism to record and provide course specific customization data (including photos, videos, etc.)
- Ensure media is searchable by word or phrase.

## STRATEGY 2.H.4

***Develop training for new EDI administrators that is helpful in navigating EDI and applying for certificates.***

### Action Items:

- Create a video tutorial that shows step-by-step of how to apply and train new EDI administrators.

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## OBJECTIVE 2.I

***Instructors of POST-certified courses are highly skilled and well prepared***

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## STRATEGY 2.I.1

***Ensure instructor certification and training requirements in POST regulations are current.***

### Action Items:

- Review minimum training standards for instructors of specialized POST-certified courses (Commission Regulation 1070) and make revisions as necessary.
  - Consider mandatory update courses under Regulation 1070 for instructors every five years.

## STRATEGY 2.I.2

***Ensure instructors have access to training and resources that enhance student learning.***

### Action Items:

- Update the Learning Portal's self-paced instructor course series on how best to instruct in the physical classroom and in a distanced, virtual class (instructor-led online.)

## STRATEGY 2.I.3

***Ensure instructors of distance learning courses conduct effective online training.***

### Action Items:

- Provide course presenters tools, tutorials, resources, and support on how to use the online training features and design learning in this environment.

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## **OBJECTIVE 2.J**

*POST recruits and maintains a qualified and engaged workforce*

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### **STRATEGY 2.J.1**

***All POST employees have expanded opportunities for skills training and professional growth.***

**Action Items:**

- Develop an online tutorial for new employee orientation.
  - Update new employee PowerPoint OR create a new version.
  - Complete in-house POST HR training videos and publish in the POST Knowledge Library.
- Develop ongoing professional training opportunities for staff.
  - Offer “requested only” informal job task analyses to employees to develop relevant training.
  - New employees should attend a Commission Meeting virtually or in West Sacramento.
- Promote awareness of expectation and resources for career paths and advancement (i.e., Upward Mobility Program.)
- Implement programs to enhance knowledge of all POST employees regarding the innerworkings of POST programs.
- Provide information on CalLearns to POST staff.
- Bureaus to develop an independent “check-off” list of relevant professional development experiences for POST staff to attend.

### **STRATEGY 2.J.2**

***Explore strategies for recruiting mid-career professionals.***

**Action Items:**

- Research options for marketing through Law Enforcement Officer (LEO) organizations and associations.
- Look into using popular job advertising sites to promote available positions at POST.

### **STRATEGY 2.J.3**

***Ensure the Workforce Succession Plan is up-to-date.***

**Action Items:**

- Review the Workforce Succession Plan on an annual basis.

### **STRATEGY 2.J.4**

***Foster an environment that improves communication and cohesiveness.***

**Action Items:**

- Research and implement effective employee recognition processes (Define what “recognition” is.)
- Leadership continues to support two-way communication and transparency.
- Bureau Chiefs foster cross-bureau communication.

## STRATEGY 2.J.5

***Explore the feasibility of continuing to use technology to increase efficiency and morale post-pandemic.***

**Action Items:**

- Assess a hybrid teleworking/in office work internal POST policy.

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## OBJECTIVE 2.K

***POST stakeholders have access to resources to improve performance and efficiency in the field***

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## STRATEGY 2.K.1

***Research the means to enhance feedback from external stakeholders to better POST programs.***

**Action Items:**

- Use Course Evaluator Instrument (CEI) as a reference to adopt new feedback processes.
- Implement a comprehensive survey procedure ensuring survey information is captured, channeled to appropriate personnel, and responded to as needed.

## STRATEGY 2.K.2

***Update and analyze the need to expand online communities.***

**Action Items:**

- Continue to update and improve the Training Manager Network section within the Learning Portal.
- Designate staff from the appropriate bureaus to maintain the content of specific online communities within the Portal or within the POST Website (i.e., TDC for the Training Manager Network and TPS for the Dispatch Center.)

## STRATEGY 2.K.3

***Research technologies to determine how they might be applied to enhance the performance and training of law enforcement personnel.***

**Action Items:**

- Research the feasibility and process of internal or external costs/options to update current apps and tools.
- Research impact of virtual reality training (specific impacts around performance improvement for specific areas such as de-escalation, communication, and officer safety for example.)
- Research technologies including but not limited to augmented reality and artificial intelligence to enhance in-field programs.

## **GOAL 3:**

### **Increase Awareness and Access to POST Services and Products**

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#### **OBJECTIVE 3.A**

*California law enforcement agencies are knowledgeable and aware of POST products and services*

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#### **STRATEGY 3.A.1**

***Ensure POST staff is knowledgeable of and can communicate effectively about POST products, resources, and services.***

**Action Items:**

- POST staff will receive annual training on the latest marketing strategies and methods to increase social media exposure.
- Communications Unit will disseminate annual surveys/feedback to internal and external stakeholders regarding POST products and communication efforts.
- Develop a portal through the Communications Unit for POST staff to market products and resources via social media outlets.

#### **STRATEGY 3.A.2**

***Ensure the POST Website is continually being reviewed and improved.***

**Action Items:**

- Increase social media exposure.
- Tailor keywords and meta tags for search engine results.
- Use internet analytics tools to identify ways to improve the website.

#### **STRATEGY 3.A.3**

***Establish a social media strategy.***

**Action Items:**

- Designate and empower a Social Media Coordinator.
- Ensure information about applicable POST programs is provided to the Social Media Coordinator for public outreach.
- Establish protocols for quick review, editing and approval of social media materials.
- Facilitate the posting of informational videos for the POST website and social media channels.

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## **OBJECTIVE 3.B**

*The POST brand is distinct and identifiable across all products, resources, and media*

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### **STRATEGY 3.B.1**

*Develop a consistent look and feel for all POST products, resources, and materials.*

**Action Items:**

- Evaluate current process for proof-editing POST materials and improve where necessary to ensure all POST materials are reviewed/edited prior to being distributed/published.

### **STRATEGY 3.B.2**

*Develop a marketing plan to increase awareness and distribution of POST training products to non-POST agencies.*

**Action Items:**

- Conduct an audit of current social media presence, strategies, and internal structures to include the developments of a process for proof-editing POST materials and improve where necessary to ensure all POST materials are reviewed/edited prior to being distributed/published.
- Establish media mission goals/statements.
- Identify distribution channels and platforms.
- Create social content calendar.

## **GOAL 4:**

### **Enhance Law Enforcement's Ability to Serve Their Communities**

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#### **OBJECTIVE 4.A**

*California law enforcement agencies are better able to select and train highly qualified law enforcement personnel*

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#### **STRATEGY 4.A.1**

**Continue to assist agencies, academies, and applicable organizations/individuals with screening candidates for employment.**

**Action Items:**

- Assess the feasibility of a central repository for law enforcement applicants (may need legislative assistance for PRA exemptions.)
- Propose and create mandatory background investigator training.

## **GOAL 5:**

### **Enhance Law Enforcement Certification/Decertification (SB 2)**

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#### **OBJECTIVE 5.A.1**

**TBD**

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*(NOTE: As Senate Bill (SB) No. 2 is still being amended in the CA Legislature and has not been signed by the Governor, Goal 5 will need to be adjusted with an addendum once/if SB 2 goes into effect.)*



*Commission on POST*

# STRATEGIC PLAN



**2021**

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# Introduction and Overview

1

## Purpose and Need for the Strategic Plan

The California Commission on Peace Officer Standards and Training (POST) 2021 Strategic Plan was developed to serve as a roadmap to continue directing the organization's efforts and resources, picking up where the 2015 Strategic Plan left off. This revised and refreshed 2021 document unifies the efforts of POST staff and brings cohesiveness to their work.

The Mission of POST is to: continually enhance the professionalism of California law enforcement in serving its communities. It was with this outcome in mind that POST staff and representatives of California law enforcement worked to update the goals, objectives, and strategies included in this document. Historically, POST has used strategic planning to commit resources and guide the work of staff toward completion of objectives that are meaningful to POST's stakeholders. This still rings true today. Developed with the input of POST staff and key external stakeholders, this document is a unified plan that will guide the organization for the next three to five years. As a living document, the strategic plan allows POST the agility to meet the emerging needs of California law enforcement into the next decade.

## Timeline for Implementation of this Strategic Plan

The 2021 Strategic Plan will be presented to the Commission for approval in September 2021. Included within the strategic plan are tasks/action items underneath each strategy, outlining how it will be completed. The Strategic Plan team, consisting of a cross representation of POST staff, has been involved with the development of the Strategic Plan from the early stages. Beginning with the implementation of the Strategic Plan, a new cross bureau group will be formed to assume the role of monitoring the progress of the organization through the completion of the tasks and objectives. Some of the tasks or action items will be quickly accomplished, several are in progress already. However, there are many items that are more complex and will take longer to plan and execute, resulting in going outside of the three to five year target date. It is the intent of the Strategic Plan implementation team to meet regularly on an internal basis and, annually with the external contributors to discuss progress and the potential to redirect efforts based on emerging trends or needs. The 2021 Strategic Plan will be a living document in order to remain relevant and effective in supporting POST's mission.

## Overview of Methodology and Strategic Plan Process

In September 2020, POST staff, representing each bureau, formed a team to facilitate an update of the POST Strategic Plan. POST staff met with the Executive staff to discuss the project and the desired outcomes. It was agreed that the 2021 Strategic Plan would serve to prioritize the efforts and resources of POST for the next three to five years and should be developed in collaboration with POST staff and representatives of those who POST serves. The Strategic Plan team was tasked with:

- Refining the goals, objectives, strategies, and action items, making them relevant to today's issues
- Developing new action plans: tasks, timelines, roles, and responsibilities

The team developed the Strategic Plan document based on extensive research, thorough reviews of the 2015 plan, an external stakeholders survey, and consultation with POST staff. Meeting on a weekly basis, the Strategic Plan team started the process of putting together a new, revised plan by going through all of the goals, objectives, and strategies, researching their current status. The Executive Office also provided feedback at this stage, providing insight on where the 2015 plan left off. After this review process, it was discovered that 25% of the items were completed from the 2015 Strategic Plan. The remainder of the items were either no longer relevant or evolved over time, which prompted the need to update accordingly and create/add in new strategies. Once a draft document was formed, the team requested POST staff feedback by taking the plan back to each of their respective bureaus. From there, new items were added in and irrelevant items were updated to reflect attainable actions that can be accomplish within the next three to five years. After several rounds of draft documents going back and forth with POST staff on revisions and additions, the team opted for input from the field to fully round out the new Strategic Plan.

With input from the Executive Office, the team developed a survey and identified individuals externally who offered a broad representation. More than 250 surveys were completed by various representatives of law enforcement (executive, command, management, supervision, and line level), as well as public safety dispatchers, training managers, coroners, records supervisors, district attorney investigators, and academy directors. The information was compiled into a Key Findings Summary. Using the collected information and key findings, POST staff crossed referenced the plan to see if there were any gaps missing that needed to be added in regard to the addressing concerns from the field.

Once the Strategic Plan team updated the draft document, it was presented to POST Executive staff for final review and input. The final draft was approved by the Executive Director. It will be presented to the Commission for approval on September 1, 2021.

# **POST Vision, Mission and Values** 2

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## **Vision**

The vision of the California Commission on Peace Officer Standards and Training (POST) is to be the leading organization in establishing professional standards, assuring top-quality training, and providing effective services to develop, support, and work in partnership with the world's finest peace officers and law enforcement organizations.

## **Mission**

The mission of the California Commission on Peace Officer Standards and Training (POST) is to continually enhance the professionalism of California law enforcement in serving its communities. Recognizing that effective law enforcement is the cornerstone of a free and safe society, POST is committed to a vision of the future that ensures quality, integrity, accountability, and cooperation; encourages new ideas; explores and uses appropriate technologies; and delivers relevant, client-based programs and services.

### ***POST fulfills its mission through:***

#### ***Cooperation***

POST is a partner with law enforcement and other public and private entities. POST communicates actively, clearly, and candidly among its staff and with its partners to enhance cooperation in meeting the needs of law enforcement.

#### ***Advocacy***

POST is an advocate and serves as a catalyst for advancing the profession and the image of law enforcement. POST works with its partners to educate members of the public about their crucial role in supporting quality law enforcement.

#### ***Advancing Professionalism***

POST, with its partners, establishes and maintains the highest relevant statewide standards for selecting and training law enforcement personnel and ensures compliance with those standards. POST strives to ensure that all California law enforcement agencies have access to high-quality, cost-effective training for the development of the skills, knowledge, ethics, and attitudes necessary for achieving and maintaining professional excellence.

#### ***Exchanging Information***

POST is a center for the collection, review, evaluation, sharing, development, and referral of ideas and information on selection, training, technology, law enforcement operations, management, leadership, and other relevant topics. This includes identifying trends and emerging needs to enable law enforcement to focus on and address society's changing issues.

#### ***Resource Stewardship***

POST works in concert with law enforcement to establish priorities for the use of resources. POST allocates its resources in the most productive, equitable, and cost-effective manner. POST and its

partners actively work to assure sufficient resources to meet the needs of law enforcement and the communities it serves.

## **Values**

Central to the California Commission on Peace Officer Standards and Training (POST) mission are the values that guide our work and decisions and help us contribute to the quality of programs and services we provide.

### **We value:**

#### ***Service and Respect***

We believe in providing quality services in a timely and professional manner. We are service-driven and client-oriented. We strive for excellence in all that we do. We provide service in a fair, friendly, and respectful manner. We sincerely care about people. By respecting one another, we encourage respect for all.

#### ***Cooperation and Teamwork***

We value cooperation, partnership, and teamwork. We recognize that only through cooperation with our partners and others can we accomplish our mission. We foster teamwork by encouraging participation and a shared commitment to success.

#### ***Pride and Contribution***

We believe each of us is crucial to performing the mission of POST. We are proud of our agency, one another, and our contributions to law enforcement. We are empowered to use our best judgment in everything we do. We are encouraged to contribute ideas to improve our services and the way POST functions.

#### ***Learning and Accountability***

We believe learning and advancing professionalism are life-long endeavors. We welcome the challenge of learning whatever is necessary to grow, both personally and professionally. We set high standards, work with positive attitudes, assume responsibility, and are accountable for our behaviors, decisions, and actions.

#### ***Innovation and Diversity***

We value innovation and creativity. We recognize that change is constant, and we must proactively seek new and better ways to assist law enforcement. We incorporate diversity and recognize that different viewpoints and experiences are central to our understanding and meeting the unique needs of agencies throughout the state.

#### ***Communication and Decision Making***

We value clear and open communication and objective research and analysis. We encourage employee involvement and information sharing and provide an environment for active participation in the decision-making process. We value the synergistic effects of participation and group discussions which improve our understanding and help us make sound decisions.

## Goals for POST 2021-2025

3

The California Commission on Peace Officer Standards and Training (POST) is nationally and internationally recognized for excellence in training and standards for peace officers. For 2021-2025, POST will continue to serve law enforcement by focusing on the following goals:

- Maintain leadership in emerging issues in law enforcement
- Increase efficiency in POST systems and operations
- Increase awareness and access to POST services and products
- Enhance law enforcement's ability to serve their communities
- Enhance law enforcement certification/decertification (Senate Bill (SB) 2)\*

*\*(NOTE: As SB 2 is still being amended in the CA Legislature and has not be signed by the Governor, Goal 5 will need to be adjusted with an addendum once/if SB 2 goes into effect.)*



# Strategic Plan 4

## GOAL 1: Maintain Leadership in Emerging Issues in Law Enforcement

OBJECTIVE	STRATEGY
<b>1.A</b> <b>California law enforcement agencies are prepared to address emerging trends &amp; challenges</b>	<b>1.A.1</b> Identify and convey information on emerging trends to the field. <b>1.A.2</b> Establish a process to ensure POST-developed courses are relevant and contemporary. <b>1.A.3</b> Review and update Continuous Professional Training (CPT) and Perishable Skills Program (PSP).

## GOAL 2: Increase Efficiency in POST Systems and Operations

OBJECTIVE	STRATEGY
<b>2.A</b> <b>POST regulations are relevant, comprehensible, and consistently applied</b>	<b>2.A.1</b> Develop a process to keep POST staff and the field informed of POST regulation changes to ensure consistency in application. <b>2.A.2</b> Develop and maintain a single online resource identifying all legislative and regulatory mandates requiring POST action and the location of products satisfying those mandates.
<b>2.B</b> <b>Course certification and modification processes are streamlined and efficient</b>	<b>2.B.1</b> Improve the course certification and modification process.
<b>2.C</b> <b>Public Safety Dispatch standards are relevant and contemporary</b>	<b>2.C.1</b> Establish mandatory requirements for select dispatch courses. <b>2.C.2</b> Evaluate standardized minimum content for Public Safety Dispatch courses.
<b>2.D</b> <b>POST structure and systems support efficiency, productivity, and quality, and are appropriately resourced</b>	<b>2.D.1</b> Establish uniform contracting procedures and a standard annual contracting cycle. <b>2.D.2</b> Evaluate current proofing and editing processes and improve where necessary to ensure all POST materials are properly edited prior to being distributed.

OBJECTIVE	STRATEGY
<p><b>2.E</b>  <b>The efficiency of operations and business processes is increased</b></p>	<p><b>2.E.1</b> Explore and create new enhancements to EDI.</p> <p><b>2.E.2</b> Continue to develop an automated reimbursement process.</p> <p><b>2.E.3</b> Automate professional certificates application process.</p> <p><b>2.E.4</b> Complete automation of agency compliance inspections.</p> <p><b>2.E.5</b> Assess current course evaluation feedback methods.</p> <p><b>2.E.6</b> Procure an Examination Development and Administration Delivery system.</p> <p><b>2.E.7</b> Evaluate the feasibility of electronic completion and submission of POST forms.</p> <p><b>2.E.8</b> Make all digital resources available online for POST staff.</p> <p><b>2.E.9</b> Have bureaus monitor record retention schedules.</p> <p><b>2.E.10</b> Expand utilization of tools for automating in-person event management to include notification, pre-registration, identification cards, attendance scanning, and course rosters.</p> <p><b>2.E.11</b> Update the internal Safety Policy Manual/employee safety protocols.</p> <p><b>2.E.12</b> Update method of payment for renting training rooms to outside organizations.</p> <p><b>2.E.13</b> Research and execute a contracted out Strategic Plan for 2025.</p>
<p><b>2.F</b>  <b>POST staff communicates effectively across divisions and bureaus</b></p>	<p><b>2.F.1</b> Increase the awareness of existing Office 365 directory of POST staff functions and responsibilities.</p> <p><b>2.F.2</b> Develop inter-bureau communication procedures when planning projects and programs to encourage collaboration and to avoid duplication of effort.</p> <p><b>2.F.3</b> Improve organization-wide use of online communication tools.</p>

OBJECTIVE	STRATEGY
<b>2.G</b> <b>POST systems and technology are secure and support business functions</b>	<b>2.G.1</b> Utilize technology to increase business efficiency and outreach to the field.
<b>2.H</b> <b>POST courses, products, resources, and services are more widely accessible and user-friendly</b>	<b>2.H.1</b> Complete the development of electronic student workbooks. <b>2.H.2</b> Develop more products that support agency goals and needs delivered via the POST Learning Portal. <b>2.H.3</b> Ensure development of training delivered electronically is consistent, valuable, and accessible. <b>2.H.4</b> Develop training for new EDI administrators that is helpful in navigating EDI and applying for certificates.
<b>2.I</b> <b>Instructors of POST-certified courses are highly skilled and well prepared</b>	<b>2.I.1</b> Ensure instructor certification and training requirements in POST regulations are current. <b>2.I.2</b> Ensure instructors have access to training and resources that enhance student learning. <b>2.I.3</b> Ensure instructors of distance learning courses conduct effective online training.
<b>2.J</b> <b>POST recruits and maintains a qualified and engaged workforce</b>	<b>2.J.1</b> All POST employees have expanded opportunities for skills training and professional growth. <b>2.J.2</b> Explore strategies for recruiting mid-career professionals. <b>2.J.3</b> Ensure the Workforce Succession Plan is up-to-date. <b>2.J.4</b> Foster an environment that improves communication and cohesiveness. <b>2.J.5</b> Explore the feasibility of continuing to use technology to increase efficiency and morale post-pandemic.
<b>2.K</b> <b>POST stakeholders have access to resources to improve performance and efficiency in the field</b>	<b>2.K.1</b> Research the means to enhance feedback from external stakeholders to better POST programs. <b>2.K.2</b> Update and analyze the need to expand online communities. <b>2.K.3</b> Research technologies to determine how they might be applied to enhance the performance and training of law enforcement personnel.

## GOAL 3: Increase Awareness and Access to POST Services and Products

OBJECTIVE	STRATEGY
<b>3.A</b> <b>California law enforcement agencies are knowledgeable and aware of POST products and services</b>	<p><b>3.A.1</b> Ensure POST staff is knowledgeable of and can communicate effectively about POST products, resources, and services.</p> <p><b>3.A.2</b> Ensure the POST Website is continually being reviewed and improved.</p> <p><b>3.A.3</b> Establish a social media strategy.</p>
<b>3.B</b> <b>The POST brand is distinct and identifiable across all products, resources, and media</b>	<p><b>3.B.1</b> Develop a consistent look and feel for all POST products, resources, and materials.</p> <p><b>3.B.2</b> Develop a marketing plan to increase awareness and distribution of POST training products to non-POST agencies.</p>

## GOAL 4: Enhance Law Enforcement's Ability to Serve Their Communities

OBJECTIVE	STRATEGY
<b>4.A</b> <b>California law enforcement agencies are better able to select and train highly qualified law enforcement personnel</b>	<p><b>4.A.1</b> Continue to assist agencies, academies, and applicable organizations/individuals with screening candidates for employment.</p>

## GOAL 5: Enhance Law Enforcement Certification/Decertification (SB 2)

*(NOTE: As Senate Bill (SB) No. 2 is still being amended in the CA Legislature and has not been signed by the Governor, Goal 5 will need to be adjusted with an addendum once/if SB 2 goes into effect.)*

**Objective: TBD**

# 2021 POST Strategic Plan Implementation

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# Completed/Ongoing Action Items: 48

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- 1.A.2.a For POST presenter classroom and instructor-led online courses, ensure annual modification of in-service courses takes place with a staggered approach of odd and even years beginning in June 2021. (Includes all PSP course outlines as a part of the 2-year modification process to ensure they remain updated with current laws and best practices.)
- 1.A.2.f Work collaboratively with stakeholders to ensure that emerging issues and practices are incorporated into the Regular Basic Course and advanced officer training.
- 1.A.3.b Develop and update standardized ECOs for all PSPs and update Regulations 1005 and 1082 accordingly.
- 2.A.1.a Add a section to the monthly Regional TDC newsletters that highlights upcoming regulation changes and regulation changes that have been approved by Office of Administrative Law (OAL) (including an effective date).
- 2.A.1.c Update the POST Monthly Reports to include a section on approved regulation changes (including an effective date).
- 2.B.1.b Resolve the instructor resume problem through the course modification process. During the bi-annual review process, presenters must confirm course instructors.
- 2.B.1.c Use Training Needs Assessment (TNA) to identify ongoing needs on a state-wide and a regional level both online and in-person.
- 2.C.2.b Propose and create a Public Safety Answering Point Management course to include computer aided dispatch (CAD) and telephone acquisition, State 9-1-1 laws and requirements, etc.
- 2.D.1.a Train staff on contracting policies and procedures, including ensuring staff is aware of State offered courses, through the Department of General Services, and the California Procurement and Contracting Academy.
- 2.D.1.b Develop a tutorial (i.e., PowerPoint) that gives a refresher training on POST's contract procedures.
- 2.D.1.c Add "Indirect Costs" definition to Regulation 1001 to clarify what types of services are included.
- 2.E.1.c Consider enhancing EDI to identify members of sheriff departments that work 100% of the time in a custody setting, so they do not appear as out of compliance when they fall under Standards of Training in Corrections (STC) compliance.
- 2.E.2.a Finish integration of electronic Training Reimbursement Request (eTRR) and Letter of Agreement (LOA) handling.
- 2.E.3.a Eliminate paper certificates process for select certificates (with the exception of Executive Certificates).
- 2.E.6.a Complete the development of the POST-Level Law Enforcement Test Battery (PELLETB) online test administration using the Learning Portal platform.
- 2.E.7.b Have each bureau conduct a self-assessment of processes that are still paper based to explore feasibility of converting to paperless.

# Completed/Ongoing Action Items: Continued

2.E.8.a Continue the process of scanning archived paper documents.

2.E.9.a Conduct and complete an annual record inventory.

2.E.10.a Research online platforms that could help assist with in-person event management to streamline processes.

2.E.11.a Conduct an emergency drill at POST biannually.

2.E.11.b Conduct quarterly checks on bureau safety officers and red safety bags.

2.E.12.a Create an electronic method of payment.

2.F.1.a Update directory when staff is added, removed, or reassigned responsibilities.

2.F.1.b Share training videos with new staff at onboarding orientation (in the POST Knowledge Library).

2.F.1.c Promote an annual review of staff's Office 365 profile to update functions and responsibilities as needed.

2.F.1.d Have bureaus create a list of responsibilities/tasks assigned to each staff for assisting onboarding new employees.

2.F.3.a Ensure POST staff utilize Teams Bureau Calendar (update on a regular basis).

2.F.3.b Ensure POST staff utilizes POST Knowledge Library calendar with events and ongoing activities.

2.F.3.c Continue building and adding to the tutorial video library in the POST Knowledge Library.

2.G.1.a When possible, utilize online meeting tools, such as web conferencing, to reduce travel costs and transaction time for POST external meetings.

2.G.1.c Evaluate what items still need to be addressed to increase the use of technology in business efficiency and outreach to the field (i.e., online survey tools for distribution of meeting materials, etc.).

2.H.2.c Develop at least one additional customizable course similar to Vehicle Pursuit Policy.

# Completed/Ongoing Action Items: Continued

2.H.3.a Continue to develop the Code3 course authoring tool. (Code 3 is Learning Training Resources (LTR's) internal framework to maintain and create courses.)

2.H.3.d Ensure media is searchable by word or phrase.

2.H.4.a Create a video tutorial that shows step-by-step of how to apply and train new EDI administrators.

2.I.3.a Provide course presenters tools, tutorials, resources, and support on how to use the online training features and design learning in this environment.

2.J.1.a Develop an online tutorial for new employee orientation.

2.J.1.b Develop ongoing professional training opportunities for staff.

2.J.1.c Promote awareness of expectation and resources for career paths and advancement (i.e., Upward Mobility Program).

2.J.1.e Provide information on CalLearns to POST staff.

2.J.2.b Look into using popular job advertising sites to promote available positions at POST.

2.J.3.a Review the Workforce Succession Plan on an annual basis.

2.J.4.b Leadership continues to support two-way communication and transparency.

2.J.4.c Bureau Chiefs foster cross-bureau communication.

2.J.5.a Assess a hybrid teleworking/in office work internal POST policy.

2.K.2.a Continue to update and improve the Training Manager Network section within the Learning Portal.

3.A.2.b Tailor keywords and meta tags for search engine results.

3.A.2.c Use internet analytics tools to identify ways to improve the website.

## Partially Completed Action Items: 2

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2.E.8.b. Finish adding remaining archived documents to SharePoint/Microsoft Teams and organizing of files per bureau.

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2.E.8.c Automate internal processes such as time off requests and travel reimbursements.

# In Progress Action Items: 47

1.A.1.a Determine the role and feasibility of continuing the “IMPACT” team (Investigating, Mitigating, Progressive, and Critical Trends), comprised of POST personnel who will scan and evaluate emerging trends, practices, and technology relevant to California law enforcement agencies.

1.A.1.b Enhance resources on the POST Website to highlight news and trends.

1.A.2.b For POST-developed classroom and instructor-led online courses, develop a process to prioritize and assess on a regular basis emerging trends, practices, and technology of current courses.

1.A.2.e For all Learning Portal products and resources, establish a maintenance plan to formally address areas such as content, learning goals, media, legislation, PCs, tactics, current technologies, research, etc. and ultimately to help make decisions about retirement and/or updates to the products including communications to the field.

1.A.3.a Evaluate Regulation 1070 to require select Train-the-Trainer (T4T) retraining requirements.

2.A.1.b Develop an OAL update webpage that is updated frequently with recent regulation approvals from OAL (including effective dates) and link it to a PASS Notice.

2.A.2.a Use developed online resource for program content reviews.

2.A.2.b Create a “gatekeeper” role to constantly maintain.

2.B.1.a Conduct frequent reviews of POST regulations to ensure they are current and meeting needs.

2.C.2.a Propose and create minimum content for de-escalation and mental health courses.

2.C.2.c Require dispatchers to attend the academy prior to active employment.

2.D.2.a Develop and simplify the bulletin review and approval process.

2.E.1.a Conduct research to see if EDI is compatible with other platforms to keep contact information for all agencies organized and easier to disseminate information out to the field.

2.E.1.d Research the feasibility to update and increase EDI agency contacts technology to increase outreach and communications to the field while reducing time spent on independent contacts lists.

2.E.5.a Formalize the process for addressing instructor performance issues.

2.E.5.b Update the functionality of feedback mechanisms (i.e., Course Evaluation Instrument - CEI) that are currently being used.

# In Progress Action Items: Continued

2.E.5.c Research the feedback mechanisms based on product to collect real time feedback electronically.

2.E.6.b Explore/research vendors that allow for a comprehensive modified off-the-shelf (MOTS) testing development and computer-based delivery system to support the PELLETB and the Dispatcher test.

2.E.7.a Research and implement an electronic approval routing system.

2.E.13.a Enter into a contract with an entity to facilitate a brand-new POST Strategic Plan.

2.F.2.c MCPB to conduct POST-wide survey to determine current communications methods and request suggestions for increased inter-bureau communications.

2.G.1.b Create/establish business rules for webinars/online settings.

2.H.2.a Analyze topics suitable for development of smaller self-paced mini courses for CPT and possible mobile delivery.

2.H.2.b Convert and update legacy self-paced courses per Fiscal Year (FY) 2020-2021 Governor directed funds for Distance Learning for CPT.

2.H.2.d Acquire tablets, iPads, etc. with various operating systems and browsers for development and testing to ensure POST courses, products, resources, and services are not unnecessarily limited by technology platforms.

2.H.2.f Once the Dispatch Basic Course and CPT requirements are updated, explore opportunities for dispatch content on the Learning Portal.

2.H.3.c Develop a Code3 mechanism to record and provide course specific customization data (including photos, videos, etc.).

2.I.1.a Review minimum training standards for instructors of specialized POST-certified courses (Commission Regulation 1070) and make revisions as necessary.

2.I.2.a Update the Learning Portal's self-paced instructor course series on how best to instruct in the physical classroom and in a distanced, virtual class (instructor-led online.)

2.J.4.a Research and implement effective employee recognition processes (Define what "recognition" is).

2.K.1.a Use Course Evaluator Instrument (CEI) as a reference to adopt new feedback processes.

2.K.2.b Designate staff from the appropriate bureaus to maintain the content of specific online communities within the Portal or within the POST Website.

# In Progress Action Items: Continued

3.A.1.a POST staff will receive annual training on the latest marketing strategies and methods to increase social media exposure.

3.A.1.b Communications Unit will disseminate annual surveys/feedback to internal and external stakeholders regarding POST products and communication efforts.

3.A.1.c Develop a portal through the Communications Unit for POST staff to market products and resources via social media outlets.

3.A.2.a Increase social media exposure.

3.A.3.a Designate and empower a Social Media Coordinator.

3.A.3.b Ensure information about applicable POST programs is provided to the Social Media Coordinator for public outreach.

3.A.3.c Establish protocols for quick review, editing and approval of social media materials.

3.A.3.d Facilitate the posting of informational videos for the POST website and social media channels.

3.B.1.a Evaluate current process for proof-editing POST materials and improve where necessary to ensure all POST materials are reviewed/edited prior to being distributed/published.

3.B.2.a Conduct an audit of current social media presence, strategies, and internal structures to include the developments of a process for proof-editing POST materials and improve where necessary to ensure all POST materials are reviewed/edited prior to being distributed/published.

3.B.2.b Establish media mission goals/statements.

3.B.2.c Identify distribution channels and platforms.

3.B.2.d Create social content calendar.

4.A.1.a Assess the feasibility of a central repository for law enforcement applicants (may need legislative assistance for PRA exemptions.)

4.A.1.b Propose and create mandatory background investigator training.

# On Hold Action Items: 6

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1.A.2.c For POST-developed self-paced courses and facilitated video trainings and assets, re-establish the Learning Technology Resources Advisory Council (LTRAC) to help identify trends for new topics and video assets in addition to Learning Portal improvements.

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2.H.2.e Research additional performance support products which may help meet agency needs including but not limited to training that offers CPT and/or meets mandates.

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2.H.3.b Develop a mechanism in Code3 to conduct item-level evaluations (e.g., monitoring performance of test items).

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2.K.3.a Research the feasibility and process of internal or external costs/options to update current apps and tools.

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2.K.3.b Research impact of virtual reality training (specific impacts around performance improvement for specific areas such as de-escalation, communication, and officer safety for example).

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2.K.3.c Research technologies including but not limited to augmented reality and artificial intelligence to enhance in-field programs.

# Canceled Action Items: 7

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- 1.A.2.d For Force Options Simulator using Virtual Reality (VR), research the need and capabilities of incorporating biometric feedback to VR machines.
- 2.E.1.b Create a new space in EDI for the Field Training Officer (FTO) program, showing a record on one's EDI profile of when an officer completes the Field Training Program.
- 2.E.3.b Provide paper copies of professional certificates to those who request and pay for them (with the exception of Executive Certificates).
- 2.E.4.a Create an additional compliance report to be added to EDI for the Field Training Program (FTP) (i.e., completion of the FTO Course, FTO Update Course, and FTP SAC Course).
- 2.E.4.b Create an additional record within each officer's POST Profile to document completion of a POST-approved Field Training Program.
- 2.F.2.a Review and evaluate the Management Counseling and Projects Bureau (MCPB) project form when collaborating with multiple bureaus on a project.
- 2.H.1.a Update interactive workbooks to include embedded POST-approved Learning Portal videos assets, if feasibly possible.

# Remaining Action Items: 10

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1.A.3.c Explore the option to update Dispatch CPT requirements to specifically include law enforcement dispatcher training, not just "job-related" courses.

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2.C.1.a Propose and establish the Dispatch Supervisory Course as a mandatory requirement within one year of promotion.

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2.C.1.b Propose and establish obtaining a Dispatch Supervisory Certificate within one year of promotion as a mandatory requirement.

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2.C.1.c Propose and establish the Communications Training Officer Course as a mandatory requirement.

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2.E.9.b Create a set of guidelines for POST staff on record retention expectations and processes.

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2.F.2.b Consider maintaining a POST-wide project dashboard where all projects are listed once assigned and tracked until completion.

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2.J.1.d Implement programs to enhance knowledge of all POST employees regarding the innerworkings of POST programs.

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2.J.1.f Bureaus to develop an independent "check-off" list of relevant professional development experiences for POST staff to attend.

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2.J.2.a Research options for marketing through Law Enforcement Officer (LEO) organizations and associations.

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2.K.1.b Implement a comprehensive survey procedure ensuring survey information is captured, channeled to appropriate personnel, and responded to as needed.

## AGENDA ITEM REPORT

Title: **REPORT ON THE OFFICE OF PUBLIC AFFAIRS**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b> Katie Strickland	<b>REVIEWED BY</b>	
<b>REPORT DATE</b> 07/26/2023	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/03/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** This report provides the Commission with an overview of the newly developed Office of Public Affairs.

**BACKGROUND:** In June 2023, the Commission on Peace Officer Standards and Training (POST) officially launched the Office of Public Affairs (OPA) within the Executive Office. In an effort to establish consistent messaging to POST's external communications, OPA ensures all important, relevant information to the public is disseminated in a cohesive, accurate, and timely manner.

OPA's responsibilities include:

1. Project Management Support: OPA acts as a project manager for external communication documents.
2. Communications Support for Bureaus: OPA ensures all public-facing documents are communicated with POST-approved messaging and formatting.
3. Media Relations: OPA handles all media requests and inquiries.
4. Brand Consistency: OPA ensures the POST brand is being used consistently throughout all external communications.

**ANALYSIS:** In addition to the new unit, OPA created a Communications Plan to clearly define the priorities, tactics, and tools POST will use when communicating with the public and POST staff. Over the course of several months, OPA developed the plan with both internal and external input. Surveys were sent out to both

POST staff and the field to gather feedback on POST's current communication methods. More than half of POST staff completed the internal communication survey and more than 2,600 participants from the field completed the external communication survey. The survey produced the following results:

- For external communication, the correct tools are in place, but in addition to the launch of OPA, a communications plan is needed to ensure and improve communication effectiveness.
- PASS subscribers would like to receive more notices about the Learning Portal, Basic Course, Peace Officer Certification, and Supervisory or Manager Notices.
- Both surveys identified that email communication is the most preferred and effective way for POST staff and the public to receive information.
- When searching for documents, templates, MS Power Apps, etc. within Microsoft Teams, POST staff find it "somewhat easy" to locate what they are looking for. Staff would prefer for everything to be in one centralized location.
- The internal Monthly Bureau Highlights are considered not timely, and the information that is included within the highlights is not always helpful or newsworthy for staff.
- There is an opportunity to grow POST's social media channels as a source for sharing POST news.

Based on the survey results, OPA developed four priorities for POST's internal and external communications:

1. Lead Strategic Communication Efforts
2. Provide Open and Timely Communications
3. Ensure a Well-Informed Community
4. Provide Measurements of Progress and Success

Each priority has several tactics to guide POST's communication goals. The attached Communications Plan goes into detail of each tactic and an implementation plan timeline.

**RECOMMENDATION:** This report is presented for information only. No action is required.

**ATTACHMENT(S):**

[POST Communications Plan 2023](#)



# COMMISSION ON POST COMMUNICATIONS PLAN

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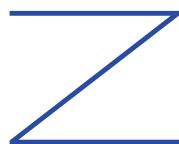
01.

Executive Summary



02.

Discovery Report



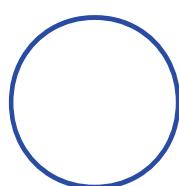
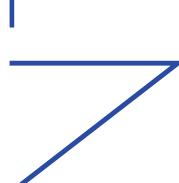
03.

Office of Public Affairs —  
Core Functions



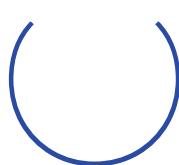
04.

Strategic Communication  
Planning Process



05.

Office of Public Affairs —  
Communication Priorities



11.

Implementation Plan

## **PLAN PURPOSE**

The purpose of this Communications Plan is to clearly define the priorities, tactics, and tools the California Commission on Peace Officer Standards and Training (POST) will use when communicating with the public and POST staff.

The Communications Plan aligns with the Strategic Plan and priorities of POST, furthering POST's mission, values, and vision.

## **PLAN GOAL**

The goal of the Communications Plan is to guide the communication priorities of the Office of Public Affairs, as based on research and stakeholder feedback.

## **IMPLEMENTATION TIMELINE**

Implementation of the Communications Plan will span the course of the next three years. Tactics higher on the priority list will be completed first, and the remaining tactics will be completed as soon as feasible. For a breakdown of the tactics, see the Implementation Plan on page eleven.

## **POST MISSION**

The mission of POST is to continually enhance the professionalism of California law enforcement in serving its communities.

Recognizing that effective law enforcement is the cornerstone of a free society, POST is committed to a vision of the future that ensures quality, integrity, accountability, and cooperation; encourages new ideas; explores and uses appropriate technologies; and delivers relevant, client-based programs and services.

## **POST VISION**

The vision of POST is to be the leading organization in establishing professional standards, assuring top-quality training, and providing effective services to develop and support the world's finest peace officers and law enforcement organizations.

# DISCOVERY REPORT

## KEY TAKEAWAYS

The Discovery Report was completed by conducting a survey to gather feedback regarding POST's current communication methods. Two surveys were developed – one for internal communications which was sent to POST staff and the other for external communications which was sent to all POST News Alert subscribers, PASS Notice interest areas, and the POST Master Roster.

Out of 178 POST employees (at the time of the survey), 54% completed the internal communication survey.

The external survey was sent out to more than 180,000 emails and received 2,618 responses. Both POST PASS subscribers and POST News Alert subscribers were sent an invitation to participate in this survey.

The below provides a snapshot of the insights about how POST staff, and the public, receive information and new communication opportunities for POST to explore.

- 1 For external communication, the correct tools are in place, but in addition to the launch of the Office of Public Affairs, a communications plan is needed to ensure and improve communication effectiveness.**
- 2 PASS subscribers would like to receive more notices about the Learning Portal, Basic Course, Peace Officer Certification, and Supervisory or Manager Notices.**
- 3 Both surveys identified that email communication is the most preferred and effective way for POST staff and the public to receive information.**
- 4 When searching for documents, templates, MS Power Apps, etc. within Microsoft Teams, POST staff find it “somewhat easy” to locate what they are looking for. Staff would prefer for everything to be in one centralized location.**
- 5 The Monthly Bureau Highlights are considered not timely, and the information that is included within the highlights is not always helpful or newsworthy for staff.**
- 6 There is an opportunity to grow POST's social media channels as a source for sharing POST news.**

# OFFICE OF PUBLIC AFFAIRS — CORE FUNCTIONS

## ROLE OF THE OFFICE OF PUBLIC AFFAIRS

The role of the Office of Public Affairs (OPA) is to establish and provide consistent messaging across all of POST's external communications. OPA ensures all important, relevant information to the public is disseminated in a timely, accurate, cohesive, and concise manner.

### Project Management Support

With all external communications needs, OPA helps support POST staff by becoming the project manager of their external communications document(s). To provide consistent, concise, and cohesive messaging as well as staff support, OPA is responsible for ensuring the document(s) makes its way through the approval process, trafficking the document(s) to each approver, and ultimately, distributing the finalized product.

### Communications Support for Bureaus

As bureaus seek communications support for public-facing documents and projects, OPA ensures all items are communicated with POST-approved messaging and formatting.

### Media Relations

All media requests and inquiries are handled through OPA. If POST staff receive a media request or inquiry, it must be sent to [PublicAffairs@post.ca.gov](mailto:PublicAffairs@post.ca.gov).

A media request or journalist inquiry is a direct message from a media outlet or journalist that is looking for insights, remarks, or an interview.

If a media outlet or journalist requests data/public documentation only (i.e., a request for POST Profiles, training records, etc.), please refer them to submit a California Public Records Act (CPRA) request. CPRA requests must be submitted through the [POST Website](#).

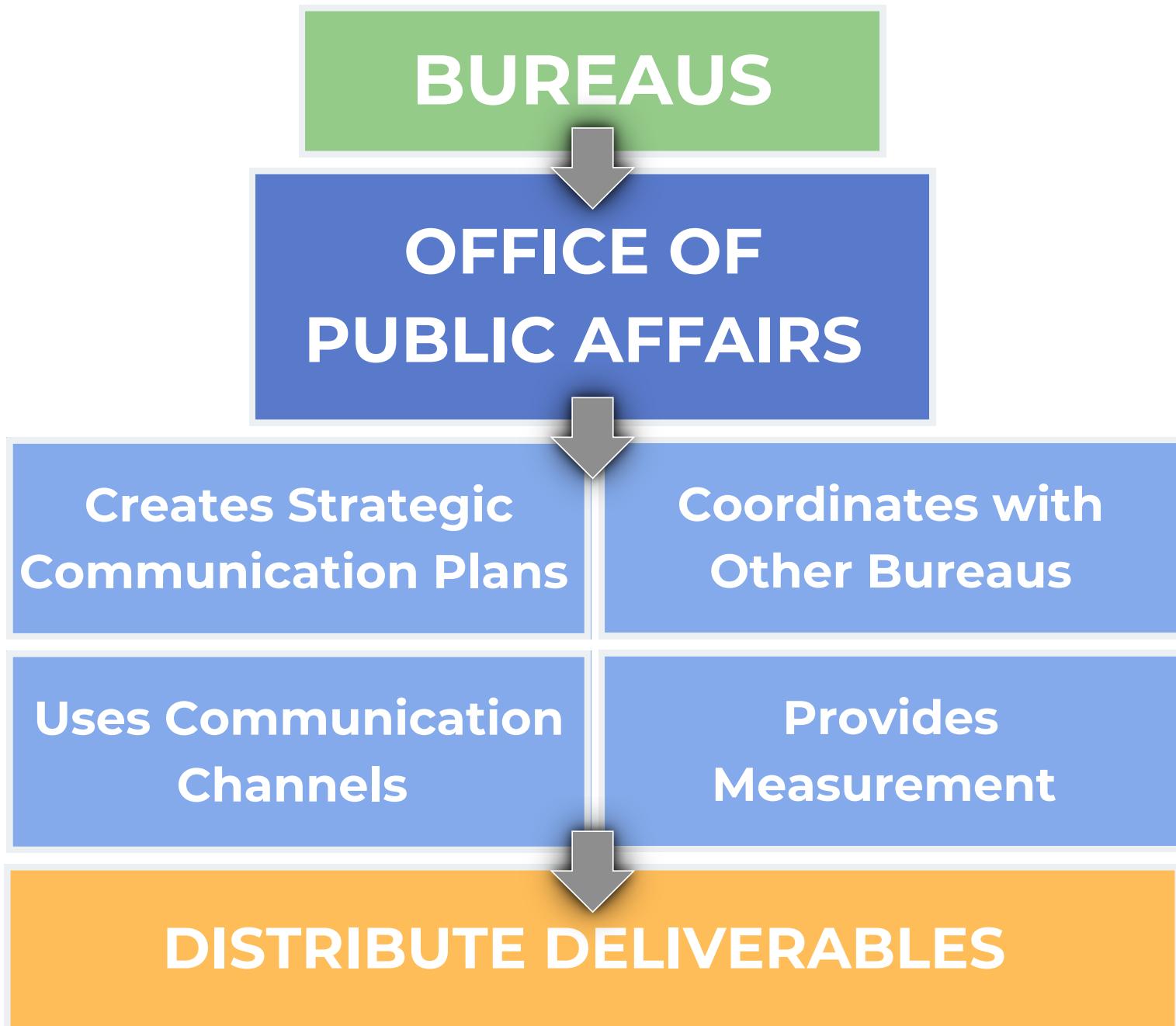
NOTE: OPA will be cc'd on media CPRA requests through NextRequest/GovQA.

### Brand Management

OPA ensures the POST brand is being used consistently throughout all external communications. This includes using and enforcing the POST Document Style Guide.

# STRATEGIC COMMUNICATION PLANNING PROCESS

To best support POST, OPA uses the below process to provide project support, strategize key messages, and create high-quality content in order to effectively communicate to the public.



# OFFICE OF PUBLIC AFFAIRS — COMMUNICATION PRIORITIES

01

## Lead Strategic Communication Efforts

Work directly with POST staff to ensure communication efforts, objectives, and outcomes align with the goals of the organization.

02

## Provide Open & Timely Communication

Share accurate information (both internally and externally) promptly through a variety of communication channels.

03

## Ensure a Well-Informed Community

Keep POST staff and the public informed of relevant POST news, including effectively creating a public understanding and awareness of POST services and products.

04

## Provide Measurements of Progress & Success

Track metrics to evaluate communication efforts and effectiveness in order to guide future communication programs and projects.

# 01 Lead Strategic Communication Efforts

## STRATEGY

Work directly with POST staff to ensure communication efforts, objectives, and outcomes align with the goals of the organization.

## TACTICS

### **#1 Standardize Communication Processes and Procedures**

- Establish a solid communication process to ensure a POST project or initiative is properly communicated to the field and public. This process will include the implementation of mini project-specific communication plans that outline deliverables and the course of action.
- Consolidate all external communication to decipher what should be funneled through the Office of Public Affairs, and what type of communication should be disseminated through an email blast software system.

### **#2 Evaluate Current POST Knowledge Library Intranet in Teams for Improvements**

- A comprehensive internal intranet site will help accommodate staff needs, and ensure resources are easy for all to find.
- Research the implementation of a staff Intranet site that houses important resources, training, templates, etc. for all POST employees to use.

### **#3 Develop Additional Onboarding Resources for New Employees**

- In collaboration with Human Resources, create specific onboarding processes and documents to ensure all employees receive information specific to their bureau in addition to agency wide information.
  - Agency onboarding (i.e., how to navigate Teams, SharePoint, etc.)
  - Bureau-specific onboarding

## **02 Provide Open & Timely Communication**

### **STRATEGY**

Share accurate information (both internally and externally) promptly through a variety of communication channels.

### **TACTICS**

#### **#1 Create Editorial Calendars**

- Develop an annual editorial calendar to help strategic planning for project launches, newsletters, social media, etc.

#### **#2 Revise the Monthly Bureau Highlights**

- Based on the need for more timely and relevant information for POST staff, develop a different approach to the monthly highlights.

#### **#3 Develop an Internal Staff Newsletter**

- Develop and implement a quarterly staff newsletter. These newsletters should contain pertinent information and messaging that is uplifting and encouraging.

- This could include incorporating the Monthly Bureau Highlights as well as messages from the Executive Director.

## 03 Ensure a Well-Informed Community

### STRATEGY

Keep POST staff and the public informed of relevant POST news, including effectively creating a public understanding and awareness of POST services and products.

### TACTICS

#### **#1 Redesign the POST Website**

- Updating the website to a more user-friendly site will be beneficial for POST staff and the public. Surveyed POST staff claimed that resources can be somewhat hard to find.

#### **#2 Revise External Email Content**

- To ensure the public is receiving and reading important POST information, the updating of email content is an opportunity to ensure the public is well informed. This includes updating subject lines and revamping the text within the email to make it more enticing to open and read. Additionally, this also brings the opportunity to lessen the number of emails that go out in one week.

### **#3 Send Additional PASS Subscriber Notices**

- When surveyed, POST PASS subscribers overwhelmingly responded about interest in receiving notices for the Learning Portal, Basic Course, Peace Officer Certifications, and more. This provides POST with an opportunity to send additional notices to the field, ensuring the field is well informed of POST news and updates.

### **#4 Develop an Updated Master Roster**

- To ensure POST is reaching all external stakeholders, it is important to modify and modernize the Master Roster by pulling accurate contact information from the Electronic Data Interchange.

## **04 Provide Measurements of Progress & Success**

### **STRATEGY**

Track metrics to evaluate communication efforts and effectiveness in order to guide future communication programs and projects.

### **TACTICS**

#### **#1 Purchase an Email Marketing System with Metric Tracking**

- Obtaining an email marketing system that provide metrics such as the email open rate, click-through rate, etc., will be extremely beneficial to POST. It will allow POST to track and measure the success of an email blast being sent to the public, providing insightful feedback for future communication strategies.

## **#2 Develop and Implement Quarterly Communication Reports**

- The creation of quarterly communication reports, which will include metrics, will assist POST with tracking the progress and effectiveness of all strategic communication efforts. It will also help highlight areas of improvement, including, media coverage, email blast data, website analytics, and social media metrics.

## **#3 Develop and Implement Project-Specific Reports**

- The creation of project-specific reports will assist POST with measuring the effectiveness of strategic communication efforts for one off projects and initiatives. Ahead of each project, the Office of Public Affairs will create a mini communication plan, which will include goals and an outline of key performance indicators that will be used to identify success, measure effectiveness, and refine future project communication goals.

# IMPLEMENTATION PLAN

## HIGH PRIORITY

- ✓ Standardize communication processes and procedures agency-wide to ensure effective communication internally and externally.
- ✓ Evaluate the current POST Knowledge Library Intranet in Teams, research other methods for housing pertinent staff-related documents and information, and execute improvements to ensure resources are easy to find for all staff.
- ✓ Develop and implement an internal staff newsletter that integrates elements of the POST Monthly Bureau Highlights.
- ✓ Develop and execute a new POST Website.

## MEDIUM PRIORITY

- ✓ Develop additional onboarding resources for new employees.
- ✓ Research and establish editorial calendars.
- ✓ Revise external email content to ensure the public is receiving important, pertinent information.
- ✓ Provide additional informative PASS Subscriber Notices to the field.
- ✓ Develop and implement a new master roster system to ensure POST has accurate contact information to reach external stakeholders.
- ✓ Acquire an email marketing system with metric tracking to help track strategic communication efforts.
- ✓ Develop and implement quarterly reports to track strategic communication efforts.
- ✓ Develop and implement project reports to track progress and efforts of mini project-specific communication plans.

## AGENDA ITEM REPORT

### Title: REPORT ON RACIAL IDENTITY PROFILING ADVISORY (RIPA) BOARD 2023 ANNUAL REPORT

#### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b> Meagan Poulos	<b>REVIEWED BY</b>	
<b>REPORT DATE</b>	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/05/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

#### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

##### ISSUE:

The 2023 RIPA Annual Report included 21 recommendations to POST. The recommendations included the topics of Calls for Service, Bias-By-Proxy, Law Enforcement Training and Recruitment, Learning Domain 42, the Museum of Tolerance Racial Profiling Train-the-Trainer course, and Decertification of Peace Officers (Senate Bill 2). POST staff has analyzed all 21 recommendations.

##### BACKGROUND:

The 2023 Racial and Identity Profiling Advisory (RIPA) Board Report, released in January 2023, contained 21 recommendations for POST to improve upon in a variety of programs. The attached report is a response to the RIPA Board with an analysis of the 21 recommendations. The analyses contain a recommendation of support or explanation of the topic being covered sufficiently as is.

##### ANALYSIS:

The 2023 RIPA Annual Report included 21 recommendations to POST. The recommendations included the topics of Calls for Service, Bias-By-Proxy, Law Enforcement Training and Recruitment, Learning Domain 42, the Museum of Tolerance Racial Profiling Train-the-Trainer course, and Decertification of Peace Officers (Senate Bill 2).

POST staff has analyzed all 21 recommendations and have agreed to support 6 of the recommendations, asked the RIPA Board for clarification on one and have several that are unattainable due to lack of resources and staffing. Recognizing the difference of time between the initial RIPA Report release (January 2023) and the time of this report, much activity has occurred at POST to update some of the very recommendations initially made. As such, the remaining recommendations do not require an action taken as we find that the topics are covered sufficiently and this report provides analysis supporting those conclusions.

At the request of the POST Commission, this formal report is designed to address all recommendations made by the RIPA Board in their 2023 report.

**RECOMMENDATION:**

This is a report on the Racial and Identity Profiling Advisory (RIPA) Board 2023 Annual Report which includes recommendations to POST.

The report is presented for information only. No action is required.

**ATTACHMENT(S):**

[RIPA 2023 Best Practices.POST\\_Final](#)  
[Transmittal Letter to POST from Board\\_Final](#)  
[RIPA Report2](#)

# Racial and Identity Profiling Advisory Board

**Annual Report  
Recommendations and Best Practices  
2023**

**January 1, 2023**

# RECOMMENDATIONS AND BEST PRACTICES

## 2023 RIPA REPORT

The 2023 Annual RIPA Report provides recommendations and best practices from the RIPA Board for law enforcement agencies, the Legislature, local policymakers, the Commission on Peace Officer Standards and Training (POST), community members, and advocates to promote evidence-based and data-driven policy reforms to eliminate racial and identity profiling and improve law enforcement and community relations. The Report provides context and research that inform the recommendations and best practices described below. These recommendations are not exhaustive, but provide a foundation upon which stakeholders can build and develop emerging next practices geared toward safe and equitable policing.

### The Mental Health Impacts of Being Policed On Communities Impacted By Racial and Identity Profiling

- Public health officials and policymakers should treat racial and identity profiling and adverse policing as significant public health issues and recognize that police interactions can negatively impact the mental and physical health of individuals who are Black, Hispanic/Latine(x), Indigenous, and people of color. Adequate resources should be invested to understand and address the health implications of racial profiling, as well as other types of identity profiling.

### Pretextual Stops

- The Board reiterates its 2022 recommendation for the Legislature, law enforcement agencies, and local district attorneys to create data-driven policies to improve public safety and develop innovative ways to address racial and identity profiling by eliminating pretextual stops.
- The Legislature, law enforcement agencies, and local district attorneys should examine emerging approaches to:
  - Eliminate all pretextual stops and subsequent searches and ensure that a stop or search is based on reasonable suspicion or probable cause, respectively.
  - Identify and take action to limit enforcement of traffic laws and minor offenses that pose a low risk to public safety and show significant disparities in the rate of enforcement.
  - Limit armed law enforcement responses to traffic enforcement by allowing for stops only if there is a concern for public safety and explore amending the vehicle code to more broadly move traffic enforcement out of law enforcement's purview (e.g., to a civilian traffic unit).
  - Ban certain searches, such as consent searches or supervision searches, during traffic stops and instead require probable cause for any search.
- The Legislature should:
  - Evaluate moving to a probable cause standard for stops that the RIPA data shows have a statistically significant disparate outcome with little benefit to public safety.
  - Prohibit law enforcement from asking an individual their probation, parole, or supervision status, unless there are articulable facts establishing probable cause that a crime has been committed.
  - Consider various measures, including prohibiting consent searches or creating primary and secondary traffic enforcement systems, to determine how they might reduce disparities and inequitable enforcement of laws.

- Consider addressing pretextual stops beyond just traffic violations, such as pedestrian-related stops (for example, explore policies that address stop-and-frisk).
- Consider creating a package of reforms to address and end pretextual stops that includes decriminalization as a core component.
- Municipalities and law enforcement agencies should:
  - Develop policies that prescribe the specific types of prohibited stops and, thus, limit the discretion officers have to determine what can be characterized as a public safety stop.
  - Prohibit specific types of enforcement actions traditionally allowed in the absence of reasonable suspicion or probable cause, such as consent searches and supervision searches, unless there are articulable facts establishing probable cause a crime has been committed.
- The Board encourages the Legislature and municipalities to consider reducing fines and fees related to vehicle equipment violations. The Board recommends that jurisdictions instead consider policies and programs that assist a person in making needed vehicle repairs.
- The Board recommends that district attorneys consider the following when developing strategies to address pretextual stops:
  - Declining to file charges that stem from a pretextual stop or search.
  - Creating policies that direct deputy district attorneys to decline to file possessory charges based on a search that occurred during a traffic encounter, a misdemeanor offense, or a consent or probation search.
  - Developing directives that clearly prescribe the types of stops that are restricted or prohibited, such as obstructed window or expired registration.
- The Board also encourages District Attorneys to review their own data for charges that may be a source of disparities and work with community members to develop solutions.
- Agencies, district attorneys, and lawmakers should consult with the communities they serve to develop their own policies to address pretextual stops in addition to looking at new types of traffic enforcement programs.

## Youth Contacts with Law Enforcement

- Policymakers should consider:
  - Providing youth with additional protections and safeguards prior to waiving any rights, particularly if any statements they make could lead to their inclusion in a criminal database or could be used against them in criminal proceedings.
  - Providing youth with additional protections with respect to consent searches and field interview cards, similar to those afforded to youth in custodial interrogations, to assure statements are given voluntarily.
  - Reforming use of force policies and practices to take into account the physical and developmental differences of youth.
  - Requiring officers to have probable cause prior to conducting a search of anyone, especially of youth, because of the racial and identity disparities in search rates and the lack of voluntariness in agreeing to a search.

- o Taking measures to prohibit officers from requesting consent to search youth without an attorney present.

## Youth and Law Enforcement: Addressing the Profiling of Students

- The Board is concerned by the research and data disparities in school discipline and referrals to law enforcement and will continue to develop its exploration of these critical issues. In 2023, the Board will examine policy recommendations and best practices regarding:
  - o Student disciplinary issues that school administrators and staff should address themselves rather than requesting assistance from or making referrals to law enforcement
  - o The efficacy of school-based police and whether school-based police should continue to be present in K-12 schools, given the research showing the negative impacts.

## Accountability Models

- Law enforcement agencies should:
  - o Consider the role supervisors play in creating a healthy culture of accountability. Upon noticing changes in behavior or attitude of officers, supervisors can check in with officers to determine the underlying reason for the change in behavior and to take appropriate action to prevent it from affecting the work further.
- The Board encourages agencies and municipalities to work with community partners to incorporate the following principles identified by the United States Department of Justice when establishing or maintaining a civilian review board:
  - o A board should be independent from real or perceived influence from special interests, including law enforcement and political actors. An oversight board must be able to act impartially, fairly, and in a manner that maintains community and stakeholder trust.
  - o A board's jurisdiction and authority must be clearly defined and adequate to prevent confusion and differing interpretations of the board's authority.
  - o A board that has unfettered access to records and facilities in a timely manner provides for effective, informed, and fact-driven oversight.
  - o A board should have access to law enforcement executives and internal affairs staff, which would promote cooperation and ensure that those involved can develop mutual understanding and support for each other's role in promoting accountability for the law enforcement board.
  - o A board should have the full cooperation of officers and department staff, which will facilitate thorough investigations and obtaining sufficient information for work performed by the civilian board.
  - o A board should have sustained stakeholder support, not just support in times of crises. Lack of prolonged support may look like leaving board appointments vacant for long periods or failing to provide adequate resources, both things that undermine the civilian board in the long term.
  - o A board should have adequate funding and operational resources such that the board may perform its functions thoroughly, timely, and skillfully.
  - o A board should be transparent and be able to regularly report to the public in a manner free from influence by political actors or pressure or law enforcement boards. Civilian boards bring transparency to the otherwise opaque internal investigation process.

- o A board should have data-driven and evidence-based analyses of law enforcement policies and patterns, which may address systemic issues and result in recommendations that may improve community relations.
- o A board should outreach to the community, which enables a board to build awareness of its existence, share reports and findings with the public, build relationships with stakeholders, recruit volunteers, solicit community input and involvement, facilitate learning and greater understanding, broker improved relationships, build coalitions, and develop a greater capacity for problem-solving.
- o A board should have community and stakeholder input about how civilian oversight should function and how the issues it should address will lead to the best fit oversight system to meet the particular community's needs and expectations.
- o A board should have confidentiality, anonymity, and protection from retaliation to promote community involvement and bring legitimacy to the system.
- o A board should have procedural justice regarding how authority is exercised. Officers' perception of a procedurally just work environment is correlated to reduced misconduct and corruption and greater endorsement of policing reforms, reduced mistrust of and cynicism about the community, willingness to obey supervisors, and increased officer well-being.
- Jurisdictions seeking to appoint or establish an inspector general's office should consider the office's:
  - o Credibility. An inspector general is more likely to be perceived as neutral when they are not tied to a specific administration and chosen based on integrity and competence, rather than political affiliation. Community perception is also key to credibility.
  - o Access to information. They should have subpoena power and access to documents, databases, and people, at a minimum. Those who complain to an inspector general should be protected from retaliation. An inspector general should also have prompt access to evidence and databases.
  - o Support from relevant government institutions. Relevant government agencies should also support and provide resources to an inspector general; funding is required to carry out oversight.

## Calls for Service and Bias-By-Proxy

- As POST updates and develops the Dispatcher Basic Training Course, the Board recommends that POST:
  - o Create a bias training for dispatchers that must be attended by all dispatchers at least once a year; mandate participation in bias training to be repeated, sustained, and reinforced as further research supports; and perform an annual review and update of the bias training for quality assurance and effectiveness;
  - o Develop an assessment tool beyond an oral interview for determining potential bias of applicants during dispatcher hiring;
  - o Develop outreach strategies for hiring of dispatchers such that dispatchers are representative of the diversity of the community they serve; and
  - o Offer guidance to local law enforcement agencies regarding social media investigations or inquiries in the hiring of dispatchers.

- The Board encourages city governments, law enforcement agencies, and community advocates to partner to develop crisis intervention models that work for their communities.

## Civilian Complaints Policies

- The Board renews its recommendation from the 2022 Report that the Legislature should:
  - Add the following definition to Penal Code section 832.5:
    - (1) Complaint means either of the following:
      - (A) any issue brought to a department or agency where the complainant perceives that a department or agency employee engaged in criminal conduct, abusive or discriminatory behavior, inappropriate or discourteous conduct, or violation of any law or rules, policies, and regulations of the department or agency; or
      - (B) disagreement solely with the policies, procedures, or services of the department or agency and not with the performance of any personnel. If during the course of investigating this type of complaint, conduct is discovered that could be the basis of a complaint under subdivision (1)(A), the investigator shall report this conduct to a supervisor, which should be logged, tracked, and investigated separately from the original complaint.
  - Modify or eliminate the requirement in Penal Code section 148.6 that law enforcement agencies obtain a signed advisory from complainants, referencing the possibility of criminal sanctions, before accepting a civilian complaint.
- Law enforcement agencies should:
  - Incorporate the principles of procedural justice into as many aspects of the civilian complaints process as possible.
  - Aim to make the complaints process accessible to everyone, and accept all complaints, in any form, from any person including minors, parents or legal guardians on behalf of their minor dependent, non-English speaking persons, anonymous, and third-party complainants. Practices that may deter members of the public from pursuing a complaint, such as running warrants or immigration checks on complainants at intake, should be prohibited.
  - Apply the RIPA Board's definition of "civilian complaint" discussed above, to all custody settings, such as jails, to ensure that all complaints are captured in the data reported to the Department of Justice.
  - Write complaint forms for a 7th to 9th grade reading level and print the forms using a minimum of size 14 text in high contrast colors.
  - Make complaint forms as accessible as possible, including for people with disabilities, by using additional methods such as formatting text flush left, using numbered lists instead of bullet points, and correcting formatting of electronic documents to make forms more accessible for assistive technology software/screen readers.
  - Provide complaint forms and instructions in any language spoken by more than 5% of the jurisdiction's population, as defined in the Dymally-Alatorre Bilingual Services Act.
  - Explicitly inquire on the complaint form whether the complaint alleges racial or identity profiling and provide space to specify the type(s) of racial or identity profiling alleged.
  - Make complaint forms widely and permanently available in a variety of locations, such as within the agencies' office(s), other government buildings, and community-centered sites. Each

location offering a form should include posted signage notifying the public of their right to make a complaint.

- o Consider alternative means for members of the public to prepare and submit complaints remotely to facilitate greater access to the complaint process, such as an online portal or free telephonic hotline.
- o Facilitate the public's ability to participate in the complaint process by:
  - Requiring officers to inform a member of the public who describes alleged misconduct to the officer of their right to file a complaint and explain the complaint process in a manner that is easily understandable and promotes action by the complainant, if they desire;
  - Require officers to submit a complaint when a member of the public provides the officer with information about alleged misconduct by another officer, even if the community member does not wish to pursue a complaint themselves or does not express a desire for any remedy, such as discipline of the officer;
  - Ask complainants with disabilities what accommodations would help them engage with a complaint investigation more easily;
  - Provide interpreters or translators to complainants; and
  - Recognize other cultural needs of the complainant.
- o Establish clear anti-retaliation policies prohibiting department officials from taking any adverse action against a complainant, such as threats, intimidation, coercion, or harassment. Violations of these policies should be independent grounds for discipline.
- o Develop clear deadlines for each step in the complaint process and provide those deadlines to members of the community, including deadlines to:
  - Assign the complaint to a reviewer and initiate the investigation;
  - Notify a complainant of the reviewer's contact information and any tracking number associated with the complaint (preferably within 24 hours from the time the complaint was assigned to an investigator);
  - Notify an officer that a complaint was filed against them (preferably within 24 hours from the time the complaint was assigned to an investigator);
  - Contact witnesses (preferably within 24 hours from the filing of the complaint, for smaller agencies);
  - Complete the investigation (preferably within one year from the time the complaint was assigned to an investigator);
  - Provide regular updates to the complainant throughout the investigation (preferably monthly); and
  - Notify the complainant of the disposition (preferably within one week of the conclusion of the investigation).
- o Adhere to the deadlines set for each step in the complaint process, and require supervisory approval for deviations from those deadlines.
- o Use a uniform system to accept, document, investigate, and report individual complaints. Where feasible, this system should be automated, capture all information necessary for individual case tracking and systemic data from the agency's aggregated complaints, and alert those responsible for management of the complaint process when deadlines are about to expire or have expired.

- o Strive to make complainants and witnesses feel comfortable participating in the complaint process, and emphasize respectful and professional communication throughout the process.
- o Ensure regular and prompt communication with complainants throughout the complaints process by:
  - Establishing protocols and policies to engage with complainants within 48 hours of submitting a complaint;
  - Providing complainants with the following information, as soon as possible after a complaint is submitted:
    - A tracking number for the complaint, the identity of the investigator, and contact information or other information to track the progress of their complaint;
    - An opportunity to review their complaint and/or statements for accuracy;
    - Standards for review and disposition categories in the agency's policy; and
    - A timeline for complaint investigations and procedures that must be followed.
  - Providing routine updates to the complainant regarding the status of the investigation, including any steps taken to investigate the complaint and anticipated next steps;
  - Immediately notifying the complainant if there are any delays in the investigative process; and
  - Notifying complainants as soon as possible once an investigation is completed. The notification should include:
    - The disposition of the complaint;
    - The findings underlying the disposition;
    - Copies of the documents and evidence relied on, to the greatest extent the information may be disclosed by law; and
    - An advisement that complainants may request further information and/or additional documents related to the investigation of their complaint.
- o Offer to communicate with a complainant through alternative methods to written correspondence, such as by phone or email, or with the assistance of a mediator or advocate, if the complainant prefers.
- o Investigate all complaints. No investigation should be terminated solely based on withdrawal of a complaint.
- o Consider recording all investigative interviews.
- o Examine standardized lines of inquiry in every investigation, including several lines of inquiry to detect both direct and indirect evidence of wrongdoing, such as:
  - The officer's reason for contact (including any contextual information provided by a dispatcher);
  - Relevant contextual information during the contact, such as a perceived protected characteristic;
  - The language used during the police encounter;
  - A comparison of how the complainant was treated, relative to other individuals in similar circumstances without the same protected characteristics; and
  - The officer's background, training, years of experience, complaint history, and patterns of behavior.

- o Provide the complainant with written notification of the disposition within 30 days of the decision, including:
  - A statement of the specific disposition;
  - A summary of the investigatory steps taken;
  - The specific findings of the investigation and reasons for them;
  - Copies of the documents and evidence relied on;
  - Whether any disciplinary actions, including training, were taken as a result of the complaint; and
  - Advising that the complainant can request additional information and/or documents related to the investigation of their complaint.
- o Consider adopting a restorative justice approach when notifying a complainant of the complaint disposition. To that end, agencies should also encourage direct apologies to complainants for any failings found during a complaint investigation.
- o Audit individual complaints to verify that all available evidence was collected and analyzed, verify that the statements summarized in the investigative report are accurate, evaluate the findings and final disposition of individual complaints, and assess the timeliness of the agency's response.
- o Periodically analyze trends within their aggregate civilian complaint data. Agencies should then use this data to determine whether additional training or revisions to policies are necessary to improve the efficacy of the complaint process.

## POST Law Enforcement Training and Recruitment

- The Board recommends that the Legislature:
  - o Expand the POST Commission by five people to add more diverse representation from the public and non-sworn community.
  - o Increase the minimum academy or basic training hours to more closely reflect the hours certified by POST at most academies, which exceed this amount.
  - o Analyze or audit POST's funding for training to provide clarity on the most effective use of training funds.
  - o Mandate in-service officers to take the 8-hour Procedural Justice training course rather than have it be voluntary.
  - o Require Field Training Supervisors to take extensive racial and identity profiling training prior to teaching the 440 hours of Field Training to newly certified Academy graduates.
  - o Mandate measures of effectiveness in curriculums approved or certified by POST to determine if trainings are having the desired effect.
- The Board recommends that POST:
  - o Share information with the Board on how the Board's recommendations were incorporated into the courses that the Board worked on.
  - o Discuss the Board's course feedback and best practices recommendations as an item for discussion by the Commissioners as opposed to a consent item.

- o Publish any guidelines for racial and identity profiling-related courses on the POST website, and if there are no current guidelines, undertake this process.
- o Develop a robust plan for engaging individuals from the communities most profiled, as evidenced by the annual RIPA report data, in reviewing and providing feedback on existing courses and new ones in development.
- o Appoint a community engagement coordinator to ensure meaningful community input is considered and included in all POST training courses involving interactions with the public.
- o Create broader transparency in the POST racial and identity course curriculum development and certification process by publishing this information on the POST webpage and engaging with a diverse group of interested stakeholders throughout the process.
- o Engage non-traditional experts outside of POST – such as the National Organization of Black Law Enforcement Officers, the Fair and Impartial Policing Institute, or the Center for Policing Equity – to evaluate and/or develop profiling and bias training.
- With respect to Learning Domain 42 of the Regular Basic Training Course, entitled Cultural Diversity/Discrimination, the Board had extensive recommendations for revisions. The Board highlights a few recommendations here and encourages POST to review the complete commentary in the Report.
  - o The course objectives should prominently discuss and emphasize law enforcement agency expectations regarding unlawful racial or identity profiling behavior and accountability for engaging in those acts.
  - o The course should lay out in the introduction why learning about racial and identity profiling is a required training and, while each officer possesses personal values and thoughts, the mission of their organization must be “front of mind” such that one’s personal values and thoughts never compromise public trust and safety.
  - o Rather than its current focus on convincing officers that racial profiling is wrong, Section 2 on racial and identity profiling should be evidence-based and thus focus on the significant amount of data and research showing that racial profiling is not an effective means of policing.
  - o The learning objectives of the section on sexual orientation should discuss the difference between sexual orientation and gender identity and how they intersect with each other, as well as race, culture, and religion.
  - o The legal section should more explicitly state that the RIPA statute recognizes that racial and identity profiling – or the “consideration of, or reliance on, to any degree” protected identity characteristics in deciding any stops or actions taken – is prohibited. To put this in context, it should also acknowledge that the law recognizes the harm caused by profiling (to individuals, communities, and police-community relations) and the need for affirmative steps to prevent it from happening.
  - o The course definitions should discuss racism and racial profiling and how they intersect and should not characterize racial profiling as controversial.
  - o The course should more explicitly discuss the history of the civil rights movement rather than use euphemistic language. Such language obscures how it was not expressly impermissible under the law for officers to discriminate against people based on their racial background and to only protect White individuals from harm while permitting violence perpetuated by White individuals against Black individuals. Making that history more explicit helps officers understand 1) the trajectory of policing and 2) why people may legitimately be distrustful of policing activity given the historical context and, particularly, when we see similar trends persist today.

- POST should revise its Racial Profiling Train-the-Trainer training in the following ways:
  - The course should contain measures of effectiveness by which to evaluate course outcomes, such as a reduction in disparities in traffic stops or how many students pass or fail the course.
  - Ongoing training for service officers should be at least once a year and the course should be updated annually in consultation with community members and non-law enforcement subject matter experts.
  - The course must be inclusive of all identities, including gender and disability.
  - The Museum of Tolerance and POST should work continuously to update course materials in collaboration with community members.
  - The training would benefit greatly from acknowledging that disparities have been documented across jurisdictions in how people are treated during stops.
  - The course should refer to racial *and* identity profiling throughout the training, rather than focusing only on racial profiling.
  - The course should use the data to train on a specific ethical thought grid before a decision is made to stop, detain, handcuff, or order someone to sit on a sidewalk, or conduct a bicycle-related stop, to name a few examples.
  - Throughout the curriculum, there should be a discussion of both explicit and implicit bias and how both can lead to illegal profiling behavior. Trainees should leave with the understanding that addressing bias can actually lead to better outcomes.
  - The course would benefit from robust role-playing exercises with course participants to gain a better understanding of community members' perspectives during police stops.
  - The facilitation team could be improved by including non-law enforcement representatives, such as someone with an expertise in teaching implicit bias. The Museum of Tolerance and POST should consider using facilitators from diverse backgrounds and organizations like those originally named as members of the curriculum development panel.
- Regarding the Racial Profiling Train-the-Trainer course, the Legislature should:
  - Mandate that this course be updated much more frequently.
  - Expand the responsibility for this course and its updates to include a diverse group of stakeholders beyond the Museum of Tolerance and provide funding accordingly.
- Regarding SB 2 for decertification of officers, the Board recommends the following to POST:
  - Clarify that bias based upon an officer's perception of an individual's identity, not only the individual's actual identity, would be a basis for decertification.
  - The definition of bias should explicitly include, but should not be limited to, conduct that would constitute illegal profiling as defined by Penal Code Section 13519.4.
  - Acts or omissions that would render an individual ineligible as a peace officer under Government Code Section 1031.3 should be included as grounds of decertification.
- The Board's POST Subcommittee endorses the California Legislative Analyst's Office's recommendations that:
  - The Legislature should conduct a more extensive review of how POST is spending its budget for law enforcement training.

- o POST should collect and report on the number of officers trained, how the trainings were delivered, and the cost per training attendee, as well as the effect of specific trainings on officers' job performance.
- The Board's POST subcommittee endorses the general recommendations from the State Auditor's Office to the Legislature in its report examining five law enforcement departments throughout the State. These recommendations include better aligning expectations in state law with best practices for addressing bias in policing, such as by adopting a uniform definition of biased conduct, requiring more frequent and thorough training, and increasing independent oversight.

***State of California Racial and Identity Profiling Advisory Board***



RIPA BOARD c/o  
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February 8, 2023

Via Electronic Mail

Commission on Peace Officer Standards and Training  
c/o Manuel Alvarez, Jr.  
Executive Director  
860 Stillwater Road, Suite 100  
West Sacramento, CA 95605

Re: POST Recommendations – Racial and Identity Profiling Board

Dear POST Commissioners:

We write to you today in our capacities as co-chairs of the State's Racial and Identity Profiling Advisory Board (RIPA Board). Under the Racial and Identity Profiling Act of 2015 (RIPA), the Legislature established the RIPA Board as a nineteen-member state advisory board composed of civil rights advocates, clergy, academics, and law enforcement. The RIPA Board's primary duty is to review and analyze policies and practices, as well as analyze stop data and civilian complaint data in order to make recommendations aimed at eliminating racial and identity profiling in California.

On January 1, 2023, the RIPA Board released its [sixth annual Report](#). Among other things, the Report analyzes millions of stops conducted in 2021 by law enforcement officers from 58 law enforcement agencies, including the 23 largest agencies in California. The Board provides an overview of the Report in the [Executive Summary](#) and outlines the evidence-based best practices and Board recommendations in the [Recommendations and Best Practices](#) section.

This year the Board wanted to highlight several of its salient recommendations for the POST Commission. For ease of reference, we have attached the Recommendations and Best Practices section to this letter and have highlighted the recommendations the Board directed to POST. These include concrete measures the POST Commission can take to improve training and implement reforms to help achieve the Board and POST's shared mission to eliminate racial and identity profiling and improve diversity and racial and identity sensitivity in law enforcement.

Please do not hesitate to contact us if you would like to discuss these important matters further.

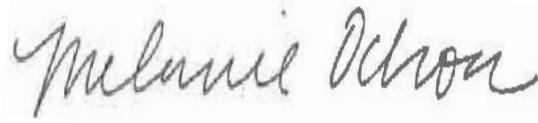
February 8, 2023

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Sincerely,



Steven Raphael  
Professor of Public Policy  
Goldman School of Public Policy  
University of California, Berkeley  
RIPA Board Co-Chair



Melanie Ochoa  
Director of Police Practices  
ACLU of Southern California  
RIPA Board Co-Chair



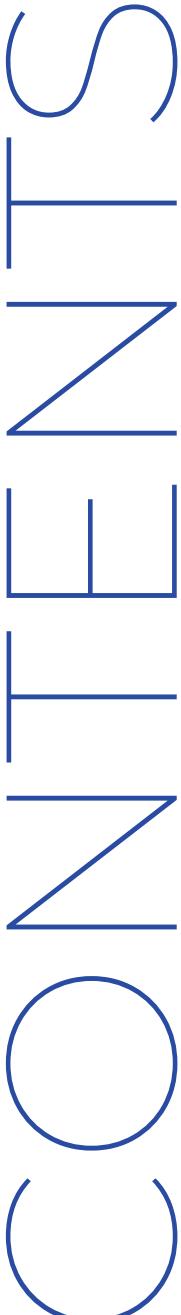
# POST REPORT

## ON RECOMMENDATIONS MADE BY THE RIPA BOARD

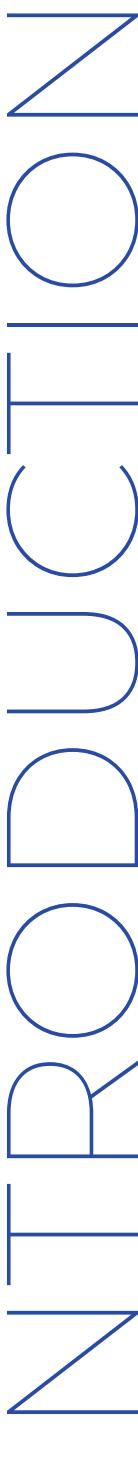


2023

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In October 2015, Assembly Bill 953 was signed into law, enacting the Racial and Identity Profiling Act. The law, among many things, established the Racial and Identity Profiling Advisory (RIPA) Board to eliminate racial and identity profiling, and to improve diversity and racial and identity sensitivity in law enforcement. The broader portion of the Act required each state and local agency that employs peace officers to annually report to the Attorney General specific data collected during all stops to capture when and if racial profiling was occurring. The Commission on Peace Officer Standards and Training (POST) in its own realm, was required to develop and disseminate guidelines and training for all peace officers on the racial and cultural differences among the residents of California. The law further states that the course shall be incorporated into the basic training of peace officers, and mandates that once the basic training is completed, each peace officer must complete a refresher course every five years thereafter.

POST has been required to develop and train peace officers on racial profiling since 2002. Learning Domain (LD) 42 Cultural Diversity/Discrimination has been a longstanding subject taught in the academy. LD 42 requires a minimum of 16 hours of training in the regular basic course. Within those 16 hours, required learning needs include instruction on varying concepts on recognizing the complexities of cultural diversity; awareness of stereotyping to prevent discrimination; discussion on racial profiling and the law; and the impact of racial profiling and the obligation to prevent, report and respond to such incidents. Refresher training for in-service peace officers was also developed in accordance with the law during this time. To help ensure quality and standardization, POST contracted with the Museum of Tolerance to create a Train-the-Trainer course and also required, in Commission Regulation 1070, that any instructor for Racial and Identity Profiling must complete the POST-certified Train-the-Trainer course produced and presented by the Museum of Tolerance.

In addition to the required courses, POST has created additional racial and identity profiling courses which do not meet the criteria of the required courses, but also serve to complement and extend the knowledge base of the required courses. This includes a 4-hour self-paced update course on the POST Learning Portal that peace officers and public safety dispatchers can take at any time.

POST regularly works with the RIPA Board, its various subcommittees, and the Department of Justice Civil Rights Enforcement Section. POST also regularly reaches out to the RIPA Board when working on projects that contain the topic of racial and identity profiling and bias, as well as a variety of other topics including de-escalation, public safety dispatcher training, and use of force and implicit and explicit bias screening of peace officer candidates.

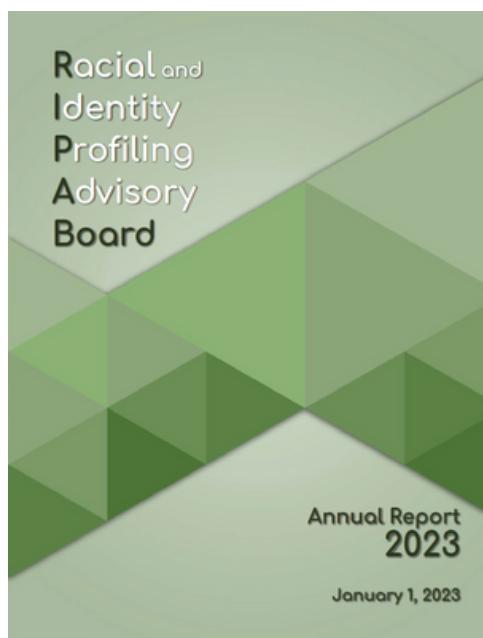
In total, the RIPA Board made 21 recommendations to POST on the topics of Calls for Service, Bias-By-Proxy, Law Enforcement Training and Recruitment, LD 42, the Museum of Tolerance Racial Profiling Train-the-Trainer course, and Decertification of Peace Officers (Senate Bill 2).

# MESSAGE FROM THE EXECUTIVE DIRECTOR

*POST has been required to develop and train peace officers on racial profiling since 2002.*

The 2023 RIPA Annual Report included 21 recommendations to POST. The recommendations included the topics of Calls for Service, Bias-By-Proxy, Law Enforcement Training and Recruitment, Learning Domain 42, the Museum of Tolerance Racial Profiling Train-the-Trainer course, and Decertification of Peace Officers (Senate Bill 2). POST staff has analyzed all 21 recommendations and have agreed to support 6 of the recommendations, asked the RIPA Board for clarification on one and have several that are unattainable due to lack of resources and staffing. Recognizing the difference of time between the initial RIPA Report release (January 2023) and the time of this report, much activity has occurred at POST to update some of the very recommendations initially made. As such, the remaining recommendations do not require an action taken as we find that the topics are covered sufficiently and this report provides analysis supporting those conclusions. At the request of the POST Commission, this formal report is designed to address all recommendations made by the RIPA Board in their 2023 report.

We look forward to our continued relationship with the RIPA Board and its subcommittees as we work towards advancing the professionalism of all peace officers in California.



This report serves as a response to the 21 recommendations made to POST in the 2023 RIPA Board Annual Report.

# CALLS FOR SERVICE/BIAS BY PROXY

01

## RECOMMENDATION

Create a bias training for dispatchers that must be attended by all dispatchers at least once a year. Mandate participation in bias training to be repeated, sustained, and reinforced as further research supports; and perform an annual review and update of the bias training for quality assurance and effectiveness.

02

## RESPONSE

### **SUPPORT RECOMMENDATION – LIMITED RESOURCES**

03

## ANALYSIS

POST currently has no regulations or legislative requirements as it pertains to the topic and content of continued professional training (CPT) for public safety dispatchers.

A possible solution would be to create a perishable skills program (PSP) for public safety dispatchers, identifying the topics that would have the most significant impact on public safety dispatchers. The current PSP for peace officers would be used as a model program when creating one for public safety dispatchers. To accomplish this, a training needs assessment, legislative analysis, and input from the field would be required in determining the topics and training schedule.

After review and analysis, while POST supports this recommendation in theory, POST staff believe the issue posed by the RIPA Board for this recommendation is unattainable as this would require substantial POST resources and regulation changes to accomplish.

# CALLS FOR SERVICE/BIAS BY PROXY

01

## RECOMMENDATION

Develop an assessment tool beyond an oral interview for determining potential bias of applicants during dispatcher hiring.

02

## RESPONSE

**NO ACTION REQUIRED – TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

A current tool, that is a recommendation but not a regulatory item, is the use of a psychological assessment when screening public safety dispatchers. The peace officer psychological assessment, in Commission Regulation 1955, has been updated to include bias as one of the components to be checked during the screening. This tool can be applied to public safety dispatchers as well. Currently, psychological assessment of public safety dispatchers is not required per regulation; however, POST does provide the POST Public Safety Dispatcher Psychological Assessment Resource Document. In the recently published Public Safety Dispatcher Job Task Analysis, there was a demographic question added to help capture data related to a psychological assessment. The survey yielded that 77% of respondents did complete a psychological assessment as part of their hiring process.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# CALLS FOR SERVICE/BIAS BY PROXY

01

## RECOMMENDATION

Develop outreach strategies for hiring of dispatchers such that dispatchers are representative of the diversity of the community they serve.

02

## RESPONSE

**NO ACTION REQUIRED - TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

There is no direct action for POST to take in this recommendation. POST would remain a supporting role to the California Office of Emergency Services (CalOES).

The nation-wide average vacancy rate for public safety dispatchers is 30%, according to the National Emergency Number Association (NENA). Everyone would benefit from a strategic recruitment and retention plan. With California being such a diverse state, it would be difficult for POST to create a recruitment strategy that appropriately represents each of the agencies participating in POST. Cost, location, and resources play a large role in an agency's ability to recruit and retain public safety dispatchers. The CalOES 9-1-1 Branch has entered into a contract with 9-1-1 Authority and Promethean One to conduct a three-year long recruitment study of all the public safety answering points (PSAP) in the state of California. The CalOES 9-1-1 Branch is responsible for the technological support of NextGen and telecommunications for all 438 PSAPs. They have a much wider span of control and resources for the study; whereas, POST only has control over the law enforcement agencies who choose to participate in POST and even that does not necessarily include their public safety dispatchers. For example, California Highway Patrol, has been a member of POST since 1966 but their public safety dispatchers did not join POST until 2011.

Thankfully, due to well-maintained professional relationships and collaboration, CalOES did ask for POST feedback when they created the request for proposal for the study. CalOES has since arranged virtual introductions between POST staff and the project managers with 9-1-1 Authority and Promethean One. As their study progresses, we anticipate questions regarding POST's standards that may require clarification. At the completion of the study there will be a formal report that will be public and all PSAPs in the state will be able to review it for recommendations. This would be a resource only.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# CALLS FOR SERVICE/BIAS BY PROXY

01

## RECOMMENDATION

Offer guidance to local law enforcement agencies regarding social media investigations or inquiries in the hiring of dispatchers.

02

## RESPONSE

### **SUPPORT RECOMMENDATION**

03

## ANALYSIS

As of January 1, 2021, public safety dispatchers are also first responders, therefore they do need to be held to a higher standard. Social media searches are another tool that can be used to eliminate bias and other undesirable characteristics for peace officers and public safety dispatchers. The POST Background Investigator Manual for peace officers contains a section on social media checks. POST believes the existing model can be adapted to be used for public safety dispatchers as well.

After review and analysis, POST staff support the recommendation posed by the RIPA Board and will plan to adopt changes to the current manual to include public safety dispatchers.

# LAW ENFORCEMENT TRAINING & RECRUITMENT

01

## RECOMMENDATION

Share information with the Board on how the Board's recommendations were incorporated into the courses that the Board worked on.

02

## RESPONSE

### **NO ACTION REQUIRED - TOPIC SUFFICIENTLY COVERED**

03

## ANALYSIS

POST, overall, completes many projects that include multiple subject matter experts (SME) for each one. Diverse SMEs with a variety of viewpoints are included in every step of the project and review materials, drafts, etc. as the project moves along. Not every recommendation that is suggested will be included. A final version of any project is completed and packaged by POST staff and presented to the POST Commission for approval. All materials presented to the POST Commission are made public and are given opportunity to receive comment from the public following approval by the Commission. The RIPA Board, if involved with the project, will have all the same opportunities as any other SME.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# LAW ENFORCEMENT TRAINING & RECRUITMENT

01

## RECOMMENDATION

Discuss the Board's course feedback and best practices recommendations as an item for discussion by the Commissioners as opposed to a consent item.

02

## RESPONSE

**NO ACTION REQUIRED – TOPIC SUFFICIENTLY COVERED**

03

## ANALYSIS

Consent items on the POST Commission agenda are reserved for items that do not require a vote. Commissioners can request presentations or create discussion around any item that is on the agenda whether it be a consent item or not. The Commission can direct POST staff to act on any agenda item.

The POST Commission takes action on Regulatory items in a non-consent format because they require a vote for purposes of the Office of Administrative Law process.

At the June 8, 2023 POST Commission meeting, Chair Geoff Long supported the request that the POST Commission consider the RIPA Board's course feedback and best practices recommendations. This report has been assembled due to that request and is being presented to the POST Commission during the September 21, 2023 meeting.

Public comment is heard as required by law at every POST Commission meeting. RIPA Board members have been invited to and have participated in many past Commission meetings both during the public comment period as well as an agenda item.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# LAW ENFORCEMENT TRAINING & RECRUITMENT

01

## RECOMMENDATION

Publish any guidelines for racial and identity profiling-related courses on the POST website, and if there are no current guidelines, undertake this process.

02

## RESPONSE

### SUPPORT RECOMMENDATION

03

## ANALYSIS

The original law mandating that POST create guidelines and training on racial profiling training was passed in 1992. At the July 22, 1993 Commission meeting, the Commission adopted proposed curriculum from a committee of SMEs that stated it met the intent of the legislation. Since then, POST has updated and transformed racial profiling training as necessary. Additionally, an audit done in 2015 of the racial profiling update and the train-the-trainer course stated that both courses meet the requirements of the legislation. Commission meeting minutes from 2015 also demonstrated the POST Administration deemed that the guidelines and training as outlined in Penal Code section 13519.4 were one. The Penal Code states for POST to create guidelines and training. Guidelines can be a part of the training and are not necessarily always treated as a separate document.

After review and analysis, POST staff support the recommendation posed by the RIPA Board. To show good faith to the RIPA Board, POST has agreed to produce a separate guidelines document on racial and identity profiling at their continued request. POST has advertised hiring a retired annuitant to complete the project. No timeline has been created for this project at this time.

# LAW ENFORCEMENT TRAINING & RECRUITMENT

01

## RECOMMENDATION

Develop a robust plan for engaging individuals from the communities most profiled, as evidenced by the annual RIPA report data, in reviewing and providing feedback on existing courses and new ones in development.

02

## RESPONSE

**NO ACTION REQUIRED – LACK OF RESOURCES AVAILABLE**

03

## ANALYSIS

POST makes every effort to include a variety of stakeholders, subject matter experts and organizations with every project completed. To develop a robust plan for engaging individuals from communities most profiled would be a significant strain on current resources. Being a SME involves significant volunteer time and not every organization or person is able to make that commitment. We value the partnerships we have created and continue to create as we work together to develop and maintain the best training for all of California's law enforcement.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is unattainable due to lack of resources to complete.

# LAW ENFORCEMENT TRAINING & RECRUITMENT

01

## RECOMMENDATION

Appoint a community engagement coordinator to ensure meaningful community input is considered and included in all POST training courses involving interactions with the public.

02

## RESPONSE

**NO ACTION REQUIRED – LACK OF RESOURCES AVAILABLE**

03

## ANALYSIS

POST does not have the resources to appoint a community engagement coordinator. While POST makes every effort to include a variety of stakeholders, subject matter experts, and organizations with every project completed, not every training course is going to require input from the community. Some training is based simply on what the law requires. To appoint a person and/or staff person dedicated to community engagement would be a significant strain on current resources.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is unattainable due to lack of resources to complete.

# LAW ENFORCEMENT TRAINING & RECRUITMENT

01

## RECOMMENDATION

Create broader transparency in the POST racial and identity course curriculum development and certification process by publishing this information on the POST webpage and engaging with a diverse group of interested stakeholders throughout the process.

02

## RESPONSE

### **NO ACTION REQUIRED - TOPIC SUFFICIENTLY COVERED**

03

## ANALYSIS

Senate Bill (SB) 978, approved by Governor Brown on September 30, 2018, requires POST and local law enforcement agencies to post conspicuously on their websites “all current standards, policies, practices, operating procedures, and education and training materials that would otherwise be available to the public” if a request was made pursuant to the California Public Records Act, located in Government Code §§ 7920.000 et seq.

In compliance with SB 978, POST has made available through its website all presenter course content and multimedia products, including POST training videos and self-paced training, unless the material falls within an applicable exemption under the Public Records Act.

The racial and identity profiling train-the-trainer course curriculum development included a variety of stakeholders and subject matter experts including both members of the Department of Justice Civil Rights Division and the RIPA Board. The course curriculum is designed and controlled by the Museum of Tolerance (MOT). MOT is responsible for the selection of stakeholders, the communication and dissemination of the course development process, and for presenting the course. POST makes the course outline available to the public once it is approved. POST also makes available on its website how a course is certified and the steps necessary to complete one.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# LAW ENFORCEMENT TRAINING & RECRUITMENT

01

## RECOMMENDATION

Engage non-traditional experts outside of POST – such as the National Organization of Black Law Enforcement Officers, the Fair and Impartial Policing Institute, or the Center for Policing Equity- to evaluate and/or develop profiling and bias training.

02

## RESPONSE

**NO ACTION REQUIRED - TOPIC SUFFICIENTLY COVERED**

03

## ANALYSIS

POST makes every effort to include a variety of stakeholders, subject matter experts, and organizations with every project completed. In 2022 alone, POST included subject matter experts from over 13 different community-based organizations on a variety of projects. These are groups outside of law enforcement agencies and academia that are also consulted. The organizations that participated in 2022 projects include:

American Civil Liberties Union (ACLU)  
Anti-Police Terror Project  
California Commission on the Status of Women and Girls  
Disability Rights California  
Family Christian Assembly Church  
Inner Circle Children's Advocacy Center  
Islamic Networking Group  
Los Angeles LGBT Center  
Museum of Tolerance  
National Association for the Advancement of Colored People (NAACP)  
National Alliance on Mental Illness (NAMI California)  
Racial and Identity Profiling Advisory Board (RIPA)  
Sacramento LGBT Community Center  
Special Olympics of Southern California  
The Arc California  
UCP Foundation of California

This is a small list of groups that are used regularly on many projects over many years. POST makes every effort to include many different organizations. Being a SME involves significant volunteer time and not every organization is able to make that commitment. We value the partnerships we have created and continue to create as we work together to develop and maintain the best training for all of California's law enforcement.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# REGULAR BASIC COURSE LD 42- CULTURAL DIVERSITY/DISCRIMINATION

01

## RECOMMENDATION

The course objectives should prominently discuss and emphasize law enforcement agency expectations regarding unlawful racial or identity profiling behavior and accountability for engaging in those acts.

02

## RESPONSE

**NO ACTION REQUIRED – TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

A wide range of cadets attend each basic academy session, with students coming from a number of different agencies, many of which are self-sponsored. Thus, it would not be prudent to address individual agency expectations or policies. This discussion should be held at the law enforcement agency, not at the basic academy.

Instead, however, the POST Learning Domain (LD) 42 Training and Testing Specifications (TTS) require the academy to address the law, as well as the negative implications of unlawful racial or identity profiling. More specifically, the following are the mandated training requirements in the TTS.

E. Define the term racial profiling, including the:

1. Conceptual definition
2. Legal definition

F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:

1. California Penal Code section 13519.4
2. Fourth Amendment
3. Fourteenth Amendment
4. Current case law
5. Criminal profiling vs. racial profiling

G. Discuss the impact of racial profiling on the:

1. Individual citizens
2. Community
3. Officer
4. Criminal justice system

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# REGULAR BASIC COURSE LD 42- CULTURAL DIVERSITY/DISCRIMINATION

01

## RECOMMENDATION

The course should lay out in the introduction why learning about racial and identity profiling is a required training and, while each officer possesses personal values and thoughts, the mission of their organization must be “front of mind” such that one’s personal values and thoughts never compromise public trust and safety.

02

## RESPONSE

### **NO ACTION REQUIRED – TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

LD 42 was developed to be a standalone LD solely on the topic of Cultural Diversity/Discrimination. Throughout both the TTS and the Student Workbook, the demand for the student’s ability to recognize and be aware of bias, racial profiling, and stereotypes are at the forefront of the instruction.

The learning objective in Section II of the LD 42 TTS is to define the term racial profiling. The TTS requires not only the legal definition to be discussed but also specifically states a discussion on the penal code and the difference of criminal profiling vs. racial profiling be included.

E. Define the term racial profiling, including the:

1. Conceptual definition
2. Legal definition

F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:

1. California Penal Code section 13519.4
2. Fourth Amendment
3. Fourteenth Amendment
4. Current case law
5. Criminal profiling vs. racial profiling

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# REGULAR BASIC COURSE LD 42- CULTURAL DIVERSITY/DISCRIMINATION

01

## RECOMMENDATION

Rather than its current focus on convincing officers that racial profiling is wrong, Section 2 on racial and identity profiling should be evidence-based and thus focus on the significant amount of data and research showing that racial profiling is not an effective means of policing.

02

## RESPONSE

### SUPPORT RECOMMENDATION

03

## ANALYSIS

POST staff agree that a statement could be added to the LD 42 Student Workbook on page 2-19 under Criminal Profiling vs. Racial Profiling section that reads, “Data and research show that racial profiling is not an effective means of policing.”

Also, of note, the TTS and Student Workbook do not eliminate or limit the instructor’s ability to add their own discussion on this topic.

After review and analysis, POST staff support the recommendation posed by the RIPA Board and will update the LD 42 Student Workbook.

# REGULAR BASIC COURSE LD 42- CULTURAL DIVERSITY/DISCRIMINATION

01

## RECOMMENDATION

The learning objectives of the section on sexual orientation should discuss the difference between sexual orientation and gender identity and how they intersect with each other, as well as race, culture, and religion.

02

## RESPONSE

### NO ACTION REQUIRED – TOPIC COVERED SUFFICIENTLY

03

## ANALYSIS

This topic is covered sufficiently in the LD 42 TTS in Section IV. Assembly Bill 2504 (Low, 2018) which specifically requires POST to cover the outlined topics.

#### IV. LEARNING NEED

Peace Officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the necessary skills to understand, effectively communicate, and respond to the needs of the community and the law enforcement workplace.

#### LEARNING OBJECTIVES

##### A. Discuss the difference between sexual orientation and gender identity.

1. Sexual orientation: a person's physical, emotional, and romantic attraction to people of the same and/or other gender
2. Gender identity: a person's sense of being male, female, or something other or in-between

##### B. Discuss how sexual orientation and gender identity intersect with:

1. Each other
2. Race
3. Culture
4. Religion

(CONTINUED ON NEXT PAGE)

# REGULAR BASIC COURSE LD 42- CULTURAL DIVERSITY/DISCRIMINATION

## 03

### ANALYSIS (CONT'D)

This topic is covered sufficiently in the LD 42 TTS in Section IV. Assembly Bill 2504 (Low, 2018) which specifically requires POST to cover the outlined topics.

C. Define the terminology used to identify and describe the difference between sexual orientation and gender identity, including but not limited to:

1. Sexual orientation (straight, gay, lesbian, bisexual)
2. Gender identity (transgender, cisgender, non-binary)
3. Gender expression (the way a person expresses themselves)
4. Queer (an umbrella term for those who do not wish to categorize their sexuality)
5. Questioning (to be unsure of or re-examining one's sexual orientation and/or gender identity)

D. Discuss the ways to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities, including:

1. Demonstrating respect for diversity
2. Recognizing personal bias and its potential negative effect on workplace conduct
3. Honoring the right to privacy and confidentiality
4. Not making assumptions
5. Understanding reason why employees may not report incidents of harassment/discrimination

E. Identify important moments in history related to sexual orientation and gender identity minorities and law enforcement including:

1. Protests (i.e. The Stonewall Riots (1969))
2. Changes in law (i.e. U.S. Supreme Court decision on Same Sex Marriage (Obergefell v. Hodges))
3. Defining moments (i.e. Transgender Day of Remembrance founded (1999))

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# REGULAR BASIC COURSE LD 42- CULTURAL DIVERSITY/DISCRIMINATION

01

## RECOMMENDATION

The legal section should more explicitly state that the RIPA statute recognizes that racial and identity profiling – or the “consideration of, or reliance on, to any degree” protected identity characteristics in deciding any stops or actions taken – is prohibited. To put this in context, it should also acknowledge that the law recognizes the harm caused by profiling (to individuals, communities, and police-community relations) and the need for affirmative steps to prevent it from happening.

02

## RESPONSE

### **SUPPORT RECOMMENDATION - FURTHER REVIEW OF CONSIDERATION**

03

## ANALYSIS

At the August 30, RIPA POST Training subcommittee meeting, POST staff requested clarification on this recommendation from the subcommittee as to which information is lacking and what should be included. Subcommittee members emphasized that the workbook includes a deep discussion on federal case law that is superseded by California state law. The recommendation is that POST update the LD 42 student workbook to include more emphasis on the state law and not just the federal law.

The student workbook for LD 42 contains references and instruction on federal case law from the U.S. Supreme Court, and more specifically the Whren Decision. The student workbook does not address relevant state laws in the same fashion. The Training and Testing Specifications for LD 42, however, does include references and mandated instruction on Penal Code section 13519.4, California civil rights law which expands and on the Whren Decision. POST staff agree the student workbook should also contain important information on Penal Code section 13519.4.

These concepts and topics are covered in multiple Learning Domains (3 and 42) and is a constant message throughout the academy. POST staff will review both LD's to ensure that both state and federal laws are discussed and made clear, and that they are made clear and consistent in both the student workbooks and Training and Testing Specifications. POST staff also notes that there is no prevention from the instructor using their own discretion to add a discussion on this topic.

After review and analysis, POST staff will review the TTS and student workbooks to ensure clarity.

# REGULAR BASIC COURSE LD 42- CULTURAL DIVERSITY/DISCRIMINATION

01

## RECOMMENDATION

The course definitions should discuss racism and racial profiling and how they intersect and should not characterize racial profiling as controversial.

02

## RESPONSE

### SUPPORT RECOMMENDATION

03

## ANALYSIS

POST staff have made the following changes in the Student Workbook on page 2-16 to the first sentence, “the subject of racial profiling raises ~~controversy~~ concerns among many individuals, social groups, and professions.” POST has also made a change to the second sentence to “The following table clarifies some racial profiling ~~controversies~~ perceptions common to law enforcement.” POST has also changed the title in the table to state “Perceptions” rather than “Controversy.”

<b>Clarifying concepts</b>	<p>The subject of racial profiling raises <del>controversy</del> among many individuals, social groups, and professions.</p> <p>The following table clarifies some racial profiling controversies common to law enforcement</p> <table border="1"><thead><tr><th>Controversy</th><th>Response</th></tr></thead><tbody><tr><td>Officers will be limited in their effectiveness.</td><td>Officers can still do their job effectively by profiling behavior and characteristics. (<a href="#">criminal profiling</a>)</td></tr><tr><td>Racial profiling is racism.</td><td>Racial profiling and racism are not the same.</td></tr></tbody></table>	Controversy	Response	Officers will be limited in their effectiveness.	Officers can still do their job effectively by profiling behavior and characteristics. ( <a href="#">criminal profiling</a> )	Racial profiling is racism.	Racial profiling and racism are not the same.
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Officers will be limited in their effectiveness.	Officers can still do their job effectively by profiling behavior and characteristics. ( <a href="#">criminal profiling</a> )						
Racial profiling is racism.	Racial profiling and racism are not the same.						
<b>Clarifying concepts (continued)</b>	<table border="1"><thead><tr><th>Controversy</th><th>Response</th></tr></thead><tbody><tr><td>Certain races are more likely to engage in criminal activity, e.g. drug dealing, armed robbery, car theft, computer crime, domestic violence, terrorism, etc.</td><td>There are no race-specific crimes. Members of all cultures commit crimes.</td></tr><tr><td></td><td>Actions of some members of a culture should not influence how we view all members of that culture.</td></tr></tbody></table>	Controversy	Response	Certain races are more likely to engage in criminal activity, e.g. drug dealing, armed robbery, car theft, computer crime, domestic violence, terrorism, etc.	There are no race-specific crimes. Members of all cultures commit crimes.		Actions of some members of a culture should not influence how we view all members of that culture.
Controversy	Response						
Certain races are more likely to engage in criminal activity, e.g. drug dealing, armed robbery, car theft, computer crime, domestic violence, terrorism, etc.	There are no race-specific crimes. Members of all cultures commit crimes.						
	Actions of some members of a culture should not influence how we view all members of that culture.						

After review and analysis, POST staff support the recommendation posed by the RIPA Board.

# REGULAR BASIC COURSE LD 42- CULTURAL DIVERSITY/DISCRIMINATION

01

## RECOMMENDATION

The course should more explicitly discuss the history of the civil rights movement rather than use euphemistic language. Such language obscures how it was not expressly impermissible under the law for officers to discriminate against people based on their racial background and to only protect White individuals from harm while permitting violence perpetuated by White individuals against Black individuals. Making that history more explicit helps officers understand:

1. the trajectory of policing and
2. why people may legitimately be distrustful of policing activity given the historical context and, particularly, when we see similar trends persist today.

02

## RESPONSE

### **NO ACTION REQUIRED– TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

This information is covered in LD 42, Chapter 2, starting on page 2-20. Additional content was also added to LD 3 (Principled Policing in the Community) on the History of Policing and presented to the Commission in March 2023, both in the Student Workbook and the TTS. This updated content is currently making its way through the Office of Administrative Law process and is expected to be approved and effective by October 1, 2023. LD 3 was chosen for placement of this topic after significant conversation as to where it should be placed.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

The course should contain measures of effectiveness by which to evaluate course outcomes, such as a reduction in disparities in traffic stops or how many students pass or fail the course.

02

## RESPONSE

### **NO ACTION REQUIRED – OUTSIDE SCOPE OF WORK**

03

## ANALYSIS

This recommendation is outside the scope of the Racial Profiling Train-the-Trainer (T4T) course.

There is currently no course mechanism in place which measures the effectiveness of the course as it relates to individual students' performance after they take the course. The T4T course does not gather data on specific students but rather is designed to prepare facilitators to present the course.

Neither the T4T course nor the Racial and Identity Profiling course (non T4T) are a pass/fail course. However, there are measures and quizzes at completion of the T4T course to ensure the instructor understands the content. The course also contains "teach back" segments that require the student to complete a presentation for measurement of understanding. The T4T course must be completed in order for instructors to teach the Racial and Identity Profiling Course and it is a requirement that all peace officers complete the Racial and Identity Profiling Course every five years. The Museum of Tolerance is only responsible for creating the T4T course content and preparing instructors to teach it.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is unattainable as it is outside our scope of work for this course.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

Ongoing training for service officers should be at least once a year and the course should be updated annually in consultation with community members and non-law enforcement subject matter experts.

02

## RESPONSE

### **NO ACTION REQUIRED – OUTSIDE SCOPE OF WORK**

03

## ANALYSIS

Penal Code section 13519.4 (b) and (i) states that Racial and Identity Profiling Training is offered in the basic training course and every five years thereafter. The course is reevaluated biannually for relevance and adherence to requirements of course certification. Since this course is produced by the Museum of Tolerance, it would be at their discretion as to how often they choose to update the course and who they would consult with as subject matter experts. By law, they are only required to consult with the RIPA Board.

POST recommends that the training remains on the current schedule. A local agency can require their employees and course instructors to complete a refresher course on a more frequent basis. Local agencies are also able to expand on the course to include conversations with their local community if they see appropriate.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is unattainable as it is outside our scope of work for this course. This would need to be something partially imposed by legislation.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

The course must be inclusive of all identities, including gender and disability.

02

## RESPONSE

### NO ACTION REQUIRED – TOPIC SUFFICIENTLY COVERED

03

## ANALYSIS

The course is currently inclusive of all identities, genders, and disabilities. The course curriculum, scenarios, and materials address all identities as well as providing a legal update and thorough explanation of Penal Code section 13519.4 as required below:

*(h) The curriculum shall be evidence-based and shall include and examine evidence-based patterns, practices, and protocols that make up racial or identity profiling, including implicit bias. This training shall prescribe evidenced-based patterns, practices, and protocols that prevent racial or identity profiling. In developing the training, the commission shall consult with the Racial and Identity Profiling Advisory Board established pursuant to subdivision (j). The course of instruction shall include, but not be limited to, significant consideration of each of the following subjects:*

- (1) Identification of key indices and perspectives that make up racial, identity, and cultural differences among residents in a local community.*
- (2) Negative impact of intentional and implicit biases, prejudices, and stereotyping on effective law enforcement, including examination of how historical perceptions of discriminatory enforcement practices have harmed police-community relations and contributed to injury, death, disparities in arrest, detention and incarceration rights, and wrongful convictions.*
- (3) The history and role of the civil and human rights movement and struggles and their impact on law enforcement.*
- (4) Specific obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow peace officers.*
- (5) Perspectives of diverse, local constituency groups and experts on particular racial, identity, and cultural and police-community relations issues in a local area.*
- (6) The prohibition against racial or identity profiling in subdivision (f).*

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

The Museum of Tolerance and POST should work continuously to update course materials in collaboration with community members.

02

## RESPONSE

### NO ACTION REQUIRED – TOPIC SUFFICIENTLY COVERED

03

## ANALYSIS

The Museum of Tolerance staff have worked continuously with community members and RIPA Board members to develop the curriculum and scenarios for the newly updated Racial and Identity Profiling Train-the-Trainer Course. Courses are continuously reevaluated for relevance with input from varying subject matter experts as needed. In the most recent collaboration on the Racial and Identity Profiling Train-the-Trainer Course, the Museum of Tolerance worked closely with the following individuals and organizations:

#### *MOT Adjunct Faculty & Facilitators:*

- *Nicholas Akingbemi - Officer, University of California, Irvine (UCI), Police Department*
- *Shelley Jackson - Retired Lieutenant, Los Angeles County District Attorney's Office, Bureau of Investigations*
- *Josef Levy - Retired Commander, Long Beach Police Department*
- *London McBride - Officer, University of California Los Angeles (UCLA), Police Department*
- *Jonathan Raven - Chief Deputy District Attorney, Yolo County District Attorney's Office*

#### *RIPA Board Members:*

- *Pastor Brian Kennedy, Sr. Pastor at Mt. Zion Baptist Church*
- *Ronaldo Villeda, Exec. Dir. for Hoops4Justice/RIPA Board Member*
- *LaWanda Hawkins, Founder/Justice for Murdered Children*
- *Melanie Ochoa, Staff Attorney, Criminal Justice and Police Practice, American Civil Liberties Union (ACLU) of Southern California*

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# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

03

## ANALYSIS (CONT'D)

*Attorney General's Office, CA Department of Justice:*

- *Kendal Micklethwaite, Attorney General's Office, Civil Rights Enforcement Section*
- *Domonique Alcaraz, Attorney General's Office, Civil Rights Enforcement Section*

*Program Development Staff:*

- *Ender Emre - Production Manager, Digital OutPost*
- *Rachel Salamanca - Consultant/Project Manager, Tools for Tolerance for Law Enforcement*
- *Shirley Torho - Curriculum Designer, Design Media*
- *Dane Wygal - Producer, CA POST Video-Based Training Programs, Digital OutPost*
- *Mike Radford Bureau Chief, California Commission on POST*

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01  
02  
03

## RECOMMENDATION

The training would benefit greatly from acknowledging that disparities have been documented across jurisdictions in how people are treated during stops.

## RESPONSE

### NO ACTION REQUIRED – TOPIC SUFFICIENTLY COVERED

## ANALYSIS

The recently updated Racial and Identity Profiling Train-the-Trainer Course includes a historical perspective which acknowledges disparities pertaining to how people are treated during stops. California is a vast, diverse state and the law enforcement agencies throughout the state represent those diverse communities. For that reason, this topic is covered but not specific to jurisdictions. The course is created for statewide training and thus must be left to the discretion of the individual agencies teaching the course to create these discussions based on their own community needs.

*Section II of the Racial and Identity Profiling Issues and Impacts*

*Train-the-Trainer Course Expanded Course Outline (partial)*

II MODELING OF CORE COURSE

B. INSTRUCT FROM THE FIVE-HOUR STUDENT COURSE OUTLINE

1. Section 1 - Why Are We Here
  - a. Course Introduction
  - b. Video Segment - Why are we here?
  - c. Background and Legislation
    - i. SB 1102
    - ii. AB 953
  - d. Bias - What is It?
    - i. Video segment - Bias Overview
    - ii. Implicit and explicit bias
  - e. How Bias Works and Bias Mitigation Tools
3. Section 1 - Why Are We Here
  - a. Video - Why History Matters
  - b. Video Segments and discussion
    - i. History of Policing
    - ii. History of law enforcement and civil rights
    - iii. History through stories
    - iv. Everyone has a story

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

The course should refer to racial and identity profiling throughout the training, rather than focusing only on racial profiling.

02

## RESPONSE

### SUPPORT RECOMMENDATION

03

## ANALYSIS

The updated Train-the-Trainer Course refers to both racial and identity profiling, as indicated in the course outline and in accordance with the law. The emphasis of the course is primarily on racial profiling. POST staff will suggest to the course developer and presenter, the Museum of Tolerance, to further emphasize identity profiling more frequently throughout the training. And will also further suggest that the training outline reflect what is required instruction in the Regular Basic Course Learning Domain 42 under the topic of gender identity.

After review and analysis, POST staff support the recommendation posed by the RIPA Board. POST staff will conduct an internal review and discuss with MOT.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

The course should use the data to train on a specific ethical thought grid before a decision is made to stop, detain, handcuff, or order someone to sit on a sidewalk, or conduct a bicycle related stop, to name a few examples.

02

## RESPONSE

### **NO ACTION REQUIRED – TOPIC SUFFICIENTLY COVERED**

03

## ANALYSIS

The updated Train-the-Trainer Course refers to both racial and identity profiling, as indicated in the course outline. The course curriculum incorporates information obtained from the RIPA report inclusive of stop data.

See curriculum from expanded course outline for Day 2, Section V (below). The course PowerPoint presentation includes a video (Section V, P,1b in the outline) on RIPA data specifically that features comments from RIPA Board Member, Pastor Brian Kennedy.

#### **N. Objective of the Segment – Section 4: Community Centered Practices**

1. Use RIPA data to understand how racial and identity profiling impacts the community and the disparities among specific groups
2. Examine models and practices that enhance positive police/community relations
3. Identify strategies for building cultural humility and cultural responsiveness
4. Discuss steps for acknowledging generational trauma and harm to communities

#### **O. Knowledge: Community Centered Practices**

1. Understanding the RIPA Data
  - a. Why it is important to be aware of the data
  - b. How the data can inform peace officer of community perceptions and their experiences
2. Models of Positive Policing
  - a. Procedural justice
  - b. Cultural responsiveness – the ability to learn from and relate respectfully with people of one's own culture as well as those from other cultures
  - c. Cultural humility – a process of taking an interpersonal stance that is other-oriented instead of self-focused

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# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

03

## ANALYSIS (CONT'D)

P. Facilitator Activity: Community Centered Practices

1. RIPA Data
  - a. Explain the Racial and Identity Advisory (RIPA) Board
  - b. Segue into video segment about the RIPA data
  - c. Overview of the RIPA Report Quick Facts
    - i. Ensure to use current Quick Facts
    - ii. Focus on the disparities
      - a. Specifically, what happens after a stop
      - b. What particular groups are being stopped

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

Throughout the curriculum, there should be a discussion of both explicit and implicit bias and how both can lead to illegal profiling behavior. Trainees should leave with the understanding that addressing bias can lead to better outcomes.

02

## RESPONSE

### **NO ACTION REQUIRED – TOPIC SUFFICIENTLY COVERED**

03

## ANALYSIS

Both implicit and explicit bias are discussed as part of the curriculum. The below information is curriculum pulled from the expanded course outline (pages 10 and 11).

- B. Knowledge: Why Are We Here
  - e. Bias
    - i. A prejudice in favor of or against one thing, concept, person, or a group
    - ii. Distinguish explicit and implicit bias
      - a. Explicit bias: an expressed awareness of prejudices and attitudes towards a thing, concept, person, or certain group
      - b. Implicit bias: unconscious feelings, perceptions, attitudes, or stereotypes as a result of imprints of prior influences
- F. Facilitator Activities: Why are we here?
  - 3. Setting the stage for implicit bias and how the brain works
    - a. Fill in the blank – allows students to begin thinking about what has influenced their perspectives
    - b. The Stroop Effect – video and discussion reveal how the brain unconsciously processes information
- 7. Bias Overview
  - a. Introduce video
    - i. Define bias – a prejudice in favor of or against one thing, concept, person, or group
      - a. Explicit bias
      - b. Implicit bias
    - ii. Teaching point: We all have biases.

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# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

03

## ANALYSIS (CONT'D)

- b. Frameworks for understanding and recognizing bias
  - i. The Cognitive Triangle
    - a. A framework to understand how stereotypes (thoughts), prejudice (feelings) and discrimination (actions) are connected which can lead to racial and identity profiling
    - b. Purpose: To show thoughts, feelings and actions are interconnected and by being aware of it, the cognitive triangle can be used as a tool for self-awareness and bias mitigation.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

The course would benefit from robust role-playing exercises with course participants to gain a better understanding of community members' perspectives during police stops.

02

## RESPONSE

### **NO ACTION REQUIRED – TOPIC SUFFICIENTLY COVERED**

03

## ANALYSIS

The course currently includes robust role-playing scenarios aimed at helping students understand community perspectives as it relates to police stops.

All scenarios are inclusive and include learning points relative to both the law and community perception. Captured below are portions of the T4T expanded course outlines that highlight the scenarios and "teach back" portions used to demonstrate understanding by the student.

#### H. Applying the Law to the Scenarios and Ethical Considerations

##### 1. Scenario One

- a. Designed to teach if race and/or identity tips the scale
- b. Stop was legal under the 4th
- c. Don't know if legal under the 14th without knowing the officers mind set
- d. The stop would be in violation of the 14th if the decision was based on race or identity
- e. Application of case law - Rodriguez

##### 2. Scenario Two

- a. Designed to apply the ethical grid
- b. Scenario also illustrates assumptions and stereotyping of the community
- c. For the purposes of this exercise while the law does not apply, peace officers must be aware of biases and motivations

##### 3. Scenario Three

- a. Designed to apply the ethical grid
- b. Scenario illustrates officers could exercise legal authority based on officer safety, there is potential public perception to consider

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# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

03

## ANALYSIS (CONT'D)

4. Scenario Four
  - a. Designed to apply the ethical grid and generate the community's perception of racial or identity profiling
  - b. Scenario illustrates relationship between the officers, one who is more senior and the newer officer
    - i. Officers can still do their jobs and act with courage in humility
    - ii. Officers can be responsible and accountable for their actions in the field

### **VI. ASSIGN TEACH BACK SEGMENTS**

- A. Assign each two-person team one of the course segments
  1. Section 1 – Why are we here
    - a. Introductory process
    - b. Opening Activity – 3x5 card
    - c. Setting the stage for implicit bias
    - d. Background and legislation
    - e. Discussion: How has the issue of racial and identity profiling impacted you
  2. Section 1 – Why are we here
    - a. Clarifying Key Terms
    - b. Overview of Bias
    - c. Understanding how bias works and mitigation tools
  3. Legal Considerations
    - a. Legal overview
    - b. Applying the law
    - c. Ethical Grid
    - d. Duty to Report
  4. History of Policing
  5. Community Centered Practices
    - a. RIPA data review
    - b. Positive policing models
    - c. Applying the models
    - d. Courageous Conversations

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# MUSEUM OF TOLERANCE RACIAL PROFILING TRAIN-THE-TRAINER COURSE

01

## RECOMMENDATION

The facilitation team could be improved by including non-law enforcement representatives, such as someone with an expertise in teaching implicit bias. The Museum of Tolerance and POST should consider using facilitators from diverse backgrounds and organizations like those originally named as members of the curriculum development panel.

02

## RESPONSE

### **NO ACTION REQUIRED – TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

Facilitators are selected from various backgrounds. While the facilitation team is comprised primarily of law enforcement, and academic and legal representatives, it should be noted that community members and RIPA Board members were consulted and provided input throughout curriculum design, scenario filming, and written material development.

POST can recommend to MOT to use guest speakers from the community during the course presentation.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# SENATE BILL 2 - PEACE OFFICER STANDARDS AND ACCOUNTABILITY

01

## RECOMMENDATION

Clarify that bias based upon an officer's perception of an individual's identity, not only the individual's actual identity, would be a basis for decertification.

02

## RESPONSE

**NO ACTION REQUIRED – TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

Bias conduct, whether based on actual or perceived identity, aligns with existing law in Penal Code (PC) section 13510.8(b)(5), which prescribes demonstrating "bias" as conduct that is inconsistent with a peace officer's obligation to carry out their duties in a fair and unbiased manner. Acting on perceived bias would be inconsistent with a peace officer's obligation to be fair and impartial to all members of the public. POST does not object to including perceived bias as a basis for potential disciplinary action against a peace officer and feels it is covered sufficiently under current law.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# SENATE BILL 2 - PEACE OFFICER STANDARDS AND ACCOUNTABILITY

01

## RECOMMENDATION

The definition of bias should explicitly include, but should not be limited to, conduct that would constitute illegal profiling as defined by Penal Code Section 13519.4.

02

## RESPONSE

### **NO ACTION REQUIRED – TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

The existing definition under PC 13510.8 (b)(5) is broad and allows for the investigation and analysis of demonstrated bias by peace officer, inclusive of racial profiling where the evidence supports that a peace officer did not act in accordance with their training or obligations to carry out their responsibilities in a fair, efficacious, and safe manner.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# SENATE BILL 2 - PEACE OFFICER STANDARDS AND ACCOUNTABILITY

01

## RECOMMENDATION

Acts or omissions that would render an individual ineligible as a peace officer under Government Code Section 1031.3 should be included as grounds of decertification.

02

## RESPONSE

### **NO ACTION REQUIRED – TOPIC COVERED SUFFICIENTLY**

03

## ANALYSIS

To proceed with decertification, the Commission must prove by clear and convincing evidence that a peace officer has committed an act of serious misconduct. One's admission or identification of an implicit or explicit bias in and of itself, does not constitute an act, omission, or demonstration of misconduct. As such, applying the definition of Government Code section 1031.3 as grounds for decertification is not appropriate.

Government Code section 1031.3 sets forth the mental and emotional evaluation of a peace officer to determine suitability. Should this be incorporated as a factor for decertification, POST would need to explore legislative authority to compel an officer to submit to a mental health evaluation. Much more exploration and discussion would need to occur prior to the Commission enforcing a mental health evaluation to determine ongoing professional suitability.

After review and analysis, POST staff believe the issue posed by the RIPA Board for this recommendation is already covered sufficiently.

# CONCLUSION

POST Staff conclude that 7 of the 21 recommendations made by the RIPA Board in 2023 are supported. Staff are already working to incorporate the changes outlined in this document.

POST will continue to work with the RIPA Board:

- In accordance with the law
- With the various subcommittees
- In seeking their expertise on the topic of racial and identity profiling

POST will continue to increase and include community members as subject matter experts:

- Using the RIPA Board and its subcommittees
- On all necessary topics, not only racial and identity profiling



## POST MISSION STATEMENT

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California Law Enforcement in serving its communities

## AGENDA ITEM REPORT

Title: **REPORT ON SENATE BILL 2 UPDATE**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Professional Conduct 3 Bureau	
<b>RESEARCHED BY</b> Annemarie Del Mugnaio	<b>REVIEWED BY</b> Annemarie Del Mugnaio	
<b>REPORT DATE</b> 09/01/2023	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/03/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** This is a report on updates regarding the implementation of Senate Bill 2 and the Peace Officer Standards Accountability Division.

This report is presented for information only. No action is required.

**BACKGROUND:** On September 30, 2021, Governor Gavin Newsom signed Senate Bill 2, which outlines peace officer certification requirements in California. The investigations and the process for reviewing serious misconduct cases is now implemented within the Peace Officer Standards Accountability Division.

**ANALYSIS:** As the final provisions authorized under Senate Bill 2 took effect on January 1, 2023, POST staff will provide a report on status updates and milestones achieved since the last Commission meeting.

**RECOMMENDATION:** This item is for presented for information only. No action is required.

## AGENDA ITEM REPORT

### Title: REPORT ON POST WORKFORCE DIVERSITY STATS

#### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b> Manuel Alvarez, Jr.	<b>REVIEWED BY</b>	
<b>REPORT DATE</b>	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/05/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

#### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** In 2021, the Commission requested diversity data for the POST workforce on a annual basis. The attached report includes the requested date.

The report is presented for information only. No action is required.

**BACKGROUND:** The Commission has requested diversity data for the POST workforce on an annual basis.

Diversity data is voluntarily self-reported by new employees during the on-boarding process at POST. POST HR collects the information and reports it to the State of California. The collection criteria is standardized by CalHR.

The attached report represents POST workforce diversity data for full-time employees (171) and part-time retired annuitants (12) onboard as of August 8, 2023.

#### ANALYSIS:

**RECOMMENDATION:** In 2021, the Commission requested diversity data for the POST workforce on a annual basis. The attached report includes the requested date.

The report is presented for information only. No action is required.

**ATTACHMENT(S):**

[POST Workforce Diversity Report\\_2023.pdf](#)

## POST Workforce Diversity Report – August 8, 2023

The following information represents POST workforce diversity data for full-time employees (171) and part-time retired annuitants (12) onboard as of August 8, 2023:

### Commission on Peace Officer Standards and Training

Employee Category	Female	Male	Total
<b>Totals for Department as of 08/08/2023</b>	95 (52%)	88 (48%)	183 (100%)
American Indian or Alaska Native Alone	1	1	2 (1%)
Asian - Chinese Alone	6	5	11 (6%)
Asian - Filipino Alone	4	4	8 (4%)
Asian - Indian Alone	1	3	4 (2%)
Asian - Japanese Alone	1	0	1 (.05%)
Asian - Laotian Alone	0	1	1 (.05%)
Asian - Other Alone	3	3	6 (3%)
Asian - Vietnamese Alone	2	2	4 (2%)
Black or African American Alone	4	2	6 (3%)
Hispanic or Latino Alone	9	9	18 (10%)
Multiple Races	11	4	15 (8%)
Unknown	7	5	12 (7%)
White Alone	46	49	95 (52%)

For comparison purposes, below is the workforce diversity data presented to the Commission on September 22, 2022, which included full-time employees (132) and part-time retired annuitants (4) onboard as of August 30, 2022:

### Commission on Peace Officer Standards and Training

Employee Category	Female	Male	Total
<b>Totals for Department as of 08/30/2022</b>	73 (53.7%)	63 (46.3%)	136 (100%)
American Indian or Alaska Native	1	1	2 (1.5%)
Asian	0	2	2 (1.5%)
Black or African American	3	2	5 (3.6%)
Black or African American, Japanese	1	0	1 (0.7%)
Black or African American, Chinese, Filipino	0	1	1 (0.7%)
Chinese	4	2	6 (4.4%)
Filipino	3	3	6 (4.4%)
Hispanic or Latino	6	9	15 (11.0%)
Hispanic or Latino, Filipino	0	1	1 (0.7%)
Indian	1	1	2 (1.5%)
Japanese	1	1	2 (1.5%)
Mexican, Mexican-American, Chicano	4	0	4 (2.9%)
Unknown	3	0	3 (2.3%)
Vietnamese	1	2	3 (2.3%)
White	45	38	83 (61.0%)

\*\*\*\*Please note, Assembly Bill 532 (2015-16) and Government Code Section 8310.9, mandate that employees have the opportunity to designate multiple Race/Ethnic Origins. To accommodate this change, in March 2022, CalHR modified the Employee Race/Ethnicity Questionnaire form. Additionally, CalHR continues to modify the data criteria. Thus, the designations appear differently year over year.

## AGENDA ITEM REPORT

Title: **REPORT ON COMPLIANCE WITH POST REGULATIONS&NBSP;**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b> Jim Grottkau and Annemarie Del Mugnaio	<b>REVIEWED BY</b> Manuel Alvarez	
<b>REPORT DATE</b>	<b>APPROVED BY</b> 09/04/2023	<b>DATE APPROVED</b>
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** At the request of the Commission, POST staff will present statewide percentage reports for discussion on regulatory compliance.

These reports will include training compliance under the Perishable Skills Program (PSP) and overall compliance with Continuing Professional Training (CPT). Additionally, they will include law enforcement agency reporting of Serious Misconduct allegations, pursuant to Senate Bill 2.

### BACKGROUND:

### ANALYSIS:

**RECOMMENDATION:** This item is for presented for information only. No action is required.

## AGENDA ITEM REPORT

### Title: **REPORT ON VOLUNTARY SURRENDERS OF PEACE OFFICER CERTIFICATIONS ACCEPTED BY THE PEACE OFFICER STANDARDS ACCOUNTABILITY DIVISION**

#### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Certification Bureau	
<b>RESEARCHED BY</b> Michelle Weiler	<b>REVIEWED BY</b>	
<b>REPORT DATE</b>	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/03/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

#### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** This is a report on voluntary surrenders of peace officer certifications accepted by the Peace Officer Standards Accountability Division between May 19, 2023 and September 1, 2023.

**BACKGROUND:** Penal Code section 13510.8(f) allows a peace officer to voluntarily surrender their peace officer certification at any time and for any reason. The surrender of one's certification is permanent and shall have the same effect as revocation.

**ANALYSIS:** Pursuant to Penal Code section 13510.8(f), the Peace Officer Standards Accountability Division has accepted the voluntary surrender of the following peace officers' certifications:

- Kenneth Matye, effective June 20, 2023
- Claudia Lopez, effective August 22, 2023

**RECOMMENDATION:** This is a report on voluntary surrenders of peace officer certifications accepted by the Peace Officer Standards Accountability Division between January 1, 2023 and May 19, 2023.

This report is presented for information only. No action is required.

## AGENDA ITEM REPORT

Title: **REPORT ON PEACE OFFICER CERTIFICATION STATISTICS**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Certification Bureau	
<b>RESEARCHED BY</b> Michelle Weiler	<b>REVIEWED BY</b>	
<b>REPORT DATE</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** This is a status report on peace officer certification from June 1, 2023 to August 31, 2023.

**BACKGROUND:** On January 1, 2023, POST's implementation of Senate Bill 2 requirements, directly related to peace officer certification, went into full effect. On this same date, POST began issuing Proofs of Eligibility to all specified peace officers who were properly appointed to their agencies but were not yet eligible or would not be eligible to possess a Basic Certificate. This report is submitted to the Commission to report on the numbers of:

- Notices of Appointment approved
- Proofs of Eligibility issued
- Basic Certificates issued
- Active peace officer certifications
- Inactive peace officer certifications
- Immediate Temporary Suspensions (ITS) issued
- Voluntary surrenders accepted
- Affidavits of Separation
  - Dishonesty
  - Abuse of Power
  - Physical Abuse
  - Sexual Assault
  - Demonstrating Bias
  - Egregious and Repeated Acts that Violate the Law
  - Law Enforcement Gang
  - Failure to Cooperate with an Investigation
  - Failure to Intercede

**ANALYSIS:** This report is submitted to the Commission to report on the

numbers of:

Notices of Appointment approved	2070
Proofs of Eligibility issued	1623
Basic Certificates issued	944
Affidavits of Separation Submitted	5309
Active peace officer certifications	102502
Inactive peace officer certifications*	153986
Immediate Temporary Suspensions (ITS) issued	51
1029 Disqualified**	18
Voluntary surrenders accepted	2
Revocations	1

#### Affidavits of Separation Related to Serious Misconduct

Dishonesty	49
Abuse of Power	7
Physical Abuse	6
Sexual Assault	6
Demonstrating Bias	5
Egregious and Repeated Acts that Violate the Law	24
Law Enforcement Gang	0
Failure to Cooperate with an Investigation	5
Failure to Intercede	0

\*It should be noted that the Inactive Certifications include peace officers with a Basic Certificate that is more than three years beyond their last date of employment as a peace officer, including those who did not have a Basic prior to separation and have not been employed since.

\*\*The data reported for the nine categories of serious

misconduct may be skewed as some individuals may be counted more than once if the allegations of serious misconduct included multiple categories of misconduct.

**RECOMMENDATION:** This report is presented for information only. No action is required.

## AGENDA ITEM REPORT

**Title: REPORT ON STATUS OF LEARNING DOMAIN 3 - PRINCIPLED POLICING IN THE COMMUNITY (HISTORY OF POLICING)**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Basic Training Bureau	
<b>RESEARCHED BY</b> Jennifer Hardesty		<b>REVIEWED BY</b> Carrie Hollar
<b>REPORT DATE</b> 08/25/2023	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/04/2023
<b>PURPOSE</b>		<b>FINANCIAL IMPACT</b> No

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** This report is for information only regarding updates to Learning Domain 3 - Principled Policing in the Community on the topic of history of policing.

**BACKGROUND:** At the March 20, 2023, Commission Meeting, POST staff presented an agenda item with updates to the curriculum for Learning Domain 3 - Principled Policing in the Community with updates made specifically to the topic of history in policing. The Commission approved the changes and POST staff began the rulemaking process through the Office of Administrative Law to update the Training and Testing Specifications. In addition to the Training and Testing Specifications (**Attachment A**), updates were made to the Student Workbook (**Attachment B**) and videos were created on the topic that can be used to further support the training in the basic courses.

**ANALYSIS:** The purpose of this item is to provide the Commission an opportunity to view the curriculum updates (Training and Testing Specifications and Student Workbook) and the supporting videos. The information added to the Student Workbook is found under Chapter 5. Pending approval by the Office of Administrative Law, the proposed effective date for these updates is October 1, 2023.

**RECOMMENDATION:** This report is an update on the status of updates to Learning Domain 3 - Principled Policing in the Community.

This report is presented for information only. No action is

required.

**ATTACHMENT(S):**

[Attachment\\_A\\_TTS\\_LD3](#)

[Attachment\\_B\\_LD\\_3\\_V-5.2-Draft](#)

**TRAINING AND TESTING  
SPECIFICATIONS FOR LEARNING DOMAIN #03  
PRINCIPLED POLICING IN THE COMMUNITY**

~~April 1, 2022~~ October 1, 2023

## LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

## LEARNING OBJECTIVES

- A. Define community policing
- B. Identify the essential components of community policing, including:
  - 1. Problem solving
  - 2. Addressing quality of life issues
  - 3. Partnerships with the community
  - 4. Partnerships with other agencies
  - 5. Internal and external resources
- C. Identify community policing goals, including:
  - 1. Reducing/preventing crime
  - 2. Reducing the fear of crime
  - 3. Improving the quality of life
  - 4. Increasing community:
    - a. Awareness
    - b. Involvement
    - c. Ownership
  - 5. Increasing local government involvement in problem solving

- D. Discuss community policing philosophy
- E. Discuss the history of policing models, including:
  - 1. Traditional
  - 2. Professional
  - 3. Community
- F. Identify peace officer responsibilities in the community, including:
  - 1. Maintaining order
  - 2. Enforcing the law
  - 3. Preventing crime
  - 4. Delivering service
  - 5. Educating and learning from the community
  - 6. Working with the community to solve problems
- G. Differentiate between proactive and reactive policing
- H. Discuss community expectations of peace officers
- I. Recognize peace officers' responsibilities to enforce the law, including:
  - 1. Adhering to all levels of the law
  - 2. Fair and impartial enforcement
  - 3. Knowing the patrol beat or area of responsibility
- J. Identify the elements of area/beat knowledge, including:
  - 1. Critical Sites
  - 2. Locations requiring special attention, i.e., hot spots
  - 3. Potentially dangerous areas

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X			X		X	
X	X	X			X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
						II.
						LEARNING NEED
						Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.
						LEARNING OBJECTIVES
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X

- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
- L. Identify the components that comprise communities
- M. Discuss opportunities where peace officers educate and learn from community members
- N. Identify resources which provide opportunities to educate and learn from the community, including:
  - 1. Community forums
  - 2. Community advisory groups
- O. Recognize a peace officer's role in influencing community attitudes
- P. Discuss government expectations of law enforcement and peace officers

#### II. LEARNING NEED

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

#### LEARNING OBJECTIVES

- A. Define community partnerships
- B. Discuss the key elements for developing trust between community partners, including:
  - 1. Truth
  - 2. Respect
  - 3. Understanding
  - 4. Support
  - 5. Teamwork

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X			X		X	X
X			X		X	

- C. Discuss the relationship of ethics to the badge of office
- D. Identify the essential partnering skills, including:
  - 1. Leadership
  - 2. Communication
  - 3. Facilitation
  - 4. Community mobilization
- E. Discuss leadership skills in community policing
- F. Define communication
- G. Recognize the components of a message in communications with others, including:
  - 1. Content (words)
  - 2. Voice characteristics
  - 3. Nonverbal signals
- H. Recognize the potential effects of negative nonverbal signals
- I. Give examples of effective communication techniques for:
  - 1. Active listening
  - 2. Establishing effective lines of communication
  - 3. Overcoming barriers to communication
- J. Discuss the communication techniques that can be used for obtaining voluntary compliance
- K. Define facilitation

L. Discuss the components of the facilitation process, including:

1. Being familiar with the issues
2. Establishing meeting guidelines
3. Stating meeting purpose, scope, and need
4. Stating and clarifying objectives
5. Prioritizing competing problems and issues
6. Identifying potential solutions

M. Apply facilitation techniques reflecting professional behavior, including:

1. Maintaining the focus on the issues and stimulating discussion
2. Displaying interest in the issues
3. Leading the group toward problem resolution
4. Helping participants learn from the problem solving experience
5. Dealing calmly and respectfully with unexpected incidents
6. Maintaining objectivity

N. Give examples of obstacles that officers may encounter when developing community partnerships

#### O. Define community mobilization

P. Discuss the elements of the community mobilization process, including:

1. Getting people involved
2. Identifying community resources (skills)
3. Calling for action
4. Educating the public
5. Taking responsibilities for public safety and quality of life
6. Sustaining effort

Q. Discuss community mobilization methods

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
						III.
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

- R. Discuss the benefits of maintaining a positive relationship with the news media
- S. Discuss the components of a community inventory, including:
  - 1. Partners
  - 2. Stakeholders
  - 3. Community collaboration
- T. Define homeland security
- U. Identify the benefits of integrating community mobilization and homeland security

### LEARNING NEED

Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.

### LEARNING OBJECTIVES

- A. Define the term “problem”
- B. Identify the elements of the crime triangle, including:
  - 1. Victim
  - 2. Offender
  - 3. Location
- C. Discuss the Broken Windows Theory
- D. Define problem solving

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X		X			X	X
X		X			X	
X			X		X	
X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

- E. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)
- F. Define and discuss a problem solving strategy
- G. Apply a problem solving strategy
- H. Define crime prevention
- I. Identify crime prevention strategies
- J. Give examples of crime risk factors
- K. Identify methods for recognizing crime problems
- L. Define Crime Prevention Through Environmental Design (CPTED)
- M. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
  - 1. Natural surveillance
  - 2. Access control
  - 3. Territorial reinforcements
  - 4. Image
- N. Discuss crime prevention programs within the community

#### IV. LEARNING NEED

Peace officers should recognize how principled policing contributes to legitimacy and benefits the officer, agency, and community.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

#### LEARNING OBJECTIVES

- A. Define principled policing
- B. Discuss principled policing, to include:
  - 1. Implicit and explicit bias
  - 2. Procedural justice
  - 3. Legitimacy
  - 4. Historical events
- C. Identify the four tenets of procedural justice
  - 1. Voice
  - 2. Neutrality
  - 3. Respect
  - 4. Trustworthiness
- D. Discuss the potential benefits of procedural justice for law enforcement and the community, including:
  - 1. Improved safety
  - 2. Reduced stress
  - 3. Fewer complaints
  - 4. Increased cooperation
  - 5. Improved community relations
  - 6. Reduced crime
- E. Discuss the application of procedural justice to the law enforcement mission

#### LEARNING NEED

Peace officers should recognize how historical and current events [connect the past with the present and how these events can shape](#)~~affect~~ the perspectives of [individuals](#), law enforcement and [the community](#)~~communities~~.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X X
X			X		X	X
X X			X		X	X X
X			X		X	X
X X			X		X	X X
X			X		X	X
X			X		X	X

#### LEARNING OBJECTIVES

- A. Discuss the impact of historical and current events and how they affect community perspectives
- B. Discuss the concept of a community “bank account” (perspective) and its:
  - 1. Deposits
  - 2. Withdrawals
- C. Discuss cynicism and its impact on law enforcement and the community, to include:
  - 1. Community cynicism
  - 2. Peace officer cynicism

#### VI. LEARNING NEED

Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.

#### LEARNING OBJECTIVES

- A. Discuss implicit bias, to include:
  - 1. Definition
  - 2. Sources
- B. Distinguish between implicit and explicit bias.
- C. Discuss how implicit bias may influence decision making and procedural justice

#### VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* (December 2005) or other comparable sources. At a minimum, each activity must address how peace officers, agencies, and communities benefit from community policing.
- B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.
- C. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:
  - 1. Community policing philosophy
  - 2. Community mobilization
  - 3. Partnerships
  - 4. Leadership
  - 5. Facilitation techniques
  - 6. Communication skills
- D. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:
  - 1. Making an "ethical appeal" based upon a peace officer's professional presence and providing the subject with an opportunity to voluntarily comply (asking)
  - 2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why?", and providing another opportunity for the subject to voluntarily comply (setting context)
  - 3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
  - 4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
- E. Students will participate in a facilitated discussion about the application of the four tenets of procedural justice.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
26	2	6	20		26	12

1. How each tenet impacts the relationship between law enforcement and the community  
 2. How each tenet influences perceptions of legitimacy

F. ~~Students will participate in a group discussion of a past or current event, to include:~~

~~1. Impact on the perspectives of law enforcement and the community~~  
~~2. Implicit bias~~  
~~3. Cynicism~~

Students will participate in a group activity that requires them to research a historical event and present their findings to the class. The research must include the impact on the perspectives of law enforcement and the community. The event should include an historical action such as the Stonewall Riots, Zoot Suit Riots, Internment of Japanese Americans, March from Selma to Montgomery, George Floyd, etc.

VIII. **HOURLY REQUIREMENTS**  
 Students shall be provided with a minimum number of instructional hours on policing in the community.

IX. **ORIGINATION DATE**  
 January 1, 2001

X. **REVISION DATE**

January 1, 2004	January 19, 2007	July 1, 2012	April 1, 2022
August 15, 2004	July 1, 2008	February 15, 2017	<u>October 1, 2023</u>
September 15, 2004	July 1, 2010	July 1, 2018	
January 1, 2006	July 1, 2011	April 1, 2020	

# **Basic Course**

# **Workbook Series**

## **Student Materials**

**Learning Domain 3**  
**Principled Policing in the Community**  
**Version 5.2**

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THE MISSION OF THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING IS TO CONTINUALLY  
ENHANCE THE PROFESSIONALISM OF CALIFORNIA LAW ENFORCEMENT IN SERVING ITS COMMUNITIES

**Basic Course Workbook Series  
Student Materials  
Learning Domain 3  
Principled Policing in the Community  
Version 5.2**

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Published 1999  
Revised August 2004  
Corrected March 2005  
Revised July 2005  
Correction January 14, 2009  
Update January 2010  
Correction April 14, 2011  
Correction March 2017  
Revised September 2018  
Update April 2020  
Update June 2023

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From POST's Web Site:  
**www.post.ca.gov**  
Go to Ordering Student Workbooks

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

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DRAFT

## **THE ACADEMY TRAINING MISSION**

The primary mission of basic training is to prepare students mentally, morally, and physically to advance into a field training program, assume the responsibilities, and execute the duties of a peace officer in society.

DRAFT

## FOREWORD

The California Commission on Peace Officer Standards and Training sincerely appreciates the efforts of the many curriculum consultants, academy instructors, directors and coordinators who contributed to the development of this workbook. We must also thank the California law enforcement agency executives who allowed their personnel to participate in the development of these training materials.

This student workbook is part of the POST Basic Course Training System. The workbook component of this system provides a self-study document for every learning domain in the Basic Course. Each workbook is intended to be a supplement to, not a substitute for, classroom instruction. The objective of the system is to improve academy student learning and information retention and ultimately contribute to you becoming a peace officer committed to safety, and to the communities you will serve.

The content of each workbook is organized into sequenced learning modules to meet requirements as prescribed both by California law and the POST Training and Testing Specifications for the Basic Course.

It is our hope that the collective wisdom and experience of all who contributed to this workbook will help you, the student, to successfully complete the Basic Course and to enjoy a safe and rewarding career as a peace officer.

MANUEL ALVAREZ, Jr.  
Executive Director

DRAFT

# LD3: Principled Policing in the Community

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## Preface

### Introduction

---

**Student workbooks**

The student workbooks are part of the POST Basic Course Instructional System. This system is designed to provide students with a self-study document to be used in preparation for classroom training.

---

**Regular Basic Course training requirement**

Completion of the Regular Basic Course is required, prior to exercising peace officer powers, as recognized in the California Penal Code and where the POST-required standard is the POST Regular Basic Course.

---

**Student workbook elements**

The following elements are included in each workbook:

- chapter contents, including a synopsis of key points
- supplementary material
- a glossary of terms used in this workbook

---

# How to Use the Student Workbook

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## Introduction

This workbook provides an introduction to the training requirements for this Learning Domain. It is intended to be used in several ways: for initial learning prior to classroom attendance, for test preparation, and for remedial training.

---

## Workbook format

To use the workbook most effectively, follow the steps listed below.

Step	Action
1	Begin by reading the: Preface and How to Use the Workbook, which provide an overview of how the workbook fits into the POST Instructional System and how it should be used.
2	Read the text.
3	Complete the Workbook Learning Activities at the end of each chapter. These activities reinforce the material taught in the chapter.
4	Refer to the Glossary for a definition of important terms. The terms appear throughout the text and are bolded and underlined the first time they appear (e.g. <u>term</u> ).

---

# Chapter 1

## Community Policing

### Overview

#### Learning need

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

#### Learning objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
<ul style="list-style-type: none"><li>Define community policing</li></ul>	3.01.11
<ul style="list-style-type: none"><li>Identify the essential components of community policing, including<ul style="list-style-type: none"><li>Problem solving</li><li>Addressing quality of life issues</li><li>Partnerships with the community</li><li>Partnerships with other agencies</li><li>Internal and external resources</li></ul></li></ul>	3.01.12
<ul style="list-style-type: none"><li>Identify community policing goals, including<ul style="list-style-type: none"><li>Reducing/preventing crime</li><li>Reducing the fear of crime</li><li>Improving quality of life</li><li>Increasing community<ul style="list-style-type: none"><li>Awareness</li><li>Involvement</li><li>Ownership</li></ul></li><li>Increasing local government involvement in problem solving</li></ul></li></ul>	3.01.13

*Continued on next page*

## Overview, Continued

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### Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss community policing philosophy	3.01.14
• Discuss the history of policing models, including <ul style="list-style-type: none"><li>- Traditional</li><li>- Professional</li><li>- Community</li></ul>	3.01.15
• Identify peace officer responsibilities in the community, including <ul style="list-style-type: none"><li>- Maintaining order</li><li>- Enforcing the law</li><li>- Preventing crime</li><li>- Delivering service</li><li>- Educating and learning from the community</li><li>- Working with the community to solve problems</li></ul>	3.01.16
• Differentiate between proactive and reactive policing	3.01.17
• Discuss community expectations of peace officers	3.01.18
• Recognize peace officers' responsibilities to enforce the law, including <ul style="list-style-type: none"><li>- Adhering to all levels of the law</li><li>- Fair and impartial enforcement</li><li>- Knowing the patrol beat or area of responsibility</li></ul>	3.01.19
• Identify the elements of area/beat knowledge, including <ul style="list-style-type: none"><li>- Critical sites</li><li>- Locations requiring special attention, i.e. hot spots</li><li>- Potentially dangerous areas</li></ul>	3.01.20

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## Overview, Continued

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### Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss current and emerging issues that can impact the delivery of services by peace officers	3.01.21
• Identify the components that comprise communities	3.01.22
• Discuss opportunities where peace officers can educate and learn from community members	3.01.23
• Identify resources which provide opportunities to educate and learn from the community, including: - Community forums - Community advisory groups	3.01.24
• Recognize a peace officer's role in influencing community attitudes	3.01.25
• Discuss government expectations of law enforcement and peace officers	3.01.26

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*Continued on next page*

## Overview, Continued

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### In this chapter

This chapter focuses on concepts of community policing and peace officer responsibilities. Refer to the following chart for specific topics.

Topic	See Page
Community Policing	1-5
Peace Officer Responsibilities in the Community	1-8
Workbook Learning Activities	1-21

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# Community Policing

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## Introduction

Communities are best served when peace officers and other community members work together to identify, prioritize, and address issues that will improve the community's quality of life.

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## Definition

**Community Policing** is both an organizational and a personal philosophy that promotes police/**community partnerships** and proactive problem-solving to:

- address the causes of crime
- address the fear or perception of crime
- improve the overall quality of life in the community

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## Essential components

Community policing is an acknowledgment that peace officers need the community's help to solve community problems. Essential components of community policing are:

- problem-solving
- addressing quality of life issues
- partnerships with the community
- partnerships with other agencies
- internal and external resources

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## Goals

Community policing goals include but are not limited to:

- reducing/preventing crime
- reducing the fear of crime
- improving quality of life
- increasing community
  - awareness
  - involvement
  - responsibility
- increasing local government involvement in problem-solving

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## Community Policing, Continued

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### Philosophy

Community policing:

Is:	is not:
<ul style="list-style-type: none"><li>• an organizational philosophy that permeates all of an agency's operations</li><li>• everyone in the agency embracing the philosophy</li><li>• a working partnership with the community</li><li>• the community participates in defining priorities for law enforcement agencies</li><li>• focusing directly on the substance of policing</li></ul>	<ul style="list-style-type: none"><li>• a specific program handled only by a separate unit</li><li>• individual assignments or programs such as Neighborhood Watch, youth services, or bike team officer</li><li>• the sole responsibility of law enforcement</li><li>• “soft on crime”</li><li>• a permanent increase in an officers' workload</li></ul>

Because community policing is a partnership between law enforcement and the community:

- an attitude of “us” (law enforcement) vs. “them” (community) is inappropriate and counter productive
- all aspects of the community benefit:
  - community and its members
  - law enforcement agencies
  - individual peace officers

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# Community Policing, Continued

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## History

Policing today evolved from several organizational models developed over the years to improve law enforcement's professionalism and service to the community:

- **Sir Robert Peel**, commonly acknowledged as the founder of modern policing, developed nine principles in 1829 which set the foundation for law enforcement as we know it today. His Seventh Principle, still relevant today, states, *“Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.”*

Several police models have developed over time. *One or more elements of these models have continued to be employed.* Some are:

- Traditional policing - defined over the last 50 years; policing is incident driven, reaction based, and enforcement focused with limited community interaction. Efforts directed toward maintaining order and apprehension of offenders after crimes have been committed.
- Professional policing - incorporated the traditional policing components and emphasized officer education and training, policies and procedures and the development of professional standards and behavior. Recognized as “command and control.”
- Community policing - combines elements of traditional and professional policing with an emphasis on community partnerships, prevention and collaborative problem solving to reduce crime, the fear of crime, and improve the quality of life.

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# Peace Officer Responsibilities in the Community

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## Introduction

Peace officers have a responsibility to serve their communities on many levels through enforcement, education, and problem-solving.

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## Leadership

The philosophy and strategies of community partnership are not new to law enforcement, but the need to constantly rethink these ideas and to reaffirm the positive nature of law enforcement and community working together is every officer's responsibility. In an atmosphere of partnership, the "we together" must replace "us vs. them." The challenge to leadership is to find the "we together." Even though specialized units can be created to work on problems, it is the responsibility of everyone to find ways to engage the community and improve the quality of life.

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## Ethics

Peace officers can undo the "us vs. them" at the same time that they acquire high levels of tactical and problem-solving skills. Unethical behavior can perpetuate the "us vs. them" philosophy.

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## Peace officer responsibilities

It is the responsibility of peace officers to:

- maintain order
- enforce the law
- prevent crime
- deliver service
- educate and learn from the community
- work with the community to solve problems

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## Peace Officer Responsibilities in the Community, Continued

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### Peace officer responsibilities (continued)

To best carry out these responsibilities, peace officers need to work as generalists rather than specialists. Officers should adopt a proactive approach to developing a partnership between themselves, individuals, businesses, and groups in the community.

**NOTE:** These responsibilities are emphasized in every aspect of basic peace officer training.

The following table describes several peace officer responsibilities:

To be effective, peace officers should:	By:
adhere to all levels of the law	<ul style="list-style-type: none"><li>providing enforcement of:<ul style="list-style-type: none"><li>statutory laws</li><li>city and county ordinances</li><li>court orders</li></ul></li></ul>
be fair and impartial during enforcement	<ul style="list-style-type: none"><li>ensuring that enforcement decisions are based on:<ul style="list-style-type: none"><li>the law</li><li>the court's interpretation of the law</li><li>agency policy</li><li>the officer's own judgment based on experience and the situation</li></ul></li><li>ensuring that enforcement decisions <i>are not</i> based on:<ul style="list-style-type: none"><li>prejudices</li><li>implicit bias</li><li>attitudes</li><li>appearances</li><li>gratitudes</li></ul></li></ul>

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## Peace Officer Responsibilities in the Community, Continued

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Peace officer responsibilities (continued)	To be effective, peace officers should:	By:
	know their patrol area (beat) or area of responsibility	<ul style="list-style-type: none"><li>• being familiar with aspects, including:<ul style="list-style-type: none"><li>- size</li><li>- boundaries</li><li>- interconnecting routes for traffic directions</li><li>- nearest emergency services</li><li>- cultural, demographic, and socio-economic characteristics of the residents (including traditions, habits, and lifestyles)</li></ul></li></ul>
	encourage the community to report and participate	<ul style="list-style-type: none"><li>• encouraging and supporting the public, i.e. attending meetings, educating the public</li><li>• collaborating and solving community problems</li></ul>

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### Proactive and reactive policing

**Proactive approach** means anticipating problems and acting in advance to address local concerns. Recognize crime patterns and safety hazards in the community to develop strategies to mitigate future incidents. By adopting a proactive approach, officers attempt to:

- prevent problems from becoming worse
- eliminate or minimize crime related problems
- reduce criminal opportunity
- deter potential offenders
- develop crime prevention strategies

**Reactive approach** means responding to criminal activity and problems after they have taken place. It typically involves handling each call or incident as a separate, unique occurrence.

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## Peace Officer Responsibilities in the Community, Continued

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### Proactive and reactive policing (continued)

The following table provides some examples of proactive and reactive law enforcement.

Examples of Proactive Activities	Examples of Reactive Activities
<ul style="list-style-type: none"><li>• Making self-initiated on view arrests</li><li>• Monitoring areas of frequent criminal activity (i.e. hot spots)</li><li>• Reducing criminal opportunity through awareness</li><li>• Encouraging the public to be on the alert for potential criminal activity (e.g. Crime Prevention Units and Neighborhood Crime Watch programs)</li><li>• Interacting with established organizations such as church groups, civil boards, fire fighters, social workers, hospitals, and youth groups to educate them about crime prevention tactics. (e.g. meetings, seminars, ride along.)</li><li>• Analyzing reports and crime trends to track possible locations and indications of potential criminal activity</li><li>• Interacting with other law enforcement agencies to share case information and resources</li><li>• Problem-solving</li><li>• <b><u>Crime Prevention Through Environmental Design (CPTED)</u></b></li></ul>	<ul style="list-style-type: none"><li>• Apprehending suspects for violation of the law</li><li>• Collecting and preserving physical evidence at a crime scene</li><li>• Taking thorough field notes and writing complete and accurate reports</li><li>• Testifying in court</li><li>• Following the directions of court orders warrants, and other official documents</li><li>• Restricting activities and movements in controlled settings when necessary</li><li>• Problem-solving</li></ul>

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## Peace Officer Responsibilities in the Community, Continued

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### Community expectations

People in a community expect peace officers to ensure their safety.

From an officer's point of view, maintaining order means taking actions to protect lives and property. From the community member's point of view, maintaining order may mean ensuring an expected quality of life.

The following table describes actions officers can take to maintain order within their community:

Action	Influence on the Community
<b>Patrol the Community in a Highly Visible Manner</b>	Visible patrols let the public see the peace officer as a presence to discourage criminal activity and provide a perception of safety
<b>Maintain the Public Peace</b>	Handling both private and public disputes before they escalate to disturbances that can place members of the community at risk
<b>Manage Civil Disturbances</b>	Dealing with opposing factions during strikes, demonstrations, and work stoppages in a manner that maintains the public peace without infringing on the rights of the individuals

The community expects peace officers to address violations of applicable laws and regulations. Objective enforcement by officers demonstrates the equal and unbiased application of the law.

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## Peace Officer Responsibilities in the Community, Continued

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### Beat/area knowledge

To adequately enforce the law and prevent or reduce crime within a community, peace officers need to develop “beat/area knowledge.” This includes not just knowing the basic layout and makeup of the beat area, but also recognizing specific areas within the community that may require special attention and increased community interaction.

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### Elements of beat/area knowledge

The following table further explains the elements of beat/area knowledge:

Area	Examples
<b>Critical Sites</b>	<ul style="list-style-type: none"><li>• schools</li><li>• hospitals</li><li>• airports</li><li>• bridges</li><li>• power plants</li><li>• chemical or industrial plants</li><li>• chemical storage facilities</li></ul>
<b>Locations Requiring Special Attention, i.e. “Hot Spots”</b>	<ul style="list-style-type: none"><li>• high crime areas (e.g. liquor stores, pawn shops, problem neighborhoods, motels)</li><li>• isolated or low traffic areas</li><li>• traffic “choke points” (i.e. congested roadways)</li></ul>
<b>Potentially Dangerous Areas</b>	<ul style="list-style-type: none"><li>• local hazards (e.g. potholes, roads that freeze, etc.)</li><li>• low lying areas that can easily flood</li><li>• earthquake-prone zones</li><li>• hillsides with a potential for mud slides</li><li>• dry areas with a higher than average potential for fire</li><li>• railroad crossings</li></ul>

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## Peace Officer Responsibilities in the Community, Continued

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**Elements of beat/area knowledge (continued)**

Area	Examples
<b>Information Gathering and Partnerships</b>	<ul style="list-style-type: none"><li>existing partnerships with the community, media, business, residents, government agencies</li></ul>

**Current and emerging Issue affecting service**

Peace officers' ability to deliver effective service can be influenced by their ability to deal with current issues that impact their community.

The following table identifies several current and emerging issues that can impact the delivery of services by peace officers:

Issue	Examples	Impact on Delivery of Service
<b>Changing Community Demographics</b>	Rural to urban	Increase in calls for service
	Ethnic group representation	May require familiarity with a variety of customs and languages
<b>Economic Shifts</b>	Closure of a local factory or nearby military installation	Increased crime associated with unemployment
<b>Advanced Technologies</b>	Computers and the Internet	Increased white collar crime through the use of computers
	High-tech crime	Identity theft

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## Peace Officer Responsibilities in the Community, Continued

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**Current and emerging issues affecting service (continued)**

	<b>Issue</b>	<b>Examples</b>	<b>Impact on Delivery of Service</b>
	<b>Jail Overcrowding</b>	Early Release Program	Increased crime/loss of respect
	<b>Cultural Diversity</b>	Immigration patterns to the U.S.	Possible negative image of law enforcement
	<b>Continuous Law Changes</b>	Additions and amendments to the Penal Code	Requires officers to continually update themselves on changes to the law in order to enforce it appropriately
	<b>Homeland Security</b>	Terrorist threats/acts	Revising information sharing and intelligence gathering methods

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**Community components**

To effectively educate and learn from the public, officers must know how to reach people in their communities. The first step is to recognize that communities are made up of a number of overlapping groups. These groups can provide officers with forums through which they can talk to people with common interests and needs.

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## Peace Officer Responsibilities in the Community, Continued

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### Community components (continued)

Communities are comprised of:

- families
- individuals
- neighborhoods
- schools
- elected officials and local government agencies
- businesses
- the media
- social service organizations and agencies
- religious institutions (e.g. churches, synagogues, mosques, etc.)
- law enforcement agencies

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### Education and awareness

When peace officers participate in educational programs for community youth and adults, officers and the community both benefit. Community members gain an increased sense of empowerment and security as well as positive relationships with individual officers. Peace officers have the opportunity to learn from individuals and the community.

Officers will identify valuable information sources by interacting with community.

Officers will also foster the community's positive attitudes toward law enforcement through sharing their knowledge, experiences, and perceptions.

**The community and peace officers can benefit from implementing their collaborative ideas and suggestions that result in reduced opportunities for criminal activity.**

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## Peace Officer Responsibilities in the Community, Continued

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### **Educating and learning from the community**

Opportunities for peace officers to educate and learn from community members can occur informally as well as formally. Any time an officer talks to an individual and useful information is exchanged, that officer is learning as well as serving in an educational role.

Other educational opportunities should involve officers participating in planned discussions, community activities, meeting with community service groups, or visiting local schools.

The following table identifies both formal and informal opportunities for learning from and educating community members regarding law enforcement and crime prevention:

<b>Formal opportunities may include:</b>	<b>Informal opportunities may include:</b>
<ul style="list-style-type: none"><li>• speaking at community meetings</li><li>• visiting local schools</li><li>• teaching courses on the law and its implications at both the high school and college levels</li><li>• using the news media to disseminate timely information to both wide and specific audiences</li><li>• participating in collaborative meetings with two-way communication</li></ul>	<ul style="list-style-type: none"><li>• initiating contacts and talking with individuals while on patrol</li><li>• being accessible and approachable whenever they are in the community</li><li>• talking to people who work and reside in the area</li><li>• using off-duty interactions as opportunities to educate</li></ul>

Each part of a community can provide peace officers with opportunities for learning from the community and providing educational services and programs.

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## Peace Officer Responsibilities in the Community, Continued

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### Community resources

By involving themselves in community activities, peace officers give community members the opportunity to see them as *part of the community*. *Officers also see themselves as part of the community.*

The following table identifies available resources which provide opportunities to interact with community members:

Resource	Additional Information
<b>Community Forums</b>	Public meetings involving law enforcement personnel
<b>Community Questionnaire</b>	Designed to learn about community perception of service and identify problems most important to the members of the community
<b>Community Advisory Groups</b>	Having representatives from the community advise law enforcement regarding community concerns
<b>Neighborhood/Business/ Apartment Watch Programs</b>	Problem identification and information exchange between the community and law enforcement
<b>Informational Presentations</b>	Informing the public about local law enforcement departments/agencies, capabilities, and how the public can help
<b>Property Management</b>	Education/certification
<b>Mass Media</b>	Radio, television, newspapers, Internet
<b>Collaboration and Problem-Solving Meetings</b>	Meetings can be called by any party

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## Peace Officer Responsibilities in the Community, Continued

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### Community attitudes

Recognition of common community attitudes toward law enforcement and the origins of those attitudes can help peace officers understand how to further develop positive relationships with community members.

The following table describes common community expectations of peace officers, influences on community attitudes, and actions officers can take to promote positive relationships:

Members of the community expect:	Their attitudes may be influenced by:	Peace officers can promote a positive relationship by:
<ul style="list-style-type: none"><li>• ethical behavior</li><li>• safety and security</li><li>• fairness and impartiality</li><li>• prompt and courteous services</li><li>• professional behavior</li><li>• technical competence</li><li>• input in the process</li><li>• improved quality of life</li></ul>	<ul style="list-style-type: none"><li>• previous experience with law enforcement</li><li>• past and present law enforcement relations, with the community</li><li>• feelings of collective victimization (e.g. serial rapist, kidnappings, child molester, hate crimes), exists</li><li>• level of fear</li><li>• apathy</li><li>• media coverage</li><li>• T.V. shows/films</li></ul>	<ul style="list-style-type: none"><li>• performing duties ethically</li><li>• getting to know community members</li><li>• demonstrating integrity</li><li>• promoting themselves in a positive light by getting involved in the community</li><li>• participating in or attending festivals, cultural celebrations, ethnic arts shows, or recitals</li><li>• encouraging community participation in law enforcement</li><li>• problem solving in partnership with the community</li><li>• knowing beat demographics</li></ul>

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## Peace Officer Responsibilities in the Community, Continued

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### Government expectations

All levels of government (federal, state, and local) hold certain expectations of peace officers. These expectations include, but are not limited to:

- reducing and controlling crime
- providing community service
- enforcing the law
- reducing or eliminating civil liability
- problem-solving

Peace officers must be aware of the political issues that are important to the leaders of the community. Local leaders may have political objectives that can impact law enforcement activities.

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### Example

A gang flourished at a local high school. The school board refused to allow police to interact with students on campus. The school board believed that a police presence would project a negative image about the safety of the campus and their ability to handle discipline. Officers collaborated with the school administration and convinced officials to allow them on the campus for drug education programs such as *DARE* or *Students and the Law*. The positive involvement of police officers with the students led to several tips which helped curtail gang activities. Officers successfully worked within political constraints to improve school safety and meet government and community expectations of law enforcement.

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# Workbook Learning Activities

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## Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

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## Activity questions

1. A group of local junior high school students congregate before and after school on a low wall just off school property. They verbally harass passing students, and smoke cigarettes, and some students have reported that drugs are being used in the area. The property is owned by the parents of one of the teens. They are unaware of the situation because it occurs while they are at work. Identify and describe at least one proactive response officers could take (or propose) to help the situation.
2. Officers were dispatched to a complaint of a loud party. While en route, their unit was diverted to respond to a DUI. Forty-five minutes elapsed before a second unit was able to arrive at the home of the person who made the complaint. The loud party was still going on and the neighbor was very agitated. Assume you are one of the officers who must now respond to this irate and frustrated person. How would you handle the situation? What would you say to the person who called in the complaint?

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## Workbook Learning Activities, Continued

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### Activity questions (continued)

3. Assume you are the new patrol officer in the community. The previous officer who patrolled the neighborhood was viewed as being apathetic and lazy by members of the community. What specific actions would you take to improve community perceptions and maximize your ability to prevent crime, maintain order, and enforce the law? What obstacles might you face? How would your approach differ, if at all, if you were assigned to a neighborhood with a positive perception of law enforcement?
  
4. How do you think “beat knowledge” contributes to officers’ abilities to effectively perform each of their roles in the community? Explain how this knowledge helps officers:
  - maintain order
  - prevent crime
  - educate and learn from the community
  - enforce the law
  - deliver service
  - work with the community to solve problems

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## Workbook Learning Activities, Continued

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**Activity  
questions  
(continued)**

5. What is community policing? The evolution of policing? How can community policing benefit law enforcement?

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## Student Notes

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# Chapter 2

## Community Partnerships

### Overview

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**Learning need** Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

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**Learning objectives** The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Define community partnerships	3.02.11
• Discuss the key elements for developing trust between community partners, including: - Truth - Respect - Understanding - Support - Teamwork	3.02.12
• Discuss the relationship of ethics to the badge of office	3.02.13
• Identify the essential partnering skills, including: - Leadership - Communication - Facilitation - Community mobilization	3.02.14
• Discuss leadership skills in community policing	3.02.16

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## Overview, Continued

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### Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
• Define communication	3.02.17
• Recognize the components of a message in communications with others, including: <ul style="list-style-type: none"><li>- Content (words)</li><li>- Voice characteristics</li><li>- Nonverbal signals</li></ul>	3.02.18
• Recognize the potential effects of negative nonverbal signals	3.02.19
• Give examples of effective communication techniques for: <ul style="list-style-type: none"><li>- Active listening</li><li>- Establishing effective lines of communication</li><li>- Overcoming barriers to communication</li></ul>	3.02.20
• Discuss the communication techniques that can be used for obtaining voluntary compliance	3.02.21
• Define facilitation	3.02.22

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## Overview, Continued

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### Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
<ul style="list-style-type: none"><li>Discuss the components of the facilitation process, including:<ul style="list-style-type: none"><li>- Being familiar with the issues</li><li>- Establishing meeting guidelines</li><li>- Stating meeting purpose, scope, and need</li><li>- Stating and clarifying objectives</li><li>- Prioritizing competing problems and issues</li><li>- Identifying potential solutions</li></ul></li></ul>	3.02.23
<ul style="list-style-type: none"><li>Apply facilitation techniques reflecting professional behavior, including:<ul style="list-style-type: none"><li>- Maintaining the focus on the issues and stimulating discussion</li><li>- Displaying interest in the issues</li><li>- Leading the group toward problem resolution</li><li>- Helping participants learn from the problem-solving experience</li><li>- Dealing calmly and respectfully with unexpected incidents</li><li>- Maintaining objectivity</li></ul></li></ul>	3.02.24
<ul style="list-style-type: none"><li>Give examples of obstacles that officers may encounter when developing community partnerships</li></ul>	3.02.25
<ul style="list-style-type: none"><li>Define community mobilization</li></ul>	3.02.26

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## Overview, Continued

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### Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
<ul style="list-style-type: none"><li>Discuss the elements of the community mobilization process, including<ul style="list-style-type: none"><li>Getting people involved</li><li>Identifying community resources (skills)</li><li>Calling for action</li><li>Educating the public</li><li>Taking responsibility for public safety and quality of life</li><li>Sustaining effort</li></ul></li></ul>	3.02.27
<ul style="list-style-type: none"><li>Discuss community mobilization methods</li></ul>	3.02.28
<ul style="list-style-type: none"><li>Discuss the benefits of maintaining a positive relationship with the news media</li></ul>	3.02.29
<ul style="list-style-type: none"><li>Discuss the components of a community inventory, including:<ul style="list-style-type: none"><li>Partners</li><li>Stakeholders</li><li>Community collaboration</li></ul></li></ul>	3.02.30
<ul style="list-style-type: none"><li>Define homeland security</li></ul>	3.02.31
<ul style="list-style-type: none"><li>Identify the benefits of integrating community mobilization and homeland security</li></ul>	3.02.32

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## Overview, Continued

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### In this chapter

This chapter focuses on the concepts of community partnerships. Refer to the following chart for specific topics.

Topic	See Page
Community Partnerships	2-6
Leadership	2-9
Communication	2-10
Facilitation	2-26
Community Mobilization	2-32
Homeland Security	2-35
Workbook Learning Activities	2-37

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# Community Partnerships

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## Introduction

Policing involves outreach that is designed to promote community partnerships. In this effort, officers and local resources work together to identify and solve common problems. The phrase, “The whole is greater than the sum of all its parts,” exemplifies the importance of developing trust between community partners.

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## Definition

Community partnerships are relationships comprised of two or more individuals, groups, or organizations working together to address an issue.

Community partnerships are any combination of, but not limited to, the following resources:

- neighborhood residents
- schools
- businesses
- faith based organizations
- news media
- victim services organizations
- health care providers
- community service groups
- law enforcement agencies
- city and county departments
- government agencies

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## Developing trust

Trust is vital to building long-lasting, innovative community partnerships capable of solving problems and improving the community's quality of life.

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## Community Partnerships, Continued

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### Developing trust (continued)

The key elements of building trust are:

- **Truth** - Open and honest communication among partners is essential. Be truthful about what you can and cannot do, what you want to accomplish and what you are willing to do as a partner.
- **Respect** - Partners must become aware of each other's strengths. By mapping and engaging existing community assets and learning about your partners' gifts, talents, experiences or resources, you can better understand and respect each other. Show empathy to the importance of the community member on the issue involving the police.
- **Understanding** - It is vital to appreciate the diversity of each partner. Understanding issues from another person's perspective is valuable to building strong partnership bridges.
- **Support** - Partners should develop specific roles and responsibilities, strategies, objectives, goals and action plans. Necessary support in the form of time, labor, money or materials is essential to the partnership's foundation.
- **Teamwork** - Each partner can play a role in problem-solving efforts. Working together and celebrating success as a team is important to the long-term viability of the group.

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## Community Partnerships, Continued

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**Ethics and badge of office**

Law enforcement is based on a standard of ethical conduct and is symbolized by a badge of office. This badge is a symbol of public trust. The character of the person behind the badge is more important than the authority the badge represents. Forming effective community partnerships is impossible without trust and integrity.

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**Essential partnering skills**

It is critical that peace officers develop and use partnering skills. Partnering skills that are essential for partnership development are:

- leadership
- communication
- facilitation
- community mobilization

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# Leadership

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## Introduction

Peace officers are expected to be leaders in the community. They are also expected to identify neighborhood problems. The success of problem-solving partnerships depends upon the leadership of officers.

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## Definition

**Leadership** is the practice of influencing people while using ethical values and goals to produce an intended change.

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## Ethical leadership skills in community policing

Leadership by peace officers may be the most important element for successful police-community partnerships. In a contemporary policing environment, officers with ethical leadership skills:

- conduct themselves ethically
- embrace change
- think creatively
- demonstrate decisiveness
- promote trust
- delegate authority
- decentralize decision-making
- take action
- communicate well
- share command
- articulate a vision
- demonstrate integrity
- demonstrate commitment
- demonstrate accountability

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# Communication

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## Introduction

The development of police-community partnerships requires officers to communicate effectively. Skillful communication is an important officer safety tool. Knowing and applying a variety of communication techniques enhances an officer's ability to successfully communicate with all segments of the community.

***To perform competently, it is essential that peace officers develop effective communication skills.***

Although a significant portion of an officer's job is based upon a body of knowledge (penal codes, regulations, case laws, vehicle codes, etc.), it is unrealistic to expect the public to understand all of the language associated with the officer's knowledge. Officers should avoid using "police jargon" when speaking with the public.

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## Definition

**Communication** is the sending and receiving of messages, both verbal and nonverbal, between two or more people.

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## Essential elements of communication

Communication involves four essential elements:

- sender
- receiver
- message
- circumstances under which the communication occurs

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## Communication, Continued

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**Communication process** For communication to be effective, the message the sender gives should be the same message the receiver gets. In many instances some form of external or internal interference may alter the message that is received.

Good communication techniques are used to clarify issues and accurately exchange information.

**Feedback** is the receiver's response to the message. Feedback tells the sender whether the receiver has an accurate understanding of the message. Peace officers must train themselves to recognize feedback that can tell them how their messages are received.

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**Peace officer visibility** Policing is a highly visible profession which demands good communication skills. When officers communicate with members of the public, they represent:

- their agency executive (e.g. chief, director, sheriff, commissioner)
- the government (e.g. city, county, state, and federal)
- the public interest
- authority (i.e. laws, the Constitution, the Bill of Rights)
- the law enforcement profession as a whole

It is essential that information flowing *to and from* these various points be accurate and clearly received.

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## Communication, Continued

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### Message components

The message that is communicated between a receiver and a sender is comprised of more than words. The total message communicated is comprised of the following components:

- Content (words)
- Voice characteristics
- Nonverbal signals

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### Content

Peace officers need to recognize that the content (words) they choose may account for only a small portion of the message they communicate.

Officers must choose words carefully to make sure their message is clear and precise. If receivers pick up even one mistake (perceived error or untruth) in the content, credibility is lost and communication breaks down.

Officers also need to be aware that a person's words do not always reflect what the person really means. Words are not always identical to the meaning of the message being sent. Officers need to consider their words in the context of the situation.

#### Example:

A burglary victim waited two hours for an officer to arrive. When the officer appeared at the door, the victim was angry and said, "Where have you been? What took you so long? My taxes pay your salary!" In this situation, the individual was really angry at the situation but he vented that anger toward the officer. He was feeling personally violated, wanted help, and wanted his lost property back. It was important for the officer to respond to the *real meaning* of the man's message by placing the words in context, instead of reacting to the spoken words alone.

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## Communication, Continued

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### Voice characteristics

Voice characteristics may account for a greater portion of the information sent in a message. The following table describes four primary voice characteristics that receivers evaluate when they decode a message:

Voice Characteristic	Description
<b>Tone</b>	<p>Tone refers to the manner of speaking. It conveys the emotion or intention behind the words.</p> <ul style="list-style-type: none"><li>When a listener perceives a conflict between the content of the message and the speaker's tone of voice, the listener is likely to believe the speaker's tone of voice</li><li>Ninety percent of personnel complaints against peace officers occur because of improper use of tone. (Not "what" was said, but "how" it was said.)</li><li>An oppressive tone of voice discourages communication</li></ul>
<b>Pace</b>	<ul style="list-style-type: none"><li>Pace is the speed at which a person speaks (i.e. fast or slow)</li><li>A change in pace can signal to the listener that something is about to happen (This is important for officers to remember not only when they speak, but also as they listen and evaluate others.)</li></ul>
<b>Pitch</b>	<ul style="list-style-type: none"><li>Pitch refers to how high or low a person is speaking. It is also used to describe whether a voice is soft or loud</li><li>High pitch may indicate excitement or elevated emotions</li></ul>

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## Communication, Continued

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### Voice characteristics (continued)

Voice Characteristic	Description
<b>Modulation</b>	<ul style="list-style-type: none"><li>Modulation refers to the rhythm in the voice. Rhythm is changed by varying which words are stressed in a sentence</li><li>Modifying the modulation or emphasis placed on different words in a message can completely change the message's meaning</li><li>An officer's professional conduct is determined, in part, by modulation</li></ul>

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### Example

The following example illustrates how modifying the modulation changes the meaning of a sentence. Read the following sentence aloud six times. Each time emphasize the bold, italicized word(s).

“**I** never said you stole the money.”  
“I **never** said you stole the money.”  
“I never **said** you stole the money.”  
“I never said **you** stole the money.”  
“I never said you **stole** the money.”  
“I never said you stole **the money**.”

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## Communication, Continued

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### Nonverbal signals

Nonverbal signals may account for the largest portion of the message being conveyed. If there is a conflict between a speaker's voice and a speaker's nonverbal signals, the listener is likely to give more weight to the nonverbal message.

Nonverbal actions include:

- body language (e.g. failure to look a person in the eye)
- **proxemics** (spatial relationship or positioning of the speaker relative to the listener)

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### Nonverbal danger signals

If an officer sees contradictions between a person's body language and what the person is saying, the officer should give more weight to the nonverbal message.

Officers should look for danger signals in a person's nonverbal action. These nonverbal danger signals include, but are not limited to, the following:

- backing or turning away from the officer
- poor eye contact
- extreme hand motion or concealment

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### Negative nonverbal signals

Officers should be aware of their own nonverbal signals. Being conscious of the signals their bodies send can help officers better convey their intended messages to a victim, witness, suspect, or other members of the community. The effects of negative nonverbal signals or mannerisms may include:

- making a poor impression
- contradicting what an officer is saying verbally
- potentially escalating situations
- diminished credibility
- inhibiting proper communication

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*Continued on next page*

## Communication, Continued

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### Negative

### nonverbal signals

(continued)

The following table describes nonverbal signals that usually have a negative impact on the message receiver:

Signal Type	Examples
<b>Gestures</b>	<ul style="list-style-type: none"><li>• signaling “stop” with the hand</li><li>• pointing at a person</li><li>• glancing at a watch while someone else is talking</li></ul>
<b>Facial Expressions</b>	<ul style="list-style-type: none"><li>• rolling the eyes</li><li>• sneering</li><li>• frowning</li><li>• poor eye contact</li></ul>
<b>Physical Actions or Mannerisms</b>	<ul style="list-style-type: none"><li>• clenching fists to the side (displays anger)</li><li>• crossing arms across the chest</li><li>• shrugging shoulders</li></ul>

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*Continued on next page*

## Communication, Continued

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### Examples

(1) Deputy Jones used an empathetic tone of voice while interviewing a rape victim, but he also glanced at his watch frequently while she was talking. Because of the officer's negative nonverbal signals, the victim began to feel that the officer was thinking about other things and did not really care about what had happened to her. The victim felt even more demeaned and stopped talking.

(2) An officer verbally encouraged a witness to include any details she could remember regarding an armed robbery. As the woman spoke, one officer kept looking over to his partner and rolling his eyes when he thought the witness would not notice. The woman did notice and felt that the officer did not care about what she was saying and was making fun of her. Because of the officer's nonverbal signals, the witness completed her account abruptly and may have unintentionally left out important details.

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## Communication, Continued

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### Active listening and communication techniques

**Active listening** is a critical part of effectively translating messages. Active listening involves the listener's *deliberate* and *conscious* concentration on what is being said. It also provides information to the sender that the message is being received.

Officers must recognize that before they try to send a message, they must first actively listen to the intended audience. This listening will allow the officer to read the audience and eliminate as much interference as possible in the message they send in return.

The following table presents four steps for active listening:

Step	Action
1	Be open and unbiased, and allow the person to speak
2	Hear literally what is said (don't cloud the message with interpretation at this point)
3	Interpret what is said
4	Provide an appropriate response (reflecting that the message was received)

Active listening is a way to hear precisely what is meant and responding in a manner that promotes mutual understanding. Some of the benefits of active listening are:

- helping to avoid misunderstandings
- allowing opportunities for people to open up
- diffusing tension
- increase police legitimacy

NOTE:

Active listening also helps officers maintain their personal safety by becoming more aware of the people with whom they are interacting.

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## Communication, Continued

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### Active listening and communication techniques (continued)

Peace officers should project that they are active listeners. Use of certain techniques can help demonstrate to others that you are attentive and interested in accurately understanding the message.

Communication Technique	Description
<b>Paraphrasing or Restating</b>	<ul style="list-style-type: none"><li>- an officer puts the other person's meaning into the officer's own words. e.g.: (Speaker)</li><li>- "I can't figure her out. First she agrees, then she disagrees." (Officer) "She confuses you."</li><li>- to check your meaning restate basic facts. e.g.: (Officer) "I believe I heard you say..." "Let me be sure I understand you. You said..."</li></ul>
<b>Summarizing</b>	<ul style="list-style-type: none"><li>- creates sense of decisiveness and authority</li><li>- can be used to reconnect communication that is interrupted</li><li>- restate what has been said accurately, briefly and clearly. e.g. "Let me be certain I understand..."</li></ul>
<b>Ask Questions/Clarify</b>	<ul style="list-style-type: none"><li>- recognize appropriate questioning strategies</li><li>- vary question with wrong interpretation to get speaker to explain, e.g. "Did you say the person entered through a window..." "When did the incident happen?"</li></ul>

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## Communication, Continued

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### Active listening and communication techniques (continued)

Communication Technique	Description
Empathizing	<ul style="list-style-type: none"><li>• project sincere, empathetic attitude by:<ul style="list-style-type: none"><li>- treating the other person as the officer would want to be treated in the same circumstances</li><li>- developing a sense of what it might be like to see through the eyes of the other person and trying to construct a verbal way to relate to them - recognizing that people have a right to their own points of view</li></ul></li><li>• encourage the speaker; use neutral words; don't agree or disagree. e.g.: "would you tell me more about the person?"</li></ul>

NOTE: Empathizing does not imply agreement. It requires that officers understand the perspective of the person with whom they are communicating.

In addition to verbal techniques, use of effective non-verbal techniques is beneficial, i.e. good eye contact, appropriate silence and facial expressions.

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## Communication, Continued

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### Active listening and interpretation

Frequently, the most difficult step in active listening is the interpretation of the speaker's message. Peace officers must learn, through practice, to react to what people mean, not just what they say.

Example:

A victim appeared to be angry and told the responding deputy, "What took you so long to get here?" Although the literal message is a question about response time, the victim's real meaning may be, "I'm afraid and I need your help!" A deputy practicing active listening would reassure the victim and help calm him or her, rather than becoming defensive.

### Lines of communication

For an officer to converse effectively, the lines of communication must be as clear of interference as possible. Officers can help keep lines of communication clear in many situations by:

- conveying an attitude of self-confidence and professionalism
- showing an understanding of the situation
- demonstrating a caring attitude
- being attentive to what is being said, and how it is being said
- using language and vocabulary that are appropriate to the situation
- being open to a different point-of-view

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## Communication, Continued

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### Community barriers to communication

Members of the community are unique in their heritage, beliefs, customs, gender, age, economic status, sexual orientation, lifestyle, and ethnicity. All of these factors combine to make communication challenging.

In general, officers can help break down communication barriers by:

- always treating people in a professional manner regardless of their role or background (victim, suspect, homeless, immigration status, etc.)
- responding promptly to any call
- being courteous to all individuals contacted
- avoiding pre-judging individuals
- remembering not to underestimate people based on their appearance
- maintaining self-control at all times
- becoming familiar with cultural customs of different community groups

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## Communication, Continued

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### Communication techniques for obtaining voluntary compliance

A major goal of peace officers is to generate voluntary compliance without resorting to physical force. The following table identifies communication techniques and skills for obtaining voluntary compliance:

Action	Description	Example
<b>Ask</b> (Ethical Appeal)	<ul style="list-style-type: none"><li>• Give the subject an opportunity to voluntarily comply</li><li>• Voice</li><li>• Neutrality</li><li>• Respect</li><li>• Trustworthiness</li></ul>	A man is creating a disturbance in a bar after refusing to produce identification. He has been asked to leave by the bartender. He refuses to do so, and the police are summoned. When the officer arrives, she asks the subject, <i>“Will you please leave?”</i>
<b>Set Context</b> (Reasonable Appeal)	<ul style="list-style-type: none"><li>• Identify and explain the law, policy, or rationale that applies to the situation</li><li>• Answer the subject’s question “Why?” (Question may be implied rather than voiced)</li><li>• Give the subject another opportunity to voluntarily comply</li></ul>	(Continuing the previous scenario)  The subject responds to the officer’s request by saying, “I ain’t goin’ nowhere!” The officer then says, “If you refuse to leave, you may be subject to arrest for ... I suggest you leave.”

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## Communication, Continued

### Communication techniques for obtaining voluntary compliance (continued)

Action	Description	Example
<b>Present Options</b> (Personal Appeal)	<ul style="list-style-type: none"><li>Explain possible options or courses of action which can be taken and their consequences for the subject</li><li>Give the subject another opportunity to voluntarily comply</li></ul>	(Continuing the previous scenario)  The subject still refuses. The officer explains, "you are aware that if you are arrested you will be handcuffed, booked at jail, need to post bail, perhaps humiliation and embarrassment ..." Or, you can just leave and we both will be on our way. (The list of options can be expanded)
<b>Act</b> (Take appropriate action)	<ul style="list-style-type: none"><li>Take appropriate action</li></ul>	(Continuing the previous scenario)  If the subject still does not comply, the officer should use reasonable force to place the person under arrest.

#### NOTE:

This table is also illustrated in LD 22: *Vehicle Pullovers*. It is shown here for the benefit of the students attending the Specialized Investigators Basic Course and the Requalification Course.

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## Communication, Continued

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### Use of force

When verbal communication is not effective, peace officers must use the force option that is appropriate to gain control of the person(s) and the situation. The actions of the subject(s) and other relevant conditions or circumstances, will determine the type or amount of reasonable force that will be applied.

NOTE: Refer to LD 20: *Use of Force*, for additional details on force options.

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DRAFT

# Facilitation

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## Introduction

While a group of people may agree that a problem exists and needs to be resolved, there are many opinions on how that problem could be solved. Using good facilitation skills, an officer can bring these diverse opinions together in a way that everyone's concerns are heard and considered. It is an opportunity for an officer to exercise leadership and play an important role to guide the collaborative effort.

Facilitation is beneficial to help establish community partnerships because it helps the group stay focused and moves meetings toward resolution.

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## Definition

**Facilitation** is a consensus building process which brings together diverse priorities and perspectives toward a desired outcome. Facilitation requires recognizing group dynamics and using those dynamics to ensure everyone has an opportunity to provide input and be respected.

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## Facilitation process components

The facilitation process for meetings is comprised of several components that should be included in facilitating meetings:

- Being as familiar with issues
- Establishing meeting guidelines
- Stating meeting purpose, scope, and need
- Stating and clarify objectives
- Prioritizing competing problems and issues
- Identifying potential solutions

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## Facilitation, Continued

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### Facilitation techniques

Applying facilitation techniques that reflect professional behavior can significantly enhance partnership-building and meeting productivity. Examples of these techniques include:

- Maintaining the focus on the issues and stimulating discussion
- Displaying interest in the issues
- Leading group toward problem resolution
- Helping participants learn from problem-solving experience
- Dealing calmly and professionally with unexpected incidents
- Identifying potential solutions
- Maintaining objectivity

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### Obstacles to developing community partnerships

Officers may encounter obstacles which could impede the development of successful partnerships. Officers should be aware that these obstacles may include negative stereotypes of peace officers which may be held by the community.

Potential Obstacles	Problem Example	Possible Strategies
<b>Internal</b>	In response to several gang shootings, a watch commander announces a new enforcement-driven plan to target gang members.	Offer a suggestion to your supervisor to convene a gang summit facilitated by a local gang-intervention organization.

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## Facilitation, Continued

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### Obstacles to developing community partnerships (continued)

Potential Obstacles	Problem Example	Possible Strategies
<b>External</b>	Cutbacks to services and programs provided by other city/county providers.	Communicate with city service representatives about changing service priorities.
<b>Not enough time for problem solving</b>	Officers respond to an increased number of calls for service.	<ul style="list-style-type: none"> <li>• Use resources and discretionary time effectively</li> <li>• Suggest implementing prearranged problem-solving time</li> </ul>
<b>Stereotypes</b>	A group of officers request to be excused from a Neighborhood Watch meeting involving a very vocal and opinionated homeowners' group.	<ul style="list-style-type: none"> <li>• Attend the meeting</li> <li>• Appreciate their involvement in Neighborhood Watch</li> <li>• Listen to their concerns and channel their concerns into a commitment to be part of the solution</li> </ul>
<b>“Us vs. Them” mentality</b>	At a town hall meeting, several community members voice complaints about prolonged response times to recent emergency calls.	<ul style="list-style-type: none"> <li>• Acknowledge concerns</li> <li>• Discuss current deployment</li> <li>• Educate the group about more effective reporting methods</li> </ul>
<b>Contemporary Issues in Policing</b>	An officer is captured on video using force against a suspect which community members believe to be excessive	<ul style="list-style-type: none"> <li>• Acknowledge concerns of the community without drawing conclusions about the event too early in favor of 1 party over another</li> </ul>

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## Facilitation, Continued

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### Negative stereotypes

Negative stereotypes of peace officers which may be held by the community can be obstacles to facilitating community partnerships.

Common Negative Stereotypes of Peace Officers		
Peace officers:	This stereotype may be reinforced by:	Officers can help counter stereotypes by:
<ul style="list-style-type: none"><li>• are apathetic</li></ul>	<ul style="list-style-type: none"><li>• insensitive actions</li><li>• lack of empathy</li></ul>	<ul style="list-style-type: none"><li>• demonstrating empathy to the person's needs and concerns</li><li>• demonstrate interest in the community's problems</li></ul>
<ul style="list-style-type: none"><li>• are unethical and engage in unprofessional conduct</li></ul>	<ul style="list-style-type: none"><li>• accepting gratuities</li><li>• abusing authority</li><li>• adhering to a code of silence</li><li>• unreasonable force</li><li>• corruption</li><li>• abusing publicly owned equipment</li></ul>	<ul style="list-style-type: none"><li>• adhering to the Law Enforcement Code of Ethics/Code of Professional Conduct</li><li>• holding themselves and peers to the highest standards of behavior</li><li>• using public vehicles for public business only</li></ul>

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## Facilitation, Continued

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### Negative stereotypes (continued)

Common Negative Stereotypes of Peace Officers		
Peace officers:	This stereotype may be reinforced by:	Officers can help counter stereotypes by:
<ul style="list-style-type: none"><li>• are prejudiced</li></ul>	<ul style="list-style-type: none"><li>• targeting certain groups</li><li>• applying different standards of enforcement or assistance for different groups in the community</li></ul>	<ul style="list-style-type: none"><li>• treating all people in a respectful manner</li><li>• remaining impartial</li><li>• not allowing a bad experience on one call affect judgment on another</li></ul>
<ul style="list-style-type: none"><li>• project a poor public image</li></ul>	<ul style="list-style-type: none"><li>• presenting a poor physical image (e.g. being overweight)</li><li>• wearing sloppy uniforms</li><li>• inappropriate demeanor or body language (e.g. acting tough to intimidate others)</li></ul>	<ul style="list-style-type: none"><li>• adopting a lifestyle conducive to lifelong fitness</li><li>• demonstrating pride in their personal appearance</li><li>• controlling their temper and emotions</li><li>• model ethical leadership</li></ul>

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## Facilitation, Continued

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### Negative stereotypes (continued)

<b>Common Negative Stereotypes of Peace Officers</b>		
<b>Peace officers:</b>	<b>This stereotype may be reinforced by:</b>	<b>Officers can help counter stereotypes by:</b>
<ul style="list-style-type: none"><li>• are unable or unwilling to handle service calls</li></ul>	<ul style="list-style-type: none"><li>• inadequately trained officers dealing with situations for which they are not prepared</li><li>• officer inability or unwillingness to apply trained job skills</li></ul>	<ul style="list-style-type: none"><li>• responding promptly and courteously to all calls</li><li>• acknowledging their own limitations and calling for assistance when needed</li></ul>

# Community Mobilization

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## Introduction

Community mobilization is effective for reducing calls for service and the incidence of crime. The value of community mobilization lies in addressing community concerns and solving problems. This skill becomes more important as officers serve increasingly diverse communities.

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## Definition

**Community mobilization** is a continual process of identifying, bringing together, and involving community members for crime prevention and problem-solving.

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## Elements

The mobilization process includes the following elements:

- getting people involved
- identifying community resources (skills)
- calling for action
- educating the public
- taking responsibility for public safety and quality of life
- sustaining effort

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## Mobilization methods

Mobilization methods include, but are not limited to:

- the Internet
- flyers
- meetings
- email alerts
- events
- the media

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## Community Mobilization, Continued

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### News Media/Social Media

The news media and social media platforms are community partners and valuable resources to law enforcement. They are powerful tools for communicating information quickly throughout a community.

A positive relationship between the various media platforms, peace officers, and agencies can have several benefits for law enforcement. These benefits include:

- Aiding in crime prevention efforts/programs
- Aiding in investigations of missing persons
- Assisting in the apprehension of a suspect, e.g. Amber Alert
- Warning the public of potential danger, e.g. traffic issues
- Influencing public opinion
- Aiding recruitment efforts
- Promoting a positive image of law enforcement
- Improving communication between the department and the community

**NOTE:** Officers are responsible for being aware of and complying with all penal code and agency-specific policies and guidelines regarding procedures for releasing information to the media.

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### Community inventory

A community inventory is a review of a community and its members. A community inventory's purpose is to identify community members and their:

- skills and abilities
- needs and characteristics

All available resources and creative strategies can be used to address community issues. A community inventory is a basic component of a problem-solving process within a community or beat area.

In community policing, a **partner** is an individual or group who may have a vested interest in the outcome of a problem and are referred to as **stakeholders**. The partner actively participates in the collaborative study, analysis, response, to, and evaluation of problems.

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## Community Mobilization, Continued

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### Community inventory (continued)

Stakeholders include, but are not limited to:

- residents
- business owners
- local government officials

Members of a community can fulfill their responsibility as stakeholders and become involved in the public safety function.

**Community collaboration** is a strategy for identifying, addressing and preventing problems, and acknowledging accomplishments. It requires a commitment to work together to accomplish a common mission. This involves working with community members or stakeholders who:

- have a vested interest in a problem
- are willing to commit resources toward its solution

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# Homeland Security

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## Introduction

The philosophy of community policing, with its tenets of prevention, problem solving, and partnerships, can be a highly effective resource in the context of homeland security. Proactive community mobilization can facilitate the prevention of, the preparedness for, and an effective response to acts of **terrorism**.

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## Terrorism

There is no single, universally accepted definition of terrorism. Terrorism is defined as "...the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population or any segment thereof, in furtherance of political or social objectives." (28 Code of Federal Regulations Section 0.85)

Peace officers trained to recognize indicators of terrorist activity are able to proactively share information that will help safeguard communities and enhance homeland security efforts.

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## Homeland security

**Homeland security** is a cooperative effort between communities and law enforcement to prevent, or respond to, terrorist acts.

It is a unified national effort to:

- mobilize and organize our nation to secure the homeland
- prevent terrorist attacks within the United States
- reduce America's vulnerability to terrorism
- minimize the damage and facilitate the recovery from attacks that do occur

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## Homeland Security, Continued

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### Supporting homeland security

Officers should recognize that developing effective ways of integrating community mobilization and homeland security can benefit in:

- improved communication
- coordination of information flow
- identification of potential terrorists
- identification of potential terrorist targets
- preventing or preempting terrorist acts
- responding to terrorist acts
- apprehending those who commit terrorist acts
- information sharing (federal, state and local agencies, community members)
- intelligence gathering

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### Community volunteers

Community policing can help law enforcement prevent and respond to terrorist incidents by drawing on community contacts and citizen involvement.

#### NOTE:

The use of citizen volunteers through the nationwide Citizen Corps, (i.e. Volunteers in Police Service (VIPS) and Community Emergency Response Team (CERT) is an example of how community members can be a valuable resource to partner with law enforcement to make communities safer.  
[www.citizencorps.gov](http://www.citizencorps.gov) [www.policevolunteers.org](http://www.policevolunteers.org)  
[www.training.fema.gov/EMIWeb/cert.](http://www.training.fema.gov/EMIWeb/cert.)

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### Problem-solving and homeland security

Enforcement of the law is a crucial responsibility of peace officers. In community policing, agencies focus not only on enforcement, but on collaborative problem-solving strategies to address the underlying conditions that contribute to crime and disorder. These strategies can support agencies in the objectives of securing the homeland.

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# Workbook Learning Activities

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## Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

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## Activity questions

1. How do you think a peace officer's basic communication skills might affect that officer's ability to gain voluntary compliance?
2. Reflect on a recent conversation you had with another. Assess your active listening skill. How could you improve? How do you think your ability to listen actively might affect your ability to respond to a victim of an assault? An agitated subject you have detained? An elderly person who is asking for directions?

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## Workbook Learning Activities, Continued

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### Activity questions (continued)

3. Assume you are a deputy responding to a call regarding a dispute between two roommates. When you arrive, one roommate becomes angry that the other has called law enforcement officers over the argument. The individual begins to direct his anger, in the form of verbal abuse, toward you for interfering in what he perceives is a private matter. Describe how you could deal with the verbal abuse without escalating the situation.

4. You have been directed by your sergeant to attend a local neighborhood watch meeting with divergent views about the perceived lack of police presence to address vehicle speeding. You have been advised that the media may be present. What are some of the techniques you would employ to facilitate the meeting? How would you demonstrate leadership? Identify some of the potential resources that may contribute to community mobilization.

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*Continued on next page*

## Workbook Learning Activities, Continued

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**Activity  
questions  
(continued)**

5. How can peace officers gather information to advance securing the homeland? Explain the importance of trust and the building of partnership to assist in preventing and responding to terrorism.

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## Student Notes

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# Chapter 3

## Problem-Solving

### Overview

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**Learning need**

Peace officers need to recognize that effective problem-solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.

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**Learning objectives**

The chart below identifies the student learning objectives for this chapter.

<b>After completing study of this chapter, the student will be able to:</b>	<b>Objective ID</b>
• Define the term “problem”	3.03.08
• Identify the elements of the crime triangle, including: - Victim - Offender - Location	3.03.09
• Discuss the Broken Windows Theory	3.03.10
• Define problem-solving	3.03.11
• Distinguish between Problem-Oriented Policing (POP) and Community Policing (CP)	3.03.12
• Define and discuss a problem-solving strategy	3.03.13
• Apply a problem-solving strategy	3.03.14
• Define crime prevention	3.03.15
• Identify crime prevention strategies	3.03.16

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*Continued on next page*

## Overview, Continued

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### Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
• Give examples of crime risk factors	3.03.17
• Identify methods for recognizing crime problems	3.03.18
• Define Crime Prevention Through Environmental Design (CPTED)	3.03.19
• Identify the principles of Crime Prevention Through Environmental Design (CPTED) <ul style="list-style-type: none"><li>- Natural surveillance</li><li>- Access control</li><li>- Territorial reinforcements</li><li>- Image</li></ul>	3.03.20
• Discuss crime prevention programs within the community	3.03.21

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## Overview, Continued

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### In this chapter

This chapter focuses on the concepts of problem-solving and crime prevention. Refer to the following chart for specific topics.

Topic	See Page
Problem-Solving	3-4
Crime Prevention	3-17
Workbook Learning Activities: Problem-Solving Exercise	3-24

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# Problem-Solving

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## Introduction

Problem-solving is a way of policing, rather than something that is done in addition to or apart from an officer's daily duties. Problem-solving is a core skill to the policing profession. Peace officers are expected to be problem solvers.

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## Definition

A **problem** is identified as:

- two or more incidents that are
  - similar in nature
  - causing harm or are capable of causing harm
- with an expectation that the police will do something about it

A problem is a basic unit of police work. It may or may not be a crime.

Examples of problems that may not be crimes are:

- landscaping that obscures traffic control signs
- large groups of students congregating in a local park after school

Generally, three elements are required to constitute a crime:

- a victim
- an offender
- a location

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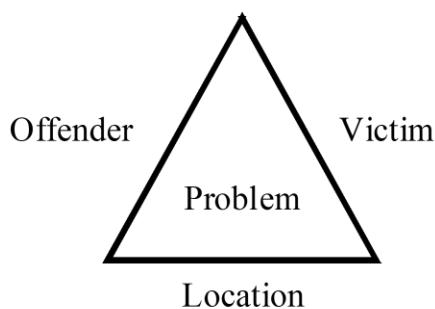
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## Problem-Solving, Continued

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### Crime triangle

These three elements are commonly combined into a graphic that shows their relationship to one another. The graphic is sometimes referred to as the **crime triangle**, or problem analysis triangle. It is used to show the links between the three elements and a way of thinking about recurring problems.



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### Crime triangle elements

All three elements are required to complete a crime. If one side of the triangle is removed, the crime will not occur.

How are incidents related?

- Location
- Suspect or group of suspects
- Victim group or type
- Behavior or method
- Time
- Evidence

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## Problem-Solving, Continued

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### Broken Windows Theory

**The Broken Windows Theory**, developed by James Q. Wilson and George Kelling, is a problem-solving theory based on the idea that one unchecked problem may lead to other problems.

Serious street crime flourishes in areas in which disorderly behavior goes unchecked. The unchecked panhandler for example, is the first broken window. Muggers believe they reduce their chances of being caught if they operate on streets that already show signs of neglect by the community. A thief may reason that it is less likely for someone to call the police because the neighborhood gives the appearance that no one cares about it anyway. By dealing with disorder, a reduction in crime often follows.

Examples of community “broken windows” are:

- Graffiti
- Illegal dumping
- Blighted property
- Drinking in public
- Prostitution

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### Definition

**Problem-solving** is a comprehensive planning process that attempts to attain long-term benefits through effectively:

- identifying problems and priorities
- collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
- developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
- evaluating the response to determine its effectiveness and modifying it as necessary

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## Problem-Solving, Continued

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### Definition (continued)

Problem-solving is an effective policing strategy to engage the community in addressing specific crimes and disorder. Following a structured process, will help officers become skilled in their problem-solving efforts.

Some of the more recognized problem solving models include: **SARA**, developed as a result of a problem-oriented policing project in Newport News, Virginia that has four steps or stages: Scanning, Analysis, Response, and Assessment, **CAPRA**, used by the Royal Canadian Mounted Police (RCMP) that focuses on Clients, Acquiring/Analyzing Information, Partnership, Response and Assessment of Action, and **SECURE**, developed by the Florida Department of Law Enforcement that focuses on Safety, Ethics, Community, Understanding, Response and Evaluation.

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### Problem- Oriented Policing (POP) and Community Policing (CP)

While the terms “**Problem-Oriented Policing” (POP)** and “**Community Policing” (CP)** have been used synonymously, the focus of each is different. POP is an approach to policing in which the focus is on a thorough analysis of problems within the police mandate, developing a prevention response. Implementation of a strategy and evaluation of the results, and collaboration with the community depends on the problem.

The focus of CP is an all-encompassing philosophy which includes problem-oriented policing and engages the community in the policing process. It is a practice that involves problem-solving, partnership and mobilization within the community to achieve objectives.

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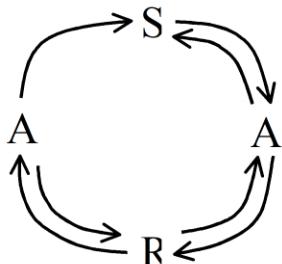
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## Problem-Solving, Continued

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### Steps for problem-solving strategy

Of the available problem-solving models, one commonly used is the SARA model. Steps (stages) of the SARA model are:



- Scanning - identifying the problem(s)
- Analysis - collecting and examining information
- Response - developing and implementing solutions based on the analysis
- Assessment - evaluating the effectiveness of the strategy selected

The SARA model can be applied to a broad variety of crime or disorder situations and criminal investigations such as: street prostitution, vehicle collisions, robbery at automated teller machines, drug labs, graffiti, rave parties, false burglar alarms, check fraud, and gun violence against young offenders.

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## Problem-Solving, Continued

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### Steps for problem-solving strategy (continued)

All problem-solving models include, but are not limited to the following steps:

Step	Actions	Result
<b>Scanning</b>	<ul style="list-style-type: none"><li>- Develop a thorough problem statement.</li><li>- Has the problem been prioritized?</li><li>- Has community input been sought?</li><li>- Does the problem need to be redefined?</li></ul>	<ul style="list-style-type: none"><li>- Problem correctly identified as vehicle burglaries occurring in the past month.</li><li>- Stakeholders are identified as proprietors and customers of local businesses.</li><li>- Competing problems (e.g. petty theft, vandalism, etc.) are prioritized.</li></ul>
<b>Analysis</b>	<p>Pose questions about the problem, including:</p> <ul style="list-style-type: none"><li>- When and where (location) does the problem occur?</li><li>- Who are the offenders?</li><li>- Who are the victims?</li><li>- What type of property was taken?</li><li>- What type of car was burglarized?</li><li>- Why was car burglarized?</li></ul> <p>Ask as many questions about the problem as you can.</p>	<p>Through analysis, it was determined that:</p> <ul style="list-style-type: none"><li>- A majority of these crimes were occurring in one portion of the parking lot.</li><li>- That a majority occurred during a three-hour period in the evening.</li><li>- Property taken was mostly purses, wallets, cell phones, and other personal valuables left in the car.</li><li>- Most victims belonged to a health club located in the mall.</li><li>- The parking lot location was at one end and did not have adequate lighting.</li></ul>

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*Continued on next page*

## Problem-Solving, Continued

**Steps for problem-solving strategy**  
(continued)

Step	Actions	Result
<b>Response</b>	<ul style="list-style-type: none"><li>- Brainstorm possible interventions.</li><li>- Goals of the response plan.</li><li>- Who can help in the response?</li><li>- How will it be implemented?</li><li>- Tailor solutions to specific causes of the problem.</li><li>- Review findings about the three sides of the crime triangle (offender, victim, location).</li></ul>	<ul style="list-style-type: none"><li>- Work with health club owners to educate patrons about problem of leaving items in cars.</li><li>- Work with mall owners to improve lighting.</li><li>- Work with mall security for extra patrol of area.</li><li>- Use volunteers to pass out prevention flyers on cars.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>- Determine means of measuring effectiveness of the response.</li><li>- Evaluate success of the strategy.</li><li>- Did the problem decline?</li><li>- If so, was the response to the problem the reason for the decline?</li><li>- Should any elements of the problem be referred to other resources?</li><li>- Perform ongoing evaluation.</li></ul>	<ul style="list-style-type: none"><li>- Use crime analysis data to track crimes at that location.</li><li>- Assessment of 30, 90, and 180 days.</li><li>- Problem declines.</li><li>- Incidents reduced.</li><li>- Personal observations and perceptions.</li><li>- Ongoing review and monitoring progress of response.</li><li>- If strategy is ineffective, repeat the process (if possible).</li></ul>

*Continued on next page*

## Problem-Solving, Continued

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### Applying problem-solving strategy

When applying a problem-solving strategy, the following factors should be considered in attaining the goal:

Factors:	
<b>Specific</b>	<ul style="list-style-type: none"><li>- Can the problem be defined clearly?</li></ul>
<b>Measurable</b>	<ul style="list-style-type: none"><li>- Will the harm from the problem be reduced?</li><li>- Did the number of incidents decrease?</li><li>- Is the action legal, within policy, and ethical?</li><li>- What is the expected outcome?</li></ul>
<b>Attainable</b>	<ul style="list-style-type: none"><li>- Are small wins acceptable?</li><li>- Can the problem be referred to another agency for successful reduction?</li></ul>
<b>Realistic</b>	<ul style="list-style-type: none"><li>- Can the problem be eliminated?</li><li>- Can the problem be reduced?</li><li>- If so, what harm will be caused by reducing the problem?</li><li>- Or, will efforts merely move the problem to a different location (displacement)?</li></ul>
<b>Timely</b>	<ul style="list-style-type: none"><li>- What is the realistic expectation of time for attainment of the solution?</li><li>- Is the proposed solution really needed at this time?</li></ul>
<b>Sustainable</b>	<ul style="list-style-type: none"><li>- What resources are required to maintain ongoing resolution of the problem?</li></ul>

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## Problem-Solving, Continued

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### Problem-Based Learning (PBL)

**Problem-Based Learning (PBL)**, originated for students in the field of medicine in the 1960's, and since adopted worldwide by universities, high schools, middle schools and elementary schools, has emerged as a teaching model for law enforcement training. PBL uses problem solving as the vehicle for learning by following a process of steps that consist of ideas, known facts, learning issues, action plan and evaluation.

In law enforcement training, students are presented with *real-life* problems that enhance acquisition of job knowledge, critical thinking, problem-solving and collaboration with the community.

An example of a problem may involve a “youth selling drugs in a park.” The problem solver will follow the PBL steps listed below.

**Ideas** – List initial ideas for solving the problem (e.g. close the park, arrest the sellers, etc.). The problem solver will later revisit these ideas to determine their validity in light of new information he or she gains during the process.

**Facts** – List all of the known facts (e.g. the sales are not during school hours, the sellers are from out of the area, the buyers are from the area, etc.).

**Learning Issues** – The problem solver asks, “*What do I need to know to solve this problem?*” For example, the questions may include: Who is responsible for the park? What is the municipal ordinance regarding the park? What are the drug laws? What vehicle or walking routes do the dealers take to arrive at the park? Whom should I notify at the school? After conducting research, the problem solver revisits his or her initial ideas to determine which are still applicable.

**Acting Plans** – The problem solver develops an action plan to address learning issues.

**Evaluation** – The problem solver assesses the problem and either moves on or continues the problem-solving process by reassessing the problem starting again at Ideas.

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## Problem-Solving, Continued

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**Problem-Based Learning (PBL)**  
(continued)

The principles of PBL have been introduced into academies and post-academy field training in several locations worldwide. In California, some peace officers have been trained in PBL as well as the Police Training Program (PTP). The PTP is based on the national COPS model for field trainers known as the Police Training Officer (PTO).

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**SARA and PBL**

SARA and PBL are both identified as problem-solving models that are relevant to law enforcement and can work together. SARA is focused externally on a specific problem and its resolution. PBL is focused internally on an officer's learning and analytical skills.

**NOTE:** For additional information on problem solving refer to the Supplemental Material located at the end of this workbook.

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**CAPRA**

### CAPRA Overview:

#### “C” = CLIENTS

- Understanding clients and their needs, gaining understanding of client perspective
- Responsive to all whom the peace officer interacts with. **Prisoners, suspects, witnesses, and victims** become clients in a community policing mode
- Peace officers have a responsibility and professional obligation to treat all clients with respect
- Where appropriate, clients should be involved in developing action plans, implementing the options, and assessing the results
- The better you understand the clients' perspectives, the more quickly and effectively you can meet their needs, demands, and expectations

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*Continued on next page*

## Problem-Solving, Continued

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### CAPRA

(continued)

- Dissipate potentially violent situations
- Resolve community problems
- Generate workable and sustainable prevention actions
- Mobilize community

**Direct** clients include individual community members, community groups/interest groups.

**Indirect** clients may never interact with peace officers directly or personally, but represent the public interest (i.e. taxpayers, public, organizations, agencies and government departments).

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### “A” = ACQUIRE AND ANALYZE INFORMATION

- Gather accurate information
- Law, policy, and procedure
- Risk assessment
- Research
- Evidence
- Generate potential solutions

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### “P” = PARTNERSHIPS

- Anyone who, at any time within the process of problem-solving, contributes to the finding of a solution with the agency is a partner
- In order to identify priorities, define problems, and respond effectively, a peace officer must establish and maintain partnerships with clients and other members of the agency. The peace officer should establish contingency plans to respond better to different kinds of incidents. Clients should be partners in establishing safe homes and communities
- As a peace officer you should know who the resources are in your community (i.e. doctors, hospitals, social service providers)

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## Problem-Solving, Continued

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### CAPRA

(continued)

- A peace officer should be looking for resources or ways to develop them
- There are partners in the agency that can aid (i.e. specialized units; K-9, air support, peace officers with expertise in different types of investigations)
- Partnerships should be drawn on to expedite the delivery of quality service
- The appropriate use of partners will free up peace officers' time to better assist more people
- Partnerships are essential to all agency response; these partners should be relied on not only to assist with follow-up and support but with advice on how to proceed with the investigation when appropriate
- One of peace officers most important daily duties is to establish and maintain trusted partners in the communities
- The specific incident should dictate who partners are and at what point(s) their assistance should be enlisted
- Partnerships can come into play in both reactive and proactive policing

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### “R” = RESPONSE

Four major types of response strategies that the peace officer is expected to provide are:

- **Service:** Assisting the public and referring them to appropriate partners
- **Protection:** Public and officer safety, protecting the public, victims and those affected by their victimization, in partnership with community agencies and experts
- **Enforcement and Alternative:** Enforcement will always be an important part of policing
- In some situations, it is in the public's best interest, in the pursuit of justice, to enforce the law by arresting and prosecuting the offender to hold them accountable
- **Prevention:** Situation/Community; preventing incidents (crimes, accidents or problems) from occurring or escalating through intervention, proactive problem solving and education

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## Problem-Solving, Continued

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### CAPRA

(continued)

- Enforcement does not always deter people from breaking the law and does not address why the law was broken in the first place
- Applications of response strategies to solve problems
- Some problems, such as general fear of crime or neighborhood disputes, do not lend themselves easily to enforcement
- Peace officers must look more closely at the situation factors contributing to the problem in order to deal more effectively with crime

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### “A” = ASSESSMENT

- In order to continuously improve and control our future, we must continuously assess our own performance
- In order to improve the quality of our service, we must monitor incidents and detect patterns within partnerships with our clients to solve problems and prevent similar situations from recurring
- In the assessment stage, ask the following questions:
  - How could I have handled that better?
  - What should I do differently next time?
  - Did I consult victims and other community members who were affected by the problems?
  - Did I examine trends?
- Assessment
- Self-assessment
- Continuously improving and learning

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# Crime Prevention

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## Introduction

Peace officers need to recognize that effective problem-solving is a process that identifies and addresses the underlying causes of crime and disorder in the community.

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## Definition

**Crime prevention** is the anticipation, recognition, and appraisal of a crime risk, coupled with specific actions which can be taken to remove or reduce that risk.

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## Crime prevention strategies

Common crime prevention strategies that can help peace officers reduce or prevent crime in a community include:

- Anticipating criminal activity
- Recognizing crime risks
- Identifying crime problems
- Taking specific actions to remove or reduce the opportunity for criminal activity

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## Determining target areas

A thorough knowledge of (1) the area of assignment and (2) available resources is necessary to be able to respond to locations where problems are likely to occur.

NOTE:

Your agency's crime analysis unit may be able to provide information on day-of-week and time-of-day patterns of criminal activity, suspect and victim profiles, parolee information, field interview patterns and calls-for-service patterns just to name some of the information that can help an officer make an informed decision on where to patrol, and what suspect activity to look for.

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## Crime Prevention, Continued

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### Recognizing crime risks

Peace officers must recognize the areas and conditions in their communities that may pose a higher risk for criminal activity. The following table identifies possible risk factors that can make specific portions of the community more vulnerable to crime:

Vulnerable Area or Group	Examples of Risk Factors that contribute to increased crime
<b>Commercial Establishments</b>	<ul style="list-style-type: none"><li>• 24-hour businesses</li><li>• Alcoholic beverage sales points</li><li>• Automatic Teller Machines (ATMs)</li><li>• Malls or shopping areas</li></ul>
<b>Residences</b>	<ul style="list-style-type: none"><li>• Apartment complexes</li><li>• Convalescent hospitals</li><li>• Group homes</li><li>• High-risk residences (e.g. isolated neighborhoods)</li></ul>
<b>Vehicles and Vessels</b>	<ul style="list-style-type: none"><li>• Rental car lots and car dealerships</li><li>• Construction equipment</li><li>• Marinas</li><li>• Mass transit systems</li></ul>
<b>Individuals</b>	<ul style="list-style-type: none"><li>• Women (purse snatching)</li><li>• Elderly</li><li>• Children</li><li>• Disabled</li><li>• Tourists or strangers to the area</li></ul>

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## Crime Prevention, Continued

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### Recognizing crime problems

Recognizing risk factors can help officers predict where conditions are favorable for crime to occur. Tracking past or present crime in a community allows officers to focus on where it may be most likely to occur. Identifying crime problems involves recognizing and tracking existing patterns or incidents of crime in a community.

Methods for recognizing crime problems include:

- exchanging information with officers on other shifts
- exchanging information with officers from other departments
- using crime analysis information
- interacting with members of the community

### Reducing criminal opportunities

Peace officers should work to prevent crime by removing or reducing the criminal opportunities. This means taking proactive steps to make conditions unfavorable for crime to occur. General types of proactive steps are shown in the table below. Officers will discover others as they recognize risks and identify crime problems in their communities.

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*Continued on next page*

## Crime Prevention, Continued

Reducing criminal opportunities (continued)	<b>Proactive Action</b>	<b>Desired Outcomes</b>
	<b>Enhancing Premises Security</b>	<ul style="list-style-type: none"><li>• Reduce darkened areas that may offer hiding places</li><li>• Reduce ability of unauthorized individuals to gain access</li><li>• Make loitering an unattractive or uncomfortable option</li></ul>
	<b>Directed Patrol or Specific Enforcement</b>	<ul style="list-style-type: none"><li>• Establish high officer presence in potential trouble spots</li><li>• Use high visibility (familiarity) to encourage officer-community member interaction</li><li>• This is temporary until a permanent solution is developed</li></ul>
	<b>Conducting Public Education and Building Community Partnerships</b>	<ul style="list-style-type: none"><li>• Enhance the community's ability to assist law enforcement</li><li>• Train community members to better protect themselves</li><li>• Gather community member input on potential problems or concerns</li></ul>

NOTE:

A peace officer's role in enhancing security will generally be to conduct security surveys and make recommendations. Implementation is up to property owners or managers.

An effective strategy for an officer to use to enhance premises security is Crime Prevention Through Environmental Design (CPTED).

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## Crime Prevention, Continued

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### Crime Prevention Through Environmental Design (CPTED)

Crime Prevention Through Environmental Design (CPTED) is a scientific approach that seeks to change environmental conditions to make a location more crime resistant.

CPTED is based on the premise that the proper design and effective use of the built environment can lead to a reduction in the opportunity for crime and the fear of crime, and improve the quality of life.

The following table explains the principles and gives examples for each:

CPTED Principle	Purpose	Examples
<b>Natural Surveillance</b>	Increases visibility. Natural surveillance utilizes design features to increase the visibility of a property or building. A potential criminal is less likely to attempt a crime if they are at risk of being seen.	<ul style="list-style-type: none"><li>• window positioning - toward outside activity areas</li><li>• landscaping - proper trimming and placement of trees and shrubs</li><li>• good lighting</li></ul>
<b>Access Control</b>	Restricts access and decreases opportunities for criminal activity by denying criminals access to potential targets.	<ul style="list-style-type: none"><li>• fences and gates</li><li>• common entrance ways to reduce the number of access points</li><li>• locks and alarms</li></ul>

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## Crime Prevention, Continued

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### Crime Prevention Through Environmental Design (CPTED) (continued)

Crime Prevention Through Environmental Design (CPTED) (continued)	CPTED Principle	Purpose	Examples
	<b>Territorial Reinforcement</b>	Distinguishes between public and private areas. Sends a message of “ownership” to would-be offenders.	<ul style="list-style-type: none"><li>• change in landscaping</li><li>• curbs, low walls, outdoor planters</li><li>• decorative gateways</li></ul>
	<b>Image</b>	A well-maintained home, building, or property demonstrates that someone cares and is watching.	<ul style="list-style-type: none"><li>• well-maintained lawn and area</li><li>• elimination of any graffiti or broken windows on commercial buildings</li></ul>

### CPTED elements

CPTED is comprised of two levels:

- Level One: Modifying the physical environment so that residents have the opportunity to take ownership of their own “territory.” Territory refers to their own sphere of influence, persons, property or items within their control.
- Level Two: Developing strategies to build and enhance social cohesion so residents can maintain, over the long-term, their sense of responsibility and ownership over their own territory.

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## Crime Prevention, Continued

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### CPTED principles

CPTED is based on the following principles:

- Natural surveillance
- Access control
- Territorial reinforcement
- Image

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### Crime prevention programs

Peace officers can help to prevent crime by instituting, sponsoring, or assisting with crime prevention programs within the community.

Participating in crime prevention programs not only helps to convey important information to community members, but also allows them to see and interact with officers in a positive atmosphere.

Some common examples of crime prevention programs include, but are not limited to, the following:

- Community “watch” and “alert” programs
- Operation Identification (property identification)
- Child identification and fingerprinting
- Drug and alcohol prevention education
- Family violence prevention
- Gang awareness prevention
- High tech crime programs
  - Internet safety for adults and children
- Hate crime prevention
- Safe schools planning and development
- Elder abuse prevention and senior safety

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# Workbook Learning Activities: Problem-Solving Exercise

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## Introduction

Problem-solving is an integral part of Community Policing. To be effective, peace officers must know and apply the steps or stages of a problem-solving model.

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## Prerequisites

Students should have completed Learning Domain 3 and understand the fundamentals of Community Policing, partnerships and a problem-solving model.

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## Learning goals

Students shall:

- apply problem-solving strategies to a given scenario
- demonstrate ability to build partnerships with community members
- demonstrate knowledge of the fundamentals of community policing

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## Scenario

During the past two weeks there have been four robberies in the downtown district. Each robbery occurred between 1800 and 2000 hours. In each robbery the victim was a clerk in a liquor store located off Main Street.

The suspect is a white male adult wearing a ski mask. He brandished a blue steel handgun and demanded that the clerk hand over the large bills.

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## Activity

Working in groups of six to ten students, apply the steps of a problem-solving strategy to perform the following:

- From what you already know, what do you think is causing the problem?
- What additional information do you need to solve this problem?
- Where will you get that information?
- Make a list of ten questions you would ask, and identify potential sources for the answers to those questions.
- Present your conclusions and questions to the class.

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## Workbook Learning Activities: Problem-Solving Exercise, Continued

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### Activity (continued)

#### Additional information

After each group's presentations, the instructor will provide additional information for the scenario, based on the questions developed by the groups.

Returning to your assigned group, work through the following items:

- Based on the additional information, develop three potential responses to the problem in the scenario.
- Identify strategies to assess your primary response.
- Be prepared to share with the class your responses and strategies.

---

### Debriefing/ assessment

The instructor will conduct a debriefing with the students. The following concepts should be discussed:

- Review the steps of a problem-solving model
- Explain the importance of specifically identifying the problem
- Point out the importance of a good analysis because it makes
  - developing a response much easier and
  - the responses more effective
- Emphasize
  - that responses may be traditional and/or non-traditional
  - the importance of each
- Stress the importance of planning for assessment to gauge the effectiveness of the responses

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## Workbook Learning Activities

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### Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

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### Activity questions

1. For the past year, a neighborhood park has been the location of numerous calls for service to the police department from nearby residents. Neighbors complain about juveniles drinking alcoholic beverages, being loud, vandalizing park equipment and littering.

Using a Problem-Solving Model, what additional information do you need to obtain for the scanning and analysis stages? What would your actions be for response and assessment?

2. Explain and give examples for each side of the Crime Triangle.

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*Continued on next page*

## Workbook Learning Activities, Continued

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**Activity  
questions  
(continued)**

3. For the past two months you have responded to the same freeway location at least twice a week to investigate traffic collision incidents. On each occasion the involved parties have indicated that they were distracted by the road repair equipment and personnel working along the shoulder. They indicated that the distraction diverted their attention, causing them to hit the other vehicle(s) from behind. Using a problem-solving strategy, explain the steps you will take to address these incidents.

4. What advantages do you think that community policing and problem oriented policing offer to peace officers? To members of the community? Is the interaction of community policing and problem-oriented policing beneficial? How?

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*Continued on next page*

## Workbook Learning Activities, Continued

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**Activity  
questions  
(continued)**

5. The new owners of a suburban home ask peace officers to conduct a security survey and let them know what actions they can take to make their new home as safe as possible. One key concern they have is that their property is currently unfenced and adjoins a wooded portion of a local public park. They anticipate landscaping their lot, which currently has only a large oak tree in the front yard and five-foot-tall privacy hedge across the front to help isolate them from passers-by on the street. They currently have a front porch light which features a photocell to turn it on at dusk. They also have a backyard light that can be turned on with a switch located beside their patio door. Which aspects of the premises would you evaluate as part of your security survey? What actions would you recommend based on the current information? How would the principles of CPTED apply? Crime risk factors? Explain.

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*Continued on next page*

## Workbook Learning Activities, Continued

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**Activity  
questions  
(continued)**

6. A community member calls their local law enforcement agency and asks for assistance in deterring crime at their property.



As the responding officer, how would you use CPTED to help deter criminal activity at the residence?

## Student Notes

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# Chapter 4

## Principled Policing

### Overview

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#### Learning need

Peace officers should recognize how principled policing contributes to legitimacy and benefits the officer, agency, and community.

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#### Learning objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
<ul style="list-style-type: none"><li>Define principled policing</li></ul>	03.04.01
<ul style="list-style-type: none"><li>Discuss principled policing, to include:<ul style="list-style-type: none"><li>Implicit and explicit bias</li><li>Procedural justice</li><li>Legitimacy</li><li>Historical events</li></ul></li></ul>	03.04.02
<ul style="list-style-type: none"><li>Identify the four tenets of procedural justice<ul style="list-style-type: none"><li>Voice</li><li>Neutrality</li><li>Respect</li><li>Trustworthiness</li></ul></li></ul>	03.04.03

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## Overview, Continued

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### Learning objectives (continued)

After completing study of this chapter, the student will be able to:	Objective ID
<ul style="list-style-type: none"><li>Discuss the potential benefits of procedural justice for law enforcement and the community, including:<ul style="list-style-type: none"><li>Improved safety</li><li>Reduced stress</li><li>Fewer complaints</li><li>Increased cooperation</li><li>Improved community relations</li><li>Reduced crime</li></ul></li></ul>	03.04.04
<ul style="list-style-type: none"><li>Discuss the application of procedural justice to the law enforcement mission</li></ul>	03.04.05

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## Overview, Continued

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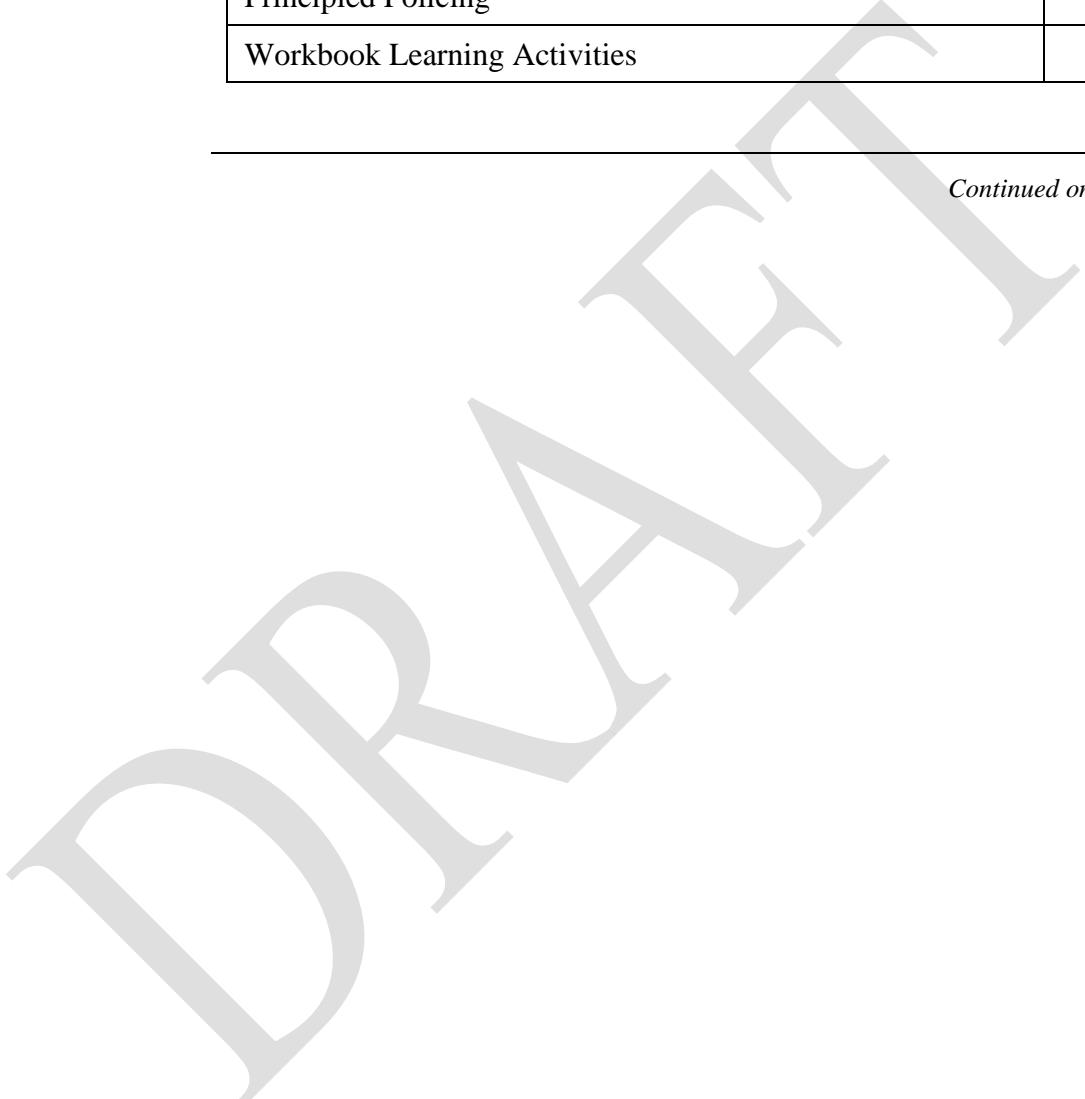
### In this chapter

This chapter focuses on concepts of community policing and peace officer responsibilities. Refer to the following chart for specific topics.

Topic	See Page
Principled Policing	4-4
Workbook Learning Activities	4-9

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*Continued on next page*



## Principled Policing, Continued

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### Introduction

**Principled policing** teaches policing approaches that emphasize respect, listening, neutrality, and trust while addressing common biases that can be barriers to these approaches.

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### Definition

Principled policing is the integration of procedural justice, legitimacy, implicit bias, and historical events.

---

### Essential components

Essential components of principled policing are:

<b><u>Implicit Bias</u></b>	Unconscious thoughts and feelings about people that may influence actions.
<b><u>Explicit Bias</u></b>	Conscious thoughts and feelings that influence perceptions, decisions, and actions.
<b><u>Cultural Competency</u></b>	The ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one's own. An ability to recover from inevitable cultural collisions, Inclusive decision-making, advanced knowledge about cross-cultural differences, cross-cultural communications skills, diversity management skills, inclusive beliefs and values, awareness of personal biases and stereotypes, leadership commitment, emotional intelligence.
<b><u>Procedural justice</u></b>	Treating people fairly, with dignity and respect.
<b><u>Legitimacy</u></b>	The public view of law enforcement as permitted to exercise authority to maintain social order and resolve problems. Legitimacy is enhanced through procedural justice.

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## Principled Policing, Continued

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### Essential components, (continued)

Essential components of principled policing are:

<b><u>Historical events</u></b>	Incidents/occurrences that impact the goal of a safer community and improved relationships with the public.
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### Cultural competency

Cultural competency is a continuous learning process that includes addressing and understanding implicit and explicit bias.

Cultural competency is a set of demonstrable characteristics and skills, that enable and improve an officer's ability to understand, communicate, and effectively interact with people across cultures; in addition to improving job efficiency and performance.

Cultural competency encompasses four components:

- Awareness of one's own cultural worldview
- Attitude towards cultural differences
- Knowledge of different cultural practices and worldviews
- Cross-cultural skills.

Cultural competence improves interactions with people of various cultures and can enhance community trust, improve both officer and community safety, and reduce confrontation.

Culturally competent peace officers have enhanced communication skills of active listening, empathy, effective engagement and better understand the needs of people in delivery of public service.

For additional information on cultural diversity/discrimination, refer to LD 42.

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*Continued on next page*

## Principled Policing, Continued

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### Legitimacy

Legitimacy refers to feelings of obligation to obey the law and to defer to the decisions made by legal authorities.

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### Procedural justice: Tenets

The four tenets of procedural justice are:

<b><u>Voice</u></b>	People want to be heard and understood
<b><u>Neutrality</u></b>	Unbiased decision-making
<b><u>Respect</u></b>	Treating people with dignity
<b><u>Trustworthiness</u></b>	Consistently demonstrate professionalism

The four tenets of procedural justice are important components in building legitimacy across cultures. Legitimacy reflects an increased belief among the public that they will be treated fairly and respectfully by law enforcement.

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### Other types of justice

Distinct from procedural justice are three other types of justice:

**Distributive justice**, is also known as economic justice, is about fairness in what people receive, from goods to attention. Equality is a fundamental principle. If people do not think that they are getting their fair share of something, they will seek first to gain what they believe they deserve.

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*Continued on next page*

## Principled Policing, Continued

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### Other types of justice, (continued)

**Restorative justice** focuses on the rehabilitation of the offender, victim healing and reparation of those harmed. The first thing that the betrayed person may seek from the betrayer is some form of restitution or putting things back as they originally existed. The process may include acts of contrition, to demonstrate that one is truly sorry. This may include actions up to and including extra payment to the offended party. Restorative justice is also known as corrective justice.

**Retributive justice** works on the principle of punishment. While the intent may be to dissuade the perpetrator or others from future wrongdoing, the process of punishment is focused on the satisfaction of victims, and those who care about them. This strays into the realm of revenge, which can be many times more severe than reparation as the hurt party seeks to make the other person suffer in return. Retribution is typically defined emotionally rather than with intent for fairness or prevention.

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*Continued on next page*

## Principled Policing, Continued

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### Procedural justice: Benefits

Potential benefits of procedural justice for law enforcement and the community include:

- Improved safety
  - Officer safety
  - Community safety
- Reduced stress
  - Officers
  - Stakeholders
- Fewer complaints
  - Individual
  - Departmental
- Increased cooperation
  - Victims
  - Suspects
  - Witnesses
- Improved community relations
  - Local
  - National
  - Dignity and respect
- Reduced crime
  - Quality of life
  - Community empowerment
  - Greater satisfaction with services
  - Reduced fear of crime

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## Principled Policing, Continued

### Procedural Justice: Application

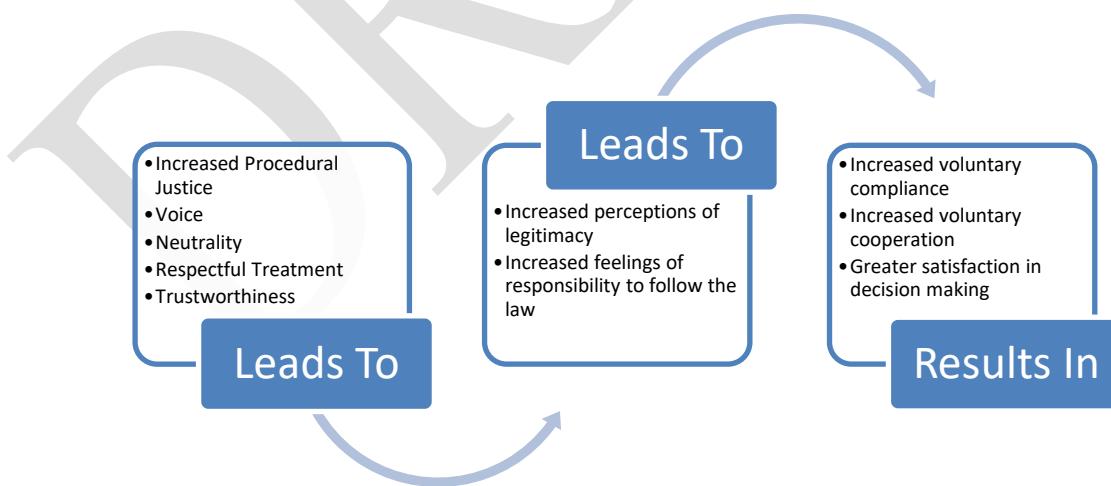
Application of procedural justice to the law enforcement mission includes, but is not limited to:

- Process vs. outcome
  - If the process is perceived as fair, the outcome is usually better tolerated
- Mitigate challenges/stresses of police work
- Use of authority and power to uphold what is constitutional, fair, and ethical
- Greater legitimacy improves voluntary compliance and cooperation
- Use of discretion
  - Enforcement vs. other alternatives (e.g. advisement, warning, references/referrals, resources)

Mission can vary from agency to agency and call to call - community caretaking, engagement, deterrence (specific and general), punishment.

The public generally sees our criminal justice system, with its set of laws, as legitimate authority because the laws were created under our agreed upon framework – democratic representation, Constitution, etc.

The application of procedural justice is to ensure that law enforcement is seen as legitimate to exercising the power to complete their mission, whatever that mission is at the time. The belief is people are more likely to obey the law when peace officers act in procedurally justice ways.



# Workbook Learning Activities

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## Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

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## Activity questions

1. You're on patrol and observe a vehicle exceeding the speed limit. You activate your red light for an enforcement stop. They do not pull over, and make their way to the hospital approximately one mile away. Upon arrival at the hospital, you contact the driver who indicates they are there because they were advised by hospital staff that a family member is critically injured. How would you use the tenets to guide your decision-making in this situation?
2. In the above scenario, the driver is a well-known ranking member of a local street gang. How would you use the tenets to guide your decision-making in this situation? What may be the actions of a culturally competent officer?

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*Continued on next page*

## Workbook Learning Activities, Continued

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**Activity  
questions  
(continued)**

3. In the past, how has explicit or implicit bias affected your decision-making? Give examples.

4. Share experiences you have had with various cultures within your community.

## Student Notes

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# Chapter 5

## Historical and Current Events

### Overview

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**Learning need**

Peace officers should recognize how historical and current events connect the past with the present, and how these events can shape the perspectives of individuals, law enforcement and communities.

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**Learning objectives**

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
<ul style="list-style-type: none"><li>Discuss the impact of historical and current events and how they affect community perspectives<ul style="list-style-type: none"><li>Provides context to the current day</li><li>Affords individuals and cultures with a sense of identity</li><li>Past history lives in people</li><li>Acknowledgement and acceptance of history without blame</li><li>Aids in understanding the mindset of some communities</li><li>Assists in defining how best to comport oneself when approaching others</li></ul></li></ul>	03.05.01
<ul style="list-style-type: none"><li>Discuss the concept of a community “bank account” (perspective) and its:<ul style="list-style-type: none"><li>Deposits</li><li>Withdrawals</li></ul></li></ul>	03.05.02
<ul style="list-style-type: none"><li>Discuss cynicism and its impact on law enforcement and the community, to include:<ul style="list-style-type: none"><li>Community cynicism<ul style="list-style-type: none"><li>Distrust of officers</li><li>Distrust of the justice system</li></ul></li><li>Peace officer cynicism<ul style="list-style-type: none"><li>Internal</li><li>External</li></ul></li></ul></li></ul>	03.05.03

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*Continued on next page*

## Overview, Continued

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### In this chapter

This chapter focuses on concepts of community policing and peace officer responsibilities. Refer to the following chart for specific topics.

Topic	See Page
Historical and Current Events	5-3
Community “Bank Account”	5-7
Cynicism	5-8
Workbook Learning Activities	5-9

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# Historical and Current Events

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## Community and individual perspectives

Memories and perspectives live in individuals and communities, and at times are also passed down from generation to generation. Similarly, one must recognize that law enforcement professionals are praised and welcomed by the community for their service and sacrifice.

Early policing in the United States was based on the British model, which incorporated volunteers and non-volunteers to serve as watchmen, constables, and sheriffs. These roles date as far back as the ninth century.

In the United States in the 1700s and 1800s, the policing model included watch patrols, constables, sheriffs, and slave patrols. Watch patrols maintained general order and raised alarm bells to crime. Constables were responsible for health and sanitation, as well as for the transportation of persons to and from court. The sheriff was customarily appointed by a governor to serve as the primary law enforcement official for a specific region. Slave patrols consisted of volunteers who captured and returned escaped slaves, and employed discipline, including physical punishment, upon those enslaved.

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## Eras

The first police departments were formed in the mid-1800s in the cities of Boston, New York, and Philadelphia. Since the creation of formal police departments, policing has broadly been recognized as falling into one of the following three eras:

- Political Era (1830s – 1930s)
  - Policing was controlled by politicians and practices were focused on protecting the politically powerful. Politicians hired their supporters as law enforcement officers.
- Reform Era (1930s – 1970s)
  - Modernization of police practices were instituted to reduce crime. Law enforcement administrators employed strategies and technologies to reduce crime and maintain order.
- Community Policing Era (1970s – Present)
  - The modernization of policing continued throughout this era. Hiring and training standards were raised, and specialized units were formed to prevent and solve crime. Emphasis was placed on removing politics from the law enforcement profession. Peace officers became viewed as public servants.

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## Historical and Current Events, Continued

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### Policing in the United States

Policing in the United States has been constantly evolving and improving. Regardless of the incremental progress which has been made, historical and current events affect community and individual perspectives to this day.

- At times in history, peace officers were directed by law to enforce laws which suppressed civil rights, disempowered people, or were objectionable to certain groups. At dark times in policing, law enforcement, on its own initiative, took wrongful actions which affected peoples' civil rights and disenfranchised certain segments of the American populace.
- Historical actions by law enforcement, regardless of how long ago they occurred, or whether they were considered lawful at that time, may influence the perception of individuals and communities today. The impact, although at times distant, can be long-lasting. Views and beliefs, positive or negative, may carry forward for generations. Law enforcement professionals should be cognizant of this as they interact with the community.
- Acknowledge the impact of the racialized legacy of policing on present-day policing practices and policy. Below are a few examples of how laws and law enforcement were used as tools to deprive individuals of civil liberties:

#### Fugitive Slave Act

This federal law passed by the U.S. Congress in 1850, required that all escaped slaves be captured and returned to their enslaver. Prior to enactment of this law, as early as 1704 in South Carolina, slave patrols made up of armed men rounded up and brutalized escaped slaves. Although law enforcement officers did not formally exist at this time in history, some believe that slave patrols formed the foundation for policing in the U.S.

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## Historical and Current Events, Continued

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### **Policing in the United States, continued**

#### **Jim Crow Laws, Segregation, and Voting Rights**

In 1865, the Thirteenth Amendment to the Constitution abolished slavery. Immediately after ratification of the Thirteenth Amendment, state and local laws in Southern States were enacted to marginalize and segregate African Americans. As a result, African Americans were, among other things, suppressed from voting or sitting on juries, holding specific jobs, or attending certain schools. Those who violated Jim Crow laws faced arrest, violence, and jail sentences. Some states enforced Jim Crow laws until as late as 1965.

#### **Redlining**

The practice of redlining came on the heels of segregation and was instituted by business institutions to identify neighborhoods and communities deemed to be financially hazardous or at risk. These communities consisted primarily of minority and low-income persons. Redlining resulted in communities being restricted from investment opportunities for such things as infrastructure and education. Individuals residing in these neighborhoods paid significantly higher credit rates and at times were even unable to access property insurance. Redlining led to further separation and mistreatment of minority groups. As a result, minority groups generally lived in communities with less services and suffered from higher crime rates. Police practices in predominantly higher income White communities resulted in reactive service-oriented policing. Police practices in redlined communities focused on crime reduction utilizing more aggressive tactics than in other neighborhoods. The end result was the furtherance of segregation and distrust of law enforcement by persons who felt they were being unjustly targeted.

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## Community “Bank Account”

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### **Policing in the United States, continued**

#### **Internment of Japanese Americans**

Subsequent to the attack on Pearl Harbor and World War II, in 1942 President Franklin D. Roosevelt issued an Executive Order directing that persons with Japanese lineage be held in what many have called concentration camps. As a result, more than 100,000 Japanese Americans were detained in camps for large parts of the war, many of them losing their property and life savings in the process. California was the most aggressive state in defining Japanese lineage as 1/16 or more. Several camp facilities were maintained in California, including two “Relocation Centers,” two “Temporary Camps,” and thirteen “Assembly Centers.” After voluntary transfer to the camps failed, the U.S. Wartime Civil Control Administration coordinated the forced the detention and transfer of Japanese Americans to the camps utilizing the military and law enforcement.

#### **LGBT Rights**

Laws criminalizing sexual activity between same-sex partners were commonplace until the 1960s. In 1962, Illinois became the first state to repeal sodomy laws. In 2003, the U.S. Supreme Court ruled in the landmark case Lawrence vs. Texas that criminal punishment for non-procreative sexual activity was unconstitutional. Prior to these rulings, LGBT people, among other things, were restricted from entering certain professions. Many law enforcement agencies were not immune and restricted openly LGBT persons from being hired. Historically, local gay establishments were targeted for enforcement by law enforcement. In 1969, the New York Police Department raided the Stonewall Inn, a known local gay bar, and fights broke out between the patrons and the police officers, in what has now become known as the “Stonewall Riots” or “Stonewall Uprising.” The law enforcement actions at the Stonewall Inn are still fresh in the minds of some LGBT persons, many of which still refuse to allow police officers to march in uniform at Gay Pride events.

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## Community bank account

A community “bank account” (perspective) contains **deposits** and **withdrawals**.

- Deposits (law enforcement actions that leave a favorable or positive impression on the community)
  - Every contact is an opportunity to increase legitimacy through courtesy, empathy, and honesty.
- Withdrawals (law enforcement actions that leave an unfavorable or negative impression on the community)

Withdrawals occur when betraying trust, showing communities courtesy, disrespect, and unfair treatment, and demonstrating other unethical conduct.

**NOTE: Overdrawn Accounts** – is the practice of overestimating the amount of accumulative confidence and trust deposited in the police legitimacy account.

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# Cynicism

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## Cynicism

**Cynicism** impacts law enforcement and the community. Cynicism refers to a frame of mind, attitude or behavior which fundamentally involves interpreting experiences antagonistically, distrustfully or negatively.

- Community cynicism
  - Distrust of officers
  - Distrust of the justice system
- Peace officer cynicism
  - Organizational culture
  - Individual bias toward segments of the community

**Skepticism** refers to a frame of mind, attitude or behavior which involves curiously challenging, disputing or questioning accepted facts and opinions.

Skepticism is generally considered as a positive quality whereas, cynicism is fundamentally considered as a negative characteristic.

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## Workbook Learning Activities, Continued

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### Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

---

### Activity questions

1. How does law enforcement make deposits within the community?
2. How does law enforcement make withdrawals within your community?
3. Utilizing one of the four tenets, how would you, as a law enforcement officer, make deposits within your community?

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## Student Notes

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## Overview

# Chapter 6

## Implicit Bias

### Learning need

Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.

### Learning objectives

After completing study of this chapter, the student will be able to:	Objective ID
<ul style="list-style-type: none"><li>Discuss implicit bias, to include:<ul style="list-style-type: none"><li>Definition</li><li>Sources<ul style="list-style-type: none"><li>Historical and current events</li><li>Family</li><li>Individual experiences</li><li>Media<ul style="list-style-type: none"><li>Social</li><li>Broadcast</li><li>Print</li><li>Internet</li><li>Community</li></ul></li></ul></li></ul></li></ul>	03.06.01
<ul style="list-style-type: none"><li>Distinguish between implicit and explicit bias.</li></ul>	03.06.02
<ul style="list-style-type: none"><li>Discuss how implicit bias may influence decision-making and procedural justice.</li></ul>	03.06.03

### In this chapter

This chapter focuses on concepts of community policing and peace officer responsibilities. Refer to the following chart for specific topics.

Topic	See Page
Implicit Bias	6-2
Workbook Learning Activities	6-4

# Implicit Bias

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## Definition

Unconscious thoughts and feelings that may influence an individual's perceptions, decisions, and actions.

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## Sources

- Historical and current events
- Family
- Individual experiences
- Media
  - Social
  - Broadcast
  - Print
  - Internet
- Community

---

## Influence on decision-making

Implicit bias may influence behaviors and decisions that affect interactions between law enforcement and the community.

- Evidence-based research confirms the existence and application of implicit bias.
  - Behavior patterns
  - Agency protocols
- Interactions and outcomes
  - Positive
  - Negative
- Implicit bias is activated involuntarily without individual awareness or intentional control. This automatic association can influence behavior and cause peace officers to respond in biased ways despite a belief they are not explicitly biased.

---

## Implicit vs. explicit bias

Biases exist in all human beings. There are two types of biases: Implicit and Explicit. The difference between implicit and explicit bias is the level of awareness.

- Implicit or unconscious bias operates outside of the individual's awareness.
- Explicit or conscious bias occurs when the individual is clear about their feelings and related behaviors are conducted with intent.

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## Implicit Bias, Continued

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**Influence on  
procedural  
justice**

Application of the four tenets of procedural justice may help address negative implicit biases and foster greater cooperation and trust between law enforcement and the community.

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**Training Goal**

Implicit bias may be changed through training. Biased associations may be gradually unlearned and replaced with nonbiased ones. Officers can learn to form a reasoned, instead of a reactive/unconscious, response. By acknowledging the role of implicit bias in decision making, peace officers may be able to improve their interactions with diverse populations.

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## Workbook Learning Activities

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### Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

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### Activity questions

1. How are biases formed? (Consider personal experiences, environment, genetics, and perceptions.)

2. How can implicit bias influence decision-making and procedural justice?

## Supplementary Material

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The following references and suggested readings will provide useful information and training resources.

Regarding Community Policing, Problem-Oriented Policing and Problem-Solving:

Meese, E. III & Ortmeier, P.J. (2004). *Leadership, Ethics, and Policing: Challenges for the 21<sup>st</sup> Century*. Upper Saddle River, NJ. Prentice Hall.

Scott, Michael S. (2000). *Problem-Oriented Policing: Reflections On The First 20 Years*. Washington D.C. U.S. Department of Justice, Office of Community-Oriented Policing Services (COPS).

The Community Policing Consortium. U.S. Department of Justice, Office of Community-Oriented Policing Services. *Facilitator's Guide - The Mechanics of Problem Solving* (2000). Document supported by COPS grant #97- CK-WX-0029.

Police Executive Research Forum. *Collaborative Problem-Solving: A Trainers' Guide*. (2000) Document prepared by The Community Policing Consortium and supported by COPS grant #96-CK-WS-K001.

Scheider, Matthew C., Chapman, Robert E., & Seelman, Michael P., (2003). “Connecting the Dots For A Proactive Approach.” *Border and Transportation Security*, pp. 158-162.

Schmerler, Karin, Perkins, Matt, Phillips, Scott, Rinehart, Timothy and Townsend, Meg. *Problem-Solving Tips: (1998). A Guide to Reducing Crime and Disorder Through Problem-Solving Partnerships*. U.S. Department of Justice Office of Community-Oriented Policing Services.

TerBorch, Rick. (1998). “Community Oriented Policing Revised.” A presentation made to the League of Cities annual conference. Long Beach, CA.

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## Supplementary Material, Continued

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Trojanowicz, Robert and Bonnie Bucqueroux. (1994). *Community Policing: How to Get Started*. Cincinnati, OH. Anderson Publishing Co.

### Regarding Problem-Based Learning and Training:

Delisle, Robert. (1997). *How to Use Problem-Based Learning in the Classroom*. Association for Supervision and Curriculum Development. Alexandria, VA.

U.S. Department of Justice, Office of Community-Oriented Policing Services. Police Training Officer (PTO) Program. (2003). Project supported by COPS grant #2001-CK-WX-K038.

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# Glossary

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**Introduction:**

**The following glossary terms apply only to Learning Domain 3: Principled Policing in the Community.**

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**active listening**

The deliberate and conscious concentration by the listener to what is being said by the speaker

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**CAPRA**

A problem-solving model that focuses on clients, information, partnership, response and assessment of action

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**communication**

The sending and receiving of messages, both verbal and nonverbal, between two or more people

---

**community collaboration**

A strategy for identifying, addressing, and preventing problems, and acknowledging accomplishment

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**community mobilization**

A continual process of identifying, bringing together, and involving community members for the purpose of crime prevention and problem-solving

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**community partnerships**

Relationships comprised of two or more individuals, groups or organizations working together to address an issue

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**Community Policing (CP)**

An organizational and a personal philosophy that promotes police-community partnerships and proactive problem solving

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**crime prevention**

The anticipation, recognition, and appraisal of a crime risk, coupled with specific actions which can be taken to remove or reduce that risk

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## Glossary, Continued

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<b>Crime Prevention Through Environmental Design (CPTED)</b>	A scientific approach that seeks to change environmental conditions to make them more crime resistant
<b>crime triangle</b>	A graphic that shows the relationship of the three elements required to constitute a crime: a victim, an offender, and a location
<b>cultural competency</b>	Is the ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one's own
<b>cynicism</b>	Refers to a frame of mind, attitude or behavior which fundamentally involves interpreting experiences antagonistically, distrustfully or negatively
<b>deposits</b>	Term used to refer to law enforcement actions that leave a favorable or positive impression on the community
<b>distributive justice</b>	is about fairness in what people receive, from goods to attention
<b>explicit bias</b>	Refers to conscious thoughts and feelings that influence perceptions, decisions and actions
<b>facilitation</b>	A consensus-building process which brings together diverse priorities and perspectives toward a desired outcome
<b>feedback</b>	The receiver's response to the message; tells the sender whether the receiver has an accurate understanding of the message

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## Glossary, Continued

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<b>Historical events</b>	Are incidents/occurrences that impact the goal of a safer community and improved relationships with the public
<b>homeland security</b>	A cooperative effort between communities and law enforcement to prevent or respond to terrorist acts
<b>implicit bias</b>	Refers to unconscious thoughts and feelings about people that may influence actions
<b>leadership</b>	The practice of influencing people while using ethical values and goals to produce an intended change
<b>legitimacy</b>	Is the public view of law enforcement as permitted to exercise authority to maintain social order and resolve problems. Legitimacy is enhanced through procedural justice
<b>neutrality</b>	Is one of the tenets of procedural justice in which decision-making unbiased
<b>Overdrawn accounts</b>	Is the practice of overestimating the amount of accumulative confidence and trust deposited in the police legitimacy account
<b>partner</b>	An individual or group who actively participates in the collaborative study, analysis, response to, and evaluation of problems
<b>Peel, Sir Robert</b>	Commonly acknowledged as the founder of modern policing
<b>Principled policing</b>	Is the integration of procedural justice, legitimacy, implicit bias, and historical events
<b>proactive approach</b>	Attempting to eliminate or minimize crime-related problems, reduce criminal opportunity, and deter potential offenders

*Continued on next page*

## Glossary, Continued

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<b>problem</b>	Two or more incidents that are similar in nature, causing harm or capable of causing harm, with an expectation that the police will do something about the situation
<b>Problem-Based Learning (PBL)</b>	A teaching model that uses problem-solving processes, including ideas, known facts, learning issues, action plan and evaluation
<b>Problem-Oriented Policing (POP)</b>	Acronym for an approach to policing that refers to a process of proactive problem-solving with emphasis on problem analysis of issues within the police mandate
<b>problem-solving</b>	A planning process that attempts to attain long-term benefits through identification, analysis, response and evaluation
<b>procedural justice</b>	Is the process of treating people fairly, with dignity and respect
<b>proxemics</b>	Spatial relationship or positioning of the speaker relative to the listener
<b>reactive approach</b>	Responding to criminal activity after it has taken place
<b>respect</b>	Is one of the tenets of procedural justice in which people are treated with dignity
<b>restorative justice</b>	focuses on the rehabilitation of the offender, victim healing and reparation of those harmed
<b>retributive justice</b>	works on the principle of punishment and is focused on the satisfaction of victims, and those who care about them

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## **Glossary**, Continued

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<b>SARA</b>	Acronym for a four-step problem-solving model comprised of scanning, analysis, response, assessment
<b>SECURE</b>	Acronym for a problem-solving model that focuses on safety, ethics, community, understanding response and evaluation
<b>skepticism</b>	Refers to a frame of mind, attitude or behavior which involves curiously challenging, disputing or questioning accepted facts and opinions
<b>stakeholders</b>	Community partners, including private and public organizations, who have a vested interest in the outcome of a problem that is addressed
<b>The Broken Windows Theory</b>	A problem-solving theory based on the idea that one unchecked problem may lead to other problems
<b>terrorism</b>	The unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population or any segment thereof, in furtherance of political or social objectives (28 C.F.R. Section 0.85)
<b>trustworthiness</b>	Is one of the tenets of procedural justice in which peace officers consistently demonstrate professionalism and try to do what is best for people
<b>voice</b>	people want to be heard and understood
<b>withdrawals</b>	Term used to refer to law enforcement actions that leave an unfavorable or negative impression on the community

## AGENDA ITEM REPORT

**Title: REPORT ON GOVERNMENT CODE SECTION (GC) 1029 CONVICTIONS AND IMMEDIATE TEMPORARY SUSPENSIONS (ITS)**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b> Annemarie Del Mugnaio		<b>REVIEWED BY</b> Annemarie Del Mugnaio
<b>REPORT DATE</b> 09/01/2023	<b>APPROVED BY</b> Annemarie Del Mugnaio	<b>DATE APPROVED</b> 09/01/2023
<b>PURPOSE</b>		<b>FINANCIAL IMPACT</b> No

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

<b>ISSUE:</b>	The Commission has issued just over 70 Immediate Temporary Suspensions (ITSs) and added an ineligibility notation on 18 peace officer records pursuant to Government Code (GC) 1029. Peace officers who are convicted of a felony as well as other specified violations of law on or after January 1, 2022, are subject to revocation of their peace officer certification. The report before the Commission serves to inform the Commission about the process for evaluated GC 1029 felony convictions and the issuance of ITSs.
<b>BACKGROUND:</b>	GC section 1029 sets forth that peace officers who are convicted of a felony as well as other adjudicated violations that are comparable to felonies under specified jurisdictions are disqualified from serving as a peace officer in California and are subject to either being permanently ineligible to serve as a peace officer, or of having their certification revoked if the judgment of the felony conviction was rendered after January 1, 2022.

In addition, Penal Code section 13510.8(d) (enacted under Senate Bill 2 Stats 2021) authorizes the Executive Director to immediately suspend a peace officer certification on a temporary bases until the matter may be fully adjudicated before the Board, the Commission, and an Administrative Law Judge. The basis for the ITS is as follows:

- Peace Officer is arrested or indicted for any crime described in GC 1029 - primarily felonies.
- Peace Officer separates during a pending investigation

into allegations of serious misconduct.

- Peace Officer is discharged by an agency for an act of serious misconduct.
- *And, the Executive Director determines the immediate temporary suspension is in the best interest of the health, safety, and welfare of the public.*

**ANALYSIS:**

The authority of the Executive Director to issue an ITS is upon review of the factors outlined above. In the case of an arrest or indictment, there has been a determination either by state or federal law enforcement official, to arrest and charge a peace officer with a felony. In such instances, an action has been initiated that will be processed through the criminal justice system where the peace officer is afforded due process.

The discussion before the Commission is whether the additional analysis by the Executive Director with regard to the health, safety, and welfare of the public should be applied when evaluating the circumstances surrounding a felony arrest or indictment.

**RECOMMENDATION:**

This is for information only to provide the Commission an overview of the statutory framework for Government Code 1029 convictions and the issuance of Immediate Temporary Suspensions (ITSs).

This report is presented for information only. No action is required.

## AGENDA ITEM REPORT

### Title: REPORT ON POST EXECUTIVE OFFICE PROJECT

#### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b> Kimberly Lyons		<b>REVIEWED BY</b> Manuel Alvarez
<b>REPORT DATE</b> 08/31/2023	<b>APPROVED BY</b> Manuel Alvarez	<b>DATE APPROVED</b> 09/06/2023
<b>PURPOSE</b>		<b>FINANCIAL IMPACT</b> No

#### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

##### ISSUE:

Develop an efficient solution for the POST-participating and non-participating agencies that are required to obtain a Proof of Eligibility to electronically submit background investigation files to POST for compliance review pursuant to Penal Code §13510 and Commission Regulations 1950-1955.

##### BACKGROUND:

As of August 2023, 608 agencies participate in the POST program.

The POST Training and Delivery Compliance (TDC) Bureau is comprised of Law Enforcement Consultants (LECs) tasked with performing annual agency compliance audits. Specifically, California is divided into ten regions each of which is overseen and serviced by a TDC LEC. LECs conduct annual audits of background investigation files to ensure agencies meet the minimum requirements for all new hires, including lateral candidates, specifically peace officers and public safety dispatchers required pursuant to Penal Code §13510 and Commission Regulations 1950-1955. TDC LECs review background files for peace officers and public safety dispatchers hired since the last annual compliance audit.

In addition to the annual audits conducted by the TDC LECs, effective January 1, 2023, employing agencies shall notify POST of a new appointment or termination within ten days, via

the POST Electronic Data Interchange (EDI) system.<sup>[1]</sup> In addition to the EDI submission, agencies shall upload a completed Attestation of Peace Officer Eligibility, POST Form 2-356. Upon receipt of the EDI submission, the POST Peace Officer Standards Accountability Division Certification Bureau (CB) reviews the Attestation of Peace Officer Eligibility, POST Form 2-356 to confirm whether an individual is eligible to be a peace officer in the State of California. Upon review, CB issues the Proof of Eligibility (POE) to the hiring agency.

<sup>[1]</sup> Cal. Code Regs. tit. 11 § 1003

#### **ANALYSIS:**

On average, 7,243 background investigation files have been audited annually by TDC LECs for compliance from calendar year 2019-2022. The background investigation files encompass both sworn peace officers and public safety dispatchers. The average time to audit a background file is seven to 20 minutes depending on the complexity of the background file. The review consists of ensuring the background investigation adheres to state and federal rules and regulations. In 2022, 10 percent of the background investigation files audited were either not in compliance or missing documents required pursuant to state and federal rules and regulations. As of 2023 (January 1 - August 25), there have been 5,187 background files audited by TDC LECs and, of those files, there were 827 missing items or the files were not in compliance (**Attachment-Table 1**).

Additionally, from January 3, 2023, through August 25, 2023, 509 law enforcement agencies have added 5,337 new appointments into EDI. On average, 32 new appointments have been added daily into EDI. The average total accounts for all entries entered into EDI; however, the average amount of entries (32 daily) is factored based on workdays Monday through Friday from January 3, 2023, through August 25, 2023. The most new appointment entries for one day totaled 131 from 25 various agencies.

CB processes new entries and issues Proofs of Eligibility, when needed, within one to three business days. Of the 5,337 new entries received via EDI since January 3, 2023, a total of 4,998 were approved; whereas the remaining 339 were either denied, currently pending, expired, or returned to the agency

**(Attachment-Table 2).** An appointment would most likely be denied because they are not an eligible classification of peace officer. However, it could also be denied if the person being appointed by the agency is ineligible to be a peace officer. The category 'expired' means an appointment had an issue and was returned to the agency, but not resubmitted within a specified window (14 days) and therefore, the appointment expired, and the agency must start over again with the appointment. Additionally, an appointment/attestation would be returned if the information in EDI does not match up with information on the document, incomplete forms are submitted including boxes that are inaccurately checked or not checked, or signatures might be missing.

**RECOMMENDATION:** This report is presented for information only. No action is required.

## AGENDA ITEM REPORT

### Title: **REPORT ON AMENDMENT TO COMMISSION REGULATION 1003 - EMPLOYMENT STATUS NOTIFICATIONS AND COMMISSION REGULATION 1950 - PEACE OFFICER SELECTION REQUIREMENTS**

#### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Certification Bureau	
<b>RESEARCHED BY</b> Michelle Weiler	<b>REVIEWED BY</b>	
<b>REPORT DATE</b>	<b>APPROVED BY</b> Manuel Alvarez	<b>DATE APPROVED</b> 09/06/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

#### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** Modifications were made to Commission Regulation 1003 related to peace officer appointments and separations based on new requirements pursuant to implementation of Senate Bill 2. During the process of revision, amendments to the process for making notifications related to reinstatements were accidentally omitted. The proposed amendments to Commission Regulations 1003 and 1950 aim to remedy this omission.

**BACKGROUND:** On September 30, 2021, Governor Newsom signed Senate Bill (SB) 2. SB 2 made significant changes to existing Government and Penal Codes, respectively. These changes provide for additional peace officer hiring eligibility requirements and also grants POST the authority to certify all peace officers in California, and subsequently take action against those certifications, should POST determine serious misconduct occurred.

After additional review of Commission Regulation 1003, POST staff determined it was necessary to make additional amendments to address appointments or separations entered into the POST Electronic Data Interchange (EDI) more than 60 days after the initial date of appointment or separation, corrections to the record related to a peace officer's appointment or separation, and reinstatements of peace officers who had previously been terminated as a result of an agency disciplinary action and subsequently granted

mandatory reinstatement through the arbitration process. It was further determined that Commission Regulation 1950 required simultaneous revision to correctly reference the proposed revision to Commission Regulation 1003 related to reinstatements.

## **ANALYSIS:**

### **Late Notices of Appointment or Separation**

Penal Code section 13510.9(a)(1) stipulates that an agency shall report to POST within 10 days the employment, appointment, termination, or separation from employment of any peace officer. This requirement is reiterated in Commission Regulation 1003(a)(1). However, POST staff is aware of agencies who fail to meet this requirement and make notifications to POST beyond the 10 days allowed, in some instances in excess of 60 days after the initial date of appointment or separation.

As this is a violation of Commission Regulation and Penal Code, POST staff propose to amend Commission Regulation 1003 to require the agency head of the employing or formerly employing agency to provide a letter of justification when the appointment or separation is submitted to EDI more than 60 days after the initial date of appointment or separation. This letter of justification shall:

- be submitted on agency letterhead
- be signed by the agency head or authorized designee, and
- provide the reason(s) the appointment or separation was submitted more than 60 days after the initial date of appointment or separation.

Adding this requirement will hold agencies accountable for their failure to meet the statutory requirement for making employment notifications to POST. Additionally, requiring the justification to be signed by the agency head or authorized designee ensures that the agency head is aware that the notification was not made in a timely manner and can appropriately address any issues related to the delay.

### **Corrections to POST EDI Records**

Effective January 1, 2023, submission of an *Affidavit of Separation*, POST Form 2-357 is required to be included when a notice of separation is provided to POST via the POST EDI system. As such, POST staff propose to amend Commission Regulation 1003(b)(1) to require that requests for a correction to the record related to the reasons for a peace officer's separation from employment, include a revised *Affidavit of Separation*, POST Form 2-357. This would only be required if

the initial separation occurred on or after January 1, 2023. This proposed revision will ensure POST maintains the most accurate records related to a peace officer's separation from employment.

## **Reinstatements**

Currently, Commission Regulation 1003 references the former process for notifying POST staff of a mandatory reinstatement. This process directs the agency to make a new appointment in the EDI and submit a separation notification to POST, in writing, to request a correction to the employment record to show continuous employment for the peace officer being reinstated. While this was an acceptable practice under the former Notice of Appointment/Termination process, it is no longer feasible under the current process for submitting a notice of appointment or separation to POST.

The current process requires an Attestation of Peace Officer Eligibility for any new peace officer appointments to be submitted at the time of appointment in EDI. This attestation requires the agency head or authorized designee to attest to having completed certain background elements that may or may not have been in place at the time of the peace officer's original appointment to the agency. Additionally, this would require the agency to complete a partial background on a peace officer whose employment record should reflect no separation in service.

The proposed amendment to Commission Regulation 1003 would remedy this issue by eliminating the step whereby the agency appoints the peace officer to the agency's roster in EDI prior to making notification to POST of a mandatory reinstatement. Instead, POST staff propose to amend the regulation to have the agency provide written notification, along with supporting documentation, directly to POST for reappointment to the POST agency roster.

Commission Regulation 1950(c)(2)(A) currently makes reference to reporting reinstatements to POST through the EDI system. Therefore, it is necessary to amend this section of the regulation to align with the proposed amendment to Commission Regulation 1003(b)(2).

## **RECOMMENDATION:**

If the Commission concurs, the appropriate action would be a **MOTION** to approve the changes as described in the staff report.

**ATTACHMENT(S):**

[Reg\\_1003\\_0723](#)

[Reg\\_1950\\_0823](#)

**TEXT OF PROPOSED REGULATORY ACTION**  
**Commission Regulation 1003**

**§ 1003. Employment Status Notifications.**

**(a) Employment Status Notification Requirements**

**(1) Peace Officers, Reserve Peace Officers, Public Safety Dispatchers, and Records Supervisors**

Effective January 1, 2023, the employing agency shall notify POST of a new appointment or termination within ten days, via the POST Electronic Data Interchange (EDI) system when personnel actions listed below occur.

(A) A notice of appointment shall be submitted for the following actions:

1. New appointment,
  - a. An individual shall not be appointed to a specified peace officer classification until such time as they meet the minimum training requirements for the specified peace officer classification as identified in Commission Regulation 1005.
  - b. For any individual appointed as a peace officer, a completed Attestation of Peace Officer Eligibility, POST 2-356 (03/2022), shall be uploaded to POST via EDI.
  - c. **EXCEPT AS PROVIDED BELOW**, an individual appointed to an agency while completing the minimum training required for their specified classification shall be appointed as a trainee (TRN).
    - 1) Any individual identified in Commission Regulation 1005(a)(3) who is serving in a position which permits appointment to a peace officer classification prior to completion of the minimum training requirements shall not require appointment as a trainee.
    - 2) An individual currently appointed to a peace officer classification that requires training other than the Regular Basic Course (RBC) or the Specialized Investigator Basic Course (SIBC) may maintain their current peace officer classification while attending the RBC or SIBC.
  2. Name changes as a result of a marriage, a divorce, or a legal name change, or
  3. Rank/status changes involving promotions or demotions.

(B) An *Affidavit of Separation*, POST 2-357 (01/2023), herein incorporated by reference, shall be submitted to POST, via EDI, within ten days of a peace

**TEXT OF PROPOSED REGULATORY ACTION**  
**Commission Regulation 1003**

officer's separation from employment. It shall be signed by the agency head or their designee under penalty of perjury, maintained by the employing agency, and a copy submitted to POST for the following actions:

1. Separation of service for retirement or resignation,
2. Separation of service for retirement or resignation pending complaint, administrative charge, or investigation in lieu of actions as listed in 1003(a)(1)(B)(4) below,
3. Separation of service as a result of death, or
4. Involuntary termination.
  - a. The employing agency shall include whether the separation is part of the resolution or settlement of any criminal, civil, or administrative charge or investigation.
  - b. A peace officer who has separated from employment or appointment shall be permitted to respond to the affidavit of separation, in writing, to POST, setting forth their understanding of the facts and reasons for the separation, if different from those provided by the agency.

(C) For any appointments or separations submitted to the POST EDI system more than 60 days after the initial date of appointment or separation, the employing agency shall submit to POST, a letter of justification, to the Certification Bureau.

1. The letter of justification shall:
  - a. Be submitted on agency letterhead,
  - b. Be signed by the agency head or authorized designee, and
  - c. Provide the reason(s) the appointment or separation was submitted to the POST EDI system more than 60 days after the initial date of appointment or separation.

(b) Employment Status Notification Changes

(1) Incorrectly Submitted Transactions

When a transaction is incorrectly submitted through the EDI system, an authorized agency employee shall submit to POST a request in writing within ten days, indicating justification for the correction to the record. If there is a correction to the reasons for a peace officer's separation, the request for correction must be accompanied by a revised Affidavit of Separation, POST 2-357, if the initial separation date was on or after January 1, 2023.

(2) Reinstatements

**TEXT OF PROPOSED REGULATORY ACTION**  
**Commission Regulation 1003**

Should a terminated individual be mandatorily reinstated, the agency shall notify POST in writing within ten days of the change in personnel action. The agency ~~head~~ shall ~~make the reappointment in EDI and~~ submit notification to POST in writing indicating a correction to the record in the POST EDI system, along with a copy of the official reinstatement documentation.

**(c) Disqualification Notification Requirements**

**(1) Investigating Agency**

Whenever a peace officer or former peace officer is convicted of a crime, or for any reason specified in Government Code Section 1029 that disqualifies the individual from being employed as a peace officer, POST shall be notified in writing within ten days of the final disposition.

**(2) Documentation**

The written notification shall be submitted to POST and include:

- (A) Name of the peace officer or former peace officer,
- (B) Reason for disqualification pursuant to Government Code Section 1029,
- (C) Case number,
- (D) Name of the adjudicating court,
- (E) Date of adjudication,
- (F) Copy of the official documentation substantiating the disqualification (i.e., settlement agreement, civil service agreement or court order showing the parties involved in the action, summary or action page that states the action to be taken by the agency, the page of the court order bearing the official signature(s) and the conclusion), and
- (G) Law enforcement department responsible for the investigation.

Note: Authority cited: Sections 13506, 13510.1, and 13510.9, Penal Code. Reference: Sections 13510.1, 13510.9, 13512, and 13510.3, Penal Code.

## TEXT OF PROPOSED REGULATORY ACTION

### Commission Regulation 1950

#### § 1950. Peace Officer Selection Requirements.

(a) – (c) \*\*remain unchanged

(c) Exceptions

For purposes of these regulations, peace officers described in this section are not considered “candidates” and are therefore exempted from Commission Regulations 1951-1955.

(1) The department has sole responsibility for determining what, if any, assessments are necessary for a peace officer who:

(A) Changes peace officer classifications, such as from reserve officer to regular officer, within the same POST-participating department if documentation is available for inspection verifying that all current minimum selection requirements were previously met, and the peace officer has worked continuously for the department since the time of initial appointment.

(B) Is employed by a department that, through reorganization, is merged with another department within the same city, county, state or district, if documentation is available for inspection verifying that the officer was hired in accordance with the POST requirements in effect at the time of hire.

(C) Is reappointed to the same POST-participating department within 180 days of voluntary separation.

(2) For a peace officer who has been mandatorily reinstated, the department shall:

(A) Report the reinstatement ~~to POST through EDI and submit written documentation indicating a correction to record, together with a copy of the official reinstatement documentation [refer to in accordance with~~ Commission Regulation 1003(b)(2)];

(B) Resubmit the officer's fingerprints to the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) to verify legal eligibility for a peace officer position (California Government Code sections 1029 and 1030) and to determine eligibility to possess a firearm [Penal Code section 29805 and U.S. Code Title 18 section 922(d)(9)]. Fingerprints do not need to be resubmitted if the officer was never removed from the department's peace officer files of the DOJ or FBI;

(C) Obtain evidence of U.S. citizenship if the officer was not a United States citizen at the date of initial appointment and three or more years has elapsed since that date of appointment (California Government Code section 1031.5);

(D) Perform a records check of the California Department of Motor Vehicles (California Vehicle Code section 12500).

(E) Verify qualification for appointment as a peace officer (Government Code section 1029)

## **TEXT OF PROPOSED REGULATORY ACTION**

### **Commission Regulation 1950**

(3) Publicly elected peace officers are exempted from Commission Regulations 1951-1955.

(d) \*\*remains unchanged

#### **Credits**

NOTE: Authority cited: Sections 1029, 1030, 1031 and 1031.4; and Sections 13503, 13506 and 13510, Penal Code. Reference: Sections 1029, 1030, 1031, 1031.4 and 12900 et seq., Government Code; Section 12500, Vehicle Code; Sections 29805 and 13510, Penal Code; and Title 18 Section 922(d)(9), US Code.

## AGENDA ITEM REPORT

### Title: **REPORT ON PROPOSED AMENDMENT TO COMMISSION REGULATION 1201 - DEFINITIONS RELATED TO PEACE OFFICER CERTIFICATION**

#### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Certification Bureau	
<b>RESEARCHED BY</b> Michelle Weiler	<b>REVIEWED BY</b>	
<b>REPORT DATE</b>	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/03/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

#### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** Should the Commission approve the amendment to Commission Regulation 1201 to adopt additional definitions related to peace officer certification?

**BACKGROUND:** On September 30, 2021, Governor Newsom signed Senate Bill (SB) 2. SB 2 made significant changes to existing Government and Penal Codes, respectively. These changes provide for additional peace officer hiring eligibility requirements and also grants POST the authority to certify all peace officers in California, and subsequently take action against those certifications, should POST determine serious misconduct occurred.

As part of the implementation of SB 2, the Commission adopted Commission Regulation 1201 - Definitions Related to Peace Officer Certification to provide definitions specific to peace officer certification. POST staff propose to add definitions to provide clarity. Upon review by the Office of Administrative Law, it was determined the proposed revisions required modifications to provide additional clarity.

**ANALYSIS:** After further review of SB 2 and the current policies, procedures, and regulations in place, POST staff determined it was necessary to amend Commission Regulation 1201 - Definitions Related to Peace Officer Certification to add definitions to provide clarity. The terms proposed to be added to Commission Regulation 1201 are: "Active," "Immediate Temporary Suspension," "Inactive," and "Ineligible." Including

these definitions in Commission Regulation 1201 will provide the regulated public and the general public with a clearer understanding of a peace officer's certification status.

**RECOMMENDATION:** As part of the implementation of SB 2, the Commission adopted Commission Regulation 1201 - Definitions Related to Peace Officer Certification to provide definitions specific to peace officer certification. POST staff propose to add definitions to provide clarity.

If the Commission concurs, the appropriate action would be a **MOTION** to approve the changes as described in the staff report.

**ATTACHMENT(S):**

[Reg\\_1201\\_0123\\_Revision.v5](#)

## ADOPT

### APPROVED TEXT OF PROPOSED REGULATORY ACTION

#### Article 4. Peace Officer Certification.

##### § 1201. Definitions Related to Peace Officer Certification.

(1) "Acceptable College Education" is:

- (a) Courses or degrees provided by a community college, college, or university which have been accepted by a community college, college or university accredited by a recognized national or regional accrediting body.
- (b) Courses or degrees provided by a community college, college, or university accredited by a recognized national or regional accrediting body.

(2) "Active" means a peace officer's certification is ~~valid and the peace officer is currently employed, not currently suspended, revoked, or voluntarily surrendered, and the peace officer:~~

- (a) Possesses a Proof of Eligibility or Basic Certificate and is currently employed by a law enforcement agency, or
- (b) Possesses a Basic Certificate and has not been separated from employment by a law enforcement agency for more than three years.

(2)(3) "Administrative Law Judge" refers to a judge and trier of fact who presides over administrative hearings.

(3)(4) "Affidavit of Separation" refers to POST form 2-357, incorporated by reference in Commission Regulation 1003(a)(1)(B), used to provide written notification to POST a peace officer has been separated from service, in accordance with Penal Code Section 13510.9.

(4)(5) "Business Days" refers to days that state agencies are open for business and do not include weekends and/or holidays.

(5)(6) "Certificate Programs" are programs in which the Commission applies specific criteria for awards of certificates as a means of recognizing achievements in education, training, and experience and for the purpose of raising the level of competence of law enforcement officers. Requirements for professional certificates for peace officers are set forth in Commission Regulation 1202.

(6)(7) "Certification" is a valid and unexpired Basic Certificate or Proof of Eligibility issued by the commission pursuant to Commission Regulation 1202 and Penal Code Section 13510.1.

(7)(8) "Commission" when used with an upper case "C," refers to one or more members for the Commission on Peace Officer Standards and Training.

(8)(9) "commission" when used with a lower case "c," refers to staff of the Commission on Peace Officer Standards and Training.

**ADOPT**  
**APPROVED TEXT OF PROPOSED REGULATORY ACTION**

**(9)(10)** “Convicted” or “Conviction of a Crime” means any entry of a plea of guilty or nolo contendere to, or upon being found guilty of a trier of fact of, a felony offense including an offense that may be charged as a misdemeanor or felony and that was charged as a felony at the time of conviction.

**(10)(11)** “Days” means calendar days unless otherwise indicated.

**(12)** ~~“division” refers to the Peace Officer Standards Accountability Division.~~

**(11)(13)(12)** “Executive Position” is a position above the middle management position, up to and including department head, for which commensurate pay is authorized, and is responsible principally for command assignments and the supervision of subordinate middle management and supervisory positions. The executive position is most commonly the rank of captain or higher.

**(14)(13)** “First-level Supervisory Position” is the supervisory peace officer position between the operational level and the “middle management position” responsible for the direct supervision of subordinates. The first-level supervisory position does not encompass positions with limited or intermittent supervisory responsibilities, i.e., quasi-supervisory positions. The first-level supervisory position is most commonly the rank of sergeant.

**(15)(14)** ~~“Immediate Temporary Suspension” is the immediate suspension of a peace officer’s certification pursuant to Penal Code section 13510.8(d). When a peace officer is arrested or indicted for any crime described in Government Code section 1029, is discharged from any law enforcement agency for grounds set forth in Penal Code section 13510.8(a), or has separated from employment as a peace officer during a pending investigation into allegations of serious misconduct, Penal Code section 13510.8(d) requires the executive director of POST to issue an immediate temporary suspension when it is determined to be in the best interest of the health, safety, or welfare of the public. ~~the outcome of an investigation related to allegations of serious misconduct, as defined in Commission Regulation 1205. Penal Code Section 13510.8(d) grants the executive director of POST the authority to issue an immediate temporary suspension when a peace officer is arrested or indicted for any crime described in Section 1029 of the Government Code, is discharged from any law enforcement agency for grounds set forth in subdivision (a), or has separated from employment as a peace officer during a pending investigation into allegations of serious misconduct AND it is determined to be in the best interest of the health, safety, or welfare of the public to do so. The suspension is deemed “temporary” in that it remains in effect until a final decision on the imposition of discipline is reached by the Commission or the executive director withdraws the immediate temporary suspension.~~~~

**(16)(15)** ~~“Inactive” means that a peace officer’s certification is not currently suspended, revoked, or voluntarily surrendered, and the peace officer: dormant or~~

## ADOPT

### APPROVED TEXT OF PROPOSED REGULATORY ACTION

~~that the peace officer is currently unemployed and does not possess a valid Proof of Eligibility or Basic Certificate. A peace officer's certification may be inactive if they have separated from their last employing law enforcement agency for more than three years, but the certification remains valid. A peace officer's certification may also be inactive if they are not currently employed and did not earn a Basic Certificate prior to separation from their last employing agency.~~

- (a) Does not possess a Basic Certificate and is not currently employed by a law enforcement agency, or
- (b) Possesses a Basic Certificate and has been separated from employment by a law enforcement agency for more than three years.

~~(12)(17)~~ (16) “Ineligible” indicates an individual has been disqualified from eligibility to be a peace officer based on a felony conviction pursuant to Government Code section 1029.

~~(13)(18)~~ (17) “Middle Management Position” is the management peace officer position between the first-level supervisory position and the department head position responsible for management and/or command duties. The middle management position is most commonly the rank of lieutenant or higher.

~~(14)(19)~~ (18) “Peace Officer” as it relates specifically to Article 4 – Peace Officer Certification, refers to any current or former peace officer.

~~(15)(20)~~ (19) “Peace Officer Standards Accountability Advisory Board,” hereafter referred to as “board,” refers to the nine-member board established to review findings of serious misconduct after an investigation made by the division and make recommendations to the Commission pursuant to Penal Code ~~S~~ection 13509.6.

~~(16)(21)~~ (20) “Peace Officer Standards Accountability Division,” hereafter referred to as “division,” is the division within POST responsible for the certification of California peace officers pursuant to Penal Code ~~S~~ection 13509.5.

~~(17)(22)~~ (21) “Quasi-supervisory Position” is the peace officer position above the operational level which is assigned limited responsibility for the supervision of subordinates, or intermittently is assigned the responsibility of first-level supervision. The quasi-supervisory position is a rank below sergeant.

~~(18)(23)~~ (22) “Voluntary Surrender” refers to the process by which a person who holds a certificate issued by the commission, knowingly and willingly, returns the certificate to the commission forfeiting all rights and privileges associated with that certificate.

Note: Authority cited: Sections 13506 and 13510.3, Penal Code. Reference: Sections 1029, Government Code; Sections 830.1, 13503, 13507, 13509.5, 13510, 13510.1, 13510.3, 13510.5, 13510.8 and 13523, Penal Code.

## AGENDA ITEM REPORT

**Title: REPORT ON ADOPTION OF PROPOSED COMMISSION REGULATION 1215 - ADDRESS OF RECORD**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Certification Bureau	
<b>RESEARCHED BY</b> Michelle Weiler	<b>REVIEWED BY</b>	
<b>REPORT DATE</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

**ISSUE:** Currently, POST does not collect an Address of Record (AOR) from individual peace officers. However, it is required as part of the due process afforded to peace officers who are facing decertification, that POST mail an accusation to revoke a peace officer's certification to the peace officer's identified address of record on file with POST.

**BACKGROUND:** Currently, POST does not collect an Address of Record (AOR) from individual peace officers. However, Government Code section 11505(c) stipulates that registered mail shall be effective only if a statute or agency rule requires one to file their address of record with the agency and to notify the agency of any changes.

During the previous meeting on June 8, 2023, the Commission approved the proposed text as presented by staff. However, a public comment has been received from the Orange County Sheriff. This item is being presented before the Commission once again to allow for the consideration of the Sheriff's comments.

**ANALYSIS:** Government Code section 11505(c) states,

"The accusation or District Statement of Reduction in Force and all accompanying information may be sent to the respondent by any means selected by the agency, but no order adversely affecting the rights of the respondent shall be made by the agency in any case unless the respondent has been served personally or by registered mail as provided

herein, or has filed a notice of defense, or, as applicable, notice of participation, or otherwise appeared. Service may be proved in the manner authorized in civil actions. **Service by registered mail shall be effective if a statute or agency rule requires the respondent to file the respondent's address with the agency and to notify the agency of any change, and if a registered letter containing the accusation or District Statement of Reduction in Force and accompanying material is mailed, addressed to the respondent at the latest address on file with the agency."**

This item was originally presented before the Commission on March 22, 2023. At this meeting, the Commission expressed concerns about the proposed regulation and requested staff to amend the proposed text to more clearly indicate that a peace officer may designate the address of their employing agency as their AOR and address the amount of time a peace officer must maintain their AOR after separation from service. Additionally, the Commission requested staff remove the proposal that applications for professional certificates would not be approved if the applicant peace officer's AOR was not current.

POST staff took the Commission's concerns into consideration and presented revised regulatory language for the Commission to consider. It was proposed the Commission adopt amended regulatory language requiring specified peace officers to create a POST PASS account to provide and maintain a physical address of record for the purpose of correspondence regarding a peace officer's certification. They would be provided with the option to designate their current employing agency as their AOR or designate an alternate address. Peace officers would be required to update their AOR as needed, if there is a change of address or employing agency.

The AOR must be maintained for the duration of a peace officer's career and for at least 3 years after their separation from service as a peace officer, in the event a licensing action must be taken against their certification after their separation. This is a reduction from the previously proposed duration of 10 years. Establishing the duration of 3 years after their separation from service aligns with the duration a peace officer's certification remains active after they separate from service as a peace officer.

Additionally, POST staff have researched the service of certified mail and found that certified mail can be served to a Post Office Box (P.O. Box). The recipient would receive notice in their P.O. Box they have received certified mail that must be retrieved in person at the service counter of the Post Office or

other provider of the P.O. Box. As such, peace officers will be permitted to designate a P.O. Box as their official AOR, should they choose to do so.

The Sheriff expressed concerns related to the potential burden on the employing agencies and the effect on the timeliness of the notifications from POST to a subject peace officer, if the current employing agency was designated as the peace officer's AOR. They expressed concern for the latter particularly as it relates to peace officers who have separated and have not updated their AOR. The Sheriff continues on to state that other licensing entities have direct communication with their licensees and allowing peace officers to designate their current employing agencies appears to be an attempt by POST to abdicate its responsibilities as a licensing agency.

The Commission considered requiring every officer to provide a personal address of record at the March 22, 2023 meeting but it was determined that requiring peace officers to provide a personal address may compromise their safety. As such, the text approved by the Commission in June 2023 serves to notice the officer regarding the requirement for an official address of record with POST but allows for the officer to choose the current employing agency's address for the purpose of receiving documents from POST. The text approved by the Commission in June also places the responsibility for receiving prompt notifications from POST on the individual peace officers, should they choose to designate their current employing agency as their AOR.

Subsection (a)(1)(A) advises that, "Any officers who designate their current employing agency's address as their AOR shall make arrangements to promptly receive notifications from POST."

Subsection (a)(1)(B) further states that no matter which address the peace officer designates, "The peace officer shall acknowledge that this is the address at which they will receive the notifications made pursuant to this section and that these notifications may be time-sensitive and require immediate action on their part to maintain their certification."

Subsection (a)(1)(D) provides for a peace officer's responsibility to maintain an AOR beyond their employment stating, "The AOR shall be maintained by the peace officer for the duration of their career and for at least 3 years after separation from service as a peace officer, the duration for which a valid certification remains active once a peace officer has separated from service as a peace officer."

While the Sheriff's concerns are valid, they are already addressed in the text previously approved by the Commission on June 8, 2023.

Copies of the approved text, the peace officer's acknowledgement and AOR designation preference, and the Sheriff's public comments have all been included for the Commission to review and consider.

**RECOMMENDATION:**

Currently, POST does not collect an Address of Record (AOR) from individual peace officers. However, as part of the due process afforded to peace officers who are facing decertification, POST is obligated to serve an accusation to revoke a peace officer's certification to the peace officer's identified address of record on file with POST.

If the Commission concurs, the appropriate action would be a **MOTION** to approve the adoption of the regulation specified in this report and previously approved by the Commission.

**ATTACHMENT(S):**

[1215\\_Address\\_of\\_Record.v5](#)

[AOR\\_Acknowledgement](#)

[OC\\_Sheriff\\_Comment\\_on\\_POST\\_Regulation\\_1215\\_082323](#)

**ADOPT**  
**Text of Proposed Regulatory Action**

**§ 1215. Address of Record.**

11 CA ADC § 1215

(a) A certified peace officer shall maintain, with POST, a physical address of record (AOR) for the purposes of correspondence regarding their peace officer certification.

(1) By December 31, 2023, all current peace officers shall log into or create a POST PASS account and provide a physical AOR. Upon appointment as a peace officer, a new peace officer shall create a POST PASS account and provide a physical AOR.

(A) The peace officer shall acknowledge that the address of their current employing agency shall serve as their physical address of record. Alternatively, the peace officer may choose to designate an AOR other than their current employing agency's address. Any officers who designate their current employing agency's address as their AOR shall make arrangements to promptly receive notifications from POST. If a peace officer designates an AOR other than their current employing agency's address, POST shall not disclose the peace officer's alternate physical AOR to any member of the public.

(B) The peace officer shall acknowledge that this is the address at which they will receive the notifications made pursuant to this section and that these notifications may be time-sensitive and require immediate action on their part to maintain their certification.

(C) Any peace officer who fails to create or update their POST PASS account to acknowledge or designate an official AOR will be deemed to have agreed to receive notifications at their current employing agency.

(D) The AOR shall be maintained by the peace officer for the duration of their career and for at least 3 years after separation from service as a peace officer, the duration for which a valid certification remains active once a peace officer has separated from service as a peace officer.

(2) If a peace officer transfers to another law enforcement agency, changes their designated AOR, or separates from employment, they shall log into their POST PASS account and provide a new acknowledgement or a new physical AOR.

Note: Authority cited: Section 13506, Penal Code. Section 11505, Government Code. Reference: Section 13510.1, Penal Code. Section 11505 Government Code.

[Sign Out](#)[Subscriptions](#)[Messages](#)[Subject Matter Expertise](#)[Address of Record](#)

## Address of Record

I understand that I am required to maintain an "address of record" at which POST may serve me with any and all correspondence relating to my peace officer certification and/or status, and that I must notify the Commission of any change of this address. I further understand that notifications from POST may be time-sensitive and may require immediate action in order to maintain my peace officer certification and/or status.

- I acknowledge and agree that my address of record for the purpose of receiving correspondence from POST is the address of my current law enforcement agency, or the agency with which I was most recently employed.
- I elect to provide an address of record other than the address of my current or former law enforcement agency. My complete address of record is as follows:

Street

City

State

Zip

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# ORANGE COUNTY SHERIFF'S DEPARTMENT

SHERIFF-CORONER DON BARNES

## OFFICE OF THE SHERIFF

August 23, 2023

Commission on POST  
860 Stillwater Road, Suite 100  
West Sacramento, CA 95605-1630

**RE: Proposed Regulation 1215 – Address of Record**

Dear POST Commission Chair Long:

Proposed POST Commission Regulation 1215 will require peace officers to designate, and keep on file with POST, an address of record. I am concerned that provisions of this regulation could prevent timely notification to certificate holders and burden local agencies with an unfunded responsibility.

Under the current proposal, unless they chose to designate an alternative, certified peace officers are required to use their current employing agency as their physical address of record for correspondence regarding their peace officer certification. The regulation does not clearly state whether a certificate holder who separates or is separated from their employing agency must provide POST with a new address of record. While providing their agency's address may be an appropriate solution for an existing employee, it is problematic for separated employees. The employer/employee relationship ceases once employment has stopped. An obligation placed upon an agency to notify separated employees on behalf of POST is unreasonable and unnecessarily burdensome. I cannot insure the time-bound due process notification to former employees with whom I have no ongoing relationship, no further obligation, and no duty to do so.

I am equally concerned that this regulation is an attempt by POST to abdicate their responsibility for communication with their certificate holders and shift it to local law enforcement. In contrast, other licensing entities such as the State Bar of California or Medical Board communicate directly with their licensees and do not use or rely upon an employer to do their bidding. Likewise, It is POST's responsibility to ensure legally required notices to certified peace officers are delivered within the required timeframe and POST alone should assume any consequence for a failure to meet such a deadline. Simply put, communicating decertification processes to people who are no longer my employee is POST's responsibility and POST's alone.

I request that a provision be added to the regulation stating, "Once an employee is separated from an agency, it is the individual's responsibility to designate a new address of record for POST correspondence." The provision should also include an appropriate deadline for when the change in address of record should occur. This regulation will ensure the certified peace officer can receive their correspondence directly from their accrediting body in a timely manner. Thank you for your consideration of this official comment on Regulation 1215.

Sincerely,

A handwritten signature in black ink that reads "Donald N. Barnes".

Don Barnes  
Sheriff-Coroner

550 N. FLOWER STREET, SANTA ANA, CA 92703 | 714-647-1800

[www.ocsd.org](http://www.ocsd.org)

Integrity without compromise | Service above self | Professionalism in the performance of duty | Vigilance in safeguarding our community

## AGENDA ITEM REPORT

Title: **THE FOLLOWING ITEM IS SUBMITTED FOR NEW BUSINESS DISCUSSION:**

### REPORT PROFILE

<b>MEETING DATE</b> 09/21/2023	<b>BUREAU SUBMITTING THE REPORT</b> Executive Office	
<b>RESEARCHED BY</b>	<b>REVIEWED BY</b>	
<b>REPORT DATE</b>	<b>APPROVED BY</b> Manuel Alvarez, Jr.	<b>DATE APPROVED</b> 09/03/2023
<b>PURPOSE</b>	<b>FINANCIAL IMPACT</b> No	

### ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

#### ISSUE:

#### BACKGROUND:

#### ANALYSIS:

**RECOMMENDATION:** 1. Appointment of new member to Advisory Committee:

- Request to appoint Police Services Manager Chela Cottrell, Citrus Heights Police Department to the POST Advisory Committee. If the Commission concurs, the appropriate action would be a **MOTION** to approve the appointment of Manager Cottrell.

#### ATTACHMENT(S):

[Cottrell\\_Nomination](#)



Citrus Heights Police Department  
6315 Fountain Square Drive | Citrus Heights, CA 95621 | (916) 727-5500  
**Alexander A. Turcotte, Chief of Police**

June 2, 2023

Commissioner Geoff Long  
Commission on POST  
860 Stillwater Road, Suite 100  
West Sacramento, CA 95605

RE: The Appointment of Police Services Manager Chela Cottrell to the POST Advisory Committee

Dear Commissioner Long,

Please accept this letter on behalf of the Citrus Heights Police Department (CHPD) recommending Police Services Manager Chela Cottrell for the appointment to the California Commission on Peace Officers Standards and Training (POST) Advisory Committee.

CHPD's core values align with those of POST, including learning and advancing the professionalism of all Law Enforcement personnel while seeking innovative ways to promote unity among agencies throughout the state. I am confident that Manager Cottrell will uphold these values and continue to share the vision of exceptional training and creating exceptional teams.

Manager Cottrell's background as a Telecommunicator will lend perspective to the Advisory Committee's vital role. Manager Cottrell has repeatedly exhibited her dedication to innovation, professionalism, and accountability during her exceptional career serving our community. We look forward to her appointment and work towards establishing the highest training standards.

Very Kind Regards,

A handwritten signature in blue ink, appearing to read "Alexander A. Turcotte".

Alexander A. Turcotte  
Chief of Police

CC: Executive Director Manny Alvarez, CA Commission on POST