POST COMMISSION

June 3, 2026
AGENDA
9:00 AM

Meeting Location: Commission on POST - 860 Stillwater Road, West Sacramento, CA 95605

The Commission on Peace Officer Standards and Training (Commission) operates under the requirements set forth by the Bagley-Keene Open Meeting Act (Bagley-Keene) under Government Code sections 11120 through 11132. Bagley-Keene generally requires that the Commission publicly notice meetings, prepare agendas, allow public participation, and conduct meetings in a location accessible to public members unless specifically authorized by Bagley-Keene to meet in closed session.

Public comment will be limited in time at the discretion of the Commission Chair. The public comment period preceding items on the agenda will allow members of the public to comment on items not on the agenda but that are within the Commission's jurisdiction. The Commission cannot act on or deliberate on items not on the agenda and can discuss the matter only to the extent necessary to determine whether it should be made an agenda item at a future meeting, to respond briefly to statements or questions posed during public comment or to request clarification, or to refer the item to staff. Agenda items may be taken out of order and action (e.g., voting) may be taken on any agenda item. Members of the public who wish to participate during public comment may do so in person by attending the meeting or by submitting written public comment.

Written public comments are intended to allow members of the public, if unable to attend in person, an opportunity to participate to the same degree as if they attended in person; as such, written comments should be limited to no more than three pages in length and longer written comments will not be accepted or distributed to the Commission. To be considered for inclusion in the meeting record, written comments must be received by POST no later than 10 a.m. on the fourth business day (5/28/26) before the scheduled meeting. Accepted written public comments will be published on POST's website under the Public Comment section under the corresponding meeting date. Written public comments can be submitted via email to commissionpc@post.ca.gov.

Persons requesting disability-related accommodations or modifications may do so by contacting the Commission assistant at (916) 227-3909 (voice), commissionpc@post.ca.gov (email), or Speech-to-Speech users may dial 7-1-1 for the California Relay Service to request special accommodations.

Please note: this meeting and all public meetings will be recorded. No weapons are allowed on the premises during public meetings.

CALL TO ORDER AND WELCOME

COMMISSION MEMBERS

Alan Barcelona
Ingrid Braun
Rick Braziel - Vice Chair
Jim Cooper
Justin Doering
Charles Duggan
P. Lamont Ewell
Kelly Gordon
Jacob Johnson
Geoff Long - Chair
Michael Moodian
Shannan Moon
Tina Nieto
Freddie Rodriguez
Benjamin Therriault
Stephen Woolery - Ex-Officio
Vacant (Elected City Official)
Vacant (Sergeant or Below)

COLOR GUARD AND FLAG SALUTE

The Color Guard will be provided by the Sacramento Police Department.

MOMENT OF SILENCE HONORING THE OFFICER WHO HAS LOST THEIR LIFE IN THE LINE OF DUTY SINCE THE LAST MEETING

- Deputy Randy Hoppert Jr., Tulare County Sheriff's Office - EOW April 09, 2026

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTION OF POST ADVISORY COMMITTEE CHAIR, POST CHIEF COUNSEL, AND THE EXECUTIVE DIRECTOR

The Commission Chair will introduce the POST Advisory Committee Chair, POST Chief Counsel, and the Executive Director.

OPENING REMARKS

Opening remarks will be provided by Chief of Police Mike Denson, University of California, San Francisco and Chief of Police Anthony Frisbee, California State University, Fullerton.

EXCELLENCE IN TRAINING AWARDS PRESENTATION

The 2025 POST Excellence in Training Awards will be presented to the recipients.

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. Public comment on specific peace officer revocation cases to be heard today will be heard at the time of the hearing of each such matter. Members of the public who wish to speak are asked to limit their remarks to no more than three 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.

1. **APPROVAL OF TRANSCRIPTS AND ACTION SUMMARY**

   Approval of the Transcripts and Action Summary from the previous Commission meetings held on March 4 - 5, 2026 in San Diego, CA.

   a. Meeting Transcripts - March 04 - 05, 2026, San Diego

      If the Commission concurs, the appropriate action would be a **MOTION** to approve the meeting transcripts from the last Commission Meetings.

   b. Commission Meeting Action Summary - March 04, 2026, San Diego, CA

      If the Commission concurs, the appropriate action would be a **MOTION** to approve the Action Summary from the March 04, 2026 Commission meeting.

2. **CONSENT**

   a. Report on POST Non-Reimbursable Program - New Agency Entry - Alameda Belt Line Railroad Police Department

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

   b. Report on POST Reimbursable Agency Entry - Napa Valley College Police Department Dispatch

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

   c. Report on Status of Proposed Regulatory Actions

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

   d. Report on Course Certification Statistics

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

   e. Report on Amendment to Commission Regulation 1004 - Reserve Field Training Officer Exemption (Discussion)

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

   f. Report on Test Score Research Pertaining to the POST Entry-Level Law Enforcement Test Battery (PELLETB)

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

   g. Report on the Reestablishment of the Public Safety Dispatch Advisory Council

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

h. Report on SB 882: Advisory Council on Improving Interactions between People with Intellectual and Developmental Disabilities and Law Enforcement

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

i. Report on the Organizational Wellness Guidelines

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

j. Report on Artificial Intelligence (AI) Guidelines Update

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

k. Report on History of Policing Training Update

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

l. Report on Science Based Interviewing Model Incorporated into the Institute of Criminal Investigation

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

m. Report on Certification/Decertification Update

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

n. Report on Peace Officer Standards Accountability Division Probationary Monitoring and Testing

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

o. Report on an Amendment to the Contract for the Sherman Block Supervisory Leadership Institute (SBSLI) to Include Cohort Presentations for CDCR

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

p. Report on 2028 LA Olympics

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

q. Report on Contract Expenditures Year-to-Date for Fiscal Year 2025-2026

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

r. Report on Expenditures Year-to-Date for Fiscal Year 2025-2026

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

s. Report on State Penalty Fund Revenue

The Commission on POST's proposed SPF budget for Fiscal Year 2026-2027 is estimated to be $42,135,000 this is a decrease from Fiscal Year 2025-2026. The attachment represents six years of information. For Fiscal Year 2026-2027 the information is preliminary.

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

t. Report on Regulation 1005 Update

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

u. Report on Legislative Update

This is a legislative report with bills of interest from the 2026 legislative session. Some of these bills may affect POST operations and/or affect law enforcement. It is not a complete list of bills that could impact law enforcement.

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

3. **BASIC TRAINING BUREAU**

a. Report to Amend Commission Regulations 1001 - Definitions and 1059 - Requirements for Basic Course Certification - Recruit Training Officer Requirements

Staff are proposing changes to the necessary requirements that must be met when designating Recruit Training Officers (RTO). These requirements will implement a RTO-to-student ratio and will set additional qualification standards.

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

b. Report on Proposed Changes to Commission Regulations 1005, 1007, 1059, and Commission Procedure D-1-3 - Modular Format Prerequisites

In 2008, Commission Procedure D-1-3 was modified to update the prerequisite requirements for entry into the Module II and Module I courses, adding a testing requirement when it had been more than 12 months since completion of the prior module. The addition of the testing requirement did not include information or policies/procedures for handling a test failure or what a test failure means. The lack of policies/procedures allows an individual to take this test repeatedly, which overexposes these tests and dilutes the data being collected.

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

c. Report on Proposed Changes to Commission Regulations 1015 and 1018; Commission Procedure D-1-5; and Adopt Training Specifications for the Public Safety Dispatchers' Basic Course - Modular Format

The Public Safety Dispatchers’ Basic Course does not currently have a standardized modular format and existing Commission Regulations and Commission Procedures do not support a standardized modular format.

In January 2026, Basic Training Bureau staff hosted a 16-hour workshop to review the Training Specifications for the Public Safety Dispatchers' Basic Course and discuss proposed regulatory and procedural changes necessary to implement a standardized modular format. Subject Matter Experts (SMEs) representing seven different Public Safety Dispatchers' Basic Course presenters participated.

After reviewing the existing content, SMEs proposed dividing the existing curriculum into two standardized 80-hour modules and updating the Training Specifications for the Public Safety Dispatchers' Basic Course, Commission Regulations 1015 and 1018, and Commission Procedure D-1-5 to support the proposed standardized modular format.

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

d. Report on Amendments to Commission Regulations 1005, 1007, 1008 and 1059 - Training and Testing Specifications for Peace Officer Basic Courses - Learning Domain 32 - Lifetime Fitness

In June of 2024, BTB staff hosted a 16-hour workshop to review and revise existing Learning Domain 32 – Lifetime Fitness Training and Testing Specifications for modular basic courses across the state. Subject Matter Experts (SMEs) representing seven (7) academies participated.

After reviewing the existing content, SMEs proposed adding content to the Module III and Module II basic courses.

If the Commission concurs, the appropriate action would be a **MOTION** to approve the proposed changes to Learning Domain 32 - Lifetime Fitness as described in the staff report.

4. **ADVISORY COMMITTEE REPORTS**

The Chair of the Advisory Committee will report on the results of the Advisory Committee Meeting held on June 2, 2026 in West Sacramento, CA.

If the Commission concurs, the appropriate action would be a **MOTION** to approve the Advisory Committee Report from their meeting held on June 2, 2026 in West Sacramento, CA.

5. **CORRESPONDENCE**

The following was sent from POST:

a. Correspondence Sent by POST

The following correspondence was sent from POST to:

- Mike Boudreaux, Sheriff, Tulare County Sheriff's Office, expressing deep sympathy over the tragic on-duty death of Deputy Randy Hoppert Jr.

6. **OLD BUSINESS**

7. **NEW BUSINESS**

The following items are submitted for New Business discussion:

a. Proposed 2027 Advisory and Commission Meeting Dates

If the Commission concurs, the appropriate action would be a **MOTION** to approve the 2027 Advisory and Commission meeting dates.

b. Executive Director Performance Review - September 16, 2026

If the Commission concurs, the appropriate action would be a **MOTION** to approve the composition of Executive Committee and the date of the Executive Director Performance Review.

8. **FUTURE COMMISSION MEETING DATES**

Upcoming Commission Meetings will be held:

- September 16 - 17, 2026 - San Jose, CA
- December 02 - 03, 2026 - West Sacramento, CA

ADJOURNMENT

AGENDA ITEM REPORT

Title: MEETING TRANSCRIPTS - MARCH 04 - 05, 2026, SAN DIEGO

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/18/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

BACKGROUND:

ANALYSIS:

RECOMMENDATION: If the Commission concurs, the appropriate action would be a **MOTION** to approve the meeting transcripts from the last Commission Meetings.

ATTACHMENT(S):

2026 03-04 POST Commission Transcripts.pdf

2026 03-05 POST Commission Transcripts.pdf

STATE OF CALIFORNIA

COMMISSION ON

PEACE OFFICER STANDARDS AND TRAINING

POST COMMISSION MEETING

WEDNESDAY, MARCH 4, 2026

10:00 A.M.

MEETING HELD AT

CALTRANS DISTRICT 11 OFFICE

GARCIA CONFERENCE ROOM

4050 TAYLOR WAY

SAN DIEGO, CALIFORNIA

REPORTER'S TRANSCRIPT OF PROCEEDINGS

Stenographically Reported By:
Connie J. Parchman
California Certified Shorthand Reporter #6137

A P P E A R A N C E S

POST COMMISSIONERS PRESENT

GEOFF LONG
(Commission Chairperson)
Public Member

RICK BRAZIEL
(Vice Chairperson)
Educator
Humboldt State University

ALAN BARCELONA
Special Agent
Department of Justice

INGRID BRAUN
Sheriff
Mono County Sheriff's Office

JIM COOPER
Sheriff
Sacramento County Sheriff's Office

JUSTIN DOERING
Senior Deputy Sheriff
Ventura County

CHARLES DUGGAN
City Manager
Redlands

P. LAMONT EWELL
Public Member

KELLY GORDON
Chief
Santa Barbara Police Department

JACOB "JAKE" JOHNSON
Officer
California Highway Patrol

SHANNAN MOON
Sheriff
Nevada County Sheriff's Office

A P P E A R A N C E S C O N T I N U E D

POST COMMISSIONERS PRESENT

DR. MICHAEL MOODIAN
Public Member

TINA NIETO
Sheriff
Monterey County Sheriff's Office

FREDDIE RODRIGUEZ
Public Member

BENJAMIN THERRIAULT
Sergeant
Richmond Police Department

STEPHEN WOOLERY
Ex-Officio
Rob Bonta, Attorney General
Department of Justice

POST COMMISSION LEGAL COUNSEL

WILLIAM "TOBY" DARDEN
Deputy Attorney General
Department of Justice
Office of the Attorney General

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POST COMMISSION STAFF

MANUEL ALVAREZ, JR.
Executive Director
Executive Office

ANNEMARIE DEL MUGNAIO
Assistant Executive Director
Peace Officer Standards
Accountability Division
Executive Office

A P P E A R A N C E S C O N T I N U E D

BRANDY ESSEX
Analyst II
Executive Office

CHANDLER KNAPP
Analyst II
Executive Office

CHERYL SMITH
Bureau Chief
Administrative Services Bureau

MICHELLE WEILER
Bureau Chief
Certification Bureau

STACY TOWNSEND
Staff Services Manager
Certification Bureau

CHRISTINE FORD
Bureau Chief
Professional Conduct Southern Bureau

ROBERT TRIPP
Bureau Chief
Compliance, Audit and Accountability Bureau

THOMAS CHALK
Bureau Chief
Training Program Services Bureau

KENYA SMITH
Staff Services Manager
Training Program Services Bureau

MEAGAN POULOS
Legislative Liaison and Public Information Officer
Office of Public Affairs

BRIAN HOFFMAN
Attorney IV
Legal Affairs Bureau

A P P E A R A N C E S C O N T I N U E D

ALSO PRESENT

JASON SALAZAR
California Police Chiefs Association
(Chairperson POST Advisory Committee)

TASHA WILLIAMSON
Public Speaker

YUSEF MILLER
Public Speaker

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WEDNESDAY, MARCH 4, 2025 10:00 A.M.

P R O C E E D I N G S

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CHAIRMAN LONG: Welcome everyone. We'll start right on time here today.

And if you would please stand and join Commissioner Jason Doering in the Pledge of Allegiance.

(Pledge of Allegiance recited in unison.)

CHAIRMAN LONG: Thank you. Please take your seats.

Ms. Essex, would you please call the roll.

MS. ESSEX: Good morning, Commissioners.

Barcelona.

COMMISSIONER BARCELONA: Here.

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Here.

MS. ESSEX: Braziel.

COMMISSIONER BRAZIEL: Here.

MS. ESSEX: Cooper.

(No response.)

MS. ESSEX: Doering.

COMMISSIONER DOERING: Here.

MS. ESSEX: Duggan.

COMMISSIONER DUGGAN: Here.

MS. ESSEX: Ewell.

COMMISSIONER EWELL: Here.

MS. ESSEX: Gordon.
COMMISSIONER GORDON: Here.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Good morning, and here.
MS. ESSEX: Long.
CHAIRMAN LONG: Here.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Here.
MS. ESSEX: Moon.
COMMISSIONER MOON: Here.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Here.
MS. ESSEX: Rodriguez.
(No response.)
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Here.
MS. ESSEX: Woolery.
(No response.)
MS. ESSEX: Thirteen commissioners present.
CHAIRMAN LONG: Thank you.
All right. We are going to call to order.
I would like to first introduce our advisory chair, Chief Jason Salazar, to Manny's right.
And our POST's legal counsel, Toby Darden to Jason's right.

And Executive Director Manny Alvarez to my immediate right.

This is the time we begin with public comments. Outside members of the public can comment on items on the Commission agenda, or not on the agenda, but under the Commission's jurisdiction.

Pursuant to Commission policy, up to 15 minutes is allotted at the beginning of each Commission meeting for public comment.

Does anyone wish to address the Commission?

Good morning, Ms. Williamson.

MS. WILLIAMSON: Good morning.

CHAIRMAN LONG: Members of the public who wish to speak, we ask you to limit your remarks to more than three minutes. And if many people wish to speak on the same topic, we'll try to limit that to about one minute per person.

Go ahead, please.

MS. WILLIAMSON: I'm going to try and be under three minutes, I hope.

Good morning, Commissioners.

It is my sincere hope that more people come to understanding the important role this body plays in police accountability and in shaping the training standards that guide law enforcement across California.

As I stated yesterday, it is difficult for many of us to honor the flag and recite the words "justice for all" when the lived experience of so many people in this country tells a different story.

On paper, we are born with freedoms, rights and protections. But in practice, many communities continue to be denied those very promises.

As you discuss training today, I urge you to take a deeper look at whether the racial bias training provided at the Museum of Tolerance is truly inclusive of all communities, especially those most negatively impacted by policing in California.

In San Diego, and likely across the state, people who look like me are stopped, detained, searched, arrested and jailed at significantly higher rates. Yet, the people designing and leading many of the trainings for police officers often do not share or deeply understand those lived experiences.

I encourage you to consider training models that are grounded not only in historical education, but also in the statistical realities that exist today on the streets and highways of California.

I understand the important role Museum of Tolerance plays in educating people about history of hate and its consequences. That work matters. But police biases in

the field does not pause to analyze certain religious identity before a stop occurs. Officers often see skin tone, clothing and hair, long, as first identifiers of who they are stopping. Training must reflect that reality.

Policing practices, particularly when examining racial disparities and stops, searches, arrest and use of force, trainers should reflect that inclusivity.

I also heard the term "priority cases" used yesterday. I may not be using the Commission's exact terminology. But I understand that cases meeting certain thresholds receive attention within their prospective processes. I hope they will truly be prioritized.

In my city, we have an officer who shot a 16-year-old black teenager in the back. That case cost taxpayers roughly $30 million. And yet the officer remains employed and has even been listed under inaccurate promoted title of acting detective on official bulletins. When he shot him, last year, he was a police officer II.

When officers commit the most serious acts of violence, accountability cannot be delayed or diluted. The policing industry and its accountability structures cannot continue to smile in our faces while communities

watch unharmed people -- unarmed people beaten, shot in the back, or subjected to tactics like knees on necks six years after the murder of George Floyd.

You have the authority to ensure that officers who commit the most serious acts of misconduct are no longer allowed to serve in law enforcement in California. Communities across this state are depending on you to use that authority fully and responsibly. Accountability delayed is accountability denied. And the communities most impacted by policing have already waited far too long.

Thank you.

CHAIRMAN LONG: Thank you, Ms. Williamson.

Anyone else like to address the Commission?

MR. MILLER: Good morning, Commissioners and everyone here.

Sorry, I was yelling into the thing.

My name is Yusef Miller. I'm with the North County Equity and Justice Coalition, Saving Lives in Custody in California.

And I want to speak about the accessibility of the community to this Board, to this Commission.

The -- I believe that in public comment and cases going over to decertification of officers, the community should be able to access and speak on those cases.

A lot of times, like just like now, most people are working, they're not able to come here in person. You see -- religiously you will see Tasha Williamson and myself here that will come in person. But there are a lot more people who are interested in this -- in this work, need to know about this work, and support this work.

We've been fighting here in California to advance SB 2 before it came into law. And now that it's law, I think the people who fought for it should have access to actually commenting on what's going on here at the Commission when it comes to decertifying officers or not decertifying officers.

This doesn't have to be painful. It doesn't have to be that the community responds to every single item. But when it comes to public comment and the officers that have violated the rights of the community, the community should have access to say and be able to weigh in on these things.

California has been at the forefront of monitoring and holding law enforcement accountable from the Zoot Suit Riots of '43, to the Black Panther party in '66, to Rodney King in '91, and on and on and on, we see that Californians are very interested in the outcomes of these Commissions.

We want to make sure that they have that access so that they can weigh in and probably give some -- help give some direction, some idea, some incentive to go into some innovative directions in this Board as well.

So I want to plant that seed again. Hopefully you can discuss it again. And see if we can come up with a way to open that access to the community.

This is an inclusive type of method that I'm speaking about.

We also need to consider those people who are differently abled that have something to say who can't come here in person. Those people also need to have access to what's going on at this Board and be able to weigh their voice in real time.

Thank you.

CHAIRMAN LONG: Thank you, Mr. Miller.

Real quickly, on your point, I believe we have -- I'll ask our Executive Director, but I believe we now allow public comment. And it's all put in the members' agendas prior to: Emails, letters, any testimony from anyone who wishes to is already enumerated. Is it not in the members' agendas?

EXECUTIVE DIRECTOR ALVAREZ: Thank you, Mr. Chair.

That's correct. When the agenda is published, it has a statement in there about public comment, written

public comment, that can be submitted via email, whether it is a Word doc or email, within ten days of the hearing. Copies of those public comments are made for all of the commissioners and we put copies in the back of the room for anybody who wishes to see them.

So that is permissible and then the meeting, obviously, is livestreamed as well for anybody who wishes to see it or they can see it after the fact.

MR. MILLER: Thank you for that. But my comment still stands. I think they should be able to comment in real time.

Thank you.

CHAIRMAN LONG: Thank you, Mr. Miller.

Any questions or comments of Mr. Miller?

Seeing none, then our Executive Director would like to address the Commission.

Mr. Alvarez

EXECUTIVE DIRECTOR ALVAREZ: Thank you, Mr. Chair.

Good morning, Commissioners.

Thank you again for allowing me to speak at your meeting.

I just wanted to update you on a few things that have come before you previously. And some things that you should be aware of.

So at the December meeting, the Advisory Committee

brought up the PELLETB test scores. Those are -- the PELLETB for those of you that don't know, are tests that are generally administered to peace officer candidates prior to going to the academy. It tests reading and writing comprehension and a few other things. We do approximately 3,000 of those -- 2 to 3,000 of those per month across the State of California.

We removed one part of the test which we referred to as the CLOZE test with a "Z", based on academic studies, three academic studies across the country that determine that is not a good testing model.

Somehow or other that, or other things, probably the CLOZE test, has caused an escalation in the PELLETB scores, where individuals that were scoring really, really low are now scoring really, really high. That was brought to our attention in December.

We told the Advisory Committee and then we informed the Commission of this issue in December and we stated that we were going to do an analysis and report back.

We're not there yet. It's a significant effort, but we are working on it.

Just to give you an idea, we will be analyzing the test data from January 20 through December 2025, examining score distributions across the test version and trends over the past five years.

We'll analyze performance patterns amongst repeat task takers -- or test takers with the specific focus on identifying individuals with statistically significant score increases between test attempts in order to evaluate the concerns related to score inflation or practice effects.

We'll be analyzing the removal of the CLOZE test -- or the CLOZE portion and the analysis will include using two existing datasets. The datasets contain over 170,000 test scores, contain each candidate and the scores produced for each attempt.

A second dataset containing approximately 20,000 records of item level responses will also be reviewed.

So just to give you an idea, we are taking it seriously and we are conducting a review. We're just not ready to provide you those results. We thought we might have the analysis done, but we do not.

And we'll report back hopefully in June. If not, in September.

The other thing that you will see today, you will see that we've moved more money into our EVOC contracts for the academy. I wanted to give you some numbers of students going through the academy to show you the escalation of the number of students that are at least starting the academy, not necessarily completing.

So in 2020, which was obviously COVID, the number of students that attended that are sponsored, sponsored by agencies, 2,310;

2021, 3,310;

2022, 4,614;

2023, 4,883;

2024, 5,247;

2025; 6,288.

So I'm confident that this year we will likely break 7,000 new sponsored students attending the academy, which obviously will increase our EVOC costs. And it's a good thing, because more students are going through.

The negative is in 2020 we had 510 nonaffiliated, not-sponsored students. The following year we had 633. And there's been a decrease in the number of non-affiliated students attending the academy. Last year we had 312. And we expect that number to probably be around the same.

Some other statistics yesterday came up at the Advisory Committee in terms of our staffing. I wanted to give you some current staffing models or staffing data as of the end of February.

So our current staffing model is 258 full-time positions. We have 223 positions on board, full-time employees. That's 86 percent.

We have 35 vacancies or a 14 percent vacancy rate.

In terms of the Peace Officer Standards Accountability Division, the misconduct side of the house, we have 17 full-time vacancies there. Eleven of those are law enforcement consultants. Those are the individuals who have law enforcement experience who conduct the investigations.

And we have 14 retired annuitants, law enforcement retired annuitants, that are supporting us at this time due to those vacancies.

So we're getting closer and closer. But we are at a 14 percent vacancy rate.

Yesterday, we mentioned that we are now piloting a tracking mechanism in the electronic data interchange, EDI for field training. So we will be able to know if an individual has completed field training or not. We need to know that for when they transfer or lateral to another department. It will include, you know, the dates that the individual entered, completed field training and who their field training officers and that will go on their profile. We are piloting that right now with LAPD and San Diego PD.

I mentioned a number of times, previously it's taken a while, with the automation of background files. We are getting closer and closer. We're having monthly

meetings on the progress. We hope to be piloting it sometime in 2026.

The Computer Services Bureau has worked on an API to allow private vendors to send us the info -- if departments have contracts with private vendors, to automate their background process, that is done. We've already communicated with those vendors and hopefully that will be rolling out this year. That will be a significant thing for us. As we review, you know, 7,000 probably this year, 8,000 background files a year and they're done in person.

So that is moving forward.

And then lastly, I would like to mention two conferences. So we had a conference last week that we titled The Crisis Management and Coordination Conference.

The point of that conference is a two-day conference that was held in Santa Rosa was to address all hazards and get law enforcement kind of on the same page working together, understanding the concepts and the failures, the mistakes that we've made, best practices and such.

We had approximately 250 people register for the event and probably over 200 that attended the event.

We do feel that we have a role in helping in terms of crisis management. And learning from the events that

we've had in California. We have just a great deal of experience in California, whether it is earthquakes, floods, mudslides, active shooters, you name it, we have people that have done a lot of those -- those events in California. So we want to capitalize on that.

When we finished the event, I think it was well received. The question then is where do we go from there?

We can put on a conference like that two, three times a year. But can we have a more targeted approach to really help those communities, those regions that need help with crisis management and help build their capacity.

So that's what we're going to be looking at in the near future. We hope to do another conference. But we hope to kind of capitalize on what we learned from that one and have a little bit of a targeted approach.

If you all have feedback on that or if you had personnel from your departments there, please let us know.

We -- the attendees were from Cal OES Mutual Aid, regions 2, 3 and 4. And we did the conference in collaboration with Cal OES.

I want to thank Sheriff Kory Honea from Butte County, who did a presentation on creating a culture

within a department to deal with all hazards. He's obviously had a number of events in Butte County, whether it's a damn that was going to break, active shooter, and, of course he had some significant fires, wildfires, in Butte County.

I'd also like to thank Commissioner Rick Braziel who -- I think we gave him three hours. And I think the attendees probably would have appreciated six hours of Commissioner Braziel. They appreciated all of your experience.

So Commissioner Braziel spoke to some of the after actions and the importance of after actions when we do have an event as opposed to just: Hey, it worked out. Nobody got hurt. Let's move on to the next one.

So we thank you, Commissioner Braziel, for the lessons learned from the events that you studied.

And then next and last topic is we're hosting a conference on May 13th in El Segundo. We titled it the Power of Mentorship and it is -- the purpose of it, it's a one-day, eight-hour conference to empower and demonstrate to the attendees the important role they play in developing fellow employees.

It is geared to professional staff supervisors, FTOs, corporals, RTOs and new supervisors. And again, we want to demonstrate to them how important it is and

how they can have lasting impact on somebody's career if they put them on the right path as mentors.

So we hope to have approximately 200 of those attendees at that conference.

And with that, Mr. Chair, that concludes my opening remarks.

I'm happy to take questions if anyone would like.

CHAIRMAN LONG: Any questions for Mr. Alvarez?

(No response.)

CHAIRMAN LONG: Seeing none, we'll jump right into the agenda.

The first item is looking for a motion to approve the transcript and action summary from December 3rd.

Is there a motion?

COMMISSIONER MOODIAN: So moved.

CHAIRMAN LONG: Is there a second?

COMMISSIONER DOERING: Doering second.

CHAIRMAN LONG: Objection to unanimous consent?

(No response.)

COMMISSIONER MOODIAN: Seeing none, the transcript and action summary is adopted.

We next move to consent items. We will have presentations on Items B, D, E, and F.

B is the -- we'll start with B, certification and decertification update.

Bureau Chief Michelle Weiler, and Staff Services Manager Stacy Townsend from the Certification Bureau and Professional Conduct Bureau Chief Christine Ford will report.

No action is required.

I'll preface this by saying, as always, this report is full of information. But rather than walk through 40 pages of impressive and growing information dashboard, I would encourage everyone to digest it at their own pace and on their own time. But staff are here today to answer specific questions. They're rightly proud of this product.

One element of the report that I think merits highlighting today, because it's a request of the Commission, is the new information on the education level of officers being certified and decertified.

Also, finally, at the conclusion of this report, the report also includes a listing of 32 officers who will be decertified as a result of committing felonies. This is a ministerial action. It does not require a vote of the Commission.

Michelle, Christine and Stacy, the floor is yours.

MS. WEILER: Good morning, everyone.

So before we dive into the statistics, I wanted to draw attention to this lovely document that is before

you. Our disciplinary guidelines. We're finally approved and are now in effect.

There is a link to Commission Regulation 1216 on our website. This document is also published on our website under "publications."

Because it was approved so close to this meeting, we only have enough hard copies for you guys to have them right now.

So thank you to the entire Commission for your patience in getting this done, especially to Commissioners Gordon and Braziel for your contributions to the development of this document.

So, yeah, woo hoo. A year and a half of hard work and it's done. No, actually maybe closer to two years. So I wanted to draw attention to that before we dive in.

I'm not going to go through all these stats. I did want to show -- draw attention really quick to -- the first few slides you have of statistics and data are a composition from 2023, '24 and '25.

And then the next set of slides will be for 2026 year-to-date so that you can see where we're at this year relative to where we were at this point in each of the previous three years.

I did also want to point out, really quickly, a couple of different numbers on the slide for the 2026

certification statistics because we have had some changes since this was agendized.

We now have six immediate temporary suspensions, 16 voluntary surrenders, 21 revocations, and 14 individuals deemed ineligible as peace officers in just the two weeks since this was published.

And now I'm going to -- if nobody else has any questions, I'm going to hand it over to Stacy so she can present the long-awaited education data.

MS. TOWNSEND: So I'll just start that -- so the ask was for the level of education of peace officers without degrees indicated.

There are more than 22,000 active peace officers that do not have a college degree indicated.

I took three data samples of 500 each. And it's -- the data showed that 91.2 percent of the officers had some sort of college course work. All of them had some sort of formal education, whether it be college course work or advanced officer training or academy.

So this first slide is a bar graph just showing the number of officers for each dataset that had the combination of education levels.

And then this pie chart is the average. So the percentage of all three data samples together. As you can see, the majority of them do have some sort of

formal education, mostly college course work or advanced officer training or academy.

And this is a -- more of a breakdown. So this is the first dataset. The larger pie chart is the main groups. The smaller pie chart is breaking down the other portion, which has the level of education combinations that include military service, life/work experience or other academies, for example, fire academy or EMT. Just various other academies.

This is the second dataset. Again, pretty similar to the first dataset with the other combinations of -- that include the military or the life/work experience. Most of them still have college course work experience or credits.

And the third dataset, still pretty similar.

And then that is the average of all three datasets together.

So, again, still showing that the majority of officers have college course work credits.

This last chart shows the number of officers that have military experience, life/work experience or other academy experience.

Many of these officers are included in all of those numbers because they have military experience as well as life/work experience so they are counted in each of

those.

CHAIRMAN LONG: Any questions or comments on the education portion?

(No response.)

CHAIRMAN LONG: Okay.

MS. FORD: Good morning, Mr. Chair and Commissioners.

I know you have the presentation already, so I will only hit updates and/or highlights on particular slides.

The first slide, as you can see, we've had our highest reporting since implementation of SB 2 with most agencies submitting multiple reports.

As you are aware, in October we did send a letter out. We identified agencies that had zero reporting or lower than expected reports. We narrowed those down to 60 law enforcement -- traditional law enforcement agencies. We did send them a letter requesting that they verify their numbers versus what POST had. Forty-five of the 60 responded quite quickly and we have been in contact with the 15 remaining agencies thus far.

This shows our intake of serious misconduct reports. I think the key to this is we are trending, as we are in the past, that 2,500 reports per quarter is what we're receiving.

We received 3,300 public complaints. This just

gives you a breakdown of per quarter how many complaints we are getting in.

We are actively investigating public complaints. As you can see, here's the breakdown. We've closed out 43 percent. Twenty-eight percent of the public complaints are with POST and being reviewed. And the remaining are with the agencies for additional documentation.

The key point on this slide is to indicate that once an agency has completed their IA investigation, when they submit the initial notification to us, it's about eight months before we get the final IA from them and that's when POST begins their investigation at that point.

This just gives a breakdown of all of our allegations thus far. As you can see, the top three has not changed since we started SB 2, which is excessive use of force, bias, and abuse of power.

We do prioritize our cases, as you're aware. I think the key on the next two slides on this is that our top three for Priority 1s, which are sustained agency findings, are acts that violate the law, dishonesty and excessive use of force.

As you can see from this slide, 90 percent of our closures include ITS public complaints and all of the priority cases thus far. So we are working on the 7

percent.

Case closures, as you're aware, we did have a backlog of Priority 3 cases and I am happy to report that we are, at this point, caught up statewide.

So this just gives a breakdown of the closures.

I do want to make a point that February 1st we did stop doing the abbreviated closures. So now even on P3s we are going through the whole process of looking at each case individually with the IAs and the videos.

To date we have cleared and closed all of our cases within that three-year statutory time frame that we do have.

It takes, on average, about seven months for our investigators to get a case and then close it.

As you can see, 95 percent of our case closures involve a no further action and I will address what that means. But approximately 2 percent we've taken action on the cases.

The breakdown on our no further action cases are 79 percent are not serious misconduct and 4 percent result in not clear and convincing, which basically means when we got the case, we could not get to the clear and convincing evidentiary standard.

This bar graph just gives you a breakdown for each of the priority cases and their closures and the

reasons.

As you can see P3's and P4's are primarily closed because they do not meet serious misconduct.

While our Priority 1s and 2s are because we could not get to clear and convincing evidence.

Our closure trends for public complaints, as you can see, we've closed out 86 percent. Majority is that they do not meet serious misconduct. And a small percentage, five, do not meet because they were non jurisdictional, which basically means we got the complaint, but did not include an officer that was indicated under the Penal Code that we work under.

CHAIRMAN LONG: Questions for Ms. Ford?

Commissioner Moodian.

COMMISSIONER MOODIAN: May I ask an earlier question related to the presentation on the college course work?

CHAIRMAN LONG: Please.

COMMISSIONER MOODIAN: Is -- do the data -- are there any particular majors that tend to be the most common majors among those who complete criminal justice?

And do most departments have a generous college reimbursement program?

MS. TOWNSEND: We did not look at the breakdown of what the majors were or what the courses were, so I'm not sure about that.

COMMISSIONER MOODIAN: Okay. Thank you.

MS. WEILER: And then as to your second question, it varies from agency to agency whether they offer reimbursement and how much reimbursement.

And then along those lines, because the question came up yesterday, the Advisory Committee, the salary incentives also vary by agency. How much they offer and whether they, you know, offer it at all, those also vary agency by agency.

COMMISSIONER MOODIAN: Thank you.

COMMISSIONER GORDON: And just a little further insight, it's typically not generous.

CHAIRMAN LONG: Commissioner Gordon.

MS. WEILER: I guess just an added note on the data, we extrapolated a sample size of 1,500 to the 82,000, which looks like it's a huge number to extrapolate to, so we started with sample sizes of 500. And if there was extreme difference within those -- each sample size as we drew them, then we would continue to draw a 500-person sample size that was drawn randomly.

But as you can see, the data was similar with each dataset, so we felt it was safe to extrapolate that information. It's also -- since I know you're newer to our Commission -- the data is also based on what's provided to us.

So it's not covering every single officer. So we don't have education needed for all 82,000-plus officers. It's only the peace officers who have applied for a professional certificate. So that would be the intermediate, advance, supervisory, et cetera.

So the data we have is limited. But --

COMMISSIONER MOODIAN: Thank you.

MS. FORD: We have sent out 77 Notice of Intent to Revoke letters over 48 of -- 48 of those resulted in a default decision which is approximately 62 percent.

And then 25 have resulted in appeal, which you will hear the three cases this week or two of the cases.

I did want to provide a little bit of an update since the last Commission meeting in regards to -- that's not on your slide.

Since December of 2025, we did send out 12 Notice of Intent to Revoke letters. Of those 12, four defaulted, five appealed and three are currently in their 30-day review period.

As far as their officer status at the time we sent those letters, five of them were employed, four are terminated and three resigned.

CHAIRMAN LONG: Thank you, Ms. Ford.

Further questions?

I believe our Executive Director would like to add a

point.

EXECUTIVE DIRECTOR ALVAREZ: Sure. Christine, are you good? Okay. Great.

Thank you, Mr. Chair.

So I wanted to mention, since this is a meeting that's very heavy on financial aspects of POST, so we have a funding mechanism for Office of Administrative Hearings, expenditures or costs related to the ALJ hearings.

And we also have a separate budget line item for DOJ for paying for representation for the cases that my three colleagues mentioned when they do go to an ALJ hearing after you all make a recommendation or send it over to the ALJ.

The funding stream for OAH is ongoing until the legislature says otherwise. So we will have that in the budget for next year. The year after, hopefully, and the year after. It's approximately $5 million.

We've given some of that money back in terms of budget cuts, because we knew we were not going to spend the $5 million. We've had one hearing to date. We anticipate having at least five more by the end of this year.

The DOJ money, however, was three-year money. So we have that in our budget every year. Again, another

$5 million. That will expire in June, at the end of June. So we are working with the Administration to try to recover that funding stream, so to speak, so we can continue to pay for the DOJ bills as they come through to represent us at the ALJ hearings and represent us at this -- at this Commission meeting, at the Board meetings.

To give you an idea, the cases are taking almost nine, 12 months before an ALJ is scheduling the hearings.

We have the next hearing, I believe, in August. It's a case that I believe you guys heard over the summer of an LA Sheriff's deputy.

The one case that we have moved through, an ALJ has issued a final report. Just to give you an idea of the cost, it's $42,000 to POST, for a break up of DOJ costs and OAH costs. So those are just our costs. So they are not cheap. And that obviously doesn't include the cost to the individual who contested the, you know, the action before him.

CHAIRMAN LONG: Questions?

Commissioner Gordon?

COMMISSIONER GORDON: A quick question and clarification.

So nine months after this body hears the case, it's

an additional nine months before it actually goes to the ALJ?

EXECUTIVE DIRECTOR ALVAREZ: Generally yes, it's taking that long. I mean, unless it's a little shorter, Annemarie, or Toby, has it been shorter?

It seems like it's taking six to nine months. Nine months or so.

MS. DEL MUGNAIO: Thank you for your question, Commissioner Gordon.

The Office of Administrative Hearings gave us their commitment that they would schedule these hearings, try to schedule these hearings within about four months of us getting them over to OAH.

But there's a time period that goes to the Department of Justice and they work on the accusation being filed. So I think what Manny's referring to is from the time you guys make your decision, it goes to the Department of Justice, they work on the accusation. The accusation gets filed. Then the Respondent has to file a Notice of Defense. And that Notice of Defense is filed. And then it goes over to OAH and they schedule the hearings.

So OAH is still pretty much keeping their commitment to us to schedule the hearings within four to six months. I can tell you at this point we've had a number

of continuances requested and granted because of scheduling conflicts for the defense attorney.

So, that's really where there's more of a delay.

Our Executive Director talked about hearings that are being conducted. We actually have hearings scheduled in May this year. And that one is one that you guys heard probably one of the very first cases you guys heard.

So they are taking some time. But I can tell you that case was scheduled a while back, I think it was scheduled last year. And there was a request for a continuance and that request was granted.

We are pushing back on some of those continuances now because, again, it's just a delay in prosecution, right, and that can be a strategy used to try to, you know, the facts get older, the recollection gets older, it's more difficult to prosecute.

But I appreciate the question.

COMMISSIONER GORDON: Then just follow up to that --

MS. DEL MUGNAIO: Sure.

COMMISSIONER GORDON: -- answer would be once the ALJ hears the full presentation of the case, how long before you're receiving the ALJ decision?

MS. DEL MUGNAIO: So the ALJ has 30 days within which to render a decision to us.

And then we have 100 days where we have to take action on that decision.

So they only have 30 days after they hear the case to get a written decision to us. A proposed decision.

COMMISSIONER GORDON: And then during that follow-up of 100 days, is that when it would come back to the Commission for the final vote?

MS. DEL MUGNAIO: Yep. That's true. You will actually be hearing today in closed session a case where we have a proposed decision from an ALJ and it is before you for final decision.

It's on a cancellation case. It was the case that Manny was just referring to -- excuse me, our Executive Director was just referring to. That was the $42,000 cost. That's DOJ and OAH expenses.

But, yeah, that case is before you folks today in closed session.

COMMISSIONER GORDON: And how many cases do we have currently scheduled to go to the ALJ?

MS. DEL MUGNAIO: We have five cases at the Office of Administrative Hearings, but there are probably about 13 cases total right now pending with DOJ and OAH, meaning they're in that accusation filing stage or preparatory phase to get the accusation filed. Five cases have been scheduled and have hearing dates.

But there's about another seven or so that are in that process of being scheduled.

COMMISSIONER GORDON: Has there been any discussion internally or even with, you know, the governor's office about looking at the totality of how long these cases take and whether the current format of it going to the Advisory Board, then us, then to the ALJ and then back to us, whether that is the most effective use of the process?

MS. DEL MUGNAIO: I think there are other parties that are looking at that, other interests, associations, et cetera, are looking at the current process in terms of the prehearing phase, and then the hearing phase and then the decision phase.

They've expressed concern with how long it takes and whether or not that prehearing phase is actually necessary.

So, yeah, I do think that's being looked at in terms of a legislative fix, not by POST, but by other interested parties.

COMMISSIONER GORDON: Thank you.

MS. DEL MUGNAIO: You're welcome.

CHAIRMAN LONG: Other questions?

COMMISSIONER DOERING: Commissioner Doering.

Just to clarify, too. So if we have a case that

comes back to the Commission from the ALJ and it's a case that we heard and voted on versus the one that we're hearing today in executive session, would that process be different for the second time around?

Or that would still just be a closed session revealing ALJ's decision?

Or would we have a second full hearing, as we did the first time?

MS. DEL MUGNAIO: You could choose to do that.

However, the process generally flows where if it's had the evidentiary hearing and there's a proposed decision before this body that you would consider that proposed decision with your counsel in closed session to get any kind of legal advice or technical advice regarding the judge's proposed decision. And then you would return to open session and your decision would actually be made available during the public session.

I think your question was twofold. If we didn't have the prehearing phase, no, there would not necessarily be open deliberation by this body regarding the case.

You could choose to do your deliberations in open session. That would be a choice of the Commission.

CHAIRMAN LONG: Commissioner Gordon.

COMMISSIONER GORDON: Sorry, this question spurred

another question, then.

So, just because we have not seen one coming back from the ALJ to this point, I just want to be kind of clear on what we can expect as we move forward, is that that closed session material, will we have the ability -- because clearly our first exposure is not a full evidentiary hearing, which is the point of the ALJ.

Will we see all that material that we are going to make our final decision on before we are all in a room to discuss it?

So do we -- is there going to be a format where we get to see all of what is being discussed, you know, and the full ALJ decision before we go into closed session to make those decisions?

MS. DEL MUGNAIO: You can request the entire record of the evidentiary hearing and have that all available to you, including the transcripts and anything that was available through the course of the hearing, discovery wise and et cetera.

You can request all of that.

And the Office of Administrative Hearings, would make all of that available to you to review prior to your closed session deliberation.

COMMISSIONER GORDON: If it wasn't requested, what would POST be providing us?

MS. DEL MUGNAIO: The judge's proposed decision, which is a summary of all of the facts and evidence taken at the hearing and their proposed decision based on that summary of facts.

COMMISSIONER GORDON: Thank you.

MS. DEL MUGNAIO: You're welcome.

CHAIRMAN LONG: Additional questions or comments?

Thank you, Ms. Del Mugnaio.

Let me just ask Mr. Bing and Ms. Essex, do we have a couple extra copies of this report that we could provide to our witnesses earlier, Mr. Miller and Ms. Williamson, who've asked for the information. If we could make available to them a couple copies, that would be helpful, I think. Thank you.

Most of that information is online, a couple of the charts are a little harder to find, so that should make it easier for you.

Our next item, Item D, is a report on the creation and priorities of the Compliance Audit and Accountability Bureau.

New Bureau Chief Robert "Bob" Tripp will report on the Bureau. Mr. Tripp has recently joined us from the FBI. One of now several members of the FBI caucus on the West Coast. Former FBI agents on the West Coast.

Mr. Tripp.

MR. TRIPP: We're a growing presence.

Thank you, Mr. Chair and thank you, Commissioners.

I appreciate the opportunity to introduce POST's newest bureau, the Compliance Audit and Accountability Bureau, or CAAB. CAAB's mission is to promote the efficiency and effectiveness of POST programs through audits, compliance reviews, and program assessments.

To explain what that looks like, I'd like to walk you through the three teams that compose the Bureau.

The first is our audit team, which will conduct formal audits of internal and external contracts, reimbursements and expenditures.

Regarding the internal work, CAAB will supplement the due diligence of POST program managers and supervisors and provide regular reviews of costs over a certain threshold. The goal is to make rigorous internal auditing a routine part of our business practice.

Regarding externally facing projects, as you're aware, POST currently contracts with the State Controller's Office to conduct audits of agencies receiving POST reimbursements. Our current contract, in fact, calls for twelve such audits be done this fiscal year.

We anticipate bringing those audits into CAAB. And

our intent is to do so as soon as staffing allows with the goal of having staff in place prior to the next renewal of the SCO contract.

The staffing plan for the audit team is actually displayed on the monitor. We anticipate having three auditors supervised by a staff management auditor. We are in the process of hiring the staff management auditor currently. We actually have interviews scheduled next week. And once that person is in place, we will bring on the remaining people on the team.

The second team is our Quality Assessment Team. This team will conduct qualitative assessments of POST programs and initiatives.

One priority for the Quality Assessment Team is management of the Quality Assessment Program, QAP, which is transitioning to CAAB from the Training Program Services Bureau.

Another priority for the Quality Assessment Team is partnering with the Peace Officer Standards Accountability Division to look at how we're investigating serious misconduct cases. We will review investigative methodologies and standards to ensure consistency across the three professional conduct bureaus and adherence to the law and, of course, to your guidance.

This team will be staffed by three law enforcement consultants, one LEC II and two LEC Is. Our LEC II is currently on board and we have advertised for the LEC I, but have not yet selected a candidate. We will be doing interviews next week.

The last team in CAAB is our Policy and Administration Team which will both support the projects of the other two teams as well as collaborate with them to identify gaps in policy and regulation and to address those gaps.

Our staffing plan for this team is one Manager II, who is currently on board, and an Analyst I or an Analyst II supporting the manager. As I said, the manager is currently on board. We are advertising for the analyst and will be doing interviews in the coming weeks as well.

So when staffed, the three teams will be able to initiate projects and answer the questions regarding the value and execution of POST programs. These are questions that come up both internally at POST as well as questions that come up here in public meetings. And of course, anything at the request of the Commission.

CAAB assessments and audits will offer an independent perspective. They will perform thoughtful analysis, identify best practices and, as needed,

develop mitigation strategies.

So that, in brief, is what CAAB is all about.

We have a significant internally focused component to our work. But there's plenty of opportunity for us to engage in externally facing projects, especially regarding training and reimbursements.

And that actually concludes my presentation, pending any questions.

CHAIRMAN LONG: Thank you, Mr. Tripp.

Any questions or comments of our newest bureau and newest Bureau Chief?

Commissioner Braziel?

COMMISSIONER BRAZIEL: It went on by itself.

CHAIRMAN LONG: Chief Salazar, were there any comments of the Advisory Committee on this item?

ADVISORY COMMITTEE CHAIR SALAZAR: Thank you, Chair Long. On this item there were no comments, just questions regarding the staffing, but staff addressed those.

CHAIRMAN LONG: No questions for Mr. Tripp?

Thank you very much. And welcome, again.

I neglected to ask Chief Salazar to talk about the Advisory Committee's reaction to the certification report from yesterday. I believe they had a longer discussion.

ADVISORY COMMITTEE CHAIR SALAZAR: Thank you, Chair Long.

Yes, the Advisory Committee had a good discussion yesterday on several areas related to the last report.

I'll start with just some of the stats that were provided with regards to misconduct and some of the demographics related to that.

But there was some discussion noting that the serious misconduct was happening kind of more mid-career, five to seven, five to ten years, so a little bit later than maybe anticipated in some in terms of average years of service or average age. So there was discussion about how that data might be vetted out in the future to determine the impacts of -- that wellness may have on some of that serious misconduct and discipline. And so we had a good discussion related to that.

There was the question regarding, and staff is working on this one, but there was -- Slide 31 had to do with 79 percent of the reports not considered serious misconduct and whether or not there was a theme as to which categories of misconduct are being reported in that 79 percent and them being determined not to be serious misconduct. And that question primarily has to do with, again, the question about the broadness of some

of the definitions and whether or not those can be refined to kind of address some of that issue.

A lot of discussion was had with regards to the education data. That was very appreciated. I can tell you, Sheriff Honea was very excited about the education data that was presented.

But we also noted that that's a very small sample at this time and that the data is actually very limited because there is no requirement, either for POST or for agencies or individual officers, to submit education data. So if you don't have it at the time they initially get hired and it's inputted into the EDI or you don't get that information until they apply for either an intermediate or an advanced certificate, POST doesn't have accurate information with regards to what an officer's education status is. So the data can be very off in some areas. And if it is going to be some sort of emphasis, we had some discussion about how that could be captured more accurately. Is there a way or a requirement, either from the officers or the agencies or from POST to enter that information so it's more accurately kept into EDI.

Some questions about whether or not it could be captured from resume -- instructor resumes as well, because typically that has education data as well.

So in closing, basically, just had a lot of discussion as to whether or not we could get more accurate education data and the value of that.

A question that was related to whether or not there was any nexus to the -- an officer's level of education and discipline or serious misconduct, but the data is just not sufficient yet to vet that information out.

And then there was, I don't know that we just saw it, but there was one slide that had to do with comparison to other state licensing agencies and the actions taken under SB 2. And we did have some discussion there. And I noted some fairly significant differences between those other state licensing agencies as well with regards to what's required under POST and SB 2.

So that is -- we had a good discussion and that's kind of a summary of what the discussion was.

And thank you for the opportunity to present.

CHAIRMAN LONG: Thanks, Chief.

Our next item is a legislative update from Legislative Liaison Meagan Poulos, who will report where the legislature is. They're obviously early on in the session, so this stuff is somewhat gestational.

Meagan.

MS. POULOS: That what we're calling it?

Good morning, Mr. Chair, Commissioners.

I'm happy to be here as your Certified Black Cloud to give my quarterly doom and gloom report. You're welcome in advance.

So it is the second year of the two-year session. It began on January 5th and we're now past the deadline for bill introduction. Committee has literally just started this week. So we're in the very, very early stages. Lots of bills to comb through, so I'm only going to give you an update on a very small amount of bills that are of interest to POST specifically.

The first bill is AB 1586 by Assemblymember Ramos. This bill would essentially require every school resource officer, while on duty, to carry an opioid antagonist to provide emergency treatment during an overdose.

And it would also require every SRO upon assignment and every two years to complete an opioid overdose recognition and response training.

I also want to outline that that bill has definitions of what an SRO is and it would apply to contracts, agencies as well. So it's pretty much everyone.

AB 1814 by Assemblyman Alanis. This bill would require POST to create a course relating to the

detection and apprehension of drivers under the influence. This bill outlines specific course objectives and requires a minimum of three hours of training to include training scenarios.

All peace officers with a rank of supervisor or below who are assigned primarily to traffic enforcement would be required to take this course and every two years after.

There is a carve-out for -- the CHP primarily conducts this training right now. So there's a carve-out if they don't want to take the POST course, they can take the CHP course that's POST certified.

Assembly Bill 2119 by Assemblymember Jackson. This bill would require POST to update our existing guidelines and training to include specific gender bias prevention and trauma-informed methods for responding to victims regardless of gender.

AB 2347 by Assemblymember Ahrens. This bill would require POST to review existing hate crimes training for effectiveness and then adopt evidence-based training requirements to address gaps identified in that review as it pertains to hate crimes.

And then the last bill I'm going to mention is Senate Bill 937 by Senator Gonzalez. This bill would expand on current prohibitions to disburse crowds during

a protest or demonstration to include flash bang grenades.

So if you recall several years ago there was a bill passed to prevent kinetic projectile tools being used during demonstrations and protests. And this would expand on that and include the flash bang.

There are several bills relating to public employment, secondary employment and disqualifications with the intention to prevent ICE agents from becoming peace officers as well as peace officers working as ICE agents.

I know you are all aware of those bills, as they're highly political.

I just want to add that as the session continues, POST is tracking all of these bills and will obviously update you as they progress. And I also like to caution that this time of year always seems chaotic in the legislature.

So we have a lot of time between now and August.

So with that, I yield my time, Mr. Chair.

CHAIRMAN LONG: Thank you, Ms. Poulos.

Any questions from Commissioners on any of this legislation?

Chief Salazar, was the Advisory Committee excited by any of these potential bills?

ADVISORY COMMITTEE CHAIR SALAZAR: Thank you, Chair Long.

Very excited by a number of these bills.

Just some questions with regards to a couple of bills related to training, but nothing specific.

CHAIRMAN LONG: No more questions?

Thank you, Ms. Poulos.

MS. POULOS: You're welcome.

CHAIRMAN LONG: We'll have a presentation on one of our tried and true items, Regulation 1005 update.

Chief Counsel William "Sisyphus" Darden will report on this boulder.

MR. DARDEN: I think that requires an explanation, Mr. Chair, but that's okay.

Tobias, could you pull up the staff report if you haven't done it already? I'd appreciate it.

So good morning, Commissioners.

This is really a procedural not a substantive update. As you recall, in end of last year, we presented to you a draft update of the minimum entry level training, foundational training, standards for peace officers.

You will probably recollect that it is an extensive proposed revision. We're going from about page and a half or two pages of the existing regulatory text to

over 18 pages in order for us to cover each category of peace officer that is laid out in the California Penal Code. So it's an extensive change.

Our intention had been to hopefully to try get it out early this year with the hope that we might be able to have public comment concluded even prior to this meeting. Unfortunately we ran into a couple of problems.

First, the OAL publication deadlines were not our friend.

But more fundamentally and more problematically, what we discovered in putting together the package for the Office of Administrative Law, in light of the extensive changes to the regulation and the number of new sections that we were putting into 1005, it took an already very complicated regulatory provision, 1005, and turned it into one which is even more of a monster than, frankly, it already is.

So if you've looked at 1005 in a while, you'll see that at the beginning of the regulation, there's some foundational training requirements for RBC type positions. Then it goes into basic course waiver and field training program requirements.

So then we get back into additional requirements for foundational training for different types of peace

officers. And we get into CPT and leg mandated and a bunch of other topics.

And so it got to the point where this regulation, as we were proposing to take it to OAL, was really just too dense and difficult to follow.

We have also received some feedback from OAL over the years that because 1005 covers so many discrete areas, that OAL thought that at some point it would be appropriate for us to try to split it up so that it is easier to understand. And this really is the time for us to do that.

So what we're proposing to do now is we are hoping to put it out for public comment, certainly so that comment will be closed before our next commission meeting.

But as you see up on the screen, what we would like to do now, as we put it out to OAL, is we want to split it up into sections that are more discrete and understandable so that the officers, the agencies and the public will be able to really better understand and find the content more easily within the Code of Regulations.

So what we propose to do is 1005 would simply be a section talking about the scope of the entire 1005 regulatory provisions.

And then the new foundational training requirements, which is that new, extensive regulatory sections, that would be 1005.01.

And then as you see, we would have .02 now would be the basic course waiver;

.03, field training program requirement;

.04, continuing professional training;

.05, leg-mandated courses;

.06, supervisory course;

.07, management course;

.08, rifle and shotgun training;

And .09, the optional training.

So hopefully as you can see from that, all of that was sort of smooshed into the existing 1005. And it's why the Regulation is really too dense and difficult to follow as it is.

And so particularly with adding all of this new content, we thought that this is the time for us to do what OAL has long suggested and that is to split this up so that it's more easily understandable.

So our intention is not to make any changes, other than numbering, to anything other than the foundational training requirement.

So you won't -- when this comes back to you, you won't see anything different in the .02 through .09

sections. They will be intact.

It simply will be a revision of the structure of the statute so the numbering is different and they're broken up into sections that, again, are clearer, more discrete and easier for everybody to understand as they are looking through it.

So no substantive updates. Just that procedural update. We do intend to put it out and I'm looking at my friends from BTB who are helping me with the monumental task of trying to basically do this gut and amend of this regulation.

And so our intention is to get it out hopefully within the next month or so. I'm looking at Jennifer. And we'll get it out for public comment and then hopefully have public comment closed in time for the next Commission meeting.

So that's really all I have, unless there are any questions.

And thanks to Kern County. Appreciate them and their continued interest in this. And for coming down, although we are not talking substance today, so just procedure.

COMMISSIONER NIETO: Commissioner Nieto.

CHAIRMAN LONG: Yes? Oh, Commissioner Nieto.

COMMISSIONER NIETO: Excuse me.

And this is to Director Alvarez.

On one of those was the rifle and shotgun. We discussed this in prior years.

My question is, and I'm bringing this from the chiefs in my county, is regarding, again, the shotgun requirement. Have we done a study lately to see how many agencies still use the shotgun?

Because it is a disqualifier in the academy; is that correct?

EXECUTIVE DIRECTOR ALVAREZ: Yes, that is correct.

So, if I may, we have not recently done a study of departments that use shotguns. We are having discussions about how we can address the concerns from departments that are not using shotguns.

The challenge is there are departments that use them, especially rural departments. And they will have to send people out after they complete their basic training to go get rifle -- I'm sorry, shotgun training.

Also, we've addressed -- and maybe Toby can speak to it, since he did the analysis of the less-lethal shotguns that are out in the field. Many of those less-lethal shotguns are considered shotguns, per DOJ, per the law. So those individuals that carry less-lethal shotguns that meet the criteria, which we think are a majority of the less-lethal shotguns are

also going to have to go through shotgun training.

So those are the concerns that we have. I think generally speaking, we're not necessarily opposed to removing it, but we know it's going to have a cascading effect on departments that are using less lethal or that carry shotguns.

So those are the concerns that we have.

But we did -- we told the academy directors back in September that we intend to address it this year. If there is some mechanism to work on that to get to some middle ground, that we can either remove it or help those agencies along that don't require their officers carry shotguns.

I don't know if that answers it.

But, they're -- you know, I don't know how many of the departments here carry less-lethal shotguns and if they're shotguns that are converted, they're going to be considered less-lethal shotguns. Or they're going to be considered shotguns.

COMMISSIONER NIETO: Commissioner Nieto.

I think the concern, speaking with different chiefs and speaking with different sheriffs, is not the training. It becomes an automatic disqualifier if they don't qualify after, you know, they fail once, they get remediated. If they fail twice, they are completely out

of the academy. And so it's -- that's why it's a concern.

I think chiefs and sheriffs all want extra training, but I think that's the main concern with the conversations that I've had personally.

EXECUTIVE DIRECTOR ALVAREZ: Thank you, Commissioner Nieto. And your point is very well taken.

We've had discussions about removing the testing component and making it a familiarization training. It is not required in the law that they be tested. It's required that they receive the training.

So we have had those discussions and we intend to have a workshop to address the shotgun aspect of it in June.

So hopefully we should have some more detail probably at the September meeting. But we are working on it. And we definitely recognize the concerns.

We're also hearing from some of the academies that they're having issues finding parts for the Remington 870 shotgun, which is primarily what's being used. So we are hearing -- hearing it and we recognize the issues.

Thank you.

We'll bring it back, hopefully, in September if that's okay.

CHAIRMAN LONG: Thank you, Commissioner Nieto.

Additional comments from any of the commissioners?

Chief Salazar from the Advisory Committee?

ADVISORY COMMITTEE CHAIR SALAZAR: Just support on this and no concerns with regards to this item.

Thank you.

CHAIRMAN LONG: All right. Let me ask, Connie. How are you doing? Break now?

THE COURT REPORTER: I'm okay. We can keep going another -- I don't know.

CHAIRMAN LONG: We got a big section coming up on contracts now. Do you want to take a break now or --

THE COURT REPORTER: Now, yes.

CHAIRMAN LONG: Let's come back -- so 15 minutes?

Let's take a 15-minute break, which puts us back here at 11:25.

Thank you.

(Break from 11:13 to 11:26.)

CHAIRMAN LONG: Could everyone take a chair. We'll get going. It's 11:25. 11:26. Please take your seats and we'll get moving here.

All right. We will move now to what is essentially the center piece of today's item agenda: The training contracts.

We'll also take them slightly out of order, because

we'll begin with the contract -- or the overview fiscal items which is 3l., 3k. and 3m.

Then we will bring up the individual contracts.

Technically, though, it's probably important to note these are not actually contracts, but rather authorized spending amounts. And all referenced contract amounts are ceilings, everyone should know.

Administrative Services Bureau Chief Cheryl Smith will briefly report on year-to-date expenditures before introducing ad seriatim, we'll do each one, proposed 26-27 contracts requiring Commission approval.

We should be able to vote relatively quickly on each item. Staff will answer and address any questions anyone has on any contract.

And any Commissioner who has reservations, questions or wants to abstain can do so, as we'll take up each contract in order.

Ms. Smith.

MS. C. SMITH: All right. Good morning, Chair Long, Commissioners.

So on this first slide, we have the contract expenditures. So the contract expenditures are the contracts that the Commission approves that are 250,000 and up.

So this is where we currently stand with how many of

that -- how much is executed, how much has been invoiced so far. And all these are based on -- it was February 4th when we ran all of the reports. So this is where we're currently at with the contract expenditures.

Does anybody have any questions regarding contract expenditures?

CHAIRMAN LONG: These charts are all in your agenda as well?

MS. C. SMITH: Yes. Correct.

And then next we have -- will be the expenditure report. So it will show the State Penalty Fund, the General Fund and where we're currently at with it in a whole.

So the next slide will be --

CHAIRMAN LONG: Let's leave that aside for a minute, just for a quick minute. Since we've had -- since we've all been together, we've had the budget introduction. Manny has a quick comment, maybe, Mr. Executive Director on the POST budget, given what may befall the state in the months to come.

Do you have anything you would like to say?

I've not talked to Manny about this, so it's totally catching him cold but --

EXECUTIVE DIRECTOR ALVAREZ: I think --

MS. C. SMITH: We're going to get to that.

EXECUTIVE DIRECTOR ALVAREZ: -- Cheryl is going to address the current -- the proposed budget, if I may defer that --

COMMISSIONER BRAZIEL: Good.

EXECUTIVE DIRECTOR ALVAREZ: -- to her.

CHAIRMAN LONG: Thank you. Ms. Smith.

COMMISSIONER NIETO: Commissioner Nieto. On the -- real quick, again, because we're just seeing numbers on these things and we're not seeing where we're at, so I guess this is either to the presenter or to the Executive Director, are we within our good numbers compared to other years?

Because I know there's been some budget issues.

CHAIRMAN LONG: That's your question.

EXECUTIVE DIRECTOR ALVAREZ: Sure.

Commissioner Nieto, yes. I think our budget is pretty much going to be the same or we anticipate it being the same or we're planning forward with the training contracts that are before you today, as well as the local assistance being the same.

If there are budget cuts, we anticipate those budget cuts coming from administration. We've obviously already agreed to certain budget cuts in the last couple of years. But we anticipate the budget, we hope, will be the same as the last few years in terms of training

delivery.

CHAIRMAN LONG: Thank you, Commissioner Nieto.

Ms. Smith.

MS. C. SMITH: Okay. So then we have State Penalty Fund breakdown lists the different appropriations, standards, training, peace officer training, and POST administration. So it's just a breakdown of the State Penalty Fund money.

And then the General Fund. So the money we get from General Fund. And then it breaks it down again by standards, training, peace officer training and then POST administration.

That's where we currently stand with each of our expenditures for the different plans.

Anybody have any questions regarding those?

COMMISSIONER THERRIAULT: Commissioner Therriault.

The State Penalty Fund allocation, just approximated five years, how much has that been decreasing over time?

MS. C. SMITH: On how much we're getting from Department of Finance?

COMMISSIONER THERRIAULT: Yes.

MS. C. SMITH: Actually, I think this is the first year we've decreased from previous years.

And then some of it was SB 2, we had BCPs in that first, you know, and it gave us a higher amount of

money. And then it decreased each year based on us getting going and purchasing the things that we would need for SB 2. And so then it slowly is cutting back also.

COMMISSIONER THERRIAULT: This is the first decrease, though? First year?

MS. C. SMITH: First year that we've seen a significant decrease in our budget.

COMMISSIONER THERRIAULT: Okay. Thank you.

MS. C. SMITH: So the next slide is going to show --

CHAIRMAN LONG: Mr. Executive Director had a comment?

EXECUTIVE DIRECTOR ALVAREZ: If I may. Commissioner Therriault, perhaps in June we can give you an idea of the -- we're not the only department that has funding that comes from the State Penalty Fund.

But we can perhaps put a chart together -- I think they make it public anyway -- on how much money is coming into the State Penalty Fund as a whole, year by year.

Obviously it's decreased in the last decade, so we can easily present that at the next meeting.

COMMISSIONER THERRIAULT: Commissioner Therriault. Thank you.

That would be helpful just to know obviously what that break down is. I mean, I think most people are

aware the State Penalty Fund has been decreasing for some time, but then it would be also just good to have that comparable for POST specifically.

Thank you.

MS. C. SMITH: All right. And then this is the proposed budget for 26-27.

So for 25-26, our budget was at 102 million. And so for 26-27, it's proposed at 96 million.

This includes some salary savings benefits. And we did some budget drills that we've given back some of the positions. And done some reductions based on the governor asking for some to fix the state budget.

Does anybody have questions in regards to the proposed budget at all?

COMMISSIONER NIETO: Commissioner Nieto.

I jumped to a different chart. Real quick, I see that under the supervisory thing, is -- it's gone down about 220,000.

Is there -- and these are the first line leaders, Director. So why that cut there?

Do we just have less that need to go through?

I mean, I think this would be an important one that -- for agencies that these are the people we get trained before some of the higher levels.

EXECUTIVE DIRECTOR ALVAREZ: I'm looking at my

colleagues to see if they have that answer. I presume -- I'll let -- I won't speak, because I'll screw it up.

But Kenya and Tom?

(Audience comment; inaudible)

EXECUTIVE DIRECTOR ALVAREZ: Just let keep me going and I'll screw it up.

CHAIRMAN LONG: Commissioner --

COMMISSIONER BRAZIEL: Yeah, before -- before Kenya goes, back to the original question we had on the budget positions you gave up, and the -- our positions you gave up, did we permanently give them up or did we freeze them?

EXECUTIVE DIRECTOR ALVAREZ: They're supposed to be permanent.

COMMISSIONER BRAZIEL: Supposed to be.

EXECUTIVE DIRECTOR ALVAREZ: Supposed to be permanent. We went to 263 positions, I believe, to 258.

We are still seeing some of the reports in the Department of Finance reporting that shows us having 263 positions. And we tried to clarify: Do we have them? Do we not have them?

But we're operating on the stance that we have 258 positions and they were permanent reductions, yes.

And if I may, the budget -- the budget numbers and

the decline in our budget is primarily due to those positions as well as to the OAH and DOJ costs. That's how we got to those numbers.

COMMISSIONER BRAZIEL: All right. I thought I would close that one out before we move on to another topic.

Thank you.

EXECUTIVE DIRECTOR ALVAREZ: Yes. Thank you.

MS. C. SMITH: I believe those budget -- those positions that are being eliminated will be eliminated within the next month, so those will not show anymore.

And then the question, is that on the proposed contracts are you talking about, or --

COMMISSIONER NIETO: Yeah, the 26-27 contracts that are going to require approval by the Commission.

MS. C. SMITH: Okay.

COMMISSIONER NIETO: And it seems like that amount, it came from the supervisory course, but yet SLI remains static, which is not required.

The management course went up a little bit. I know you have to balance it, but I would think first line leaders would be important.

Is it because there's less -- I just want to understand that's what -- that's why we are making these cuts or why you are proposing the cuts in that area?

CHAIRMAN LONG: Perhaps, Commissioner, we should

just deal with that when we get to the supervisory contract, because we will go through each one. So any concerns any commissioner has on any of them, we'll address at that time.

Does that make -- is that okay, Ms. Smith? We'll wait until we get to the supervisory contract, which is toward the top.

And we'll continue on.

MS. C. SMITH: So, I think the last slide.

So here we are with the contracts that need approval for 26-27. This would be all contracts that are 250,000 or more needs Commission approval.

So each of these, we're going to go through and, Chair Long, correct me if I'm wrong, and we'll vote on each one to approve the amount that's proposed for 26-27.

CHAIRMAN LONG: Yes. We'll take them, as I said, ad seriatim. In the past we've sometimes voted by bureau, but I think it's been more complex than necessary in past years to vote by bureau when people have questions about specific contracts. So, yeah, we'll do each one.

Ms. Smith, I'll just introduce each one and if there are questions or if you have additional comments, we'll do that.

And then we'll move to -- if there are no questions on a contract, we'll move to a vote.

MS. C. SMITH: Perfect. So the first one we have is CSU Long Beach, the Use of Force De-escalation Training for this year, proposing $651,538.

Does anybody have any questions regarding that contract?

CHAIRMAN LONG: And again, questions, concerns or if anyone for any reason -- generally, every year, someone feels the need to abstain for a reason or two. And let us know at the beginning.

Any concerns?

Commissioner Gordon?

COMMISSIONER GORDON: Just a question.

I see the curriculum workshop, so I'm assuming that is so that they can update the curriculum.

Is that a yearly update to that Use of Force curriculum?

MS. C. SMITH: Again? I'm sorry. I was speaking to Manny. Can you repeat that last one? My apologies.

COMMISSIONER GORDON: So in the contract, it shows a curriculum workshop. Is that a yearly curriculum workshop in order to update the course? Is that what that is for?

MS. C. SMITH: Yes, Commissioner, that's what that's

for.

COMMISSIONER GORDON: And that's updated yearly?

MS. C. SMITH: It depends on -- not all of our curriculum updates are yearly. This contract is being transferred to us this year. So the current program manager is managing the course this year. It's coming to us and depending on what the curriculum update is we may or may not do a different curriculum update.

It's not required every year. It depends on any type of trends or updates that we have for the state.

CHAIRMAN LONG: Any more questions, Commissioner Gordon? Are you mulling? Or --

COMMISSIONER GORDON: Always mulling.

CHAIRMAN LONG: That looks like your mulling face. Okay.

If there are no further questions, is there a -- we'll take a motion on each individual contract here.

COMMISSIONER THERRIAULT: Commissioner Therriault. Motion.

CHAIRMAN LONG: Second?

COMMISSIONER COOPER: Cooper. Second.

CHAIRMAN LONG: Ms. Essex, will you please call the roll.

MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.

MS. ESSEX: Braun.
COMMISSIONER BRAUN: Yes.
MS. ESSEX: Braziel.
COMMISSIONER BRAZIEL: Yes.
MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.

COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Sixteen commissioners, yes.
CHAIRMAN LONG: Okay. I'll note that we also have a full roll call, at this point. Originally who was off the roll originally was Commissioner Cooper and I believe Commissioner Rodriguez. And Commissioner Woolery was wandering somewhere but he was here. So we've got a full roll call.
It was unanimous?
MS. ESSEX: Yes.
COMMISSIONER WOOLERY: Roaming the halls.
CHAIRMAN LONG: The next issue is the request to renew contracts for the supervisory course that Commissioner Nieto was talking about for $1,644,142.
Questions and comments.
We can start with Commissioner Nieto back to her initial question.
COMMISSIONER NIETO: Yeah. I'm reading the report that came with it and it looks like there was a reduction, but they removed one presentation out of the South Bay Regional, but there were increases other

places, so why the removal of one course?

Again, it's first-line leaders.

I know we have to cut back. I'm going to support the contract, just to let you know.

But I just want to know why that's where we're going to take the cut.

EXECUTIVE DIRECTOR ALVAREZ: Okay. If I may, Mr. Chair?

CHAIRMAN LONG: Please.

EXECUTIVE DIRECTOR ALVAREZ: And then I will go back to Kenya and Tom to get the specifics on the one course.

So, apologies for our discussion. We're trying to figure out what all transpired.

So the 1.9 million, 1,881,0001, that was approved in FY 25-26 is the spending authority that the Commission granted us.

We signed contracts for the supervisory course of close to 1,644,000. And Kenya has the precise number. I think it's within a couple thousand dollars.

So we did not go up as high this year because we didn't have contracts that we needed to go up to 1.8.

So that was the spending authority. That also is going to be spending authority. That also is going to be spending authority. Sometimes we do have contracts that are lower.

Now, in terms of why we're going to have one less presentation, I'm not sure and I don't know if Kenya or Tom can address that.

And if not, we can come back. Kenya and Tom. We can figure it out by the end of the meeting.

MS. K. SMITH: Thank you, Sheriff Nieto.

The current spending for the current contract allocation for our bureau is $1,658,000 and the proposed for this year is $1,644,000. So the difference is roughly about 24,000.

So it looks a little different from the first slide that you might have as far as the entire training contract so it does look exponentially higher, so -- but it's only a $24,000 difference in the supervisory course.

And we did, for the presentation -- excuse me, for one of the presentations, we reduced that course for -- looks like -- we have that here. We did reduce it.

It was the -- the reason we -- let me see. There's a couple of lines. Excuse me.

For reducing the presentation, the focus this year was to focus on the updating our curriculum development and so that's what the -- our program manager decided to do in order to not necessarily increase the cost for our -- for this year for the supervisory course, so

they -- we did the curriculum development and removed one course for South Bay.

EXECUTIVE DIRECTOR ALVAREZ: Generally speaking, if I may, we speak to each of the presenters to see how many courses they can put on and we also have an estimate of how many sergeants and dispatch supervisors we're going to put through, which is generally, I believe, about 1,600 per year.

So we do ask them how many do they think they can put on. I don't know if that was part of the discussion.

We can get some very specific information prior to the end of this meeting as to why South Bay decided or we decided to get one less.

I think Kenya covered it, but if you would like us to go back to the program manager we can during this meeting.

MS. K. SMITH: One thing I would like to add as far as removing the course, we did have a dip in numbers as far as enrollment. And so this year we did require all of the presenters to submit a justification for over or underenrollment.

And because we did see an increase in underenrollment, one of those -- that was another factor into why we did reduce one course and move that,

transition that money into curriculum development.

COMMISSIONER NIETO: Yeah, Director, if you could just show me the -- maybe at the end. Again, I'm going to support it. We can vote now. I'm not asking to hold up the vote.

And I 100 percent support, if they're not making the numbers, then to me that's just wasting tax dollars.

EXECUTIVE DIRECTOR ALVAREZ: If I may, I know you were going to hear an agenda item later for a voting item on reimbursements that are similar to delivering a course but we get invoiced without a contract.

And we're going to speak to the specific requirements that we're imposing on presenters under that criteria.

But what we have done in the last year for all of our contracts, or the majority of our contracts, is we put a clause in the contract that we want 80 percent of the class full and we want 80 percent of the class full with POST-participating personnel.

So you will hear later today where we have put on courses and because we pay for the course, it's a set fee, when there's very few people in the course, and we're paying the full amount.

We've also had courses where our colleagues at CDCR or probation are also in the course and we foot the bill

for the entire course when maybe there's four POST-participating personnel and 15 from other departments that get other funding stream so we've required 80 percent within 30 days of the course being presented. And if they can't meet that 30 percent and still want to pursue it, they have a hotel contract, people are traveling, they can ask for an exception, which we'll grant. Obviously people cancel at the last minute and we don't want others to lose money.

But we have forced them to have an 80-percent fill rate in our courses. And I think that goes to what Kenya is saying that now that we're requiring the classes to be full, that that may have caused, you know, one less course.

CHAIRMAN LONG: Thank you.

Commissioner Nieto gives us a thumbs up on the explanation so far.

So on the supervisory course, I've -- I've had -- I've had concerns about this course and several others for the last year or so. And I've -- no sandbagging here. I made them aware, too, the Executive Director and that's -- all of it's regarding South Bay and their costing.

I broke down the supervisory courses for my own edification and this proposed contract level. There's

16 agencies offering the course.

The first tranche I've broken into a group of agencies that are between 11,000 and 15,000 per presentation.

The next seven agencies were between 20,000 and 25,000.

Then there was -- Riverside was at 30,000, so they're a bit of an outlier.

But South Bay's at 55,000 per course.

It's -- it's way -- so it's 300 percent more than the bottom tranche and 145 percent more than the second tranche.

Is this disparity acceptable?

I don't think in most budget worlds it's acceptable whatsoever.

I think this also trails over to ICI and the management course and QAP, to a lesser extent, because the supervisory course is probably the biggest outlier.

Now, in our materials and talking to the staff, we hear about personnel costs are higher for South Bay travel, indirect, supplies and facilities.

Well, the personnel costs are 56 percent higher with South Bay, 700 percent higher for travel. And I want to put on travel, I realize it's the Bay Area and so forth. But we also hear, well, our costs are lower say, in

San Francisco because everyone's right there.

So you really can't have it both ways.

Indirect costs were 230 percent higher for South Bay. Supplies were 75 percent higher. Now, paper clips are paper clips.

Facilities were almost 500 percent higher. And this is just for the supervisory course.

So, you know, I've raised this before. I'm not interested in blowing up or swimming in the weeds here your -- of the contracts. But, South Bay is an outlier. They're an outlier also with ICI, and the management course and QAP.

For example, when we get the QAP, I -- I'm not sure why we don't do a new RFP. It's been I don't know how many years that we've used South Bay. There's been a lot of issues with QAP. Maybe it's time to look at this.

But as regards specifically the supervisory course, I've made my concerns known. And maybe, Mr. Executive Director, you'd care to address it.

But I'm not comfortable voting for it today. I'm not trying to vote no or blow it up, but I think going forward, contracts is an area where every department runs into problems. It's because you've done the same thing with the same group for 20 years or 15 years or

Uncle Fred's there, whatever it is, contracts are where we get into trouble. And I would imagine my colleagues who work with these issues would have something to say about that.

But, Mr. Executive Director, I will leave it at that for now with the supervisory course.

COMMISSIONER NIETO: Commissioner Nieto.

Real quick, since the chairperson opened this conversation, and I agree with him that maybe we look at an RFP again with that area because I know I've talked to the other community colleges in the area and South Bay is a very closed system. And I've talked to, like, Hartnell College, for example, which could do it, could work with POST and do it a lot cheaper than the South Bay Consortium. And we've had those conversations through my office, you know, how we could do some of these POST classes.

So I would support that, to take a look at it. Because the costs are high. You don't necessarily need to go to Monterey because that's what drives the cost of a lot of their classes.

Monterey County is a big county and we have other parts that are a little less expensive. So --

CHAIRMAN LONG: Commissioner Gordon.

COMMISSIONER GORDON: I did have a question.

Because I think this does come up every year.

But, in looking a little further, how is, then, South Bay chosen to do the curriculum development?

If their costs are the highest, why, out of all these contractors, are they chosen to do the curriculum development?

Because I see that there's $61,000 for two sessions at South Bay for the curriculum development.

So if their costs are the highest, why would we not try to, you know, move that to a different presenter, that could do that work?

You know, you have another presenter who's doing the train the trainer piece, but the curriculum development piece is being done by a different presenter.

So I ask those questions because it does -- it really does matter as we tighten budgets. And for me, as a chief, I don't want to see less supervisory courses. And it is challenge for us to send and where we send and trying to schedule and get them to -- you know, for us there's nothing close to us in Santa Barbara so we're sending north or south.

That's a challenge for us to get our new supervisors through. And it is very, very important.

So I just ask that the staff, as we consider this, why are we doing that with them knowing that their costs

are the highest for the curriculum development?

CHAIRMAN LONG: Tom.

MR. CHALK: Thank you, Chair Long. Tom Chalk. I'm the Bureau Chief for Training Program Services.

Members of the Commission, good morning. Or good afternoon.

Before I answer your question, Commissioner, I just want to -- so everybody understands what we're talking about, and I brought this up in years past, where South Bay in particular does continue to reflect the extreme high cost of living in the area which it serves.

So we have Santa Clara, San Mateo, Marin, San Francisco, Santa Cruz, Alameda County areas. And with South Bay we're bringing the training and the instructors to the region.

We're not fortunate enough to have meeting space for the type of areas that we're serving that we can not have to pay for hotel fees or ballroom fees or breakout rooms, for that matter.

So there's some higher cost associated with that.

Second of all, we've done more than, what, three compliance audits on South Bay's true costs. And when I say "we," I say our program managers, our law enforcement consultants. And we cannot identify any way to cut any costs any further with South Bay.

And as far as the curriculum development piece goes, that's -- utilizing South Bay's for consistency. It's not a matter of cost. It would be -- that's like having a workshop at POST headquarters where we bring in subject matter experts to help us update curriculum, stay current with legislative mandates, that sort of thing. South Bay is just under that umbrella who we use to -- for our curriculum development.

So in terms of a variance in costs of who we use, you won't see much of a difference between that particular piece. I just want to point that out.

Again, we've been in partnership with South Bay since 1975.

And to Chair Long's -- just to your comment, sir, about the good ol' boy network in these partnerships settings that exist forever, that is by far not the case here.

South Bay's costs are far -- are much more on paper. Again, it's because of the delivery method and the constituents that we serve. We're bringing the training to these folks, these law enforcement officers.

If we don't, and -- what would happen is if, let's say we don't use South Bay, you're just going to have to send your people from your agency and have them stay in a hotel somewhere and travel down south, for example, as

opposed to just having them drive to a training location.

So we're going to pay for travel and training one way or the other, depending on the delivery method.

Additionally, with South Bay -- I don't believe it's in your packet -- but what you're seeing is, you're seeing the budgeted cost per presentation in your packet. But the actual costs that they're billing us for are far less. And I wish we -- we don't have -- can you -- we don't have that, unfortunately, in your packet.

I started looking at those numbers. And you're looking at differences between, for example, for the supervisory course, we receive a presentation budgeted cost of 49,406 in Monterey.

The actual billing that South Bay billed us for was $9,000 less than that, 40,104.

So the costs aren't 400 percent or 600 percent more. It's less than that. Unfortunately, we are showing you just the budgeted cost for presentation, not the actual.

CHAIRMAN LONG: But that would be true also of the comparisons that I used. Those others would also be lower than using your --

MR. CHALK: In some cases, Chair, that's correct. Not all other presenters bill us the full 100 percent.

But some do. So there is -- that is a good point, sir, to bring up.

But with that being said, getting back on the curriculum development, using South Bay or whether we host it in San Diego, the costs aren't -- it's not a more expensive option for curriculum development, it is more consistency.

EXECUTIVE DIRECTOR ALVAREZ: And, Mr. Chair?

CHAIRMAN LONG: The Executive Director would like to speak.

EXECUTIVE DIRECTOR ALVAREZ: So don't have a good answer for Commissioner Gordon at this point.

It may be that it's always been at South Bay and that's why we're doing it at South Bay. The point is well taken.

I know, you know, obviously they do a majority of our supervisory courses and that may be a reason why. But we can definitely check.

I know at times we've budgeted for two on only done one of those workshops.

So I think there -- I'll end with, I think the way forward for us -- but there are some good arguments to build in more efficient delivery of training, I think, at South Bay.

So, for instance, obviously they do not have a

facility that they can conduct training at. So they have to do it at a hotel because they don't have rooms at the colleges, supposedly. So they get a hotel.

Well, there are travel costs for the instructors.

So if they have a course, I'll say in Monterey, are there instructors from that region, from Monterey, from San -- from somewhere that's within 50 miles that can put -- can serve as instructors at the course in Monterey, because they've got a cadre of instructors. Or do they need to fly somebody up from San Diego, put them in a hotel for two weeks, and we end up paying for that?

Are there instructors locally?

If there are, you know, instructors that need to be had, and they have five of them, when everybody else is using three, can they do it with three as opposed to five?

I know historically South Bay, there's certain part of the curriculum where there's discussion amongst the groups. They have to break out into groups.

South Bay has, when they get their contract with the hotel, or when they book the hotel, they have the conference room, but the days that they have the breakout sessions, they also get breakout rooms, which adds to the cost.

So all of these things add onto the delivery of the course and are there ways that we can make that more efficient and more consistent with the rest of the state?

They pay for role players. The departments usually have -- because they're not a department, so they have to pay people to come in at times. That adds a cost to the course.

And if there's two role players, but they're using five, can they do it with two?

All of that plays into the overall cost.

We've explained that to South Bay, I explained it to them this morning, that we're going to address it yet again with them. There's a new interim president there, he was unaware of the issues, but he is now and I presume they're watching.

So I think the way forward for us is, you heard Bob Tripp come up and speak on the new CAAB Bureau, so we've asked Bob and his Bureau to go back and look at the last two years of invoices.

Yes, we have been billed for those things and properly billed pursuant to the contract. But are there areas where we can reduce those costs?

So he will be looking at that. We will not be ready for sure for June. But we hope to present that

back to the Commission perhaps in September, if at all possible.

But I think that's the way forward for us to look at what they're doing. You know, why are paper clips more expensive in South Bay than somewhere else?

Do they need ten role players when everybody else uses three?

So I believe there are some efficiencies there. I don't believe South Bay is making money off this, because the costs are going out to their individual instructors and role players and such, that they're having to pay. But, I think it's a worthy cause for us to take a deeper dive.

And unfortunately don't have an answer on the curriculum development, but we can get that.

COMMISSIONER THERRIAULT: Commissioner Therriault.

CHAIRMAN LONG: Therriault.

COMMISSIONER THERRIAULT: I get the concerns, but I'm not hearing anything from staff that there's really a glaring issue here. It sounds like there's been audits done. Sounds like Bob is going to -- and his Bureau are going to look into it further. Seems like a good idea.

And maybe curriculum development can rotate in some shape or fashion. Maybe that's a good idea for the

future.

I really, as someone who actually attended the supervisory class just over a year ago and then almost came up into the statutory deadline, the issue is actually the number and the availability of the courses. It was very difficult to get that scheduled out between other department things, et cetera.

And that -- I think that's, you know -- to I think Commissioner Nieto's point, I think there is a -- there's definitely more of a need for additional courses; however, that can be facilitated.

And this is -- doesn't seem to be like there's a big glaring problem. At least that's not what staff is saying. And, you know, seems to be on the up and up. Maybe, like I said, just a rotation.

But I just don't -- I think we're not really focused on the real problem. The real problem is the number of classes for the line level -- first line level supervisors.

CHAIRMAN LONG: Commissioner Braziel.

COMMISSIONER BRAZIEL: Yeah, well, first, I'm glad we're doing an audit. Actually, looking at the business practices, because it sounded like staff is very defensive of South Bay.

It would be really interesting if we come back to

look at the zip codes, or not zip codes, the agencies who go to Monterey. It's not an easy place to get in and out of for training, at all, whether it's the attendees or the instructors. To fly into Monterey is expensive. Or to drive from San Jose.

Is to look to find out -- because I looked at the hotel costs before the meeting. Rack rate in Monterey is fairly similar for the hotel they use, South Bay uses, very similar to what they're using in Folsom.

So it's not the hotel costs. We keep saying it is expensive in Monterey, but it's expensive everywhere.

But look at who the attendees, is that the best place -- Monterey, the best place to actually train with the volume of which they train? I appreciate the Sheriff needs some of it there, but not all of it there.

And I can tell you from an agency that had staff members wait until they hit at the last minute, like Commissioner Therriault said before they hit the benchmark, oh, the only class that's available now is in Monterey because they wanted to go to Monterey instead of going to the class in Sacramento.

So I would look at the audit as they do a lot of training in Monterey.

Is that the best place to actually train?

Is it the most economical place to fly in their

instructors or get their instructors there versus a hub, San Diego, Sacramento, somewhere where it's just easier for that whole model of transition.

Because we didn't pull up the -- staff did a great job, by the way on the attachments. I pulled them up, looked at them. We didn't show those there, but the costs are -- they're huge. They're way out of whack.

So we got to figure out why. And they may just have a better -- I mentioned before, we talked about South Bay, they may just have a better program that everybody else should come up to that. But we still need to look for efficiencies and how to -- is it the right place, the curriculum and stuff in Monterey, is that the right place?

Are there more efficient places to do it that attract more people or we can get more people to, just for logistics.

By the way, I love going to Monterey training. It's great. It's a great place. But is it the most efficient to get there to and from?

CHAIRMAN LONG: Any other questions or comments?

Commissioner Nieto.

COMMISSIONER NIETO: Commissioner Nieto.

Yeah, I guess I missed the good ol' boy comment because I didn't hear that, Chairman.

But -- and I like South Bay. Right? This is -- this is my area. I deal with South Bay.

But I agree that we need to look at a hard -- take a hard look at numbers, the cost, especially, again, because I come from that area, my conversations with Hartnell College, who is not part of the South Bay Regional who can do this at half the cost, so they say. Maybe it's not true.

So I do think we need to look at it because "since 1975" doesn't make it the right way. Maybe they're stuck in 1975. I mean, with my own experience we have a saying "Since 1850, because the way things are."

So that may not always be the right way to do it. Again, I love South Bay. I love Hartnell. I love all my partners in the educational realm. But the dollars are harder. We're all cutting back. We're all tightening our belts. So can we do it smarter?

And we have to have these conversations with our partners because it's not the same.

CHAIRMAN LONG: Thank you, Commissioner.

Mr. Executive Director?

EXECUTIVE DIRECTOR ALVAREZ: In regards to Commissioner Braziel's comments, we will look at the training reimbursement requests. That's a good point.

We did look a couple of years ago to make sure that

we don't have people that work and live in San Jose traveling to Monterey and then we have Monterey folks traveling to Milpitas to take the course, because obviously we incur those costs. And that is also something that perhaps we can project to South Bay.

Hey, San Jose, hypothetically speaking, San Jose officer, yeah, you're signing up for a Monterey course, we have a course in Milpitas in a month. We're not going to accept you because there's added costs to POST in that regard.

So we can have those discussions, I think that is a righteous argument.

And again, I completely am in agreement that there should be some significant efficiencies that we can make. I think in conversation with South Bay, they're committed to working with us to try to reduce those costs.

So we will come back to you and give you that assurance and we will do our best.

COMMISSIONER BRAZIEL: One things I want to make clear just in my request, is we do the audit. If something -- because we have a lot of experience, staff is going to look at it from the outside.

If they identify that South Bay is really doing a phenomenal job with their extra instructors or extra

role players, and that should be the model, then I think they need to come back and say: That should be the model.

Because we have a cost issue. We also have to make sure we've got the quality issue as well. So I don't want to throw South Bay under the bus. They might have a really good model and we just have to figure out how do we step up everybody else? That may cost more money in that regard. So --

CHAIRMAN LONG: Any other comments or questions?

All right. I would summarize my concerns by simply saying, you know, for one thing, I want to make clear I don't for a minute allege or suspect malfeasance or anything like that whatsoever.

I do think it's emblematic of an area in the POST budget that needs some additional oversight and some auditing.

The disparities are unbelievable and very difficult to kind of get our heads around. And simply asserting that things are more costly isn't really -- probably isn't sufficient. We need some better information, I think, going forward.

But on that note, as I said, I -- I'm not -- I'll abstain for now, but is there a motion?

COMMISSIONER DOERING: Doering.

Move approval.

CHAIRMAN LONG: Is there a second?

COMMISSIONER THERRIAULT: Therriault. Second.

CHAIRMAN LONG: Ms. Essex, please call the roll.

MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Yes.

MS. ESSEX: Braziel.

COMMISSIONER BRAZIEL: Yes.

MS. ESSEX: Cooper.

COMMISSIONER COOPER: Yes.

MS. ESSEX: Doering.

COMMISSIONER DOERING: Yes.

MS. ESSEX: Duggan.

COMMISSIONER DUGGAN: Yes.

MS. ESSEX: Ewell.

COMMISSIONER EWELL: Yes.

MS. ESSEX: Gordon.

COMMISSIONER GORDON: Yes.

MS. ESSEX: Johnson.

COMMISSIONER JOHNSON: Yes.

MS. ESSEX: Long.

CHAIRMAN LONG: Abstain.

MS. ESSEX: Moodian.

COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes, 15 yes.
CHAIRMAN LONG: Yes. Thank you.
We'll move now to the request to authorize spending authority for the Sherman Block Supervisory Leadership Institute for up to $651,000.
Ms. Smith is here to answer questions.
Any questions or comments about SLI?
Any concerns or questions?
(No response.)
CHAIRMAN LONG: Seeing none would indicate a motion may be in order.
COMMISSIONER COOPER: Move.
COMMISSIONER NIETO: Nieto. I'll second, then.
CHAIRMAN LONG: Cooper motions, second from Nieto.

Ms. Essex, please call the roll.
MS. ESSEX: Barcelona.
(No response.)
MS. ESSEX: Braun.
COMMISSIONER BRAUN: Yes.
MS. ESSEX: I'm sorry, did Barcelona --
CHAIRMAN LONG: He's not here.
MS. ESSEX: I'm sorry.
Braziel.
COMMISSIONER BRAZIEL: Yes.
MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.

COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes, 15 yes.
CHAIRMAN LONG: Okay. On a roll.
Next is a request to renew funding for the Presley Institute for Criminal Investigation for 5 million -- $5.4 million.
I won't belabor the differences here with South Bay again. I will note that they were roughly $20,000 higher per course than the other large government training agency and NorCal Regional.
They were about 20 grand over them.
They were also over the smaller presentation LA Sheriff's Department, DOJ, and LAPD were all about 20 grand less.
So I won't belabor it. My concerns remain the same,

the disparities aren't as large, but they're still -- they're still there.

Any questions or comments about ICI?

(No response.)

CHAIRMAN LONG: Seeing none, a motion?

COMMISSIONER THEIRRAULT: Commissioner Therriault. Motion.

CHAIRMAN LONG: A second?

COMMISSIONER BRAZIEL: Braziel.

CHAIRMAN LONG: Ms. Essex, please call the roll.

MS. ESSEX: Barcelona.

(No response.)

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Yes.

MS. ESSEX: Braziel

COMMISSIONER BRAZIEL: Yes.

MS. ESSEX: Cooper.

COMMISSIONER COOPER: Yes.

MS. ESSEX: Doering.

COMMISSIONER DOERING: Yes.

MS. ESSEX: Duggan.

COMMISSIONER DUGGAN: Yes.

MS. ESSEX: Ewell.

COMMISSIONER EWELL: Yes.

MS. ESSEX: Gordon.

COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Abstain.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes, 14 yes.
CHAIRMAN LONG: Next item, next contract item, is a request to renew the contract with South Bay for the Quality Assessment Program for $698,000.
Questions or comments?
(No response.)
CHAIRMAN LONG: This -- I will comment then.
This is another South Bay issue for me. And as

has -- QAP's been a concern for some time. My main concern here is that -- how long we've been doing business with just South Bay and whether it's -- at what point it's worth looking at a new RFP. Or looking at: Is anyone else capable of doing this business?

Can someone do it better?

Can someone do it cheaper? Cheaper's not always better.

Is it time we take a look at this?

It occurs to me that with the new bureau, the CAAB Bureau, that maybe this -- under which QAP will fall, this may be a good time to take a look at a new RFP.

I guess I would ask, before we move on to a vote, Mr. Executive Director, if that would -- if you're comfortable with how you feel about QAP in terms of a potential, at least looking at a new, say, RFP?

EXECUTIVE DIRECTOR ALVAREZ: Thank you, Mr. Chair.

Not opposed. We can definitely ask.

I don't think that is as difficult as bringing on a new presenter for a supervisory course.

The management course, QAP, I think in terms of management of the contract is a little -- is easier. We can definitely make inquiries of some of the other colleges or some of the other departments if they're willing to manage the course.

Or operate, deliver the training. We can definitely ask.

CHAIRMAN LONG: How long -- how long have we contracted with South Bay for QAP? About?

EXECUTIVE DIRECTOR ALVAREZ: Well, I can tell you my time at POST -- it's always been with South Bay. I don't know how long, but I presume it's been a significant amount of time. The contract, when I first started at POST 2016, was a million dollars. We cut it back because of the budget cuts over the course of the next two years to 40,000.

And now obviously we've brought it back up to $698,000. It is an expensive proposition simply because individuals have to attend the course, sit in the class, and write a report after the course is delivered. Sometimes there's travel.

So it is an expensive proposition. But I believe QAP has sat with South Bay, sat or been contracted with South Bay for at least nine years.

CHAIRMAN LONG: And as a matter of practice on a policy, I just believe, personally, that it's a good thing to review contracts, certainly every decade when they're basically sole-source contracts.

So I would just simply ask that POST take a look at considering the notion of how long we go with basically

a sole-source contract, which does not often or always lead to the best results.

Having said that, any questions or comments --

COMMISSIONER BRAZIEL: Geoff --

CHAIRMAN LONG: -- on the QAP?

Mr. Braziel.

COMMISSIONER BRAZIEL: So South Bay's going in the classroom. I can't understand why they're sending or writing a report to us.

Back to kind of what the Chair's mentioned, would we be better having a collective of the different providers doing that, two or three. So -- because who's evaluating South Bay?

And then, you know, just a different perspective. Instead of having one provider do it in the process I think is too big a lift to bring in-house to do that. And we contract with individuals.

But maybe just a different way of looking at it because things have definitely changed since you took over Executive Director on how we look at things and review things.

So is this something that we need to approve a contract now or is this something we can come back and look at a different model, I guess is a better question.

Back to you.

EXECUTIVE DIRECTOR ALVAREZ: So they are -- I don't want to say independent evaluators, but they're evaluators that are hired by South Bay to conduct those evaluations.

I presume should the contract move over to another presenter, I presume the evaluators will go to that other college, you know, to conduct the QAP assessments.

And I'm sorry, I missed the question.

Commissioner Braziel, just thinking through my thoughts here, could you repeat it for me? I apologize.

COMMISSIONER BRAZIEL: Yeah, is there -- is now the time to actually reassess how we evaluate courses with a provider?

Can we -- do we need a vote on this to get it moving?

Or is there an opportunity for us to have a conversation about how we do -- maybe just a different way of evaluating our courses? A different process, so to speak.

And I have -- and the courses I've taught, I've had folks from the -- sitting in evaluating, no issues with the evaluators. It is just the process and how we're looking at things.

EXECUTIVE DIRECTOR ALVAREZ: Sure. I mean, we can definitely come back in June and not approve it now.

Obviously, we still have funding in FY-25-26 to continue with QAP. Should you approve it in June, I think we'll be fine. We won't miss a beat and we can come back with some proposals on some modifications of how we do QAP.

There are -- there are definitely some different ways of doing QAP. You know, it's been a discussion at prior Commission meetings.

The QAP model was built to be a mentoring model for instructors. And we kind of shifted somewhat to make it a model based on regulatory requirements, whether the training is being delivered properly as opposed to mentoring the instructor.

I mean, I think there's also some mechanisms there to have them address the budget a little bit more than most of them have done.

So there are different ways to do it.

I think -- not opposed personally, to holding off on QAP and bringing it back in June if that's what you would like with some recommendations on how we can change the program or improve the program or make it more efficient.

COMMISSIONER BRAZIEL: Is there -- so I don't want to put more work on staff.

So with any of these budgets, any of these

contracts, let's say we approve the QAP today. Can we come back -- let's say you come -- staff comes back and we start learning from our new division that, hey, there might be a better to do it, of going back, let's say September, and say we're going to modify the contract on the QAP and we're going to do something different with it.

Is there anything that prohibits us from coming in later and re-doing it?

EXECUTIVE DIRECTOR ALVAREZ: Nothing that I'm aware of, no. We can just void the previous contract. I think there's a time frame and create a new contract.

COMMISSIONER BRAZIEL: I would not recommend we stall it. It's just personally we keep it going and then maybe as we develop it, maybe we target next year. That gives the new section, new Bureau, time to figure out what we're doing, what the evaluations are, those type of things. So --

COMMISSIONER GORDON: Mr. Chairman?

CHAIRMAN LONG: Oh, Commissioner Gordon.

COMMISSIONER GORDON: I actually think we may want to take a pause before we vote on it today.

Because now that I look at this further, the fact that they're also doing IDI and as well as the quality piece. And that really should be two separate entities.

Or really, really looking at that process for the quality assurance side of it.

It's kind of hard no matter what. I'm not here to disparage them in any way, shape or form. But just from a policy, procedure standpoint of: You're doing the IDI, but you're also evaluating, and you're also the one that is coming up with the instructor -- you know, instructor curriculum.

But where is the independence of that?

So that -- that we can ensure that that feedback actually gets built into how we're training our instructors.

I just bring that up because I don't think it's best practice for them to both be within the same agency.

And so I think it's something that we should really look at. And maybe in the end, this is the best model and this is what staff recommends.

But, you know, outside of that, I think we really should take a hard look at that and how we're actually doing that quality assessment, because it has come up multiple times about the quality assurance side of things. So --

CHAIRMAN LONG: Executive Director.

EXECUTIVE DIRECTOR ALVAREZ: Commissioner Gordon, your point is very well taken.

So IDI, for instance, we did break that out. That used to be exclusively delivered under a contract with the Government Training Agency, formerly San Diego Regional. They changed their name. And we split it up and presented half of it in -- at GTA and half of it at South Bay.

But your point is well taken. We just -- they just did a QAP on a supervisory course delivered by South Bay. I just saw it. It's a great report. They did a great job.

Is it independent? Completely independent?

Perhaps not.

They are, as I mentioned earlier, they are independent evaluators, I don't know if South Bay even sees the QAP reports. I know I get them.

But the point is well taken. Perhaps it can be split up and give half of it to somebody else and not evaluate their own courses would be a good idea, perhaps.

Thank you for that.

COMMISSIONER NIETO: Commissioner Nieto.

CHAIRMAN LONG: Commissioner Nieto, please.

COMMISSIONER NIETO: Yeah, I just have a question that maybe the -- can come from the Director towards South Bay.

So I'm hearing -- I didn't know it was since 1975, but what I can tell you about the region in Monterey County is that it's changed dramatically since 1975, like most of our areas in Northern California.

And so, how do they bring colleges into it, right, to be part of the South Bay Consortium?

And again, I'm going to go back to Hartnell because I work with both MPC, Hartnell, South Bay. And I know that college has grown a lot. They have a huge new campus.

And they said: Well, we'll have these things.

But again, South Bay kind of controls what happens in the region. And again, this is not a hit on South Bay. They train our people. So I'm very grateful that they're there. But the area has changed.

So how does that work?

EXECUTIVE DIRECTOR ALVAREZ: I -- unclear. And we can ask them, we can ask them to come and speak.

I don't know how they absorb or incorporate colleges under the South Bay Consortium.

At one point I believe they had nine community colleges all the way from Monterey Peninsula, I believe, all the way up to Lake Tahoe Community College and colleges up in San Mateo. How they align, I don't think we can speak to that. But we can definitely ask -- ask

them.

They are a very big provider in terms of the delivery of training. Just on academies alone, they run an academy at Gavilan, they run an academy at Evergreen and they run an academy at Monterey Community College.

So they are one of our biggest presenters. Perhaps it should be broken up. I don't -- don't want to speak to it today, but if you allow us to come back, we will do so. And we can ask them what colleges are part of their network and how do they get into that network?

CHAIRMAN LONG: Additional comments, questions?

MR. CHALK: Chair Long, Tom Chalk. May I just make a comment.

CHAIRMAN LONG: Yeah, just a moment, Mr. Chalk. Let me see if anyone -- and I wanted to make one comment. And absolutely.

I would just like to respond to Commissioner Gordon. I would prefer to come back, I guess it would be in June. I think it's -- with the new Compliance Audit and Accountability Bureau, it's an excellent time for them to take a look at this with all the different concerns.

I too don't allege, in any way, malfeasance or anything, but not looking at a new RFP or something alone in the last decade or 15 years, it seems it's way past overtime. And when -- interaction with IDI and so

forth, it seems, Mr. Tripp, this would be a great thing for you to kind of cut your teeth on. That would be my preference, anyway.

Mr. Chalk.

MR. CHALK: I was just going to say, Chair, that Mr. Tripp came over and said he's going to investigate everything. From FBI style, we're going to be fine.

Now, I just -- I -- well, that's probably true too. But I do want to just add South Bay does not receive QAP results. That is reserved for the program manager, myself, the Director, and so just want to make sure we have that clarification.

CHAIRMAN LONG: Commissioner Doering.

COMMISSIONER DOERING: To Commissioner Braziel's point and the Executive Director's response, if this were to be approved today, there's nothing to prevent the audit or investigation into it and see if we can come up with better programs or a better style to prevent that from moving forward. But would still allow the QAP in the meantime.

My concern is if this is put off until June, is there going to be a lack of the QAP program in that interim?

EXECUTIVE DIRECTOR ALVAREZ: Commissioner Doering, I don't think there will be a lag between now and

June 30th, because we have a contract in place, and we have funding that's still available.

What would lag if we don't move quickly in June? There would be a lag starting July 1 because there wouldn't be a contract in place to move forward until we get one in place.

The Commission, should you approve something in June, obviously then we would build a contract and get all the signatures so there would be a little bit of a lag, for sure, but at least between now and June we would be fine, end of June.

But there could be a lag, yes.

CHAIRMAN LONG: Commissioner Braziel.

COMMISSIONER BRAZIEL: Yeah, I'm going to piggyback on the Executive Director for a second.

I'm assuming -- so let's say we do suspend funding now. We come back in June and we decide we need to go out with a new RFP, we've got that whole RFP process to go through. And we've got nothing between now and then.

So it's not as simple as -- and correct me if I'm wrong. It's not as simple as saying: Okay, let's get a contract. We're going to have to go back out --

EXECUTIVE DIRECTOR ALVAREZ: Correct.

COMMISSIONER BRAZIEL: -- and go through those normal timelines.

EXECUTIVE DIRECTOR ALVAREZ: Correct.

COMMISSIONER BRAZIEL: And then come back with a proposed recommendation by staff, the next Commission meeting. And then the contract letting after that.

So we're, I'm guessing, six months out. December maybe?

CHAIRMAN LONG: Let me -- I would kind of only -- having done this numerous times through various budget hearings, if you want -- if the will of the Commission was to do it, you're probably best granting a six-month contract and making sure there's no lag time at all.

MS. K. SMITH: If I may.

CHAIRMAN LONG: Please.

MS. K. SMITH: Speaking for the contract side of the house, any contracts that you all are approving now will -- has nothing to do with the current budget. It will be for July 1. And if we come back in June, we most likely will -- any contract that's not approved will not be effective July 1. And if it comes back in June and you approve it in June, we still would have to go through the administrative process of getting it approved through the Department of General Services.

So any contract, whether it's ICI, or any of the contracts, all of those programs will not -- any of the training will be suspended until a contract is in place.

And so, if we -- even if we go through an RFP, an RFP, depending on the type, can go anywhere from three to six months, as you mentioned. And that's just one part of the process.

And so, for us, we would hope -- our hope would be even if the things that -- and we are taking notes of that, our staff is taking notes of all of your concerns -- and even if it's something that you approve today and you decide in June you didn't like it or we didn't come back with the information that you wanted and you wanted to suspend it, it would be best -- it would be best interest, as far as training, to suspend it then or just say we don't want this and then we can stop the contract itself. We can stop a contract at any time.

So it's better to put the contract forward and then if you're not -- if you don't agree with what we like we can stop the contract and we can end it.

But it's -- it's a lot more work -- it's not work for us. We don't mind doing the work.

It's just, as far as the state process, if we don't approve our contracts, training stops a minimum of six months until we get everything in order, until we come back to you possibly in maybe December for approval again.

Thank you.

CHAIRMAN LONG: Comments or questions?

Mr. Executive Director, are you --

EXECUTIVE DIRECTOR ALVAREZ: It seems like, Mr. Chair, that a six-month contract may be kind of the middle ground to, you know, get us to take a deep dive and look at South Bay to kind of do their own deep dive and come back, hopefully in September, with some proposals, some recommendations, the contract will still be in place and then we can get a new contract to go from December to June with either South Bay or with another presenter.

That to me seems reasonable. It's really what you all would like us to do.

CHAIRMAN LONG: If that's the safest way to protect against a lag, of course.

Commissioner Gordon.

COMMISSIONER GORDON: I actually -- based on your explanation from the contract side, I would be comfortable putting it out for approving it for the one year so that we don't get caught where we don't have it.

Along -- as long as we get the assurances that this will come back as an item so that there is ample time, if it is an RFP, or whatever the changes are.

But to your point, now that you've explained the

process -- that was very helpful, thank you -- that I, like the others, don't want to see a lag in it. I don't want to see we don't have it at all.

So even if it is not what we envision for the future, it is also important not to allow it to lag.

So, I'll actually make a motion to approve staff recommendations as they are.

COMMISSIONER DOERING: Commissioner Doering. Second.

CHAIRMAN LONG: Commissioner Nieto, your light's on. Did you have a comment?

Or -- oh, you breathed into it.

We have a motion and second.

COMMISSIONER GORDON: Heavy breather? Is that what you're calling her?

CHAIRMAN LONG: As an abstention guy, I'm simply explaining that I'm comfortable with this as well. But I'm going to stay off.

Ms. Essex, please call the roll.

MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Yes.

MS. ESSEX: Braziel

COMMISSIONER BRAZIEL: Yes.

MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Abstain.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.

COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes, 15 yes.
CHAIRMAN LONG: Thank you.
Thank you, Ms. Smith for your explanation.
Mr. Chalk?
MS. K. SMITH: Chair Long, I think you missed IDI.
CHAIRMAN LONG: Oh, IDI, I crossed it off. You're right. Thank you.
A request to renew funding for the IDI Institute for 650,623 thousand.
Is there a -- either concerns or questions about IDI?
If not, is there a motion?
COMMISSIONER GORDON: Commissioner Gordon.
CHAIRMAN LONG: Second?
COMMISSIONER BRAZIEL: Braziel.
CHAIRMAN LONG: Ms. Essex, please call the roll.
MS. ESSEX: Barcelona.
COMMISSIONER BARCELONA: Yes.
MS. ESSEX: Braun.
COMMISSIONER BRAUN: Yes.
MS. ESSEX: Braziel
COMMISSIONER BRAZIEL: Yes.
MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.

MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes unanimously.

CHAIRMAN LONG: Thank you, Ms. Smith for -- Ms. Smith 1, for catching me on that.

The next is a request to renew the contracts with the POST management course.

Any comments, Ms. Smith? Any questions from -- or comments from the Commissioners?

(No response.)

CHAIRMAN LONG: Again, this is a South Bay. It's not nearly to the extent of the disparities that we have for the supervisory course. It's -- they're actually somewhat moderate increases, which actually led me to think, well, wait, how come they can do it on this course but they can't do it on the other courses?

So at any rate, if there are no questions or comments, does anyone have a motion?

COMMISSIONER NIETO: Motion. Nieto.

CHAIRMAN LONG: Second?

COMMISSIONER GORDON: Gordon.

CHAIRMAN LONG: Ms. Essex, would you please call the roll.

MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Yes.

MS. ESSEX: Braziel.

COMMISSIONER BRAZIEL: Yes.
MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.

MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes unanimously.
CHAIRMAN LONG: And for the record, since I don't think I stated the amount, it's up to $1,865,933.
The next item is a request to renew the contract for the POST Command College for $553,531.
Comments or questions about the Command College?
Anything for Ms. Smith?
(No response.)
CHAIRMAN LONG: If not, is there a motion?
COMMISSIONER COOPER: Cooper.
CHAIRMAN LONG: Second?
COMMISSIONER BRAUN: Braun.
CHAIRMAN LONG: Ms. Essex, please call the roll.
MS. ESSEX: Barcelona.
COMMISSIONER BARCELONA: Yes.
MS. ESSEX: Braun.
COMMISSIONER BRAUN: Yes.
MS. ESSEX: Braziel.
COMMISSIONER BRAZIEL: Yes.
MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.

MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes unanimously.
CHAIRMAN LONG: It's towards lunch. The next contract is a request to renew the contract with

California State University, Long Beach for the Executive Development course, $373,929.

Anything from Ms. Smith?

Any questions or comments from the Commission?

(No response.)

CHAIRMAN LONG: Seeing none, I will entertain a motion and a second.

COMMISSIONER GORDON: Gordon.

COMMISSIONER WOOLERY: Woolery. Second.

CHAIRMAN LONG: Ms. Essex, please call the roll.

MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Yes.

MS. ESSEX: Braziel

COMMISSIONER BRAZIEL: Yes.

MS. ESSEX: Cooper.

COMMISSIONER COOPER: Yes.

MS. ESSEX: Doering.

COMMISSIONER DOERING: Yes.

MS. ESSEX: Duggan.

COMMISSIONER DUGGAN: Yes.

MS. ESSEX: Ewell.

COMMISSIONER EWELL: Yes.

MS. ESSEX: Gordon.

COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes unanimously.
CHAIRMAN LONG: 3j is a request renew the contract for the Museum of Tolerance for $1,556,000.
Any comments or clarifications from Ms. Smith?
Any concerns or questions from Commissioners?
Museum of Tolerance.
(No response.)
CHAIRMAN LONG: Seeing no questions or concerns, a

motion and a second are in order.

COMMISSIONER BRAUN: Motion, Braun.

COMMISSIONER JOHNSON: Second, Johnson.

CHAIRMAN LONG: Ms. Essex, please call the roll.

MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Yes.

MS. ESSEX: Braziel.

COMMISSIONER BRAZIEL: Yes.

MS. ESSEX: Cooper.

COMMISSIONER COOPER: Yes.

MS. ESSEX: Doering.

COMMISSIONER DOERING: Yes.

MS. ESSEX: Duggan.

COMMISSIONER DUGGAN: Yes.

MS. ESSEX: Ewell.

COMMISSIONER EWELL: Yes.

MS. ESSEX: Gordon.

COMMISSIONER GORDON: Yes.

MS. ESSEX: Johnson.

COMMISSIONER JOHNSON: Yes.

MS. ESSEX: Long.

CHAIRMAN LONG: Yes.

MS. ESSEX: Moodian.

COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes unanimously.
CHAIRMAN LONG: Next item is a request to renew the contract for EVOC, the Basic Academy Emergency Vehicle Operation Course for up to $4,822,500.
Any comments from Ms. Smith?
Comments or concerns or questions from Commissioners?
(No response.)
CHAIRMAN LONG: If not, motion?
COMMISSIONER BRAZIEL: Braziel.
CHAIRMAN LONG: Is there a second?
COMMISSIONER BRAUN: Braun.
CHAIRMAN LONG: Ms. Essex, please call the roll.
MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.
MS. ESSEX: Braun.
COMMISSIONER BRAUN: Yes.
MS. ESSEX: Braziel.
COMMISSIONER BRAZIEL: Yes.
MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.

MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.
COMMISSIONER WOOLERY: Yes.
MS. ESSEX: Motion passes unanimously.
CHAIRMAN LONG: Next contract is a request to renew the audit contract with the State Controller's Office for $250,000.
Any questions or comments?
(No response.)
CHAIRMAN LONG: I see none. Is there a motion?
COMMISSIONER THERRIAULT: Can we RFP that?
Motion Therriault.
CHAIRMAN LONG: Always in order.
Do we have a second?
COMMISSIONER WOOLERY: Woolery. Second.
CHAIRMAN LONG: Okay. Ms. Essex, please call the roll.
MS. ESSEX: Barcelona.
COMMISSIONER BARCELONA: Yes.
MS. ESSEX: Braun.
COMMISSIONER BRAUN: Yes.
MS. ESSEX: Braziel.

COMMISSIONER BRAZIEL: Yes.
MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.

MS. ESSEX: Woolery.

COMMISSIONER WOOLERY: Yes.

MS. ESSEX: Motion passes unanimously.

CHAIRMAN LONG: Final contract is a request to approve $2 million for ongoing Mark43 maintenance.

Any comments or questions?

COMMISSIONER NIETO: Commissioner Nieto.

I'm just curious how Mark43 is working out, because this is a newer contract for POST.

CHAIRMAN LONG: Ms. Del Mugnaio?

MS. DEL MUGNAIO: I figured we were going to have some questions. Thanks, Sheriff.

COMMISSIONER NIETO: Got you before lunch.

MS. DEL MUGNAIO: Couple things. So we recognize that there's some gaps in the case management system, primarily with the reporting of cases in terms of identifying timelines and different stages. We've been working with our current vendor as much as possible. There's only so much their system can do.

I would like to state for the record there is not an ideal system out there for us because this is a little different than just IA cases. This is administrative adjudication.

But we will be entertaining an RFP, we'll probably go out to bid sometime next year, I imagine, to look for

a different case management system.

The Mark43 engineers are very honest about what they can and can't do for us. So I appreciate the question.

CHAIRMAN LONG: Thank you, Ms. Del Mugnaio.

Is there additional questions or comment?

(No response.)

CHAIRMAN LONG: Is there a motion?

COMMISSIONER GORDON: Just a real quick comment.

I'm glad to hear that we're going to go out to RFP, because I think there probably are systems that are set up probably outside of what we would see in our traditional law enforcement to handle this.

Because this system is very cumbersome on both sides.

So with that comment, just appreciation, the recognition of staff for that. And I'll make a motion.

COMMISSIONER WOOLERY: Second.

CHAIRMAN LONG: Ms. Essex, would you please call the roll?

MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Yes.

MS. ESSEX: Braziel.

COMMISSIONER BRAZIEL: Yes.

MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.
MS. ESSEX: Woolery.

COMMISSIONER WOOLERY: Yes.

MS. ESSEX: Motion passes unanimously.

CHAIRMAN LONG: Before we take a lunch break I believe the Executive Director has a few comments.

EXECUTIVE DIRECTOR ALVAREZ: One question and one comment.

The question, I pose it every March, just to confirm.

In terms of the spending authority amounts, as long as we stay within that maximum amount that you approved, you are still allowing us to move money between presenters? I just want to confirm that that is okay.

It generally happens with EVOC, where one presenter has more students, one has less, and we want to move money around from one academy to another. I just want to confirm that we can still do that as long as we stay within the maximum threshold that you approved.

COMMISSIONER NIETO: Are you asking for a motion?

EXECUTIVE DIRECTOR ALVAREZ: No, I just wanted -- I want to make sure that we're okay in that regard.

CHAIRMAN LONG: Looking for head nods.

EXECUTIVE DIRECTOR ALVAREZ: Perfect.

And then the last thing, to address Commissioner Nieto and Commissioner Gordon's questions about Mark43.

We are looking to try to get a holistic software application that will take over everything that we do at POST, not just the transmission of misconduct data.

We have a lot of correspondence, a lot of communications inside of POST that we're in desperate -- in multiple platforms.

I know Tom Osborn and Kim Lyons have met with every Bureau to see what documentation's created, how it's transmitted. And we're hoping to get an RFP out that will take over, essentially, for Mark43, as well as some of our other platforms. We're hoping to do that sometime in the spring, if we possibly can. So we have been addressing that for last six months. We do want to get one system for everything that we do, that we can manage and control a little bit more than a closed system like Mark43.

Thank you, Mr. Chair.

CHAIRMAN LONG: Thank you, Mr. Executive Director.

If there are no more questions at the moment, we'll break for lunch.

How long do you want to go?

MS. ESSEX: Just real quick, if you preordered lunch, it will be in our breakout room which is out this door, it is the hallway to the right where it says "Closed session."

Your lunch is in that room.

CHAIRMAN LONG: So we'll be back at 1:30.

We stand adjourned until 1:30. Thank you.

(Luncheon break from 12:42 to 1:33 P.M.)

CHAIRMAN LONG: Good afternoon, everyone. Take a chair and we'll get started. The hour of 1:30 having come and gone. Wait just a moment here.

Our next item, agenda item is 4a, proposed changes to Commission Reg 1015, training reimbursement.

Admin. Services Bureau Chief, Cheryl Smith, is back with us and supervisor Jennifer Hardesty will report.

MS. C. SMITH: Good afternoon. So, I'm going to talk about attachment A on the agenda with regulation 1015.

So we're proposing to update the current subsistence reimburse rates. These rates have not been updated since 2006. The proposed changes will update the subsistence rates to closely match with the rates set forth by the U.S. General Service Administration and the Department of Human Resources.

Each rate is calculated by the appropriate county or city, lodging reimbursement rate per night to include the $68 for meals and incidentals.

This increase will cost approximately an additional $2 million a year. We anticipate our existing budget

can absorb this increase.

Does anybody have questions in regard to the subsistence amount for the training reimbursements?

CHAIRMAN LONG: Commissioner Cooper.

COMMISSIONER COOPER: Just a quick question. So it hasn't been updated in 20 years?

MS. C. SMITH: Correct.

COMMISSIONER COOPER: Going forward, how do we fix that or reconcile that so we don't get so far out -- so far behind the curve?

MS. C. SMITH: So we were in the process of changing this earlier. But because of budgets -- so depending on what our budget looks like, and how we can absorb this into our current, I think annually, as the GSA rates change, we can put forward to update it annually, depending on what our budget numbers are.

COMMISSIONER COOPER: Thank you.

CHAIRMAN LONG: Mr. Executive Director has a question or comment.

EXECUTIVE DIRECTOR ALVAREZ: Yes.

To echo the -- what Sheriff Cooper, Commissioner Cooper, brought up, we did bring it before the Commission I believe two to three years ago and the Commission approved the increased rates.

But as Cheryl pointed out, due to budget issues

within the state and some issues with OAL, we just -- we pulled it back. We didn't think it was going to fly with the state with the budget issues so now we're trying to do it again.

COMMISSIONER COOPER: So is this something that we've asked for BCPs every year and been turned down on it?

MS. C. SMITH: No, we have not asked for a BCP for this increase.

COMMISSIONER COOPER: Okay.

EXECUTIVE DIRECTOR ALVAREZ: And the argument, if I may, on our side is we have local assistance money that we've been returning. We haven't been able to get it out as quickly as we would -- not as quickly, as -- we haven't been able to reimburse at the rates that we should be, because of the regulation.

The money's there. We're not asking for more money we're just being -- asking to be able to push out the money properly. And reduce, you know, the money that we end up at the end of the year having.

So this won't necessarily mean the money gets pushed out faster, it won't mean that we have to go back and ask for authority to get more money, we have the money. We just want to be able to push it out.

COMMISSIONER COOPER: Okay. Thank you.

CHAIRMAN LONG: Any other questions or concerns?

Sheriff Nieto.

COMMISSIONER NIETO: Commissioner Nieto.

To expand on Commissioner Cooper's question, can we tie it to the GSA?

Is there any way, like down the road, maybe just to tie it down, that would automatically increase the rates so those rates go up?

MS. C. SMITH: I reached out to the Office of Administrative Law to -- I wanted it to be linked. It would make it so much easier for all of us if it was just linked to the GSA rates.

OAL said that those people will have to fall under -- so the people that we reimburse by that is peace officers, right, going to training. And they would have to follow under, like, the state rules, be like state employees and since these -- or they're not going to allow it. So OAL would not allow us to put in the change to link it to the GSA rates.

COMMISSIONER WOOLERY: I'm sorry, I have a question.

So these are for attendees?

Or for the presenters and the instructors?

MS. C. SMITH: So it is for the attendees, the people attending the training.

COMMISSIONER WOOLERY: Thank you.

CHAIRMAN LONG: Any further question or comment?
(No response.)
CHAIRMAN LONG: Is there a motion?
COMMISSIONER WOOLERY: I have one more question.
COMMISSIONER COOPER: Motion Cooper.
COMMISSIONER NIETO: Nieto second.
COMMISSIONER WOOLERY: I have one more question.
CHAIRMAN LONG: Commissioner Woolery has a question. We have a motion and second.
Commissioner Woolery has a question.
COMMISSIONER WOOLERY: It won't have any bearing on the motions.
So the instructor, like the POST instructors and, you know, POST employees, they're reimbursed under the --
MS. C. SMITH: GSA rates.
COMMISSIONER WOOLERY: Yeah.
MS. C. SMITH: Yes.
COMMISSIONER WOOLERY: Thank you. That's it.
CHAIRMAN LONG: We have a motion and a second.
Let me just ask if there any objection to unanimous consent?
(No response.)
CHAIRMAN LONG: Seeing no objection to unanimous consent, the motion as proposed passes.

We move now to 5a, proposed amendments to Commission Reg 1006.

Oh, I missed one.

MS. HARDESTY: I'm sorry there were two parts to this item.

MS. C. SMITH: Jennifer's going to talk about the Attachment B on the agenda item. The second part to proposed changes to regulation 1015.

MS. HARDESTY: Good afternoon.

As Executive Director Alvarez stated earlier, this is the item where we're discussing reimbursement for presenters who fall under certification plans five, six and seven.

These plans were created to allow POST to reimburse presenters for the actual presentation costs after completion of a course which allows an agency to send attendees to the course without paying tuition.

When certifying courses under these plans, the presenters must enter a budget into EDI, which is the basis for reimbursement.

The cost for instructors, coordinators, clerical staff, travel, and indirect costs do not change based on the number of students in attendance, yet they play the most significant role in the overall cost of the course.

The cost for instructional materials, office

supplies and other miscellaneous items play a less substantive role in the overall cost, yet are the only costs affected by the number of attendees.

Currently Commission Regulation 1015 does not require a specific number of course attendees be with POST-participating agencies. Nor does it prohibit attendance by individuals who are not eligible for POST reimbursement.

Additionally, the regulation does not require the presenter to charge tuition to attendees who are not eligible for reimbursement, which means POST covers the full cost of the course in most cases.

When processing reimbursement requests, staff have identified times a significant number of attendees are not eligible for POST reimbursement, sometimes by more than half.

And because the number of attendees does not affect those higher cost items in that case, this results in the cost per student who is eligible for reimbursement to be much higher.

For example, in one course, the cost per student based on maximum enrollment, is $579.56. There were a total of 22 students who attended the course, 12 of whom were ineligible for reimbursement and no tuition was collected, per the reimbursement request, which made the

cost per student who is eligible for reimbursement $1,331.60.

In another course, the cost per student based on the maximum enrollment is $298.74. A total of nine students attended the course, five of whom were ineligible for reimbursement and, again, no tuition was collected per the reimbursement request, which made the cost per student who was eligible for reimbursement $610.76

The proposed change will require a minimum of 80 percent of the maximum enrollment of the course be comprised of attendees from POST-participating agencies, and will also require the presenter to deduct the cost of attendance for individuals who are ineligible for reimbursement from the total course cost when submitting for reimbursement.

The proposed change ensures POST-participating agencies have priority for course attendance and ensures the course costs are shared by both POST and those who are ineligible for reimbursement.

These changes are also consistent with requirements for reimbursement we've included in contracts, again as Executive Director Alvarez stated.

In the event circumstances outside of the presenters' control cause enrollment to fall blow the 80 percent threshold, the proposed change also outlines a

process that allows the presenter to submit a written request for approval to still present the course with sufficient justification.

This concludes my presentation and at this time, I will take any questions.

CHAIRMAN LONG: Executive -- let's go with Commissioner Nieto.

COMMISSIONER NIETO: I do have a question.

Unless the course is getting audited, how do we -- if it's not a POST student, and make your 80 percent and you add more students and you charge them, right, and then it's supposed to be taken out of the cost of the course.

Is it just on an honor system?

How do we verify that they're not stacking it to make that extra money?

MS. HARDESTY: Sure. So they -- when they submit their presenter reimbursement request form to us, it must include the roster. So they have to enter the POST roster. And then we evaluate that roster.

So we do it currently and that's where we adjust costs for those lower, you know, costly items in terms of reproduction and handouts and things like that, we can adjust those costs currently.

But right now, we do audit the roster to see how

many were POST-participating, how many were not, and then we have them make adjustments currently accordingly.

But this would then allow us, if they didn't deduct when they submit that to us, we could then calculate what that would be and send back a disapproval of the invoice and then they have to resubmit that reimbursement request with the corrected amount.

And I can give an example. On a contract that we had recent -- so we've added this language in the contracts currently.

I just recently processed an invoice for a contract that includes this language and they had seven attendees that were ineligible for reimbursement so the invoice would have originally been roughly $13,000.

But because they had to deduct for those individuals, it -- POST paid roughly $5,000 for that invoice instead. So it saved POST $8,000, roughly, on that invoice by having that language in. In the contract.

COMMISSIONER NIETO: Commissioner Nieto.

I have another question. It is not a change in the thing and it's something I just learned.

So if you travel over 150 miles you don't get mileage reimbursement, because it says it's to

incentivize, you send locally. So can somebody just explain how that works?

It is in Section F.

EXECUTIVE DIRECTOR ALVAREZ: So there -- if I may, Mr. Chair.

CHAIRMAN LONG: Executive Director Alvarez.

EXECUTIVE DIRECTOR ALVAREZ: There are regional plans. I believe it's a plan 6 and 7, that that is built for regional training for any individual that is within 150 miles and we will provide full reimbursement.

But anybody coming out from a different department that is not regionally located, then they would not be covered under those regional plans.

And if I may continue, Mr. Chair?

So that 80 percent rule is obviously built to maximize the number of students in the course and there are exceptions. I mentioned earlier, obviously, things happen at departments, cases happen, so we grant exceptions all the time to the 80 percent rule.

But the important thing is we address other non-reimbursable entities.

We're all for regional training with probation, with CDCR. We are all for it and we will grant exceptions if a presenter says, hey, we've got 100 percent of the class full, but it's only 30 percent POST and 70 percent

probation, that's great. We'll do it. If they're going to foot the bill for their portion, we will foot the bill for our portion, since they have their own separate funding streams to reimburse for training.

So we're all for the regional training model, especially, you know, places like Monterey County. I presume you train, as you should, with some of your local partners.

So we're all for that. That 80 percent rule is very discretionary on our terms, in terms of granting exceptions, and we always will for regional training.

COMMISSIONER BRAZIEL: Chair? If I may?

CHAIRMAN LONG: Sure.

COMMISSIONER BRAZIEL: One suggested language change. We say full-time sworn personnel. When we send dispatchers POST reimburses; correct?

MS. HARDESTY: Yes.

COMMISSIONER BRAZIEL: So I would just change the language to "POST-reimburse eligible" something like that so we don't exclude those.

And maybe for those in the audience or newer members, and correct me if I'm wrong, there are POST agencies that do not get reimbursement because they're state agencies.

So it's not just probation or CDCR, you've got CHP,

Fish and Wildlife, every state agent -- nobody's eligible for it. So we talk about non-POST we just need to keep in mind it's not just the probation/CDCR side. They're people actually out in the street that are there.

And then thanks, Manny, for answering the question on how often do we give the waivers, because I can see where somebody's got 75 percent capacity, but I can put in Fish and Wildlife and put in a couple other agencies to hit my target and they just have to collect for them directly.

So thank you for that clarification.

EXECUTIVE DIRECTOR ALVAREZ: And I would imagine that the 80 percent we would calculate Fish and Wildlife, CHP even though they're not reimbursable, in that equation.

One more question, Mr. Chair, in terms of what Commissioner Braziel mentioned, do we need to get the precise language for OAL as to what you want it to read like --

CHAIRMAN LONG: Yes.

EXECUTIVE DIRECTOR ALVAREZ: -- so that there's no question, when it hits the Office of Administrative law?

CHAIRMAN LONG: Yes, let's do that.

Commissioner Braziel, are you close?

COMMISSIONER BRAZIEL: I'm -- I'm looking.

CHAIRMAN LONG: Okay.

COMMISSIONER BRAZIEL: Because we don't want -- because the 80 percent, if I'm correct, we don't want to say reimbursable, we want to say POST-participating agencies. Full-time personnel from POST-participating agencies.

MS. HARDESTY: Can I clarify?

So when we say "reimbursable," Commission Regulation 1014 is an allowance for reimbursement for non-sworn personnel as well. And that includes dispatchers. It includes administrative staff. There's a whole list of positions that are in Commission Regulation 1014.

So to say that they are eligible for reimbursement, I still think it has the potential to fit.

COMMISSIONER BRAZIEL: So if we cut out -- if we just cut out "shall be met,"

MS. HARDESTY: Eligible.

COMMISSIONER BRAZIEL: Just cut out -- take "sworn personnel" out. Would that work?

Shall be met with full-time -- just take out "sworn," full-time personnel from California POST-participating agencies would that be -- that way we include those that are not worn.

MS. HARDESTY: Absolutely. Uh-huh.

CHAIRMAN LONG: Let me ask Chief Salazar if the Advisory Committee weighed in this item.

POST ADVISORY COMMITTEE CHAIR SALAZAR: Thank you, Mr. Chair.

Yes, the Advisory Committee did weigh in on this. Generally it had a great deal of support from the Advisory Committee. There were a couple of questions, particularly from private presenters with regards to expressing the challenges that some private presenters face meeting the 80 percent enrollment requirement. But staff did explain the exception process.

And then there was also one concern that was raised for courses that are being presented in coordination with a college, that some of the colleges are creating guidelines about required number of minimum students to be in a POST course, they're typically higher than what the POST requirement is. And so that presents some challenges for some of those courses as well. And whether or not POST is working with that.

So those were the concerns. But, generally, this had support from the Advisory Committee.

CHAIRMAN LONG: All right. What I would like to do without objection is rescind the prior vote, since we had a two-parter here and I ran over the second part.

So without objection, we will rescind the prior vote

and we'll -- the motion here would be to approve the changes in the staff report, plus the amendment.

Commissioner Braziel, could you state the amendment again for purpose of the record?

COMMISSIONER BRAZIEL: We would strike in the fourth sentence, the word "sworn." All right.

So the sentence would read, third sentence, "The minimum enrollment requirement shall be met with full-time personnel from California POST-participating law enforcement agencies who are eligible for reimbursement."

CHAIRMAN LONG: Thank you. Removal of the word "sworn."

So the motion is before the Commission.

Is there a -- is there a motion?

COMMISSIONER BRAZIEL: Move. Braziel.

CHAIRMAN LONG: Is there a second?

COMMISSIONER WOOLERY: Second.

CHAIRMAN LONG: All right. Ms. Essex, can you call the roll, please.

MS. ESSEX: Barcelona.

COMMISSIONER BARCELONA: Yes.

MS. ESSEX: Braun.

COMMISSIONER BRAUN: Yes.

MS. ESSEX: Braziel.

COMMISSIONER BRAZIEL: Yes.
MS. ESSEX: Cooper.
COMMISSIONER COOPER: Yes.
MS. ESSEX: Doering.
COMMISSIONER DOERING: Yes.
MS. ESSEX: Duggan.
COMMISSIONER DUGGAN: Yes.
MS. ESSEX: Ewell.
COMMISSIONER EWELL: Yes.
MS. ESSEX: Gordon.
COMMISSIONER GORDON: Yes.
MS. ESSEX: Johnson.
COMMISSIONER JOHNSON: Yes.
MS. ESSEX: Long.
CHAIRMAN LONG: Yes.
MS. ESSEX: Moody -- sorry. Moodian.
COMMISSIONER MOODIAN: Yes.
MS. ESSEX: Moon.
COMMISSIONER MOON: Yes.
MS. ESSEX: Nieto.
COMMISSIONER NIETO: Yes.
MS. ESSEX: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MS. ESSEX: Therriault.
COMMISSIONER THERRIAULT: Yes.

MS. ESSEX: Woolery.

COMMISSIONER WOOLERY: Yes.

MS. ESSEX: Motion carries, or passes, unanimously.

CHAIRMAN LONG: Thank you, Ms. Essex.

Thank you.

Item 5a is proposed amendments to Commission Reg 1006, which is a clarification to the recently adopted extension of the time limit for course completion. The commission approved this optional extension last June. Law enforcement consultant Brad NewMyer will report.

Welcome, Mr. NewMyer.

MR. NEWMYER: Thank you. Good afternoon, all.

As the Commission Chair said, we came out last June. We're just trying to go short and add two words to the extension to time limit for course completion.

As a review, it typically happens in a course during course of employment, like a probation officer sends -- a Probation Department will send one of their employees to the 832 Arrest Course, June course, as a required training.

If they miss the last day, per se, they don't get credit for the course because they weren't present for all the learning topics, potential exercise test, written test, or whatever. So they get a no credit on the course.

The employing agency is contacted and said: Do you want to have them repeat the course in total?

Or would you like an extension and when the course is put on the next time, take that last day, finish the course and then get full credit for the course.

The reading of our regulation, it only allowed a department to make that request. And we saw that as a hole in the department, because the presenter's better suited to make that request, because sometimes departments are presenters, but not always. And it left a gap for unaffiliated students that are going to a college course, if all college students are not affiliated, a college isn't a department in our definition which is a POST-participatory agency, so they're unable to make that request.

So we added "or presenter" to clarify that, and allow the presenters who are uniquely positioned to make that request and to make that request of POST and facilitate those extensions.

You approved it.

I sent it to OAL and was contacted by them and they had an issue with a potential rogue presenter making a request of an employed party's status of making the request without the agency's approval.

I told them that's really not going to happen

because the -- you have to contact the employer to say, hey, your person didn't pass the test that you needed them to pass. Do you want them to get an extension or retake the course? And they can either terminate them or reschedule them for the short term, the eight-hour remake or another 40-hour course, but the course needs to be taken. And they're forced by doing a course of what they do to contact the employing agency as to the status of what they want done with that employee.

But they said there's nothing written in the law prohibits them from doing that.

From making a request of an employed student without the employer's permission?

They said, yes.

I go, okay.

He, goes -- I go -- he goes, well, if you're open to adding a sentence, we would like you to do that.

I'm like, well, what happens if I'm not open to it?

He goes, then we won't approve it.

Okay. Then we'll make a sentence up.

So he had four or five in his mind that he said he would approve, but he wasn't privy to give me those.

So we came up with a sentence and -- that says, "Any presenter, before making a request to the Commission for extension of time of completion for any course by any

student identified in the regulation, other than a peace officer trainee, shall contact the employing agency for approval of the request."

The reason why I identified peace officer trainee, because of the four in the definition, training, peace officer training, peace officer, reserve peace officer, uncertified, and dispatcher, the only one that is in our definition as unaffiliated is a peace officer trainee.

So we went the short route to say, hey, if you have anyone other than a peace officer trainee, which is not affiliated, you now shall contact the employing agency for permission for the extension, which is what they do anyways.

So hopefully this will mollify any rogue presenters out there, written in the law, to require them to contact the employing agency to make the request for that employee.

So that's kind of long and drawn out. I apologize for that. But we're looking to add the one sentence to clarify the specific duty of the presenter to contact the employing agency if that party is employed to approve the extension of time limit for a course completion.

CHAIRMAN LONG: Questions or comments from the Commissioners?

(No response.)

CHAIRMAN LONG: Is there a motion to approve the NewMyer amendment?

COMMISSIONER BRAUN: Motion. Braun.

COMMISSIONER DOERING: Second. Doering.

CHAIRMAN LONG: Thank you. Is there any objection to unanimous consent?

Before we get to that, I'm sorry, Jason -- Chief Salazar.

POST ADVISORY COMMITTEE CHAIR SALAZAR: Thank you, Chair.

No, this was supported by the Advisory Committee. No questions or concerns.

CHAIRMAN LONG: Thank you. So we have a motion. We have a second.

I've asked is there objection to unanimous consent?

(No response.)

CHAIRMAN LONG: Looking around, I see no objection.

The NewMyer amendment passes.

MR. NEWMYER: Thank you.

CHAIRMAN LONG: Move down to 6a, proposed technical amendments to Commission Reg 1003, employment status notifications.

And Commission Reg 1011, professional certificates for public safety dispatchers and records supervisors.

Certification Bureau Chief Michelle Weiler will

report.

MS. WEILER: Good afternoon.

Yes, so as the Chair mentioned, the proposed amendments to both Commission Regulation 1003 and Commission Regulation 1011, cleanup of technical language related to issuance and appointments -- or appointments of and issuances of professional certificates to public safety dispatchers, records supervisors and our background investigators.

So in Commission Regulation 1003, we're making some cleanup revisions to specify that the requirements for the Notice of Appointment and Affidavit of Separation needing to -- I'm sorry, Notice of Separation needing to include either a Notice of Appointment and Attestation of Peace Officer Eligibility or a Notice of Separation and Affidavit of Separation only apply to sworn personnel. They do not apply to our public safety dispatchers, records supervisors or background investigators who are the handful of non-sworn personnel that we keep track of in EDI.

So that is some cleanup there.

And then in ten -- Commission Regulation 1011, we are also doing cleanup language because we have found that there's still some slight references that were carryover from when 1011 included certification

information for peace officers. So we're eliminating that because it's caused some confusion for our public safety dispatchers and records supervisors. So we're just putting some clarifying language or removing confusing language from that regulation.

And I will take any questions if there are any.

CHAIRMAN LONG: Questions? Comments?

(No response.)

CHAIRMAN LONG: I'm guessing there would be no objection to unanimous consent?

COMMISSIONER MOON: Motion. Moon.

COMMISSIONER BRAZIEL: Second. Braziel.

CHAIRMAN LONG: Objection to unanimous consent?

(No response.)

CHAIRMAN LONG: Motion passes.

The next item is a proposed technical and clarifying amendments to the voluntary surrender of peace officer certification form.

Ms. Weiler will summarize.

MS. WEILER: Yes.

So the proposed revision to the regulatory text itself is just to update the date of the form and hopefully your approval of this revision.

The changes themselves are to add item number 8 to the first page of the voluntary surrender form, which is

an acknowledgment that the officer is voluntarily surrendering of their own free will. And that they've had an opportunity to consult with legal counsel, if they so chose. And that they are not doing so under duress.

And then a clarifying piece on page 2, where it previously said "signature of officer," there was some confusion recently where this may have referred to the peace officer needing to sign this. So we clarified that it is the signature of the notary or the court officer.

And I will take any questions.

CHAIRMAN LONG: Questions or comments?

Sorry, Chief Salazar, I didn't ask the last one. I don't think you guys had -- the Advisory Committee had any comments on these two, but --

POST ADVISORY COMMITTEE CHAIR SALAZAR: No, these were both supported by the Advisory Committee. No concerns.

CHAIRMAN LONG: And is there a motion to support their staff report?

COMMISSIONER WOOLERY: Woolery.

CHAIRMAN LONG: There's a motion.

Is there a second?

COMMISSIONER GORDON: Gordon.

CHAIRMAN LONG: And is there objection to unanimous consent for the staff report?

(No response.)

CHAIRMAN LONG: Seeing none. So moved.

Thank you, Ms. Weiler.

Moving with alacrity. Committee reports.

Advisory Committee Chair Chief Jason Salazar will report on the Advisory meeting held yesterday.

POST ADVISORY COMMITTEE CHAIR SALAZAR: Thank you, Mr. Chair.

As you've already heard some feedback, the Advisory Committee heard a number of the items from the agenda that were presented today.

The Advisory Committee reports out of the -- we welcomed the new contemporary public safety dispatcher representative Rebekah Biedermann. This was her first meeting with the group.

Reports from Cal Chiefs coming up in about ten days is the annual training symposium here in San Diego. It's the first time it's been sold out so we're excited for that event to come.

And then the WLLE or Rise registration will open soon, April 6. That will also be here in San Diego. And the biggest announcement out of there is what we call CAPS, California Accreditation of Public Safety.

Cal Chiefs has launched a statewide accreditation program specifically targeting state legislation and applicable to California agencies. That launched this last week. We already have ten agencies that have enrolled and look forward to seeing that program continue to grow.

And then, let's see, from CPOA, the announcement with regards to a new director, Scott Jones, a retired Sacramento Sheriff who is now the director of CPOA.

From PORAC just complementary of POST Use of Force Training.

And then I think that was the highlights of the member reports.

The Advisory Committee yesterday also reviewed the nominations for the Annual Excellence in Training awards and made several selections. We were happy to see an increase in nominees this year.

So under the category of individual achievement, we received five total nominations. The winner was determined to be Scott Olcese from San Mateo PD, with the runner up being Jason Lamb from the Palm Springs Police Department.

And the Organizational Achievement category received four nominees, the winner being the Regional Training Center out of Fountain Valley and the runner up being

the Seaside Police Department.

Under the Lifetime Achievement we received three nominees. The winner was Lawrence Ryan from the San Francisco Police Department. Runner up was Kimberle Swobodzinski, from Cal State University, Long Beach.

And for the OJ "Bud" Hawkins Award, we had one nomination for Dr. Sandy Boyd. Who most of you I'm sure are very familiar with. Very involved with POST Command College and she was selected as the winner.

That is the report from the Advisory Committee, Mr. Chair.

CHAIRMAN LONG: Thank you, Chief.

Is there motion to accept the Advisory Committee report, including the nominees for the POST training awards?

COMMISSIONER BRAZIEL: Braziel.

CHAIRMAN LONG: Second?

COMMISSIONER WOOLERY: Woolery.

CHAIRMAN LONG: Any objection to the unanimous consent to the adoption of the Advisory Committee report and the nominees for the training awards?

(No response.)

CHAIRMAN LONG: Seeing no objections, so moved.

Item 8, Correspondence. The following

correspondence was received by POST the Racial and Identity Advisory Profiling Board, RIPA, the 2026 annual report. The report is available online. RIPA will present the report to the Commission I believe in June.

EXECUTIVE DIRECTOR ALVAREZ: September.

CHAIRMAN LONG: September. All right.

Also POST recommendations -- we received POST recommendations from RIPA.

Old business.

I believe Commissioner Braziel?

COMMISSIONER BRAZIEL: Yeah, if I may.

First, thanks to Manny and staff and Fisher for the conference that was put on, the CMCC. I think it was a great first step in bringing agencies together and looking at stuff.

And then I appreciate my role in that, going through all the dozens of critical incidents across the country that I debriefed. But it prompted me to have some conversations with others there and not fully appreciating some of the things that we've done here. Because I think there's some value in the appreciation for the protests on the universities.

And for those not familiar, I spent over a year down at UCLA trying to help them with getting through their protests and their partnerships and mutual aid and all

the problems that were going on at UCLA, which were not unique just to UCLA. They were occurring at universities all across California and the nation.

As I did not fully appreciate all the nuances, laws that are unique to the university systems, both public and private. And most of the agencies that were providing mutual aid are POST-participating agencies, but yet I don't think we appreciate the nuances that happen on the university campuses, both private and public.

So I'm flashing back to last Commission meeting, when we looked at reg change 1004, specific to Stanford and UOP. And I was not fully aware of the Penal Code Section that entitles them to have a police department, and a relationship they must have with the jurisdictions that they're in, both the Sheriff with Stanford and the Police Department with UOP and how that nuance works.

I'm also very aware of how the universities, both private and public, are really, really trying to step up their game with new trainings, new regulations and trying to stopgap and make their agencies much more -- just better suited for what they're now seeing in the future.

And so I think it would behoove us to have a report back, just maybe bring in a chief from the UC or CSUs --

and maybe Stanford or UOP or both to come in and talk about what goes on on campuses, what they need from us, and what would help them do their jobs better so that the agencies around them can better help them in the process.

Which -- which includes what we originally talked about last time with just the training officer piece. That's just a small piece of what Stanford and UOP are trying to do, bit it's part of a bigger picture with how the campuses are really, really trying to step up their games.

I think it might be worth a report back on some of the nuance sections, the 830.75. And then bringing, again, if we can get a chief or two from public or private to come in and talk about the nuanced differences.

I don't want to throw Joe Farrow under the bus on this one, but he can appreciate the difference from going from, you know, CHP to then a UC and the differences.

He's also the one that roped me into UCLA, so this is payback. And then maybe the Chief from Stanford and maybe one of the chiefs from CSU. Because they really are trying to up their games. They're really trying to help -- help us help them and help them help their

allied agencies on a mutual aid process.

So I think one, do that. And I would like to see it come back with a reassessment of allowing the UPO and Stanford, to allow their folks to go through FTO school so they can train their folks better on campus.

So that's -- that's my -- that's my request.

It's more than just the Stanford and UOP, that's a part of it. But it's just get a broader understanding of what they're going through. Because I don't see the disruption on campuses and the protests going away. I see it ramping up with the current political state. So I think it's our time to step up to help them.

CHAIRMAN LONG: Thank you, Commissioner Braziel.

So let me just ask to clarify, so you're requesting or recommending reagendizing the item that we heard or didn't -- we discussed last meeting, as well as additional information reagendizing for June?

COMMISSIONER BRAZIEL: That would be great. Because the sooner we can help them, the sooner -- again, I don't see the protests going down.

And coming from -- this is -- it's public knowledge, but when you go to help a campus out and the surrounding agencies are telling you: We're not coming to help, because of what we see going on on campuses. It's time for us -- I think maybe we could have a role in bridging

some of those gaps.

But again, my -- my request is we come back with a proposal for the FTO program for UOP and Stanford with more education about what the Penal Code says they're allowed to do and the restrictions, some of the things we said we didn't like, actually can't happen because of the law, the way it's written. But also use that as an opportunity to -- with just a broader perspective of what the university systems can do different than municipal policing and what kind of things we can do to help them from a POST Commission's standpoint.

CHAIRMAN LONG: So just to clarify, let me ask the Executive Director, is June a reasonable response time for your folks to reagendize and put that on that agenda?

EXECUTIVE DIRECTOR ALVAREZ: Thank you, Mr. Chair.

I imagine it is. It was a consent item that we proposed. So writing a consent agenda item is easy. It's really just finding those individuals to come, whether it's Chief Farrow or somebody else that I'm sure if he's not available we can get one of the other UC chiefs or one of the CSU chiefs and I can reach out to Stanford or UOP or one of the other private institutions.

COMMISSIONER BRAZIEL: And maybe the Sheriff and

Police Chief from -- that actually manage those. I mean, you've got to the Sheriff -- Stanford can only operate with the Sheriff's permission and agreement. And UOP can only operate with the permission and agreement -- actual MOU agreement with Stockton PD.

So it would be good to hear from them on how that works. Because I think that kind of fell between the cracks with us at the comm -- it did with me, anyway. And shame on me for not researching a little bit more about what does that actually mean?

And it would also give them an opportunity to talk about things that they're trying to do in conversation with POST on trainings that they need at the university level. Not Stan -- I mean, I'm talking about the UC and CSUs, what trainings they're trying to do and are eventually going to ask us to authorize based on the unique needs of the campuses. And the laws.

CHAIRMAN LONG: Commissioner Nieto.

COMMISSIONER NIETO: Yeah, I was also approached regarding this, the UOP and Stanford stuff.

But also it has to do with the POST reserve Level I certification holders and their FTO certification. And how it's written, I guess, there's some problems.

Manny, I'm not going to read it out loud, the whole thing. I'll get it to you. If you guys could take a

look at it and then maybe explain it so the people that approach me, I can explain it to them.

CHAIRMAN LONG: Any other comments or questions?

The initial effort to do this last hearing was not met with aplomb, or a great deal of -- so just I want to make sure if anyone here wants to raise any particular issues -- otherwise, I don't think we need a motion, Mr. Executive Director?

But I do want to see if anyone wants to raise issues heretofore discussed.

Seeing nothing, we will see this again in June.

New business.

We have a reappointment request from the Advisory Committee to reappoint Kathy Oborn as representative of the California Association of Administration of Justice Educators on the Advisory Committee.

Is there a motion?

COMMISSIONER THERRIAULT: Thierriault. Motion.

CHAIRMAN LONG: And a second?

COMMISSIONER WOOLERY: Woolery.

CHAIRMAN LONG: Does anyone have objection to unanimous consent for this reappointment?

(No response.)

CHAIRMAN LONG: Seeing none.

Welcome -- welcome back, Ms. Oborn.

The Advisory Committee has also recommended reappointing Visalia Police Chief Jason Salazar as Chair of the Advisory Board.

COMMISSIONER BARCELONA: Motion.

COMMISSIONER WOOLERY: Second.

CHAIRMAN LONG: Is there objection to unanimous consent?

We better call roll.

I think we can go with unanimous consent.

Chief, I think I can speak for all my colleagues here, we really appreciate what you're doing with the Advisory Committee. Thank you very much.

Mr. Executive Director has something here?

EXECUTIVE DIRECTOR ALVAREZ: I wanted to also make a request from the Commission to put something out for public comment that you have not seen yet.

So we would like to standardize the modular training for public safety dispatchers. The course right now is, I believe, 162 hours just over 160 hours. There are presenters that do it in a modular format, which is perfectly permissible and we encourage.

However, it is not standardized. So if somebody takes the first part of the class at one presenter and then wants to take the second part of the class at a different presenter, they may have not received the

entire content, because they're allowed to put whatever content they wish into their modular format.

So we would like to standardize the modular format. It will require a regulation change. We're hoping that we can put on a workshop with the public safety dispatchers in April to craft what content should be in the first module, Module A, and then Module B, and then put it out for public comment prior to you all seeing that.

The reason for that is we would like to make it effective January 1. And in order -- or soon thereafter. In order to do that, we have to kind of move quickly with OAL and the process.

So just asking permission. Generally, we come to you with a proposed regulation. Then it goes out for public comment.

But in this instance, if you are all okay, it will be the same content, it will just be broken up into two standardized pieces. We would like to put it out for public comment. If you all are okay with that.

If not, we will bring it to the Commission and then put it out for public comment after June.

COMMISSIONER NIETO: Thumbs up or you need a motion?

CHAIRMAN LONG: Thumbs up will suffice.

A thumb call vote.

It passes.

Future Commission dates.

Upcoming Commission meetings will be held June 3rd and 4th in West Sacramento.

September 16th and 17th, tentatively somewhere in Southern California.

EXECUTIVE DIRECTOR ALVAREZ: Or Monterey.

CHAIRMAN LONG: Or Monterey?

EXECUTIVE DIRECTOR ALVAREZ: I'm teasing.

(Laugher; unidentified speakers.)

CHAIRMAN LONG: December 2nd and 3rd, West Sacramento.

COMMISSIONER WOOLERY: There is a Monterey Park down here.

CHAIRMAN LONG: We now move to a SB 2 issue.

I'll ask POST Bureau Chief Robert "Bob" Tripp, formerly of the Professional Conduct Central Bureau, now Chief of the Compliance, Auto -- Audit and Accountability Bureau and Brian Hoffman to come forward.

The case, Khammouane Kevin Thakham, who I believe they will tell us he has surrendered his certification.

Gentlemen.

MR. TRIPP: Yes. Thank you, Mr. Chair.

As mentioned, I was the law enforcement consultant in my previous position who investigated this allegation

referred to us by the Fresno Police Department.

And with me is Brian Hoffman, an attorney with our Legal Affairs Bureau.

So yesterday, yesterday afternoon, the respondent Khammouane Kevin Thakham, voluntarily surrendered his peace officer certification. That was processed this morning with an effective date of March 3rd, 2026.

As a voluntary surrender has the same effect as a revocation, I will therefore not be presenting the factual basis for that case, which is now moot.

But since this was published on the agenda, and you were provided with a copy of the investigative summary of findings, I wanted to be present to address any questions that you had.

(No response.)

CHAIRMAN LONG: Seeing none, Mr. Tripp.

MR. TRIPP: Okay.

CHAIRMAN LONG: Any other comments?

I believe we are fully noticed on this and we don't need any type of comment from the Commission.

MR. DARDEN: No. You basically want to call for public comment.

CHAIRMAN LONG: I'm going call for public comment, but we don't need anything from the Commission on this?

MR. DARDEN: No.

CHAIRMAN LONG: So is there public comment?

Since this is relatively recent news that the surrender of certification is in order.

Ms. Williams is standing up.

Mr. Miller.

Ms. Williams.

Welcome, sir.

MR. MILLER: Thank you, Commission.

And in light of the surrender of the -- of the -- his certification, this is very good news.

But I would still like to say to just get off our chest that officer like this, Officer Thakham, I think that's how you pronounce his name, as a community terrorist and a threat and harassment of a family is something that can't be tolerated. Especially using the system, as it is, the 911, to bring this kind of terror in a harassment to a civilian and their child, which makes it a family.

So these kind of things, of course, cannot be tolerated, cannot be stand for. I'm very happy and delighted that he pulled his own documents and surrendered them for us, but this needs to go to be said since I came all the way here to say it.

So another thing I would like to add, along with that, is when we do have officers that -- that go

through the local process, and they do not have -- they don't reach the level of being sustained, but they come here to this Board and let's say we find they should be decertified, I think there should be a data tracking on that, how the difference between local sustainment and our revocation comes out and see how that looks throughout all of our departments.

And if we have that already, I would like to see it. Maybe I glossed over it in the data that we put out. But I think that would be a good information for us to understand, how local people -- local institutions are either favoring their officers or are they keeping up in the same standards which we would look at here?

CHAIRMAN LONG: Thank you. And it's in that document that we so kindly provided you this morning. Yeah.

MR. MILLER: Thank you for so kindly providing it.

CHAIRMAN LONG: Thank you, Mr. Miller.

Any other comments on this case?

MS. Williams.

MS. WILLIAMSON: Good afternoon, Commissioners.

My name again is Tasha Williamson. And I was here today to urge this Commission to revoke the certification of Fresno Police Officer Thakham.

However, I'm thankful that he surrendered his

certification. The facts in the case are not disputed. The officer admitted multiple times to knowingly making three false emergency reports to the Fresno Police Department.

These were not mistakes, misunderstandings or poor judgment in the heat of the moment.

These were intentional acts of dishonesty carried out by a trained peace officer who fully understood the consequences of misusing emergency response systems.

According to the findings, the officer called department's non emergency line on three separate occasions and falsely reported a violent domestic disturbance at the home of a woman he had previously been in relationship with. Those calls were fabricated by a police officer attempting to manipulate and pressure his former partner into contacting him.

This conduct represents a profound abuse of power that was clear and convincing evidence of dishonesty, weaponizing the police response system, despite -- and targeting a civilian woman and her child.

And yet despite these admissions, the officer remained employed.

Local discipline, whether suspension, demotion or last-chance agreement cannot substitute for statewide professional standards. That is precisely why the

legislature created the Commissions authority.

The purpose of POST certification is to ensure that individuals who demonstrate serious misconduct, particularly dishonesty and abuse of authority, are not permitted to continue exercising the powers of peace officer anywhere.

Accountability and policing is not about punishment.

It is about maintaining the integrity of the profession and protecting the public from individuals who have demonstrated they cannot be trusted with the authority of the badge.

Law enforcement departments across California should ensure they have policies and procedures in place that maintain a zero tolerance of dishonesty from any law enforcement officer.

Here in San Diego we have officers who are still employed after committing fraud, lying on reports, in courts, and to internal affair investigators. They remain employed and are often promoted.

Persistent trends show dishonesty has been a long-standing issue in American policing. The reality is that communities have every right to have a reality of mistrust of police.

Senate Bill 2 was created in California because too many departments use Police Officers' Bill of Rights to

be the barrier preventing them from firing officers who committed crimes like Officer Thakham.

The cost of community lives, death or injuries far outweighs the $42,000 DOJ or OAH costs or officers' cost to have them.

Thank you and the investigators for your time and responsibility you all carry in safeguarding the integrity of law enforcement in California. And making sure that the voices of the people are heard.

CHAIRMAN LONG: Thank you, Ms. Williamson.

Any further questions or comments from anyone here?

(No response.)

CHAIRMAN LONG: Seeing none, we will now temporarily adjourn into closed session to confer with legal counsel.

I believe we just go down the hall to where the lunch was; is that right?

MS. ESSEX: Yes.

(Closed session was held: 2:24 P.M. to 3:52 P.M.)

CHAIRMAN LONG: We're back in session.

Back in session. Thank you everyone for your patience. Robust, good discussions, however.

Mr. Darden, would you like to close out the closed session summary?

And then we'll have a motion.

MR. DARDEN: Sure. As to my portion of the closed session, which was litigation matters, the Commission discussed in closed session a number of litigation matters.

And I believe we're now going to move to consideration of the proposed decision.

CHAIRMAN LONG: Okay. All right. And in closed session, the Commission discussed the proposed decision of ALJ Michael Starkey in the matter of the accusation against Joshua Paul Enea, POST case number 2307454. And the Commission discussed it at length. And I believe there are a couple motions coming -- that will come out of the --

COMMISSIONER THERRIAULT: I make a motion that the Commission in the Enea case uphold the ALJ's decision.

CHAIRMAN LONG: Is there a second?

COMMISSIONER WOOLERY: Woolery.

CHAIRMAN LONG: Okay. Mr. Knapp -- is there any discussion before we call the roll?

(No response.)

CHAIRMAN LONG: Mr. Knapp, would you call the roll.

MR. KNAPP: Yes, Mr. Chair. Thank you.

Barcelona.

COMMISSIONER BARCELONA: Yes.

MR. KNAPP: Braun.

COMMISSIONER BRAUN: Yes.
MR. KNAPP: Braziel.
COMMISSIONER BRAZIEL: Yes.
MR. KNAPP: Cooper.
COMMISSIONER COOPER: Yes.
MR. KNAPP: Doering.
COMMISSIONER DOERING: Yes.
MR. KNAPP: Duggan.
COMMISSIONER DUGGAN: Yes.
MR. KNAPP: Ewell.
COMMISSIONER EWELL: Yes.
MR. KNAPP: Gordon.
COMMISSIONER GORDON: Yes.
MR. KNAPP: Johnson.
COMMISSIONER JOHNSON: Yes.
MR. KNAPP: Long.
CHAIRMAN LONG: Yes.
MR. KNAPP: Moodian.
COMMISSIONER MOODIAN: Yes.
MR. KNAPP: Moon.
COMMISSIONER MOON: Yes.
MR. KNAPP: Nieto.
COMMISSIONER NIETO: Yep.
MR. KNAPP: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.

MR. KNAPP: Therriault.
COMMISSIONER THERRIAULT: Yes.
MR. KNAPP: And Woolery.
COMMISSIONER WOOLERY: Yes.
MR. KNAPP: Motion carries unanimously.
CHAIRMAN LONG: In the same case, the matter of Joshua Paul Enea, we have a second motion, I believe.
Commissioner Braziel?
COMMISSIONER BRAZIEL: Yes, I move the Commission designates the adopted proposed discipline as a precedential decision pursuant to Government Code Section 11425.60.
CHAIRMAN LONG: Is there a second?
COMMISSIONER BRAUN: Second. Braun.
CHAIRMAN LONG: Is there any comment or question before we call the roll?
Mr. Knapp, please call the roll.
MR. KNAPP: Barcelona.
COMMISSIONER BARCELONA: No.
MR. KNAPP: Braun.
COMMISSIONER BRAUN: Yes.
MR. KNAPP: Braziel.
COMMISSIONER BRAZIEL: Yes.
MR. KNAPP: Cooper.
COMMISSIONER COOPER: Yes.

MR. KNAPP: Doering.
COMMISSIONER DOERING: No.
MR. KNAPP: Duggan.
COMMISSIONER DUGGAN: Yes.
MR. KNAPP: Ewell.
COMMISSIONER EWELL: Yes.
MR. KNAPP: Gordon.
COMMISSIONER GORDON: Yes.
MR. KNAPP: Johnson.
COMMISSIONER JOHNSON: No.
MR. KNAPP: Long.
CHAIRMAN LONG: Yes.
MR. KNAPP: Moodian.
COMMISSIONER MOODIAN: Yes.
MR. KNAPP: Moon.
COMMISSIONER MOON: Yes.
MR. KNAPP: Nieto?
COMMISSIONER NIETO: Yes.
MR. KNAPP: Rodriguez.
COMMISSIONER RODRIGUEZ: No.
MR. KNAPP: Therriault.
COMMISSIONER THERRIAULT: No.
MR. KNAPP: And Woolery.
COMMISSIONER WOOLERY: Yes.
MR. KNAPP: Ten in favor.

CHAIRMAN LONG: Matter passes.
You said --
MR. KNAPP: Ten in favor.
CHAIRMAN LONG: And five in opposition; correct?
MR. KNAPP: Six no.
CHAIRMAN LONG: Six no? Okay.
MR. KNAPP: Right.
CHAIRMAN LONG: The matter passes.
Any further questions from the Commissioners?
Yeah, I had five. So -- it's ten to five.
MR. KNAPP: It's --
CHAIRMAN LONG: The vote is ten to five.
MR. KNAPP: There's 16 present. Eleven in favor with five noes.
CHAIRMAN LONG: Okay. Eleven to five. Eleven to five. Everybody clear?
Any other business to come before the Commission?
Does anyone have any questions or comments?
If not, is there a motion to adjourn?
COMMISSIONER MOON: Motion.
COMMISSIONER WOOLERY: Woolery. Second.
COMMISSIONER DOERING: Second. Doering.
CHAIRMAN LONG: No opposition to that motion, we're adjourned. See you back at 9:00 A.M.
(Time noted: 3:56 P.M.)

CERTIFICATE OF REPORTER

I, CONNIE J. PARCHMAN, a Certified Shorthand Reporter of the State of California, do hereby certify:

That I am a disinterested person herein; that the foregoing proceedings were reported, to the best of my ability, in shorthand by me, Connie J. Parchman, Certified Shorthand Reporter of the State of California, and thereafter transcribed into typewriting.

I further certify that I am not of counsel or attorney for any of the parties to said proceedings nor in any way interested in the outcome of said proceedings.

IN WITNESS WHEREOF, I have hereunto set my hand this 17th day of March 2026.



Connie J. Parchman, CSR
Certified Shorthand Reporter
License No. 6137

E R R A T A S H E E T

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STATE OF CALIFORNIA

COMMISSION ON

PEACE OFFICER STANDARDS AND TRAINING

POST COMMISSION MEETING

THURSDAY, MARCH 5, 2026

9:00 A.M.

MEETING HELD AT

CALTRANS DISTRICT 11 OFFICE

GARCIA CONFERENCE ROOM

4050 TAYLOR WAY

SAN DIEGO, CALIFORNIA

REPORTER'S TRANSCRIPT OF PROCEEDINGS

Stenographically Reported By:
Connie J. Parchman
California Certified Shorthand Reporter #6137

A P P E A R A N C E S

POST COMMISSIONERS PRESENT

GEOFF LONG
(Commission Chairperson)
Public Member

RICK BRAZIEL
(Vice Chairperson)
Educator
Humboldt State University

ALAN BARCELONA
Special Agent
Department of Justice

INGRID BRAUN
Sheriff
Mono County Sheriff's Office

JIM COOPER
Sheriff
Sacramento County Sheriff's Office

JUSTIN DOERING
Senior Deputy Sheriff
Ventura County

CHARLES DUGGAN
City Manager
Redlands

KELLY GORDON
Chief
Santa Barbara Police Department

JACOB "JAKE" JOHNSON
Officer
California Highway Patrol

SHANNAN MOON
Sheriff
Nevada County Sheriff's Office

A P P E A R A N C E S C O N T I N U E D

POST COMMISSIONERS PRESENT

DR. MICHAEL MOODIAN
Public Member

TINA NIETO
Sheriff
Monterey County Sheriff's Office

FREDDIE RODRIGUEZ
Public Member

STEPHEN WOOLERY
Ex-Officio
Rob Bonta, Attorney General
Department of Justice

POST COMMISSION LEGAL COUNSEL

CHRISTOPHER BEATTY
Deputy Attorney General
Department of Justice
Office of the Attorney General

---o0o---

POST COMMISSION STAFF

MANUEL ALVAREZ, JR.
Executive Director
Executive Office

ANNEMARIE DEL MUGNAIO
Assistant Executive Director
Peace Officer Standards
Accountability Division
Executive Office

A P P E A R A N C E S C O N T I N U E D

BRANDY ESSEX
Analyst II
Executive Office

CHANDLER KNAPP
Analyst II
Executive Office

ROBERT GUYTON
Bureau Chief
Professional Conduct, Northern Bureau

BRIAN HOFFMAN
Attorney IV
Legal Affairs Bureau

BRYANT HENLEY
Attorney IV
Legal Affairs Bureau

---o0o---

ALSO PRESENT

TASHA WILLIAMSON
Public Speaker

YUSEF MILLER
Public Speaker

DARWIN FISHMAN
Public Speaker

ELLIOTT LOPEZ
POST ID: C15-H32

JASON EWERT
Counsel for Richard Adams
POST ID: C56-Q43

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THURSDAY, MARCH 5, 2026 8:59 A.M.

P R O C E E D I N G S

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CHAIRMAN LONG: All right. Let's begin.

Mr. Knapp, would you please call the roll.

MR. KNAPP: Good morning, Mr. Chair, Members of the Commission.

Barcelona.

COMMISSIONER BARCELONA: Here.

MR. KNAPP: Braun.

COMMISSIONER BRAUN: Here.

MR. KNAPP: Braziel.

COMMISSIONER BRAZIEL: Here.

MR. KNAPP: Cooper.

COMMISSIONER COOPER: Here.

MR. KNAPP: Doering.

COMMISSIONER DOERING: Here.

MR. KNAPP: Duggan.

COMMISSIONER DUGGAN: Here.

MR. KNAPP: Ewell.

(No response.)

MR. KNAPP: Gordon.

COMMISSIONER GORDON: Here.

MR. KNAPP: Johnson.

COMMISSIONER JOHNSON: Here.

MR. KNAPP: Long.
CHAIRMAN LONG: Here.
MR. KNAPP: Moodian.
COMMISSIONER MOODIAN: Here.
MR. KNAPP: Moon.
COMMISSIONER MOON: Here.
MR. KNAPP: Nieto.
COMMISSIONER NIETO: Here.
MR. KNAPP: Rodriguez.
COMMISSIONER RODRIGUEZ: Here.
MR. KNAPP: Therriault.
(No response.)
MR. KNAPP: And Woolery
COMMISSIONER WOOLERY: Here.
MR. KNAPP: That's 14 members.
CHAIRMAN LONG: Thank you, Mr. Knapp.
Before we begin, I would like to introduce Counsel Deputy Attorney General Chris Beatty, to Manny's right.
And to my right, our Executive Director, Manny Alvarez.
We'll begin right off with public comments set aside for members to -- of the public to comment on items on our agenda, but -- or not on the agenda, but under our jurisdiction.
Any comment on the two peace officer cases would be

appropriate, before the cases. Up to 15 minutes we'll allot if we need it.

Does anyone wish to address the Commission?

Good morning, Ms. Williamson.

MS. WILLIAMSON: I'm going to try not to be emotional.

So I'm addressing you guys for your law enforcement departments as a parent of four children. My last one is in high school. We went over our safety plan, because of the state of the United States and the world.

My son is in a school that is a soft target for domestic and international terrorism. It is very close to a base and if it is hit, it is going to be catastrophic, whether it would be active shooter or bombing.

There is one entrance in and one entrance out.

It's very hard for me as a parent to know that our military bases have increased their threat level and our law enforcement departments have increased theirs.

But there has been no training and no support, to our schools and other soft targets. And I hope that that will change across this state and across this nation. Because if you are unable to get into our schools, if your officers are unable to get into our schools, it is our children and our teachers who become

the first responders. And they do not have the tools that they need to be able to save their lives.

And so I hope that you will reconsider how you -- and if you already do, thank you -- but you will reconsider how you prepare people in your community, especially those most vulnerable, for what may come. And what is likely to come, because they are not prepared.

My son is. But that is only because of the work that I do and we have had many, many death threats to myself and my family because of the work that I do. Not only from law enforcement officers, but also from white supremacist groups.

And so we've had to train my entire family, my children, that if I go down, that they pick up weapons to protect themselves and save their lives. That they understand situational awareness. Other people are not doing that. And they're not ready.

So I ask you and implore all of you that if you have schools that your children go to or you have schools that are in your police department areas, that you get them prepared for what may come.

The other thing that I want to discuss is that we were informed that there is an officer who doesn't necessarily fall under your mysterious misconduct. But

I'm going to tell you the story.

He went and solicited a sex worker and asked for a 13- or 14-year-old sex worker. The adult sex worker told on him. He is no longer working, but he is still getting paid by the police department in our community. And we hope that you will work with that police department to make sure that his certification is suspended, because he should not be working. He should not be getting a paycheck, as far as I'm concerned.

But this is what we deal with here in San Diego, and I'm sure across the State of California. And this is why the community does not trust law enforcement officers, because of the diabolical and horrible things that we also hear and see in our communities.

Thank you.

CHAIRMAN LONG: Thank you, Ms. Williamson.

Anyone else like to address the Commission at this time?

Good morning, sir.

MR. MILLER: Good morning.

Yusef Miller, North County Equity and Justice Coalition, Saving Lives in Custody in California.

And in light of what we're going to talk about today, as far as the cases, I wanted to bring everybody's attention to spousal abuse in law

enforcement.

They're multiple times higher than the average community. Let's say, for example, the last result that we looked at in research was ten percent of the community had spousal abuse, where 20 to 40 percent of law enforcement had spousal abuse, which was highly underreported.

But today, we see that the -- the average community now has one in four spousal abuse for males and one in three for females. And we haven't had another inspection of law enforcement spousal abuse since 19 -- in the 1990s.

Everybody who references law enforcement spousal abuse as a report for the nation has been 1990s. And 2000 is the latest one I could find for the nation.

I'm not sure, I looked into our reports that we got yesterday. I didn't see spousal abuse broke out. I might have missed it. It was a lot of charts and lot of information. I might have missed it. But I didn't see spousal abuse broke out in it -- in its -- itself, domestic violence, broken out in itself.

I saw sexual abuse. I saw other things.

So it is something that we need to stand up for law enforcement families, and those officers themselves, to have some mitigation in their stressful work and their

stressful environment so that it's not resulting in a hostile environment for the family, spouses and children.

So given light of what we're saying today, I wanted to make sure we highlighted that study and the studies of making sure that everyone understands what's going on in law enforcement. I was really surprised that I couldn't find more recent studies on that. Not in California and not in -- nationally when it comes to law enforcement spousal abuse.

The only thing I saw was relationships to how law enforcement can impact spousal abuse in the community, but nothing about the officers themselves. And I think the families of law enforcement deserve it. Also the officers who are serving in law enforcement deserve more attention to this subject.

Thank you.

CHAIRMAN LONG: Thank you, Mr. Miller.

Would anyone else like to address the Commission this morning?

Good morning, sir.

MR. FISHMAN: Okay. Thank you. Darwin Fishman he/him/his, Racial Justice Coalition San Diego.

And I wanted to support what Yusef and Tasha just shared with you, especially since you're here in

San Diego. We appreciate you being here.

And I wanted you to know that one of the things that weighs heavy on us community members here in San Diego, in case any of you are not familiar with this, I'll just take this in terms of the headline here in the local papers, San Diego $30 million payout for killing 16-year-old Konoa Wilson is among the largest police killing settlements in U.S. history. But who really pays for police violence?

Just an example, one of the articles here, in the $30 million, one reason why it cuts really deep, not just because that the settlement is more than what George Floyd family got, $27 million, and not just the fact that it's an embarrassment on a certain level for San Diego, that's the record now we're setting with $30 million, but also because we're in an intense budget fight right now where literally things like parking meters in Balboa Park is what we're fighting over to raise that money for the city.

And something like this, the $30 million, is not even on the agenda. It is almost like it's a hidden part of our life here.

And we're hoping that -- and I'm glad to see members of the CPP, Commission on Police Practice here, and our new Executive Director, that this begins to be

highlighted and that this is connected to things like public policy, in that the work that you guys do and the work that we do on a local level is really significant.

Put it bluntly, if this first-year officer hadn't done this or had been trained better or not hired in the first place, the City would have $30 million more.

So is there things that can be done in terms of things like civilian oversight of police that can help us better manage the city, better run the city and that it's integrated into public policy.

Is that something that the public should pay for?

What budget should it come out of?

I think those are really critical questions and if neglected and we just assume that the status quo is the way it has to go, and it also neglects the fact that there's not room for improvement. So especially since you're here, I wanted to make sure I shared that with you, so you have an appreciation of what we're struggling with here in San Diego, like so many places up and down the state.

Thank you.

CHAIRMAN LONG: Thank you, Mr. Fishman, for taking the time to testify.

Are there any other members of the public who -- or otherwise who would like to address the Commission this

morning?

(No response.)

CHAIRMAN LONG: Seeing none, we'll move now to the case review of officer certification recommendations made by POSAAB. We have two cases to hear today.

A few preparatory remarks for all parties. We are reviewing only the facts today and evidence as presented by the Peace Officer Standards Accountability Division and the recommendations of the Peace Officer Standards Accountability Advisory Board.

This is not an evidentiary hearing. The rules of evidence do not apply. Evidence is not formally admitted into the record under the Penal Code and applicable state regs.

This hearing determines whether the matter proceeds to a full evidentiary hearing under an Administrative Law Judge.

At this stage, the Commission will only consider the facts that the Division, after investigation, believes can be proven later at an evidentiary hearing.

For our first case, POST Law Enforcement Consultant, Rob Guyton, and Brian Hoffman, POST Legal Affairs Bureau will present the case POST240238, Elliott Lopez, who at the time of the events at issue in this case was employed by the California Highway Patrol.

The Peace Officer Standards Accountability Advisory Board voted five to one to decertify Mr. Lopez.

Gentlemen.

MR. GUYTON: Thank you. Good morning, Chair and Members of the Commission. My name is Rob Guyton. I'm a Bureau Chief assigned to the Professional Conduct Northern Bureau in the Peace Officer Standard Accountability Division.

I'm here with Brian Hoffman, an attorney with our legal affairs division.

We're here in respect to case POST2402838 versus Elliott Lopez, formerly of the California Highway Patrol.

In this case, the Division found reasonable grounds to believe Elliott Lopez engaged in serious misconduct in violation of Penal Code Section 13510.8(b)(6), acts that violate the law.

Specifically that Lopez committed domestic violence upon his spouse on March 24th, 2024.

In accordance with the requirements of Senate Bill 2, and as required by Penal Code Section 13510.85(a)(4), this matter was heard by the Peace Officers Standard Accountability Advisory Board on February 5th, 2026.

Following the conclusion of that hearing, the Board voted for the recommendation of revocation of Lopez's

POST certification. The Division now presents this matter to you for your consideration of suspension or revocation.

As required by Penal Code Section 13510.85(a)(5), the record of that proceeding is before you, which includes the agenda and attachments from that meeting, a transcript of the relevant portions of the hearing, and the recommendations of the Board.

Due to the matter being heard in closed session by the Board, Commission Counsel will be able to advise you with respect to those procedures.

The law requires your review to be of that record before the Board, which is before you, and which you have had an opportunity to review.

To assist you in your review of the record I will take you through the case as presented there.

As the record shows, law enforcement consultant Ray Bechler presented the case before the Board substantially as follows:

The Respondent began his career with the California Highway Patrol on June 18th, 2004. There's the timeline for you. The Respondent received his basic certificate on March 18th, 2009. He was an active member of the peer support team.

The Respondent had three past annual performance

evaluations in 2024, 2023, and 2022. Respondent was rated either proficient or excellent in all areas. The Respondent has no prior complaints of misconduct resulting in disciplinary action from his agency.

In regard to the present allegation, the California Highway Patrol became aware of the Respondent's misconduct following his arrest in Las Vegas, Nevada on March 24th, 2024, for domestic violence against the victim, who he was in a qualifying relation with.

The Respondent resigned from his employment prior to being interviewed by Internal Affairs and discipline being imposed.

The CHP completed their administrative investigation and sustained allegations of misconduct against the Respondent.

On October 15th, 2024, CHP reported this case to post.

A factual summary of the Respondent's misconduct is as follows:

In March 2024, the Respondent and victim traveled to Las Vegas, Nevada for an annual trip with friends. The Respondent, victim and friends checked into the Westgate Hotel on Thursday, March 21st, 2024, and planned to stay for several days to attend a popular cigar conference.

The next three days were spent with friends and

seemed to go as planned as they enjoyed the conference and Las Vegas festivities at night.

However, on Saturday, March 23rd, 2024, the victim, Respondent and their friends visited Fremont Street to dance and enjoy music.

As the night ended, the Respondent and victim returned to their hotel for the evening. At approximately 4:15 in the morning of March 24th, 2024, the Respondent physically attacked the victim by punching her in the face, head, arms and upper torso multiple times causing significant injuries.

Hotel security received numerous calls from nearby guests regarding screaming and yelling emanating from the Respondent's room. They were directed to the Respondent's room where the yelling was coming from and contacted the Respondent.

According to security, they made entry into the room and saw the Respondent holding a trash can and he had vomited.

He also had blood on his finger.

Security asked the Respondent where the victim was and eventually called her on a cell phone. The victim answered the phone and alerted hotel security she was on the 25th floor.

Security contacted her and called 911 for police

assistance and medical assistance. Security detained the Respondent in handcuffs and escorted him down to the security office awaiting police response.

Las Vegas Metro PD Officers Mayer and Nguyen arrived at the hotel. Mayer contacted the Respondent, who was being detained in the security office while Nguyen checked on the victim, who was in the office on 25th floor.

According to the Las Vegas Metro P.D. crime report and in her CHP administrative interview, the victim stated that she and the Respondent had been drinking at the Fremont Street Experience. The Respondent drank too much, fell to the ground, and blacked out.

Friends had to call an Uber to get the Respondent back to the hotel. Their friends had to help walk the Respondent to their room and then place him on the bed.

While the Respondent laid on the bed sleeping, the victim looked through his cell phone. In doing so, she found several sexually explicit messages and photographs between the Respondent and another person.

The victim thought to herself, "not again."

After sitting with her sadness and disappointment the victim tried to go to sleep, but it was difficult for her to get into bed as the Respondent was taking up most of the bed space.

The victim made numerous attempts to wake the Respondent in order to have him move over so she could sleep. Lacking a response by the Respondent, and frustrated, the victim asked the Respondent about the person he exchanged sexually explicit photographs and messages with, calling the person out by name, quote, who is, blank, unquote.

Upon hearing the other person's name, Respondent suddenly woke up, looked around the room and began quote, whaling, unquote, on her. The victim described the whaling as throwing punches to her face. She fell off the bed onto the floor, curled up in a fetal position and screamed for the Respondent to stop as he continued to repeatedly punch her.

The Respondent stopped his attack momentarily, which allowed the victim to grab a cell phone off the table and run out of the room.

Officer Nguyen took numerous photographs of the victim's injuries. Las Vegas Metro P.D. Mayer contacted the Respondent who said he had been out drinking with the victim on Fremont Street. They had an argument and then took an Uber back to the hotel, where he passed out.

The next thing the Respondent recalled was security waking him. Respondent said he didn't remember the

incident. The Respondent added he and the victim had been having troubles, but were working on their relationship.

Officer Mayer arrested and booked the Respondent at the Clark County Detention Facility on a misdemeanor domestic violence charge.

The victim was transported by ambulance to the local hospital where she was treated for her injuries and later released.

Victim was interviewed by CHP IA on March 28th, 2024, four days after the assault and took these photos of the victim's injuries, which were caused by the Respondent.

On March 28th, 2024, the Clark County Nevada District Attorney's Office filed an amended criminal complaint to battery resulting in substantial bodily harm, constituting domestic violence, a category B felony.

On July 9th, 2024, the Respondent pled nolo contendere to a misdemeanor domestic battery charge. The Respondent was required to attend 13 classes of anger management counseling, two days in jail, pay court fines and submit to a mental health evaluation.

The facts I've just recited support the Division's

finding that the Respondent was involved in serious misconduct, specifically acts that violate the law.

For purposes of the Division's analysis, clear and convincing evidence means evidence that a charge is clear and convincing so long as that there is a high probability that the charge is true. The evidence need not establish a fact beyond a reasonable doubt.

The Division found that the clear and convincing evidence substantiated that Respondent's conduct amounted to acts that violate the law as described in Commission Regulation 1205.(a)(6), in that on March 24th, 2024, the Respondent physically harmed the victim by hitting and punching her numerous times about the head, face and shoulders. Respondent's actions were inconsistent with the Respondent's obligation to uphold the laws of the state.

The Division finds the Respondent's act of violence upon the victim not only violated CHP's internal policies, but also a criminal act by violating Nevada revised statute 33.018, which, had it occurred in California, would have violated Penal Code Section 273.5, corporal injury upon a spouse, slash, cohabitant, a felony.

In addition to violating the department policies, clear and convincing evidence exists that the Respondent

violated California Penal Code Section 13510.8(b)(6), and Commission Regulation 1205(a)(6), acts that violate the law.

Following the presentation to the Board, and as documented in the transcripts before you, public comments were made by the Respondent and he responded to questions from the Board members.

The Board then went into closed session, the transcript also documents comments made by members of the public following the presentation.

When the Board returned to open session, it voted to revoke the officer's certification, five in favor and one against.

With that, I thank you for your time and consideration of this case and I'm happy to answer any questions.

CHAIRMAN LONG: Thank you for that.

Questions and comments from Commissioners?

None at this time.

Does the subject officer and/or his counsel wish to offer public comment?

Please come forward.

Welcome, sir. You will have five minutes to speak. Please remember the Commission will only consider facts presented by the Division today and will not consider

additional facts or defenses.

ELLIOTT LOPEZ: Thank you. Good morning. Good morning, Commissioners. My name is Elliott Lopez, formerly of the California Highway Patrol.

I would like to focus on the fact that this is extremely out of character for me. This is, in the 43 years of being on this Earth, not once have I even been contacted by law enforcement, other than traffic stops.

It's -- it's just -- it's hard, because when you do everything to take care of and protect your community, and take care of your friends and family, this is not something that I would do to someone I loved.

The fact that I went almost 17 years in law enforcement and not once out of all the fights I was in, went to any of these extremes of any of the photographs you saw on the board today.

The witness testimony, I believe, corroborates the fact that I was completely blacked out. I was completely passed out. They had to carry me back to my room and they had to throw me on to my bed.

The victim, my ex-wife in this instance, has provided several different testimonies to what happened that night.

We were all -- all of us were drinking way too much. Something did occur and for whatever occurred, I do

apologize if I was a part of that.

I do not feel in any way, shape or form that I was, given the fact that I had asked her for a divorce the month before. The only reason I went on this trip was because friends had paid for everything to go and they were like family. I was not going to leave family behind.

My fault. I am diabetic. I was not treating myself the week prior to going on this trip. And I did not take any of my medications the day of.

One thing I do recall, while I was in the -- being checked, my blood sugar at the jail, it was above 400, I believe, several hours after the heavy alcohol.

I have completely eliminated alcohol from my diet now.

I have gone to therapy every at least two weeks since the incident. I do not feel that this is who I am. This is one incident, unfortunately, that has me here in front of you today. It is extremely hard because when I'm literally trying to do everything to get my life back on track.

I recently just worked for the fire cleanup at the Pacific Palisades for the last six months. We finished the project at the end of July of last year and then unfortunately after that I was in a motor vehicle

accident.

But, like I said, I am truly sorry for whatever role I may have played in this. And the only reason I say "may have" is because I have -- I honestly have no recollection of anything that happened that night.

Last thing I remember is listening to some kid play drums on a bucket and then security pounding on my door. Just extremely hard to believe that I could do something like this, especially after, like I said, 17 years of being what I thought was a good member of law enforcement to the State of California.

So, with that, I thank you for your looking into this and I truly do hope that you decide to allow me to still be a peace officer and give the best of me to the State of California.

Thank you.

CHAIRMAN LONG: Thank you.

At this point, are there any questions or comments from Commissioners?

(No response.)

CHAIRMAN LONG: Seeing none, does the Commission wish to adjourn to closed session? Or would any Commissioner like to make a motion? A motion is always in order and requires a two-thirds vote of those voting to succeed.

COMMISSIONER BRAUN: Commissioner Braun.
I'll make a motion to revoke.
COMMISSIONER BRAZIEL: Second. Braziel.
CHAIRMAN LONG: Mr. Knapp, would you please call the roll.
MR. KNAPP: Thank you, Mr. Chair.
Barcelona.
COMMISSIONER BARCELONA: Yes.
MR. KNAPP: Braun.
COMMISSIONER BRAUN: Yes.
MR. KNAPP: Braziel.
COMMISSIONER BRAZIEL: Yes.
MR. KNAPP: Cooper.
COMMISSIONER COOPER: Yes.
MR. KNAPP: Doering.
COMMISSIONER DOERING: Yes.
MR. KNAPP: Duggan.
COMMISSIONER DUGGAN: Yes.
MR. KNAPP: Gordon.
COMMISSIONER GORDON: Yes.
MR. KNAPP: Johnson.
COMMISSIONER JOHNSON: Yes.
MR. KNAPP: Long.
CHAIRMAN LONG: Yes.
MR. KNAPP: Moodian.

COMMISSIONER MOODIAN: Yes.

MR. KNAPP: Moon.

COMMISSIONER MOON: Yes.

MR. KNAPP: Nieto.

COMMISSIONER NIETO: Yes.

MR. KNAPP: Rodriguez.

COMMISSIONER RODRIGUEZ: Yes.

MR. KNAPP: Woolery.

COMMISSIONER WOOLERY: Yes.

MR. KNAPP: That's fourteen in favor.

CHAIRMAN LONG: Motion carries.

We will move now to our second and final case today, Bureau Chief Rob Guyton will again present along with Bryant Henley from POST Legal Affairs Bureau. And they will report on POST case 2403212, Richard Adams, who at the time of the events at issue in this case was employed by the California Highway Patrol. The Peace Officers Standards Accountability Advisory Board voted six to nothing to decertify Mr. Adams.

Gentlemen.

MR. GUYTON: Thank you, Mr. Chair, Commissioners.

Again, I'm still Rob Guyton here. Bureau Chief Professional Conduct, Northern Bureau. This time joined by Bryant Henley, attorney in our Legal Affairs Division.

We're here with respect to the case of POST versus Richard Adams of the California Highway Patrol.

In this case, the Division found reasonable grounds to believe that Richard Adams engaged in serious misconduct in violation of Penal Code Section 13510.8(b)(6), specifically, committed domestic violence upon his fiancee on July 13th of 2023.

Adams further committed a second act of misconduct by violating Penal Code Section 13510.8(b)(1) by making dishonest statements in his administrative and criminal investigations to cover up his actions.

In accordance with the requirements of Senate Bill 2 and as required by Penal Code Section 13510.85(a)(4), this matter was heard by the Peace Officers Standards Accountability Advisory Board on February 5th of 2026. Following the conclusion of that hearing, the Board voted to recommend revocation of Richard Adams' POST certification.

The Division now presents this matter to you for consideration of suspension or revocation.

As required by Penal Code Section 13510.85(a)(5), the record of that proceeding is before you, which includes the agenda and attachments from that meeting, a transcript of the relevant portions of the hearing, and the recommendation of the Board.

Due to the matter being heard in closed session by the Board, Commission Counsel will be able to advise you with respect to those proceedings.

The law requires your review to be of that record before the Board, which is before you, and which you have had an opportunity to review. To assist you in your review of the record, I will take you through the case as presented there.

As the record shows, law enforcement consultant Ray Bechler presented the case before the Board substantially as follows:

The Respondent began his career with the California Highway Patrol on June 26th, 2017. The Respondent holds a basic POST certification which he received on June 8th, 2019. The Respondent had no prior complaints of misconduct resulting in disciplinary action from his agency.

In regard to the present allegation, the Respondent reported his interaction with law enforcement to his agency on March 19th, 2024.

On April 19th, 2024, CHP reported the case to POST. The California Highway Patrol completed their investigation and sustained allegations against the Respondent. The Respondent was terminated on November 5th, 2024.

A factual summary of the Respondent's misconduct is as follows:

On February 25th, 2024, the Respondent and his live-in girlfriend, referred to as the victim, were staying at the Hampton Inn Hotel in Poway, California. At approximately 4:00 P.M. the victim called 911 after she and the Respondent got into an argument and his behavior was scary.

The victim waited in the parking lot for the police to respond.

San Diego County Sheriff's deputies arrived and contacted the victim, who explained the Respondent was an off-duty CHP officer and was inside the hotel.

The victim told the deputies she and the Respondent were verbally arguing and he did not get physical with her.

The victim added she wanted to drive back to their residence in Yucca Valley by herself and the Respondent wasn't letting her leave without him.

While talking to the deputies, the victim informed them about several incidents of physical violence by the Respondent over the past two years. One of the allegations of prior physical violence reported by the victim was captured on their front door home camera system. This video was shown to the deputies by the

victim and depicted the Respondent dragging the victim outside the front door of their residence, forcibly pushing her to the ground, causing the victim to land on her head and upper torso.

The video further showed the Respondent using two hands to get control of the victim's right leg as he dragged her out of the front door while the victim frantically yelled, "Richard, stop. Stop."

The victim said this incident occurred on July 13th of 2023. And I would like to show the video at this time.

(Video played.)

MR. GUYTON: The victim further reported to the San Diego Sheriff's deputies three other domestic violence incidents which occurred in June of 2022, May of 2023, and February of 2024 where she endured violence from the Respondent.

After speaking to the victim, the San Diego sheriff's deputies elected not to contact the Respondent for a statement as all of the reported incidents of violence occurred in San Bernardino County.

The deputies ensured the victim safely drove away from the hotel parking lot without further incident with the Respondent. San Diego County -- excuse me -- San Diego County Deputies reported these incidents and

forwarded their report to the San Bernardino Sheriff's Office for follow-up.

Each of the prior incidents reported by the victim were investigated both criminally and administratively. Ultimately, the San Bernardino County DA's Office filed and pursued prosecution of the Respondent for one misdemeanor domestic violence charge involving the incident captured on video that occurred on July 13th, 2023. The District Attorney's Office did not file on any of the other reported domestic violence incidences reported by the victim.

The criminal case against the Respondent was ultimately dismissed on February 4th of 2025, by the DA's office.

In the administrative investigation, and subsequent findings against the Respondent, the CHP sustained one allegation of committing domestic battery upon the victim, which involved the incident captured on video. All other reported domestic violence incidents were not sustained by the agency. The agency further sustained a finding against the Respondent for being dishonest when asked about the domestic violence incident captured on the video.

The Respondent filed an appeal from dismissal to the State Personnel Board. Respondent's case was heard

before State Personnel Board Administrative Law Judge Douglas Purdy on April 1st and 2nd of 2025. After hearing testimony and weighing all evidence, Judge Purdy rendered his decision. Judge Purdy specifically assessed the credibility of the Respondent's testimony regarding the video evidence from their home recorded on July 13th, 2023.

Judge Purdy documented, quote, "The video footage from the doorbell camera was not consistent with consensual role playing. The Respondent lifted the victim and tossed her onto the front porch where she landed on her back. That action clearly could have resulted in serious injury to the victim, which makes it unlikely she willingly consented to it."

Judge Purdy further wrote, "The Respondent was dishonest when he told Sergeant Mason, CHP IA investigator, that the July 13th, 2023, incident was consensual role playing and when he stated that his disputes with the victim had never escalated into physical conflict."

In his concluding remarks, Judge Purdy wrote, "Peace officers hold special positions of trust and are held to the highest standards of behavior. Also, peace officers must frequently testify in court and must be credible and honest to perform their duties effectively. Because

of the special position of trust peace officers hold, dishonesty by peace officers warrants harsh punishment."

Judge Purdy sustained Respondent's dismissal by the agency.

Following POST's investigation and review, POST found by clear and convincing evidence that reasonable grounds existed for consideration of suspension or revocation pursuant to Penal Code Section 13510.8.

The facts I've just recited support the Division's finding that the Respondent was involved in serious misconduct. Specifically, acts that violate the law, and dishonesty.

For purposes of the Division's analysis, clear and convincing evidence means evidence of the charge is clear and convincing so long as that there is a high probability that the charge is true. The evidence need not establish a fact beyond a reasonable doubt.

The Division finds that clear and convincing evidence substantiated that the Respondent's conduct amounted to acts that violate the law as described in Commission Regulation 1205.(a)(6) on July 13th, 2023, the Respondent physically harmed the victim by forcibly throwing her on the ground outside their residence and further dragging her on the ground by her ankles.

This conduct was inconsistent with the Respondent's

obligation to uphold the law or respect the rights of members of the public.

The Division finds the Respondent's acts of violence upon the victim not only violated CHP's internal policies, but also California Penal Code Sections 242 and 243(e)(1), which confirms the Respondent's unlawful conduct.

In addition to violating the CHP's policies with regards to off duty conduct, clear and convincing evidence exists that Respondent violated California Penal Code Section 13510.8(b)(6) and Commission Regulation 1205(a)(6), acts that violate the law.

The Division further finds that the clear and convincing evidence substantiated that Respondent's conduct amounted to dishonesty as described in Commission Regulation 1205(a)(1), in that the Respondent claimed that the domestic violence encounter recorded on the front door video camera was merely a role-playing incident in which the Respondent played the role of a landlord and the victim was a tenant who was late on paying her rent.

Respondent made these dishonest statements first to the San Bernardino Sheriff's Office investigators who were investigating a crime. And then later to CHP administrative investigators who were investigating the

same events as part of an investigation into misconduct.

This conduct was inconsistent with the Respondent's obligation to uphold the law or respect the rights of members of the public.

The Division finds the Respondent's statements to the SBSO and CHP concerning the July 13th, 2023, video established clear and convincing evidence he violated California Penal Code Section 13510.8(b)(1) and Commission Regulation 1205(a)(1), dishonesty.

Following Law Enforcement Consultant Ray Bechler's presentation to the Board, and as documented in the transcripts before you, Jason Ewert presented comments on behalf of the Respondent.

Additionally, the Respondent addressed the Board and answered questions raised by members of the Board. Respondent's comments are reflected in the transcript of the proceedings. No other members of the public presented comments to the Board. The Board immediately rendered their decision without going into closed session.

The Board unanimously voted to revoke the officer's certification, six in favor and zero against.

And I'm happy to answer any questions.

CHAIRMAN LONG: Thank you, Mr. Guyton.

Any questions from members of the commission at this

point?

(No response.)

CHAIRMAN LONG: Seeing no questions at this point, does the subject officer and/or his counsel wish to offer public comment?

I believe they are online.

MR. EWERT: Good morning.

CHAIRMAN LONG: One second. One second. If you would just wait one second. I would like to -- just a little preparatory remark.

You each have five minutes to speak. Please remember, though, that the Commission will only consider facts as presented by the Division today and will not consider additional facts or defenses.

The only question before the Commission today is do the facts presented by the Division today, if proven at a subsequent hearing before an ALJ, demonstrate a high probability that serious misconduct, as defined in the Penal Code and Commission Regs occurred?

Welcome.

MR. EWERT: Understood. Thank you very much. My name is Jason Ewert and I am the representative for Mr. Richard Adams.

We had requested a rescheduling, or continuance of this hearing due to a prescheduled, prepaid for trip

that Mr. Adams had on calendar at the time. That request was denied.

So Mr. Adams prepared a written statement that was submitted for consideration by the Commission today. I'd just like to confirm that statement was received by the Commission.

CHAIRMAN LONG: Yes.

MR. EWERT: Thank you.

The facts of this case do not demonstrate clear and convincing evidence that serious misconduct occurred. In addition to the fact that Mr. Adams was not interviewed by the San Diego Sheriff's Department during the initial statements that were provided by the alleged victim in this case, Mr. Adams' statement throughout this investigation have remained consistent.

Additionally, the Division's finding that there's no corroborating evidence to support the Respondent's claim of role playing in this scenario is also contradicted by multiple points of evidence that are identified in the record as it currently exists in front of the Commission. Specifically, San Bernardino County Sheriff's report number 232400513 is attached as Attachment D to the Commission's -- or to the Division's recommendation.

And if you look at the Sheriff's Report, it confirms

that the victim reported to the Sheriff's Department that, quote, "the video that you're referring to, that's not what happened in that video," end quote. Page 4.

Additionally, when the San Bernardino Sheriff's Department interviewed the Respondent, they indicated that the Respondent also described they sometimes (video transmission interrupted) found that Mr. Adams could not explain how or why the role playing would have ended outside as normally that is a bedroom thing for them.

Mr. Adams has tried to explain multiple times throughout this investigation, first with the CHP as well as the State Personnel Board, that he was caught off guard in his garage and was asked to make statements regarding very (video transmission interrupted) concerning his sex life. Sheriff said that he was not expecting to ask him questions about that, including one that reminded him of his mother.

Additionally, if look at Attachment F, the Division's report is a letter from the victim which indicates in pertinent part, I had been drinking alcohol and Richard did not want me to drive. I wanted to leave so I called the police (video transmission interrupted) upset angry at Richard. I made comments that were untrue at most and exaggerated at the least.

It's important to note that Ms. Dean did not testify

at any point during the investigation or appeals in this process. At one point she actually moved out of state. And so there is no actual direct testimony from her regarding the subject incident outside of the videos that were played today and were captured by the San Diego Sheriff's Department.

If you look at the State Personnel Board Resolution and Order, which (video transmission interrupted) H to the Division's report at page 19, the Administrative Law Judge (video transmission interrupted) the Board cannot base a finding solely on hearsay evidence.

It's our position that the decision was made in error at the State Personnel Board based on inappropriate admission of hearsay evidence. That decision is on appeal through writ proceedings in the superior court.

Next, during the Respondent's IA interview transcript, which is Attachment I of the Division's report and State Personnel Board Exhibit 16, there are excerpts from that transcript tha -- where he explains how he was caught off guard and tried to explain his sexual preferences. But, again, as explained to the Advisory Board, these are very personal, embarrassing matters and it wasn't until he had time to meet with counsel to go over his case and was explained the

importance of baring it all, bring it all on the line on -- as to what exactly what was depicted in those videos, that the Respondent provided those statements.

Respondent has been consistent throughout his testimony. Ultimately his position is that this was not an act of domestic violence and therefore his statements regarding what it was are also not dishonest. I encourage the Commission to review the written statement that was submitted by Respondent.

And I welcome any questions at this time.

CHAIRMAN LONG: Thank you, Mr. Ewert.

Any questions of Mr. Ewert from members of the Commission?

Also, I would like to note that your testimony did break up in a couple of places. I don't think we missed anything. But if anyone has any questions along those lines, please ask anything of Mr. Ewert.

(No response.)

CHAIRMAN LONG: Seeing nothing, we will move on.

I believe Mr. Adams is online? No?

We're just using -- that's right, we're just using the letter.

All right. If there are no questions of Mr. Ewert, thank you, sir.

Would anyone else like to address the Commission at

this time? I neglected to ask last time. I think Ms. Williamson and maybe Mr. Miller, I thought you had addressed that in your opening remarks. But please come forward if you wish to address this case and if there are any comments you wish to make on the previous case, please feel free.

MR. MILLER: Good morning.

My comments address both cases because both cases are the same to me, that they're an act of cowardness, act of inhumanity and abuse of women. This domestic violence, there's no excuse, no fancy words or flowering around what actually happened to these significant others.

I hope in the first case that that officer -- prior officer, that citizen now -- I hope they manage their diabetes, I hope they continue to get counseling and also I'm glad that we revoked his certificate. And if not for that, that he would surrender it.

There's no excuse, absolutely it's just infuriating to see that a person would wear a badge and a gun and still have these propensities to attack a weaker person or anybody that is defenseless against them.

So that did lead to my -- the introduction to that idea was in my public comment, but I wanted to speak specifically on this one. I was a little bit

disappointed when we went past it, but thank you for bringing it back and recouping it.

This -- in civilized society, we see that law enforcement is supposed to be the ones that keep us in check from abusing other people in our society, in the citizenship. And when the actual officer becomes the abuser, who do we trust?

And they are dishonest with how they came about this abuse by role playing or whatever idea that they may have, it is just insulting to think that we would just allow that kind of behavior to happen and be excused away by some fantasy play and the video speaks differently.

So that's it. Thank you.

CHAIRMAN LONG: Thank you, Mr. Miller.

Ms. Williamson.

MS. WILLIAMSON: Yes.

Mine is very brief.

If the public cannot trust peace officers to protect the people closest to them, the public cannot trust them with the power the badge carries.

Officers understand that even when off duty, the standards of the profession remain the same. Peace officers are expected to follow the law and can be held accountable when they violate it.

I hope you will find the same answer you did with the first officer.

Thank you.

CHAIRMAN LONG: Thank you, Ms. Williamson.

Is there anyone else who would like to address the Commission?

Are there any questions from Commissioners at this point?

(No response.)

CHAIRMAN LONG: Seeing none, what's the will of the Commission? Does the Commission wish to adjourn to closed session?

Or would any Commissioner like to make a motion?

A motion is always in order and requires a two-thirds vote of those voting, to succeed.

COMMISSIONER NIETO: Nieto.

Nieto moves to revoke.

COMMISSIONER GORDON: Gordon.

CHAIRMAN LONG: Motion by Nieto. Second by Gordon.

COMMISSIONER JOHNSON: Mr. Chair, it's probably -- I also have a -- I didn't mean to break up the motion, but I have a request to go into closed session. I don't know if you want me to run a different motion or --

CHAIRMAN LONG: You would like to go to closed session?

COMMISSIONER JOHNSON: I would.

CHAIRMAN LONG: We will go to closed session. All right.

We will now go into closed session and we will briefly adjourn regular session and we'll be back shortly.

(Closed session from 9:55 A.M. to 10:01 A.M.)

CHAIRMAN LONG: Thank you everyone for your patience. We're back on the record.

We have a motion by Nieto and a second by Gordon to revoke certification.

Mr. Chandler, please call the role.

MR. KNAPP: Thank you, Mr. Chair.

CHAIRMAN LONG: Knapp. Not Mr. Chandler.

MR. KNAPP: Barcelona.

COMMISSIONER BARCELONA: Yes.

MR. KNAPP: Braun.

COMMISSIONER BRAUN: Yes.

MR. KNAPP: Braziel.

COMMISSIONER BRAZIEL: Yes.

MR. KNAPP: Cooper.

COMMISSIONER COOPER: Yes.

MR. KNAPP: Doering.

COMMISSIONER DOERING: Yes.

MR. KNAPP: Duggan.

COMMISSIONER DUGGAN: Yes.
MR. KNAPP: Gordon.
COMMISSIONER GORDON: Yes.
MR. KNAPP: Johnson.
COMMISSIONER JOHNSON: I have a conflict and I'm choosing to abstain from the vote.
MR. KNAPP: Okay. Long.
CHAIRMAN LONG: Yes.
MR. KNAPP: Moodian.
COMMISSIONER MOODIAN: Yes.
MR. KNAPP: Moon.
COMMISSIONER MOON: Yes.
MR. KNAPP: Nieto.
COMMISSIONER NIETO: Yes.
MR. KNAPP: Rodriguez.
COMMISSIONER RODRIGUEZ: Yes.
MR. KNAPP: And Woolery.
COMMISSIONER WOOLERY: Yes.
MR. KNAPP: That's 13 in favor.
CHAIRMAN LONG: Motion carries.
That was the last item on the agenda.
Do any Commissioners have questions or comments?
If not, we always thank staff for their outstanding support and guidance and good humor. Thank you very much. So if there's no further business, a motion to

adjourn is in order.

COMMISSIONER BRAUN: Motion, Braun.

COMMISSIONER DOERING: Doering second.

CHAIRMAN LONG: Seeing no objection, motion carries and we will adjourn.

Thank you, everyone.

(Time noted: 10:03 A.M.)

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CERTIFICATE OF REPORTER

I, CONNIE J. PARCHMAN, a Certified Shorthand Reporter of the State of California, do hereby certify:

That I am a disinterested person herein; that the foregoing proceedings were reported, to the best of my ability, in shorthand by me, Connie J. Parchman, Certified Shorthand Reporter of the State of California, and thereafter transcribed into typewriting.

I further certify that I am not of counsel or attorney for any of the parties to said proceedings nor in any way interested in the outcome of said proceedings.

IN WITNESS WHEREOF, I have hereunto set my hand this 19th day of March 2026.



Connie J. Parchman, CSR
Certified Shorthand Reporter
License No. 6137

E R R A T A S H E E T

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AGENDA ITEM REPORT

Title: COMMISSION MEETING ACTION SUMMARY - MARCH 04, 2026, SAN DIEGO, CA

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/18/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

BACKGROUND:

ANALYSIS:

RECOMMENDATION: If the Commission concurs, the appropriate action would be a **MOTION** to approve the Action Summary from the March 04, 2026 Commission meeting.

ATTACHMENT(S):
Action Summary_Commission_March_04_2026_be_ma.pdf

COMMISSION ON

PEACE OFFICER STANDARDS AND TRAINING

POST

GAVIN NEWSOM

GOVERNOR

POST COMMISSION COMMITTEE MEETING

Caltrans District 11
Garcia Conference Room
4050 Taylor Way
San Diego, CA 92110

March 04, 2026

ACTION SUMMARY

CALL TO ORDER

Chair Geoff Long called the meeting to order at 10:00 a.m.

FLAG SALUTE

The pledge of allegiance was led by Commissioner Jason Doering.

ROLL CALL OF COMMISSION MEMBERS

PRESENT	PRESENT	ABSENT
Alan Barcelona Ingrid Braun Rick Braziel - Vice Chair Jim Cooper Justin Doering Charles Duggan P. Lamont Ewell Kelly Gordon	Jacob Johnson Geoff Long - Chair Michael Moodian Shannan Moon Tina Nieto Freddie Rodriguez Benjamin Therriault Stephen Woolery	

A calling of the roll reflected a quorum was present.

INTRODUCTION OF POST ADVISORY COMMITTEE CHAIR, CHIEF LEGAL COUNSEL, AND THE EXECUTIVE DIRECTOR

Chair Long introduced POST Advisory Committee Chair Chief Jason Salazar, Visalia Police Department, POST Chief Counsel William "Toby" Darden, along with POST Executive Director Manny Alvarez.

PUBLIC COMMENT PERIOD

Chair Long opened the floor for public comment. Two public comments.

EXECUTIVE DIRECTOR COMMENTS

Chair Long introduced Executive Director Alvarez who addressed the Commission.

1. APPROVAL OF TRANSCRIPT AND ACTION SUMMARY

Approval of the Transcript and Action Summary of the following meeting:

1.a. Approval of Transcript – December 03, 2025

1.b. Approval of Action Summary – December 03, 2025

MOTION – Moodian, Second – Doering and carried by unanimous consent to approve the Meeting Transcript and Action Summary of the December 03, 2025, Commission Meeting.

2. CONSENT

Chair Long announced the presentations on Consent Items: 2.b., 2d., 2.e. and 2.f. He then asked if the Commission would like presentations on additional Consent Items.

There were no additional requests.

2.a. Report on Status of Proposed Regulatory Actions

No Presentation.

2.b. Report on Certification/Decertification Update

Chair Long called upon Bureau Chief Michelle Weiler, Staff Services Manager Stacy Townsend, both from the Certification Bureau, and Bureau Chief Christine Ford, Professional Conduct Central Bureau, who provided a report.

This report was provided for information only. No action was required.

2.c. Report on Certification/Decertification Update

No Presentation.

2.d. Report on the Creation and Initial Priorities of the Compliance, Audit and Accountability Bureau (CAAB)

Chair Long called upon Bureau Chief Robert "Bob" Tripp, Compliance, Audit, and Accountability Bureau, who provided a report.

This report was provided for information only. No action was required.

2.e. Report on Legislative Update

Chair Long called upon Legislative Liaison Meagan Poulos, Office of Public Affairs in the Executive Office, who provided a report.

Advisory Chair Salazar shared feedback from the Committee.

This report was provided for information only. No action was required.

2.f. Report on Regulation 1005 Update

Chair Long called upon Chief Counsel William "Toby" Darden, Legal Affairs Bureau, who provided a report.

Advisory Chair Salazar shared feedback from the Committee.

This report was provided for information only. No action was required.

3. FINANCE - CONTRACTS

Chair Long called upon Bureau Chief Cheryl Smith, Administrative Services Bureau, who provided a report on budgetary items, year-to-date expenditures and contract expenditures.

Bureau Chief Tom Chalk and Supervisor I Kenya Smith, both from Training Program Services, were present to answer questions regarding the contracts.

Chair Long noted for the record that Commissioners Jim Cooper, Freddie Rodriguez and Stephen Woolery had arrived and the Commission had a full roll call.

Contracts were presented out of order.

3.a. Report on Request to Renew the Contract for Use of Force/De-Escalation Training (UOF)

MOTION – Therriault, second – Cooper and carried unanimously by **ROLL CALL VOTE** to approve the proposed Use of Force/De-escalation Training budget in the amount of $651,537.76.

3.b. Report on Request to Renew the Contracts for Supervisory Course

MOTION – Doering, second – Therriault and carried by **ROLL CALL VOTE** with fifteen (15) yes and one (1) abstention - Long to approve the proposed Supervisory Course budget in the amount of $1,644,142.49.

3.c. Report on Request to Renew the Contract for Sherman Block Supervisory Leadership Institute (SBSLI)

MOTION – Cooper, second – Nieto and carried by **ROLL CALL VOTE** with fifteen (15) yes and one (1) absent during vote – Barcelona to approve the Sherman Block Supervisory Leadership Institute budget in the amount of $2,875,152.43.

3.d. Report on Request to Renew the Contract for the Robert Presley Institute for Criminal Investigation (ICI)

MOTION – Therriault, second – Braziel and carried by **ROLL CALL VOTE** with fourteen (14) yes, one (1) abstention - Long and one Commissioner absent during vote – Barcelona to approve the Institute for Criminal Investigation program budget in the amount of $5,427,791.71.

3.e. Report on Request to Renew the Contract for the Instructor Development Institute (IDI)

MOTION – Gordon, second – Braziel and carried unanimously by **ROLL CALL VOTE** to approve the proposed Instructor Development Institute program budget in the amount of $657,623.62.

3.f. Report on Request to Renew the Contract for the Quality Assessment Program (QAP)

MOTION – Gordon , second – Doering and carried by **ROLL CALL VOTE** with fifteen (15) yes and one (1) abstention - Long to approve the proposed Quality Assessment Program budget in the amount of $ 698,134.50.

3.g. Report on Request to Renew the Contracts for the POST Management Course (PMC)

MOTION – Nieto, second – Gordon and carried unanimously by **ROLL CALL VOTE** to approve the proposed POST Management Course program budget in the amount of$1,865,933.80.

3.h. Report on Request to Renew the Contract for the POST Command College (CC)

MOTION – Cooper, second – Braun and carried unanimously by **ROLL CALL VOTE** to approve the proposed POST Command College Course budget in the amount of $553,531.30.

3.i. Report on Request to Renew the Contract for the POST Executive Development Course (EDC)

MOTION – Gordon, second – Woolery and carried unanimously by **ROLL CALL VOTE** to approve the proposed Executive Development Course budget in the amount of $373,929.70.

3.j. Report on Request to Renew the Contract for the Museum of Tolerance (MOT)

MOTION – Braun, second – Johnson and carried unanimously by **ROLL CALL VOTE** to approve the proposed Simon Wiesenthal Center, for the presentation of, the Museum of Tolerance program budget in the amount of $1,556,000.00.

3.k. Report on Contract Expenditures Year-to-Date for Fiscal Year 2025 – 2026

This report was provided for information only. No action was required.

3.l. Report on Expenditures Year-to-Date for Fiscal Year 2025 – 2026

This report was provided for information only. No action was required.

3.m. Report on Contracts Requiring Approval by the Commission for Fiscal Year 2026 – 2027

This report was provided for information only. No action was required.

3.n. Report on Request to Renew the Contract for Basic Academy Emergency Vehicle Operation Course (EVOC) Driver Training

MOTION – Braziel, second – Braun and carried unanimously by **ROLL CALL VOTE** to Authorize the Executive Director to enter into contracts for the EVOC program in an amount not to exceed $4,822,500.00.

3.o. Report on Request to Renew the Contract with the State Controller's Office (SCO)

MOTION – Therriault, second – Woolery and carried unanimously by **ROLL CALL VOTE** to approve the proposed inter-agency agreement with the State Controller's Office (SCO) to audit law enforcement agency and presenter reimbursement claims in the amount not to exceed $250,000.

3.p. Report on Request to Contract with Mark43 for Maintenance Agreement

Chair Long called upon Assistant Executive Director Annemarie Del Mugnaio to answer questions.

MOTION – Gordon, second – Woolery and carried unanimously by **ROLL CALL VOTE** to authorize the Executive Director to enter into contracts for the Mark43 maintenance agreement in an amount not to exceed $2,000,000.

Chair Long called upon Executive Director Alvarez who offered brief remarks before the Commission recessed for lunch.

4. ADMINISTRATIVE SERVICES BUREAU

4.a. Report on Proposed Changes to Commission Regulation 1015 – Reimbursements for Training

Continuing, Bureau Chief Cheryl Smith, Administrative Services Bureau, and Supervisor Jennifer Hardesty, Basic Training Bureau who provided a report on this item. Executive Director Alvarez offered additional comments.

Chair Long called for a **MOTION** to approve the changes as described in the staff report.

MOTION – Cooper, second – Nieto and carried by **UNANIMOUS CONSENT** to approve the changes of Regulation 1015 – Reimbursements for Training.

Chair Long rescinded the previous vote because the **MOTION** contained two separate parts and called for a new **MOTION**.

MOTION – Braziel, second – Woolery and carried by **ROLL CALL VOTE** to approve the proposed changes of Regulation 1015 – Reimbursements for Training to remove the word “sworn”.

5. BASIC TRAINING BUREAU

5.a. Report to Amend Commission Regulation 1006 - Extension of Time Limit for Course Completion

Chair Long called upon Law Enforcement Consultant Brad NewMyer, Basic Training Bureau, who provided a report.

Advisory Chair Salazar shared the support of the Committee.

Chair Long called for a **MOTION** to approve the proposed text of Commission Regulation 1006.

MOTION – Braun, second – Doering and carried by **UNANIMOUS CONSENT** to approve the proposed text of Commission Regulation 1006 as described in the staff report.

6. CERTIFICATION BUREAU

6.a. Report on Proposed Amendments to Commission Regulation 1003 – Employment Status Notifications and Commission Regulation 1011 - Professional Certificates for Public Safety Dispatchers and Records Supervisors

Chair Long called upon Bureau Chief Michelle Weiler, Certification Bureau, who provided a report.

MOTION – Moon, second – Braziel and carried by **UNANIMOUS CONSENT** to approve the proposed amendments to the text of Commission Regulation 1003 and 1011, to provide additional clarity regarding appointments and professional certificate requirements for public safety dispatchers and record supervisors.

6.b. Report on Proposed Amendment to Voluntary Surrender of Peace Officer Certification Form, POST 2-358

Continuing – Bureau Chief Michelle Weiler, Certification Bureau, who provided a report.

Advisory Chair Salazar shared the support of the Committee for both items presented by the Certification Bureau.

Chair Long called for a **MOTION** to approve the changes described in the staff report.

MOTION – Woolery, second – Gordon and carried by **UNANIMOUS CONSENT** to approve the proposed amendment to the Voluntary Surrender of Peace Officer Certification Form, POST 2-358 and Commission Regulation 1210 to provide additional clarity regarding acknowledgements and required signatures on the form and updating the form date in the regulatory text.

7. COMMITTEE REPORTS

Chair Long called upon Chief Jason Salzar, Chair of the Advisory Committee, who provided a report on the results of the Advisory Committee meeting held on Tuesday, March 03, 2026.

Chair Long called for a **MOTION** to approve the Advisory Committee report, along with the nominees for the POST Training awards.

MOTION – Braziel, second – Woolery and carried by **UNANIMOUS CONSENT** to approve the POST Advisory Committee report and nominees for the POST Training awards from the meeting on Tuesday, March 03, 2026.

8. CORRESPONDENCE

The following correspondence was received by POST:

- POST Recommendations - Racial and Identity Advisory Profiling Board (RIPA), incoming letter
- RIPA 2026 Annual Report, Recommendations and Best Practices

9. OLD BUSINESS

Chair Long called upon Commissioner Braziel, who requested that a Chief of Police from the University of California or California State University be invited to discuss campus law enforcement operations and identify how POST can better support their agencies in carrying out their responsibilities.

Executive Director Alvarez confirmed that this item will be added to the agenda for the June Commission meeting.

10. NEW BUSINESS

10.a. Reappointment Request POST Advisory Committee – Kathy Oborn

Request to reappoint Kathy Oborn to the POST Advisory Committee, representative for the California Associations of Administration of Justice Educators (CAAJE).

Motion – Therriault, Second – Woolery and carries by **UNANIMOUS CONSENT** to approve the request to reappoint Kathy Oborn to the POST Advisory Committee.

10.b. Reappointment Request Chair of POST Advisory Committee – Jason Salazar

Advisory Committee request to reappoint Jason Salazar, Visalia Police Chief as Chair of the Committee.

Motion – Barcelona, Second – Woolery and carries by **UNANIMOUS CONSENT** to approve the reappointment of Chief Salazar as Chair of the POST Advisory Committee.

10.c. Request to Release Proposed Amendments for Public Comment – Standardize Modular Training for Public Safety Dispatchers

Chair Long called upon Executive Director Alvarez, who provided a report. The Commission agreed to the request.

11. FUTURE COMMISSION DATES

Upcoming Commission meetings will be held:

- June 03 - 04, 2026 - West Sacramento, CA
- September 16 - 17, 2026 – Tentative, Southern CA
- December 02 - 03, 2026 - West Sacramento

The main Commission meeting concluded at 3:07 p.m.

Respectfully Submitted,

Brandy L. Essex
Analyst II
Executive Office

AGENDA ITEM REPORT

Title: REPORT ON POST NON-REIMBURSABLE PROGRAM - NEW AGENCY ENTRY - ALAMEDA BELT LINE RAILROAD POLICE DEPARTMENT

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Training Delivery and Compliance Bureau	
RESEARCHED BY Melanie Dunn	**REVIEWED BY** Justin Phung	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/11/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: The Alameda Belt Line Railroad Police Department has entered into the POST Non-Reimbursable Program for its peace officers effective April 14, 2026.

BACKGROUND: The Alameda Belt Line Railroad Police Department has been approved to participate in the POST Non-Reimbursable Program pursuant to Penal Code sections 13510(a) and 13522. The agency has agreed to abide by Commission Regulations. A Resolution by the Alameda Belt Line Board of Directors was adopted on June 30, 2025, as required by Penal Code section 13522. Two attachments are included; the Letter of Intent and the Resolution.

ANALYSIS: The agency presently employs one (1) peace officer.

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

ATTACHMENT(S):

Alameda Belt Line Railroad Police - POST Letter of Intent.pdf

Alameda Belt Line Railroad Police - Board Resolutions.pdf

ALAMEDA BELT LINE RAILROAD POLICE
Chad Ellis, Security Director
1 World Trade Center, Suite 2350, Long Beach, California 90831
Telephone (714) 222-4109

June 18, 2025

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

Dear Mr. Alvarez:

The Board of the Alameda Belt Line has empowered me to seek participation in the Commission on Peace Officer Standards and Training (POST) Non-Reimbursable Program for our peace officers.

Please find enclosed the Resolution from the Board declaring our intent to enter the POST Program.

We are ready for a review to finalize our acceptance.

Sincerely,

Chad Ellis

CHAD ELLIS
Security Director

Docusign Envelope ID: 4C016A4C-9D5A-490E-A27A-9957D8760506

ALAMEDA BELT LINE
BOARD OF DIRECTORS
UNANIMOUS WRITTEN CONSENT

We, the undersigned, being the members of the board of directors (the "Board") of Alameda Belt Line, a California corporation (the "Company"), pursuant to Section 603(a) of the California Corporations Code and Article III, Section 3.04 of the bylaws of the Company, hereby waive all notice of the time, place and purpose of a meeting, consent to the adoption of the following resolutions to have the same force and effect as though taken at a meeting duly and validly noticed and held, and direct that this consent be filed with the minutes of the Company.

WHEREAS, pursuant to 49 U.S.C. § 28101; 49 C.F.R. Part 207, Section 830.33 of the California Penal Code, and Section 8226 of the California Public Utilities Code, the Alameda Belt Line, a railroad, is authorized to establish a police agency and employ peace officers commissioned by the Governor of the State of California with authority extending to any place in the State for the purpose of performing their primary duty or making an arrest.

RESOLVED, that the Board does hereby approve the Company's establishment of the Alameda Belt Line Railroad Police.

FURTHER RESOLVED, that the Alameda Belt Line Railroad Police shall have the primary duty of enforcing the law on or about property owned, operated, or administered by the Alameda Belt Line, and in the course of necessary duties relating to patrons, employees, or property of the Alameda Belt Line. In carrying out these duties, commissioned peace officers of the Alameda Belt Line Railroad Police shall have the authority and powers of peace officers to the full extent permitted under applicable state and federal law. Any commissioned officer's peace officer authority and powers may be suspended at the discretion of the Chief of the Alameda Belt Line Police or his or her designee.

FURTHER RESOLVED, that the commissioned peace officers of the Alameda Belt Line Railroad Police are authorized to carry firearms to the full extent permitted by federal and state law.

DocuSigned by: Olivia Power — 6/30/2025
Olivia Power — Date

DocuSigned by: Richard Dennison — 6/30/2025
Richard P. Dennison — Date

Signed by: Rod Doerr — 6/27/2025
Rod Doerr — Date

pp John Bynum on behalf of David Hughes — 7/8/2025
David W. Hughes — Date

Docusign Envelope ID: AE15E9EA-B842-49F4-BACB-8EA04B239540

ALAMEDA BELT LINE
BOARD OF DIRECTORS
UNANIMOUS WRITTEN CONSENT

We, the undersigned, being the members of the board of directors (the "Board") of Alameda Belt Line, a California corporation (the "Company"), pursuant to Section 603(a) of the California Corporations Code and Article III, Section 3.04 of the bylaws of the Company, hereby waive all notice of the time, place and purpose of a meeting, consent to the adoption of the following resolutions to have the same force and effect as though taken at a meeting duly and validly noticed and held, and direct that this consent be filed with the minutes of the Company.

WHEREAS, Section 13510 of the California Penal Code establishes minimum selection and training standards for peace officers in California and mandates that the California Commission on Peace Officer Standards and Training ("POST") adopt these standards; and

WHEREAS, the Alameda Belt Line Police will adhere to the standards for recruitment and training established by the California Commission on POST.

RESOLVED, that the Board does hereby approve the Company's participation in the California Commission on POST Non-Reimbursable Program pursuant to Section 13510 of the California Penal Code.

FURTHER RESOLVED, that that the California Commission on POST and its representatives may make such inquiries as deemed appropriate by the Commission to ascertain that the peace officer personnel of the Alameda Belt Line Railroad Police adhere to standards for recruitment and training established by the California Commission on POST.

DocuSigned by:
Olivia Power
Olivia Power — 6/30/2025 Date

DocuSigned by:
Richard Dennison
Richard P. Dennison — 6/30/2025 Date

Signed by:
Rod Doerr
Rod Doerr — 7/2/2025 Date

pp. John B on behalf of David Hughes
David W. Hughes — 7/9/2025 Date

AGENDA ITEM REPORT

Title: REPORT ON POST REIMBURSABLE AGENCY ENTRY - NAPA VALLEY COLLEGE POLICE DEPARTMENT DISPATCH

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Training Delivery and Compliance Bureau	
RESEARCHED BY Melanie Dunn		**REVIEWED BY** Justin Phung
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/11/2026
PURPOSE		**FINANCIAL IMPACT** Yes

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: The Napa Valley College Police Department has entered into the POST Reimbursable Program for its dispatchers effective April 30, 2026.

BACKGROUND: The Napa Valley College Police Department Dispatchers have been approved to participate in the POST Reimbursable Program pursuant to Penal Code sections 13510(a) and 13522. The agency has agreed to abide by Commission Regulations. A Resolution by the Governing Board of the Napa Valley Community College District was adopted on May 8, 2025, as required by Penal Code section 13522. Two attachments are included: the Letter of Intent and the Resolution.

ANALYSIS: The agency presently employs one (1) dispatcher.

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

ATTACHMENT(S):

NVCPD Dispatch Letter of Intent.pdf

Res 25-11 Accepting Requirements of Section 13510(c) 7 `13522, 13512 of Penal code to Recruitment.pdf

Napa Valley College Police Department

June 9, 2025

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

Dear Mr. Alvarez:

The Board of Trustees of the Napa Valley Community College District have empowered me to seek participation in the Commission on Peace Officer Standards and Training (POST) Reimbursable Program for our public safety dispatchers.

Please find enclosed the Resolution No. 25-11 from the Napa Valley Community College Board of Trustees declaring our intent to enter the POST Program.

We are ready for a review to finalize our acceptance. Please call at your earliest convenience.

Sincerely,

Amber Wade
Chief of Police

2277 Napa - Vallejo Highway, Napa, California 94558
(707) 256-7770 ~ Fax (707) 256-7783 ~ www.napavalley.edu/police

Napa Valley Community College District

Resolution No. 25-11

A RESOLUTION ACCEPTING THE REQUIREMENTS OF SECTION 13510(c) AND 13522, and 13512 OF THE PENAL CODE RELATIVE TO THE RECRUITMENT AND TRAINING STANDARDS OF PUBLIC SAFETY DISPATCHERS.

Section 1: The Governing Body of Napa Valley Community College District declares that it desires to qualify to receive aid from the State of California under the provision of Section 13522, Chapter 1 of Title 4, Part 4 of the California Penal Code.

Section 2: The Napa Valley Community College District declares that it accepts the requirements of Section 13510(c), Chapter 1, of Title 4, Part 4, or the California Penal Code, and will adhere to the standards for recruitment and training established by the Commission on Peace Officer Standards and Training (POST) for Public Safety Dispatchers.

Section 3: The Napa Valley Community College District will adhere to the requirements of Section 13512, Chapter 1, that the Commission and its representatives may make such inquiries as deemed appropriate by the Commission to ascertain that the Napa Valley Community College District public safety dispatcher personnel adhere to standards for selection and training established by the Commission on Peace Officer Standards and Training.

CERTIFICATION

PASSED AND ADOPTED THIS 8h day of May 2025 by the Governing Board of the Napa Valley Community College District in Napa County, California, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

Ms. Jeni Olsen, President
Napa Valley Community College
District
Board of Trustees

Torence Powell, Ed.D., Secretary
Napa Valley Community College
District
Board of Trustees

AGENDA ITEM REPORT

Title: REPORT ON STATUS OF PROPOSED REGULATORY ACTIONS

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY Katie Strickland	**REVIEWED BY**	
REPORT DATE 05/18/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/18/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: This is a report on the status of recent proposed regulatory actions.

BACKGROUND: The Commission requested staff to present ongoing reports on the status of regulatory actions once the Commission has approved them. This report reflects the progress of such actions as they move through the regulatory process.

ANALYSIS: All documents pertaining to the following packages can be found on the POST Regulatory Actions page.

Commission Regulation packages currently in the 45-day public comment period:

- Amend Training Specifications for the Public Safety Dispatchers' Basic Course
  Commission Regulations 1015 and 1018; Commission Procedure D-1-5; and *Training Specifications for the Public Safety Dispatchers Course*
  Noticed April 3, 2026

- Amend Minimum Standards for Training
  Amend Commission Regulation 1005
  Adopt Commission Regulations 1005.01, 1005.02, 1005.03, 1005.04, 1005.05, 1005.06, 1005 and 1005.09
  Noticed April 3, 2026

- Amend Appointments and Professional Certificates

Commission Regulations 1003 and 1011
Noticed April 17, 2026

- Amend Voluntary Surrender
  Commission Regulation 1210
  Noticed April 17, 2026

Commission Regulation packages under review by the Office of Administrative Law (OAL): None

Commission Regulation packages approved by OAL since the March 4, 2026, meeting:

- Amend Commission Regulation 1005, Basic Course Waiver (pdf)
  Approved April 28, 2026
  Effective July 1, 2026

- Amend Commission Regulation 1953, Peace Officer Background Investigation (pdf)
  Approved April 29, 2026
  Effective July 1, 2026

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

AGENDA ITEM REPORT

Title: REPORT ON COURSE CERTIFICATION STATISTICS

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Training Delivery and Compliance Bureau	
RESEARCHED BY Jet Alidon-Lam	**REVIEWED BY** Mike Radford	
REPORT DATE 04/30/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/08/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: This is a status report of courses which have been certified and decertified from 01/01/2026 to 03/31/2026.

BACKGROUND: This report is submitted to the Commission quarterly to report the status of certified and decertified courses and presenters (Attachment A).

ANALYSIS: The following is a summary of the status report for 01/01/2026 to 03/31/2026:

Certified New Presenters: 28
Decertified Presenters: 2
Courses Certified: 66
Approved Course Modifications: 926
Decertified Courses: 24

Total Active Courses: 6,209

Total Active Presenters: 1,040

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

ATTACHMENT(S):
AttachmentA_Course_Certification_Statistics_Report_2026.01.01-2026.3.31.pdf

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
TRAINING DELIVERY AND COMPLIANCE SERVICE BUREAU
COURSE CERT STATS REPORT
REPORT FROM 01/01/2026 TO 03/31/2026

NEW PRESENTERS

BUTTE COUNTY PROBATION DEPARTMENT - 1564
CA OFFICE OF LE SUPPORT (OLES) - 1557
FRESNO COUNTY PROBATION DEPARTMENT - 1565
IRIS CONSULTING SERVICES LLC - 8048
KINGS COUNTY PROBATION DEPARTMENT - 1573
LAKE COUNTY PROBATION DEPARTMENT - 1558
LASSEN COUNTY PROBATION DEPARTMENT - 1569
LAW ENFORCEMENT COACHING LLC - 8047
M4 TRAINING GROUP - 8052
MADERA COUNTY PROBATION DEPARTMENT - 1575
MAJOR CASE TRAINING GROUP - 8049
MENDOCINO COUNTY PROBATION DEPARTMENT - 1574
MERCED COUNTY PROBATION DEPARTMENT - 1125
MEYERS POLICE K9 TRAINING LLC - 1536
MONTEREY COUNTY PROBATION DEPARTMENT - 1576
NAPA COUNTY PROBATION DEPARTMENT - 1567
SACRAMENTO SHERIFFS TACTICAL FOUNDATION - 8051
SAN JOAQUIN COUNTY PROBATION DEPARTMENT - 1559
SAN MATEO COUNTY PROBATION DEPARTMENT - 1578
SANTA BARBARA PROBATION DEPARTMENT - 1579
SANTA CRUZ COUNTY PROBATION DEPARTMENT - 1577
SOLANO COUNTY PROBATION DEPARTMENT - 1568
SONOMA COUNTY PROBATION DEPARTMENT - 1572
STANISLAUS COUNTY PROBATION DEPARTMENT - 1562
SUTTER COUNTY PROBATION DEPARTMENT - 1561
TULARE COUNTY PROBATION DEPARTMENT - 1566
YOLO COUNTY PROBATION DEPARTMENT - 1563
YUBA COUNTY PROBATION DEPARTMENT - 1571

DECERTIFIED PRESENTERS

BIRGE, RAY/BIRGE AND ASSOCIATES - 8530
STANISLAUS COUNTY PROBATION DEPARTMENT - 1295

SUMMARY OF TOTALS

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
TRAINING DELIVERY AND COMPLIANCE SERVICE BUREAU
COURSE CERT STATS REPORT
REPORT FROM 01/01/2026 TO 03/31/2026

	JANUARY	FEBRUARY	MARCH	TOTAL FOR JAN TO MAR	TOTAL YEAR-TO-DATE	TOTAL
PRESENTERS						
CERTIFIED NEW PRESENTERS	6	7	15	28	47	
DECERTIFIED PRESENTERS	1	0	1	2	77	
COURSES						
CERTIFICATION REQUESTS	26	31	25	82	294	
COURSES CERTIFIED	21	23	22	66	276	
COURSE MODIFICATIONS APPROVED	301	323	302	926	3452	
DECERTIFIED COURSES	6	1	17	24	92	
INACTIVE COURSES	0	0	0	0	1	

TOTAL ACTIVE COURSES	**6209**
TOTAL ACTIVE PRESENTERS	**1040**

AGENDA ITEM REPORT

Title: REPORT ON AMENDMENT TO COMMISSION REGULATION 1004 - RESERVE FIELD TRAINING OFFICER EXEMPTION (DISCUSSION)

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Basic Training Bureau	
RESEARCHED BY LEC Stephen Crawford	**REVIEWED BY** Carrie Hollar	
REPORT DATE 06/02/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/08/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: Discussion requested by Commission members at the March Commission meeting regarding an exemption for private universities that have a memorandum of understanding to allow Level I Reserves to serve as field training officers for their educational institutions.

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

BACKGROUND: This report is presented for discussion only. No action is required.

ANALYSIS: Discussion requested by Commission members at the March Commission meeting regarding an exemption for private universities that have a memorandum of understanding to allow Level I Reserves to serve as field training officers for their educational institutions.

Letters of Support have been provided for Commission review (**Attachment A, Attachment B, Attachment C, Attachment D**).

FAQ prepared by the University of the Pacific provided for Commission review (**Attachment E**).

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

ATTACHMENT(S):
ATTACHMENT_A_LETTER_OF_SUPPORT_UNIV_OF_THE_PACIFIC_DPS.pdf
ATTACHMENT_B_LETTER_OF_SUPPORT_SANTA_CLARA_SO.pdf
ATTACHMENT_C_LETTER_OF_SUPPORT_STANFORD_UNIV_DPS.pdf
ATTACHMENT_D_LETTER_OF_SUPPORT_SAN_JOAQUIN_DA.pdf
ATTACHMENT_E_FAQ_PREPARED_BY_UNIVERSITY_OF_THE_PACIFIC.pdf

ATTACHMENT A

UNIVERSITY OF THE
PACIFIC

October 1, 2025

Manny Alvarez, Executive Director
California Commission on Police Officers Standards and Training
860 Stillwater Road, Suite 100
West Sacramento, CA 95605

Dear Executive Director Alvarez,

Dept. of Public Safety
3601 Pacific Ave.
Stockton, CA 95211
Tel 209.946.2537
Fax 209.946.2288

I am writing to express my support for the changes that Stephen Crawford has proposed to POST Regulation 1004, which would allow qualified officers at the University of the Pacific to serve as Field Training Officers. Currently, the University of the Pacific, as a private university, gets its police powers through an MOU with the Stockton Police Department. Pursuant to 830.75 of the Penal Code, my officers and I are Reserves Level 1. Although we all work full-time and conduct all the same duties as regular police officers, as reserve officers, we are unable to receive POST Certificates, other than Reserve. As you know, regulation 1004 currently requires FTOs to hold a Basic Certificate, among other requirements.

Historically, I was able to hire many lateral officers, like me, who already possessed their Basic and other certificates. Over the past few years, the hiring climate has changed. Laterals are a scarce commodity. I must now hire trainees and sponsor them through an academy to fill my open officer positions. I can no longer staff my FTO positions with these laterals, although I have several excellent officers who have been through an approved FTO course; they cannot officially be FTOs without a certificate. I have worked closely with the FTP SAC at Stockton Police Department and Stephen Crawford at POST to have a compliant Field Training Program. At Mr. Crawford's suggestion, I recently completed the FTP SAC class, as I am one of only two lateral officers here who have a supervisory certificate.

I believe in the role of the Commission on Police Officers Standards and Training and salute the recent changes that have been made to improve our profession and how we our seen by others. I also believe that the role of an FTO is significant, and only the best officers should be placed in these positions. I have some highly qualified officers who will shape respectful and ethical new officers. Unfortunately, the way the regulations are written now, it is impossible for me to bring my Field Training Program into Compliance.

During our conversation, Mr. Crawford suggested edits to Regulation 1004 that he plans to propose. These edits would add an exemption for Pacific Officers and the officers at the other two Universities in the same position. Although it would be nice to grant my officers the ability to acquire POST certificates, this is an easier change for the time being and would allow us to have a

compliant FTO Program overseen by the Stockton Police Department's Field Training Program. I respectfully submit to you my support for these changes to Regulation 1004.

Sincerely,

Grant Bedford
Chief of Police
University of the Pacific

ATTACHMENT B

County of Santa Clara

Office of the Sheriff

55 West Younger Avenue
San Jose, California 95110-1721
(408) 808-4611

Robert Jonsen
Sheriff

October 30, 2025

Commission on Peace Officer Standards and Training
860 Stillwater Road, Suite 100
Sacramento, CA 95605

Dear Members of the Commission:

I am writing to express my support for the proposed regulatory changes that would authorize select Stanford University Department of Public Safety (SUDPS) deputies to serve as Field Training Officers (FTOs), subject to individual approval by the Commission on Peace Officer Standards and Training (P.O.S.T.). The FTO role is vital to ensuring the readiness, professionalism, and effectiveness of newly appointed peace officers. Allowing qualified SUDPS deputies to serve in this capacity would strengthen the department's training program and further enhance public safety within the campus community.

SUDPS will nominate eligible deputies for consideration by P.O.S.T., with each approval evaluated on a case-by-case basis rather than through a blanket authorization. Approved SUDPS FTOs will operate under the Santa Clara County Sheriff's Office's P.O.S.T.-approved Field Training Program. While SUDPS may adapt certain elements of the program to reflect the specific needs of the university environment, all core standards, competencies, and training objectives established by P.O.S.T. and my Office will be fully met.

As Reserve Deputy Sheriffs of Santa Clara County, SUDPS deputies fall under the authority of my Office, which grants their peace officer powers. My Office will retain ultimate oversight responsibility to ensure SUDPS administers the FTO program appropriately—verifying that all required topics are covered, standards are maintained, and instruction aligns with established best practices. In addition, all SUDPS FTOs will complete the required 40-hour FTO training course and periodic refresher training to ensure ongoing compliance and professional excellence.

SUDPS deputies bring valuable expertise in campus law enforcement, community engagement, and safety education. Recognizing their qualifications through this proposed change will not only enhance the field training experience for new recruits but also promote leadership development and retention among experienced deputies.

For these reasons, I respectfully urge the Commission's support for the proposed regulatory changes. Thank you for your consideration and continued partnership in advancing the professionalism and effectiveness of California's peace officers.

Sincerely,

Robert Jonsen
Sheriff

STANFORD UNIVERSITY
DEPARTMENT OF PUBLIC SAFETY

Laura L. Wilson, *Director*

September 26, 2025

Manny Alvarez, Executive Director
CA Commission on Peace Officer Standards and Training (POST)
860 Stillwater Road, Suite 100
West Sacramento, CA 95605

Dear Executive Director Alvarez,

I am writing to express my support for the proposed regulatory change that would enable select Stanford University Department of Public Safety (SUDPS) deputies who do not possess a basic P.O.S.T. certificate to serve as field training officers (FTOs) pursuant to P.O.S.T.'s approval.[1] As you are aware, the role of an FTO is crucial in shaping the competencies and effectiveness of new recruits, and allowing SUDPS deputies to take on this responsibility can bring substantial benefits to SUDPS and the community we serve.

I would like to underscore that SUDPS will follow the P.O.S.T. approved field training program of the Santa Clara County Sheriff's Office, which is the government entity that grants peace officers powers to Stanford deputies, who are Reserve Deputy Sheriffs of Santa Clara County. The Santa Clara County Sheriff's Office will maintain oversight responsibility of the field training program. This partnership ensures that SUDPS will comply with all established training requirements, including those applicable to the FTOs such as completing the comprehensive 40-hour training course, as well as ongoing refresher classes to ensure that all training officers remain current in best practices and methodologies. SUDPS acknowledges the importance of adhering to these standards and is committed to nominating for consideration individuals who meet the qualifications necessary to serve effectively as Field Training Officers and to adhering to the standards set forth by Sheriff's Office field training program.

SUDPS deputies possess a wealth of experience and specialized knowledge specific to campus law enforcement. By allowing them to serve as FTOs, CA P.O.S.T. would be acknowledging the unique qualifications of these individuals and enhancing the training experience for recruits. Additionally, this regulatory change would contribute to the professional development of SUDPS deputies themselves, providing them with opportunities for leadership and mentorship that can boost morale and job

[1] SUDPS deputies are classified as Reserve Peace Officers pursuant to 830.75PC. Due to this Reserve status, SUDPS deputies do not qualify for a basic P.O.S.T. certificate, which renders them unable to serve as FTOs under current P.O.S.T. regulations. SUDPS deputies work full-time and perform the same law enforcement functions as regular peace officers.

STANFORD UNIVERSITY
DEPARTMENT OF PUBLIC SAFETY

Laura L. Wilson, *Director*

satisfaction. This is especially important in retaining experienced officers who play a vital role in community policing and proactive public engagement.

In conclusion, I support the proposed regulatory changes and appreciate your assistance in addressing this matter.

Sincerely,

Laura Wilson

Laura Wilson
Stanford University DPS, Chief of Police

Cc: Captain Frank Zacharisen, Santa Clara County Sheriff's Office

RON FREITAS

District Attorney, San Joaquin County

PROTECTING OUR COMMUNITY FOR 175 YEARS

RICHARD B. PRICE
Assistant District Attorney

February 6, 2026

Manuel Alvarez, Jr.
Executive Director
California Commission on Peace Officer Standards and Training

Dear Mr. Alvarez:

I was recently informed of the challenges the University of the Pacific Police Department is facing in bringing its Field Training Program into compliance due to current restrictions on Reserve Officers. I write to express my full support for the exemption that the Commission will consider during its March meeting, which would resolve this issue and allow the department to continue training its officers effectively.

The longstanding agreement through which the Stockton Police Department grants police powers to the University of the Pacific's Department of Public Safety is well known and highly valued in our community. My office has consistently found the University's officers to be exemplary—professional, well-trained, and reflective of the best of law enforcement. They maintain strong working relationships with all members of the criminal justice system in our county, regularly train with my staff, and remain current on developments in law and practice.

Parents and families of students attending the University of the Pacific take comfort in knowing that their loved ones receive the same level of police protection provided at California's public universities. There is no reason students at a private institution should receive a lesser degree of safety. Additionally, given the significant demands placed on the Stockton Police Department, having qualified, POST-recognized officers serving the campus and surrounding community enhance public safety for all residents.

The University Police Department's training of new officers is of a high caliber and deserving of continuation. Policing within a university campus requires special attention and training around young adult development and de-escalation efforts. Our office believes that future campus officers are best trained by those who are already within that community to share their experiences within this specialized environment. Due to the unique nature of campus policing, it is essential that the department maintain its own Field Training Program to prepare its officers for the specific responsibilities inherent to an academic environment.

I personally know the Chief of Police at the University of the Pacific and can attest to his professionalism, integrity, and commitment to upholding the highest standards within his department. Chief Bedford leads law enforcement agencies at 3 campuses, including Stockton, Sacramento and San Francisco. For these reasons, I respectfully encourage the Commission to approve the Basic Certificate Exemption for University of the Pacific officers seeking to serve as Field Training Officers.

Thank you for your consideration.

Sincerely,

Ronald J. Freitas
District Attorney
San Joaquin County

OFFICE OF THE DISTRICT ATTORNEY, SAN JOAQUIN COUNTY

MAIN OFFICE | 222 E. Weber Avenue, P.O. Box 990, Stockton, California 95201
Tel. (209) 468-2400 | **Fax** (209) 465-0371

Proposed P.O.S.T. Regulation 1004 Amendment for 830.75 PC Level 1 Reserves: Questions & Answers

1. How and why can a private university in California employ sworn peace officers to perform law enforcement duties on their campuses?

Unlike states that permit *private* universities and colleges to operate police departments independently[1], the State of California supports the ability of private colleges and universities to provide law enforcement services on their campuses by granting peace officer powers to qualified employees of the private colleges through oversight agreements with the law enforcement agency having jurisdiction where the campus is located. While this practice originated with approval from the California Attorney General, the practice was later codified as Penal Code § 830.75. This statute reads, in part:

> A person regularly employed as a security officer for an independent institution of higher education […] may be deputized or appointed by the sheriff or the chief of police of the jurisdiction in which the institution is located as a reserve deputy or officer pursuant to Section 830.6, notwithstanding that he or she is compensated by the institution of higher education or that the assigned specific law enforcement functions and duties may be of a recurring or continuous nature.

Allowing private higher education institutions (HEI) to provide law enforcement services on their campuses with oversight from a municipal law enforcement agency benefits both the state and the HEIs. The HEIs can secure an increased police presence on their campus with individuals specially trained in campus and community policing, while the local jurisdiction saves on the costs of covering this part of their jurisdiction (staff, equipment, buildings, insurance, liability, etc…). The HEIs indemnify the state for the actions of the HEI officers.

To date, Stanford University and the University of the Pacific are the two private universities currently providing law enforcement services on their respective campuses pursuant to § 830.75 PC. Their sworn personnel are full-time, benefits-eligible university employees, operate within a conventional police command structure, and meet P.O.S.T. requirements applicable to Level I reserves (as well as the requirements for full-time, regular peace officers).

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[1] Examples include: University of Pennsylvania Police Department (PA), Carnegie Mellon University Police Department (PA), University of Chicago Police Department (IL), Northwestern University Police Department (IL), Yale Police Department (CT), Duke University Police Department (NC), Wake Forest University Police Department (NC), Emory University Police Department (GA), Rice University Police Department (TX), Baylor University Police Department (TX), SMU Police Department (TX), Georgetown University Police Department (DC), MIT Police (MA), Harvard University Police Department (MA), Northeastern University Police Department (MA) and Cornell University (NY).

2. Why is an amendment to P.O.S.T. regulation 1004 necessary?

A narrow carve-out is needed to resolve a regulatory conflict that negatively impacts §830.75 PC Reserve Officers and the departments where they serve. Specifically:

- POST Regulation 1202: Level I reserve officers cannot obtain a P.O.S.T. Basic Certificate because they are not classified as full-time peace officers.
- POST Regulation 1004: Field Training Officers (FTOs) must possess a P.O.S.T. Basic Certificate.

An officer who is hired into and remains with a § 830.75 PC university department without ever working directly for a government police or Sheriff's department will perform the same duties as a "regular" peace officer and work full-time like a "regular" officer; yet, even with the same level of training as a "regular" officer, they will never meet the Basic Certificate requirement to become an FTO solely due to the Reserve classification and the P.O.S.T regulations about what is required to obtain a Basic P.O.S.T. certificate. This creates a structural barrier that prohibits these full-time § 830.75 PC Reserve peace officers from serving as FTOs, which, in turn, negatively impacts the ability of the § 830.75 PC agencies to operate Field Training Programs.

3. Why is the amendment limited to § 830.75 universities (currently two agencies)?

The requested change is intended to be narrow and fact-specific. Only a limited number of institutions operate under § 830.75 because doing so requires:

- approval by the local chief/sheriff,
- a formal MOU, and
- continued adherence to rigorous operational and training expectations.

Limiting the amendment to § 830.75 PC designated officers corrects the structural problem for existing programs while ensuring that any future institution that lawfully qualifies under § 830.75 PC can maintain a functional, P.O.S.T. aligned field training program. A narrowly focused amendment also addresses concerns raised about the applicability of an amendment to the broader Reserve classification (see #4).

4. What about other Level I Reserves statewide who want to serve as FTOs?

P.O.S.T. regulations do not categorically prohibit Reserves from serving as FTOs. Reserves may serve as FTOs if they possess a P.O.S.T. Basic Certificate and their employing agency authorizes it. By limiting the amendment to § 830.75 PC Reserve officers, police and Sheriff's Office departments retain the ability to decide whether to allow their Reserves who possess a basic certificate to function as FTOs or not.

5. Would this carve-out for § 830.75 PC Reserves allow other private entities (e.g., private high schools) to form police departments?

No. Penal Code § 830.75 PC applies only to private institutions of higher education and requires an MOU and approval by the local chief/sheriff. The carve-out would not expand peace officer authority beyond the scope of § 830.75 PC.

6. What broader impacts or benefits would this carve-out provide?

a. Stabilizes field training capacity amid staffing constraints

A limited carve-out allows § 830.75 PC programs to develop sustainable internal FTO capacity using well-trained officers who are familiar with the nuances of campus law enforcement. Serving as an FTO provides development opportunities for officers, ensures the agency can select personnel to serve in this critical role from a pool of qualified candidates, and prevents overloading officers who do possess a basic P.O.S.T. certificate from conducting all the FTO training for an § 830.75 PC agency, especially in situations where there might only be 1 or 2 officers who possess a basic P.O.S.T. certificate.

b. Supports campus-specific field training

Higher education campuses present unique demands (dense pedestrian environments, residence life, student conduct interfaces, mental health crises, Clery-aligned reporting and coordination, major events, etc.). Effective field training on a college campus is best delivered by experienced law enforcement personnel who are familiar with campus culture and operations.

c. Promotes P.O.S.T. alignment and professionalism

Although § 830.75 PC university departments are not P.O.S.T. participating agencies as standalone entities, they operate under the oversight/umbrella of P.O.S.T. participating parent agencies. The amendment would remove a technical barrier that prevents otherwise qualified full-time officers from meeting P.O.S.T.'s FTO credentialing requirements, improving training continuity and compliance.

AGENDA ITEM REPORT

Title: REPORT ON TEST SCORE RESEARCH PERTAINING TO THE POST ENTRY-LEVEL LAW ENFORCEMENT TEST BATTERY (PELLETB)

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Strategic Communications and Research Bureau	
RESEARCHED BY Yohana Medina	**REVIEWED BY** Erik Apperson	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/18/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: This is a report on the PELLETB analysis.

BACKGROUND:

This is a follow-up from a previous presentation at the December 2025 Advisory Meeting regarding the POST Entry-Level Law Enforcement Test Battery (PELLETB) and the Cloze sub-test. Commission Regulation 1951 requires that peace officer candidates be assessed for reading and writing ability at the levels necessary to perform the job of a peace officer. The PELLETB can be used to satisfy this requirement. The requirement can also be met through the administration of an alternative agency or vendor-developed test that is validated to measure reading and writing ability, successful completion of a regular or specialized basic course, or issuance of a Basic Course Waiver. Completion of this requirement may occur at any time prior to date of employment as a peace officer.

The PELLETB is comprised of a reading and a writing component consisting of four subtests: sentence clarity, vocabulary, spelling, and reading comprehension (see Attachment A for sample items). Developed in the 1980s, the PELLETB was designed to measure general reading and writing abilities for entry-level law enforcement candidates. Although it was not originally intended as an academy entrance exam, it is now widely used by agencies and academies as a selection tool. While PELLETB scores have

been correlated with likelihood of success in the academy, the test is not designed to predict performance in specific academy courses (e.g., report writing) or general job performance as a peace officer.

Upon its initial design, the PELLETB included a Cloze sub-test as part of the reading component. A “cloze test” is a gap-filling test intended to measure reading comprehension and has been used since the 1950s (Mohammed et al., 2022). The PELLETB Cloze was a 40-item sub-test that contained paragraphs with missing words, which the candidates had to fill in to complete the passage. The missing words were depicted by a number of blank spaces representing the number of letters in the missing word (e.g., a three-letter word would contain three blank spaces). The candidate would then write only the first letter of their response on the Scantron form; then bubble in the appropriate letter in the corresponding column.

In July 2024, the Examination Development and Research (EDR) team resumed efforts to transition the PELLETB from a paper-and-pencil format to an online format. As part of these efforts, a 2012 study conducted by POST and California State University, Sacramento was reviewed which indicated that the Cloze sub-test was redundant enough with the other PELLETB sub-tests and did not provide additional value. According to the 2012 study, “…Vocabulary and Reading Comprehension take on more importance when the Cloze test is dropped…”. This is in line with academic research showing cloze tests being closely related to vocabulary given that candidates must choose the appropriate word to complete the blank (Ryoo, 2017).

Additional academic research also shows criticism of cloze tests. For example, a study argues that cloze test scores may reflect how well a candidate can handle the test format instead of only measuring reading ability (Baghaei & Ravand, 2019). Overall, cloze tests have been “much-disputed” and are often criticized as ambiguous and weak in validity (Kleiji, Pander Maat, & Sanders, 2019). Furthermore, the 2012 study found that removing the Cloze sub-test would have “no detrimental effect on criterion-related validity.” In other words, it would not significantly impact the extent to which the PELLETB measures reading and writing ability.

Based on the findings of the 2012 study and additional academic research, the Cloze sub-test was removed from the PELLETB effective January 2025. Consistent with this research, POST had historically observed that both testing agencies and candidates frequently misunderstood how to properly complete the Cloze sub-test. This suggests the Cloze sub-test may have been measuring familiarity with the test format rather than true reading ability. Given the planned removal of the Cloze sub-test, this change was implemented in advance of the transition of the paper-and-pencil format to the online platform which would also allow for more direct and meaningful comparisons of test data across the two formats.

With the removal of the Cloze subtest, the means and standard deviations were recalibrated to update the scoring method. This recalibration involved a computation of test data (without the Cloze sub-test) of single-time test-takers who tested between August 31, 2023 and August 31, 2024. During this period, the EDR team also reviewed the entire test item bank to identify and revise items that were poorly written and not performing to testing standards. For example, some items updated included ambiguous answer choices or items that could have more than one correct answer. These updates were designed to modernize the test while improving the clarity and overall quality of both test items and answer choices.

After the January 2025 test change involving the updated items, removal of the Cloze sub-test, and score recalibration, select agencies expressed concerns regarding an increase in PELLETB scores. As requested, the EDR team conducted additional analyses on the PELLETB.

ANALYSIS:

The analyses showed score and candidate trends from all PELLETB administrations conducted between January 2020 through December 2025 (see Attachment B). From 2020 through 2024, a downward trend can be observed across Writing, Reading, and Total T-scores, despite no changes to test content, scoring procedures, or administration practices during that period. While the underlying cause of this decline is unknown, the absence of internal changes suggests it may be influenced by a number of external factors beyond the scope of POST.

Beginning in 2025, an overall increase in all scores is observed. This increase can be attributable to a combination of factors. As previously noted, the Cloze sub-test was removed from the reading component, and changes were also implemented in the writing component. The broader revisions were made to address items that were poorly written and not performing in accordance with testing standards. These updates were designed to improve the clarity and overall quality of both the test items and answer choices. Collectively (including the recalibration of scoring), these changes could have resulted in the increase in Writing, Reading, and Total T-scores.

In the December 2025 Advisory Meeting, members expressed concerns regarding repeat test-takers, noting a general trend where candidates who previously scored low (e.g., Total T-scores in the teens) are now achieving substantially higher scores (e.g., Total T-scores in the 40s) following the 2025 test change. Analyses showed that while individual cases of substantial improvement do occur, these instances were not unique to the 2025 period. The distribution of score changes remained within historical ranges.

Overall, the PELLETB demonstrates solid psychometric performance indicating the test's well and stable functioning in measuring reading and writing ability. Given that POST does not establish or enforce a standardized cut-score, this analysis does not evaluate candidate outcomes in terms of "pass" or "fail," nor does it incorporate agency-level hiring decisions. Although POST research has suggested a cut-score of 42 or above, testing agencies have the discretion of determining a cut-score or method that is appropriate for their candidate pool. Additionally, POST continues to advise testing agencies to routinely reevaluate their cut-scores (or method) to ensure their needs are met.

Looking ahead, the EDR team will continue to monitor the test to ensure score trends stabilize following the 2025 changes. Future research will focus on continuing to evaluate the test and conducting deeper analysis of individual items. These steps will be critical to maintaining fairness, consistency, and overall test quality.

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

ATTACHMENT(S):

Attachment B â€“ 2020 â€“ 2025 PELLETB Score and Candidate Trends.pdf

Attachment A - PELLETB Sample Items.pdf

2020 – 2025 PELLETB Score and Candidate Trends

Figure 1: 2020 – 2025 Average PELLETB Scores

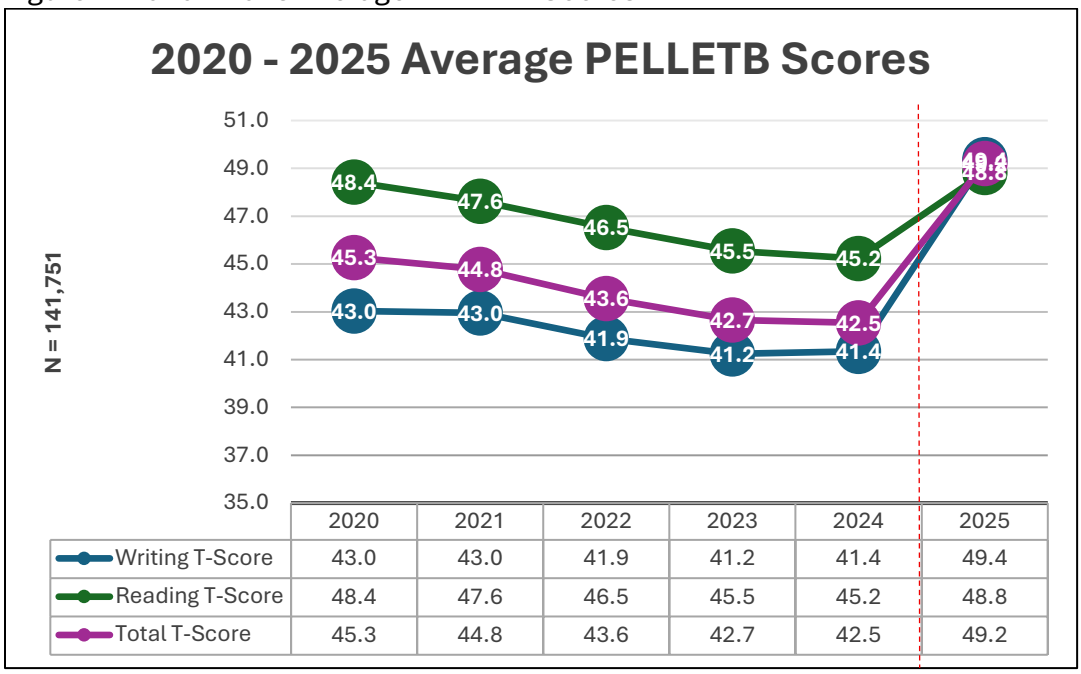
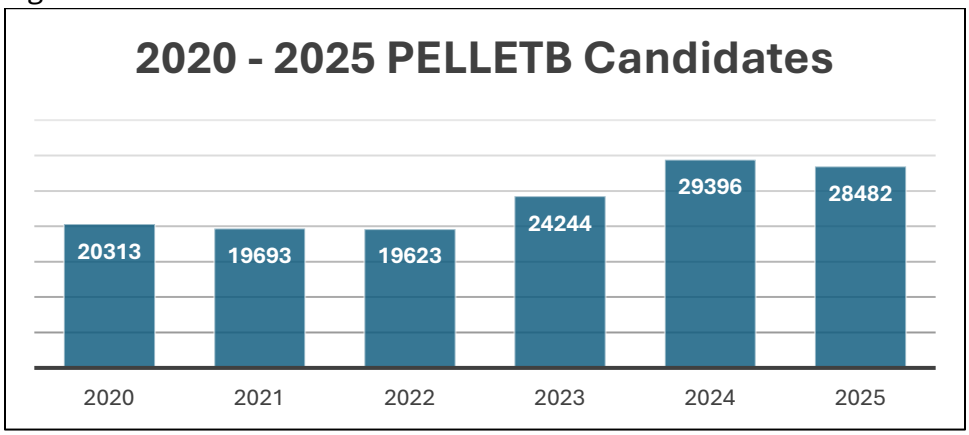


Figure 2: 2020 – 2025 PELLETB Candidates



PELLETB Sample Items

Clarity

Instructions: In the following pairs of options, identify the option which is most clearly written. If option "a" is more clear than option "b," mark "a" on your answer sheet. If option "b" is more clear than option "a," mark "b" on your answer sheet.

1. a. The officer was hoping to get a new partner, one that had a great deal of experience.
   b. The officer was hoping to get a new partner. One that had a great deal of experience.

2. a. Bullet fragments were gathered by officers in envelopes.
   b. Bullet fragments were gathered in envelopes by officers.

3. a. The suspect disliked the officer as did the judge.
   b. The suspect disliked the officer as much as the judge.

4. a. The officer had probable cause to arrest the suspect when he arrived at the scene.
   b. When the officer arrived at the scene, he had probable cause to arrest the suspect.

5. a. Jail is not a pleasant place to be, but they do get their basic necessities met.
   b. Jail is not a pleasant place to be, but inmates do get their basic necessities met.

Vocabulary

Instructions: In each of the following sentences, choose the word or phrase that most nearly has the same meaning as the underlined word. Mark on your answer sheet the letter that identifies the correct choice.

1. The witness <u>corroborated</u> the suspect's story.

   a. verified
   b. contradicted
   c. added to
   d. questioned

2. It was not a very <u>pragmatic</u> plan.

   a. plausible
   b. serious
   c. practical

d. sensible

3. The police sequestered the suspect.

a. caught
b. isolated
c. arrested
d. released

4. In order to conceal her guilt, Linda told a blatant lie.

a. harmless
b. subtle
c. careless
d. obvious

5. He was ignorant of the proper procedures.

a. unaware
b. conscious
c. uncertain
d. cognizant

Spelling

Instructions: In the following sentences, choose the correct spelling of the missing word. Mark on your answer sheet the letter that identifies the correct choice.

1. His _____ of the situation was incorrect.

a. analisys
b. annalysis
c. analysis
d. anallysys

2. It was not _____ who committed the crime.

a. apparent
b. apperant
c. aparent
d. aperant

3. She was a _____ worker.

a. conscienteous
b. consceintious
c. consceinteous

d. conscientious

4. She did not actually _____ the stolen goods.

a. receive
b. recieve
c. receve
d. recive

5. There was only one witness to the boy's _____.

a. abducton
b. abducsion
c. abduction
d. abduckion

Reading Comprehension

Instructions: Read each paragraph or passage and choose the statement which best answers the question. All questions pertain only to the material in the passage which precedes them. Choose your answer solely on the basis of the material contained in the passage. Mark the letter which identifies your choice in the space on your answer sheet.

1. The case of Gideon v. Wainwright, decided by the Supreme Court in 1962, granted court-appointed counsel to people charged with felonies who could not afford to pay for their own attorneys. In a more recent case, the Supreme Court declared that the right extends to persons who are charged with any crime for which prison is a potential penalty. According to these court decisions, a defendant may waive their right to be represented by counsel at trial, but the state must at least provide the defendant with the opportunity to have free counsel.

Question: Based on the above passage, which of the following statements is most correct regarding defendants who cannot afford an attorney?

a. Anyone who must appear in court has the right to a free attorney.
b. Anyone whose charges may result in prison must have an attorney representing their at trial.
c. Anyone charged with a felony must have an attorney present for their trial.
d. Anyone charged with an offense that could lead to prison must have the option of a free attorney.

2. During the 1970s rural America registered a population gain of almost 14 percent, while metropolitan growth was just under ten percent. The surprising spurt in rural growth had nothing to do, however, with prolific reproduction. On the contrary, rural areas were mired

in aging townsfolk. This fact, combined with the trend toward smaller families, actually resulted in a ten percent decline in the existing rural population between 1965 and 1970. Newcomers more than made up for that loss. The latest census tells us that one sixth of the U.S. population now lives in rural areas and 40 percent of all new housing in the 1970s was built on rural land. The rural areas are now growing faster than the metropolitan areas for the first time since the early 1800s.

Question: Based on the preceding passage, which of the following statements is most accurate?

a. Rural areas were mired in aging townsfolk because the young and farmers were immigrating to the cities.
b. There has been more than a ten percent increase of newcomers to rural areas.
c. The overall gain in the American population was almost 14 percent.
d. The trend toward small families contributed to the decrease in the urban population growth rate.

3. Entrapment is defined as officers or agents of the government provoking a person to commit a crime that he did not originally contemplate in order to prosecute him. The goal of law enforcement is not to encourage nor to create an offense, but to prevent people from committing crimes and/or arrest people when they do commit offenses.

Question: Based on the preceding passage, which of the following statements describes an instance of entrapment?

a. Property that has been marked by police so that they can trace it at a later time.
b. A victim, learning that a person intends to rob him, does nothing to stop the crime, but instead allows the robber to carry through with the crime so that police will catch him in the act.
c. A door to a warehouse containing valuable merchandise is purposely left open by police.
d. An undercover officer approaches a known drug dealer and tries, unsuccessfully, to purchase drugs.

4. Community policing has gained increased acceptance during the past ten years. The community policing model places service to the public and prevention of crime as the primary role of police in society and emphasizes problem solving, with active citizen involvement in defining those matters that are important to the community, rather than crime fighting and arrest statistics. Officers at the patrol level are required to spend less time in their cars communicating with other officers and more time on the street communicating with citizens. Proponents of this style of policing insist that addressing the causes of crime makes police officers more effective and at the same time enhances the

quality of life in the neighborhood. Community policing concepts, if successfully implemented, offer the prospect of effective crime prevention and substantially improved community relations. Although community-based policing is not a panacea for the problems of crime in society, it does offer valuable opportunity to both reduce crime and enhance the police image.

Question: According to the preceding passage, which of the following statements is most accurate?

a. Community policing is expected to increase the number of arrests made by patrol officers.
b. Implementing community policing is expected to decrease the amount of crime.
c. Community policing is not designed to lessen crime.
d. The community policing model defers decision-making to citizens and community members.

5. GENERAL ORDER 62 (Radio Codes)

The purpose of this general order is to describe the coding system that identifies the various departmental and non-departmental units. Below you will find three components of police radio codes (A, B, and C). When a dispatcher sends officers out on a call, these 3 code components are used.

Each call number shall be comprised of three components:

1. The first digit identifies shift
2. The alpha digit describes the operational assignment
3. The last two digits identifies unit or area

Call numbers shall be assigned as follows:

• Shift designation
1 – Day
2 – Swing
3 – Graveyard

• Operational assignments
A – Patrol Division, Platoon 1
B – Patrol Division, Platoon 2
C – Patrol Division, Special Activities
D – Patrol Division, Gang Unit
E – Traffic Division, Motorcycle Unit 1
F – Traffic Division, Motorcycle Unit 2
G – Traffic Division, Administration

H – Investigation Division, Fraud
I – Investigation Division, Drugs
J – Administration Division

• Unit or Area
1-12 – Metropolitan area
13-20 – Airport
21-40 – Industrial parks
41-45 – Residential areas

Question: Using the above coding system, the call number 2-B-12 would identify

a. Swing shift, Platoon 2, Metropolitan area
b. Graveyard, Platoon 1, Airport
c. Swing shift, Administration, Residential area
d. Day, Traffic unit 1, Airport

AGENDA ITEM REPORT

Title: REPORT ON THE REESTABLISHMENT OF THE PUBLIC SAFETY DISPATCH ADVISORY COUNCIL

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Management Counseling and Projects Bureau	
RESEARCHED BY Jamila Fields, Michelle Daubner	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/08/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

This item is for consent only, no action needed by the Commission.

BACKGROUND:

POST previously facilitated a Public Safety Dispatch Advisory Council, which was discontinued during the COVID-19 pandemic. Since that time, POST has received requests from members of the public safety dispatch community to reestablish the council, recognizing it as a valuable and effective forum for collaboration, communication, and professional input.

In response, POST has reestablished the council with members representing a broad cross-section of public safety dispatch professionals.

ANALYSIS:

The Public Safety Dispatch Advisory Council (“Council”) is established to serve as a collaborative statewide forum for public safety dispatch stakeholders, including dispatch professionals, regional leaders, and representative organizations. The Council will provide expert insight, regional perspectives, and strategic guidance to the California Commission on Peace Officer Standards and Training (POST).

In addition to advising POST on statewide dispatch training, standards, and system needs, the Council will provide members with an opportunity to share information, resources, and best practices. This cross-regional, peer-driven approach will strengthen professional networks, support the continued development of public safety dispatch programs and policies, and help elevate key priorities at the state level.

The Council is intended to promote meaningful dialogue, foster collaboration, and ensure POST remains connected to the evolving needs of the public safety dispatch community. The Council serves in an advisory capacity only and does not possess decision-making authority. Its role includes reviewing and recommending potential enhancements to POST dispatch curricula, regulations, and guidance documents. Any recommendations developed by the Council will be submitted to POST for consideration and possible implementation.

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

AGENDA ITEM REPORT

Title: REPORT ON SB 882: ADVISORY COUNCIL ON IMPROVING INTERACTIONS BETWEEN PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES AND LAW ENFORCEMENT

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY Manuel Alvarez, Jr.	**REVIEWED BY** Manuel Alvarez, Jr.	
REPORT DATE 04/30/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/11/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

BACKGROUND:

On September 30, 2022, Governor Gavin Newsom approved Senate Bill 889 - Advisory Council on Improving Interactions between People with Intellectual and Development Disabilities and Law Enforcement.

Senate Bill 889 amended Government Code section 12525.2, including, but not limited to, the following:

Government Code section 12525.2:

"(a) Each law enforcement agency shall monthly furnish to the Department of Justice, in a manner defined and prescribed by the Attorney General, a report of all instances when a peace officer employed by that agency is involved in any of the following:

(1) An incident involving the shooting of a civilian by a peace officer.

(2) An incident involving the shooting of a peace officer by a civilian.

(3) An incident in which the use of force by a peace officer against a civilian results in serious bodily injury or death.

(4) An incident in which use of force by a civilian against a peace officer results in serious bodily injury or death.

(b) For each incident reported under subdivision (a), the information reported to the Department of Justice shall include, but not be limited to, all of the following:

(1) The gender, race, and age of each individual who was shot, injured, or killed.

(2) Whether the officer perceived the civilian had a developmental, physical, or mental disability.

(3) The date, time, and location of the incident.

(4) Whether the civilian was armed, and, if so, the type of weapon.

(5) The type of force used against the officer, the civilian, or both, including the types of weapons used.

(6) The number of officers involved in the incident.

(7) The number of civilians involved in the incident.

(8) The reason for contact.

(9) The reason for using force.

(10) The injuries sustained.

(11) If any medical aid was rendered.

(12) If the officer observed signs of any of the following:

(A) Mental, physical, or developmental disability.

(B) Drug or alcohol impairment.

(C) Erratic behavior."

Furthermore, Senate Bill 882 added to the Penal Code, Penal

Code section 13016, including, but not limited to, the following:

Penal Code section 13016:

“(b) Upon appropriation by the Legislature, the Advisory Council on Improving Interactions between People with Intellectual and Developmental Disabilities is hereby created under the jurisdiction on the Department of Justice.

(c) The council shall consist of nine members, appointed by the Governor, Senate Committee on Rules, and Speaker of the Assembly, as follows:

(1) One person with an intellectual or developmental disability appointed by the Senate Committee on Rules.

(2) One parent or family member of a person with an intellectual or developmental disability appointed by the Governor.

(3) One representative from an advocacy organization that represents the intellectual and developmental disability community appointed by the Senate Committee on Rules.

(4) One representative from an advocacy organization that represents the mental health community appointed by the Speaker of the Assembly.

(5) One representative from the State Department of Developmental Services appointed by the Governor.

(6) One representative from the Association of Regional Center Agencies appointed by the Governor.

(7) One representative from a law enforcement organization appointed by the Speaker of the Assembly.

(8) One representative from the Commission on Peace Officer Standards and Training appointed by the Governor.

(9) One representative from a labor organization that represents county behavioral health, independent in-home personal care, or intellectual and developmental disability service providers appointed by the Governor.”

and

"(g) ***The council shall meet quarterly beginning July 1, 2023, and submit a report, with recommendations for improving outcomes of interactions between people with intellectual and developmental disabilities and mental health conditions, and law enforcement, to the Legislature within 24 months of the first convening.*** *The report submitted to the Legislature shall be submitted in compliance with Section 9795 of the Government Code.*

(h) Duties of the council shall include, but are not limited to, the following:

(1) Evaluation of the existing training for peace officers specific to interaction with the intellectually and developmentally disabled community. The evaluation shall include all types of training, including, but not limited to, instruction received in basic academy, on-going and mandatory training, including in-person, classroom-based, web-based, and field training.

(2) Evaluation of the existing training for peace officers specific to interaction with individuals with mental health disorders. The evaluation shall include all types of training including, but not limited to, instruction received in basic academy, on-going and mandatory training, including in-person, classroom-based, web-based, and field training.

(3) Identification of gaps in peace officer training specific to interactions with individuals who have an intellectual or developmental disability.

(4) Identification of gaps in peace officer training specific to interactions with individuals who have a mental health disorder.

(5) ***Make recommendations to the Legislature for improving outcomes of interactions with both individuals who have an intellectual or developmental disability and mental health conditions****."*

ANALYSIS:

On October 5, 2023, Governor Newsom appointed POST Commissioner Rick Braziel to the Advisory Council on Improving Interactions between People with Intellectual and Development Disabilities and Law Enforcement.

On April 14, 2026, the Advisory Council on Improving Interactions between People with Intellectual and Development Disabilities and Law Enforcement issued its final report to the Legislature pursuant to Penal Code section 13016 (h). The report included a number of recommendations to the POST Commission related to law enforcement training, recommendations which can be found starting on Page 66.

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

ATTACHMENT(S):
sb-882-report-2026.pdf

Report of the

SB 882 Advisory Council on Improving Interactions Between People with Intellectual and Developmental Disabilities and Law Enforcement

April 2026

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Acknowledgements

Council Members

The Council is composed of nine members, appointed by the Governor, the Senate Committee on Rules, and the Speaker of the Assembly before the first Council meeting in 2023. These members are as follows:

CHAIR JIM FRAZIER, Public Policy Advocate, United Cerebral Palsy California Collaboration. *Appointed by former Speaker of the Assembly Anthony Rendon.*

VICE-CHAIR ASTRID ZUNIGA, President of the United Domestic Workers of America (AFSCME Local 3930) Union. *Appointed by Governor Gavin Newsom.*

RICK BRAZIEL, Private Consultant and Adjunct Instructor, Cal Poly Humboldt. Member of the International Association of Chiefs of Police and Commissioner for the Commission on Peace Officer Standards and Training (POST). *Appointed by Governor Gavin Newsom.*

OLWYN BROWN, Board Vice President, California Policy Center for Intellectual and Developmental Disabilities. *Appointed by Governor Gavin Newsom.*

BETH BURT, Executive Director, Autism Society Inland Empire. *Appointed by Senate Committee on Rules.*

DR. LAUREN LIBERO, Autism Specialist at the California Department of Developmental Services. *Appointed by Governor Gavin Newsom.*

CHRISTINA PETTERUTO, General Counsel to the Regional Center of Orange County (RCOC). *Appointed by Governor Gavin Newsom.*

CLIFFORD PHILLIPS, Member of The Arc, San Francisco. *Council Member Emeritus. Appointed by the Senate Committee on Rules.*

JOHN ROBINSON, Peer Relations Specialist, San Andreas Regional Center. *Appointed by the Senate Committee on Rules*.

EMADA TINGIRIDES, Assistant Chief, Los Angeles Police Department. *Appointed by former Speaker of the Assembly Anthony Rendon*.

The SB 882 Advisory Council thanks Senator Susan Eggman for sponsoring and ensuring passage of the legislation establishing this Council.

The SB 882 Advisory Council would like to thank Attorney General Rob Bonta for his support of the work of the SB 882 Advisory Council.

Staff

The SB 882 Advisory Council would like to thank the following staff from the California Department of Justice for their assistance and contributions to the report:

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The SB 882 Advisory Council appreciates the participation of community members, advocates, members of law enforcement, researchers, and other stakeholders. Public participation is essential to this process, and the SB 882 Advisory Council thanks all Californians who have attended meetings, submitted letters or emails, and otherwise engaged with the work of the Council.

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Amy Watson, Ph.D.
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Executive Summary

The SB 882 Advisory Council on Improving Interactions between People with Intellectual and Developmental Disabilities and Law Enforcement (Council) presents this report to the Legislature as required by Senate Bill No. 882 (2021-2022) (SB 882). SB 882 established the Council to evaluate existing training for peace officers specific to interactions with "the intellectually and developmentally disabled community" and with "individuals with mental health disorders," and to identify gaps in such training. The Council was also directed to make other recommendations to the Legislature that it deemed appropriate to improve outcomes between law enforcement and individuals who have a mental health condition or individuals who have an intellectual or developmental disability. SB 882 provided for the Council to operate for two years and for California Department of Justice (DOJ) staff to support the Council's work.

The Council first met on April 15, 2024, and used multiple methods to gather and evaluate information to fulfill its charge. The Council met 13 times over the course of two years and heard testimony from 38 witnesses who were members of impacted communities, law enforcement agency representatives, researchers, service providers, and legal and other experts. To understand the scope of existing training and research, the Council reviewed literature related to training types and efficacy, crisis response models, the general system of care for people with mental health conditions or intellectual or developmental disabilities, and other relevant topics. The Council, with the support of DOJ staff, developed a survey for law enforcement agencies to share information about the trainings in use across California and law enforcement's experience with and impressions of those trainings. Council members also observed trainings offered throughout the state that covered interactions with people with mental health conditions and intellectual and developmental disabilities, and tracked features of the trainings and their impressions of training efficacy across several measures.

The Council identified the following topic areas for this report and collaborated to make recommendations to improve interactions between law enforcement and people with mental health conditions and intellectual and developmental disabilities:

Background: This report sets forth background information relevant to the development of the Council's recommendations, including historical trends that have led to law enforcement's role as a primary responder to crises related to mental health or intellectual and developmental disability; available statistics and research regarding the frequency and outcomes of interactions between law enforcement and individuals with mental health conditions and intellectual and developmental disorders; the rights of individuals with mental health conditions or intellectual or developmental disabilities; and an overview of California's system of care to which law enforcement often provides impacted civilians with linkages after an encounter with law enforcement. Existing research demonstrates that people with mental health conditions or intellectual and developmental disabilities are more likely to have encounters with law enforcement and are more likely to experience uses of force in these encounters. The system of care to which such individuals may be connected, in turn, varies by region, and some individuals may experience barriers to or gaps in their access to services.

Crisis Response Models and Systems Interventions: The Council reviewed information about multiple crisis response models with varying levels of involvement from peace officers. This report provides an overview of the crisis response models and other systems interventions in use in California and in other jurisdictions across the country, as well as what is currently known about the efficacy of these models. Different jurisdictions in California use different, and sometimes multiple, crisis response models, including the Crisis Intervention Team (CIT) model that relies on specially trained peace officers, co-response models involving a mixed first-responder team that includes both peace officers and clinicians, or civilian-led response teams guided in full by clinicians, peers, or other service providers. The variety of models, among other factors, makes it difficult to research efficacy. Research is mixed as to whether these models result in fewer arrests of and uses of force against people with disabilities. However, research indicates that these crisis response models are better received by the community than a response from peace officers alone, and

that community members are more likely to be connected with helpful services when they are assisted by agencies using CIT or alternative models of interaction. This section of the report also describes other elements of crisis response, including dispatch systems and peer support.

Training: The Council gathered a wide range of information regarding law enforcement training related to individuals with mental health conditions or intellectual or developmental disabilities, including types of training available, training modalities, and the efficacy of trainings. As with research regarding crisis response models, the variety of type and quality of studies makes it difficult to draw consistent conclusions from the research regarding the efficacy of law enforcement training, and more research is needed linking training to improvements in concrete elements of the interactions between people with mental health, intellectual, or developmental disabilities and law enforcement. However, some themes do emerge, and are consistent across the Council's literature review, training observations, and law enforcement agency survey. Trainings employing active techniques such as role-playing and realistic simulation appear to be more engaging and more effective as learning tools. Law enforcement agencies can make good use of virtual reality and other technologies to deliver this type of training. And trainings delivered by individuals and family members who are impacted by mental health, intellectual, or developmental disabilities are also particularly effective and well-received by both community members and the peace officers themselves. Finally, more trainings should be developed to support community members in understanding and becoming more comfortable with peace officers.

Throughout this process, the Council confronted the tensions between the nascent state of the research, the desire to improve training, and evidence that the best way to improve the safety of these interactions is to implement systems that reduce their occurrence in the first instance. The Council therefore has included different types of recommendations appropriate to a developing field of study. First, the Council has developed guiding principles for its recommendations. The Council has made a series of recommendations to the Legislature that the Council believes can be implemented now to improve interactions between law enforcement and people with mental health conditions and intellectual or developmental disabilities. Finally, the Council has identified promising practices for law enforcement agencies, service providers, community members, and others to consider as they implement existing programs. Among these is a recommendation to create structures to continue to learn and innovate in this area after the Council ceases to operate, in order to evolve alongside systems of care that are actively changing, respond to ongoing research findings, and evaluate the efficacy of proposed and newly implemented interventions on an ongoing basis.

The recommendations of the SB 882 Advisory Council are set forth below and at the end of each chapter.

Guiding Principles

The California Legislature and local policymakers have a critical opportunity to strengthen and expand coordinated systems of care for individuals with mental health conditions and intellectual and developmental disabilities—including individuals experiencing crises. By building upon existing frameworks and championing the following priorities, lawmakers can deliver lasting benefits to Californians, improve public safety, and ensure the state leads the nation in compassionate, effective care. The following priorities will be essential to realizing these outcomes:

- **Include people with intellectual and developmental disabilities and mental health conditions** when making and refining policies that impact them, including accommodating people with high and complex needs that impact participation.
- **Prioritize person-centered planning** so individuals receive care tailored to their unique needs.
- **Consider the needs of people with multiple disabilities** in care systems and policy planning.
- **Ensure access to lifelong services** to reduce gaps that lead to instability and crisis.

- **Improve coordination across agencies** to ensure individuals consistently receive the right services at the right time.
- **Encourage innovative resources** that address complex needs and improve service delivery.
- **Engage research and program evaluation** in an ongoing way to ensure resources are used on the interventions that have the most helpful impacts for the SB 882 population, peace officers, and the community at large.
- **Increase access to specialized crisis resources tailored to this population,** which allows peace officers to focus on public safety while improving support for individuals in crisis.

By investing in these improvements, legislators will drive a more responsive, equitable, and effective system of care—one that delivers measurable health outcomes, strengthens families, enhances public safety, and reduces costly emergency interventions. These actions will demonstrate legislative leadership, fiscal responsibility, and a commitment to the well-being of all Californians.

Data Requirements and Recommendations

- Identify a mechanism to assess the efficacy of any new ideas or programs using research. As the current Council disbands in April 2026, it recommends that the Legislature create some structure or position to perform ongoing assessment of program success. Program success includes studying whether training for peace officers related to interactions with the SB 882 population is effective in improving the population's experience in those interactions, and studying any other interventions recommended above.
- This structure or position should include adequate funding for ongoing staffing and expense requirements and a clear plan for who is responsible for gathering and analyzing data and reporting results. The Council recommends this structure or position be housed in a state agency or university (e.g., Department of Health Care Services/Department of Public Health).[1]
    - This structure/position can oversee pilot projects for future mandated requirements, have researchers assess the efficacy of the pilot project, and make decisions about whether to institute the project more broadly (statewide, or otherwise) based on the results of that research. Alternative project development models may prove equally cost effective, however, so the Council recommends an individual assessment for each program.
    - Pilot or other research projects should include a working group of stakeholders, including people with lived experience, to establish the most appropriate data collection, analysis, and reporting requirements. Working groups should be tailored to each project so that the right collection of expertise is brought to bear on each issue.
    - Data collection plans should be tested in challenging real-world conditions to identify potential failure points or unintended consequences.
- Pilot projects should include a research/analysis component of the data collection and reporting to determine potential effects including unintended consequences of the pilot, and should be funded. Research team members should have experience in and an understanding of the complexities with establishing benchmarks across diverse populations and locations.

1 For example, one successful model exists in the Ohio Criminal Justice Coordinating Center of Excellence, which is funded by the Ohio Department of Mental Health and Addiction Services and is housed in Northeast Ohio Medical University. This Center of Excellence has been able to coordinate learning statewide, and issues regular reports on implementation and evolution of CIT programs throughout the state. Northeast Ohio Medical University, *Coordinating Centers of Excellence*, https://www.neomed.edu/cjccoe/about/.

- The Council recommends that the Legislature fund research, to be overseen by this structure/position, including but not limited to the following areas:
    - Study response models that have been implemented by agencies that triage calls. For example, in the Sacramento County Sheriff's Department response model, dispatchers determine which calls require a law enforcement response and which ones require a service-provider response (e.g., mental health provider) instead of law enforcement. A dispatcher determines, for example, whether to call fire department, California Highway Patrol, local government (e.g., traffic light not working), mental health providers, etc.
    - Study training options for decision-making that include complete disengagement, and study law enforcement agencies that have implemented such policies (see Potential Promising Practices: Training).
    - Study efficacy of community training programs and community outreach activities (see Potential Promising Practices: Crisis Response Models and Systems Interventions).
- Identify a central, public-facing repository for data about these interactions, more likely in a public health-related agency as opposed to the California Department of Justice. This repository may be connected to the structure/position for ongoing research described above.
- Require the California Department of Justice to report annually on cases reviewed pursuant to AB 1506 (officer-involved shootings that result in death of an unarmed civilian) involving a person with IDD or a mental health condition, and include funding to support the additional work required.
- Fund ongoing research into the following priority markers of success to ensure that the goal of any proposed change in policy, training, or practices is measurable:
    - Reduction in use of force in law enforcement encounters with the SB 882 population.
        - Evaluate annual Racial and Identity Profiling Act of 2015 data to ensure the SB 882 population is included.
        - Require agencies to collect perceived or reported SB 882 population encounters in their use of force reporting practices.
        - Include a research/analysis component of the data collection and reporting to determine potential correlation or causation on uses of force following any changes from training, policy, or practices. Research team members should have experience in and an understanding of the complexities of establishing benchmarks across diverse populations and locations.
    - Increase in referrals to supportive services resulting from interactions with law enforcement agencies.
        - Establish a working group of stakeholders to establish the most appropriate data collection methods and reporting requirements. This may be best explored through independent research in the community about experiences with law enforcement.
        - Include a research/analysis component of the data collection and reporting to determine potential effects of referrals. Research team members should have experience in and an understanding of the available services in the region and the complexities of establishing benchmarks across diverse populations and locations.
    - Building trust and relationships between law enforcement and the SB 882 population, and improving knowledge among the SB 882 population, and their family members and providers, about interventions available that are alternatives to law enforcement response.

    - Establish a working group of stakeholders to establish the most appropriate data collection and analysis in measuring trust to predetermine knowledge within the SB 882 population and identify gaps. This may be best explored through independent research in the community about prevalence of this knowledge.
    - Include a research/analysis component of the data collection and reporting to determine potential effects of the changes that may affect trust between law enforcement and the SB 882 population. Research team members should have experience in and an understanding of the complexities with establishing benchmarks across diverse populations and locations.
- Engage researchers to assess whether the current data collection system is accurate or whether an alternate would improve data quality. The Council has concerns regarding whether the data about officer perception that someone has a disability is accurate. Obtaining accurate data is a crucial baseline to measure markers of success as described above. Since officers often manage multiple tasks, data collection plans should be tested in challenging real-world conditions to identify potential failure points or unintended consequences.

Recommendations: Crisis Response Models and Other Systems Interventions

- Investigate and identify data-driven strategies to help address workforce shortages among law enforcement agencies, regional centers, and county departments of behavioral health, and their vendors. Invest in creating educational, licensure, and recruitment pathways to becoming a behavioral health crisis responder. One example is loan repayment, scholarship, and internship programs developed through the California Department of Health Care Access and Information for students and graduates working in health and behavioral health professions.
- Require intellectual or developmental disability (IDD)-competent behavioral health treatment capacity in all new Proposition 1 (2024) (Prop 1) and Behavioral Health Continuum Infrastructure Program (BHCIP) funded facilities. California should require that all behavioral health treatment facilities funded under Prop 1 and the BHCIP, which together represent a historic $13 billion state investment, demonstrate the ability to serve individuals with IDD who have co-occurring behavioral health needs. Prop 1 and BHCIP are projected to create at least 6,800–11,150 new residential treatment beds statewide, marking the largest expansion of behavioral health capacity in California's history. To ensure these investments are equitable and accessible, the State should establish IDD-competent treatment standards for all grantees and licensed operators. These standards should require facilities to:
    - Accept individuals with co-occurring autism/IDD and mental health conditions and prohibit exclusion based solely on disability, consistent with federal and state civil rights laws.
    - Demonstrate operational capacity to serve individuals with autism/IDD, including staff trained in communication supports, sensory aware crisis response, positive behavioral strategies, and de-escalation techniques.
    - Incorporate physical and environmental design features that support sensory regulation and behavioral stabilization.
    - Coordinate with Regional Centers, county behavioral health departments, and other disability-serving entities to ensure continuity of care.
    - Embed IDD-competent requirements directly into funding agreements, licensing conditions, and California Department of Health Care Services (DHCS) operational standards, ensuring California's behavioral health expansion—funded through Prop 1 and strengthened by BHCIP—finally includes individuals with autism and IDD, who have historically been among the most frequently excluded from crisis, inpatient, and residential care.

- Pass legislation fully implementing the Manny Alert Act per the recommendations of the November 2020 Manny Alert Act (AB 911) Feasibility Study of a Self-Registration Database for 911 Calls Final Report, including a funded voluntary statewide registry that is made available for real-time access to all Public Safety Answering Points (PSAP), Computer Aided Dispatch Systems (CAD), and field first responders.
    - Fund and require local law enforcement agencies and 911 dispatchers to utilize wireless emergency alerts to notify the public to be on the lookout for missing persons with IDD (including notice to check pools and bodies of water, or freeways). Such funding could come from a modest increase in the Emergency Telephone Users Surcharge from the State Emergency Telephone Number Account (SETNA) for wireless phone plans.
- Consider the following funding streams to support these recommendations:
    - Priorities or special grants for smaller departments especially in rural areas, including opportunities for joint regional trainings;
    - An increase in the SETNA surcharge for wireless phone plans; and
    - Proposition 63/Mental Health Services Act funds.

Recommendations: Training

- Provide special grants for each county to operate 24/7 mental health crisis teams to respond to non-crime related 911 and 988 calls.
    - Require IDD training for these county mental health crisis teams.
    - Require IDD as a topic in Medi-Cal Mobile Crisis Training and Technical Assistance Center (M-TAC) required core trainings.
- Require the California Department of Developmental Services to determine which regional centers have a safety training service that includes interaction with peace officers and emergency services, assess the cost of developing such a service at the regional centers that do not yet have one, and report back to the Legislature. Upon receipt of the report, the Legislature should consider a one-time allocation to the California Department of Developmental Services for development of such a service statewide. The training should include wandering prevention, emergency response, seeking help, and communication tools for high-stress situations.
- Develop legislation requiring the California Department of Education as the lead agency to develop a statewide, evidence-informed safety curriculum—requesting collaboration from the California-based University Centers for Excellence in Developmental Disabilities Education, Research, and Service; Regional Centers; Special Education Local Plan Areas; disability advocacy organizations/ self-advocates; communication/behavior experts; POST; and law enforcement agencies—to support special educators in teaching functional safety skills through developmentally appropriate communication.
    - These skills may include wandering prevention, emergency response, seeking help, and communication tools for high-stress situations.
    - The curriculum should be voluntary, rights-affirming, culturally responsive, and accessible for students with diverse disabilities.
    - The curriculum should encourage the engagement of school resource officers or local peace officers where feasible.

- Once developed, the California Department of Education and Special Education Local Plan Areas should disseminate the curriculum and professional development statewide.
- The legislation should require Individual Education Program teams to discuss the availability of support, resources, and information on how to interact with peace officers and how to address wandering/eloping.

- Encourage POST to:
  - Review and strengthen the content of Learning Domains 20 and 37, as well as other courses related to skills that must be refreshed and practiced ("perishable skills"), in consultation with subject matter experts, including, but not limited to, staff with clinical expertise from the Department of Developmental Services, staff with clinical expertise in serving the SB 882 population from the Department of Health Care Services, organizations with expertise in the SB 882 populations, and people with lived experience as a person in the SB 882 population or a family member or caregiver of such a person. Review required hours of training related to Learning Domains 20 and 37 and adjust as necessary to meet the content-review findings.
  - Review and integrate IDD and mental health conditions across learning domains where appropriate, with special attention given to de-escalation training. Review and incorporate IDD and mental health-specific scenarios and considerations into POST learning domains, emphasizing time, distance, and family involvement. Additionally, embed information and strategies for differentiating causation of certain behaviors requiring law enforcement response, and how different causations may impact intervention strategy, where helpful and appropriate. Trainings should include how to identify potential physical or mental conditions.
  - Review and integrate training on the SB 882 population's diagnoses including people with multiple conditions. This should include for example, but not be limited to, a range of mental health conditions, IDD, people with both a mental health condition and IDD, and people with other multiple disabilities (like people who are Deaf Plus).
  - Review and integrate training on interacting with the SB 882 population in different settings with potentially different interactions. For example in settings such as a home or residence, a business establishment, or in an open public space, interactions may be different.
  - Review minimum requirements for POST-certified trainers who provide courses in Learning Domains 20 and 37 as well as perishable skills related to the SB 882 population, in particular people with IDD. For example, the Legislature could provide the California Department of Developmental Services and/or Department of Health Care Services (DHCS)/California Mental Health Services Authority (Cal MHSA) an annual allocation to provide train-the-trainer courses for POST-certified trainers related to the SB 882 population and law enforcement. Such an allocation to DDS and/or DHCS/Cal MHSA should include one full-time staff and funds for limited-term, intermittent consultants to serve as co-trainers/panelists to provide a lived-experience component.
  - Set a minimum number of hours for perishable skills training related to the SB 882 population for officers.
  - Ensure law enforcement personnel are familiar with potential behaviors regarding "wandering"/ lost adults and children who are members of the SB 882 population. POST should be encouraged to include "wandering" behaviors across learning domains that involve or could potentially involve the response to and investigation of missing persons.[2]

2 See *Did You Know? – Wandering* (2026) Cal. Com. on Peace Officer Stds. and Training, https://www.youtube.com/watch?v=qTbU8u42Dzk&list=PLVY_-7Z6jpM0B-g00hE_qsiE32H-vU1sf&index=30.

- Review and ensure appropriate training for dispatch on handling calls that may involve an individual or caregiver of a person in the SB 882 population or bystander—what to screen for, prompts they can present, criteria for sending out law enforcement, and how to code it. This could cover, for example, missing person reports and persons experiencing crises. This guidance should be developed in consultation with subject matter experts, including, but not limited to, staff with clinical expertise from the Department of Developmental Services, staff with clinical expertise from the Department of Health Care Services, organizations with expertise in the SB 882 populations, and people with lived experience as a person in the SB 882 population or a family member or caregiver of such a person.

The following, while not formal recommendations, are promising practices and ideas for lawmakers, law enforcement agencies, POST, and trainers to consider to increase the efficacy of peace officer trainings on interacting with the SB 882 population and the delivery of services to the SB 882 population.

Potential Promising Practices: Crisis Response Models and Other Systems Interventions

Practices for law enforcement agencies:

- Collaborate with community/non-law enforcement entities to allow for more natural, regular, non-emergency interactions between community members and peace officers. Examples:
  - Host community events with peace officers present to build trust, reduce fear, and allow families to practice positive interactions in a safe environment. For example, agencies can invite members of the SB 882 community to visit police stations and chat with peace officers (e.g., "Meet the Police" days, sensory-friendly safety fairs) or have officers visit community members at various locations such as day programs, regional centers, or regional center vendors.
  - Organize community events where natural conversations can occur, such as at a community park, and encourage officers and individuals to do activities together (such as assigning buddies and playing games together).
  - Establish a working group of stakeholders to establish the most appropriate data collection and analysis to measure possible effects of increased collaboration on interactions between law enforcement and the SB 882 community.
- Create programs or focus existing community outreach programs on community members in the SB 882 population to encourage more natural, regular, non-emergency interactions. Law enforcement agencies should collaborate with members of the SB 882 population from the outset of the program development process.
- Foster law enforcement awareness of and connection with regional centers and county departments of behavioral health. Establish and maintain a library of sample memoranda of understanding between law enforcement, regional centers, and county departments of behavioral health.
- Ensure CAD reports that are distributed to the public, including researchers, appropriately differentiate officer-initiated interactions with members of the SB 882 population from dispatched calls for service.

Practices for law enforcement, public health, or other county agencies:

- Encourage inclusion of people with mental health conditions and IDD on civilian oversight boards regarding use of force.

- Consider adopting a Blue Envelope system or lanyard system (a voluntary system where people with IDD can self-identify so officers are aware of an individual's status). Then translate the system materials to common community languages.
    - Establish a working group of stakeholders, including people with lived experience, to establish the most appropriate data collection, analysis, and reporting requirements for adopting a Blue Envelope (or similar) system, and which agencies would be best positioned to implement this type of system.
    - Include a research/analysis component of data collection and reporting to determine potential effects of a Blue Envelope (or similar) system. Research team members should have experience in and an understanding of the complexities of establishing benchmarks across diverse populations and locations.

Potential Promising Practices: Training

Practices for POST or other training agencies:

- POST and other trainers should consider including complete disengagement as an option for decision-making in law enforcement trainings. This includes studying agencies that have adopted complete disengagement policies, such as the San Francisco Police Department, which has protocols for disengaging from a barricaded/isolated individual.[3]
- POST and other trainers should develop field-ready resources and make them accessible via QR codes, mobile apps, and patrol vehicle desktops. For example, this could include: (1) training bulletins on black letter law; (2) best practices for different situations; (3) if/then guides; and (4) relevant protocols.
- POST or another appropriate agency should create a centralized training hub/library.
    - Target audiences: law enforcement, medical professionals, non-profits, facilities such as group homes and Regional Center vendors.
    - Library to include: trainings, recommendations, and sample policy language agencies can access.
    - Access: include mobile training units that can be "checked out," especially for smaller and rural agencies.
- POST should continue to review third-party trainings/products and link any updated trainings to the POST training portal where appropriate. Identify and include trainings developed and administered by people with lived experience.
- POST and other training agencies should provide self-paced, interactive training modules featuring scenario-based decision trees, accessible through a secure online portal. Officers can complete these modules asynchronously, making it convenient for rural departments and those with varying schedules. To keep engagement high, the training should include realistic decision-tree scenarios where officers make choices and receive immediate feedback on outcomes. These branching pathways adapt to responses—providing additional resources for incorrect choices and unlocking advanced content for correct ones. Combined with interactive quizzes and knowledge checks, this approach ensures officers are actively engaged while reinforcing best practices through real-world decision-making. Consider hosting these on the POST portal for easy access.

3 See San Francisco Police Department General Order 5.24: Disengagement Procedures, available at https://www.sanfranciscopolice.org/sites/default/files/2023-06/SFPDDGO_5_24_20230606.pdf.

- POST and other training agencies should develop statewide mobile training units available for loan to smaller agencies, and bodycam-based platforms like Pro-Forma to simulate real-world encounters involving the SB 882 population.

Practices for law enforcement agencies:

- Encourage trainings that cover culture and local history of interactions and how those can lead to escalation. For example, invite peace officers to share information on family members who are in the SB 882 population in order to build trust and understanding among officers.
- Encourage all agencies to learn how to maximize the POST training portal for standardized access.
- Law enforcement agencies should introduce micro-learning at briefings: integrate short video reviews to discuss real scenarios, what went well, and what could be improved. Examples include third-party videos, YouTube body cam footage, scenes on the news through third-party sources, in-house videos, or other agencies' incidents of community concern, and other agencies' posting of events.)
- Law enforcement agencies should leverage technology, including simulation technology.
    - Expand Virtual Reality (VR) Training. Encourage/explore use of VR to enhance training (e.g., goggles or participation in a simulated setting). VR training provides immersive, scenario-based experiences that enhance decision-making, de-escalation skills, situational awareness, and knowledge retention. Early research and pilot programs demonstrate improved engagement and knowledge retention among officers, particularly in high-stress or complex scenarios.

Practices for law enforcement agencies, public health agencies, and/or community organizations:

- Develop and promote community training programs as the "flip side" of officer training, ensuring that the SB 882 population and their families learn how to respond effectively to stressful law enforcement interactions.
    - Include people with mental health conditions and IDD in the groups developing such trainings, from the outset of the development process.
    - Ensure the training itself includes lived experiences of people with mental health conditions and IDD.
    - Encourage community-law enforcement partnerships to train people in the SB 882 population how to interact with law enforcement. Develop and implement safety trainings for (1) youth/adults in the SB 882 population and their families; and (2) direct support staff specific to interacting with law enforcement and emergency services.
    - Key components:
        - Teach how to self-identify (e.g., Blue Envelope or lanyard systems).
        - Explain what to do during a traffic stop or peace officer interaction. Emphasize safety steps, such as not automatically reaching into a wallet—instead, ask the officer when it is safe to move your hands.
        - Offer guidance on managing your own stress signals and staying calm during high-pressure situations.
        - Encourage role-play and scenario-based practice for individuals and families to build confidence.

Introduction

Senate Bill No. 882 (2021-2022) (SB 882), Penal Code section 13016, established the SB 882 Advisory Council on Improving Interactions between People with Intellectual and Developmental Disabilities and Law Enforcement (Council) to evaluate California's current training for peace officers regarding such interactions, identify gaps in such training, and offer recommendations to the Legislature to improve the trainings and other policies impacting these interactions. SB 882 established the Council for a period of two years and required the Council to meet at least quarterly. The statute further charged the Council with submitting a report to the Legislature within 24 months of its first meeting with recommendations to improve the outcomes of peace officer interactions with people with intellectual and developmental disabilities and/or mental health conditions. The Council operated under the jurisdiction of the California Department of Justice (Department). The Attorney General's Office (a division of the Department) provided staffing to coordinate and support the Council.[4]

The Council was required by statute to meet at least quarterly.[5] Since its inception in 2024, the Council has held 13 meetings, where various speakers have given presentations and public comments were received. The Council held its inaugural meeting on April 15, 2024, followed by meetings on July 25, 2024, and October 18, 2024. In 2025, the Council met on January 17, March 6, April 1, July 15, September 18, October 14, and December 10. The Council held three meetings in 2026, on January 30, March 16, and April 14. All Council meetings have been held simultaneously by internet broadcast and in person, and have been recorded, with agendas, minutes, and materials made available on the Attorney General's SB 882 website.[6]

The Council first met on April 15, 2024, and therefore submits this report by April 14, 2026 as required by Penal Code section 13016.

Definitions

Penal Code section 13016 defines "intellectual and developmental disability" as having the same meaning as "developmental disability" in Section 4512 of the Welfare and Institutions Code, which defines "developmental disability" as:

> … a disability that originates before an individual attains 18 years of age, continues, or can be expected to continue, indefinitely, and constitutes a substantial disability for that individual. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, this term shall include intellectual disability, cerebral palsy, epilepsy, and autism. This term shall also include disabling conditions found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability, but shall not include other handicapping conditions that are solely physical in nature.[7]

This report will use the acronym IDD to refer to intellectual and developmental disability where appropriate.

Penal Code section 13016 requires the Council to evaluate trainings related to law enforcement interactions with "the intellectually and developmentally disabled community" as well with "individuals with mental health disorders."[8] Section 13016 also requires the Council to "make recommendations to the Legislature for improving outcomes of interactions with both individuals who have an intellectual or developmental disability and mental health conditions."[9] Section 13016, however, does not define the terms "mental health condition" or "mental health disorder."[10]

4 Pen. Code, § 13016, subds. (b), (f). The full text of SB 882 is available in Appendix B.
5 Pen. Code, § 13016, subd. (g).
6 *SB 882 Meetings and Materials*, Cal. Department of Justice, https://oag.ca.gov/sb882/meetings.
7 Welf. & Inst. Code, § 4512, subd. (a)(1).
8 Pen. Code, § 13016, subds. (h)(1), (2).
9 Pen. Code, § 13016, subd. (h)(5).
10 Pen. Code, § 13016, subds. (h)(2), (4), (5).

This breadth in definitions, along with the fact that SB 882 covers a diverse population, makes precision in the terminology used in this report difficult. While SB 882 uses definitions from California law, federal law definitions may differ, which may translate to differences in eligibility for services at the federal versus state level.[11] Individual members of the community of people living with these conditions also will have varied preferences as to how to refer to themselves.

This report will use the term "SB 882 population" at times when making statements that apply both to people with intellectual and/or developmental disabilities and people with mental health conditions. Even when this general term is used, readers of this report should keep in mind that the SB 882 population experiences a broad spectrum of disabilities and conditions that differ in qualities, severity, and visibility to others. This report will use more specific language when called for, such as when discussing a study of or a service for people with a particular diagnosis, and will use the inclusive "mental health conditions" term to refer to the large and varied set of conditions other than intellectual and developmental disabilities that are covered by the statute.

Methodology and Limitations

The Council employed a multi-pronged methodology to collect and analyze information pertinent to its charge. This section discusses the Council's methods of inquiry and their limitations.

Literature Review

To inform the Council and select appropriate witnesses, the Council and Department staff reviewed numerous studies, reports, and best practices regarding interactions between law enforcement and individuals with intellectual or developmental disabilities and/or mental health conditions. These documents and presentations helped inform the Council's recommendations to the Legislature in this report, which includes a summary of this review and key themes and takeaways. This review is limited by the availability of existing research, which is weighted in two significant ways. First, much more research has been conducted relating to the efficacy of Crisis Intervention Teams (CIT) than of other approaches, which makes it difficult to evaluate non-CIT modalities. Second, most currently available training discusses mental health generally but rarely focuses specifically on intellectual and developmental disability. This makes it difficult to draw research-backed conclusions about best practices for training or other interventions aimed at addressing issues experienced by persons with intellectual and developmental disabilities.

Law Enforcement Survey

The Council, through Department staff, distributed a survey by email to all California law enforcement agencies beginning in Fall 2024. The purpose of the survey was to solicit input regarding features of existing training and other policies or programs agencies rely on to support their interactions with the SB 882 population, and perceptions agencies have of these trainings and programs. To develop the survey, the Council created a survey subcommittee to work with Department staff to draft and review questions to present to the full Council for approval. The survey had a relatively high response rate, with approximately 34% of agencies representing a mix of urban, suburban, and rural locations across California responding by the February 2025 deadline.

The survey provided the Council with invaluable information, such as identifying available trainings on peace officer interactions with persons with intellectual or developmental disabilities and/or mental health conditions, which trainings are required, and what organizations (such as the Commission on Peace Officer

11 Compare, e.g., Welf. & Inst. Code, § 4512, subd. (a)(1) (to be eligible for California regional center services, IDD cannot be a disability that is solely physical in nature, must manifest before the individual turns 18, and is limited to four enumerated diagnoses in addition to "conditions found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability") with 42 U.S.C. § 15002(8) (under federal law, IDD can be "attributable to a mental or physical impairment," manifests before the individual turns 22, and results in substantial limitations in three or more areas of major life activity but is not limited to specific diagnoses).

Standards and Training (POST) or third-party vendors) offer the trainings. The survey also provided the Council with insight into strengths and gaps that law enforcement agencies themselves perceive in current trainings; whether agencies have special units or programs focusing on these types of interactions; whether agencies have adequate connections with community-based providers; and what relevant resources, if any, agencies perceive to be lacking in their respective jurisdictions. The survey responses are discussed below in the Training section and the Crisis Response Models and Other Systems Intervention section.

Training Observation

The Council also observed law enforcement trainings on relevant topics presented to law enforcement agencies across the state. The Council elected to move forward with a case study model for the training reviews. While some quantitative data were collected, the primary purpose of the evaluation was to identify features of the reviewed trainings that should or should not be emulated in other trainings. The survey was not designed to provide a generalizable snapshot of the trainings presented throughout the state. The Council also anonymized its review of trainings to increase the likelihood that law enforcement agencies and other organizations would voluntarily agree to invite the Council to observe its training courses.[12]

To assist in their evaluation, the Council approved a standard observation form that each Council Member would use to capture their impressions of the most important aspects of the trainings they observed.[13] Department staff collaborated in developing the form with Dr. Randy Dupont, a professor and clinical psychologist at the University of Memphis School of Urban Affairs and Public Policy, Department of Criminology and Criminal Justice and Co-Chair of the Crisis Intervention Team (CIT) International Board of Directors.

During training observations, Council members considered the following factors: basic course description, instructor information, focus and goals of the training, training methodology, whether the course was developed using community guided resources or committees or with other agency partners, whether the course actively referenced and/or included the perspective of members of the SB 882 population and/or their family members or loved ones, and whether and how the training agency measured the effectiveness of the course.

Council Members also recorded their overall impressions of the training course, including how accurately and thoroughly the training addressed the core subject matter, goals, and objectives reflected in the syllabus. Finally, Council Members had space to identify which major areas of subject matter or presentation style were well developed as well as which they believed needed further development.

The Evaluation Tool was designed to be completed online and submitted electronically to the Department for analysis but also allowed for completion on paper. The Department then provided the results of the compiled analysis to the Council for its consideration.

12 To support anonymity, the standard observation form did not record information regarding the identity of the law enforcement agency or other organization providing the training. Rather, the form provided a place for an anonymous Training Agency ID to be noted on the form. The Department provided the Council members with a randomly selected identification number for each of the courses observed.

13 See SB 882 Council Meeting (Jan. 17, 2025) Agenda Item 14: Discussion and Potential Action Items Regarding Law Enforcement Training Evaluation Tool and Proposed Training Attendance Plan, starting at time stamp 49:40, https://www.youtube.com/watch?v=vAIndu5KVfM.

Creating Recommendations

The Council collaborated to draft recommendations after receiving input from a variety of stakeholders, reviewing survey responses, hearing public comments at Council meetings, receiving written public comments, and hearing and interacting with presentations from first responders, advocates, researchers, and others at Council meetings. In September and October 2025, the Council created six subcommittees to explore the following topics in depth:

- Background
- Systems Interventions Recommendations
- Training Recommendations
- Data Recommendations
- Best and Emerging Practices
- Community/Non-Law Enforcement Recommendations

In October and November 2025, subcommittees met multiple times to develop proposed recommendations and questions for the full Council to discuss at its public meeting on December 10, 2025. After discussing the recommendations in the public meeting, the subcommittees reconvened in December and January to make revisions. Some recommendations were revised while others were identified for further discussion. The Council ultimately reviewed 40 potential recommendations at its January 30, 2026, meeting. The Council revised and adopted some of those recommendations at that January 2026 meeting, while the subcommittees reconvened to make final revisions as to others. At the Council's March 16, 2026, meeting, the Council adopted its final recommendations and approved this report. The recommendations of the Council to the Legislature, and other potential promising practices identified by the Council through the subcommittee process, are included at the end of the Crisis Response Models and Other Systems Interventions section and at the end of the Training section.

Background

California law enforcement agencies engage in a variety of interactions with members of the SB 882 population. Peace officers encounter such individuals in the course of their regular work promoting public safety and are also frequently the first responders to calls regarding people experiencing a crisis related to their condition or disability.

Law enforcement encounters with the SB 882 population take place against a backdrop of laws, systems, and services that affect these populations and impact the course of such encounters. For example, people with disabilities have legal rights during interactions with law enforcement, which mandate that peace officers make reasonable accommodations to allow people with disabilities to receive the same level of service and support as others.

Moreover, the availability and peace officer knowledge of local services also can have an impact on outcomes. People with mental health conditions are offered varied services from multiple types of providers—people have access to different services depending on where they live, their income, and what insurance they have, among other variables.[14] Many people with IDD, on the other hand, are entitled to services coordinated through a Regional Center.[15] However, gaps in these services may make effective response after law enforcement interactions more difficult.[16]

How law enforcement became the primary responders to crises related to mental health conditions or IDD

In most California jurisdictions, law enforcement is the default responder when people are experiencing a mental health crisis, or when caregivers or others are unable to manage behaviors related to intellectual or developmental disability. Peace officers respond to calls regarding a person being dangerous to themselves or others, which at times may be connected to the symptoms of a disability. Peace officers also transport people in crisis to an emergency room or psychiatric outpatient center.[17]

In addition to these crisis-focused interactions, peace officers encounter members of the SB 882 population in their routine course of work, such as while on patrol. Peace officers are the primary responders to calls where such people may be a suspect in, victim of, or witness to a crime. And law enforcement responds to missing person reports in which the person who is missing may have a disability covered by SB 882.[18]

14 Mental health care is usually accessed as part of an individual's physical health care, and thus, varies based on an individual's resources, insurance coverage, and available professionals and settings in an individual's area. See, e.g., *Mental Health* (2026) Covered Cal., https://www.coveredca.com/learning-center/using-your-plan/mental-health/ (discussing mental health care as part of a physical health care plan); *Mental Health By the Numbers* (2025) Nat. Assn. of Mental Illness, https://www.nami.org/about-mental-illness/mental-health-by-the-numbers/ (close to 10% of adults with "mental illness" or "serious mental illness" had no insurance coverage in 2024; over 120 million people live in a designated Mental Health Professional Shortage Area, where there are too few providers to meet demand; and among U.S. adults in nonmetropolitan areas, in 2020 only 48% of people with a "mental illness," and only 62% of people with a "serious mental illness" received treatment).

15 See, e.g., *Regional Center Eligibility & Services* (2026) Cal. Dept. of Developmental Services, https://www.dds.ca.gov/general/eligibility/ (discussing eligibility for services from regional centers for those with intellectual and developmental disabilities and the types of services available through the regional centers); Welf. & Inst. Code, § 4512.

16 See, e.g., *The Impact of the Direct Support Professional Workforce Shortage on Individuals and Families Served by the Regional Center System in California* (Jan. 2025) Cal. Policy Ctr. For Intellectual & Developmental Disabilities, p. 4, https://www.cpcidd.org/wp-content/uploads/2025/01/CPCIDD_Report_Jan2025_FINAL.pdf (58% of surveyed family members reported not being able to access all of a person's regional center services because of a shortage of direct services personnel).

17 *Transportation in Behavioral Health Crisis Services: 2022* (Apr. 2023) Nat. Assn. of State Mental Health Program Directors Research Inst., https://nri-inc.org/media/zjpgzgzm/transportation-in-bh-crisis-services-2022-update-4-3-23.pdf; Swartz & Pruette, *Reducing Law Enforcement Custody and Transportation During Behavioral Health Crises* (Nov. 2024) Psychiatric Services 75, p.11, https://psychiatryonline.org/doi/full/10.1176/appi.ps.24075016.

18 See, e.g., *Law Enforcement Policy and Procedures for Reports of Missing and Abducted Children* (Mar. 2025) Nat. Ctr. For Missing & Exploited Children, p. I, https://amberadvocate.org/wp-content/uploads/2024/04/law-enforcement-policy-and-procedures-for-reports-of-missing-and-abducted-children_March-2025.pdf (discussing how police response to missing

A brief review of historical factors that have expanded the role of law enforcement in health care response follows to provide more context to the interactions that occur between law enforcement and the SB 882 population. These factors include the de-institutionalization of mental health services, procedural changes in the involuntary commitment process, and the failure to adequately increase outpatient treatment capacity to meet the resulting need for care.[19]

The Deinstitutionalization of Health Care for the SB 882 Population and Increased Procedural Protections Against Involuntary Commitment

Beginning in the 1950s, there was a broad movement away from centering care for people with mental health conditions or intellectual and developmental disabilities in locked psychiatric institutions, and towards providing services in the community. While there were positive aspects to this well-intentioned shift, it also had the effect of increasing opportunity for contact between peace officers and this population.

State-run psychiatric institutions had been developed in the 1800s as a solution to the poor conditions people with mental health conditions endured in jails or when hidden away in institutions by family members who did not want their existence known.[20] But over time, those institutions became fraught with neglect and abuse of the very people they were designed to aid. Exposés like the Richard Cohen documentary *Hurry Tomorrow*—filmed on site at Metropolitan State Hospital in Los Angeles—brought the combination of callousness and overmedication into the public eye.[21]

People with IDD were increasingly placed in institutions in the early twentieth century, in part due to the influence of eugenics and a corresponding tendency to segregate this population from community life.[22] These individuals and their families began to organize in the 1950s and work together to provide alternative community support systems.[23] Families successfully advocated for the California Legislature to create a subcommittee to investigate conditions in institutions where members of this population were held, and found poor conditions delivered at great cost to the state.[24]

Deinstitutionalization and the provision of care in the community were preferable for both people with mental health conditions and those with IDD for a variety of reasons. First, it is far less expensive to provide outpatient care in the community than in institutions.[25] Second, society began to recognize the dignity of people in the SB 882 population, the benefit to individuals of remaining in the community, and the right of individuals to freely access societal resources and opportunities unless restrictions are absolutely necessary due to danger to self or others.[26]

At the same time, funding and policy changes such as the Community Mental Health Act of 1963 and the introduction of Medicaid in 1965 incentivized states to invest less in institutional care and more in

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people reports for children may need to include unique response protocols for children with disabilities).

19 E.g., Lamb, et al., *The Police and Mental Health* (2002) Psychiatric Services 53, pp. 1266–67; Watson & El-Sabawi, *Expansion of the Police Role in Responding to Mental Health Crises Over the Past Fifty Years: Driving Factors, Race Inequities and the Need to Rebalance Role* (2023) Law and Contemporary Problems 86:1 (Watson & El-Sabawi, *Expansion of the Police Role*), p. 2, https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=5086&context=lcp; SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

20 Nelson, *Dorothea Dix's Liberation Movement and Why It Matters Today* (Dec. 2021) American J. of Psychiatry Residents' J. 17:2, pp. 8-9, https://psychiatryonline.org/doi/full/10.1176/appi.ajp-rj.2021.170203; *Annual Report (2021)*, Racial and Identity Profiling Advisory Bd. (2021 RIPA Report) p. 107, fn. 220, https://oag.ca.gov/sites/all/files/agweb/pdfs/ripa/ripa-board-report-2021.pdf; Watson & El-Sabawi, *Expansion of the Police Role*, p. 5.

21 See Kneeland, *Hurry Tomorrow* (2010; originally published 1975) https://emro.libraries.psu.edu/record/index.php?id=4142.

22 *History of Regional Centers and the Lanterman Act*, Alta California Regional Center, https://www.altaregional.org/history-regional-centers.

23 Id.

24 Id.

25 Id.

26 Id.

community care.[27] During this period—the 1950s to the 1970s—legislators and courts also increased the procedural protections for people at risk of being involuntarily committed. By the 1970s, the United States Supreme Court established procedural protections for patients and prohibited states from involuntarily committing patients who were not dangerous.[28] California codified these protections in 1967's Lanterman-Petris-Short Act, discussed in the California Protections section below.[29]

The development of the Regional Center system also addressed conditions for people with IDD during this period. Assemblyman Frank Lanterman was a driving force in the Legislature on this issue, first co-authoring legislation in 1966 creating a pilot project to explore the feasibility and efficacy of a regional center system, and ultimately authoring in 1969 the legislation that became the Lanterman Developmental Disabilities Services Act (the Lanterman Act).[30]

As a result of these changes, the proportion of people in the SB 882 population receiving care in state psychiatric institutions significantly decreased by the end of the twentieth century. The number of public psychiatric beds in the United States has dropped by more than 90% since the 1950s while the United States population has nearly doubled since that time.[31]

Unfortunately, despite this combination of closing institutions and increasing public investment in community-based mental health services, a shortage of community health centers and serious barriers to accessing care persist.[32] The investment in community-based services has not been sufficient to meet the need. There are insufficient mental health providers across multiple categories of professionals across California.[33] County clinics can be sparse, especially in rural areas, and can struggle to staff positions due to competition with the private sector.[34] Many private practices do not accept insurance because of the billing requirements imposed on them by insurers; even fewer accept Medicare or Medi-Cal (California's Medicaid program).[35]

Expanded Role of Policing in the Mental Health Care System

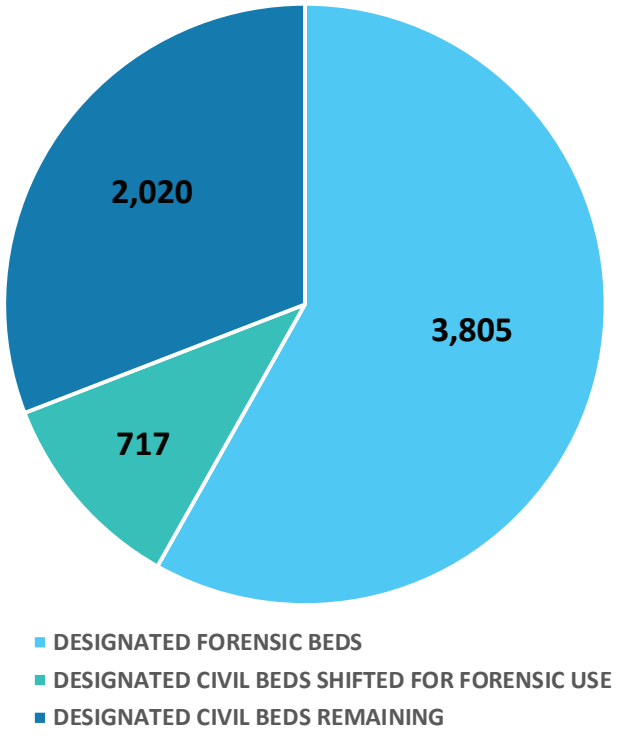
Following these shifts in the availability of community care services, law enforcement's role in mental health care grew. With no hospital to accept patients, when family members or the public sought assistance in caring for someone experiencing a mental health crisis, the first recourse was often to call 911, where peace officers are the first responders. Law enforcement is often the first to the scene of a call for service and often are used to transport people for treatment to clinics and hospitals, which means that peace officers are often the first responders for a person experiencing a mental health crisis.[36]

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27 Watson & El-Sabawi, *Expansion of the Police Role*, p. 7.
28 Watson & El-Sabawi, *Expansion of the Police Role*, p. 6.
29 Welf. & Inst. Code, §§ 5001 et seq.
30 *History of Regional Centers and the Lanterman Act*, Alta California Regional Center, https://www.altaregional.org/history-regional-centers (noting passage of legislation in 1969 and renaming in 1976); Welf. & Inst. Code, §§ 4400 et seq, 4500 et seq, 4900 et seq.; Gov. Code, §§ 95000-95029.5.
31 Fuller, et al., *Overlooked in the Undercounted: The Role of Mental Illness in Fatal Law Enforcement Encounters* (2015) Treatment Advocacy Center Office of Research & Public Affairs (Fuller, *Overlooked*), p. 11, https://www.tac.org/wp-content/uploads/2023/11/Overlooked-in-the-Undercounted.pdf.
32 *National Mental Health Services Survey (N-MHSS): 2018, Data on Mental Health Treatment Facilities* (2019) U.S. Dept. of Health and Human Services Substance Abuse & Mental Health Services Admin., https://www.samhsa.gov/data/report/national-mental-health-services-survey-n-mhss-2018-data-mental-health-treatment-facilities.
33 See discussion in the Key Elements of the System of Care section.
34 See id.
35 Saunders, et al., *A Look at Strategies to Address Behavioral Health Workforce Shortages: Findings from a Survey of State Medicaid Programs* (2023) Kaiser Fam. Foundation, https://www.kff.org/mental-health/a-look-at-strategies-to-address-behavioral-health-workforce-shortages-findings-from-a-survey-of-state-medicaid-programs/.
36 See Wiener, *Gavin Newsom signs law to 'overhaul' mental health system* (Oct. 10, 2023) CalMatters, https://calmatters.org/health/2023/10/california-mental-health-involuntary-treatment-law/; SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be. A call for service is a communication that a member of the public makes to an emergency notification system or a first responder agency requesting assistance.

Moreover, law enforcement is authorized to initiate involuntary commitments. As of a 2016 study, at least 25 states including California allow peace officers to start commitment proceedings, while 22 overlapping states include peace officers as an "interested person" eligible to commence such a proceeding.[37] While the number of state hospital beds for adults with serious mental health conditions nationally has reached a historic low of 10.8 beds per 100,000 people in 2023, 52% of the population occupying those beds were committed through the criminal legal system.[38] California had 16.8 beds per 100,000 population in 2023, with a larger percentage – 69% – coming from the criminal legal system (**Fig. 1**).[39]

Figure 1. Mental Health Bed Capacity in Psychiatric Institutions in California (2023)[40]



Statistics Regarding Law Enforcement Contact with the SB 882 Population

Numerous studies have demonstrated that people who are part of the SB 882 population are more likely to encounter law enforcement. For example, one study found that one in four people with a serious mental illness report they have been arrested at least once in their lifetime, and such individuals are three times more likely to be arrested than the general population.[41] Individuals with a serious mental illness are most commonly arrested for minor misdemeanors, but such arrests still lead to interaction with the criminal justice system that can interfere with treatment and recovery.[42] Individuals with IDD are also overrepresented in criminal justice contacts. For example, one study indicated that 19.5% of youth with autism in the United States had been stopped by police by age 21, while another study indicated that comparatively, only 10% of the general population in the United States had experienced police contact in 2020.[43]

37 Watson & El-Sabawi, *Expansion of the Police Role*, p. 17.
38 Off, of Research & Public Affairs, *Prevention Over Punishment: Finding the Right Balance of Civil and Forensic State Psychiatric Hospital Beds* (Jan. 2024) Treatment Advocacy Center, https://www.tac.org/wp-content/uploads/2024/01/Prevention-Over-Punishment-Full-Report.pdf.
39 Id., p. 26.
40 Id.
41 Watson & El-Sabawi, *Expansion of the Police Role*, p.17, fn. 90.
42 SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.
43 Richardson, et al., *Law Enforcement Response to Persons with Intellectual and Developmental Disabilities* (2024) RAND

Disparities also appear when members of the SB 882 population interact with law enforcement as victims/survivors or witnesses. Research suggests that peace officers are less likely to investigate and act on reports that come from people with a perceived mental health or developmental disability.[44] Members of the SB 882 population have increased risk of victimization, and individuals dually diagnosed with both intellectual or developmental disability and a mental health condition are twice as likely to be involved in a crime either as a victim or a perpetrator.[45]

In recognition of these disparities, the California Legislature has developed reporting requirements to track how these trends might be present in California. The Racial and Identity Profiling Act of 2015 (RIPA or the Act) requires that peace officers record certain perceived demographic information, including "mental or physical disability," when they engage in stops and searches.[46] Since its creation, the Racial and Identity Profiling Advisory Board (RIPA Board) established by the Act has produced annual reports regarding these stops.[47] SB 882 also includes data collection measures requiring that use-of-force incidents that result in serious injury include an officer's perception of whether the person involved has a "a developmental, physical, or mental disability."[48]

According to RIPA data published in 2025, people with disabilities in California experienced a higher frequency of warnings and arrests as a result of law enforcement stops.[49] Peace officers reported taking over three times more actions, on average, during a stop of someone with a perceived disability compared to someone without a perceived disability.[50] RIPA data published in 2026 indicated peace officers took action over twice as often, on average, during a stop of someone with a perceived disability.[51] According to RIPA data reported in 2025, people with perceived disabilities were arrested in 28% of all stops—more than twice as frequently as people without perceived disabilities.[52] While the above statistics include all types of disability, the RIPA Board found that perceived mental health conditions accounted for nearly 65% of all reported perceived disabilities.[53] RIPA data published in 2026 contained similar findings, with mental health accounting for 58% of all perceived disabilities (**Fig. 2**).[54]

Corp. (Richardson, *Law Enforcement Response*), p. 5, https://www.rand.org/content/dam/rand/pubs/research_reports/RRA100/RRA108-26/RAND_RRA108-26.pdf.

44 Watson, et al., *Police Responses to Persons With Mental Illness: Does the Label Matter?* (2004) The J. of the Am. Academy of Psychiatry and the Law, pp. 7-8, https://jaapl.org/content/jaapl/32/4/378.full.pdf.

45 Richardson, *Law Enforcement Response*, p. 5.

46 Pen. Code, § 13012.

47 Pen. Code, § 13519.2, subd. (j); RIPA Board reports are available online at *RIPA Board Reports*, Cal. Dept. of Justice, https://oag.ca.gov/ab953/board/reports.

48 Gov. Code, § 12525.2, subd. (b)(2).

49 *Annual Report (2025)*, RIPA Bd. (*2025 RIPA Report*), p. 33, https://oag.ca.gov/system/files/media/ripa-board-report-2025.pdf (the 2025 RIPA Report analyzed more than 4.7 million police and pedestrian stops conducted in 2023).

50 Id., p. 30.

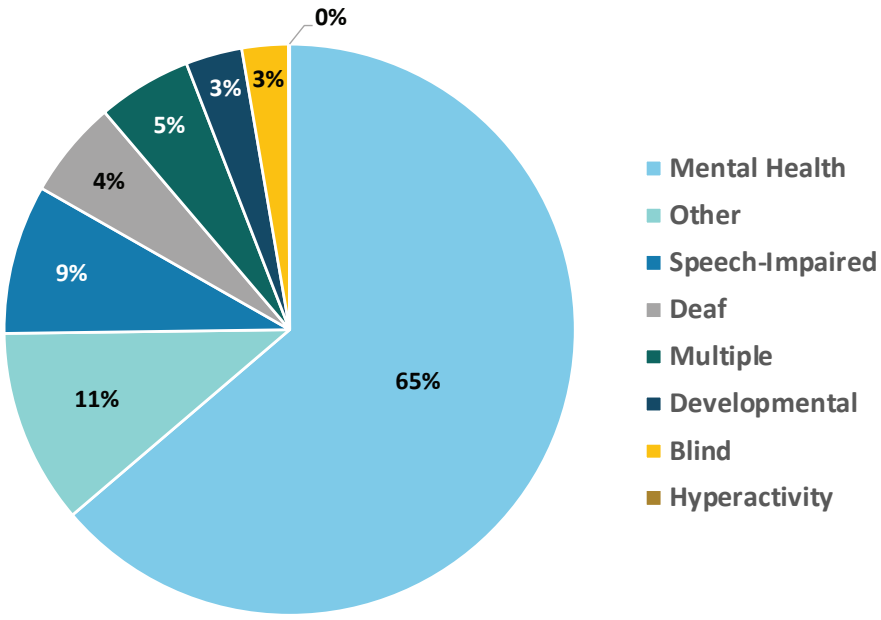
51 *Annual Report (2026)*, RIPA Bd. (*2026 RIPA Report*), p.47, https://oag.ca.gov/system/files/media/ripa-board-report-2026.pdf (analyzing data from 2024).

52 2025 RIPA Report, p. 33.

53 Id., p. 25 (officers reported perceiving a disability in only 1.1% of all stops).

54 *Annual Report (2026)*, RIPA Bd., p.46, https://oag.ca.gov/system/files/media/ripa-board-report-2026.pdf.

Figure 2. Disabilities Perceived by Officers (2023)[55]

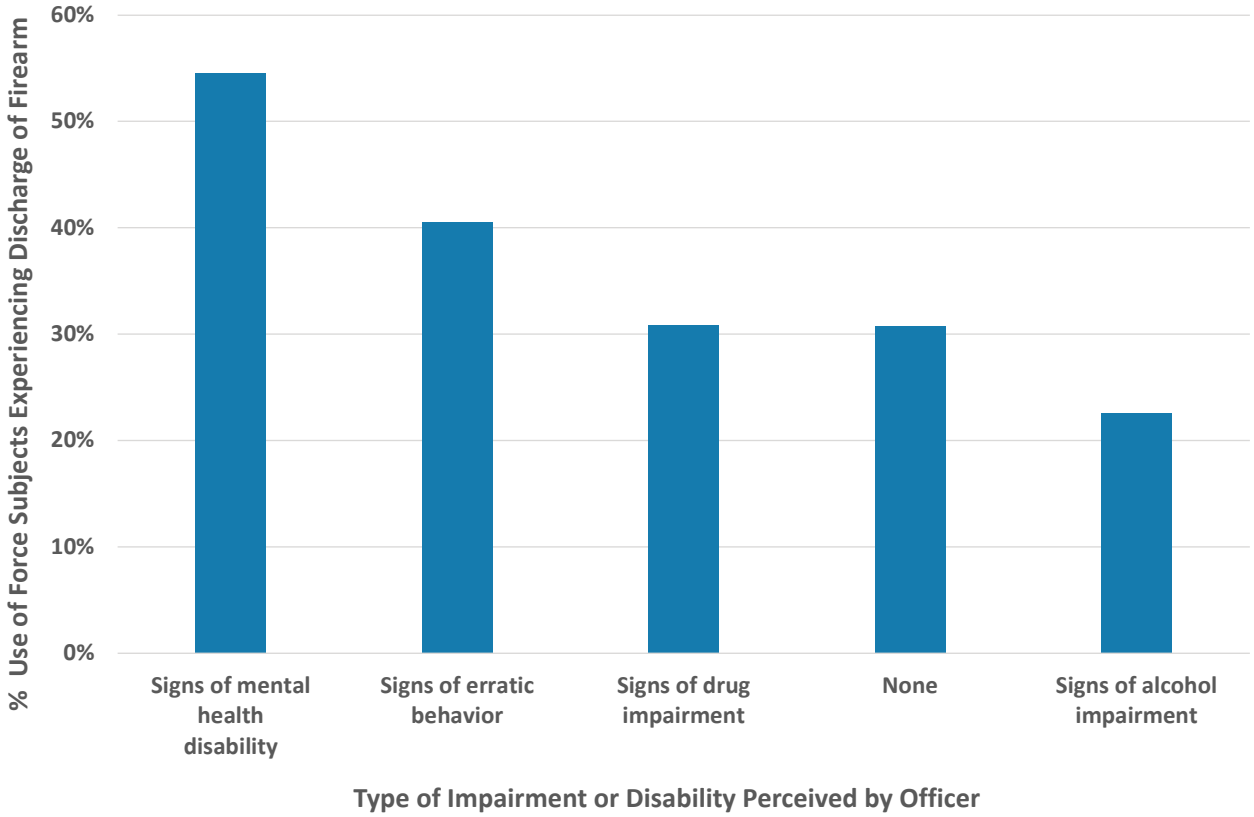


Importantly, these data are based upon the peace officer's perception; they are not necessarily self-reported by the people stopped or confirmed in any other way. Therefore, these data do not conclusively represent what happens to all people with disabilities during law enforcement stops, but rather demonstrate how outcomes change when peace officers interact with people that they think have disabilities. Indeed, the 2025 RIPA Report cautioned that at least some of its findings related to disability "should be interpreted with caution as more research is required to fully examine the intersection between disabilities, officer training, and other demographic variables."[56]

State data on uses of force also indicate increased uses of force and increased incidences of uses of firearms in interactions with people that officers observed to show signs of disability (**Fig. 3**). California requires law enforcement agencies to report use of force incidents that result in serious bodily injury or death or involve the discharge of a firearm.[57] These reports must indicate whether the officer observed signs of drug or alcohol impairment, erratic behavior, or "[m]ental, physical, or developmental disability."[58] In these encounters, 43 individuals with perceived mental health conditions were shot by officers.[59] Within the set of people involved in use of force incidents that required reporting, a greater percentage of those with perceived mental health conditions, as compared to those with other perceived conditions, had an officer discharge a firearm at them (54.5%).[60] By comparison, 22.5% of people experiencing one of these use of force incidents while showing signs of alcohol impairment had an officer discharge a firearm at them, while 30.8% of people showing signs of drug impairment during a use of force experienced this outcome, as did 40.5% of people displaying other erratic behavior.[61] Among recorded incidents, there was one person officers suspected of having an intellectual or developmental disability, and that person was subjected to an "[o]ther control hold/takedown."[62]

55 2025 RIPA Report, p. 25.
56 Id., p. 27.
57 Gov. Code, § 12525.2.
58 Gov. Code, § 12525.2, subd. (b)(12).
59 *Use of Force Incident Reporting 2024* (2024) Cal. Dept. of J., Crim. J. Statistics Center (*DOJ Use of Force 2024*), p. 40, tab. 19, https://data-openjustice.doj.ca.gov/sites/default/files/2025-07/USE%20OF%20FORCE%202024%20final.pdf.
60 Id.
61 Id.
62 For calendar year 2024, law enforcement agencies statewide reported a total of 581 such incidents that impacted 592 civilians. Officers perceived a mental health disability in 88 of these civilians and only one person with an intellectual or developmental disability. Because officers can code more than one perceived impairment, the total number of coded impairments—688—is greater than the 592 individual people reported. See Id., pp. 2, 39-40, tabs. 18-19.

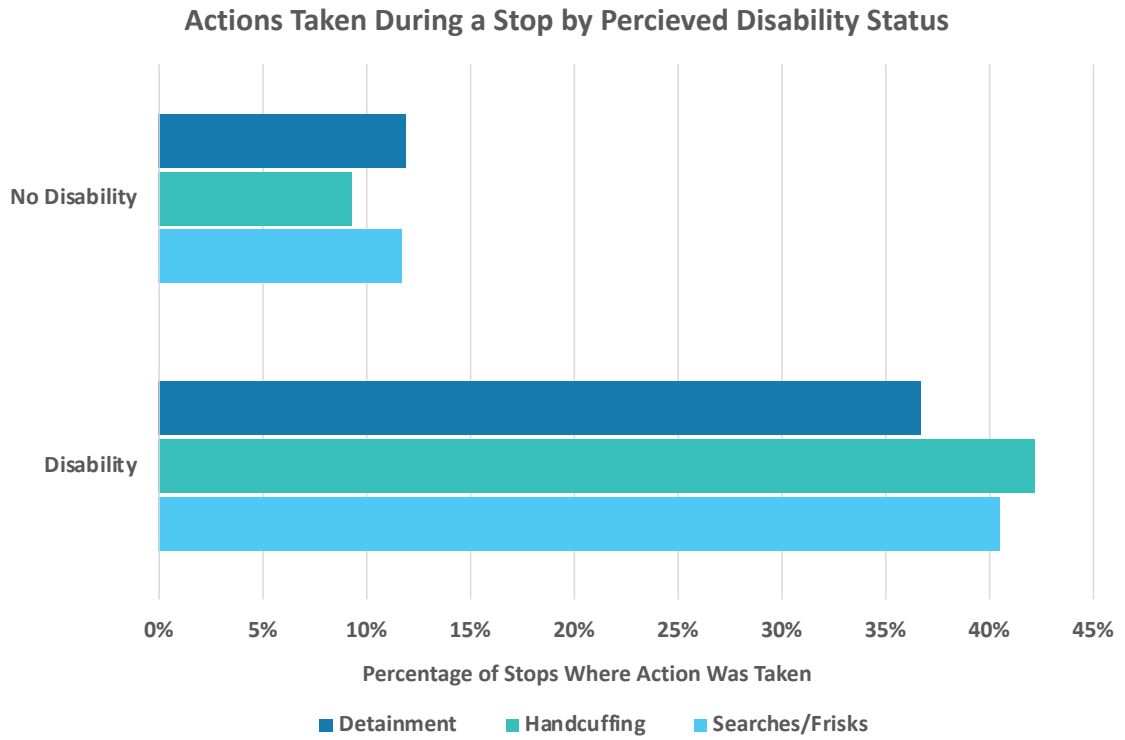
Figure 3. Use of Force Involving Discharge of Firearm Based on Officer Perception of Disability or Impairment (2024)[63]



In 2024 RIPA data, officers reported higher rates of use of any type of force in stops of an individual perceived to have a disability (43.27% of stops of a person with a disability involved any use of force) as compared to individuals perceived as not having a disability (9.71% of stops of a person not perceived as having a disability involved any use of force).[64] People perceived as having a disability were also three to four times more likely to be detained, handcuffed, or searched and frisked after being stopped than people perceived as not having a disability (**Fig. 4**).[65]

63 Id.
64 2026 RIPA Report, pp. 47-48.
65 Id., p. 48.

Figure 4. Rates of Being Detained, Handcuffed, or Searched and Frisked, by Perceived Disability Status (2024)[66]

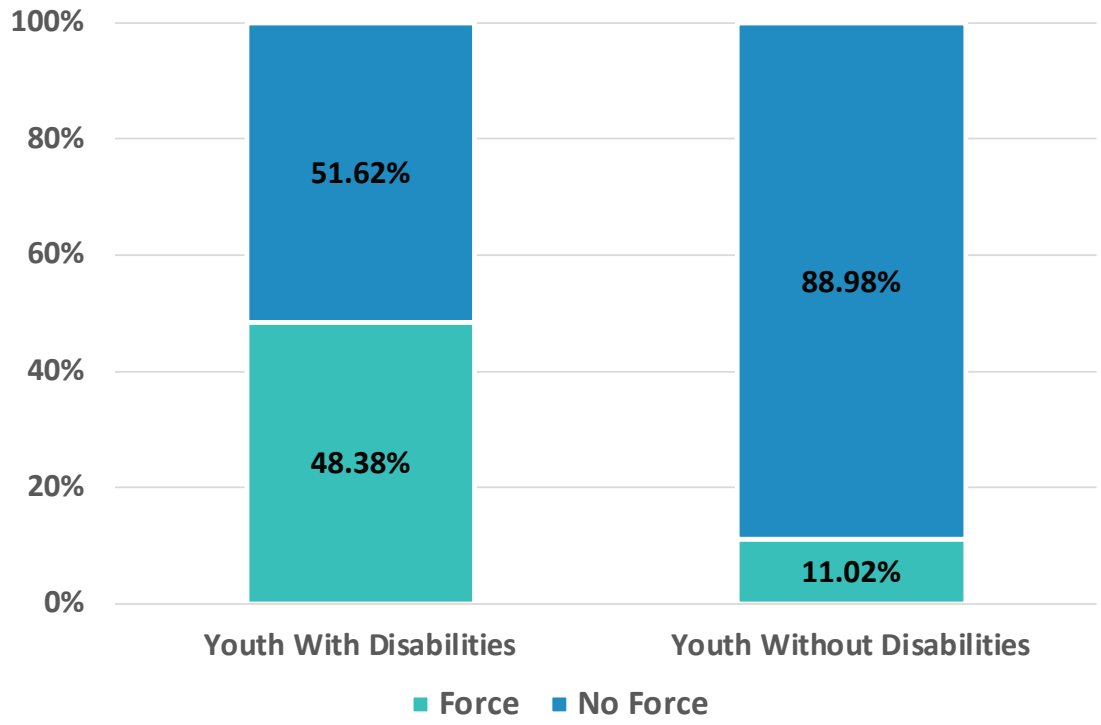


Interactions between youth members of the SB 882 population and law enforcement can be particularly traumatizing. RIPA data show that such encounters are more frequent for youth in the SB 882 population than for youth without such disabilities. The RIPA Board's 2025 report found disability disparities in stops of youths ages 12-24 involving calls for service, and in the use of field interview cards for gathering information about the subject of a stop.[67] The RIPA data also indicate that force is used disproportionately against youth of color, youth with disabilities, and gender minority youth.[68]

Disparities were noted in the RIPA data for actions taken during a stop if the youth stopped was perceived to have a disability. For example, youth with a perceived disability were nearly four times more likely to be searched than youth without a perceived disability.[69] Likewise, a higher percentage of youth perceived to have a disability experienced force regardless of age groups (**Fig. 5**), with transition-age youth (ages 18-24) in particular experiencing force at a percentage five times higher than their peers without a perceived disability.[70] Youth with a perceived disability were more likely to be handcuffed during a stop than youths without a perceived disability.[71] Officers pointed a firearm at youths perceived to have disabilities in 67 stops in 2023, though none were reportedly discharged.[72]

66 Id.
67 *Annual Report (2025)*, RIPA Bd., p. 10.
68 Id.
69 46.8% of youths with any perceived disability were searched, as compared to 12.2% of youths without any disability. See id., p. 10.
70 Id., p. 60.
71 Id., p. 61.
72 Id.

Figure 5. Stops Involving Use of Force Against Youth (Age 1-24) With and Without Disabilities (2023)[73]



Youth with disabilities are also dramatically overrepresented in the juvenile justice system. Data from Disability Rights California indicate 65-70% of the juvenile justice system is made up of youth with disabilities, which is three times the national average rate of disability in the general population.[74]

Disproportionate Incarceration of the SB 882 Population

The SB 882 population is also disproportionately represented in the country's penal institutions. This is particularly true for people of color with such disabilities. Given the scope of the Council's duties, this report does not cover incarcerated populations in depth but does offer a brief summary in order to highlight another venue through which the SB 882 population may have interactions with peace officers.

In 1955, about 4% of the inmate population in U.S. prisons and jails had a mental health condition. Today, roughly 20% of all incarcerated people have a diagnosed mental health condition, but some facilities report that the number may be as high as half.[75] One 2017 study notes that "[t]he rate of mental disorders in the incarcerated population is 3 to 12 times higher than that of the general community."[76] In California state prisons, more than a third of the current adult population is in the Mental Health Program, meaning they

73 Id., p. 60-61.

74 SB 882 Council Meeting (Sep. 18, 2025) Testimony of Megan Buckles, starting at time stamp 2:49:56,https://www.youtube.com/watch?v=QSycCzGDhrI; see also *Model Programs Guide Literature Review: Intersection between Mental Health and the Juvenile Justice System*, Off. of Juvenile J. and Delinquency Prevention (2017) https://ojjdp.ojp.gov/library/publications/model-programs-guide-literature-review-intersection-between-mental-health-and.

75 Fuller, *Overlooked*, p. 1; see also Wang, *Chronic Punishment: The Unmet Mental Health Needs of People in State Prisons* (2022) Prison Policy Initiative, https://www.prisonpolicy.org/reports/chronicpunishment.html#mentalhealth (indicating 56% of people in state prisons nationwide report history of mental health concerns and 43% have been diagnosed with a "mental disorder").

76 Wolff, *Fact Sheet: Incarceration and Mental Health* (2017) Weill Cornell Medicine Psychiatry (Wolff, *Fact Sheet*), https://spac.icjia-api.cloud/uploads/Fact%20Sheet%20Incarceration%20and%20Mental%20Health-20220608T19114846.pdf (citing Teplin, *The prevalence of severe mental disorder among male urban jail detainees: comparison with the Epidemiologic Catchment Area Program* (1990) Am. J. of Public Health, 80:6, pp. 663–669); Cook County Sherriff Thomas Dart, quoted in Ford, *America's Largest Mental Hospital is a Jail* (2015) Atlantic Monthly; Council of State Governments J. Center (2013) (cited in Prins, *Why Determine the Prevalence of Mental Illnesses in Jails and Prisons?* (2014) Psychiatric Services 65:8, p. 1074.).

have a diagnosable mental health condition, and about 9% of the current adult population is enrolled in the Developmental Disabilities Program.[77] About 80% of people enrolled in the Developmental Disabilities Program are also enrolled in the Mental Health Program.[78]

In addition to being overrepresented in the carceral population, individuals with mental health conditions who were formerly incarcerated are more likely than the general population to be re-incarcerated, with rates of recidivism ranging between 50-230% higher for people with mental health conditions, regardless of the diagnosis.[79]

Once incarcerated, people with mental health conditions often face insufficient access to mental health services. According to one study examining national data from 2016, 33% of people in state prisons across the United States with "chronic mental illness" have not had any treatment since incarceration.[80] Despite continuing challenges, treatment access in California compared favorably to that measured by other states in a 2025 study commissioned by the California Department of Corrections and Rehabilitation in connection with ongoing litigation related to its mental health services.[81] Reports on national data and information from throughout the country also indicate that incarcerated individuals who belong to the SB 882 population can be disproportionately represented in isolation units, which is concerning given harms that isolation can cause, particularly for individuals with intellectual or developmental disabilities or mental health conditions.[82] California has placed limits on the use of restricted housing in an attempt to address concerns about its impact.[83]

Outcomes of Law Enforcement Interactions with People with Mental Health Conditions and IDD

Increased law enforcement interactions result in three broad types of harm to community members: an increase in behaviors associated with the person's mental health condition or intellectual or developmental disability; increased experience of use of force; and an increased risk of death during an encounter with law enforcement.

First, during and after encounters with law enforcement, members of the SB 882 population can experience stresses, including fear for their lives or safety, humiliation, and stigma.[84] For example, one study of law enforcement violence in Baltimore and New York found law enforcement contact to be associated with anxiety and trauma symptoms that increased with the number of law enforcement stops

77 SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Lee Lipsker, starting at time stamp 3:36:16, https://www.youtube.com/watch?v=a6uhhwrrhkU.

78 Id.

79 Wolff, *Fact Sheet* (citing Baillargeon et al, *Psychiatric disorders and repeat incarcerations: the revolving prison door* (2009) Am. J. Psychiatry 166:1, pp. 103–109, https://psychiatryonline.org/doi/10.1176/appi.ajp.2008.08030416?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%20%200pubmed); see also Applegarth, *Examining the connection between mental illness and recidivism for persons on parole* (Dec. 2024) J. of Crim. J., https://www.sciencedirect.com/science/article/pii/S0047235224001648#bb0260; Magee et al., *Two-year prevalence rates of mental health and substance use disorder diagnoses among repeat arrestees* (2021) Health and J., https://pubmed.ncbi.nlm.nih.gov/33411067/.

80 *Mental Health*, Prison Policy Initiative, https://www.prisonpolicy.org/research/mental_health/ (citing Widra, *New research links medical copays to reduced healthcare access in prisons* (Aug. 2024) Prison Policy Initiative, https://www.prisonpolicy.org/blog/2024/08/29/fees-limit-healthcare-access/#limitedhealthcareaccess). The study of national data from 2016 found that the situation was exacerbated in facilities charging co-payments for medical visits, but California eliminated such copayments in 2019. *California Department of Corrections and Rehabilitation eliminates inmate copayments for health care services* (Feb. 21, 2019) Cal. Dept. of Corrections and Rehabilitation, https://www.cdcr.ca.gov/news/2019/02/21/california-department-of-corrections-and-rehabilitation-eliminates-inmate-copayments-for-health-care-services/.

81 VRJS and Falcon, Inc., *California Department of Corrections and Rehabilitation (CDCR): Systemwide Mental Healthcare Study* (Sept. 19, 2025) https://www.cdcr.ca.gov/wp-content/uploads/2026/01/CDCR-Systemwid-Mental-Healthcare-Study.pdf; but see *Coleman v. Newsom* (2025 E.D. Cal.) 2025 U.S. Dist. LEXIS 66385 (Order Appointing Receiver) and Petek, *Addressing Chronic Vacancies in Prison Mental Health Care* (Feb. 23, 2026) Legislative Analyst's Off., https://lao.ca.gov/Publications/Report/5134.

82 *Id.*

83 *Restricted Housing*, Cal. Dept. of Corrections and Rehabilitation, https://www.cdcr.ca.gov/adult-operations/restricted-housing/.

84 Watson & El-Sabawi, *Expansion of the Police Role*, p. 18, fns. 97-99, 101.

in a sample of predominantly people of color.[85] The study also noted an association between recent interaction with law enforcement and "psychotic experiences, suicide ideation, and suicide attempts."[86] Another author, even while questioning the causal connection between law enforcement encounters and increased symptomology, conceded that "the stress of encounters with police is likely to be a very salient risk factor across the spectrum of psychotic experience, and may have severe consequences in people with" mental health conditions.[87]

Second, interactions between members of the SB 882 population and law enforcement result in higher rates of uses of force. For example, a 2021 study of nine cities across the United States analyzed 28,549 law enforcement use of force events occurring between 2011 and 2017, and found that people with serious mental illnesses were 12 times more likely to have force used and 10 times more likely to be injured than people without serious mental illnesses.[88] Analyzing these data, this study found that people with certain serious mental health conditions constitute 17% of use of force cases and 20% of suspects injured during law enforcement interactions despite constituting only 1% to 3% of the population.[89] Another study indicated that peace officers may be more likely to use electronic control devices on people experiencing mental health distress than in cases that involve the arrest for a criminal offense, and also tend to use more shocks with members of this population.[90]

Finally, encounters between law enforcement and members of the SB 882 population are also more likely to turn fatal. Multiple studies have found that individuals who are killed by law enforcement are disproportionately likely to have a serious mental illness, with at least one in four fatal police encounters ending the life of an individual with severe mental illness.[91] The Washington Post collected data on national police fatality shootings from 2015 – 2024.[92] In its reporting on preliminary data for the first half of 2015, the Washington Post reported that 124 cases of peace officer shootings (27% of all peace officer shootings that year) nationwide involved a mental health crisis; in 36% of those cases, the peace officers had been explicitly called to help the person get medical treatment.[93] Updated data for 2015 indicate that there were 261 peace officer fatalities involving mental illness (26% of all peace officer shootings that year).[94] The Council also heard individual witness accounts of family members killed by peace officers in response to calls for assistance.[95]

Yet some sources suggest that even these high numbers may be an undercount. The U.S. Bureau of Justice Statistics suspended its Arrest-Related Deaths Program—the only federal database that systematically sought to identify variables of mental health in civilian deaths—after an audit of the source found that the number of incidents was being undercounted by half because of incomplete or inconsistent source data.[96]

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85 Id., p. 18, citations to fns. 100-101 omitted.
86 Id., p. 18, citations to fn. 102 omitted.
87 Id., pp. 18-19, citations to fn. 103 omitted.
88 Laniyonu & Goff, *Measuring disparities in police use of force and injury among people with serious mental illness* (2021) BMC Psychiatry 21:500 (Laniyonu & Goff, *Measuring disparities*), p. 4, https://bmcpsychiatry.biomedcentral.com/articles/10.1186/s12888-021-03510-w; see Wood & Watson, *Improving police interventions during mental health-related encounters: Past, present and future* (2016) Policing Soc. 2017:27 (Wood & Watson, *Improving police interventions*), pp. 289–299, https://pmc.ncbi.nlm.nih.gov/articles/PMC5705098/ (finding people with behavioral conditions were twelve times more likely to experience use of force and ten times more likely to be injured).
89 Laniyonu & Goff, *Measuring disparities*, p. 1.
90 Watson & El-Sabawi, *Expansion of the Police Role*, p. 17, fn. 95.
91 E.g., Fuller, *Overlooked*, p. 1; SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.
92 *Fatal Force* (last updated December 31, 2024) The Washington Post (*Fatal Force*) https://www.washingtonpost.com/graphics/investigations/police-shootings-database/.
93 Lowery, *Police shootings: Distraught people, deadly results* (June 30, 2015) The Washington Post, https://www.washingtonpost.com/sf/investigative/2015/06/30/distraught-people-deadly-results/.
94 *Fatal Force* (as of February 27, 2026).
95 SB 882 Council Meeting (April 1, 2025) Testimony of Vinny Eng, starting at time stamp 2:34:07, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.
96 Note arrest-related deaths collected data only from 2002-2012. See Fuller, *Overlooked*; Scott, *Arrest-Related Deaths (ARD)* (2012) Bur. of J. Statistics, https://bjs.ojp.gov/data-collection/arrest-related-deaths-ard.

Interactions with people with mental health conditions and IDD can impact peace officers as well, particularly when interactions lead to negative outcomes. At the systems level, the demands of providing a public health function in addition to law enforcement functions place operational strain on law enforcement agencies, which were not designed or funded to provide health services.[97] These demands may be harder for smaller agencies with limited resources to absorb.[98] At the individual level, peace officers involved in negative encounters, particularly officer-involved shootings, may suffer negative emotions, including potentially a form of posttraumatic stress disorder that may include guilt and depression.[99] One study of peace officers following an incident where the officer shot someone found that officers had a range of reactions following the incident, including: trouble sleeping, fatigue, crying, recurrent thoughts, anxiety, fear of legal or administrative problems, and sadness.[100] Thus, improved outcomes in interactions between peace officers and the SB 882 population benefit peace officers as well.

The Rights of Individuals with Mental Health, Intellectual, and Developmental Disabilities

Both federal and California laws provide rights and protections for people with mental health, intellectual, and developmental disabilities.

Federal Protections

Federal law prohibits disability-based discrimination in many areas of everyday life, including in state and local government services.[101] The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) are the federal foundations for protections for individuals with disabilities.[102]

Title II of the ADA requires that public entities, including police and sheriff departments, provide people with disabilities an equal opportunity to benefit from all their programs, services, and activities.[103] This includes making reasonable modifications in their policies, practices, or procedures that are necessary to ensure accessibility for individuals with disabilities.[104] And the ADA requires peace officers to take appropriate steps to ensure that communication with people with disabilities are as effective as communications with others.[105]

97 See, e.g., Jensen & Burke, *IACP@Work: The IACP Efforts to Help Support Public Health–Informed Policing*, IACP Police Chief (describing "Public Health Informed Policing" as a "new, emerging term," notwithstanding some longstanding practices, and describing limited grant funding for implementation) https://www.policechiefmagazine.org/iacpwork-the-iacp-efforts-to-help-support-public-health-informed-policing/?ref=8be4a95c09a8ca384cc26862dc675b54.

98 E.g., *Evidence-Based Crime Reduction Strategies for Small, Rural, and Tribal Agencies* (2021) International Assn. of Chiefs of Police, p. 1 ("[s]mall, rural, and tribal [law enforcement] agencies often operate with limited financial and personnel resources that can make implementing" evidence-based best practices difficult) https://portal.cops.usdoj.gov/resourcecenter/content.ashx/cops-p454-pub.pdf.

99 *Police Responses to Officer-Involved Shootings* (Jan. 1, 2006) National Institute of J. (*NIJ Police Responses 2006*), tab. 2, https://nij.ojp.gov/topics/articles/police-responses-officer-involved-shootings; see also SB 882 Council Meeting (Oct. 18, 2024) Testimony of Mark Stadler, starting at time stamp 2:43:44, https://www.youtube.com/watch?v=yWRnfEr33es (discussing impact of shooting of person with mental health condition on individual peace officer).

100 *NIJ Police Responses 2006*, tab. 2.

101 42 U.S.C. §§ 12101 et seq.; 29 U.S.C. § 794.

102 Given the similarity between laws, courts often analyze ADA and Section 504 claims together. See, e.g., *Sligh v. City of Conroe, Texas* (5th Cir. 2023) 87 F.4th 290, 304 fn.4. Under both federal statutes, a person with a disability is an individual with a "physical or mental impairment that substantially limits one or more major life activities," and includes instances when an individual has a record of the disability or is perceived to have a disability. Major life activities include such things as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. To be substantially limited under federal law means that such activities are restricted in the manner, condition, or duration in which they are performed in comparison with most people. See 42 U.S.C. § 12102; 28 C.F.R. § 35.108; 34 C.F.R. § 104.3(j). A person with a disability may meet the definition under California law but lack the degree of impairment necessary to meet the federal definition.

103 42 U.S.C. § 12132; 28 C.F.R. § 35.130.

104 28 C.F.R. § 35.130.

105 28 CFR § 35.160; *Commonly Asked Questions About the ADA and Law Enforcement* (2020) U.S. Dept. of J. Civil Rights Division, https://www.ada.gov/resources/commonly-asked-questions-law-enforcement/#effective-communication.

Section 504 prohibits disability discrimination by any program or activity that receives federal financial assistance.[106] "Program or activity" includes the operations of a department, agency, or other instrumentality of a state or local government, such as police and sheriff departments that receive federal financial assistance.[107]

California Protections

California law also protects individuals with disabilities. Government Code section 11135 and the Disabled Persons Act are key laws protecting people with disabilities from discrimination. The Lanterman-Petris-Short Act governs involuntary commitments, and the Lanterman Act sets forth a system of services for people with IDD.

Government Code section 11135 prohibits discrimination against people with a range of protected statuses, including disability, by any program or activity that receives state financial assistance. People with disabilities are protected as people with mental disabilities, physical disabilities, or medical conditions, and are protected from discrimination based on their genetic information.[108] This protection includes people who are associated with people with disabilities, like caregivers, and people perceived as having disabilities.[109] Government Code section 11135 expressly incorporates the Title II of the ADA into California law.[110] A "program or activity" is defined broadly and includes "all the operations of [a] covered entity ... even if only one part of the covered entity receives state support."[111]

The Disabled Persons Act guarantees people with disabilities "the same right as the general public" to use of public places including "streets, highways, sidewalks, walkways, [and] public buildings."[112] The Act broadly guarantees access to all "places to which the general public is invited."[113] The Act also incorporates the ADA into California law.[114] It also ensures that peace officers traveling with a "search and rescue dog" are afforded the same protections.[115]

The Lanterman-Petris-Short Act (LPS Act) sets out rights and protections in commitment and conservatorship proceedings and provides a means for enforcing those rights.[116] The LPS Act was passed to "end the inappropriate, indefinite, and involuntary commitment of people with mental health disorders, developmental disabilities, and chronic alcoholism," as well as to "provide services in the least restrictive setting appropriate to the needs of each person receiving services."[117]

Under the LPS Act, law enforcement personnel and certain mental health professionals can take an individual into custody if they believe that, because of a mental health condition, the individual is likely to cause or experience specific kinds of harm or danger. This process is often referred to as a "5150 hold" (because it is authorized by Welfare and Institutions Code section 5150) and is one source of potential interactions between law enforcement and people experiencing a mental health crisis.[118] A 5150 hold can last up to 72 hours, and during that period, mental health professionals will examine and determine whether the individual can be safely released, whether voluntary services would be appropriate, or whether additional treatment is needed.[119]

106 29 U.S.C. § 794.
107 Id.
108 Gov. Code, § 11135, subd. (a).
109 Gov. Code, § 11135, subd. (d).
110 Gov. Code, § 11135, subd. (b).
111 Cal. Code Regs. tit. 2, § 14020, subd. (ii).
112 Civ. Code, § 54, subd. (a).
113 Civ. Code, § 54.1, subd. (a)(1).
114 Civ. Code, § 54, subd. (c); Civ. Code, § 54.1, subds. (a)(3) and (d).
115 Civ. Code, § 54.25, subd. (a)(1).
116 Welf. & Inst. Code, §§ 5150, 5250, 5350.
117 Welf. & Inst. Code, § 5001.
118 Welf. & Inst. Code, § 5150.
119 Welf. & Inst. Code, §§ 5151-5152. The LPS Act also authorizes additional holds for more than 72 hours. E.g., id., §§ 5250 (14 day hold), 5260 (14 day hold for people deemed a danger to themselves), 5270 (30 day hold for people who are "gravely disabled").

Individuals being detained for evaluation and treatment under the LPS Act have the same legal rights guaranteed to all individuals under federal and state laws. This includes, among others, the right to dignity, privacy, and humane care, the right to prompt medical care and treatment, and the right to social interaction and participation in community activities.[120] The LPS Act also sets out procedural protections for people undergoing conservatorship.[121]

The Lanterman Act established rights for people with developmental disabilities and affords them the same legal rights guaranteed to all other individuals.[122] It also prohibits discrimination against people with developmental disabilities in programs and activities that receive public funds, including law enforcement agencies.[123] Under the Lanterman Act, law enforcement agencies may not employ policies and practices regarding interactions with people with intellectual and developmental disabilities or mental health conditions that constitute discrimination against such individuals.[124]

The Current State of Care for People with Mental Health Conditions and IDD and Their Interactions with Law Enforcement

To fully assess how to improve interactions between law enforcement and the SB 882 population, it is important to have familiarity with the systems of care that such individuals can utilize to access treatment and related supportive services. The availability of services in a jurisdiction informs what resources peace officers can reasonably rely on when encountering a crisis because they can only refer or escort people to services that exist and have room to accept new clients. In some jurisdictions, the way services operate creates situations in which law enforcement encounters are more likely. For both these reasons, this report summarizes below key elements of the system of care for adults and youth with mental health conditions or IDD.

The Mental Health Care System

Demographics

Mental health conditions present in diverse ways across California. Overall, about 14.4% of adults in the state report experiencing some form of mental health condition, while 3.9% report a "serious mental illness" that impacts tasks of daily living.[125] There are regional variations in the prevalence of mental health conditions, with the highest rates occurring in San Joaquin Valley and the Northern and Sierra regions.[126] There is likewise racial and ethnic variation in rates of serious mental health conditions, with white and Latino adults showing rates closest to the 3.9% average for the state, while Native American rates are 6.8%, rates for Black Californians are 5.3%, and rates are below average for the Asian (1.5%) and Pacific Islander (2.1%) populations.[127] Lack of socioeconomic resources also results in higher rates of serious mental health diagnoses. Mental health diagnoses decrease as income level increases. While 8.9% of people with incomes below the Federal Poverty Level (FPL) have "serious mental health disorders," the rate decreases to 6.3% for people with incomes one to two times the FPL, 3.6% for those with incomes two to three times

120 Welf. & Inst. Code, §§ 5325-5325.1.
121 See e.g., Welf. & Inst. Code, § 5350, subd. (d)(1) ("The person for whom conservatorship is sought shall have the right to demand a court or jury trial on the issue of whether the person is gravely disabled").
122 Welf. & Inst. Code, § 4502.
123 Id.
124 Id.
125 *Mental Health in California: Waiting for Care* (Jul. 2022) Cal. Health Care Almanac, Cal. Health Care Foundation (*Mental Health in California: Waiting for Care*), p. 4, https://www.chcf.org/wp-content/uploads/2022/07/MentalHealthAlmanac2022.pdf.
126 Id., p. 5.
127 Id., p. 9; Ramos-Yamamoto, *Californians and Mental Health: What We Know About Poverty and Race* (March 2018) California Budget & Policy Center (Ramos-Yamamoto, *Californians and Mental Health*) https://calbudgetcenter.org/resources/californians-and-mental-health-what-we-know-about-poverty-and-race/.

the FPL, and only 1.9% for individuals earning three times the FPL.[128] Nearly two-thirds of Californians reporting some level of mental health need also reported not getting treatment.[129]

California's rate of suicide is lower than the national average and was 10.3-10.9 per 100,000 population level in 2015-2019.[130] However, the number of Californians who die by suicide has increased by more than 50% since 2001.[131] Here also there are racial, gender, and regional variations. Men are over three times more likely to die by suicide than women, and rates are higher for people over 45 and for people who are Native American or white.[132] Notably the majority of California's IDD population is male.[133] There is a large amount of regional variation, with a low of 6.2 deaths from suicide per 100,000 population in Imperial County, and a high of 37.3 deaths from suicide per 100,000 population in Trinity County.[134] There is also consistent research showing disproportionate rates of suicidal ideation and attempts among people with autism.[135]

Key Elements of the System of Care

California's mental health system of care relies on multiple delivery structures and is influenced by federal, state, and local county policy.[136] Services may be public or private and include a range of inpatient, outpatient, and residential options. The quality and ease of access to these services impact the breadth of options first responders can employ to address mental health crisis calls in the community.

In the public mental health system, the federal and California state governments have a role in funding, governance, and oversight of public treatment settings, and set minimum standards of care, but otherwise give counties discretion in how to spend funds and operate county mental health services.[137] County-operated community clinics offer outpatient services geared toward people with more significant impairments, including crisis intervention, medication management, therapy, outpatient psychiatry, and case management.[138]

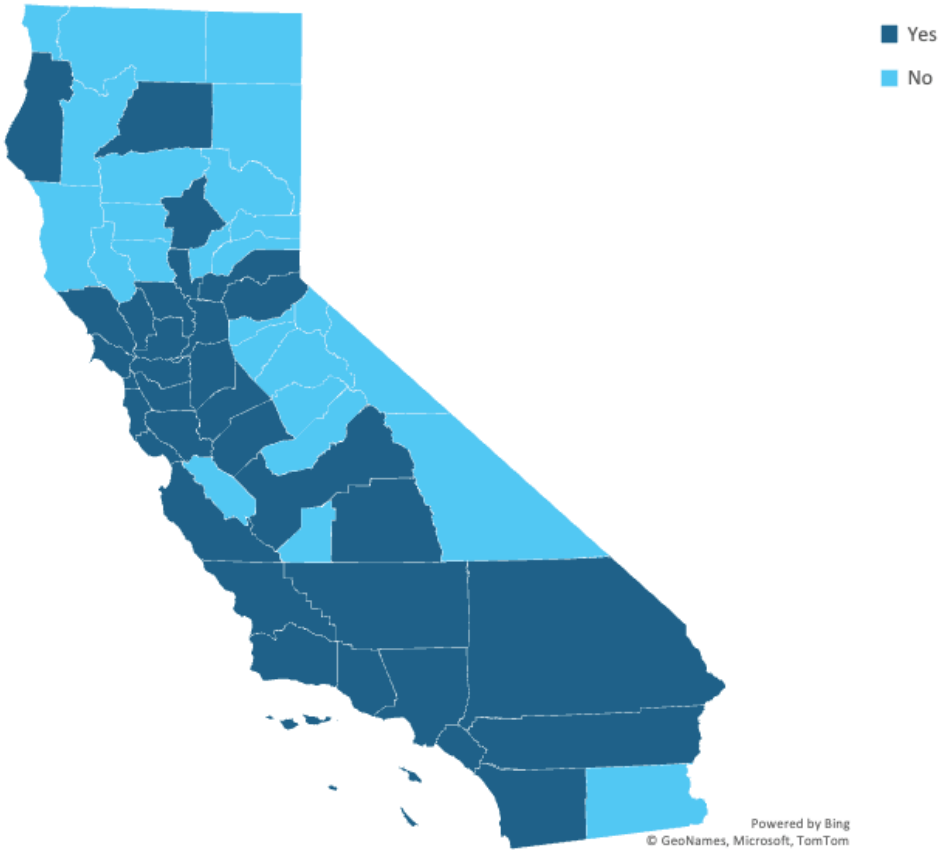
Services offered in private practice settings may include mental health evaluation and treatment including psychotherapy, psychological testing, outpatient medication monitoring, psychiatric consultation, lab tests, and medications.[139] Despite laws guaranteeing parity of coverage, many Californians with mental health conditions struggle to obtain in-network care.[140] There are not enough providers in most areas.[141] And

128 See Ramos-Yamamoto, *Californians and Mental Health* (Data from 2015, when the FPL was $11,700 for a single person and $24,250 for a family of four).
129 *Mental Health in California: Waiting for Care*, p. 20.
130 Id., p. 23.
131 Wiener, *Breakdown: California's mental health system, explained* (Updated Sept. 17, 2020) CalMatters (Wiener, *Breakdown*) https://calmatters.org/explainers/breakdown-californias-mental-health-system-explained/.
132 *Mental Health in California: Understanding Prevalence, System Connections, Service Delivery, and Funding* (March 2020) Cal. Budget & Policy Center (*Mental Health in California: Understanding Prevalence*) https://calbudgetcenter.org/resources/mental-health-in-california/; *Mental Health in California: Waiting for Care*, pp. 25-26 (While the source does not address causation, it should be noted that men are more likely to die due to suicide attempts than women because they are more likely to choose more lethal methods.); Callanan & Davis, *Gender differences in suicide methods* (2012) Social Psychiatry and Psychiatric Epidemiology 47, pp. 857–869, https://doi.org/10.1007/s00127-011-0393-5; Simion & Jung, *Gender disparities in suicide: a deeper look into the complexity of suicidal acts* (Sept. 2025) Legal Medicine 77, https://www.sciencedirect.com/science/article/abs/pii/S1344622325001130; *Suicide* (2026), Nat. Inst. of Mental Health, https://www.nimh.nih.gov/health/statistics/suicide.
133 See, e.g., *Annual Report to the Legislature on Autism* (Apr. 1, 2024) Cal. Dept. of Developmental Services, p. 6 https://www.dds.ca.gov/wp-content/uploads/2024/08/Annual_Report_Legislature_Autism.pdf (reporting 79% of statewide Lanterman-eligible autism caseload is male, and 21% female).
134 *Mental Health in California: Waiting for Care*, p. 24.
135 See, e.g., Blanchard et al., *Risk of Self-harm in Children and Adults with Autism Spectrum Disorder* (Oct. 19, 2021) 4 JAMA Network Open, https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2785235#google_vignette.
136 *Mental Health in California: Understanding Prevalence*, pp. 46-50.
137 Id., p. 42.
138 Id., pp. 50 and 52.
139 See id., p. 49 (describing services available under Medi-Cal Managed Care Plans).
140 Wiener, *Breakdown* (in 2015, privately insured Californians were seven times as likely to seek mental health treatment outside their provider network than physical health treatment).
141 Id.

mental health services are becoming less accessible as providers increasingly decide not to accept insurance.[142]

A person needing more than outpatient intervention may access a continuum of services including hospitalization, residential treatment, or non-residential intensive treatment options such as day treatment or intensive case management.[143] Hospitals include acute psychiatric hospitals, or psychiatric units in general hospitals, operated at the county level.[144] California also has five state hospitals whose population comes mainly from the criminal legal system, with about 10% being placed through civil commitment, at times with involvement from law enforcement.[145] Counties may offer residential treatment options including board and care facilities, mental health rehabilitation centers, or skilled nursing facilities.[146]

Figure 6. Adult Acute Psychiatric Beds in California[147]



As described in the *Expanded Role of Policing in the Mental Health Care System* section above, however, the available space in these types of facilities has steadily decreased, creating a challenge. From 1995 to 2017, the quantity of beds in mental health hospitals in the state decreased by 28%, leaving 25 mostly rural counties with none (**Fig. 6**).[148] Residential treatment beds have also reduced in number, leaving a gap in services for people who need more consistent treatment engagement via a higher level of care than outpatient care. For example, San Francisco lost more than a third of its board and care facilities between 2012 and 2019.[149] Over an overlapping time frame (2010-2015), emergency room visits that resulted in

142 Id. (reporting that only 55% of mental health care providers accept common insurance, compared to 89% of all health care professionals).
143 *Mental Health in California: Understanding Prevalence*, p. 52.
144 See id., p. 61.
145 Id., p. 60.
146 Id.
147 *Mental Health in California, Waiting for Care*, p. 42.
148 Id.; see also *Mental Health in California: Understanding Prevalence*, p. 63.
149 Wiener, *Breakdown*.

referral psychiatric inpatient care increased by 30%, putting additional pressure on the hospital system and emergency rooms.[150]

Regional disparities also exist in adequacy of mental health staffing in counties across California. A 2020 snapshot of mental health providers in the state indicated California had 39,838 Marriage and Family Therapists (MFTs), 26,055 Licensed Clinical Social Workers (LCSWs), 17,452 psychologists, 4,660 psychiatrists, and 1,985 professional clinical counselors.[151] Nor was this staff proportionally distributed across California. San Joaquin Valley and Inland Empire had staffing levels below the state average in nearly all categories, while other regions had shortages of specific types of providers (**Fig. 7**).[152] Additionally, in a similar 2018 snapshot, researchers noted that these professionals did "not reflect the racial and ethnic diversity of the state," which poses challenges for offering culturally salient care that improves chances of treatment success.[153] Workforce projections from the California Department of Health Care Access and Information indicate workforce shortages across all California counties in 2025-2026.[154]

Figure 7. Licensed Mental Health Professionals by Region in California, 2020[155]

Region	Psychiatrists*	Clinical Social Workers	Marriage and Family Therapists	Professional Clinial Counselors	Psychologists	Psychiatric Technicians
Central Coast	11.6	61.8	144.4	5.2	47.1	52.6
Greater Bay Area	18.7	82.8	135.3	6.8	72.6	17.9
Inland Empire	8.2	39	60.8	3.7	15.9	40.9
Los Angeles County	12	81.1	106.2	4	48.7	8.8
Northern and Sierra	5.8	65.4	100.3	5.5	21.8	12.8
Orange County	7.9	56.8	106.3	5.6	40.1	15.2
Sacramento Area	12.3	72.6	98.4	5.7	37.6	12.4
San Diego Area	13.3	64.8	94.1	7.3	55	3.1
San Joaquin Valley	6.2	35.5	48.2	2.5	16.2	58.3
State Average	**11.8**	**65.9**	**100.8**	**5**	**44.2**	**22.7**

These rates are per 100,000 population for each region. The color scaling for each column references the state average for each profession. If a region's rate is above the state average, it is coded green. If the rate is close to the state average it is coded yellow. If the rate is below the state average, it is coded red.

***Psychiatrists include those who have completed residency training and are active in patient care at least 20 hours per week.**

Funding Considerations

Multiple funding streams support the mental health system of care and changes at the federal, state, and local levels continue to impact services. As noted above, private mental health services receive funds from patients' managed care and fee-for-service Medi-Cal plans, along with private insurance or other direct patient payment. County behavioral health systems receive funds from Medi-Cal, Mental Health Services Act funds, and local safety net programs covering people who qualify for neither of these funding streams.[156]

150 Id.

151 *Mental Health in California: Waiting for Care*, p. 46.

152 See *Mental Health in California: Waiting for Care*, p. 47 (shortages included LCSWs in the Central Coast, Inland Empire, Northern and Sierra, Orange County, San Diego, and San Joaquin Valley regions; MFTs in Inland Empire, Northern and Sierra, Sacramento, San Diego, and San Joaquin Valley; both psychologists and psychiatrists in the Inland Empire, Northern and Sierra, Orange County, and San Joaquin Valley regions; psychiatrists in the Central Coast region, and psychologists in Sacramento). Regions listed include the following counties: Central Coast (Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, Ventura), Greater Bay Area (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, Sonoma), Inland Empire (Riverside, San Bernardino), Los Angeles County (Los Angeles), Northern and Sierra (Alpine, Amador, Butte, Calaveras, Colusa, Del Norte, Glenn, Humboldt, Inyo, Lake, Lassen, Mariposa, Mendocino, Modoc, Mono, Nevada, Plumas, Shasta, Sierra, Siskiyou, Sutter, Tehama, Trinity, Tuolumne, Yuba), Orange County (Orange), Sacramento Area (El Dorado, Placer, Sacramento), San Diego Area (Imperial, San Diego), San Joaquin Valley (Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare).

153 *Mental Health in California: For Too Many, Care Not There* (Mar. 2018) Cal. Health Foundation Cal. Health Care Almanac, p. 43, https://www.chcf.org/wp-content/uploads/2018/12/MentalHealthCA2018.pdf.

154 Cal. Dep't. of Health Care Access and Information, *Supply and Demand Modeling for California's Behavioral Health Workforce* (2022) https://hcai.ca.gov/visualizations/supply-and-demand-modeling-for-californias-behavioral-health-workforce/#key-findings.

155 *Mental Health in California: Waiting for Care*, p. 47.

156 See *Mental Health in California: Understanding Prevalence*, p. 58.

State Proposition 1 (Prop 1), which passed in March 2024, instituted a number of reforms to the mental health system of care and set aside funding to support them, with an aim of addressing mental health generally and its overlap with housing concerns.[157] Set to be implemented from 2024 to 2026, Prop 1 awarded $3.3 billion in funds to create over 5,000 residential treatment beds and 21,000 outpatient treatment slots in its first round of funding in 2025.[158] In March 2026 California announced the second round of funding, covering 66 additional projects and bringing the two-round funding total to $4.17 billion.[159] Prop 1 required all counties to implement new three-year comprehensive behavioral health services plans beginning in 2026.[160] It is therefore likely that county behavioral health systems are soon to see changes that may impact how they interface with law enforcement agencies and officers and those focusing on law enforcement training should monitor the changes that occur.

The System of Care for Individuals with IDD

Demographics

The State Council on Developmental Disabilities estimates that there are approximately 625,000 Californians with intellectual or developmental disabilities, or 1.58% of the total population.[161] Approximately 450,000 of these rely on the state's network of Regional Centers to connect them with direct services, and as of 2020, about two-thirds of these clients are men and one-third are women.[162] Approximately .24% of the California population are seniors with IDD, while around .3% are youth with IDD.[163]

Key Elements of the System of Care

In California, the Department of Developmental Services (DDS) is the state agency responsible for providing and overseeing services for people with IDD, which includes implementation of the Lanterman Act.[164] In addition to the protections the Lanterman Act enshrines as discussed above in the *California Protections* section, the Lanterman Act provides people with developmental disabilities the right to various services and supports needed to live independent, full, and productive lives.[165] Rights the Lanterman Act guarantees include receiving services in the least restrictive environment, participating in social, educational, spiritual,

157 See, e.g., *Accountability with results* (2025) Cal. Mental Health for All (*Accountability with results*), https://www.mentalhealth.ca.gov/accountability.html.

158 Id.; *Governor Newsom announces billions of dollars for behavioral health treatment facilities and services for seriously ill and homeless thanks to Prop 1* (May 12, 2025) Off. of Governor Gavin Newsom, https://www.gov.ca.gov/2025/05/12/governor-newsom-announces-billions-of-dollars-for-behavioral-health-treatment-facilities-and-services-for-seriously-ill-and-homeless-thanks-to-prop-1/; *Proposition 1: Behavioral Health Infrastructure Bond Act of 2024: Behavioral Health Continuum Infrastructure Program Round 2: Unmet Needs Request for Applications* (2025) Cal. Dept. of Health Care Services, p. 5, https://www.dhcs.ca.gov/BHT/Pages/BHCIP.aspx. A full analysis of how this degree of increase impacts the overall deficit or individual county deficits is outside the scope of this report, but one 2022 study of treatment bed shortage in California indicated a statewide need for approximately 4,800 acute and subacute psychiatric beds, combined, and for approximately 3,000 additional community residential beds. McBain et al., *Adult Psychiatric Bed Capacity, Need, and Shortage Estimates in California—2021* (2022) RAND Health Quarterly 9, p. 16 https://www.rand.org/content/dam/rand/pubs/research_reports/RRA1800/RRA1824-1-v2/RAND_RRA1824-1-v2.pdf?ref=raincrossgazette.com.

159 Gov. Gavin Newsom, *Ahead of schedule: Governor Newsom's Prop 1 is exceeding goals to expand capacity and treatment statewide, helping 5M+ Californians* (Mar. 11, 2026) https://www.gov.ca.gov/2026/03/11/ahead-of-schedule-governor-newsoms-prop-1-is-exceeding-goals-to-expand-capacity-and-treatment-statewide-helping-5m-californians/.

160 *Accountability with results.*

161 *About The California State Council on Developmental Disabilities* Cal. State Council on Developmental Disabilities, https://scdd.ca.gov/about/; *Some Snapshots of People with I/DD in California* (May 2020) Cal. State Council on Developmental Disabilities (*Some Snapshots of People with I/DD in California*) https://scdd.ca.gov/wp-content/uploads/sites/33/2020/06/People-with-IDD-in-California-Snapshot-5.27.20-ACCESSIBLE.pdf.

162 *Individuals & Families*, Cal. Dept. of Developmental Services, https://www.dds.ca.gov/individuals-and-families/#:~:text=The%20Department%20supports%20over%20450%2C000%20individuals%20who,professionals%20who%20help%20them%20achieve%20their%20goals; *Some Snapshots of People with I/DD in California*.

163 *Some Snapshots of People with I/DD in California*, p. 1.

164 *A Guide to California's Regional Center Services System* (Feb. 2025) Cal. Dept. of Developmental Services (*A Guide to California's Regional Center Serv. System*), p. 8, https://www.dds.ca.gov/wp-content/uploads/2025/02/Guide_to_Californias_Regional_Center_Services_System.pdf.

165 Welf. & Inst. Code, §§ 4500 et seq.

and other community activities, being free from harm and abuse, and making choices about one's own life goals and circumstances.[166]

To ensure that these services would be provided, the Lanterman Act created a system of 21 Regional Centers throughout California, which are the local agencies that assist eligible individuals with developmental disabilities who live in the center's area in getting the services and supports they need.[167] Regional Centers assess individuals for eligibility for services and, if eligible, provide case management and coordination of purchased services.[168] While regional centers do purchase services directly from vendors, the regional centers are (by statute) considered the payor of last resort. So many services may be funded by other sources, such as Medi-Cal, private insurance, or school districts.[169] Regional Centers serve individuals for as long as they meet eligibility criteria, which for most people will mean they qualify for services throughout their lifetime.[170] Services are broad and include employment programs, adult day services, home health supports, supported or independent living services, residential care homes, respite, and other offerings.[171]

Case management available at Regional Centers helps clients connect with the right level of services for them. The Lanterman Act requires Regional Centers to develop an Individual Program Plan (IPP) to specify the decisions made regarding the individuals' goals, objectives, services, and supports that the individual and the Regional Center agree a person needs and chooses.[172] The IPP must be tailored to the particular client and give the individual an opportunity to actively participate in the development of the plan.[173] Regional Center clients can use an IPP to achieve goals of different types of living arrangements, including living with family or finding alternative community living options.

Although Regional Centers coordinate many of the services that people with IDD need, not everyone diagnosed with IDD under the federal definition qualifies for Regional Center services. Regional Centers use the California-specific definition, which is narrower.[174] As a result, about 20% of people who identify as having an IDD under the broader federal definition do not meet eligibility criteria for Regional Center services under California law.[175] Individuals who do not qualify for Regional Center services may also receive services independently through other agencies such as school districts or In-Home Supportive Services.[176]

Some gaps in available services remain. Services that appear sufficient on paper may in reality not be well tailored to the individual circumstances of a particular client. Some elements of an IPP may not work in

166 Welf. & Inst. Code, § 4502, subd. (b).
167 Welf. & Inst. Code, § 4620.
168 See *Regional Center Services and Descriptions* (Feb. 5, 2026) Cal. Dept. of Developmental Services, https://www.dds.ca.gov/rc/rc-services/; *How does the regional center make sure I get the services and supports in my IPP, Rights under the Lanterman Act* Disability Rights Cal., § 4.66, https://rula.disabilityrightsca.org/rula-book/chapter-4-individual-program-plans/4-66-how-does-the-regional-center-make-sure-i-get-the-services-and-supports-in-my-ipp/.
169 See id.
170 See *Can I lose my regional center eligibility? Rights under the Lanterman Act* Disability Rights Cal., §2.24, https://rula.disabilityrightsca.org/rula-book/chapter-2-eligibility-for-regional-center-services/can-i-lose-my-regional-center-eligibility/.
171 *Regional Center Services and Descriptions* (Aug. 1, 2018) Cal. Dept. of Developmental Services, https://www.dds.ca.gov/wp-content/uploads/2019/03/RC_ServicesDescriptionsEnglish_20190304.pdf.
172 Welf. & Inst. Code, § 4646; *A Guide to California's Regional Center Serv. System*.
173 Id.
174 See Welf. & Inst. Code, § 4512.
175 See *DDS Comprehensive Dashboard* Cal. Dept. of Developmental Services (487,615 Californians served by regional centers as of July 1, 2024) https://www.dds.ca.gov/transparency/facts-stats/dds-comprehensive-dashboard/; *Quick Facts California* United States Census Bureau, https://www.census.gov/quickfacts/fact/table/CA/PST045225 (estimating California's total population at 39,431,263 as of July 1, 2024); *State Profile for California* National Association of Councils on Developmental Disabilities, https://nacdd.org/state-profiles/california/ (using Center for Disease Control statistics to estimate that 5% of Californians—1,971,563 people based on the July 2024 Census estimate—have IDD under the federal definition).
176 *What other agencies provide services and supports? Rights under the Lanterman Act,* Disability Rights Cal., § 4.66 https://rula.disabilityrightsca.org/rula-book/chapter-1-the-lanterman-act/what-other-agencies-provide-services-and-supports/. In-Home Supportive Services (IHSS) provides personal care and domestic services to persons who are aged, blind or disabled and who live in their own homes. IHSS is provided to those who otherwise might be placed in an out-of-home care facility but who can safely remain in their own home if IHSS services are received. *Support Services: Options for Regional Center Consumers*, Cal. Dept. of Developmental Services, https://www.dds.ca.gov/general/eligibility/support-services/.

practice and there may not be adequate follow up to ensure an alternative. Services may have limited capacity and may therefore not be available when needed or may not be offered at the right time for other reasons. The Department of Developmental Services is developing a provider directory, but at present it is difficult to assess whether the services available in a given region are adequate for meeting the level of need for that geographic area.[177]

Regional Centers offer services that respond to a crisis, including residential crisis services and mobile crisis teams that respond to short-term crisis in the community.[178] Thus, Regional Center providers may encounter instances where law enforcement is also present when responding to a crisis involving a Regional Center client. However, there are some gaps in the Regional Center crisis service system. For example, not all regions have a crisis services provider and in ones that do, some Council members expressed concerns that families are not always informed that these services exist. Also, not all crisis services are offered 24/7 or with an immediate in-person response. And in most cases, the services must be preauthorized in an individual's IPP, meaning not all caregivers have access to the mobile crisis teams and are not able to receive a response during an individual's first crisis.[179] Council members also noted that there is also the risk of missed opportunities for law enforcement and Regional Centers to connect to provide integrated services to a community member, either because Regional Centers may not tend to proactively reach out to law enforcement, or because Regional Center clients who are having an unexpected interaction with law enforcement do not always know to communicate to officers that they receive Regional Center services.

Jay,[180] now in his 30s, has autism with limited language and requires 24/7 care.

He once enjoyed art classes and regular community outings. But during the pandemic, his behavior began to deteriorate without warning and escalated dramatically—punching walls, pounding windows, and even attempting to jump from a moving car. Although Jay has medical insurance and Regional Center eligibility, his family cannot find local clinicians trained in complex autism with co-occurring medical issues. They drive over an hour and pay cash to see specialists out of their county. Jay received Applied Behavioral Analysis therapy but it did not address his medical-behavioral complexity; sleep dysregulation worsened, and his parents now provide full-time care. His mother shares: "There are no local doctors who understand complex autism. We're paying out of pocket and still not getting help. We've been without services for four years. We are so worried that he will have an autism-related behavior in public and get arrested. That has almost happened once before."

Barbara's son, Ben, is 19 and autistic with significant cognitive, behavioral, and adaptive disability.

During a period of extreme dysregulation, Ben injured his older brother. Police were called, and Ben was arrested and placed in the jail's general population while awaiting a hearing—despite his limited capacity to understand proceedings or advocate for himself. Barbara recalls: "I was desperate. My son couldn't speak for himself, and we were not allowed to speak for him." Ben was ultimately diverted to a residential setting, but Barbara wonders why there weren't resources for him before this happened.

177 See *Provider Directory*, Cal. Dept. of Developmental Services, https://www.dds.ca.gov/initiatives/provider-directory/.

178 *Regional Center Services and Descriptions* (Aug. 1, 2018) Cal. Dept. of Developmental Services, https://www.dds.ca.gov/wp-content/uploads/2019/03/RC_ServicesDescriptionsEnglish_20190304.pdf.

179 See, e.g., *Plan for Crisis and Other Safety Net Services in the California Developmental Services System* (Jan. 10, 2023) Cal. Dept. of Developmental Services, p. 16 https://www.dds.ca.gov/wp-content/uploads/2023/01/DDS-Safety-Net-Plan-Update-Final-1-10-2023-posted.pdf (describing stakeholder-cited limitations of existing system including desire to access crisis services without first contacting Regional Center).

180 The following descriptions are based on actual situations, but names have been changed to protect privacy.

Adam is 15 years old and has autism along with co-occurring mental health conditions.

In the past 12 months, Adam has been placed on involuntary psychiatric holds 14 times. Each crisis feels more dangerous than the last. On one occasion, Adam broke a window, grabbed a shard of glass, and threatened his family—only to be released home three days later with no clear plan to break the cycle. Another time, Adam attempted suicide by walking toward a nearby freeway. When his mother called for help, requesting another 5150 hold, law enforcement refused to respond. She was told, "Suicide is not a crime, and we've already given you resources." Adam's family was left alone in a life-threatening situation, with no immediate intervention and no long-term solution. His mother shares: "We are terrified every day. There is no roadmap, no coordinated care, and no one to call when things spiral out of control. We've done everything they told us—therapy, medication, crisis lines—but nothing is working. We need help before something irreversible happens."

Funding Considerations

In the last ten years, California spending on services for people with IDD has more than tripled from approximately $6 billion in the 2015-2016 budget year to $19 billion in the 2025-2026 budget year.[181] Some of this increase stems from a move to fully funded rate models that began in the 2024-2025 budget year.[182] The Legislative Analyst's Office estimates that a majority of the increase reflects growth in caseload and increases in the utilization of services.[183]

During the decade preceding this report, California general funds accounted for about 60% of this budget while the remaining 40% came primarily from federal Medicaid funding.[184] California's 2025-2026 budget allocated $11.8 billion in state funds to the Department of Developmental Services.[185] It is unclear how 2025 federal cuts to the Medicaid program will impact this funding model, but one recent analysis suggests that California could lose an estimated $3,784 in Medicaid funding per resident.[186]

Systems of Care for Youth

Youth[187] can access services through many of the systems described above, but also receive services through other youth-specific programs.

The behavioral health needs of youth have expanded in recent years, according to 2018 data showing 25% of youth reported needing mental health treatment, as compared to 13% in 2009, and 5.2 of every 1000 youth experienced a mental health hospitalization, as compared to 3.4 per 1000 in 2007.[188] In 2019, over half (54%) of court-involved youth placed in juvenile halls or camps, home supervision, or alternative confinement had an open mental health case, and 23% were prescribed psychotropic medication.[189] Young people's behavioral health is particularly impacted by poverty, with 10% of youth with family incomes below the FPL showing "serious emotional disturbance."[190]

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181 Petek, *The 2025-26 Budget: Department of Developmental Services*, Legislative Analyst's Off. (March 2025), p. 3, figure 1, https://lao.ca.gov/Publications/Report/5008.
182 Id., p. 2.
183 Id., p. 2.
184 See id., p. 3, figure 1.
185 Assem. Bill No. 102 (2025) Budget Act of 2025, (2025-2026 Reg. Sess.) https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202520260AB102.
186 Sergent, *If you live in these states, Trump's tax law will cut health care funds the most* (Aug. 22, 2025) USA Today, https://www.usatoday.com/story/graphics/2025/08/20/trump-big-beautiful-bill-medicaid-cuts-where/85727000007/.
187 Youth typically means individuals who are age 18 and younger, but may mean a different age span depending on the statute or program; for example, some of the material in this section specifies that transition age youth, ages 18-24, are included.
188 *Mental Health in California: Understanding Prevalence*, p. 10.
189 Id., p. 29.
190 See id., p. 74 (defining serious emotional disturbance as applying to "youth age 17 and under who have, or during the past year have had, a diagnosable mental, behavioral, or emotional disorder resulting in functional impairment that substantially interferes with or limits functioning in family, school, or community activities").

Systems of care sometimes apply broader eligibility criteria for youth to allow for early intervention before nascent conditions become severe. Youth are eligible for community mental health services when such services address or improve the child's behavioral health condition that is or would not be responsive to physical health treatment.[191] These less stringent standards may offer more referral options for first responders to youth in behavioral health crisis. Youth aged 6 and older can receive services from DDS' Systemic, Therapeutic, Assessment, Resources and Treatment (START) program, which provides case coordination, holistic assessment services, and system linkages, although the START program has limited capacity and is not available in every county.[192]

On the other hand, youth may receive services in locations that make them more susceptible to law enforcement contact and some providers may even themselves refer youth to law enforcement. Youth may receive school-based mental health services, but schools refer students with disabilities to law enforcement two to three times more often than students without disabilities.[193] Foster youth also may receive mental health services in residential facilities such as group homes, transitional housing, or short-term residential therapeutic programs, where administrators also tend to refer youth with disabilities to law enforcement. One study found that children in these group home placements are 2.4 times more likely to be arrested than children with similar characteristics who are placed in foster homes.[194]

Child protective services agencies can also be involved in access to care, but the relationships with these service providers can be complicated. Some contact between law enforcement and the SB 882 population may occur because a child is experiencing abuse or neglect in the home. However, some families may also experience contacts because an unfamiliar observer incorrectly interpreted a child's symptoms as a sign of abuse or neglect. For some families, child protective services will provide appropriate linkage to needed services following such contacts. In other cases, social service agencies instruct families to follow a course of action that is not the appropriate response for a child with developmental disabilities and lacks flexibility to engage with the family to develop tailored interventions. And in yet other cases, parents may intend to follow the instructions of child protective services agencies but are unable to find services that accept patients with an intellectual or developmental disability.

Thus, while services for youth are available, more tailoring is necessary to meet the needs of youth and families who belong to the SB 882 population.

Guiding Principles

The California Legislature and local policymakers have a critical opportunity to strengthen and expand coordinated systems of care for individuals with mental health conditions and intellectual and developmental disabilities—including individuals experiencing crises. By building upon existing frameworks and championing the following priorities, lawmakers can deliver lasting benefits to Californians, improve public safety, and ensure the state leads the nation in compassionate, effective care. The following priorities will be essential to realizing these outcomes:

- **Include people with intellectual and developmental disabilities and mental health conditions** when making and refining policies that impact them, including accommodating people with high and complex needs that impact participation.
- **Prioritize person-centered planning** so individuals receive care tailored to their unique needs.

191 Id., p. 51.
192 *START Program*, Cal. Dept. of Developmental Services, https://www.dds.ca.gov/services/crisis-safety-net-services/start-program/.
193 Losen et. al., *Unmasking School Discipline Disparities in California: What the 2019-2020 Data Can Tell Us about Problems and Progress* (July 26, 2022) The Civil Rights Project, p. 25, https://civilrightsproject.ucla.edu/reports/unmasking-school-discipline-disparities-in-california-what-the-2019-2020-data-can-tell-us-about-problems-and-progress/.
194 Ryan et al., *Juvenile delinquency in child welfare: Investigating group home effects* (2008) Children and Youth Services Review 30, pp. 1088-1099 (cited in *Youth Arrests in Group Homes and Shelters* (July 6, 2018) Youth Law Center, https://www.ylc.org/wp-content/uploads/2018/11/YLC-Roundtable-Presentation-070618.pdf).

- **Consider the needs of people with multiple disabilities** in care systems and policy planning.
- **Ensure access to lifelong services** to reduce gaps that lead to instability and crisis.
- **Improve coordination across agencies** to ensure individuals consistently receive the right services at the right time.
- **Encourage innovative resources** that address complex needs and improve service delivery.
- **Engage research and program evaluation** in an ongoing way to ensure resources are used on the interventions that have the most helpful impacts for the SB 882 population, peace officers, and the community at large.
- **Increase access to specialized crisis resources tailored to this population,** which allows peace officers to focus on public safety while improving support for individuals in crisis.

By investing in these improvements, legislators will drive a more responsive, equitable, and effective system of care—one that delivers measurable health outcomes, strengthens families, enhances public safety, and reduces costly emergency interventions. These actions will demonstrate legislative leadership, fiscal responsibility, and a commitment to the well-being of all Californians.

Recommendations

Lack of reliable data related the state of interactions between the SB 882 population and law enforcement, and what are the best ways to improve these interactions, was identified by a working group of experts in the field as among the biggest problems to address.[195] The Council has taken some steps to improve this knowledge base by completing its survey of law enforcement agencies and its evaluation of a collection of trainings offered in California, discussed below in the California Law Enforcement Agency Training Survey Results and the Training Review Results, respectively. The Council also makes the following recommendations to provide for ongoing efforts to improve the knowledge base and data reliability.

Data Requirements and Recommendations:

- Identify a mechanism to assess the efficacy of any new ideas or programs using research. As the current Council disbands in April 2026, it recommends that the Legislature create some structure or position to perform ongoing assessment of program success. Program success includes studying whether training for peace officers related to interactions with the SB 882 population is effective in improving the population's experience in those interactions, and studying any other interventions recommended above.
- This structure or position should include adequate funding for ongoing staffing and expense requirements and a clear plan for who is responsible for gathering and analyzing data and reporting results. The Council recommends this structure or position be housed in a state agency or university (e.g., Department of Health Care Services/Department of Public Health).[196]
    - This structure/position can oversee pilot projects for future mandated requirements, have researchers assess the efficacy of the pilot project, and make decisions about whether to institute the project more broadly (statewide, or otherwise) based on the results of that research. Alternative project development models may prove equally cost effective, however, so the Council recommends an individual assessment for each program.

195 Richardson, *Law Enforcement Response*, pp. 7-9; see also SB 882 Council Meeting (Jan. 17, 2025) Testimony of Dustin Richardson and Meaghan Cahill , starting at time stamp 1:16:20, https://www.youtube.com/watch?v=vAIndu5KVfM.

196 For example, one successful model exists in the Ohio Criminal Justice Coordinating Center of Excellence, which is funded by the Ohio Department of Mental Health and Addiction Services and is housed in Northeast Ohio Medical University. This Center of Excellence has been able to coordinate learning statewide, and issues regular reports on implementation and evolution of CIT programs throughout the state. Northeast Ohio Medical University, *Coordinating Centers of Excellence*, https://www.neomed.edu/cjccoe/about/.

- Pilot or other research projects should include a working group of stakeholders, including people with lived experience, to establish the most appropriate data collection, analysis, and reporting requirements. Working groups should be tailored to each project so that the right collection of expertise is brought to bear on each issue.
- Data collection plans should be tested in challenging real-world conditions to identify potential failure points or unintended consequences.

- Pilot projects should include a research/analysis component of the data collection and reporting to determine potential effects including unintended consequences of the pilot, and should be funded. Research team members should have experience in and an understanding of the complexities with establishing benchmarks across diverse populations and locations.
- The Council recommends that the Legislature fund research, to be overseen by this structure/position, including but not limited to the following areas:
  - Study response models that have been implemented by agencies that triage calls. For example, in the Sacramento County Sheriff's Department response model, dispatchers determine which calls require a law enforcement response and which ones require a service-provider response (e.g., mental health provider) instead of law enforcement. A dispatcher determines, for example, whether to call fire department, California Highway Patrol, local government (e.g., traffic light not working), mental health providers, etc.
  - Study training options for decision-making that include complete disengagement, and study law enforcement agencies that have implemented such policies (see Potential Promising Practices: Training).
  - Study efficacy of community training programs and community outreach activities (see Potential Promising Practices: Crisis Response Models and Systems Interventions).
- Identify a central, public-facing repository for data about these interactions, more likely in a public health-related agency as opposed to the California Department of Justice. This repository may be connected to the structure/position for ongoing research described above.
- Require the California Department of Justice to report annually on cases reviewed pursuant to AB 1506 (officer-involved shootings that result in death of an unarmed civilian) involving a person with IDD or a mental health condition, and include funding to support the additional work required.
- Fund ongoing research into the following priority markers of success to ensure that the goal of any proposed change in policy, training, or practices is measurable:
  - Reduction in use of force in law enforcement encounters with the SB 882 population
    - Evaluate annual Racial and Identity Profiling Act of 2015 data to ensure the SB 882 population is included.
    - Require agencies to collect perceived or reported SB 882 population encounters in their use of force reporting practices.
    - Include a research/analysis component of the data collection and reporting to determine potential correlation or causation on uses of force following any changes from training, policy, or practices. Research team members should have experience in and an understanding of the complexities of establishing benchmarks across diverse populations and locations.
  - Increase in referrals to supportive services resulting from interactions with law enforcement agencies.

- Establish a working group of stakeholders to establish the most appropriate data collection methods and reporting requirements. This may be best explored through independent research in the community about experiences with law enforcement.
- Include a research/analysis component of the data collection and reporting to determine potential effects of referrals. Research team members should have experience in and an understanding of the available services in the region and the complexities of establishing benchmarks across diverse populations and locations.

- Building trust and relationships between law enforcement and the SB 882 population, and improving knowledge among the SB 882 population, and their family members and providers, about interventions available that are alternatives to law enforcement response.
  - Establish a working group of stakeholders to establish the most appropriate data collection and analysis in measuring trust to predetermine knowledge within the SB 882 population and identify gaps. This may be best explored through independent research in the community about prevalence of this knowledge.
  - Include a research/analysis component of the data collection and reporting to determine potential effects of the changes that may affect trust between law enforcement and the SB 882 population. Research team members should have experience in and an understanding of the complexities with establishing benchmarks across diverse populations and locations.
- Engage researchers to assess whether the current data collection system is accurate or whether an alternate would improve data quality. The Council has concerns regarding whether the data about officer perception that someone has a disability is accurate. Obtaining accurate data is a crucial baseline to measure markers of success as described above. Since officers often manage multiple tasks, data collection plans should be tested in challenging real-world conditions to identify potential failure points or unintended consequences.

Crisis Response Models and Other Systems Interventions

Overview of Crisis Intervention Models

Within the last 30 years, several high-profile deadly encounters between peace officers and members of the community have prompted a concerted effort to find more effective and safer strategies to respond to persons experiencing crises. Local agencies and community partners use many different approaches to structuring interactions between law enforcement and the SB 882 population to reduce negative outcomes. Several of these programs integrate mental health professionals and mental health training of officers into agency response protocols, although it is rare for such programs to address intellectual and developmental disabilities separately from mental health. These programs include, for example, alternative dispatch systems like 988, crisis intervention teams, and co-response and alternative or community response models.

This section provides an overview of the crisis response models in common use generally and in California, drawing from a review of available literature, testimony of witnesses appearing before the Council, and findings of the Council's survey of law enforcement agencies across the state. This information both provides a context to understand the role of law enforcement training, which occurs against a backdrop of the existing response model an agency uses, and supports the Council's mandate pursuant to SB 882 to make recommendations related to training or other interventions impacting interactions between law enforcement and people in the SB 882 population.

While all crisis response systems differ in response to the needs and preferences of their jurisdictions, for the purposes of analysis this section divides response models into three main groups: (1) Crisis Intervention Teams (CIT), consisting of specially trained peace officers within law enforcement agencies based on a standardized curriculum and program; (2) co-responder models with teams that pair peace officers with health professionals to address crises together in the field; and (3) programs centered in non-law enforcement agencies, such as mobile crisis teams, that respond to crisis calls according to an agreement with law enforcement or integration into a jurisdiction's dispatch system.[197]

This section includes an explanation of the main elements of each category of model, along with examples of each category that have been implemented in California and around the country. In addition, this section includes information about other supportive elements that are integrated into crisis response programs and that may be common to multiple categories of response models. This includes research regarding dispatch systems generally and the implementation of the 988 system in California, the importance of the integration of peer supports, and the importance of follow-up care.

Moreover, this section includes an overview of the existing research on the efficacies of each response model, and an analysis of the strengths and weaknesses of each type of intervention. This analysis includes a discussion of the obstacles to implementation surfaced by the research and Council witness testimony, including staffing and resource challenges and differences in model fidelity across communities. While there are limitations to the existing research, there are reasons to believe these response models can improve interactions between the SB 822 population and law enforcement, and outcomes in general for the SB 882 population.

The section concludes with recommendations from the Council regarding how crisis intervention models and other systems interventions in California can better address the needs of the SB 882 population when they interact with law enforcement.

197 See, e.g., *Issues in Law Enforcement Reform: Responding to Mental Health Crisis* (Oct. 2022) Congressional Research Service, p. 3 (Congressional Research Service Report) https://www.congress.gov/crs-product/R47285; Wood & Watson, *Improving police interventions*, pp. 4-6.

Limitations of Data Regarding Crisis Response for People with Intellectual and Developmental Disabilities

Before engaging more deeply in the literature review, it is important to note that response models tend to focus broadly on mental health, not specifically on IDD.[198] Studies demonstrate that individuals with IDD tend to have an incidence of mental health conditions more than three times higher than the general population, but more intersectional research is needed that focuses on individuals with IDD and mental health conditions who interact with law enforcement.[199]

There is one IDD-specific model that has been created by the National Center on Criminal Justice and Disability at the Arc that provides an illustration of the way these response models can be structured to serve the needs of people with IDD. The program, Pathways to Justice, was designed to create Disability Response Teams that can better serve individuals with IDD who come into contact with the criminal justice system.[200] The program aims to include law enforcement, victim service providers, attorneys, self-advocates, and disability advocates in the Disability Response Teams, and consists of an eight-hour training to bring together the members of these different professions and facilitate long-term collaboration.[201] The program's pilot included an evaluation indicating that participants were satisfied overall and that the teams continued to meet post-training, but there is no published or empirical research on the program.[202]

Crisis Intervention Teams (CIT)

Key Elements of CIT

Law enforcement agencies seeking to improve their interactions with people in the SB 882 population may choose to do so by focusing predominantly on the structural supports and training of their own peace officers. The Crisis Intervention Team (CIT) model is one such approach that is now in place in more than 8,000 law enforcement agencies and enjoys support from institutions such as CIT International that serve as a resource for implementing or learning about CIT.[203] Also known as the Memphis model, CIT came about in the wake of a 1988 deadly shooting in Memphis, Tennessee of a Black man diagnosed with schizophrenia who was experiencing a mental health crisis.[204] The mission of the CIT model is to "reduce deaths that can occur during interactions between law enforcement and people experiencing a mental health crisis and to divert these individuals, when appropriate, away from the criminal justice system and into treatment."[205]

The CIT model involves training peace officers on how to respond to calls for service involving people experiencing mental health crises and how to link these individuals to mental health resources in the community to ensure they receive appropriate treatment. The CIT model relies upon significant coordination and collaboration with community resources and mental health professionals.[206] Peace officers trained in CIT respond to calls for service involving people experiencing mental health distress and

198 Watson, et al., *Crisis Response Services for People with Mental Illnesses or Intellectual and Developmental Disabilities: A Review of the Literature on Police-based and Other First Response Models* (2019) Vera Inst. (Watson, et al., *Crisis Response Services*) p. 7, https://vera-institute.files.svdcdn.com/production/downloads/publications/crisis-response-services-for-people-with-mental-illnesses-or-intellectual-and-developmental-disabilities.pdf?dm=1572461900.

199 Id.

200 Id., pp. 38-39.

201 Id., p. 38.

202 Id., pp. 38-39.

203 *CIT International Improving Crisis Response Systems*, CIT International https://www.citinternational.org/; see also *CIT Center*, U. of Memphis, http://cit.memphis.edu/.

204 Dupont & Cochran, *Police Response to Mental Health Emergencies: Barriers to Change* (2000), J. Am. Academy of Psychiatry and the Law 28 (Dupont & Cochran, *Police Response*), p. 338, https://jaapl.org/content/jaapl/28/3/338.full.pdf; Fuller, *Overlooked*, p. 11, fn. 68-70; Watson & El-Sabawi, *Expansion of the Police Role*, fn. 105; Wood & Watson, *Improving police interventions*, p. 5.

205 Congressional Research Service Report, p. 4, fn. 28.

206 Wood & Watson, *Improving police interventions* (citing Compton et al. *Crisis intervention team training: Changes in knowledge, attitudes, and stigma related to schizophrenia* (2008) Psychiatric Services 57:8, pp. 1199–1202).

liaise with mental health providers to increase the chances that the outcome of the interaction is that the person obtains the support they need.[207]

The traditional CIT model contains the following basic components:

Components of Traditional CIT Model

- Peace officers volunteer for program
- 40 hours of specialized training
- Training of dispatch as well as patrol officers
- Drop-off sites for peace officers to bring persons experiencing mental health crisis
- Collaboration with community resources

Volunteer Officers

One key component of the traditional CIT model is that peace officers volunteer to be part of the program, resulting in only a portion of the agency being CIT trained.[208] This approach rests on the assumption that peace officers whose personality traits and level of interest in handling mental health calls make them more suited to the CIT method will be more effective in implementing the model.[209] Initially, the Memphis team envisioned that 20-25% of peace officers in a given agency would receive CIT training to ensure availability across shifts.[210] However, some agencies require 100% of their patrol officers to undergo this training, on the theory that all officers may encounter persons experiencing a mental health crisis.[211]

Leadership

A key component of the CIT Model is making major changes to law enforcement policy prior to training. This component includes a requirement that trained CIT officers oversee the crisis response, even when more senior patrol officers are present. This key element allows the officers with the most extensive training who have volunteered and have been vetted by an intensive selection process to take responsibility for the outcome.[212] Explicit internal policy support and commitment to adapting to the CIT model is a key determinant of the degree of program success.[213]

Training

The traditional CIT model requires peace officers to undergo 40 hours of training that includes subjects such as recognizing the signs and symptoms of mental health conditions and co-occurring disorders, de-escalation techniques, and the availability of local resources.[214] This training ideally extends to dispatchers who receive 911 calls, to train them to recognize calls for service that likely are mental health-related and

207 Congressional Research Service Report, pp. 4-5.
208 Dupont & Cochran, *Police Response*, p. 339; Watson & Fulambarker, *The Crisis Intervention Team Model of Police Response to Mental Health Crises: A Primer for Mental Health Practitioners* (2012) Best Prac. Mental Health 8:2 (*Watson & Fulambarker, The Crisis Intervention Team Model*), p. 71, https://pmc.ncbi.nlm.nih.gov/articles/PMC3769782/#R21 (citing McGuire & Bond, *Critical Elements of the Crisis Intervention Team model of jail diversion: An expert survey* (2011) Behavioral Sciences and the Law (McGuire & Bond, *Critical Elements of the Crisis Intervention Team*)).
209 Watson & Fulambarker, *The Crisis Intervention Team Model* (citing Dupont et al., *Crisis Intervention Team core elements* (2007) U. of Memphis School of Urban Affairs and Public Policy, Dept. of Criminology and Crim. J., CIT Center (Dupont et al., *Crisis Intervention Team core elements*).
210 Watson & Fulambarker, *The Crisis Intervention Team Model* (citing Dupont et al., *Crisis Intervention Team core elements*).
211 Id.
212 Dr. Randy Dupont, correspondence on file with California Department of Justice.
213 Id.
214 Watson & El-Sabawi, *Expansion of the Police Role*, p. 19, fn. 107; Watson & Fulambarker, *The Crisis Intervention Team Model*, p. 3 (citing Steadman et. al., *The need for a specialized crisis response location for effective police-based diversion programs* (2001) Psychiatric Services 52, pp. 219-222).

to dispatch CIT-trained peace officers.[215] As discussed below, however, providing training to dispatchers can be challenging in jurisdictions with limited resources or if emergency dispatch services are part of an organization distinct from the law enforcement agency.

CIT training involves role playing, where peace officers simulate encounters with people experiencing a mental health crisis, and also includes presentations by people who have experienced mental health crises or have mental disabilities and/or IDD, their family members, law enforcement trainers, and mental health professionals.[216] For example, AASCEND, a Bay Area-based volunteer group of adults on the autism spectrum, participates in the San Francisco Police Department's CIT training through panels consisting of adults with autism.[217] CIT training includes information on signs and symptoms of mental health conditions, developmental disabilities, co-existing conditions, treatment for mental health-related crises and illnesses, and legal issues that may arise. The training may also include content on issues related to older adults and trauma.[218] Many departments enhance CIT training by repeating it periodically or by including additional training related to interactions with youths, veterans, and high-risk individuals with repeated contacts with law enforcement.[219] For more detailed discussion of CIT training, see the *Training on Interacting with the SB 882 Population* section below.

Common CIT Training Topics

- Peace officers volunteer for program
- Information on signs and symptoms of mental health conditions
- Mental health treatment
- Co-occurring conditions
- Legal issues
- De-escalation techniques
- Developmental disabilities
- Older adult issues
- Trauma

Mental Health Partnerships Including with Centralized Drop-Off Psychiatric Emergency Mental Health Care Facilities

A key component of the CIT model is linking civilians with appropriate treatment and other mental health services. CIT programs thus require partnerships between law enforcement agencies, mental health services, mental health advocates, and other stakeholders.[220] Peace officers also conduct site visits of community facilities where CIT-trained peace officers would typically refer civilians for treatment.[221]

Traditional CIT models typically designate a centralized drop-off emergency mental health care facility, which can accept individuals referred by CIT peace officers.[222] As with other aspects of the CIT model, not

215 Congressional Research Service Report, p. 5, fn. 31.
216 Watson & El-Sabawi, *Expansion of the Police Role*, p. 19, fn. 108-109.
217 SB 882 Council Meeting (Jan. 17, 2025) Testimony of Michael Bernick and Camilla Bixler, starting at time stamp 2:19:02, https://www.youtube.com/watch?v=vAIndu5KVfM.
218 Watson & Fulambarker, *The Crisis Intervention Team Model*, p. 2 (citing Compton et al., *The Crisis Intervention Team (CIT) Model of collaboration between law enforcement and mental health* (2011) Faculty Bookshelf).
219 Id., p. 4 (citing Rosenbaum, *Street-level psychiatry - A psychiatrist's role with the Albuquerque Police Department's Crisis Outreach and Support Team* (2010) Journal of Police Crisis Negotiations).
220 Congressional Research Service Report, p. 5, fn. 31.
221 Id., p. 5, fns. 29-30.
222 Id., p. 5, fn. 31; SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

all jurisdictions and communities can adopt this feature, either because of lack of resources or the size of the jurisdiction.[223]

Co-response Crisis Team Models

A co-response model generally pairs peace officers with behavioral health clinicians collaborating to respond to crisis calls. These teams are dispatched to mental health-related 911 calls to de-escalate crises on site and avoid unnecessary hospitalizations or arrests. As discussed in more detail below, these models often largely focus on incorporating general mental health specialists into law enforcement response rather than clinicians with specific experience with persons with IDD.

Several California jurisdictions have adopted this approach. In San Diego County, the Psychiatric Emergency Response Team (PERT) pairs licensed mental health clinicians with specially trained officers, and has invested in public education to help refine crisis intervention practices.[224] San Diego county also has Mobile Crisis Response Teams (MCRT) that operate around the clock with a clinician, case manager, and peer support specialist, offering a law enforcement-free response when there is no safety threat.[225] Sacramento's Mobile Crisis Support Team (MCST) builds on the co-response model by incorporating Peer Specialists—individuals with lived experience—into the response model, providing post-crisis support and fostering trust between clients and systems.[226] Similarly, Los Angeles County's Mental Evaluation Team (MET) handles high-risk cases and supplements immediate response with case management and ongoing law enforcement training. MET operates alongside the Psychiatric Mobile Response Teams (PMRT), which are composed entirely of clinicians and often serve as a non-law enforcement crisis option.[227] LA's Therapeutic Transportation Program (TTP) supports these efforts through unmarked vans staffed by clinical drivers and peer support specialists, providing trauma-informed transport to care centers.[228]

Other counties have adapted the co-response structure to meet their specific needs. In Santa Clara County, the PERT model deploys clinician-officer teams in plainclothes and unmarked cars during weekday hours, reducing the visibility of law enforcement and minimizing escalation.[229] The City of Pleasanton's Alternative Response Unit (ARU) adopts the same practice, utilizing non-uniformed officers and licensed clinicians to respond to behavioral health crises while integrating local school and housing systems.[230] San Mateo County's pilot program embeds mental health clinicians directly in four law enforcement departments, enabling a co-response model that is coordinated but flexible: clinicians and officers may respond together or separately depending on the situation.[231] Eureka's Crisis Alternative Response Eureka (CARE) program demonstrates how co-response can be implemented even in smaller jurisdictions. With partnerships across different social service entities, including hospitals and housing assistance, Eureka's CARE has established a closed-loop crisis care continuum plan that best suits their population's needs.[232]

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223 See Watson & Fulambarker, *The Crisis Intervention Team Model*, p. 3.
224 *Mental Health*, City of San Diego Police, https://www.sandiego.gov/police/community/mental-health.
225 *Mobile Crisis Response Teams*, San Diego County Behavioral Health Services, https://www.sandiegocounty.gov/content/sdc/mcrt.html.
226 *Mobile Crisis Support Team*, Sacramento County Dept. of Health Services Behavioral Health Services, https://dhs.saccounty.gov/BHS/Pages/BHS-Home.aspx.
227 *Psychiatric Mobile Response Teams*, Los Angeles County Dept. of Mental Health, https://dmh.lacounty.gov/our-services/countywide-services/eotd/pmrt/.
228 *Therapeutic Transportation Program*, Los Angeles County Dept. of Mental Health, https://dmh.lacounty.gov/our-services/countywide-services/eotd/ttp/.
229 *Psychiatric Emergency Response Team*, San Mateo County Sheriff's Off. and Behavioral Health and Recovery Services, https://www.smchealth.org/sites/main/files/file-attachments/pertbrochure.pdf?1556207937.
230 Trujano, *Pleasanton receives award for police alternative response unit* (Sep. 27, 2023) Pleasonton Weekly, https://www.pleasantonweekly.com/news/2023/09/27/pleasanton-receives-award-for-police-alternative-response-unit/.
231 *Community Wellness and Crisis Response Team*, County of San Mateo, https://www.smcgov.org/ceo/community-wellness-and-crisis-response-team.
232 *Crisis Alternative Response of Eureka Program*, City of Eureka (*Crisis Alternative Response of Eureka)* https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.eurekaca.gov%2FDocumentCenter%2FView%2F3601%2FCARE-Program-Description&wdOrigin=BROWSELINK.

While many jurisdictions are developing co-response team strategies, a recent report evaluating how teams have worked in Los Angeles County questions the premise of co-response teams. The report describes that in practice, law enforcement continues to be dominant in interactions when a co-responding mental health provider is present.[233] The report suggests this tendency may undercut the de-escalation expertise of the provider who is there for the purpose of providing this expertise, and maintains the risk of harm occurring in the initial moments of contact before the mental health provider has engaged with the individual.[234]

Alternative Response Civilian-Led Crisis Teams

Several jurisdictions have developed fully civilian-led crisis teams that operate independently of law enforcement. These programs deploy unarmed responders, typically a combination of mental health clinicians, peer support specialists, Emergency Medical Technicians (EMTs), and case managers, to calls involving behavioral health, substance use, or general distress. As with the programs described above, civilian-led crisis teams also tend to address mental health conditions in general but not to include specific focus on helping people with intellectual and developmental disabilities. Still, a non-law enforcement response to crisis situations may benefit both populations by reducing contacts with law enforcement officers and providing health care support.

One of the most established examples of this model was the CAHOOTS program (Crisis Assistance Helping Out On The Streets) in Eugene, Oregon, launched in 1989 by the White Bird Clinic. CAHOOTS teams were staffed by a medic and a crisis responder trained in behavioral health and responded to calls triaged through 911 dispatch involving mental health, substance use, homelessness, or suicidal ideation. Crucially, CAHOOTS staff were unarmed and did not have the powers of peace officers. They provided on-site crisis counseling, transportation to shelters, hospitals, or the White Bird Clinic, and connected clients with services like medical and dental care. As of 2020, CAHOOTS operated on a $2.1 million budget and handled approximately 5-8% of the Eugene Police Department's call volume.[235] Of the over 24,000 calls CAHOOTS responded to, less than 2% needed police assistance.[236] Because of changes in state law and termination of Eugene City funding, the CAHOOTS program terminated and some services formerly provided by the CAHOOTS program were transitioned to the County Department of Health and Human Services in 2025.[237]

In California, the Specialized Care Unit in Berkeley is an example the civilian-led structure, with a three-person response team that operates entirely outside the 911 system and conducts proactive outreach to high-need communities.[238] Oakland's MACRO program uses similar staffing but is embedded within the city's fire department for institutional support.[239] In Nevada County, an innovative rural program dispatches behavioral health professionals 24/7 and operates a local Crisis Stabilization Unit for short-term psychiatric care.[240] Outside of California, Denver's STAR (Support Team Assisted Response) program pairs a clinician and paramedic to respond to low-acuity calls, while New York City's B-HEARD (Behavioral

233 Jany, *Report questions why LAPD mental health specialists must defer to armed officers* (Oct. 29, 2025) L.A. Times, https://www.latimes.com/california/story/2025-10-29/city-controller-lapd-mental-health-unit-report.

234 Id.

235 *Crisis Assistance Helping Out On The Streets, Media Guide* (2020), White Bird Clinic, Eugene Oregon, https://whitebirdclinic.org/wp-content/uploads/2020/07/CAHOOTS-Media.pdf; Eugene Police Department Crime Analysis Unit, *CAHOOTS Program Analysis* (2020) https://www.eugene-or.gov/DocumentCenter/View/56717/CAHOOTS-Program-Analysis.

236 *Case Study: CAHOOTS Eugene, Oregon*, Vera Inst. (Nov. 2020) https://www.vera.org/behavioral-health-crisis-alternatives/cahoots.

237 See *Mobile Crisis Services of Lane County*, Lane County Behavioral Health Div., https://www.lanecounty.org/government/county_departments/health_and_human_services/behavioral_health/mobile_crisis_services_of_lane_county; Lewis, *When Reform Backfires: How the CAHOOTS Act Helped Dismantle Eugene's Mobile Crisis Program* (Nov. 10, 2025) KVAL CBS 13 News, https://kval.com/news/local/when-reform-backfires-how-the-cahoots-act-helped-dismantle-eugenes-mobile-crisis-program; Hansen-White & Lehman, *CAHOOTS service ending in Eugene, effective immediately* (Apr. 8, 2025) Oregon Public Broadcasting https://www.opb.org/article/2025/04/08/cahoots-service-ending-in-eugene-effective-immediately/.

238 *Berkeley Launches Specialized Care Unit (SCU)*, City of Berkeley Health, Housing, and Community Services (*Berkeley Launches SCU)* https://berkeleyca.gov/sites/default/files/documents/SCU%20Brochure_ver1.1%5B28734%5D.pdf.

239 Kamisher, *Oakland Takes First Steps Toward Directing Some 911 Calls To Community Responders* (Apr. 20, 2021) The Appeal, https://theappeal.org/oakland-macro-911-non-law-enforcement-emergency-response/.

240 *Crisis Care Services and Support*, Nevada County, Cal., https://nevadacountyca.gov/470/Crisis-Care-Services-and-Support.

Health Emergency Assistance Response Division) teams combine EMTs and mental health professionals to reduce emergency room admissions.[241] Houston's Crisis Call Diversion Program is a collaboration between first responder agencies and the Harris Center for Mental Health & IDD that embeds a mental health crisis phone counselor within the city's 911 dispatch.[242] Albuquerque's Community Safety Department has established 24/7 civilian-led response units that specialize in homelessness, substance use, and behavioral health.[243] These programs show that cities of all sizes can implement robust, clinician-led alternatives to law enforcement response.

Crisis Response Models Used in California

The Council surveyed law enforcement agencies about the specialized teams or other specialized approaches the agency uses to respond to calls involving the SB 882 population, and about the efficacy of those specialized teams or approaches. Agencies were able to choose multiple selections to describe the types of specialized units they had. The three most common models reported were a Crisis Intervention Team (51.3% of responding agencies), County/City co-responder teams (45.5%), and agency-based co-responder teams (25.0%). Some examples of other specialized teams or approaches used by a small number of agencies are phone-based support (17.3%) and "Blue Envelope" or similar programs (9.6%). Blue Envelope programs are opt-in notification systems that allow an individual to display or present a Blue Envelope to first responders that can contain identification, contact information, or other important information.[244] Agencies did not report using teams that specialized in working with individuals with intellectual and developmental disabilities in particular, although a small number of agencies (less than 3%) reported having a response team focused on serving people with disabilities in general. One in ten agencies do not have any specialized team or approach. Even so, those agencies report partnerships or other approaches that aim to bridge the divide between law enforcement agencies and healthcare or other social services benefiting the SB 882 population. Most agencies reported that their special teams meet between some (28.2%) and most (35.9%) of the needs in their community.

Other Elements of Crisis Response

There are also aspects of crisis response that are common to all types of systems and for which quality improvements can result in better outcomes for people in the SB 882 population. One key element is dispatch, which is often the first site of decision-making that determines who responds to a crisis and how they approach it. Another element is the use of peer support, which can enhance response practices regardless of whether the first responders present are predominantly law enforcement, predominantly civilian or clinical, or a mix of both. Finally, the quality of follow-up care is an element that practitioners of all models need to consider while seeking to address crisis interactions in a way that maximizes chances of people receiving needed care.

Dispatch Systems

Dispatch systems refer generally to the ways members of the community reach out for support in a crisis and how those calls are directed to responders, including law enforcement responders. The most common example is a call to 911 to request law enforcement assistance, but dispatch can cover a much wider variety of situations and responses. In addition to rethinking how dispatch teams respond to calls, many programs are also rethinking how calls for service or support are received and triaged. Some dispatch

241 *Support Team Assisted Response (STAR) Program*, City and County of Denver, Colo. (*Denver Star Program)* https://www.denvergov.org/Government/Agencies-Departments-Offices/Agencies-Departments-Offices-Directory/Public-Health-Environment/Community-Behavioral-Health/Behavioral-Health-Strategies/Support-Team-Assisted-Response-STAR-Program; *Re-imagining New York City's mental health emergency response*, New York City, https://mentalhealth.cityofnewyork.us/b-heard.

242 Houston Police Department, Mental Health Division, *Crisis Call Diversion Program (CCD)* https://www.houstoncit.org/ccd/; see also SB 882 Council Meeting (April 1, 2025) Testimony of Monica Porter Gilbert, starting at time stamp 2:52:28, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

243 *Albuquerque Community Safety*, City of Albuquerque, N.M., https://www.cabq.gov/acs.

244 See, e.g., *Blue Envelope*, San Bernardino County Sheriff's Dept., https://wp.sbcounty.gov/sheriff/blue-envelope/.

systems, like Berkeley's Specialized Care Unit, operate entirely outside the 911 system with dedicated hotlines.[245] Others integrate clinical dispatchers to triage calls away from law enforcement. Durham's HEART (Holistic Empathetic Assistance Response Teams) program, for instance, includes a call diversion team that embeds clinicians in emergency communications to route mental health calls to civilian teams where appropriate.[246] Denver's STAR and San Diego's MCRT also utilize alternative access lines (like 988 or regional crisis lines) that provide law enforcement-free response options.[247] These alternative access points are key to ensuring that individuals in crisis are not automatically routed into systems designed for criminal or medical emergencies. Council witnesses also spoke about the importance of working to reform dispatch systems to ensure that law enforcement is not the only crisis response available, in order to prevent the funneling of vulnerable individuals into avoidable harmful encounters.[248]

In California, an overhaul of the dispatch system is underway statewide pursuant to the implementation of 2022's Assembly Bill 988 (AB 988). AB 988, or the Miles Hall Lifeline and Suicide Prevention Act, was introduced after community member Miles Hall was killed by Walnut Creek law enforcement during a mental health crisis.[249] The goal of AB 988 was to establish a 988 State Suicide and Behavioral Health Crisis Services Fund to support 988 Crisis Centers and related mobile crisis teams. The long-term goal is to establish a system in which individuals can call, text, or chat with community-based providers and be connected to a full spectrum of crisis care services and other resources that would limit future crises.

AB 988 charged the California Health and Human Services Agency with creating an implementation plan for the state's expanded 988 system. That plan, the Crisis Care Continuum Plan, was developed in consultation with stakeholders and outlines three strategic priorities: (1) build toward consistent access statewide; (2) enhance coordination across and outside the continuum; and (3) design and deliver a high quality and equitable system for all Californians.[250] AB 988 also created the 988 State Suicide and Behavioral Health Crisis Services Fund, which supports the operation of 988 mobile crisis teams and centers. Thus far the AB 988 system appears tailored for mental health conditions in general and does not appear to specifically target IDD.[251]

Implementation of AB 988 is still in its early stages; law enforcement agencies and peace officers throughout the state will thus need to remain aware of ongoing changes that may impact response to crisis calls. For example, AB 988 requires a continued effort to establish and maintain inter-operability between the 911 and 988 systems, and includes goals of connecting 988 systems to more community based services.[252] Currently, calls to California's 911 system are answered by 450 locally-governed Public Safety Answering Points, meaning that the operations of the 911 system across jurisdictions are variable and there is no one solution for smoothly connecting 911 and 988 systems throughout California.[253] However, this interconnectivity can be a source of innovation in providing safer services to people with disabilities.

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245 *Berkeley Launches SCU*.

246 *Community Safety*, City of Durham, N.C. (*Durham Community Safety*), https://www.durhamnc.gov/4576/Community-Safety.

247 *Denver Star Program*; *Mobile Crisis Response Teams*, San Diego County, Cal., https://www.sandiegocounty.gov/content/sdc/mcrt.html.

248 See, e.g., SB 882 Council Meeting (April 1, 2025) Testimony of Vinny Eng, starting at time stamp 2:34:07, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be; SB 882 Council Meeting (April 1, 2025) Testimony of Monica Porter Gilbert, starting at time stamp 2:52:28, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

249 *998 Lifeline Timeline*, U.S. Dept. of Health and Human Services Substance Abuse & Mental Health Services Admin., https://www.samhsa.gov/mental-health/988/lifeline-timeline (finding that prior to 988's passage, the major crisis hotline for individuals to call when experiencing a mental health crisis was the National Suicide Prevention Lifeline, or 1-800-273-8255 (TALK); in 2020, the National Suicide Hotline Designation Act was instated and 988 was designated as the number for the national mental health crisis hotline, 988 Lifeline Timeline).

250 *Building California's Comprehensive 988-Crisis System: A Strategic Blueprint*, Cal. Health and Human Services (Dec. 31, 2024) (*Building CA's Comprehensive 988-Crisis System*), p. 13, https://www.chhs.ca.gov/wp-content/uploads/2025/01/AB-988-Five-Year-Implementation-Plan-Final-ADA-Compliant.pdf.

251 See, e.g., id., p. 2 (Executive Summary focused on interventions for drug and alcohol abuse and "serious mental illness").

252 SB 882 Council Meeting (April 1, 2025) Testimony of Dr. Anh Thu Bui, starting at time stamp 1:50:32, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

253 Id., p. 3.

For example, after investing in a technological upgrade improving connectivity between 911 and 988, the Sacramento Sheriff's Department has shifted away from responding to mental health calls that do not involve lawbreaking, diverting such calls to the 988 system unless there is a clear reason law enforcement needs to respond.[254] The Department continues to monitor the outcome of such calls, and thus far this process has connected hundreds of individuals to behavioral health services and reported no adverse physical outcomes as of July 2025.[255]

California has taken other steps to build a comprehensive 988 crisis response system. The Substance Abuse and Mental Health Services Administration (SAMHSA), a subdivision of the United States Department of Health and Human Services, administers twelve 988 Crisis Centers across California. These centers provide free, confidential services to individuals experiencing a mental health crisis or emotional distress, answering calls, texts, and chats from those with a California area code. Communications are routed to the nearest 988 Crisis Center based on the help seeker's approximate physical location at the time of contact. As of December 2024, 48 counties were approved to provide mobile crisis services supported by the Medi-Cal Mobile Crisis benefit.[256]

Integration of Peer Support

Another strategy for improving outcomes is integrating peer support into law enforcement response to provide follow-up care. Peer Specialists, who have personal experience navigating mental health systems, are increasingly seen as critical to establishing rapport and ensuring continuity of care. For example, Sacramento's model incorporates peers into its follow-up process to sustain engagement after the crisis.[257] Olympia, Washington, through its Familiar Faces initiative, integrates peer workers who maintain long-term contact with individuals who frequently use emergency services.[258] In Eureka, California, the CARE program embeds peer support into its community outreach model, providing education, housing navigation, and linkage to mental health services in collaboration with local housing programs like UPLIFT.[259] It is not clear from available program descriptions whether any of the listed programs include a focus on IDD, or employ peers who are members of these communities.

Some communities, like Oakland, California, are attempting to implement peer support outside law enforcement response through programs like MH First, a grassroots alternative response project that emphasizes trauma-informed, socially conscious intervention over risk-based triage.[260]

Follow-up Care

Some models also integrate follow-up care and continuity of support. Rather than viewing crisis response as a one-time event, programs like San Mateo's PERT and San Francisco's Street Crisis Response Team provide referrals, warm hand-offs to providers, and ongoing contact.[261] Durham's HEART program has a dedicated Care Navigation team to ensure that individuals continue receiving services after the immediate crisis has passed.[262] In Eureka, CARE's case managers stay connected with at-risk residents, while New York's B-HEARD connects clients to outpatient care through specialized Health Engagement and Assessment

254 SB 882 Council Meeting (July 15, 2025) Testimony of Mike Ziegler, starting at time stamp 1:55:41, https://www.youtube.com/watch?v=a6uhhwrrhkU; see also Clayton, *Growing number of California sheriffs no longer respond to mental health calls* (Jan. 2, 2026) The Guardian, https://www.theguardian.com/us-news/2026/jan/02/california-police-cut-mental-health-calls.

255 Id.

256 *Building California's Comprehensive 988-Crisis System*, p. 3.

257 SB 882 Council Meeting (July 15, 2025) Testimony of Mike Ziegler, starting at time stamp 1:55:41, https://www.youtube.com/watch?v=a6uhhwrrhkU.

258 *Crisis Response and Familiar Faces*, City of Olympia, Wash., https://www.olympiawa.gov/services/police_department/crisis_response.php.

259 *Crisis Alternative Response of Eureka*.

260 E.g., *MH First Oakland*, Native Am. Health Center, https://www.nativehealth.org/resource/mh-first-oakland/.

261 *Community Wellness and Crisis Response Team*, County of San Mateo; *Street Crisis Response Team*, City and County of San Francisco, https://www.sf.gov/street-crisis-response-team.

262 *Durham Community Safety*.

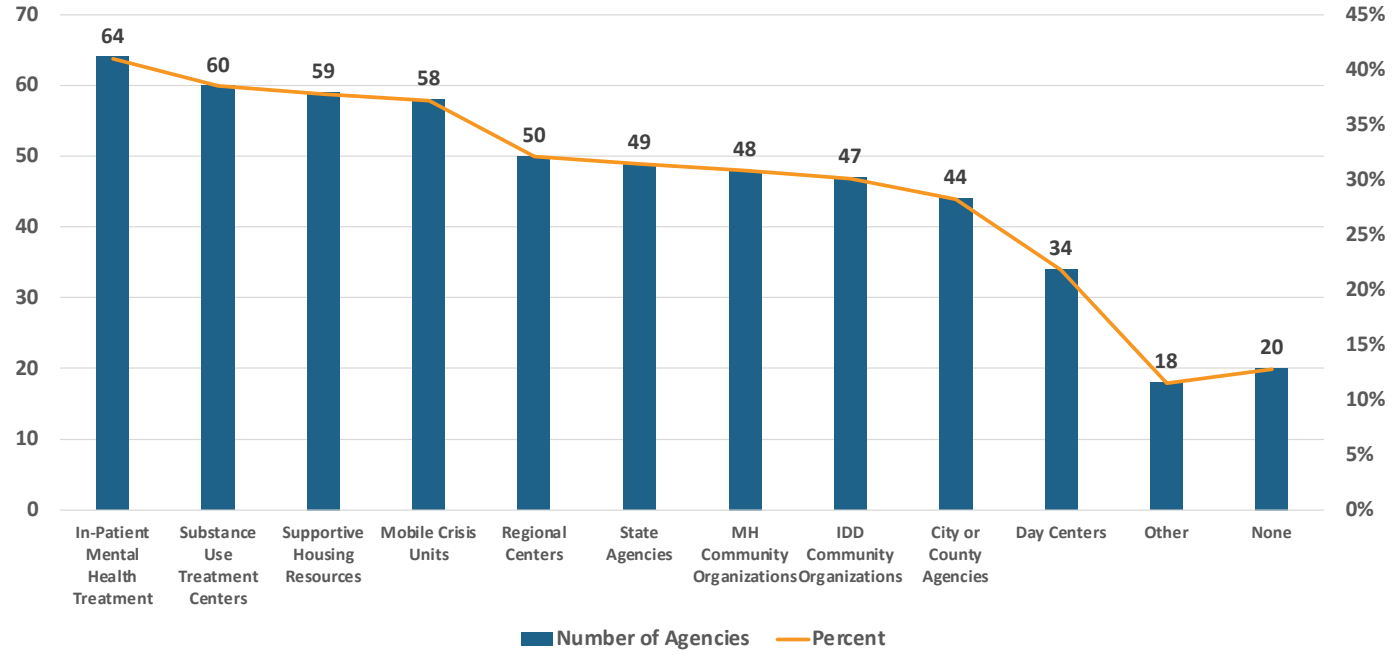
Teams.[263] These programs recognize that recovery and stability are long-term priorities. As above, while the listed programs do not appear to exclude individuals with IDD, neither do services appear tailored for the needs of this population.

Certain shared features appear to contribute to the success of these models: reliance on trained clinical staff rather than law enforcement; strong community partnerships; mobile infrastructure for in-field care; a clear entry point for accessing services without law enforcement; and an emphasis on consent-based, trauma-informed intervention. The inclusion of peer support specialists, case managers, and follow-up teams also helps maintain relationships with individuals post-crisis, which is an aspect that traditional 911-based models often lack. One review comparing CIT, dispatch programs, co-responder teams, and diversion programs demonstrated positive impacts of these interventions both for those with mental health conditions or in a mental health crisis and for law enforcement personnel.[264] These positive impacts included decreased arrests, reduced jail time, and a path for accessing mental health treatment services. The study found that successful programs included two features: (1) a **psychiatric triage or drop-off center** where law enforcement can transport individuals in crisis; and (2) **community partnerships** so that law enforcement response is part of a wider response of relevant agencies.[265] These programs offer a blueprint for cities and counties seeking to rethink how they respond to behavioral health emergencies and their varying degrees of law enforcement involvement. Still, there is a need to expand the focus of such programs to include responses tailored to the needs of people with IDD in addition to those with mental health conditions.

These lessons align with the needs reported by California law enforcement agencies (**Fig. 8**). In its survey of law enforcement agencies in California, the Council asked about the community resources that agencies utilize to respond to incidents and the desire for more community resources. Most agencies work with or rely on city or county agencies and mobile crisis units. About 41% of agencies reported that it would be helpful to have better access to in-patient mental health treatment for purposes other than 5150 holds. Agencies reported that it would also be helpful to have better access to substance use treatment centers, supportive housing resources, and mobile crisis units. Based on survey responses, access to and availability of resources are hampered by limits to when services are available, where services are located, and the number of available clinicians.

263 *Crisis Alternative Response of Eureka*.
264 Kane et al, *Effectiveness of current policing-related mental health interventions: A Systemic Review* (2018) Criminal Behaviour and Mental Health 28:2 (Kane et al., *Effectiveness of current policing*), pp. 110, 114.
265 Id., p. 114.

Figure 8. Agency-Reported Needs for Improved Resource Access[266]



Review of Crisis Response Models

This section will review findings about the efficacy of CIT and of other programs, and some obstacles to implementing these response models. It will also present some of the limitations of the existing data, most notably, that CIT programs do not appear to specifically address interactions with people with intellectual and developmental disabilities. The variation among crisis response programs and the predominance of research focusing on CIT likewise present obstacles to engaging in comparative evaluation among different types of models.

CIT Efficacy

CIT programs are the most well-known and established of the mental health crisis response models that law enforcement agencies have implemented and thus are the most well-researched. However, efficacy research has been challenging to pursue given that agencies vary greatly in their implementation of the program, and that researchers have struggled to design feasible randomized controlled studies in this area.[267] Instead, studies have often examined attitudes and knowledge pre- and post-CIT training, compared call data before and after CIT implementation, compared calls handled by CIT and non-CIT trained peace officers, and surveyed or used qualitative methods to explore peace officer perceptions of CIT and its effectiveness. Many studies rely on officer self-reports or responses to hypotheticals, and some studies may effectively gauge attitudes and knowledge, but they likely do a poor job of capturing accurate data on use of force, injury, arrest, and other commonly used benchmarks that measure more concrete outcomes.

Studies do suggest that CIT programs are effective at improving peace officers' perceptions of and response to persons with mental health conditions.[268] Some studies indicate that CIT improves peace officers' knowledge about mental health conditions, increases the extent to which peace officer beliefs about

266 Harmon, et al., *SB 882 Survey of Law Enforcement Agencies*, Cal. Dept. of J. (Sep. 2025), Appendix D (Harmon, et al., *SB 882 Survey*), p. 22.

267 Watson & Fulambarker, *The Crisis Intervention Team Model*, pp. 3-5 (citing McGuire & Bond, *Critical Elements of the Crisis Intervention Team*); SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

268 Congressional Research Service Report, p. 9, fn. 61-62.

mental health reflect medical knowledge, and reduces stigma.[269] CIT also appears to reduce peace officer preference for using force, and increase preference for engaging in de-escalation, when interacting with people in the SB 882 population.[270] Studies also suggest CIT increases peace officers' self-confidence in their and their departments' abilities to respond to people experiencing a crisis.[271] However, it is unclear whether and how these changes in peace officer mindset go on to change what happens in interactions with people in the SB 882 population.[272] Indeed, research exploring the impact of implicit bias training on outcomes suggests that training can result in overconfidence which in turn results in worse outcomes.[273]

Other studies have shown that CIT training may improve a peace officer's responsiveness and de-escalation decisions.[274] For example, in one study CIT trained and non-CIT trained peace officers were given a series of vignettes describing a person with schizophrenia who was exhibiting escalating behavior. When compared to non-trained peace officers, CIT-trained peace officers perceived that force would be less effective and expressed a preference to use less force.[275] Another study found "significant and substantial differences" between the de-escalation skills of CIT trained and non-CIT trained peace officers when confronted with vignettes of persons who were suicidal or experiencing psychosis.[276] Some research indicates that these improvements do not dissipate after the training, especially for more experienced peace officers.[277]

However, studies are less clear that CIT training improves outcomes such as reducing arrests of or uses of force against people in mental health crisis.[278] Some studies have shown a reduction in rates of arrest when peace officers are CIT-trained.[279] However, others, including a 2016 meta-analysis, do not show any effect of CIT on arrest rates.[280] One review comparing multiple crisis response models found limited evidence that these interventions reduced re-offending or improved mental health outcomes, and recommended further empirical research on these topics.[281] Similarly, evidence regarding whether CIT reduces use of force is inconclusive. One analysis determined that there is little evidence that, as compared to standard policing, CIT models averted arrests, impacted use of force, or impacted resolution of crisis calls on scene.[282] Several studies do indicate that CIT-trained peace officers are less likely to express wanting to use force in response to difficult interactions with people in the SB 882 population and are less likely to use such force.[283] The 2016 meta-analysis mentioned above shows no such effect, although the reasons for this

269 Watson, et al., *Crisis Response Services*, p. 5, p. 29; Congressional Research Service Report, p. 9, fn. 63.
270 Congressional Research Service Report, p. 9, fn. 63.
271 Watson, et al., *Crisis Response Services*, p. 5, p. 29; Congressional Research Service report, p. 9, fn. 63; Wells & Schafer, 2006.
272 Congressional Research Service Report, p. 9.
273 SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Jack Glaser, starting at time stamp 2:40:37, https://www.youtube.com/watch?v=a6uhhwrrhkU. Such trainings may be analogous to trainings related to interactions with the SB 882 population given that officer attitudes, perceptions, and biases about the population may be topics or targets of the training.
274 Watson & El-Sabawi, *Expansion of the Police Role*, p. 20, fn. 111; Wood & Watson, *Improving police interventions*, p. 5 (citing studies).
275 Watson, et al., *Crisis Response Services*, p. 30.
276 Id.
277 Watson & El-Sabawi, *Expansion of the Police Role*, p. 20, fn. 111; Wood & Watson, *Improving police interventions*, p. 5 (citing studies); Watson, et al., *Crisis Response Services*, p. 30.
278 Watson & El-Sabawi, *Expansion of the Police Role*, p. 20, fn. 112.
279 Watson, et al., *Crisis Response Services*, p. 28 (lower arrest rates for agency implementing CIT); Watson & Fulambarker, *The Crisis Intervention Team Model*, p. 4; Fuller, *Overlooked*, pp. 10-11, fns. 68-70.
280 Taheri, *Do Crisis Intervention Teams Reduce Arrests and Improve Officer Safety? A Systematic Review and Meta-Analysis* (2016) Crim. J. Policy Review 27:1, pp. 85-86 (Taheri, *Do Crisis Intervention Teams Reduce Arrests and Improve Officer Safety?*).
281 Kane et al., *Effectiveness of current policing,* pp. 114-115.
282 Marcus & Stergiopoulos, *Re-examining mental health crisis intervention: A rapid review comparing outcomes across police, co-responder and non-police models* (2022) Health Soc. Care Community 30, p. 1674 (Marcus & Stergiopoulos, *Re-examining mental health crisis intervention*); Seo, et al., *Variation across police response models for handling encounters with people with mental illness: A systemic review and meta-analysis* (2021) 72 Journal of Criminal Justice, p. 11 (Seo, *Variation across police response models*) ("[D]espite these interventions achieving success related to mechanisms (i.e., increasing knowledge, decreasing desire for social distance, etc.) aimed at indirectly improving tangible 'observed' outcomes, they have little effect on 'observed' outcomes of greatest importance (i.e., arrests and use of force)."); *Watson, et al., Crisis Response Services*, pp. 30-31 (discussing studies finding both some small improvement and some finding no improvement, and stating "the findings can at best be considered inconclusive").
283 Fuller, *Overlooked*, fn. 68-70; Watson & Fulambarker, *The Crisis Intervention Team Model,* pp. 4-5 (discussing studies); SB

are not clear.[284] Some studies also show reduced rates of injury to peace officers or civilians following these encounters, while others do not show this reduction.[285] One study demonstrated an association between CIT implementation in Memphis and decreased use of high intensity police units such as Special Weapons and Tactics (SWAT) teams.[286] Researchers are currently undertaking a randomized controlled trial of CIT response in seven sites, but data collection and analysis are not yet complete.[287] This trial may help address the dearth of research on the effectiveness of CIT models.

Studies do consistently show that people in the SB 882 population who have interactions with peace officers who use the CIT model are more likely to be connected to care following the encounter.[288] One study examined the relationship between CIT practice and available community resources, and found that CIT peace officers in general were more likely to direct the people they encountered to mental health care, but that this impact was greatest in areas that had many mental health resources.[289] Researchers have also identified jurisdictions in which law enforcement also directs people toward less disruptive care, such as a crisis triage center or residential treatment, rather than to a jail or hospital.[290] A review comparing crisis response modalities concluded that CIT intervention showed the most promise because it offers integrated services, combining the initial call for assistance with response triage and specially trained response peace officers with access to mental health professionals.[291]

CIT can also lead to cost savings. For example, according to one comprehensive study of a CIT program in Louisville, Kentucky, CIT saved the city approximately $1 million annually.[292] That study did not calculate indirect costs like lost productivity, housing issues, or costs of supportive social services, and did not attempt to monetize non-economic benefits. Overall, there are indications that CIT can produce beneficial outcomes for law enforcement and SB 882 populations, but more research is needed to better understand impacts on outcomes like arrests and use of force.

Efficacy and Benefits of Co-response and Alternative Response Models

Alternative programs tend to have certain elements in common. This includes some combination of: (1) implementation by skilled personnel with a variety of backgrounds suited to aiding people with mental health conditions, such as mental health or social work clinicians, nurses, peers with lived experience, and specially-trained emergency medical technicians who are unarmed; (2) psychiatrists available "on call" as backup, potentially through telehealth; and (3) mobile crisis teams that are trained in de-escalation and connecting people with needed services.[293]

Comprehensive alternative responses do not eliminate the need for law enforcement training because non-law enforcement teams usually do not respond to calls that involve violence or weapons and call triage can be inaccurate. Peace officers, as opposed to community partners and providers, also respond to incidents around-the-clock, so law enforcement will have some unavoidable contact with individuals in the SB 882

882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

284 Taheri, *Do Crisis Intervention Teams Reduce Arrests and Improve Officer Safety?*, pp. 85-86.

285 Watson & Fulambarker, *The Crisis Intervention Team Model,* pp. 4-5 (discussing studies).

286 Id.

287 SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

288 Fuller, *Overlooked*, pp. 10-11, fns. 68-70; Watson & El-Sabawi, *Expansion of the Police Role*, p. 20, fn. 113.

289 Watson, et al., *Improving Police Response to persons with mental illness: A multi-level conceptualization of CIT* (2008) Int'l J. of Law and Psychiatry 31, p. 362.

290 Wood & Watson, *Improving police interventions*, p. 5.

291 Kane et al., *Effectiveness of current policing*, p. 115.

292 El-Mallakh, et al., *Costs and Savings Associated with Implementation of a Police Crisis Intervention Team* (June 2014) Southern Medical J. 107:6; see also Cowell, et al., *The Impact on Taxpayer Costs of a Model Jail Diversion Program for People with Mental Illness* (2013) Evaluation and Program Planning Vol. 41, pp. 31-37 (finding pre-booking component of CIT program saves costs).

293 *Community-Based Services for Black People with Mental Illness, Advancing An Alternative to Police*, Legal Defense Fund and Bazelon Center for Mental Health Law (Jan. 2023), p. 15 (*Community-Based Services for Black People with Mental Illness*) https://www.naacpldf.org/wp-content/uploads/2023-LDF-Bazelon-brief-Community-Based-Services-for-MH48.pdf.

population.[294] But, these alternative response models can minimize the contact between law enforcement and people in the SB 882 population.[295] As set out below, while the research is still developing in this area, there are some indications that co-response and alternative response models can be beneficial to members of the SB 882 population and reduce the burden on law enforcement. Like the research on CIT, there is little direct focus on people with intellectual and developmental disabilities rather than mental health conditions, and thus, more specific research in this area is also needed.

The data comparing traditional law enforcement response to co-response or alternative response models are generally sparse.[296] Many of these response models have only been in operation for a few years, there is huge variation in co-response and alternative response models, and controlled studies are difficult.[297] While current data is insufficient to draw strong conclusions, these models appear promising in certain areas. For example, co-responder models often receive higher community support than law enforcement-only response models.[298] One review determined that co-responder programs decreased arrests and the amount of time officers spend handling mental health calls.[299] Another study that found no significant difference in arrest rates did find that co-responder teams were significantly more likely to resolve calls without psychiatric hospitalization of the person, and the teams' calls had lower costs than calls handled by peace officers alone.[300] In contrast, one randomized controlled study comparing calls sent to a co-response team versus a law enforcement-as-usual response found no significant differences in event outcomes, including jail booking, outpatient encounters, and emergency department visits.[301] And one meta-analysis of currently implemented training programs and co-responder models did not find either reform to significantly reduce law enforcement use of force or arrests in encounters with people with mental health conditions.[302] In part, the lack of data and concrete impacts may be related to the fact that many co-response programs are limited in scope either in terms of hours of availability or geographic area, and can be hampered by a lack of mental health resources in the community.[303]

Co-response models perform slightly better than CIT in some measures, but the data sets are small and existing studies do not compare programs directly.[304] Alternative/community response models appear to perform better than co-response models, but the data is even more sparse for those.[305]

Still, there are some data demonstrating that alternative response models appear to improve outcomes for individuals experiencing a mental health crisis and reduce both the number of people being taken into

294 Balfour, et. al., *Cops, Clinicians, or Both? Collaborative Approaches to Responding to Behavioral Health Emergencies* (Aug. 2020) Nat. Assn. of State Mental Health Program Directors, pp. 4-5 (Balfour, *Cops, Clinicians, or Both?*); see also SB 882 Council Meeting (July 15, 2025) Testimony of Michele Saunders, LCSW, starting at time stamp 1:06:29, https://www.youtube.com/watch?v=a6uhhwrrhkU.

295 Balfour, *Cops, Clinicians, or Both?*, pp. 4-5.

296 See, e.g., Congressional Research Service Report, p. 10.

297 See, e.g., Balfour, *Cops, Clinicians, or Both?*, p. 8; Lowder, at al., *Police-mental health co-response versus police-as-usual response to behavioral health emergencies: A pragmatic randomized effectiveness trial* (2024) Social Science & Medicine 345:116723, p. 2, (Lowder et al., *Police-mental health co-response*) https://doi.org/10.1016/j.socscimed.2024.116723; *Watson, et al., Crisis Response Services*, p. 41.

298 Balfour, *Cops, Clinicians, or Both?*, p. 8; *Watson, et al., Crisis Response Services*, pp. 14-16 (discussing studies).

299 Balfour, *Cops, Clinicians, or Both?*, p. 8.

300 Watson, et al., *Crisis Response Services*, p. 16.

301 Lowder et al., *Police-mental health co-response*, p. 1; SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

302 *Community-Based Services for Black People with Mental Illness* p. 16, (citing Taheri, *Do Crisis Intervention Teams Reduce Arrests and Improve Officer Safety?*, p. 90); but see Seo, *Variation across police response models*, p. 10, (finding a "positive, moderate effect on nine 'self-reported officer perception' outcomes and small effect on five 'observed officer behavior' outcomes" for the CIT model).

303 Balfour, *Cops, Clinicians, or Both?*, p. 8; Congressional Research Service Report, p. 10.

304 Marcus & Stergiopoulos, *Re-examining mental health crisis intervention*, pp. 1668-1674 and Table 2 (among imperfect data sets, Co-Response models seemed to present lower arrest numbers and use of force rates than CIT models and lower rates of transportation to the emergency room).

305 See, e.g., id.

law enforcement custody and unnecessary emergency room visits.[306] Data from both co-response and alternative response models suggest that the addition of mental healthcare providers to the interaction with the individual adds to the quality and experience of services, leading one study to recommend a shift away from relying on the CIT model to support the "development of alternative, evidence-based models that prioritise the lived experience of service users."[307]

In the United States, positive anecdotal evidence comes from CAHOOTS in Eugene, Oregon, which operated for over 30 years and is described in the *Alternative Civilian-Led Crisis Teams* section above. At its peak the program reported savings to the city of $8.5 million in public safety costs and $14 million in ambulance and emergency room costs.[308] Strong quantitative data come from an evaluation of the STAR Program in Denver, also discussed previously. The STAR Program reported that during its six-month pilot program in 2020, it resolved 748 mental health condition incidents (averaging six calls a day) that involved no force, arrests, or jail.[309] Researchers attempted to quantify the impact of the STAR Program on crime in the city and found that areas where the Program was active experienced up to 34% reductions in STAR-related crimes, but not in those crimes not directly related to STAR services.[310] The study estimated that a community response model cost four times less than the direct costs of having law enforcement as first responders.[311] The researchers point out that successfully replicating the STAR Program relies on factors such as successful recruitment and training of dispatchers and mental health field staff, along with coordination with law enforcement.[312]

Although missing key data to effectively compare response types, alternative responses may be better received (and more cost effective) than responses that involve law enforcement. For example, alternative response models that do not include law enforcement may be better received because peace officer involvement can retraumatize individuals due to their previous traumatic interactions with law enforcement.[313] One meta-analysis determined that most individuals with mental health conditions reported mixed, variable, or negative past experiences with law enforcement (both CIT and non-CIT trained), with nine studies describing individuals' interactions with law enforcement as "traumatic or extremely stigmatizing."[314] In contrast, the analysis determined that individuals reported generally positive perceptions of services in co-responder models, and non-law enforcement models.[315]

These alternative response models can also have cost-savings benefits. For example, a claims analysis of crisis stabilization services estimated that for every dollar spent on crisis services, a locality had a return of $2.16, due to savings in inpatient, outpatient, and emergency department use.[316] Savings can accrue to law enforcement as well. For example, one study determined that by changing the response to suicidal patients "barricaded" in their homes to a system of care model, the Tucson Police Department reduced the number of SWAT deployments from 14 per year in 2012-2013 to 2.3 per year in 2014-2016, at a cost savings of

306 Congressional Research Service Report, p. 9; Watson, et al., *Crisis Response Services*, pp. 21, 24.

307 Marcus & Stergiopoulos, *Re-examining mental health crisis intervention*, p. 1674; see also Seo, *Variation across police response models*, p. 11 (findings indicate "collaborations between mental health professionals and law enforcement officers in co-response models may be more effective in handling police encounters with the mentally ill than providing training to frontline officers").

308 *Community-Based Services for Black People with Mental Illness*, p. 15 (citing Andrew, *This Town of 170,000 Replaced Some Cops with Medics and Mental Health Workers. It's Worked for Over 30 Years* (July 5, 2020) CNN, https://www.cnn.com/2020/07/05/us/cahoots-replace-police-mental-health-trnd/).

309 Butler & Sheriff, *How the American Rescue Plan Act will help cities replace police with trained crisis teams for mental health emergencies* (June 22, 2021) Brookings Inst., p. 4, https://www.brookings.edu/articles/how-the-american-rescue-plan-act-will-help-cities-replace-police-with-trained-crisis-teams-for-mental-health-emergencies/.

310 Dee & Pyne, *A community response approach to mental health and substance abuse crises reduced crime* (June 2022) Science Advances 8:23, p. 3 (Dee & Pyne, *A community response approach*).

311 Id., p. 7.

312 Id., p. 6.

313 *Community-Based Services for Black People with Mental Illness*, p. 8, citing El-Sabawi & Carroll, *A Model for Defunding: An Evidence-Based Statute for Behavioral Health Crisis Response* (2021) 94 Temple L. Rev. 1, 13.

314 Marcus & Stergiopoulos, *Re-examining mental health crisis intervention*, p. 1673.

315 Id.

316 Balfour, et. al., *Crisis stabilization claims analysis: Technical report; Crisis Stabilization Claims Analysis: Technical Report Assessing the Impact of Crisis Stabilization on Utilization of Healthcare Services* (April 2013) Wilder Research, p. 12, https://www.wilder.org/wp-content/pdf-file/Crisis_stabilization_technical_report_4-13.pdf.

$15,000 per incident.[317] And a meta-analysis determined there is evidence to suggest that co-responder and alternative response models are associated with cost savings from decreased use of law enforcement funds and justice system diversion.[318]

Researchers caution that co-response or alternative response models are small components of a larger crisis system.[319] Such responses are more likely to improve outcomes when different programs and services work together to achieve better outcomes as part of a coordinated system of care. For example, in Tucson, Arizona, a Regional Behavioral Health Authority (RBHA) contracts with multiple behavioral health agencies to create an array of services organized along a continuum of intensity, restrictiveness, and cost.[320] At all points along the continuum, which in this case includes co-location of crisis call center staff within 911, co-responder teams, and crisis facilities, easily accessible handoffs by law enforcement facilitate connection to treatment instead of arrest.[321]

The federal government has created extensive resources for designing and building out more robust crisis care systems, although the degree of availability of these resources may shift according to federal funding priorities. For example, SAMHSA's 2025 National Guidelines for a Behavioral Health Coordinated System of Crisis Care set out three foundational elements for an integrated crisis system of care: (1) Someone to Contact: services like the 988 Lifeline and other behavioral health hotlines; (2) Someone to Respond: services like mobile crisis teams to deliver rapid, on-site interventions; and (3) A Safe Place for Help: emergency and crisis stabilization services that support on-demand crisis care and crisis-related supports in a variety of community settings.[322] To support implementation of crisis systems of care, SAMHSA has also created Model Definitions for Behavioral Health Emergency, Crisis, and Crisis-Related Services.[323] These resources provide extensive and detailed information to support the creation of crisis-related services throughout California.

Obstacles to Implementation of CIT, Co-Response, and Alternative Response Models

Staffing and Resource Challenges

In response to the Council's survey of law enforcement agencies, agencies without specialized teams mostly cited budget and/or staffing limitations as the primary reason for not having a specialized team. CIT and alternative programs can be cost-intensive to launch and may be difficult to support in smaller jurisdictions, even if they may ultimately lead to cost savings. Using CIT as an example, 40 hours of training for each CIT peace officer to be certified may be cost-prohibitive in smaller agencies, especially given the recommendation that 20-25% of patrol officers be CIT-certified to fully implement a CIT program. For smaller law enforcement agencies, extended training sessions and continuing education can pose significant burdens. Approximately 35% of California police departments employ 25 or fewer peace officers and about 10% employ 10 or fewer peace officers, which may limit availability for training and implementation of CIT.[324] Additionally, the collaboration needed to work with mental health resources and

317 Balfour, et. al., *The Tucson Mental Health Investigative Support Team (MHIST) Model: A prevention focused approach to crisis and public safety* (2017) Psychiatry Serv. 68:2, p. 5, http://www.gocit.org/uploads/3/0/5/5/30557023/tucson_mhst_model_full_version.pdf.

318 Marcus & Stergiopoulos, *Re-examining mental health crisis intervention*, p. 1675; see also Watson, et al., *Crisis Response Services*, pp. 15-16.

319 See, e.g., Balfour, *Cops, Clinicians, or Both?*, pp. 8, 10.

320 Id., p. 10.

321 Id.

322 *2025 National Guidelines,* pp. 2-3. See also SB 882 Council Meeting (April 1, 2025) Testimony of Dr. Ahn Thu Bui, starting at time stamp 1:50:32, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be; SB 882 Council Meeting (April 1, 2025) Testimony of Monica Porter Gilbert, starting at time stamp 2:52:28, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

323 *Model Definitions for Behavioral Health Emergency, Crisis, and Crisis-Related Services*, U.S. Dept. of Health and Human Services Substance Abuse & Mental Health Services Admin. (2025) HHS Publication No. PEP24-01-037 https://library.samhsa.gov/sites/default/files/model-definitions-pep24-01-037.pdf.

324 *Agency Statistics*, Cal. Com. on Peace Officer Stds. and Training, https://post.ca.gov/Agency-Statistics; see also Congressional Research Service Report, p. 19, fn. 114 (presenting Bureau of Justice Statistics data indicating that three-

other agencies (for example, in creating a centralized drop-off emergency center, or conducting training of 911 dispatchers) may also be difficult to attain for smaller agencies.

Workforce considerations are also an issue for jurisdictions of all sizes. Few academic or vocational programs currently prepare people for positions in crisis response. To build a workforce of non-law enforcement responders, it is important to invest in creating educational, licensure, and recruitment pathways to becoming a crisis responder.

Model Fidelity

Program effectiveness also depends on how well the department implementing it understands the model and commits time and resources to supporting all the complexities of shifting policy.[325] For example, training is foundational to effective CIT, but training alone is not sufficient.[326] The model also calls for increased focus on dispatcher training, which does not always occur.[327] Beyond law enforcement, effective CIT implementation requires comprehensive community mental health services, designated psychiatric emergency receiving facilities, and interagency cooperation, which may not be present in any given jurisdiction.

Recommendations

- Investigate and identify data-driven strategies to help address workforce shortages among law enforcement agencies, regional centers, and county departments of behavioral health, and their vendors. Invest in creating educational, licensure, and recruitment pathways to becoming a behavioral health crisis responder. One example is loan repayment, scholarship, and internship programs developed through the California Department of Health Care Access and Information for students and graduates working in health and behavioral health professions.
- Require IDD-competent behavioral health treatment capacity in all new Proposition 1 (2024) (Prop 1) and Behavioral Health Continuum Infrastructure Program (BHCIP) funded facilities. California should require that all behavioral health treatment facilities funded under Prop 1 and the BHCIP, which together represent a historic $13 billion state investment, demonstrate the ability to serve individuals with IDD who have co-occurring behavioral health needs. Prop 1 and BHCIP are projected to create at least 6,800–11,150 new residential treatment beds statewide, marking the largest expansion of behavioral health capacity in California's history. To ensure these investments are equitable and accessible, the State should establish IDD-competent treatment standards for all grantees and licensed operators. These standards should require facilities to:
    - Accept individuals with co-occurring autism/IDD and mental health conditions and prohibit exclusion based solely on disability, consistent with federal and state civil rights laws.
    - Demonstrate operational capacity to serve individuals with autism/IDD, including staff trained in communication supports, sensory aware crisis response, positive behavioral strategies, and de-escalation techniques.
    - Incorporate physical and environmental design features that support sensory regulation and behavioral stabilization.

quarters of law enforcement departments in 2016 employed 24 or fewer officers and about half employed nine or fewer officers).

325 For an example of policy guidance, see *Interactions with Individuals with Intellectual and Developmental Disabilities: Model Policy, Concepts & Issues Paper*, IACP Law Enforcement Policy Center (Aug. 2017) pp. 1-3, https://www.theiacp.org/sites/default/files/2018-08/IntellectualDevelopmentalDisabledPaper.pdf.

326 See, e.g., SB 882 Council Meeting (Jan. 17, 2025) Testimony of Dr. Randy Dupont, starting at time stamp 6:18, https://www.youtube.com/watch?v=vAIndu5KVfM (explaining the importance of systems integration alongside training for effective CIT); SB 882 Council Meeting (July 15, 2025) Testimony of Michele Saunders, LCSW, starting at time stamp 1:06:29, https://www.youtube.com/watch?v=a6uhhwrrhkU ("training has to be within the context of something larger than just training by itself").

327 Congressional Research Service Report, p. 5.

- Coordinate with Regional Centers, county behavioral health departments, and other disability-serving entities to ensure continuity of care.
- Embed IDD-competent requirements directly into funding agreements, licensing conditions, and California Department of Health Care Services (DHCS) operational standards, ensuring California's behavioral health expansion—funded through Prop 1 and strengthened by BHCIP—finally includes individuals with autism and IDD, who have historically been among the most frequently excluded from crisis, inpatient, and residential care.

- Pass legislation fully implementing the Manny Alert Act per the recommendations of the November 2020 Manny Alert Act (AB 911) Feasibility Study of a Self-Registration Database for 911 Calls Final Report, including a funded voluntary statewide registry that is made available for real-time access to all Public Safety Answering Points (PSAP), Computer Aided Dispatch Systems (CAD), and field first responders.
  - Fund and require local law enforcement agencies and 911 dispatchers to utilize wireless emergency alerts to notify the public to be on the lookout for missing persons with IDD (including notice to check pools and bodies of water, or freeways). Such funding could come from a modest increase in the Emergency Telephone Users Surcharge from the State Emergency Telephone Number Account (SETNA) for wireless phone plans.
- Consider the following funding streams to support these recommendations:
  - Priorities or special grants for smaller departments especially in rural areas, including opportunities for joint regional trainings;
  - An increase in the SETNA surcharge for wireless phone plans; and
  - Proposition 63/Mental Health Services Act funds.

Potential Promising Practices

The following, while not formal recommendations, are promising practices and ideas for lawmakers, law enforcement agencies, POST, and trainers to consider to increase the efficacy of peace officer trainings on interacting with the SB 882 population and the delivery of services to the SB 882 population.

Practices for law enforcement agencies:

- Collaborate with community/non-law enforcement entities to allow for more natural, regular, non-emergency interactions between community members and peace officers. Examples:
  - Host community events with peace officers present to build trust, reduce fear, and allow families to practice positive interactions in a safe environment. For example, agencies can invite members of the SB 882 community to visit police stations and chat with peace officers (e.g., "Meet the Police" days, sensory-friendly safety fairs) or have officers visit community members at various locations such as day programs, regional centers, or regional center vendors.
  - Organize community events where natural conversations can occur, such as at a community park, and encourage officers and individuals to do activities together (such as assigning buddies and playing games together).
  - Establish a working group of stakeholders to establish the most appropriate data collection and analysis to measure possible effects of increased collaboration on interactions between law enforcement and the SB 882 community.

- Create programs or focus existing community outreach programs on community members in the SB 882 population to encourage more natural, regular, non-emergency interactions. Law enforcement agencies should collaborate with members of the SB 882 population from the outset of the program development process.
- Foster law enforcement awareness of and connection with regional centers and county departments of behavioral health. Establish and maintain a library of sample memoranda of understanding between law enforcement, regional centers, and county departments of behavioral health.
- Ensure CAD reports that are distributed to the public, including researchers, appropriately differentiate officer-initiated interactions with members of the SB 882 population from dispatched calls for service.

<u>Practices for law enforcement, public health, or other county agencies:</u>

- Encourage inclusion of people with mental health conditions and IDD on civilian oversight boards regarding use of force.
- Consider adopting a Blue Envelope system or lanyard system (a voluntary system where people with IDD can self-identify so officers are aware of an individual's status). Then translate the system materials to common community languages.
    - Establish a working group of stakeholders, including people with lived experience, to establish the most appropriate data collection, analysis, and reporting requirements for adopting a Blue Envelope (or similar) system, and which agencies would be best positioned to implement this type of system.
    - Include a research/analysis component of data collection and reporting to determine potential effects of a Blue Envelope (or similar) system. Research team members should have experience in and an understanding of the complexities of establishing benchmarks across diverse populations and locations.

Training

Training is a cornerstone of law enforcement preparedness. There is a broad universe of training that seeks to improve interactions between the SB 882 population and peace officers. Such training is critical to improving outcomes of such interactions, and to improving the experience of all persons in California, both peace officers and the SB 882 population alike.[328]

This section examines existing types of law enforcement training, and the research evaluating such trainings, to provide an overview of law enforcement training relating to interactions with the SB 882 population. This includes a review of the substantive training topics of training specifically designed to address interacting with the SB 882 population, de-escalation training, training specific to interactions with youth, training designed for the SB 882 population individuals themselves to improve safety in interactions with law enforcement, and lessons from implicit bias training research. It also discusses methods of delivering trainings, including role-play and simulation trainings, and the importance of repetition and refresher trainings. Finally, this section discusses findings from the survey of law enforcement agencies across California and the Council's review and evaluation of various trainings provided across the state.

Overview of Research on Efficacy of Trainings

Researchers have made attempts to synthesize existing findings on what substantive training subjects and methods of training in this field are most effective; however, it is difficult to draw firm conclusions because of the variety of types and quality of existing studies on law enforcement trainings focusing on the SB 882 population. The main takeaway from a review synthesizing existing research is that more research is needed, particularly with a focus on measuring concrete changes in peace officer behavior and increases in positive outcomes for the SB 882 population when they interact with law enforcement. Working to expand and support this type of research is critical for continuing to develop and support the most effective training models for law enforcement.

For example, in one review, researchers examined 19 different studies on various types of behavioral health training. These included trainings ranging from broad mental health awareness to more narrow trainings addressing a variety of specific mental health conditions.[329] The review found that while many of the training programs used evidence-based practices, strong and consistent evidence regarding outcomes was lacking. Some of the studies demonstrated short-term positive changes in behavior or attitudes for trainees, but longer-term follow-up was needed for many of the studies.[330] Finally, and critically, no studies demonstrated clear links between the training results and concrete outcomes for the members of the public that the law enforcement trainees encountered.[331]

The current need for additional research to assess different training models is underscored by another systemic review on police training where the author was unable to identify enough studies that met criteria to complete the review.[332] This review was broader in subject matter scope, looking at evaluations of any type of police training, rather than those focused solely on interactions with the SB 882 population.[333] The review was also more narrowly focused on results, attempting to review only studies that used empirical techniques to measure the effects of training on peace officer behavior, rather than descriptive-only studies or those that only measured attitudes from the training rather than the effects of the training

328 See SB 882 Council Meeting (Jan. 17, 2025) Testimony of Dr. Randy Dupont, starting at time stamp 6:18, https://www.youtube.com/watch?v=vAIndu5KVfM.

329 Booth et al., *Mental health training programmes for non-mental health trained professionals coming into contact with people with mental ill health: a systematic review of effectiveness* (2017) BMC Psychiatry 17:196, pp. 2-3, 5-7 (Booth, *Mental health training*) https://doi.org/10.1186/s12888-017-1356-5.

330 Id., pp. 10, 19-20, 22.

331 Id., pp. 1, 20, 22.

332 Huey, *What Do We Know About In-service Police Training? Results of a Failed Systematic Review* (2018) Sociology Publications 40 (Huey, *What Do We Know?*) https://uwo.scholaris.ca/items/31c811e6-209d-4e88-9bf4-38d7f76826ca.

333 Id., p. 6.

itself.[334] Unfortunately, the review was unable to identify enough studies that met these criteria, and could not be completed, underscoring the need for further empirical research on which training methods provide improvement in concrete outcome measures.[335]

The difficulty in identifying studies meeting stricter empirical criteria also may reflect limitations of using randomized controlled studies as the primary learning tool in this area; for example, interactions do not take place with the high frequency needed for a robust trial, crisis environments may preclude obtaining true informed consent to research, and ethical guidelines may prevent responding to legitimate crisis in an experimental manner. Case study or other qualitative research methods may provide alternate methods of learning in the field.

Existing Types of Law Enforcement Training

The Council considered various types of law enforcement trainings in developing their recommendations. The following describe the several types of trainings, including both the trainings' contents and methods of delivery and the efficacy of such trainings.

Trainings Required by Law

Peace officers in California are required to complete an introductory training course as identified by law.[336] The Commission on Peace Officer Standards and Training (POST) sets the standards and training requirements for peace officers and dispatchers across the state and certifies trainings.[337] POST also has authority to certify peace officers, as well as to suspend and decertify peace officers for serious misconduct.[338] POST certifies courses that are offered at various points in peace officers' professional development.[339]

First, people hired as peace officers in California must complete 664 hours of basic training.[340] The training must address issues related to stigma and be culturally relevant and appropriate.[341] It must also include topics such as recognizing indicators of mental health conditions and intellectual disability, conflict resolution and de-escalation techniques, and the perspective of individuals with lived experience.[342]

Second, in addition to basic training, every peace officer must complete field training before being assigned to perform general law enforcement uniformed patrol duties.[343] The field training must include a course relating to competency that addresses how to interact with people with mental health conditions or intellectual disability.[344] The course must include at least four hours of classroom instruction and instructor-led active learning, such as scenario-based training, must address issues related to stigma, and must be culturally relevant and appropriate.[345] Additionally, officers who provide instruction in the field training program must undergo at least eight hours of crisis intervention and behavioral health training to better train new peace officers on how to effectively interact with people with a mental health disability or intellectual disability.[346]

334 Id., p. 6.
335 Id., pp. 13-15.
336 Pen. Code, § 832; § 13510; see *About POST*, Cal. Com. on Peace Officer Stds. and Training https://post.ca.gov/about-us.
337 *About Post*, Cal. Com. on Peace Officer Stds. and Training, https://post.ca.gov/about-us.
338 Id.
339 Cal. Code Regs., tit. 11, § 1051; see *Training*, Cal. Com. on Peace Officer Stds. and Training (2025) https://post.ca.gov/training.
340 Cal. Code Regs., tit. 11, § 1005, subd. (a); see *Peace Officer Basic Training*, Cal. Com. on Peace Officer Stds. and Training (2025) https://post.ca.gov/peace-officer-basic-training.
341 Pen. Code, § 13515.26, subd. (c).
342 Id.
343 Cal. Code Regs., tit. 11, § 1005, subd. (a).
344 Pen. Code, § 13515.29.
345 Id.
346 Pen. Code, § 13515.28.

Third, certain peace officers and dispatcher personnel who are employed by POST-participating departments must satisfactorily complete continuing professional training.[347] The purpose of continuing professional training is to maintain, update, expand, and enhance an individual's knowledge and skills.[348] Available trainings must include a training course related to law enforcement interaction with people with mental and intellectual disabilities, although the governing statute does not specify whether that course should be required or at what frequency.[349] The training must utilize interactive methods to ensure that the training is as realistic as possible.[350] The training must also include instruction on conflict resolution, de-escalation techniques, appropriate language usage, and appropriate responses when interacting with a person with a disability.[351]

California state correctional officers must also complete required professional training. This training includes the Basic Correctional Officer Academy, where correctional officers receive six instructor-led modules totaling 13 hours on the topics of effective communication, the Developmental Disability Program, the Disability Placement Program, Durable Medical Eequipment, the Mental Health Services Delivery System, and Inmate Suicide Prevention.[352]

Training on Interacting with the SB 882 Population

Almost all law enforcement agencies currently provide some amount of training specific to the SB 882 population, and most appear to also have training specific to autism.[353] Many current law enforcement trainings relating to the SB 882 population include general education about mental health conditions and focus on addressing communication and social behavior differences and sensory and accommodation needs.[354]

Materials that POST provided to the Council for review list available courses covering issues related to mental health and intellectual and developmental disabilities, and some trainings cover both topics.[355] The materials included 186 unique trainings provided by law enforcement agencies, private agencies, and public and/or educational institutions that are available throughout the state.[356] Trainings ranged from two to 40 hours in length, with over 20 available to attend remotely, reflecting a wide variety of trainings offered at different points in a peace officer's professional development and at different levels of depth and focus.[357]

In California, peace officers learn about mental health conditions and IDD as part of the basic training academy. The basic training course certified by POST is divided into 42 individual topics, called learning domains, that contain the minimum required foundational information on each topic.[358] One of these learning domains—Learning Domain 37—is training about people with disabilities.[359] Learning Domain 37 covers: disability laws; peace officer interactions with persons with disabilities; information regarding

347 Cal. Code Regs., tit. 11, § 1005, subd. (d).
348 Id.
349 Pen. Code, §§ 13515.25, 13515.27.
350 Pen. Code, §§ 13515.25, 13515.27.
351 Pen. Code, §§ 13515.25, 13515.27.
352 SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Lee Lipsker, starting at time stamp 3:36:16, https://www.youtube.com/watch?v=a6uhhwrrhkU.
353 Fiske, et al., *A National Survey of Police Mental Health Training* (2020) J. Police Crim Psychol. 36, p. 239 (noting 100% of agencies provided academy training for interacting with people with IDD and 93% provided training specifically related to autism).
354 Holloway, et al., *A pilot study of co-produced autism training for policy custody staff: evaluating the impact on perceived knowledge change and behaviour intentions* (2021) Policing: An International Journal 45:3, p. 444 (Holloway, *A pilot study*); Love, et al., *Measuring Police Officer Self-efficacy for Working with Individuals with Autism Spectrum Disorder* (July 2020) Journal of Autism and Developmental Disorders 51, pp. 1342-1343 (Love, *Measuring Police Officer Self-efficacy*).
355 SB 882 Council Meeting (Oct. 18, 2024) Agenda Item 7: Presentation by California Dept. of Justice Staff, https://www.youtube.com/watch?v=yWRnfEr33es.
356 Id.
357 Id.
358 *Regular Basic Course*, Cal. Com. on Peace Officer Stds. and Training (2025) https://post.ca.gov/regular-basic-course.
359 *Regular Basic Course Training Specifications*, *LD 37 People with Disabilities*, Cal. Com. on Peace Officer Stds. and Training, https://post.ca.gov/regular-basic-course-training-specifications.

intellectual and developmental disabilities, specifically including autism and epilepsy; physical disabilities, including blindness and deafness or other hearing-related disabilities; mental illness; and the LPS Act.[360]

Many California law enforcement agencies offer CIT, or CIT-based, training that often includes specific training on the SB 882 population, including information about types of disability, the kinds of behaviors that law enforcement might encounter, types of sensory impacts on members of the SB 882 population, and different ways sensory dysregulation may appear in an individual faced with a peace officer.[361] The training also includes actionable tips for crisis responders, including turning off flashing lights, reducing volume or offering ear plugs, providing sensory fidgets and avoiding unnecessary touch, and allowing movement and personal space.[362]

While there are a large number of available trainings, research demonstrates a lack of standardization in trainings.[363] Research also demonstrates a dearth of concrete evidence regarding the impact of such training on outcomes for members of the SB 882 population; much of the research concludes that additional and more outcome-oriented research would be beneficial.[364] Additionally, training evaluations have investigated whether the training has any impact on the rate at which law enforcement officers use force or on officers' knowledge, attitude, or competency, but without strong statistically significant results.[365] As noted earlier, this type of research is difficult to conduct in this area given the unexpected and varied environments in which crisis situations occur, and the need to treat all people equally during encounters with law enforcement.

Still, there are indications that existing training can increase peace officers' knowledge of mental health conditions and IDD and self-reported competency in interacting with members of the SB 882 population.[366] CIT training on mental health conditions and IDD may lead to increased officer knowledge and improved attitudes about responding to calls, and can increase linkages to care, such as transports to crisis centers, as well as community-based services.[367] More research specifically evaluating whether training directly impacts a law enforcement agency's rates of arrests or uses of force or whether encounters with members of the SB 882 population are more likely to be diverted to services rather than arrest after the training is still needed to ensure that resources are used most efficiently and with the greatest impact on individuals.[368]

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360 SB 882 Council Meeting (Oct. 18, 2024) Testimony of Yolanda Cruz, starting at time stamp 0:01, https://www.youtube.com/watch?v=yWRnfEr33es.

361 See, e.g., SB 882 Council Meeting (July 15, 2025) Testimony of Michele Saunders, LCSW, starting at time stamp 1:06:29, https://www.youtube.com/watch?v=a6uhhwrrhkU (explaining the integration of community partners and people with lived experience in creating CIT trainings).

362 SB 882 Council Meeting (Oct. 18, 2024) Testimony of Yolanda Cruz, starting at time stamp 0:01, https://www.youtube.com/watch?v=yWRnfEr33es.

363 Richardson, et al., *Law Enforcement Response to Persons with Intellectual and Developmental Disabilities: Identifying High-Priority Needs to Improve Law Enforcement Strategies* (2024) RAND Corp., p. 2 (Richardson, *Law Enforcement Response*) https://www.rand.org/content/dam/rand/pubs/research_reports/RRA100/RRA108-26/RAND_RRA108-26.pdf; Nguyen, *A Systematic Review of Evaluations of Law Enforcement Training Relating to Developmental and Intellectual Disabilities* (Dec. 2021) Sam Houston State Univ. (Nguyen, *A Systematic Review*), pp. iii, 48-49; Railey, et al., *A Systemic Review of Law enforcement Training Related to Autism Spectrum Disorder* (2020) Focus on Autism and Other Developmental Disabilities 35:4 (Railey, et al., *A Systemic Review*), pp. 230-231; Murphy, et al., *Autism awareness training for An Garda Siochana*, Letter to the Editor (July 2017; republished Dec. 2018) Irish Journal of Psychological Medicine (Murphy et al., *Autism awareness training*), p. 1, https://doi.org/10.1017/ipm.2017.31.

364 Nguyen, *A Systematic Review*, pp. 20, 48, 54-55; Murphy, et al., *Autism awareness training*, p. 1; Holloway, *A pilot study*, p. 445; Railey et al., *A Systemic Review*, pp. 228-229.

365 Nguyen, *A Systematic Review*, pp. 34, 55; Murphy et al., *Autism awareness training*, p. 1; Holloway, *A pilot study*, pp. 441, 443-444.

366 Nguyen, *A Systematic Review*, pp. 51-52; Holloway, *A pilot study*, p. 444; Love, *Measuring Police Officer Self-efficacy*, p. 1342; Murphy et al., *Autism awareness training*, pp. 1-2.

367 SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

368 Nguyen, *A Systematic Review*, pp. 50-51; SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.

De-escalation Training

De-escalation training for peace officers is often a central recommendation for improving law enforcement interactions with the public generally and specifically with the SB 882 population. De-escalation training is provided in some form by many law enforcement agencies.[369] De-escalation refers to a "process or tactics used to prevent, reduce, or manage behaviors associated with conflict, including verbal or physical agitation, aggression, violence, or similar behaviors."[370] De-escalation may involve verbal or non-verbal communication or other action used to reduce the immediacy of a potential threat and allow time and space for a non-force solution to be successful.[371]

De-escalation training may cover a wide variety of topics, such as strategies for the prevention and management of violence, early intervention, selection of appropriate responses, information regarding policies and legal guidance, and critical reviews of violent incidences. One instructor who appeared as a witness before the Council discussed the importance of making sure peace officers realize de-escalation is not a "magic word," but rather a process of using strategies and techniques.[372]

In California, de-escalation training is a required part of the law enforcement academy basic training and is presented across multiple learning domains. POST has created a stand-alone de-escalation training; and other training may use this same approach or incorporate de-escalation skills into trainings on other topics.[373] These strategies may include establishing contact with the individual in crisis, creating a visual connection, building rapport, and working to gain influence to decrease the intensity of the situation.[374] These can be taught in different ways. For example, in some CIT training, the instructor tackles de-escalation in four parts: (1) basics; (2) active listening skills; (3) live-action role-playing scenarios where students implement active listening and other skills to attempt to avoid use of force; and (4) video scenarios and discussion.[375] In the POST de-escalation class, topics include, among other things: "practical, realistic and specific tactics to resolve common critical incidents including the mentally ill in crisis, subjects armed with knives and unconventional weapons, and criminal and non-criminal barricades in structures and vehicles."[376]

While studies have identified de-escalation training as a possibly promising practice, higher-quality research is needed to fully evaluate its efficacy. For example, one systematic review of existing research on de-escalation training identified 64 evaluations of de-escalation training across multiple professional fields over 40 years.[377] However, most of the trainings were from fields like nursing and psychiatry rather

369 Engel et al., *Does De-Escalation Training Work?: A Systematic Review and Call for Evidence in Police Use-of-Force Reform* (2020) Criminology & Public Policy 19 (Engel, *Does De-Escalation Training Work?*), p. 722, https://onlinelibrary.wiley.com/doi/epdf/10.1111/1745-9133.12467; Alvarez, *Stop. Rewind. Replay: Performance, police training and mental health crisis response* (2020) Performance Research 25:8 (*Alvarez, Stop. Rewind. Replay*), p. 70, https://www.tandfonline.com/doi/full/10.1080/13528165.2020.1930783.

370 Engel et al., *Does De-Escalation Training Work?*, p. 724; see also Alvarez, *Stop. Rewind. Replay.*, p. 70; see also SB 882 Council Meeting (Oct. 18, 2024) Testimony of Mark Stadler, starting at time stamp 2:43:44, https://www.youtube.com/watch?v=yWRnfEr33es; De-escalation: Strategies & Techniques for California Law Enforcement, Cal. Com. on Peace Officer Stds. and Training (2020) ch. 2-1, https://dublin.ca.gov/DocumentCenter/View/25842/CA-POST-De-escalation-Strategies.

371 *National Consensus Policy and Discussion Paper on Use of Force* (July 2020), p. 2, https://www.theiacp.org/resources/document/national-consensus-policy-and-discussion-paper-on-use-of-force.

372 SB 882 Council Meeting (Oct. 18, 2024) Testimony of Mark Stadler, starting at time stamp 2:43:44, https://www.youtube.com/watch?v=yWRnfEr33es.

373 Engel, *Does De-Escalation Training Work?*, p. 724; SB 882 Council Meeting (Oct. 18, 2024) Testimony of Mark Stadler, starting at time stamp 2:43:44, https://www.youtube.com/watch?v=yWRnfEr33es; see also *Practical De-escalation & Tactical Conduct*, Cal. Com. on Peace Officer Stds. and Training (POST, *Practical De-escalation*), https://catalog.post.ca.gov/SearchResult.aspx?crs_no=20811&crs_title=PRACTICAL%20DE-ESCALATION%20%26%20TACTICAL%20CONDUCT&pageId=10&MAC=1bovcMfLxPQKAvHDYGE1NGw1jDk; see also Los Angeles Police Dept., *Practical De-Escalation & Tactical Conduct De-Escalation Lab Expanded Course Outline* (2022) https://lapdonlinestrgeacc.blob.core.usgovcloudapi.net/lapdonlinemedia/2022/10/Practical_De_Escalation__Tactical_Conduct_20811.pdf.

374 SB 882 Council Meeting (Oct. 18, 2024) Testimony of Mark Stadler, starting at time stamp 2:43:44, https://www.youtube.com/watch?v=yWRnfEr33es.

375 Id.

376 POST, *Practical De-escalation*.

377 Engel, *Does De-Escalation Training Work?*, p. 721.

than policing.[378] The study found slight-to-moderate improvements at the individual and organizational levels (e.g., reduced aggression, improved communication), but also noted limitations in the quality of research.[379] Overall, the study determined that while de-escalation training seems promising and has few documented harms, there is a critical need for more rigorous evaluation in police settings.[380]

Still, the research provides some evidence-informed practices that can be implemented to improve the quality and efficacy of law enforcement de-escalation training.[381] One mixed-method study derived four categories of practice deemed likely to improve a trainee's ability to learn and retain information in de-escalation training:

1. department commitment to the training, including organizational support, resources, and leadership buy-in;[382]
2. intentional development of the training itself, including focusing on relevant competencies like communication, decision-making, and stress management, providing realistic scenario-based training, and using appropriate instructional methods;[383]
3. implementation of the training on the ground, which includes focusing on engaging trainees, providing high-quality feedback, creating a positive learning environment, and ensuring trainer competency;[384] and
4. evaluation of training and ongoing assessment of skills and knowledge, which is related to monitoring training outcomes and continuously adapting curricula.[385]

While further research focused on police departments will provide more specific information about the most effective de-escalation training practices, the existing research and general experience provides important considerations for using and developing this training material.

Complete disengagement during an encounter is one strategy among others in a menu of strategies, and one that the Council strongly supports. While not part of its formal recommendation, the Council notes the importance of having de-escalation trainings include strategies and techniques for completely disengaging from an encounter when appropriate, and of studying agencies, such as the San Francisco Police Department,[386] that have adopted disengagement policies or procedures, in order to determine the impact of such procedures. The Council also notes that de-escalation trainings can benefit from information about how culture and local history and knowledge can impact tense situations and escalation, and that de-escalation strategies for people with mental health conditions will be different than de-escalation strategies for people with intellectual and/or developmental disabilities.

378 Id., p. 729.
379 Id., pp. 734-737.
380 Id., pp. 737-738.
381 Bennell et al., *Promising Practices for De-Escalation and Use-of-Force Training in the Police Setting: A Narrative Review* (2021) Policing: An International J. of Police Strategies and Management 44, p. 377, https://www.researchgate.net/publication/345983461_Promising_practices_for_de-escalation_and_use-of-force_training_in_the_police_setting_a_narrative_review.
382 Id., p. 380.
383 Id., pp. 380-387.
384 Id., pp. 387-392.
385 Id., pp. 392-393.
386 General Order 5.24, *Disengagement Procedures*, San Francisco Police Dept. (2023) https://www.sanfranciscopolice.org/sites/default/files/2023-06/SFPDDGO_5_24_20230606.pdf.

Training Specific to Interactions with Youth

Training specific to youth interactions represents an important component of law enforcement education. These interactions demand approaches grounded in the understanding that children and teens' reactions to stress, authority, and conflict differ significantly from those of adults. Yet, in a 2014 survey of police chiefs and school resource officers, responders expressed a general lack of training beyond basic security during youth encounters. There is, therefore, little evidence related to appropriate and effective training regarding youth with mental health conditions or intellectual and developmental disabilities.

According to Gabrielle Celeste, the Policy Director for the Schubert Center for Child Studies, effective youth-interaction training incorporates lessons on adolescent brain development, trauma-informed practices, and communication strategies tailored to young people. It also emphasizes procedural justice to officers. Because teens are highly attuned to issues of fairness, those who receive fair and respectful treatment show increased acceptance of law enforcement as legitimate and develop more positive attitudes and beliefs about law and legal institutions, which reinforces a healthy process of moral development.[387] To sustain these gains, departments must go beyond training and establish comprehensive developmentally informed policies. The International Association of Chiefs of Police (IACP) recommends training police to use developmentally appropriate responses, developing age-appropriate response protocols, and promoting collaborations with community partners.[388] The Cleveland Police Department's "Interactions with Youth" policy offers a model that provides age-appropriate guidance across all stages of contact, promotes diversion over arrest, and encourages trauma-informed police practices.[389]

Implicit Bias Training

Extensive research has been conducted on implicit bias in society and in policing, and on the impact of training for peace officers that attempts to address implicit bias. Implicit bias refers to mental associations between social groups (such as racial or ethnic groups, or the community of people with mental health conditions and/or IDD) and characteristics (such as good, bad, aggressive) "that are stored in memory outside of conscious awareness and are activated automatically and consequently skew judgments and affect behaviors of individuals."[390] Given potential implicit biases against members of the SB 882 population, implicit bias training research also provides insight for future law enforcement training in the area of interactions with the SB 882 population.[391]

Research demonstrates implicit biases exist in the general population, and can affect behavior, particularly real-world discriminatory behaviors.[392] For example, one study exploring implicit responses to images of armed and unarmed Black and white men found that law enforcement officers were more likely to select "shoot"—instead of "don't shoot"—when shown an image of an armed Black man.[393]

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387 SB 882 Council Meeting (Sept. 18, 2025) Testimony of Gabrielle Celeste, JD, starting at time stamp 10:29, https://www.youtube.com/watch?v=QSycCzGDhrI.

388 Id.

389 Id.

390 Glaser, *Disrupting the Effects of Implicit Bias: The Case of Discretion & Policing* (Winter 2024) Dædalus, the J. of the Am. Academy of Arts & Sciences 153:1 (Glaser, *Disrupting the Effects of Implicit Bias*), pp. 152-153, https://www.amacad.org/sites/default/files/publication/downloads/Daedalus_Wi24_11_Glaser.pdf, citing Greenwald & Banaji, *Implicit Social Cognition: Attitudes, Self-Esteem, and Stereotypes* (1995) Psychological Review 102, p. 4.

391 SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Jack Glaser, starting at time stamp 2:40:37, https://www.youtube.com/watch?v=a6uhhwrrhkU.

392 SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Jack Glaser, starting at time stamp 2:40:37, https://www.youtube.com/watch?v=a6uhhwrrhkU; Glaser, *Disrupting the Effects of Implicit Bias*, p. 154; Greenwald, et al., *Statistically Small Effects of the Implicit Association Test Can Have Societally Large Effects* (2015) Journal of Personality and Social Psychology 108:4, pp. 553–561; Kang, *Little Things Matter a Lot: The Significance of Implicit Bias, Practically & Legally* (Winter 2024) Dædalus 153:1, pp. 193, 206-207, https://direct.mit.edu/daed/article/153/1/193/119927/Little-Things-Matter-a-Lot-The-Significance-of.

393 Correll, et al., *Across the Thin Blue Line: Police Officers and Racial Bias in the Decision to Shoot* (2007) J. of Personality and Social Psychology 92:6, pp. 1006–1023, https://www.apa.org/pubs/journals/releases/psp-9261006.pdf; Plant & Peruche, *The Consequences of Race for Police Officers' Responses to Criminal Suspects* (2005) Psychological Science 16:3, pp. 180–183, https://doi.org/10.1111/j.0956-7976.2005.00800.x.

Research also demonstrates that training and other methods to reduce implicit racial bias may result in only no or small reductions that do not last long.[394] For example, one study of the New York City Police Department found that while officers evaluated an implicit bias training positively, post-training rates of stop and frisk and use of force against Black residents actually increased.[395] Another study found that officers' use of strategies to manage bias was lower a month after the training than it was prior to receiving the training.[396]

But research also demonstrates that limiting discretion in areas where bias may appear can have a positive impact on outcomes.[397] For example, research has demonstrated that:

> across a range of law enforcement agencies, higher discretion in decisions to search was associated with greater disparities in search yield rates. Specifically, when discretion was high, White people who were searched were more likely to be found with contraband than were Black people or Latino people.[398]

In other words, allowing broader discretion allowed more room for taking action based on misjudgments that Black and Latino people possessed contraband when they did not. In one case, U.S. Customs greatly reduced the number of criteria that could trigger a search, reducing officer discretion to conduct searches. Comparing the full year before the policy change to the full year after the change demonstrated that the search yield rates became much less racially disparate, indicating "that the disparity was mostly due to differential standards of suspicion being applied when discretion was high—when there were a lot of criteria to choose from."[399]

This research presents takeaways that may impact both training and other attempts to improve interactions between law enforcement and members of the SB 882 population. As witnesses to the Council discussed, policing decisions are often made under considerably ambiguous circumstances, and situations with ambiguity, discretion, and potential bias can lead to discrimination.[400] Thus, in addition to training, reducing discretion, and replacing it with "prescriptive guidance and systematic information (that is, valid criteria)" has been shown to have positive impacts on outcomes.[401] Other helpful actions include slowing tense situations down, which allows for higher order cognitive processing.[402] Likewise, when officers expect to be supervised and that their actions will be evaluated, this expectation can decrease reliance on bias and stereotypes.[403]

Role-Playing and Simulation

Interactive components of a training, such as role-playing and simulation, can be essential. Role-playing and simulation training often involve the live-action or virtual reality replay of a common type of interaction between law enforcement and a member of the public, which may be someone belonging to the SB 882 population. The training will often involve: (1) peace officers viewing a re-enactment of an encounter that ends in the use of force; (2) the opportunity to discuss the interaction; and (3) a replay of the situation, with the officer taking an active role and working to implement techniques that improve outcomes of such encounters in the future.

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394 SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Jack Glaser, starting at time stamp 2:40:37, https://www.youtube.com/watch?v=a6uhhwrrhkU.
395 Glaser, *Disrupting the Effects of Implicit Bias*, p. 159.
396 Id., p. 159 (citing Lai & Lisnek, *The Impact of Implicit-Bias-Oriented Diversity Training on Police Officers' Beliefs, Motivations, and Actions* (2023) Psychological Science 34:4, pp. 424–434).
397 SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Jack Glaser, starting at time stamp 2:40:37, https://www.youtube.com/watch?v=a6uhhwrrhkU.
398 Glaser, *Disrupting the Effects of Implicit Bias*, p. 161, discussing Charbonneau & Glaser, *Suspicion and Discretion in Policing: How Laws and Policies Contribute to Inequity* (2020) 11 UC Irvine Law Review 1327.
399 Glaser, *Disrupting the Effects of Implicit Bias*, pp. 161-162; SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Jack Glaser, starting at time stamp 2:40:37, https://www.youtube.com/watch?v=a6uhhwrrhkU.
400 SB 882 Council Meeting (July 15, 2025) Testimony of Dr. Jack Glaser, starting at time stamp 2:40:37 (Testimony of Dr. Glaser), https://www.youtube.com/watch?v=a6uhhwrrhkU.
401 Glaser, *Disrupting the Effects of Implicit Bias*, p. 165; Testimony of Dr. Glaser.
402 Glaser, *Disrupting the Effects of Implicit Bias*, p. 161; Testimony of Dr. Glaser.
403 Id.

In California, some trainings and instructors use role-play and simulation to aid in peace officer learning. For example, one CIT instructor who presented to the Council discussed using four role-play scenarios, each with two actors and two evaluators, on the last day of the training to reiterate and apply the skills taught in the training.[404] The instructor had chosen this training structure in response to feedback from officers, who stated they wanted more role-play exercises and more opportunities to practice the skills they were learning.[405] Other witnesses who spoke to the Council also discussed the importance of hands-on training to acquiring skills, and that one major benefit of in-person training was the ability to role-play.[406] Additionally, witnesses discussed how role-play and simulation training allow the training to show the officers *how* to do what the trainer wants to be done—they are able to see the skill in action, then practice the skills themselves, which is critical to increasing training efficacy and engagement.[407] This is most useful when role-play scenarios are highly realistic and based on actual events. Thus, role-play and simulation trainings likely play an important part in creating a robust training environment for law enforcement agencies going forward.

The ability for peace officers to personally take part in a live-action role-play of use of force encounters can impact officer behavior.[408] One study involved implementing and testing a form of scenario training where officers witnessed a live performance of a lethal force encounter with an individual in mental health crisis, and then were able to effectively hit the rewind button, stepping in to the scenario with the actors to try alternative crisis-resolution strategies.[409] This approach allows the officers in the training to rehearse ethical decision-making under stress and receive feedback from a multidisciplinary team of spectator-instructors. The intended purpose of the active role in the scenarios is that physically embodying different actions should work to ingrain new patterns of judgement and action in an officer's "muscle memory" and a repertoire of decision-making that can be drawn upon in future stressful encounters.[410] The study reports that among the 72 officers who had completed the study "all have shown marked improvements in de-escalation competencies according to a comparison of pre- and post-training measures."[411]

Specific training elements appear important to active and positive engagement by officers in this type of training. These included: (1) a realistic scenario that approximates a situation officers may very well encounter themselves, with officer choices that are believable and warranted; (2) framing the initial scenario in as neutral a manner as possible; (3) recommending officers draw on "tactical training" to engage their existing knowledge and responses to situations that may involve weapons or imminent risk; and (4) pausing the scene on repeated runs to allow officers to act out alternative methods of response.[412] The "high-fidelity simulation honours the uncertainty of 'real-life,' high-stakes encounters while allowing [the trainers] to expand and contract the time pressure that, under 'real' circumstances, often precludes efforts to generate and evaluate options."[413] This allows officers to "regularize" the de-escalation tactics in their memory and expand their repertoire of available patterns of action in response to stressful situations.[414] This highlights the potential benefit of role-play and simulation training and provides several guideposts for determining whether such training will be as effective as possible.

404 SB 882 Council Meeting (Oct. 18, 2024) Testimony of Mark Stadler, starting at time stamp 2:43:44, https://www.youtube.com/watch?v=yWRnfEr33es.
405 Id.
406 SB 882 Council Meeting (July 25, 2024) Testimony of Teresa Anderson, starting at time stamp 1:03:31, https://www.youtube.com/watch?v=7Zf3bE-UkD4; SB 882 Council Meeting (Oct. 18, 2024) Testimony of Lieutenant Jonathan Larsen and Detective Elizabeth Reyes, starting at time stamp 1:25:20, https://www.youtube.com/watch?v=yWRnfEr33es; SB 882 Council Meeting (April 1, 2025) Testimony of Drs. Michael Compton and Amy Watson, starting at time stamp 48:37, https://www.youtube.com/watch?v=TNfNQVlFvJc&feature=youtu.be.
407 SB 882 Council Meeting (Jan. 17, 2025) Testimony of Dr. Randy Dupont, starting at time stamp 6:18, https://www.youtube.com/watch?v=vAIndu5KVfM.
408 Alvarez, *Stop. Rewind. Replay*, pp. 69-75.
409 Id., pp. 71-73.
410 Id., pp. 70-71.
411 Id., p. 74. The author does not provide any further detail about the evaluation methods used, and thus, the parameters, amount, or specific improvements that were shown are unclear.
412 Id., pp. 71-73.
413 Id., p. 73.
414 Id.

Other research demonstrates further potential for role-playing to impact peace officer behaviors in real-world interactions with members of the SB 882 population.[415] One study involved a one-day training program where officers would interact with actors to play out six defined scenarios, and then debrief to receive feedback on their response.[416] The primary focus of feedback was increasing empathy and helping officers identify other approaches they could use to de-escalate the situation.[417] While the study determined the training did not change attitudes of the police towards people with mental health conditions, it did demonstrate statistically significant improvements in directly measured behaviors and indirect measurements of behavior.[418] Specifically, there was a significant increase in the recognition of mental health conditions as a reason for a call, improved efficiency in dealing with mental health conditions, and a decrease in weapon or physical interactions with individuals with mental health conditions.[419]

This study suggests two interesting and important points. First, changing stigma or understanding of mental health conditions may not be necessary to change behavior.[420] Given that changes in behavior are what most impacts target populations, this is a critical point. Second, the study points to the potential power of role-playing scenarios that engage officers emotionally and give them specific tools that they can use in real life situations that are similar to the acted-out scenarios.[421]

Finally, such role-playing and simulation training may also be undertaken with the use of virtual reality without negating the positive benefits of the training.[422] In this context, virtual reality consists of an immersive, three-dimensional world that participants enter using a head-mounted display, where they can move freely while simultaneously interacting with objects and communicating with non-player characters.[423] Virtual reality trainings can be advantageous because they: (1) provide a controlled environment to respond to scenarios that are complex, difficult to replicate, or involve working with vulnerable people; (2) allow participants to receive real-time feedback and guidance; (3) are adaptable and can be modified to include content that feels more realistic for individual police services; and (4) offer a cost-effective solution to scenario-based training because it can reduce costs associated with hiring actors and trainers, securing locations, and building sets and props.[424] However, the cost-effectiveness may be more difficult to realize for smaller jurisdictions, as a virtual reality training system likely requires upfront costs that may be harder to absorb.[425]

In one study, researchers used virtual reality to recreate live-action role-playing scenarios that had been used in a previous study, allowing them to evaluate the efficacy of the simulation training offered in virtual reality and live action compared to a control group in improving leaning outcomes.[426] The study found that the virtual reality format showed comparable effectiveness to the live action format in bringing about improved de-escalation skills through the scenario-based training. Moreover, the virtual reality format

415 Krameddine, et al., *A novel training program for police officers that improves interactions with mentally ill individuals and is cost-effective* (2013) Frontiers in Psychiatry 4, p. 1, https://doi.org/10.3389/fpsyt.2013.00009.
416 Id., p. 3. The six scenarios included: "a depressed individual who may have taken an overdose; a depressed individual who was very belligerent and potentially violent with a weapon nearby; a psychotic individual who was experiencing hallucinations; an individual with presumed alcohol dependence found collapsing on a public street; an individual with excitement acting strangely on a public street; and a couple who were arguing about the man's gambling addiction but which also represented other aspects of typical domestic disputes that police officers are called to."
417 Id., p. 3.
418 Id., p. 1.
419 Id., pp. 5-8.
420 Id., p. 8.
421 Id.
422 Lavoie, et al., *Training police to de-escalate mental health crisis situations: Comparing virtual reality and live-action scenario-based approaches* (2023) Policing: A J. of Policy and Practice 17 (Lavoie, *Training police to de-escalate*), pp. 1-12, https://doi.org/10.1093/police/paad069.
423 Id., p. 2.
424 Id.
425 Alanis & Pyram, *From simulations to real-world operations: Virtual reality training for reducing racialized police violence* (2022) Industrial and Organizational Psych. 15:4, p. 623, https://doi.org/10.1017/iop.2022.80.
426 Lavoie, *Training police to de-escalate*, p. 3.

was not more cognitively demanding than the live action format.[427] This study demonstrates both the evidentiary support for scenario-based training to impact actions in the field, and the ability to use virtual reality to deliver such trainings at a potentially lower cost.[428]

Some jurisdictions in California are already employing this training method. The Los Angeles Police Department uses virtual reality training as part of its 40-hour Mental Health Intervention Training.[429] As a peace officer who had undergone this training shared with the Council, virtual reality training feels "as if it's actually a real scenario, compared to other types of trainings that we've been on … Everything that happened is captured and we can have a frank conversation so they can get better when they come across something similar in the field."[430]

It also appears possible to use virtual reality to deliver interactive trainings directly to individuals with mental health conditions or IDD, which can lower barriers and costs when such equipment is available. For example, one study conducted a large-scale feasibility and safety trial of an immersive Virtual Reality (VR) program for adolescents and adults with autism.[431] The intervention simulates calm police interactions and allows users to practice safe responses in a controlled digital environment, guided by a clinician using an app interface.[432] The study was not designed to test efficacy in improving real-world police interactions, but rather to assess whether VR is a tolerable, scalable, and user-friendly platform for future autism interventions.[433]

The findings indicate virtual reality is safe and well-tolerated: no serious adverse events occurred, and mild side effects (e.g., nausea, dizziness) decreased over time.[434] Usability scores were high, and 80% of participants expressed a desire to use the platform again.[435] The study excluded individuals with known physiological risks (e.g., seizure history) and only included verbally fluent participants with IQ scores above 75, which limits generalizability to individuals with more significant disabilities.[436] Though more research is needed, the availability of virtual reality to deliver training to the SB 882 population may provide a helpful avenue to increase the resources available to this community.

Repetition and Refresher Training

Repetition of material and skills learned in training can also be critical for a lasting positive impact on peace officers and individuals with mental health conditions or IDD. This can include both repetition during a single training of the skills and topics learned during that training, and follow-up and refresher training after an initial training.

Multiple witnesses discussed the importance of repetition in their presentations to the Council. For example, one Ventura County CIT instructor described the importance of reiterating the topic of de-escalation several times throughout the CIT training, and approaching the topic from both a lecture and role-play scenario approach.[437] Ventura County started offering an 8-hour CIT refresher class in 2022 after recognizing that skills are perishable, and now tries to get officers back in for a refresher class every two to three years.[438] The Los Angeles Police Department also spoke to the importance of repetition and continual training. In discussing the ongoing work of the Department, and challenges faced, one instructor

427 Id., pp. 7-10 (the study notes that "[c]ognitive overload can have a negative effect on learning outcomes and task performance").
428 Id., p. 10.
429 SB 882 Council Meeting (Oct. 18, 2024) Testimony of Lieutenant Jonathan Larsen and Detective Elizabeth Reyes, starting at time stamp 1:25:20, https://www.youtube.com/watch?v=yWRnfEr33es.
430 Id.
431 McCleery, et al., *Safety and Feasibility of an Immersive Virtual Reality Intervention Program for Teaching Police Interaction Skills to Adolescents and Adults with Autism* (2020) Autism Research 13, pp. 1418-1424, https://doi.org/10.1002/aur.2352.
432 Id., pp. 1419-1420.
433 Id., p. 1418.
434 Id., pp. 1420-1421.
435 Id., pp. 1420-1422.
436 Id., p. 1419.
437 SB 882 Council Meeting (Oct. 18, 2024) Testimony of Mark Stadler, starting at time stamp 2:43:44, https://www.youtube.com/watch?v=yWRnfEr33es.
438 Id.

stated, "[m]aking it to where everybody can get continual training is key and paramount to the success of any of these programs, especially ours."[439] Furthermore, as CIT International Strategic Partnership Coordinator Michele Saunders noted, it is especially important that training be practical, relevant, and directly connected to the realities of policing because officers often receive limited follow-up instruction.[440] Training that mirrors the situations officers routinely face on the street not only improves retention but also increases the likelihood that officers will apply what they have learned in their day-to-day work.

Training for People with Disabilities on Safety and Interactions with Law Enforcement

As individuals that are members of the SB 882 population face elevated risks during interactions with peace officers, it is also a growing area of focus to develop effective, evidence-based training for such individuals (and their family and support members) that aims to enhance safety and communication. While this training is *about*, rather than *for*, law enforcement, the Council recognizes that such training is an important part of the landscape that can complement training for law enforcement by helping families better prepare for potential interactions. Moreover, such training often involves peace officer participation as trainers, which can be an important part of a law enforcement agency's community engagement with the SB 882 population.

This type of training can incorporate different methods, and target different populations, while providing important information on the efficacy of trainings more generally. For example, one study developed and evaluated an in-person police interaction training tailored for Black adolescents with autism.[441] This study aimed to fill a significant gap in the literature by addressing the intersectional vulnerabilities of race and disability, noting that Black youth—especially those with autism—are disproportionately at risk during police encounters.[442] Participants engaged in both video modeling and a technique known as Behavioral Skills Training to improve police interaction skills.[443] Video modeling included watching four video clips with instruction related to police interaction or emergencies, such as self-disclosure of disability, and then working with researchers to test responses to police interactions.[444] Behavioral Skills Training included: (1) participants receiving verbal instruction on what to do to increase safety when interacting with a peace officer, such as staying calm, remaining in place, and following directions; (2) the instructor modeling the responses required for safe interaction with a peace officer; and (3) each participant rehearsing the interaction skills with an assigned peace officer a minimum of three times, or more if needed, until the participant became able to demonstrate safe interactive skills in three consecutive sessions.[445] Thus, participants were able to receive immediate instruction and feedback from peace officers. The scenarios and skills were further informed by qualitative feedback from caregivers and community stakeholders.[446]

The study found that Behavioral Skills Training was especially effective, with most participants able to model safe police interaction behaviors in the model scenarios after such training, but not after engaging in video modeling alone.[447] Both physiological (salivary cortisol, heart rate variability) and self-reported (qualitative survey responses) stress indicators showed generally favorable reductions after participants

439 SB 882 Council Meeting (Oct. 18, 2024) Testimony of Lieutenant Jonathan Larsen and Detective Elizabeth Reyes, starting at time stamp 2:43:44, https://www.youtube.com/watch?v=yWRnfEr33es.

440 SB 882 Council Meeting (July 15, 2025) Testimony of Michelle Saunders, LCSW, starting at time stamp 1:06:29, https://www.youtube.com/watch?v=a6uhhwrrhkU.

441 Davenport, et al., *An Initial Development and Evaluation of a Culturally Responsive Police Interactions Training for Black Adolescents with Autism Spectrum Disorder* (2021) J. of Autism and Developmental Disorders 53 (Davenport, *An Initial Development and Evaluation of a Culturally Responsive Police Interactions*), p. 1375 https://doi.org/10.1007/s10803-021-05181-8.

442 Id., pp. 1375-1376 (Black youth are also often misjudged as older than their chronological age, compounding this difficulty); and see, e.g., Goff, et al., *The Essence of Innocence: Consequences of Dehumanizing Black Children* (2014) J. of Personality and Social Psych. 106, p. 526, https://www.apa.org/pubs/journals/releases/psp-a0035663.pdf.

443 Davenport, *An Initial Development and Evaluation of a Culturally Responsive Police Interactions*, pp. 1381-1382.

444 Id.

445 Id., p. 1382.

446 Id.

447 Id., p. 1383.

went through the training.[448] Importantly, participants also demonstrated their ability to use the skills learned more generally in other situations, and some ability to continue using the skills as time passed after the end of the training.[449]

The results of this study suggest that role-playing training with specific instructions and interactions focused on safety may be useful for the larger community in addition to law enforcement officers. For individuals with a developmental disability specifically, practicing interacting with officers, including implementing strategies on how to safely communicate to officers that they cannot communicate verbally, can be helpful in a potential interaction.[450]

It is also possible to use an occupational therapy framework to improve safety in interactions between individuals with behavioral health conditions and peace officers. For example, one study created a three-session, interactive workshop model involving both individuals with disabilities and peace officers.[451] This training approach is a key innovation, as most interventions in this space target either police or individuals with disabilities, but rarely both. With an occupational therapy practitioner as the facilitator, the program employed role-play of real-life encounters, team-building activities, and structured dialogue to build mutual understanding between the two groups.[452]

While this study did not conduct empirical research on the efficacy of its model, it provided evidence-based rationales for its approaches, including the benefits of allowing members of the SB 882 population to get to know members of law enforcement, and of allowing individuals with mental health conditions and/or IDD to learn to recognize their own attitudes and stigmas they potentially place on peace officers and work toward developing positive attitudes toward law enforcement.[453] Thus, training that focuses on building positive interactions and understanding between members of the SB 882 population and local law enforcement may provide benefits to both groups.

California Law Enforcement Agency Training Survey Results

As discussed above in the Methodology and Limitations section, the Council approved and the Department of Justice conducted a survey of law enforcement agencies across California to assess information on trainings relating to mental health conditions and intellectual and developmental disabilities.[454] The survey of law enforcement agencies in California provided further information on the types of trainings that exist for peace officers in California.

Responses to the Council survey reflect that most law enforcement agencies receive some training regarding mental health conditions or intellectual and developmental disability, but that there is room for improvement.[455] Agencies' recommendations for improving interactions with the SB 882 population focused on training. Law enforcement agencies expressed that they would benefit from more detailed and frequent trainings, including more frequent trainings incorporating direct participation of members of the SB 882 population.[456] Some experts note that hearing from those with lived experiences is often identified as the most impactful part of training because it reminds peace officers of their motivations for service (or their "why"), increases empathy, and provides insight into system gaps.[457] Moreover, a stronger focus on evaluation of training effectiveness could improve decisions about training and outcomes in

448 Id., pp. 1383-1385.
449 Id., pp. 1384-1385.
450 Id., p. 1385.
451 Roberts & Satterelli, *Understanding Us: An Interactive Training Program for Members of Law Enforcement and Individuals with Disabilities* (2020) Occupational Therapy Capstones, pp. 2-3, 21 https://commons.und.edu/ot-grad/456.
452 Id., pp. 25-28, 36-42, and 44-48.
453 Id., pp. 28, 40, and 47.
454 *SB 882 Training and Police Survey Form*, Appendix C.
455 Harmon, et al., *SB 882 Survey*, p. 3.
456 Id., pp. 3 and 5.
457 SB 882 Council Meeting (Sept. 18, 2025) Testimony of Marianne Halbert, starting at time stamp 2:16:03, https://www.youtube.com/watch?v=QSycCzGDhrI.

law enforcement interactions in California. Conversely, a lack of feedback mechanisms after training can negatively impact officer retention and application of the curriculum.[458]

In response to the survey, nine out of 10 agencies reported that their agencies offer some type of training that related to people with IDD or mental health conditions.[459] Of responding agencies, 64% reported having trainings related to both people with IDD and those with mental health conditions.[460] More than half (51.9%) of the agencies reported using exclusively trainings that are certified by POST, while another 44.9% reported that at least some of their trainings were POST certified.[461]

Some agencies also identified topics that were lacking in available trainings, including handling call transfers between 911 and 988 and responding appropriately to people with mental health conditions or IDD in custody.[462] Agencies also identified a need for more use of scenarios or other interactive elements that build skills and reinforce training content.[463] About 10% of the responding agencies also noted a lack of individuals with lived experience with IDD or with a disclosed mental health condition among the trainers for their agency.[464]

In addition to receiving information about the types of law enforcement trainings that exist in California, the survey also asked about the efficacy of these trainings. The survey asked respondents to indicate the extent to which there is a need for improvement in four domains of training: (1) recognizing and understanding mental health conditions and IDD, (2) interacting with members of the public, (3) responding to incidents, and (4) including people with lived experience and effective training strategies.[465] Agencies responded to questions on a three-point scale: no need for improvement, some need for improvement, and significant need for improvement.[466] The agencies largely reported some need for improvement across all topics of training, but reported higher need for improvement as to understanding mental health conditions and IDD and interacting with members of the public.[467]

Agencies reported using a range of methods to assess whether trainings delivered desired results. Just over half of the agencies reported using direct observation to evaluate their trainings.[468] About 41% of the agencies reported examining their use of force, arrest, and stop data to evaluate trainings, about 34% of agencies reported evaluating their trainings using exams after training, and about 28% of agencies reported using surveys before and after training.[469] But about one in five agencies did not report evaluating their trainings.[470] Thus, while about 80% of agencies do something to evaluate their trainings, there is not a common approach.

Training Review Results

As discussed in the Introduction, the Council conducted a case-study model review of trainings throughout the state and developed a uniform review tool to record the Council members' impressions.[471] Eight of the nine Council members attended and reviewed the trainings, reviewing a total of 24 trainings between May and November 2025.

458 SB 882 Council Meeting (July 15, 2025) Testimony of Michele Saunders, LCSW, starting at time stamp 1:06:29, https://www.youtube.com/watch?v=a6uhhwrrhkU.
459 Harmon, et al., *SB 882 Survey*, p. 3.
460 Id., p. 10.
461 Id., p. 11.
462 Id., pp. 12-16.
463 Id., p. 16
464 Id., pp. 15-16.
465 *SB 882 Training and Police Survey Form*, Appendix C, pp. 6-12.
466 Id.
467 Harmon, et al., *SB 882 Survey*, pp. 14-15.
468 Id., pp. 17-18.
469 Id., p. 18.
470 Id., p. 17.
471 *SB 882 Training Review Tool*, Appendix E.

The Council was able to review a wide variety of trainings targeting patrol officers, corrections officers, and dispatch staff. Targeted experience levels included basic academy courses, mandatory ongoing training, and specialized training. Some trainings specifically focused on one or more subpopulations of the SB 882 population, while others were more generally aimed at crisis intervention with discussions on interactions with the SB 882 population. About half of the trainings reviewed were online (either live or pre-recorded) while the other half were in-person. About three-fifths of the trainings reviewed were required at either a local or state level while the remainder were optional. Of the trainings where other trainees were observable, the average class size ranged from about 20 to about 40.

The trainers included a mix of POST trainers (that is, trainings offered by POST itself), local law enforcement agencies, colleges, and third-party trainers. The law enforcement agencies where the trainings occurred ranged in size from under 100 officers to several thousand; they served a mix of rural, suburban, and urban areas of the state. Trainings ranged from two to 40 hours, though Council members generally only attended one or two days of the longest trainings. Council members' impressions are that nearly all trainings were developed by or in partnership with law enforcement professionals and most were developed with input from behavioral health personnel and community members.

Across trainings reviewed, the most commonly emphasized topics were de-escalation followed by behavioral health resources and diversion. The most common learning strategies included question and answer sessions, facilitated discussion, visually interesting materials, and focus on participants' life experiences. Council members reported that trainees generally appeared engaged throughout the trainings. One representative comment noted how an instructor "shared examples from his own experience as a crisis negotiator and talked through scenarios with students," adding that this particular instructor was able to keep students engaged despite the added barrier of the training being virtual.

Many trainings involved some form of evaluation of the training, the trainer(s), or both. Evaluation methods that Council members observed included questionnaires, class participation requirements, demonstrations, group discussions, quizzes or trivia activities, and opportunities to provide digital feedback after the course. Some observers noted that some courses that used informal methods of assessing comprehension, such as using discussions, might benefit from adding measurable assessment tools to more clearly monitor whether material was being retained. Some observing Council members noted when courses used creative ways to assess attention and learning, such as a team-based Jeopardy game at the end of the course.

> ***"The fact that the entire training was provided by individuals with autism and parents was very effective. The four individuals with autism who presented were also very different in terms of their functioning, which helped make the point that autism does not always look the same. I would love to see this training provided across the state."***

Council members identified several positive features across many of the trainings. First, every training reviewed provided the perspectives of one or more people with lived experience of a law enforcement interaction with a member of the SB 882 population. Almost all of the trainings presented members of the SB 882 population or their families and caregivers, and in some instances the main instructor was a member of the SB 882 population or a family member as well. One Council member was impressed with a training that was led solely by a diverse group of trainers with lived experience, which allowed the training to "make the point that autism does not always look the same" in a way that trainees could witness rather than just read about.[472]

Council members perceived that trainings that included practical guidance for dispatchers and officers seemed most effective. For example, one training "emphasized important concepts such as de-escalation, empathy, gathering additional information, [and] seeking understanding." Another used real-life scenarios that helped make the content relatable and helped trainees develop relational skills, such as to ask open-

472 See also SB 882 Council Meeting (Dec. 10, 2025) Testimony of Kate Movius et al., starting at time stamp 33:55, https://www.youtube.com/watch?v=FN10R2PJ5b8.

ended prompts like "Tell me more about yourself." This Council observer remarked that this type of skill building "showed a human-centered approach that respects the individual's dignity." One observing member appreciated a training in which immediate feedback was available for trainees for their efforts taking a variety of practice calls during training scenarios.

Many trainings included information on specific community partnerships in the area served by the trainees. Though uncommon, a few trainings spent some time on officer wellbeing and self-care and sought to reduce the stigma associated with attending to one's own mental health needs. Several trainings emphasized using family and caregivers as a resource. The Council members also noted efforts to partner with various advocacy groups in developing trainings.

Council members also found it useful when trainings provided practical techniques for identifying members of the SB 882 population during dispatch and interactions. For example, one training "covered the step-by-step process officers should take before even entering a home. [The observing member] appreciated the emphasis on collaboration—how officers discussed and agreed on their strategy beforehand to ensure a coordinated, respectful approach." Another training included review of key signs from American Sign Language. Council Members also had positive feedback on interactive strategies that included question and answer sessions, scenario practice (especially scenarios that were realistic and inclusive), and trainee feedback.

Council members also found that many of the trainers clearly cared about the subject matter and believed that trainers' own high level of interest in turn increased the engagement of their respective classes. One observing member appreciated one instructor's use of his own bodycam footage to show real scenarios.

Council members had mixed impressions of pre-recorded trainings. On one hand, such trainings provided "a good introductory to autism and ways to identify, communicate and/or address situations with individuals on the spectrum." However, these trainings were at times outdated, in one instance being over 15 years old, and were less hands-on and therefore felt less engaging to observing Council members. At least one observing member opined that pre-recorded material was best used "as a good introductory to a more broad training."

Council members identified gaps and areas for improvement. In particular, terminology and information on disabilities was sometimes outdated. One training used outdated "terms like 'epidemic,' 'high functioning,' 'Aspergers,' … outdated references (the movie *Rainman*), and outdated statistics." Other presenters used stigmatizing language (like "crazy") or shared other inaccurate information about the nature of mental health or developmental or intellectual disability diagnoses. Some trainings contained other factual inaccuracies such as referencing developmental centers that have been closed for years or sharing legally inaccurate statements about the operation of the relevant systems of care.

Council members noted that a few trainings lacked practical guidance and interactive components that assisted knowledge retention. Council members also reflected that, while it was important to provide some clinical background, some trainings, especially those on mental health, tried to cover too much information on diagnoses that could be at issue without enough grounding in practical effects on interactions.

Some trainings did not sufficiently incorporate the perspectives of people in the SB 882 population and their families, resulting in discussions feeling more abstract and removed from the real experiences of this population. In fact, one member observed that in one instance, "Officers commented that they would like to hear more stories from individuals [in the SB 882 population], and officer-involved success stories." Other trainings involved impacted community members but did not leverage them effectively to deliver practical content.

Overall, Council members' impressions of the trainings they reviewed were consistent with the literature reviewed for this report and with the testimony of subject matter experts that appeared before the Council. The Council witnessed many instances of effective and respectful trainings that offered opportunities to engage with the material through scenarios and role play, were led by passionate trainers, including trainers with lived experience and in some instances multiple trainers with diverse

experiences, and stayed current as to community resources and evolving clinical and policy information needed to interact well with this population. However, members also observed trainings that were not well maintained and updated with current information, used language indicating less than full respect for the dignity of members of the SB 882 population, or made insufficient efforts to provide practical guidance regarding these potential interactions. Members felt that further qualitative reviews with more evaluators reviewing each training, over a longer time period than the limited term of the Council, could be helpful.

Recommendations

The Council developed recommendations related to training of law enforcement informed by two "non-negotiable guiding principles"—stopping use of force/officer involved shootings and building trust and relationships with the community. The subcommittee also identified key challenges for law enforcement training. These include limited resources and tools tailored to encounters with the SB 882 population, the overwhelming volume of new policies without clear integration into existing training, lack of centralized, accessible guidance for officers in the field, insufficient inclusion of subject matter experts in curriculum development, need for more realistic, scenario-based training that reflects community needs, lack of trust and fear between law enforcement and the community which can heighten the response, and difficulty finding subject matter experts who also have the background both to relate to and to make materials relevant to law enforcement.

- Provide special grants for each county to operate 24/7 mental health crisis teams to respond to non-crime related 911 and 988 calls.
    - Require IDD training for these county mental health crisis teams.
    - Require IDD as a topic in Medi-Cal Mobile Crisis Training and Technical Assistance Center (M-TAC) required core trainings.
- Require the California Department of Developmental Services to determine which regional centers have a safety training service that includes interaction with peace officers and emergency services, assess the cost of developing such a service at the regional centers that do not yet have one, and report back to the Legislature. Upon receipt of the report, the Legislature should consider a one-time allocation to the California Department of Developmental Services for development of such a service statewide. The training should include wandering prevention, emergency response, seeking help, and communication tools for high-stress situations.
- Develop legislation requiring the California Department of Education as the lead agency to develop a statewide, evidence-informed safety curriculum—requesting collaboration from the California-based University Centers for Excellence in Developmental Disabilities Education, Research, and Service; Regional Centers; Special Education Local Plan Areas; disability advocacy organizations/self-advocates; communication/behavior experts; POST; and law enforcement agencies—to support special educators in teaching functional safety skills through developmentally appropriate communication.
    - These skills may include wandering prevention, emergency response, seeking help, and communication tools for high-stress situations.
    - The curriculum should be voluntary, rights-affirming, culturally responsive, and accessible for students with diverse disabilities.
    - The curriculum should encourage the engagement of school resource officers or local peace officers where feasible.
    - Once developed, the California Department of Education and Special Education Local Plan Areas should disseminate the curriculum and professional development statewide.

- The legislation should require Individual Education Program teams to discuss the availability of support, resources, and information on how to interact with peace officers and how to address wandering/eloping.

- Encourage POST to:
  - Review and strengthen the content of Learning Domains 20 and 37, as well as other courses related to skills that must be refreshed and practiced ("perishable skills"), in consultation with subject matter experts, including, but not limited to, staff with clinical expertise from the Department of Developmental Services, staff with clinical expertise in serving the SB 882 population from the Department of Health Care Services, organizations with expertise in the SB 882 populations, and people with lived experience as a person in the SB 882 population or a family member or caregiver of such a person. Review required hours of training related to Learning Domains 20 and 37 and adjust as necessary to meet the content-review findings.
  - Review and integrate IDD and mental health conditions across learning domains where appropriate, with special attention given to de-escalation training. Review and incorporate IDD and mental health-specific scenarios and considerations into POST learning domains, emphasizing time, distance, and family involvement. Additionally, embed information and strategies for differentiating causation of certain behaviors requiring law enforcement response, and how different causations may impact intervention strategy, where helpful and appropriate. Trainings should include how to identify potential physical or mental conditions.
  - Review and integrate training on the SB 882 population's diagnoses including people with multiple conditions. This should include for example, but not be limited to, a range of mental health conditions, IDD, people with both a mental health condition and IDD, and people with other multiple disabilities (like people who are Deaf Plus).
  - Review and integrate training on interacting with the SB 882 population in different settings with potentially different interactions. For example in settings such as a home or residence, a business establishment, or in an open public space, interactions may be different.
  - Review minimum requirements for POST-certified trainers who provide courses in Learning Domains 20 and 37 as well as perishable skills related to the SB 882 population, in particular people with IDD. For example, the Legislature could provide the California Department of Developmental Services (DDS) and/or Department of Health Care Services (DHCS)/California Mental Health Services Authority (Cal MHSA) an annual allocation to provide train-the-trainer courses for POST-certified trainers related to the SB 882 population and law enforcement. Such an allocation to DDS and/or DHCS/Cal MHSA should include one full-time staff and funds for limited-term, intermittent consultants to serve as co-trainers/panelists to provide a lived-experience component.
  - Set a minimum number of hours for perishable skills training related to the SB 882 population for officers.
  - Ensure law enforcement personnel are familiar with potential behaviors regarding "wandering"/lost adults and children who are members of the SB 882 population. POST should be encouraged to include "wandering" behaviors across learning domains that involve or could potentially involve the response to and investigation of missing persons.[473]

473 See *Did You Know? – Wandering* (2026) Cal. Com. on Peace Officer Stds. and Training, https://www.youtube.com/watch?v=qTbU8u42Dzk&list=PLVY_-7Z6jpM0B-g00hE_qsiE32H-vU1sf&index=30.

- Review and ensure appropriate training for dispatch on handling calls that may involve an individual or caregiver of a person in the SB 882 population or bystander—what to screen for, prompts they can present, criteria for sending out law enforcement, and how to code it. This could cover, for example, missing person reports and persons experiencing crises. This guidance should be developed in consultation with subject matter experts, including, but not limited to, staff with clinical expertise from the Department of Developmental Services, staff with clinical expertise from the Department of Health Care Services, organizations with expertise in the SB 882 populations, and people with lived experience as a person in the SB 882 population or a family member or caregiver of such a person.

Potential Promising Practices

The following, while not formal recommendations, are promising practices and ideas for lawmakers, law enforcement and other agencies, POST, community organizations, and trainers to consider to increase the efficacy of peace officer trainings on interacting with the SB 882 population and the delivery of services to the SB 882 population.

Practices for POST or other training agencies:

- POST and other trainers should consider including complete disengagement as an option for decision-making in law enforcement trainings. This includes studying agencies that have adopted complete disengagement policies, such as the San Francisco Police Department, which has protocols for disengaging from a barricaded/isolated individual.[474]
- POST and other trainers should develop field-ready resources and make them accessible via QR codes, mobile apps, and patrol vehicle desktops. For example, this could include: (1) training bulletins on black letter law; (2) best practices for different situations; (3) if/then guides; and (4) relevant protocols.
- POST or another appropriate agency should create a centralized training hub/library.
  - Target audiences: law enforcement, medical professionals, non-profits, facilities such as group homes and Regional Center vendors.
  - Library to include: trainings, recommendations, and sample policy language agencies can access.
  - Access: include mobile training units that can be “checked out,” especially for smaller and rural agencies.
- POST should continue to review third-party trainings/products and link any updated trainings to the POST training portal where appropriate. Identify and include trainings developed and administered by people with lived experience.
- POST and other training agencies should provide self-paced, interactive training modules featuring scenario-based decision trees, accessible through a secure online portal. Officers can complete these modules asynchronously, making it convenient for rural departments and those with varying schedules. To keep engagement high, the training should include realistic decision-tree scenarios where officers make choices and receive immediate feedback on outcomes. These branching pathways adapt to responses—providing additional resources for incorrect choices and unlocking advanced content for correct ones. Combined with interactive quizzes and knowledge checks, this approach ensures officers are actively engaged while reinforcing best practices through real-world decision-making. Consider hosting these on the POST portal for easy access.

474 See San Francisco Police Department General Order 5.24: Disengagement Procedures, available at https://www.sanfranciscopolice.org/sites/default/files/2023-06/SFPDDGO_5_24_20230606.pdf.

- POST and other training agencies should develop statewide mobile training units available for loan to smaller agencies, and bodycam-based platforms like Pro-Forma to simulate real-world encounters involving the SB 882 population.

Practices for law enforcement agencies:

- Encourage trainings that cover culture and local history of interactions and how those can lead to escalation. For example, invite peace officers to share information on family members who are in the SB 882 population in order to build trust and understanding among officers.
- Encourage all agencies to learn how to maximize the POST training portal for standardized access.
- Law enforcement agencies should introduce micro-learning at briefings: integrate short video reviews to discuss real scenarios, what went well, and what could be improved. Examples include third-party videos, YouTube body cam footage, scenes on the news through third-party sources, in-house videos, or other agencies' incidents of community concern, and other agencies' posting of events.
- Law enforcement agencies should leverage technology, including simulation technology.
    - Expand Virtual Reality (VR) Training. Encourage/explore use of VR to enhance training (e.g., goggles or participation in a simulated setting). VR training provides immersive, scenario-based experiences that enhance decision-making, de-escalation skills, situational awareness, and knowledge retention. Early research and pilot programs demonstrate improved engagement and knowledge retention among officers, particularly in high-stress or complex scenarios.

Practices for law enforcement agencies, public health agencies, and/or community organizations:

- Develop and promote community training programs as the "flip side" of officer training, ensuring that the SB 882 population and their families learn how to respond effectively to stressful law enforcement interactions.
    - Include people with mental health conditions and IDD in the groups developing such trainings, from the outset of the development process.
    - Ensure the training itself includes lived experiences of people with mental health conditions and IDD.
    - Encourage community-law enforcement partnerships to train people in the SB 882 population how to interact with law enforcement. Develop and implement safety trainings for (1) youth/adults in the SB 882 population and their families; and (2) direct support staff specific to interacting with law enforcement and emergency services.
    - Key components:
        - Teach how to self-identify (e.g., Blue Envelope or lanyard systems).
        - Explain what to do during a traffic stop or peace officer interaction. Emphasize safety steps, such as not automatically reaching into a wallet—instead, ask the officer when it is safe to move your hands.
        - Offer guidance on managing your own stress signals and staying calm during high-pressure situations.
        - Encourage role-play and scenario-based practice for individuals and families to build confidence.

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AGENDA ITEM REPORT

Title: REPORT ON THE ORGANIZATIONAL WELLNESS GUIDELINES

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Management Counseling and Projects Bureau	
RESEARCHED BY Raymund Nanadiego	**REVIEWED BY**	
REPORT DATE 04/30/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/08/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: This report is presented for information only. No action is required by the Commission.

BACKGROUND: In 2020, POST conducted a statewide survey and week-long remote conference with subject matter experts and agency representatives to better understand the landscape of wellness programs, perceived needs, and opportunities for improvement across California law enforcement agencies. The work to develop wellness guidelines with subject matter experts began shortly thereafter but faced challenges due to the COVID pandemic.

Plans to develop the Organizational Wellness Guidelines were revived to provide recommendations as California law enforcement agencies develop policy and practice to support the wellness of their sworn and professional staff. A workshop was convened with subject matter experts in February 2025 to refine and update the original draft which exceeded approximately 70 pages.

The Organizational Wellness Guidelines is one component of the Joyce E. Dudley Organizational Wellness Initiative.

ANALYSIS: POST Guidelines are intended as recommendations to help California law enforcement agencies develop policy and practice on a given topic.

The Organizational Wellness Guidelines provide a comprehensive, evidence-informed framework to support the

health, resilience, and effectiveness of sworn and professional staff. Recognizing that agencies vary in size, structure, and resources, the guidelines are designed to be flexible and scalable recommendations for statewide application. A central theme is that wellness is not an individual responsibility alone, but a shared organizational endeavor embedded in leadership, policy, supervision, and daily operations.

The following concepts are discussed within the Organizational Wellness Guidelines:

- Overview of Organizational Wellness
- Research and Evidence-Based Practices
- Fostering a Culture of Organizational Wellness
- Roles Within the Organization
- Wellness Units and Programs

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

ATTACHMENT(S):

Organizational Wellness Guidelines 04.28.2026.pdf

2026

ORGANIZATIONAL WELLNESS GUIDELINES

CA COMMISSION ON POST

WWW.POST.CA.GOV

Organizational Wellness Guidelines

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The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the training of California law enforcement in serving its communities.

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EXECUTIVE SUMMARY

The California Commission on Peace Officer Standards and Training (POST) recognizes organizational wellness as a critical component of effective, ethical, and sustainable law enforcement operations. It is a leadership-driven commitment embedded throughout agency culture, policy, training, supervision, and operational decision-making. Agencies that prioritize wellness are likely to experience improved employee health, enhanced decision-making, reduced injury and absenteeism, improved recruitment and retention outcomes, and stronger community trust.

The Organizational Wellness Guidelines provide a comprehensive, evidence-informed framework to support the health, resilience, and effectiveness of sworn and professional staff. Organizational wellness is emerging as a foundational element of ethical policing and operational readiness which may contribute to increased community partnerships. POST emphasizes that wellness is not an individual responsibility alone, but a shared organizational endeavor embedded in leadership, policy, supervision, and daily operations.

Recognizing that agencies vary in size, structure, and resources, accordingly, these guidelines are designed to be flexible and scalable. Agencies are encouraged to assess local needs, engage stakeholders, leverage regional partnerships, prioritize short-term achievable initiatives, and strategize for long-term ones. Continuous improvement, informed by data and employee feedback, supports adaptation to evolving workforce needs.

This document provides a recommended overview of roles and responsibilities across a law enforcement organization. Executive leadership establishes priorities, allocates resources, and models expectations. Command staff translate strategic intent into operational practice. Supervisors reinforce wellness culture through daily interactions and early intervention. Wellness coordinators and teams provide structure, coordination, and continuity, while employees actively engage in wellness practices and peer support. Organizational wellness is sustained through shared responsibility and accountability.

Wellness units and programs are presented as the operational backbone of organizational wellness. Effective programs are multidimensional and address psychological and emotional health, physical health and injury mitigation, sleep and fatigue management, nutrition and metabolic health, stress modulation and resilience, social connection and family support, and financial wellness. Integration with existing programs and organizational processes, sound confidentiality protections, continuous evaluation, and succession planning are emphasized as essential to long-term sustainability.

Ultimately, POST affirms that investing in organizational wellness is an investment in workforce sustainability, professional performance, and community safety. By adopting an integrated, evidence-informed approach to organizational wellness, California law enforcement agencies can better support their personnel across the full span of their careers while strengthening organizational effectiveness and public confidence.

Manny Alvarez, Jr.
POST Executive Director

JOYCE E. DUDLEY ORGANIZATIONAL WELLNESS INITIATIVE

Joyce E. Dudley currently serves as Chair of the Peace Officer Standards Accountability Advisory Board for the California Commission on Peace Officer Standards and Training (POST). She previously served as Chair of the POST Commission from 2016 to 2022 and was a Commission member from 2013 to 2022.

In addition, she served as Director of Child Development Programs at the Community Action Commission of Santa Barbara County and as Child Development Director at the Children's Home Society of California. She holds a degree in psychology and two graduate degrees in education, one with an emphasis in Early Childhood Education and the other in Educational Administration.

Throughout her career, including tenure as Deputy District Attorney from 1990 to 2010 and District Attorney from 2010 to 2023 of Santa Barbara County, as well as her roles with POST, she has been and continues to be a supporter and advocate for wellness, especially for first responders.

In recognition of her significant contributions and service, and her ongoing advocacy of wellness within the law enforcement community, the Commission voted to name the POST Organizational Wellness Program after Joyce E. Dudley during the June 2026 Commission meeting as the "Joyce E. Dudley Organizational Wellness Initiative".

Law enforcement personnel operate in environments characterized by cumulative stress exposure, irregular schedules, critical incidents, and heightened public scrutiny. Research consistently demonstrates that these occupational demands increase risk for physical injury, chronic disease, relationship issues, sleep disruption, psychological stress injury, substance abuse, and suicide. The impact of unmanaged stress and fatigue extends beyond individual well-being, contributing to increased absenteeism, turnover, workers' compensation claims, performance errors, and organizational liability.

The Joyce E. Dudley Organizational Wellness Initiative encompasses training opportunities, management studies, and resources designed to help California law enforcement agencies with fostering a culture of wellness to support sworn and professional staff thrive in their personal and professional lives. A central theme of the Joyce E. Dudley Organizational Wellness Initiative is the importance of organizational culture. Leadership behavior, policy alignment, and supervisory practices strongly influence whether employees at all levels feel supported, safe seeking help, and engaged in wellness initiatives. Agencies are encouraged to align messaging with operational practices, normalize both offering and seeking assistance, integrate wellness into daily operations, and address organizational barriers such as stigma, staffing challenges, and inconsistent policy application.



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This document reflects the collective effort of individuals from several organizations, agencies, and communities, developed over several phases beginning in December 2020 and culminating in the establishment of the Joyce E. Dudley Organizational Wellness Initiative. The content contained herein does not necessarily represent the viewpoint or position of every advisor or author; however, it does represent the diverse perspectives and meaningful dialogue that is essential to a collaborative and respectful process. The project staff is ever indebted to the advice, guidance, and assistance of this group, as this publication would not have been possible without their dedication and expertise.

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CHAPTER 1
OVERVIEW OF ORGANIZATIONAL WELLNESS

Introduction

Organizational wellness is a foundational element of effective, ethical, and sustainable law enforcement operations. Organizational wellness is a comprehensive and integrated approach that supports the physical, psychological, emotional, social, and financial well-being of all personnel within an agency (World Health Organization [WHO], 2020). A culture of organizational wellness is reflected in leadership commitment, supportive policies, accessible resources, and organizational norms that encourage resilience, early intervention, and help-seeking behaviors.

Modern law enforcement agencies operate under increasing complexity, scrutiny, and demand. Within this environment, employee wellness is directly tied to operational readiness, decision-making quality, and public trust (National Institute for Occupational Safety and Health [NIOSH], 2019). A successful culture of organizational wellness does not attempt to guarantee that all employees are "always well." Rather, it reflects an organizational responsibility to create supportive infrastructure, accessible resources, and a professional environment that allows employees to work toward improved health, resilience, and quality of life throughout their careers.

"Officer Wellness" to "Organizational Wellness"

Historically, wellness efforts within law enforcement have often been described using the term "officer wellness." While well-intentioned, this terminology can unintentionally narrow the scope of wellness initiatives and exclude critical members of the organization, including professional staff, dispatchers, analysts, records personnel, and other support roles. The focus and approach of many efforts, such as peer support, have been response-based and deployed following critical incidents. The evolution to assume more proactive strategies which offer resources and training to help staff thrive in their personal and professional lives has become more common place. This trend fosters a more holistic approach to wellness.

Organizational wellness extends beyond sworn personnel and should include professional staff, dispatchers, analysts, and all individuals who contribute to the mission of law enforcement agencies. POST encourages agencies to adopt the broader and more inclusive concept of organizational wellness. This paradigm shift recognizes that all personnel, regardless of assignment, rank, or classification, are exposed to occupational stressors and contribute to the mission, culture, and effectiveness of the organization. Professional staff may experience vicarious trauma, chronic stress, and workload pressures that can be significant in both frequency and impact.

Agencies are encouraged to use these guidelines as a framework rather than a prescriptive model and to adapt recommendations based on organizational culture, operational demands, available resources, and community expectations.

Defining a Culture of Organizational Wellness

A culture of organizational wellness is reflected in the policies, procedures, practices, and norms that shape how an agency supports its workforce. It begins with executive leadership and permeates all levels of the organization.

Key characteristics include visible leadership commitment, policies and practices that support recovery and health, accessible and culturally competent resources, normalization of early intervention and help-seeking, integration of wellness into operational decisions, and ongoing assessment and adaptation based on workforce needs.

Statewide Organizational Wellness Survey Findings

In 2020, POST began a concerted effort to better understand the needs of law enforcement personnel and organizations with regard to wellness. POST conducted a statewide Organizational Wellness Survey to better understand the landscape of wellness programs, perceived needs, and opportunities for improvement across California law enforcement agencies. The survey included 2,850 responses representing a broad cross-section of agencies, assignments, and geographic regions. There was significant representation from agencies of all sizes, with 56% of the responses from agencies with fewer than 250 officers. Respondents were from a broad distribution of assignments, with a substantial number from both the management and executive ranks. The survey achieved broad statewide representation, with at least one response from 57 of the 58 counties.

Survey results indicated that many agencies had foundational support in place, particularly employee assistance programs and peer support, however, there were notable gaps remaining in proactive and culturally competent mental health counseling, sleep education, nutrition services, financial wellness programming, and sustained leadership engagement. Respondents consistently identified confidentiality, cultural competence, and leadership support as key factors influencing willingness to seek help.

Operationalizing Organizational Wellness at the Agency Level

While the principles of organizational wellness are broadly applicable, implementation necessarily varies based on agency size, structure, resources, and workforce composition. Agencies are encouraged to approach organizational wellness as a phased process rather than a single initiative or programmatic rollout. Early efforts should focus on aligning leadership expectations, policy language, and organizational messaging before introducing new wellness activities or resources.

Agencies may benefit from beginning with an internal assessment of organizational readiness. Considerations include identifying key stakeholders, clarifying where wellness responsibility resides within the organization, and assessing whether existing policies and practices support early intervention, recovery, and help-seeking. Organizational wellness efforts are most effective when they are embedded into existing systems rather than layered on top of them.

Implementation should emphasize sequencing rather than speed. Establishing clear governance, confidentiality protections, and leadership accountability creates the conditions

necessary for sustainable wellness efforts. Programs introduced without this foundation may struggle to gain trust or long-term participation. Organizational wellness should therefore be understood as an evolving system that matures over time in response to workforce needs, data, and organizational learning.

Identifying Needs and Engaging Stakeholders

POST emphasizes that effective organizational wellness strategies should be informed by local context. Agencies are encouraged to engage stakeholders including executive leadership, supervisors, sworn and professional staff, labor organizations, risk management, human resources, and relevant community partners. Open dialogue builds buy-in, improves program relevance, and enhances sustainability.

Research across occupational health, public safety, and organizational science suggests that employee wellness is linked to operational readiness, performance quality, and organizational sustainability. The following graphic summarizes research that agencies may consider when developing organizational wellness strategies.

Wellness-centered organizations experience better health, performance, and community outcomes.



- Worksite wellness programs are associated with:
  - ~25–30% reductions in absenteeism and disability claims
  - Lower injury severity and workers' compensation costs
- Fitness, sleep, and fatigue mitigation in public safety organizations reduces:
  - Severe injury risk
  - Errors, absenteeism, and citizen complaints
- Healthier personnel support safer operations

Baicker et al., 2010; Aldana, 2001; IACP, 2012; NIJ, 2016

Regional Networking

Organizational wellness is strengthened through collaboration and shared resources. Regional networking allows agencies to extend capacity beyond internal limitations and connect employees with a broader range of expertise and support. Regional networks can facilitate mutual aid for peer support, shared training, access to culturally competent clinicians, and coordinated critical incident support.

SUMMARY

Organizational wellness is a foundational element that supports employee health, enhances performance, strengthens organizational culture, and benefits the communities served. The chapters that follow build upon this foundation by examining research-based practices, cultural leadership, organizational roles, and operational wellness programs.

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CHAPTER 2
RESEARCH AND EVIDENCE-BASED PRACTICES

Introduction

Research examining wellness within law enforcement demonstrates elevated exposure to occupational stress, trauma, fatigue, and chronic health risks (Violanti et al., 2017; Violanti et al., 2019). It also demonstrates strong associations between employee well-being and organizational outcomes, including reduced absenteeism, improved judgment and decision-making, lower injury rates, decreased healthcare, and workers' compensation costs.

Chronic stress alters neurological and physiological systems involved in emotional regulation and decision-making (McEwen & Morrison, 2013). While the body of empirical research specific to policing is still developing, substantial evidence from medicine, psychology, occupational health, and organizational science provides a strong foundation for understanding the benefits of organizational wellness initiatives. This research, combined with practitioner experience and statewide data, informs strategies that support employee health, organizational performance, and community outcomes.

Championing and sustaining organizational wellness may appear challenging; however, failure to address wellness proactively carries significant costs. Available research and statewide data demonstrate that law enforcement personnel experience elevated risk for chronic health conditions, occupational stress injury, fatigue-related impairment, and suicide risk. Wellness initiatives should be understood as core operational, risk-management, and sustainability strategies rather than an optional, ancillary benefit.

Stress, Trauma, Moral Injury, and Post-Traumatic Stress Injury (PTSI)

Over a career, personnel are exposed to repeated stress, potentially traumatic events, and moral injuries. Physiological stress responses can affect cognition, sensory awareness, time perception, and fine motor skills. Stress can be adaptive in the short term but harmful when chronic. Trauma occurs when stress overwhelms the capacity for coping. Moral injury refers to the lasting impact of experiencing, witnessing, or failing to prevent actions that violate deeply held values.

NEUROLOGICAL AND BEHAVIORAL IMPACTS

Exposure to chronic stress, trauma, and moral injury produces measurable physiological and neurological effects that influence behavior, cognition, and emotional regulation. Repeated exposure can alter the functioning of the limbic system, which supports threat detection, memory consolidation, emotional processing, and regulation of fight-or-flight responses.

When the limbic system remains in prolonged activation, individuals may have trouble with concentration, impulse control, time perception, and information retention. These neurological changes may manifest as irritability, emotional numbing, hypervigilance, sleep disruption, or withdrawal. These responses may occur even without a clinical diagnosis. POST emphasizes that such changes are often predictable occupational effects rather than personal failure.

Education, early recognition, and access to culturally competent support can mitigate long-term impact.

POST-TRAUMATIC STRESS INJURY (PTSI)

While Post-Traumatic Stress Disorder (also referred to as PTSD) is a clinical diagnosis applied when trauma symptoms significantly impair functioning, the term, “Post-Traumatic Stress Injury (PTSI)” is used to emphasize the physiological nature of trauma responses and reduce stigma associated with help-seeking. Early intervention and access to culturally competent care are essential to mitigating cumulative stress impacts. (American Psychiatric Association, 2022).

The term injury communicates that trauma responses arise from occupational exposure rather than weakness. While a portion of personnel may meet diagnostic criteria for PTSI at some point, many individuals may experience subclinical symptoms that still affect judgment, memory, emotional regulation, and interpersonal functioning. PTSI symptoms can be cumulative, intensifying over time without support. Early intervention, peer support, and access to culturally competent clinicians support recovery and long-term functioning.

ORGANIZATIONAL WELLNESS AND SUICIDE PREVENTION

Suicide remains a critical and complex issue within law enforcement. Research indicates elevated suicide risk compared with many occupations, and suicide deaths have exceeded line-of-duty deaths during various time periods. Suicide prevention is most effective when embedded within a comprehensive organizational wellness framework that addresses upstream risk factors such as chronic stress, fatigue, moral injury, isolation, and disengagement.

Effective approaches include leadership modeling of help-seeking, peer support with clear confidentiality parameters, access to culturally competent clinicians, education on warning signs, and policies that normalize early intervention with compassionate response strategies.

OCCUPATIONAL HEALTH RISKS

Law enforcement personnel face elevated occupational health risks extending beyond acute injury. Long-term exposure to disrupted sleep cycles, irregular schedules, stress physiology, and occupational hazards contributes to higher rates of chronic illness. Evidence indicates increased risk for cardiovascular disease and certain cancers, with earlier onset compared to the general population. Proactive screening, preventive education, and supportive workplace practices are essential components of organizational wellness.

MUSCULOSKELETAL INJURY AND OCCUPATIONAL IMPACT

Musculoskeletal injuries—particularly low back pain—are common and costly. Duty gear, prolonged sitting, repetitive movements, and sudden exertion place strain on the musculoskeletal system. Without adequate conditioning, ergonomics, and recovery, minor injuries may become chronic conditions affecting performance and quality of life. Agencies can reduce injury risk through functional fitness, movement education, ergonomic improvements, and recovery resources.

IMPORTANCE OF SLEEP

Sleep is foundational for physical health, cognitive performance, emotional regulation, and decision-making. Shift work, overtime, and court obligations frequently disrupt sleep opportunities. Sleep deprivation is associated with impaired attention, slower reaction time, diminished judgment, and increased accident risk, including vehicle collisions. Chronic sleep disruption contributes to cardiovascular and metabolic risk and undermines recovery.

ORGANIZATIONAL IMPLICATIONS OF FATIGUE

Fatigue affects organizational safety and effectiveness. It impairs judgment while increasing irritability and emotional reactivity. Many contributors to fatigue are administratively controllable, including scheduling patterns, overtime practices, staffing levels, and rest-period guidelines. Fatigue management should be treated as both a wellness strategy and a risk-management practice.

Fatigue and sleep disruption are not solely individual health concerns; they represent potential organizational risk factors that may affect safety, judgment, and public interaction. The following graphic summarizes data that agencies may consider.

Fatigue and sleep disruption impact safety, performance, and public interactions.

- Increased fatigue and reduced sleep raises:
  - absenteeism
  - injury risk
  - citizen complaints



- Officers working consecutive night shifts show significantly higher odds of public complaints
- Court appearances between night shifts compound fatigue risk

Riedy et al., 2019; CDC/NIOSH, 2022; NIJ, 2019

BENEFITS TO ORGANIZATIONS

Organizational wellness initiatives yield benefits beyond individual health, including reduced absenteeism and sick leave, lower workers' compensation costs, improved recruitment competitiveness, improved morale, increased retention, and reduced risk of errors and misconduct linked to stress and fatigue. Preventive strategies often produce meaningful long-term savings compared with downstream costs associated with preventable illness and attrition.

As more agencies prioritize wellness, evidence indicates that wellness strategies that integrate a proactive approach, with response-based support, offer more thorough and effective

outcomes. Potential benefits to law enforcement agencies may include, but may not be limited to the following:

Proactive and response-based wellness strategies enhance a holistic approach and opportunities for staff to thrive.

- Integrated wellness approaches correlate with:
  - Fewer lost-time injuries
  - Reduced workers' compensation claims
  - Lower sick leave utilization



- Prevention + response models outperform standalone programs

Baicker et al., 2010; Sorensen et al., 2015

Policy and Administrative Implications of Wellness Research

The research underlying organizational wellness has direct implications for administrative decision-making and policy development. While many contributors to stress, fatigue, and health risk are inherent to law enforcement work, others are influenced by organizational practices that are administratively controlled. Scheduling patterns, overtime policies, staffing levels, court coordination, and leave practices all shape cumulative fatigue and recovery opportunity.

Fatigue research highlights the importance of predictable schedules, adequate rest periods, and limits on extended work hours. Agencies are encouraged to evaluate the relationship between fatigue-related variables and measurable outcomes such as on-duty injuries, vehicle collisions, citizen complaints, and performance errors. Understanding these relationships supports informed decisions about resource allocation and staffing models.

Research also underscores that organizational wellness is not solely a health issue but a risk-management and performance issue. Policies that support early intervention, recovery following critical incidents, and access to support resources are consistent with evidence indicating that proactive strategies reduce downstream costs associated with injury, illness, misconduct, and attrition. Translating research into policy reinforces wellness as a core operational responsibility.

SUMMARY

The relationship between stress, health, fatigue, and performance is well-established. Organizational wellness provides a proactive framework to mitigate risk and sustain long-term effectiveness, supporting employee well-being, organizational integrity, and public safety.

CHAPTER 3
FOSTERING A CULTURE OF ORGANIZATIONAL WELLNESS

Introduction

A culture of organizational wellness does not emerge by chance. It is intentionally developed through leadership philosophy, agency policy, supervisory practice, and daily organizational behavior. Sustainable wellness is rooted not in isolated programs but in an organizational culture that values employee well-being as essential to mission success. Organizational culture is shaped by leadership behavior, policy consistency, and supervisory practice. A culture that supports wellness reinforces trust and engagement (WHO, 2020).

Leadership as the Foundation of Culture

Executive leaders establish priorities, model expectations, and influence how policies are interpreted and applied. Leadership commitment is demonstrated through inclusion of wellness goals in strategic planning, allocation of resources, consistent messaging that normalizes early intervention, and modeling behaviors that support recovery and balance. Employees evaluate priorities through observed behavior, particularly during periods of operational or organizational stress. Leadership commitment is demonstrated through visible support, allocation of resources, and normalization of help-seeking behaviors (Goetzel et al., 2014).

Research indicates that leadership behavior, policy alignment, and supervisory practice strongly influence whether wellness resources and services are trusted and utilized. The following graphic highlights some key points to establishing a culture of organizational wellness.

Leadership behavior and policy alignment determine trust, utilization, and outcomes.



- Programs alone do not change outcomes
- Leadership consistency + supervisor reinforcement:
  - Increases help-seeking
  - Reduces stigma
  - Improves participation and retention
- Organizational fairness and supervisor support correlates with:
  - Lower burnout
  - Better performance
  - Reduced complaints

NIJ, 2016, Tyler & Trinkner, 2017

Aligning Policy, Practice, and Messaging

A culture of wellness is either reinforced or undermined by alignment between written policy, operational practice, and leadership messaging. Inconsistency is a common barrier to effective wellness implementation. When messaging promotes wellness, but daily practices are discouraging or stem from cynicism, employees may perceive wellness efforts as simply symbolic.

Agencies are encouraged to review scheduling and overtime practices, leave usage, critical incident recovery protocols, fitness-for-duty processes, and performance evaluation criteria through a wellness-informed lens. Policies should clearly support early intervention and recovery, and should be applied consistently across ranks and assignments.

Normalizing Help-Seeking and Reducing Stigma

Stigma remains a significant barrier. Traditional norms emphasizing self-reliance can discourage help-seeking. Reducing stigma is an organizational responsibility. Cultural change occurs when leaders and stakeholders acknowledge stress as an occupational reality, frame wellness resources as safety and performance tools, protect confidentiality, integrate wellness education into training, and reinforce that recovery and resilience are professional competencies.

Integrating Wellness into Daily Operations

Wellness is most effective when embedded into daily operations. Operational decisions regarding staffing, scheduling, workload, and supervision directly influence stress and recovery. Integration includes considering fatigue in scheduling, supporting wellness appointments when feasible, incorporating wellness check-ins into supervision, and integrating wellness topics into briefings and training.

Role of Supervisors in Cultural Reinforcement

Supervisors translate policy and leadership priorities into daily experience. They identify early signs of stress and fatigue and influence whether employees feel supported. Supervisors reinforce wellness culture through consistent policy application, supportive communication, appropriate referral, and confidentiality. Agencies should provide supervisors with training in stress recognition, supportive conversations, and referral pathways.

Addressing Organizational Barriers

Common barriers include staffing shortages, workload demands, budget constraints, inconsistent leadership support, cultural skepticism, and fear of career impact. Agencies can mitigate barriers by prioritizing achievable initiatives, leveraging regional partnerships, engaging labor organizations early, communicating transparently, and reinforcing confidentiality and non-retaliation.

Cost Considerations and Return on Investment

The cost of inaction often exceeds the cost of preventive wellness strategies. Organizational costs include absenteeism, overtime, workers' compensation, disability retirements, recruitment and training, and increased risk of errors and misconduct. Wellness investments should be viewed as long-term risk mitigation and sustainability strategies.

Measuring Cultural Progress

Cultural change is a gradual process that requires intentional evaluation. Measuring cultural progress differs from measuring program activity. Utilization rates, attendance, or participation numbers provide limited insight into trust, engagement, or organizational climate. High participation does not necessarily indicate a healthy culture, nor does low utilization automatically reflect program failure.

Agencies are encouraged to consider a combination of quantitative and qualitative indicators when assessing cultural progress. Quantitative data may include trends in absenteeism, injuries, retention, or workers' compensation claims, while qualitative data may include anonymous employee feedback, climate surveys, listening sessions, and exit interviews. Supervisory observations and informal feedback also provide valuable context.

Evaluation should focus on identifying patterns and trends rather than individual behavior. Sharing aggregate findings with leadership and, when appropriate, the broader workforce supports transparency and accountability. Importantly, cultural change often lags behind policy change. Agencies should expect incremental progress and view evaluation as a learning tool rather than a compliance exercise.

SUMMARY

Fostering a culture of organizational wellness requires intentional leadership, consistent policy application, and operational integration. Leadership, supervisors, confidentiality protections, and continuous evaluation together drive cultural transformation and sustain a resilient workforce.

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CHAPTER 4
ROLES WITHIN THE ORGANIZATION

Introduction

Organizational wellness is sustained through clearly defined roles and shared responsibility across executive leadership, command staff, supervisors, wellness coordinators, and employees (WHO, 2020). Executives, supervisors, and employees each play distinct and essential roles in fostering organizational wellness. While executive leadership establishes priorities, successful implementation depends on consistent engagement by command staff, supervisors, wellness coordinators, and employees. Shared responsibility and accountability are necessary for sustainability.

Executive Leadership

Executive leadership plays a decisive role in establishing, sustaining, and legitimizing organizational wellness. Chiefs, sheriffs, and executive administrators set the tone for how wellness is prioritized and operationalized. Executive responsibility extends beyond endorsement; it includes integrating wellness into strategic vision, operational priorities, and accountability structures.

Key responsibilities include, but may not be limited to:

- establishing expectations that wellness is a shared professional responsibility
- allocating resources
- ensuring confidentiality protection and early-intervention support
- modeling healthy behaviors and help-seeking
- holding leadership accountable for consistent policy application

Visible and sustained executive engagement strengthens trust; misalignment between messaging and behavior undermines credibility.

Command Staff and Managers

Command staff translate executive vision into operational reality. They influence workload distribution, staffing decisions, operational tempo, and supervisory expectations.

Responsibilities include, but may not be limited to:

- aligning divisional practices with wellness policies
- supporting supervisors with guidance and resources
- monitoring overtime and workload impacts
- addressing systemic stressors
- reinforcing consistent policy application across units

Supervisors

Supervisors play a critical role in recognizing stress, facilitating early intervention, and are central to implementation and cultural reinforcement. (Department of Justice, Office of Community Oriented Policing Services [COPS], 2019). They are often the first to observe indicators of stress, fatigue, disengagement, or performance change.

Supervisory responsibilities include, but may not be limited to:

- monitoring workload and fatigue
- engaging in supportive professional conversations
- encouraging use of resources
- applying policies fairly and without stigma
- maintaining confidentiality
- acting as a conduit between the employee and other facets of the department including executive staff and human resources

Agencies should support supervisors with training in stress recognition, trauma-informed supervision, communication strategies, and referral pathways.

Wellness Coordinators and Teams

Wellness coordinators or teams provide structure, coordination, and continuity. They are not clinical providers; rather, they connect employees to appropriate resources and support education and program evaluation.

Responsibilities include, but may not be limited to:

- coordinating initiatives
- maintaining resource and referral pathways
- supporting training
- collecting evaluation data
- liaising with regional partners

Clear role definition, training requirements, and confidentiality boundaries are essential. Wellness units should function as connectors to resources rather than clinical service providers.

Employees

Employees strengthen organizational wellness through engagement and peer support. Responsibilities include, but may not be limited to:

- participating in preventive wellness practices
- seeking support early
- supporting colleagues and a respectful work environment
- providing feedback on wellness initiatives

Engagement increases when employees trust confidentiality protections and believe help-seeking will not negatively impact careers.

Cross-Role Accountability and Organizational Alignment

Fostering a culture of organizational wellness and strategy implementation are most effective when responsibility is layered and aligned across roles rather than relegated within a single unit or position. Vertical alignment ensures that executive priorities are reinforced through command staff decisions, supervisory practices, and daily operations. Horizontal alignment ensures coordination among divisions such as training, human resources, risk management, wellness units, and labor organizations.

Breakdowns in alignment may occur when wellness responsibilities are unclear, when policies are inconsistently applied, or when wellness functions are inadvertently linked to disciplinary or performance-management processes. These breakdowns can undermine trust and reduce engagement even when resources are available.

Agencies are encouraged to periodically review role clarity and coordination mechanisms to ensure that wellness responsibilities remain aligned with organizational goals. Clear communication regarding expectations, boundaries, and accountability supports consistency and reinforces shared responsibility for organizational wellness.

SUMMARY

Organizational wellness is sustained through shared responsibility and aligned roles. Executives establish priorities, command staff translate vision into practice, supervisors reinforce culture daily, wellness coordinators provide continuity, and employees engage and support one another. Clear expectations and accountability support a resilient and effective workforce.

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CHAPTER 5
WELLNESS UNITS AND PROGRAMS

Introduction

Wellness units provide the operational backbone for organizational wellness by coordinating resources, ensuring confidentiality, and supporting program evaluation (NIOSH, 2019). Supported wellness units provide the organizational structure necessary to translate leadership commitment and cultural values into consistent, accessible, and sustainable wellness practices. Dedicated structures ensure wellness efforts are coordinated, equitable, and resilient over time. Wellness units function as operational systems that connect personnel with resources, support early intervention, and reinforce a culture of organizational wellness across all classifications and assignments.

Effective wellness programs address psychological health, physical health, sleep, nutrition, resilience, social connection, and financial wellness (WHO, 2020). POST recommends that agencies integrate wellness programs under a coordinated organizational wellness structure supported by clear policies, procedures, and leadership oversight. Wellness units should function as connectors to resources rather than clinical service providers.

Purpose and Scope of Wellness Units

The primary purpose of a wellness unit is to coordinate and support organizational wellness efforts across the agency. Wellness units provide structure, visibility, and continuity while reducing fragmentation and duplication. Wellness units are not clinical providers and should not diagnose, treat, or evaluate medical or psychological conditions. As previously stated, wellness units should function as connectors who facilitate access to internal and external resources and support employees in navigating services.

Scope may include coordination of wellness initiatives, maintenance of resource directories and referral pathways, education and outreach, assistance with program evaluation, and coordination during critical incidents. Agencies should scale wellness units appropriately while maintaining clear role definition and boundaries.

Organizational Placement and Governance

Clear placement and governance are essential to credibility and participation. Employees are more likely to engage when reporting structures, authority, and confidentiality protections are transparent. Agencies should establish wellness units, through policy, addressing reporting relationships, scope of authority, coordination with other divisions, confidentiality protections and limitations, and separation from disciplinary or investigative functions.

Wellness units should have direct or defined access to executive leadership for visibility and accountability while remaining independent from functions that could create conflicts of interest. Governance may include agency executives, steering committees, or multidisciplinary advisory groups such as peace officers (or other employees) associations. Reporting should focus on aggregate trends and program outcomes rather than solely a quantification of individual participation.

Staffing and Selection Considerations

Wellness personnel selection influences credibility and effectiveness. Selection should be deliberate, transparent, and based on criteria including credibility, communication skills, cultural competence, respect for confidentiality, boundary management, and commitment to personal wellness and the wellness of others. Agencies should consider multidisciplinary representation, including sworn and professional staff to reflect workforce needs. Role descriptions, expectations, and training requirements should be clearly defined.

Training and Professional Development

Training is essential for ethical and effective practice within defined boundaries. Initial and ongoing training may include confidentiality and ethics, stress physiology and trauma education, suicide prevention, communication skills, referral processes, and cultural competence. Professional development supports quality, consistency, and adaptation to evolving research and workforce needs.

POST encourages agency executives and management to support ongoing training of wellness units to enhance their efficacy and relevance, awareness of emerging trends, and regional and statewide networking with other agencies and subject matter experts.

Core Wellness Program Domains

PSYCHOLOGICAL AND EMOTIONAL HEALTH

Psychological and emotional health programs should support personnel across prevention, education, early intervention, and recovery. Education on stress physiology, trauma exposure, moral injury, and emotional regulation helps normalize responses and supports early recognition. Access to culturally competent clinicians is critical. Referral networks should include internal and external providers, supporting employee choice and comfort.

Programs should adapt to career stages, recognizing that early-career personnel, supervisors, and transitioning employees may face distinct stressors. Ongoing education and routine access, ather than crisis-only approaches, support long-term resilience and professionalism.

PHYSICAL HEALTH AND INJURY REDUCTION

Physical health programs should prioritize prevention, functional capacity, and sustainability. Many injuries and chronic conditions develop gradually due to cumulative load, repetitive movement, equipment, and limited recovery. Holistic approaches integrate fitness, mobility, recovery, and preventive screening. Functional fitness emphasizing strength, cardiovascular health, balance, and mobility, support readiness and injury reduction.

Ergonomics should be addressed through duty gear configuration, workstation design, and vehicle seating. Small adjustments can reduce musculoskeletal strain, particularly for prolonged seated assignments, and support long-term health.

SLEEP AND FATIGUE MANAGEMENT

Sleep and fatigue management should recognize that fatigue is both an individual health

concern and an organizational risk factor. Education should address sleep physiology, circadian disruption, and practical strategies for shift-work environments. Operational practices—scheduling patterns, overtime management, and staffing—directly influence sleep opportunity. Treating fatigue as a safety and risk-management issue supports performance and public safety.

NUTRITION AND METABOLIC HEALTH

Nutrition supports cardiovascular health, energy regulation, cognitive performance, and recovery. Personnel face barriers due to irregular schedules and limited access to healthy options. Nutrition initiatives should be practical, flexible, and culturally sensitive, emphasizing foundational principles such as hydration, balanced meals, and blood sugar regulation rather than restrictive diets. Agencies may support nutrition through education resources, referrals, and improved access to healthy options during training and extended operations.

The U.S. Department of Health and Human Services (HHS) reported that 50% of Americans have prediabetes or diabetes, 75% of adults report having at least one chronic condition, and 90% of U.S. healthcare spending goes to treating chronic disease. In January 2026, the HHS released updated dietary guidelines which encourage the consumption of whole foods over processed foods, protein, healthy fats, fruits, and vegetables. More information is available on the *HHS website*.

STRESS MODULATION AND RESILIENCE

Stress modulation and resilience programs provide tools to manage physiological stress responses and recover effectively. Techniques such as controlled breathing, mindfulness, and relaxation strategies can be taught in brief, accessible formats. Integrating these tools into training and daily routines supports emotional regulation, situational awareness, and performance under stress. Resilience should be framed as a learnable skill set rather than an innate trait.

SOCIAL CONNECTION AND FAMILY SUPPORT

Social connection protects against stress, burnout, and isolation. Law enforcement work can strain relationships due to shift work and trauma exposure. Family-inclusive initiatives—education, outreach, resource sharing—help families understand occupational stressors and available support options. Peer connection initiatives, including mentorship and peer support, strengthen organizational cohesion, morale, and resilience.

FINANCIAL WELLNESS

Financial stress contributes to overall stress and distraction, especially when eligible staff become dependent on overtime pay as part of the regular income. Financial wellness programs should focus on education and empowerment, including budgeting, debt management, retirement planning, and career-phase financial decision-making. Access to credible, unbiased financial education resources supports stability and reduces stress-related impacts on performance.

Integration With Existing Programs and Resources

Effective wellness units align existing programs under a unified wellness framework to prevent duplication, reduce confusion, and ensure consistent messaging. Coordination should include, but not be limited to, specialties and services such as employee assistance programs, peer support, chaplaincy or spiritual support, medical and mental health providers, training units, human resources, and labor organizations. Clear communication protocols and referral pathways help employees access appropriate resources efficiently.

Integration requires clarity regarding roles and boundaries. Employees should understand the purpose of each resource, how services differ, and how confidentiality is maintained. Agencies are encouraged to document integration strategies through policy, memoranda of understanding, or operational guidelines to support continuity and coordination, including during critical incidents.

Confidentiality and Trust

Confidentiality is foundational to credibility and utilization. Agencies should clearly articulate confidentiality standards, information handling practices, documentation protocols, and circumstances requiring disclosure. Confidentiality protections and limitations should be communicated repeatedly through policy, training, and leadership messaging. Breaches of confidentiality should be handled immediately and may or may not include an element of discipline depending on the agency's policy.

POST recommends that wellness units maintain clear separation from disciplinary and performance-management functions. Even perceived linkage between participation and employment consequences can erode trust. Leadership behaviors that respect privacy boundaries reinforce credibility; breaches, real or perceived, can undermine participation and program effectiveness.

The effectiveness of wellness units depends on employee trust, which is shaped less by technical definitions of confidentiality than by perceived safety, reinforced through consistent communication of boundaries, leadership behavior, and the sustained absence of real or perceived breaches over time.

Program Evaluation and Continuous Improvement

Evaluation ensures wellness initiatives remain effective, relevant, and aligned with workforce needs. Evaluation should support learning and improvement rather than punitive compliance, when possible. Agencies should consider utilizing quantitative measures without personally identifying or confidential information such as absenteeism, injuries, workers' compensation, and retention, as well as qualitative measures such as anonymous employee feedback, focus groups, and supervisory observations.

Evaluation findings should be reviewed by wellness governance structures and leadership, focusing on aggregate trends. Sharing aggregate results supports transparency and trust. Programs should be refined based on findings, emerging research, and changing organizational needs to sustain effectiveness over time.

Sustainability and Succession Planning

Sustainability is essential. Initiatives dependent on individual champions are vulnerable to leadership transitions and staffing changes. Agencies should institutionalize wellness through policy, strategic planning, documentation, and cross-training. Succession planning should identify and prepare successors, support knowledge transfer, and minimize disruption.

Long-term sustainability depends on consistent leadership support, stable resource allocation, integration into core organizational processes, and deliberate succession planning that preserves institutional knowledge. Treating wellness as an essential organizational function reinforces its role in workforce stability, operational effectiveness, and public safety.

SUMMARY

Wellness units and programs provide the operational backbone of organizational wellness. When integrated with existing resources, governed by clear confidentiality protections, evaluated continuously, and supported through succession planning, these programs enhance resilience and employee well-being. Effective wellness units function as connectors rather than silos, reinforcing organizational cohesion, trust, and accountability. Through thoughtful design and continuous improvement, wellness units support a healthier workforce and strengthen the foundations of ethical, effective law enforcement.

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MOVING FORWARD WITH ORGANIZATIONAL WELLNESS

Organizational wellness is not a singular initiative, unit, or program, but an enduring organizational commitment that evolves over time. As outlined throughout these guidelines, sustainable wellness is achieved when leadership philosophy, policy alignment, supervisory practice, and operational decision-making collectively support the health, resilience, and effectiveness of sworn and professional staff. Wellness, when approached as an integrated system rather than a collection of isolated efforts, strengthens organizational readiness, ethical decision-making, and public trust.

The research and practice summarized in this document underscore that many of the factors influencing employee wellness, such as stress exposure, fatigue, injury risk, and recovery opportunity, are shaped by organizational conditions. While the inherent demands of law enforcement cannot be eliminated, agencies have meaningful influence over how those demands are managed. Leadership decisions regarding staffing, scheduling, supervision, resource allocation, and organizational messaging play a critical role in either compounding or mitigating cumulative occupational stress.

Culture remains central to this effort. Policies and programs alone cannot foster wellness if they are not reinforced by consistent leadership behavior and supervisory practice. Employees assess organizational priorities not only through written guidance, but through how policies are applied during periods of operational pressure. Trust is built when messaging aligns with daily practice, confidentiality protections are respected, and early intervention is supported without stigma or unintended consequences. Cultural change is incremental, requiring sustained commitment, evaluation, and adaptation over time.

Organizational wellness contributes to workforce stability, decision-making and performance ability, and professional conduct, all of which influence interactions with the community. The following graphic summarizes data points that agencies may consider:

Supporting personnel wellness strengthens service quality and public confidence.



- Reduced fatigue and burnout correlate with:
  - Fewer complaints
  - Improved decision-making
- Positive, professional interactions increase:
  - Public trust
  - Willingness to cooperate
- Organizational wellness supports consistent, ethical engagement

NIJ, 2016; Peyton et al., 2019

Wellness units and programs provide essential structure and coordination, but they are most effective when integrated within the broader organizational system. Effective programs are multidimensional, addressing psychological and emotional health, physical health and injury reduction, sleep and fatigue management, nutrition and metabolic health, stress modulation and resilience, social connection and family support, and financial wellness. Integration with existing organizational functions, clear governance, strong confidentiality protections, and continuous evaluation are essential to long-term credibility and sustainability.

Emerging technologies, including wellness applications and wearable devices, may offer additional opportunities to support organizational wellness, particularly when agencies face barriers related to staffing, geography, or access to resources. When used appropriately, such tools may assist individuals in monitoring personal progress and supporting healthy behaviors. However, the ethical use of wellness technology requires clear organizational boundaries and appropriate facilitation by wellness units as an additional resource. The acquisition of applications, devices, and other equipment may eventually turn futile without ongoing facilitation by a wellness unit. Data generated through wellness applications or devices should be voluntary, protected, and used solely for individual awareness or aggregate program evaluation, and should not be accessed for employee evaluation, discipline, or performance management. Maintaining transparency and trust in the use of technology is essential to preserving the integrity of organizational wellness efforts.

POST recognizes that agencies vary widely in size, structure, resources, and community context. Accordingly, these guidelines are not intended to be prescriptive. Agencies are encouraged to assess their own organizational needs, engage stakeholders, leverage regional partnerships, and prioritize achievable strategies that align with their operational realities. Organizational wellness should be viewed as a developmental process, with maturity increasing as agencies learn from experience, data, and workforce feedback.

Moving forward, organizational wellness should be understood as a core component of professional excellence in law enforcement. Investment in workforce wellness is an investment in safety, performance, retention, and community confidence. By adopting an integrated, evidence-informed approach to organizational wellness, California law enforcement agencies can better support their personnel across the full span of their careers while strengthening organizational effectiveness and public trust.

EXECUTIVE QUICK GUIDE

Organizational Wellness in California Law Enforcement

This Executive Quick Guide highlights the central principles and leadership considerations outlined in the Organizational Wellness Guidelines. It is intended to support executive leadership, command staff, and supervisors in understanding how organizational wellness functions as a leadership-driven, system-wide responsibility rather than a stand-alone program.

What Organizational Wellness Is and Is Not

Organizational wellness is:

- a leadership responsibility embedded in policy, supervision, and daily operations
- a system that supports physical, psychological, emotional, social, and financial well-being
- a proactive approach to managing occupational risk, performance, and sustainability

Organizational wellness is not:

- a single program, app, or unit
- an individual responsibility placed solely on employees
- a substitute for adequate staffing, supervision, or organizational accountability

Why this matters:

Agencies that treat wellness as a program often struggle with participation and trust. Agencies that embed wellness into leadership practice and organizational systems are more likely to see sustained engagement and positive outcomes.

Leadership Sets the Conditions for Wellness

(See Chapters 1 and 3)

Leadership behavior, policy decisions, and supervisory practices are the strongest predictors of whether organizational wellness efforts succeed or fail. Employees assess organizational priorities through daily actions, especially during periods of operational pressure.

Key leadership considerations:

- Are policies applied consistently, even when staffing is strained?
- Do supervisors support early intervention without stigma?
- Is messaging about wellness reinforced through operational decisions?

Why this matters:

Wellness initiatives cannot overcome leadership behaviors or policies that unintentionally reinforce fatigue, stress, or distrust.

Research Supports Organizational Responsibility

(See Chapter 2)

Research across neuroscience, occupational health, and behavioral science demonstrates that cumulative stress, fatigue, sleep disruption, and injury risk are inherent to law enforcement work. However, many contributing factors are influenced by organizational decisions.

Organizationally influenced factors include:

- scheduling practices and overtime
- recovery opportunities following critical incidents
- access to support resources
- supervisory response to performance or behavioral changes

Why this matters:

Evidence supports proactive, organizational-level strategies that reduce long-term risk to employees and agencies alike.

Culture Determines Whether Wellness Is Trusted

(See Chapter 3)

Culture shapes whether employees feel safe engaging with wellness resources. Written policies alone are insufficient if they are not reinforced through consistent practice and leadership modeling.

Indicators of a healthy wellness culture:

- help-seeking is normalized, not stigmatized
- confidentiality boundaries are clearly communicated and respected
- employees see alignment between policy language and operational reality

Why this matters:

Trust develops over time and can be undermined by even isolated inconsistencies between messaging and practice.

Roles Are Layered and Shared

(See Chapter 4)

Organizational wellness is sustained through shared responsibility across all levels of the organization.

Role highlights:

- Executive leadership establishes priorities, allocates resources, and models expectations
- Command staff and managers translate strategy into operational practice
- Supervisors reinforce culture through daily interaction and early intervention

- Wellness coordinators and teams provide structure, coordination, and continuity
- Employees actively engage in wellness practices and peer support

Why this matters:

Wellness efforts falter when responsibility is siloed or unclear.

Wellness Units Support, They Do Not Replace Leadership

(See Chapter 5)

Wellness units and programs provide essential coordination and expertise but are not substitutes for leadership, supervision, or organizational accountability.

Effective wellness programs:

- address multiple domains of well-being
- maintain clear separation from discipline and performance evaluation
- protect confidentiality and trust
- are evaluated for effectiveness and sustainability

Why this matters:

Programs without governance and cultural support rarely achieve lasting impact.

Moving Forward

Organizational wellness is a developmental process that evolves over time. Agencies are encouraged to assess local needs, engage stakeholders, and prioritize achievable strategies aligned with operational realities. Sustained leadership commitment, continuous evaluation, and adaptability are essential to long-term success.

Organizational wellness is an investment in workforce sustainability, operational effectiveness, and public trust.

Building Resiliency in a Trauma-Based Profession

By Joyce Dudley

Most of us are problem solvers. People come to us to solve their problems or to help them avoid future problems.

Many of us see people at their worst, be they: crime victims, those accused of committing crimes, those dealing with the death or impending death of a loved one, those going through a divorce, those being sued, or defending against being sued. These are the folks many of us encounter, often multiple times a day, and many of their problems are life altering.

Our ideal goal is to fix their problems or at the very least make things better for our clients. Yet we generally don't feel appreciated and are expected to laugh at lawyer jokes and Shakespeare's infamous quote: "The first thing we do is kill all the lawyers."

Most of us went to law school for the right reason and emerged with debt as we entered the profession of our dreams; only to discover that to survive in our profession we needed to be extraordinarily resilient. Why resilient? Because we often find ourselves in the position of being

percipient witnesses to traumatic events. And, I can't think of a law school in the country that teaches future lawyers "Resiliency".

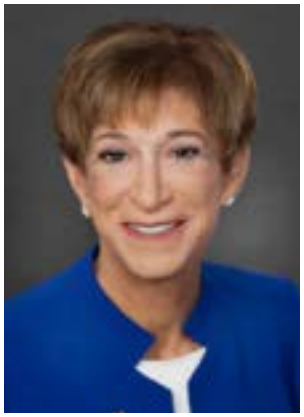
I believe we who have been in the profession for decades have a duty to not just make things better for our clients, but also for ourselves and our colleagues.

So what are we not doing now that perpetuates this condition and what can we do to improve it?

We do not overtly discuss that we work in a traumabased profession.

We do not do enough to properly psychologically prepare new lawyers and associates for what they can expect to experience.

We also do not do enough to encourage each other to look for signs of negative stress in our colleagues. Nor do we know how to approach our colleagues when we notice they have been negatively affected by the trauma they have experienced. Additionally, we have not built into our organizations enough support: healthy living alternatives, peer support, and vetted individual counseling relating to our chosen profession.



Joyce Dudley

Many of our organizations have not done enough of this because we still do not want to accept, and therefore normalize, both the experience of psychological pain in our work and that the appropriate response to experiencing this pain is seeking help.

Keeping ourselves and our colleagues healthy should be one of our priorities, as should responding appropriately when one of our colleagues becomes psychologically unhealthy. Presently, we tend to admire their obsessive work habits, thereby rewarding behavior that is harmful to them, but when they begin to decline under the stress of it all, we ignore or abandon them. This adversely affects them (separating them from their "tribe") and sends a troubling message to our remaining colleagues, some of whom are privately congratulating themselves for hiding their own perceived weakness.

It's not that we don't care, in fact, most of us care very deeply, but because we feel somewhat helpless, we do nothing.

Furthermore, many experienced attorneys are struggling with their own resiliency issues including: alcoholism, depression, family alienation, and multiple stress-induced medical conditions making addressing them with others impossible or at the very least awkward.

The following is what we can do and what is being done well by some of our colleagues, likely even some of you:

We must educate ourselves and continue to educate our colleagues on resiliency, during pre-law classes, at law schools, in our practices, through California Bar credited classes and even past retirement. From day

one of their careers, attorneys and their loved ones need to know that they are choosing to work in a trauma-based profession; one with many rewards of service, but one in which they will experience frustration, exhaustion, being under appreciated and unjustly accused.

All of us should learn about warning signs in ourselves and our colleagues and how best to address them, especially embracing the fact that seeking help, rather than ignoring the stress, is the best alternative.

As experienced attorneys and mentors, we must normalize seeking help or as FDNY Captain Frank Leto stated, "It is a sign of wisdom not weakness to ask for help."

As experienced attorneys and mentors, we should be asking ourselves what could we do now to proactively ensure that our colleagues take care of themselves? My immediate response is that we should encourage them to embrace healthy nutrition, exercise and sleep habits. We all know what healthy nutrition and exercise looks like, we just don't prioritize it. Many of us don't do so because it's easier not to. What we have learned is that it is only "easier" in the short term, and that poor nutrition and a lack of exercise adversely affects the quality of our life and the lives of our loved ones.

What, perhaps we have not considered, is the importance of a good night's sleep.

Sleep disruption and fatigue management are foundational to supporting our best selves.

Sleep disorders increase the risk of a variety of other medical and mental health problems, including a twofold increased risk of cardiovascular disease and a threefold increase in the risk of depression and anxiety.

Beyond the long-term effects of inadequate rest, any amount of sleep deprivation and inadequate rest, both intentional and unintentional, can degrade an attorney's alertness, memory, reaction time, and decisionmaking, both at work and at home. This leads to preventable mistakes, which will impair the quality of their work or their relationships.

Sleep performance can be enhanced through light restriction, relaxation techniques, and environmenta1 modification.

Attorney fatigue can be driven by physical, psychological, or situational/conditional factors. The techniques can be as simple as the appropriate timing of bright light, and the tactical timing of caffeine intake, and brief naps.

In conclusion, I suggest we must accept that we work in a trauma-based profession and that we are frequently first responders to traumatic events. We must educate those in our profession about the necessity for staying resilient.

We must take care of ourselves and learn how to approach our colleagues who are experiencing the adverse effects of stress. We must prioritize healthy living practices.

Some of these changes will be more difficult for us and our colleagues to implement, but we must be zealous in our endeavor to support ourselves and our colleagues because zealousness is what we and our communities expect of us all.

- Article featured in
Santa Barbara Lawyer Magazine
(March 2020)

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AGENDA ITEM REPORT

Title: REPORT ON ARTIFICIAL INTELLIGENCE (AI) GUIDELINES UPDATE

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Management Counseling and Projects Bureau	
RESEARCHED BY Mark Nagel		**REVIEWED BY**
REPORT DATE 04/22/2026	**APPROVED BY**	**DATE APPROVED**
PURPOSE		**FINANCIAL IMPACT** No

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: Informational update on development of the POST Artificial Intelligence Guidelines and the related workshop process.

BACKGROUND: Artificial intelligence is already being used in law enforcement functions, and California now has a statutory baseline for AI-assisted report writing. Agencies need practical statewide guidance that supports lawful, transparent, and defensible use.

ANALYSIS: POST conducted its first subject matter expert workshop on 04/15/2026, to review and refine the draft guideline. The workshop helped strengthen the draft in key areas, including legal alignment, verification, disclosure, training, and oversight. A second workshop is scheduled to complete final refinements before internal POST review.

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

ATTACHMENT(S):
POST_AI_Strategic_Roadmap.pptx

AI adoption and new statutory baselines demand clear, defensible statewide guidance.

THE DRIVERS

AI is Already Here

Entering law enforcement via **report** writing, transcription, records, analytics, and vendor platforms.

+

Statutory Baseline Exists

California has established a new statutory baseline specifically governing AI-assisted **report writing**.

THE OBJECTIVE

Statewide Guidance

Agencies require a **practical, unified framework** for operational deployment.

Defensible Use

Operations that are lawful, **transparent**, and operationally defensible.

NotebookLM

A rigorous, pressure-tested workshop process drives the guideline toward final review.

Broad SME Participation

Law enforcement leaders, prosecutors, defense, legal scholars, tech/cyber professionals, analysts, and trainers.

April 15: First Workshop Completed

Draft Refined & Pressure-Tested

Clarified legal requirements versus recommended practices. Strengthened frameworks around verification, investigations, disclosure, training, and oversight.

June 10: Final Workshop

Final internal refinements. Prepare the finalized guideline for internal POST review and future Commission consideration.

NotebookLM

AGENDA ITEM REPORT

Title: REPORT ON HISTORY OF POLICING TRAINING UPDATE

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Learning Technology Resources Bureau	
RESEARCHED BY Rosanne Richeal	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/18/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

The History of Policing program addresses the need for law enforcement professionals to better understand how historical eras of policing continue to influence modern police-community relationships, public perception, trust, legitimacy, and professional responsibility. The program recognizes that policing history is not simply a collection of dates and events, but a continuing influence on contemporary law enforcement practices and community expectations.

BACKGROUND:

The program is being developed as a POST training video to support the Basic Academy curriculum, particularly Learning Domain 3 - Principled Policing, while reinforcing Learning Domain 42 - Cultural Diversity and Discrimination. The training is intended to provide academy recruits and law enforcement professionals with a foundational understanding of the historical context of policing and its ongoing impact on present-day law enforcement. Subject Matter Experts contribute their professional knowledge and experience to help shape the training's vision, content, and structure.

ANALYSIS:

The program is intended to strengthen the pillars of principled policing by encouraging officers to examine how historical experiences continue to shape community perspectives and expectations of law enforcement. Through education, reflection, critical thinking, and meaningful engagement, the

training strengthens leadership, communication, accountability, legitimacy, and public trust. By helping recruits better understand the connection between historical context and modern policing challenges, the program supports the development of more informed, ethical, and community-centered law enforcement professionals.

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

AGENDA ITEM REPORT

Title: REPORT ON SCIENCE BASED INTERVIEWING MODEL INCORPORATED INTO THE INSTITUTE OF CRIMINAL INVESTIGATION

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Training Program Services Bureau	
RESEARCHED BY Andrew Mendonsa	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/11/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: POST has adopted science-based interviewing (SBI) as the model curriculum for the Robert Presley Institute of Criminal Investigation (ICI) program.

BACKGROUND: In response to proposals contained in Senate Bill No. 494 (Dodd), Governor Newson directed POST to develop training on interpersonal communication skills and "ethical science-based interviewing." POST subsequently developed and adopted SBI curriculum into the ICI program. POST dedicated considerable resources and leveraged the expertise from numerous stakeholders from around the country to develop a course of instruction and standardized curriculum for SBI. To date, this curriculum has been integrated and adopted into all ICI Core and Homicide Courses.

In 2022, Governor Newsom approved Assembly Bill No. 2644 (Holden), which put specific prohibitions on the use of certain interview and interrogation practices with juvenile offenders during custodial interrogations. The changes to W&I §625.7 became effective July 1, 2024. The new law required, in part, that law enforcement officers could not employ threats, physical harm, deception, or psychologically manipulative interrogation tactics with juveniles and defined those terms.

The ICI SBI curriculum is fully compatible with the new legal requirements.

ANALYSIS: The ICI SBI curriculum was developed, and continues to be

refined, in collaboration with the High-Value Detainee Interrogation Group (HIG) and a diverse group of California law enforcement. The HIG is a specialized interagency interrogation capability that brings together intelligence professionals, subject matter experts, and an international and multi-disciplinary team of researchers. Since its creation in January 2010, the HIG has served as the locus for advancing the science and practice of interrogation within the United States government. This research is subject to a continuous cycle of research advising training, training informing operations, and operational experience identifying research gaps and updating training models.

The research supported by the HIG comprises studies from wide-ranging multidisciplinary groups and includes scholars from clinical, social, cognitive and developmental psychology, as well as law and criminology. Since 2014, the HIG has sponsored 185 peer reviewed research projects, both laboratory and field validation studies. To date, the techniques and approaches in SBI have been found to be effective in a wide variety of contexts, circumstances, and with a broad range of cultures.

The SBI curriculum addresses common errors in investigations and helps to protect against known risk factors in false confession cases. Notably, the investigative planning and preparation phase separates known facts from information and inferences and limits confirmation bias and tunnel vision during investigations. SBI interviews are rapport-based and prohibit the use of deception or coercion, enhancing professionalism and cooperation. SBI prohibits reliance on behavioral indicators as indicators of deception, instead favoring content-based credibility assessment. Finally, the SBI model includes techniques explicitly designed to enhance memory recall and the strategic use of evidence, which limit the potential for contamination.

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

AGENDA ITEM REPORT

Title: REPORT ON CERTIFICATION/DECERTIFICATION UPDATE

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/20/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: This is a report on updates regarding the operations of the Peace Officer Standards Accountability Division and to provide operational updates and statistical data on reports and cases of serious misconduct received by POST. Formerly knows as "SB 2 Update."

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 reports out on the activities and relevant actions of the Peace Officer Standards Accountability Division and the Peace Officer Standards Accountability Advisory Board since the last Commission meeting.

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

ATTACHMENT(S):

1029_Revocation_List_June26_Commission.pdf
1029_Ineligible_List_June26_Commission.pdf
June 2026 Commission Meeting_Cert_Decert Stats_CK REV.pdf

1029 Revocation List – June 2026 POST Commission Meeting

Last Name	First Name	Last Employing Agency	District	Date of Conviction or Judgement	Conviction
Buckley	Matthew Allen	Contra Costa County Sheriff's Department (last employed October 20, 2022)	Central	February 21, 2024	Felony, Penal Code section 118.1, Filing a False Report Felony, Penal Code section 30605(a), Possession of an Assault Weapon
Cadman	Christopher	Los Angeles County Sheriff's Department (last employed October 31, 2025)	Southern	August 7, 2025	Felony, 18 U.S.C. section 241, Conspiracy Against Rights Felony, 26 U.S.C. section 7206(1), Making and Subscribing to a False Tax Return
Chandler	David	Torrance Police Department (last employed December 8, 2022)	Southern	November 5, 2025	Felony, Penal Code section 149, Assault by a Public Officer
Chistolon	Robert	Riverside County Sheriff's Department (last employed October 30, 2020)	Southern	June 28, 2024	Felony, Penal Code section 68(a), Ask, Receive, or Agree to Receive Bribe Felony, Penal Code section 182(a)(1), Conspiracy to Commit Crime (Bribe Executive Officer)

Flores	Jeremiah	San Diego County Sheriff's Department (currently employed)	Southern	December 12, 2025	Felony, 18 U.S.C. section 242, Deprivation of Rights Under Color of Law Resulting in Bodily Injury Two Felony, 18, U.S.C. section 1519, Falsification of Records in a Federal Investigation
Flores Jr.	Samuel	Riverside County Sheriff's Department (last employed October 30, 2020)	Southern	June 28, 2024	Felony, Penal Code section 68(a), Accepting a Bribe as an Executive or Ministerial Officer Felony, Penal Code section 182(a)(1), Conspiracy to Accept a Bribe as an Executive or Ministerial Officer
Hernandez	Jason Isaac	San Francisco Police Department (last employed June 27, 2025)	Central	February 13, 2025	Felony, Vehicle Code section 23153(b), Driving with a 0.08% Blood Alcohol Content Causing Injury
Hernandez	Ricardo	Los Angeles Police Department (last employed April 17, 2020)	Southern	February 9, 2022	Two Felony, Penal Code section 273.5(a), Injuring a Spouse, Cohabitant, Fiancé, Boyfriend, Girlfriend, or Child's Parent
Horwath	Timothy	California Highway Patrol (last employed November 12, 2019)	Northern	April 25, 2023	Felony, 18 U.S.C. section 2252(a)(2), Receipt of Child Pornography

Huffaker	Joseph	Rohnert Park Department of Public Safety (last employed March 26, 2019)	Northern	July 11, 2025	Two Felony violations of 18 U.S.C. section 1951, Conspiracy to Commit Extortion Under Color of Official Right Felony, 18 U.S.C. section 371, Conspiracy to Falsify Records in a Federal Investigation Felony, 18 U.S.C. section 1519, Falsifying Records in a Federal Investigation Felony, 18 U.S.C. section 371, Conspiracy to Impersonate a Federal Officer Felony, 18 U.S.C. section 912, Impersonating a Federal Officer
Lester	Jordan	California Highway Patrol (last employed September 11, 2024)	Northern	December 17, 2025	Felony, Penal Code section 1871.4(a)(1), False Statement to Fraudulently Obtain Compensation
Meiser	Michael	Los Angeles County Sheriff's Department (last employed January 22, 2026)	Southern	July 10, 2025	Felony, 21 U.S.C. section 841, subdivisions (a)(1) and (b)(1)(B)(i), Possession with Intent to Distribute Heroin
Palacios-Lugo	Martin	Yuba County Sheriff's Office (last employed July 28, 2025)	Northern	October 8, 2025	Felony, Penal Code section 68, Accepting a Bribe

Perez	Jose	Riverside County Sheriff's Department (last employed March 14, 2024)	Southern	April 8, 2025	Felony, Penal Code section 530.5(a), Use of Personal Identification of Another to Obtain Credit
Rodriguez	David	Los Angeles County Sheriff's Department (last employed October 8, 2025)	Southern	July 14, 2025	Felony, 18 U.S.C. section 241, Conspiracy Against Rights
Rombough	Eric Allen	Antioch Police Department (last employed September 15, 2023)	Central	January 14, 2025	Felony, 18, U.S.C. section 241, Conspiracy Against Rights Two Felony, 18, U.S.C. 242, Deprivation of Rights Under Color of Law
Verduzco	Edgar	Los Angeles Police Department (last employed July 21, 2018)	Southern	April 11, 2025	Three Felony violations of Penal Code section 187(a), Murder Felony, Vehicle Code section 23153(a), Driving Under the Influence of an Alcoholic Beverage causing Injury Felony, Vehicle Code section 23153(b), Driving With a .08% Blood Alcohol Content Causing Injury

Vines	Randi	Oxnard Police Department (last employed September 12, 2024)	Southern	August 20, 2025	Felony, Penal Code section 487(a), Grand Theft
Warnke	Aaron	California Highway Patrol (last employed August 31, 2022)	Northern	October 27, 2025	Two Felony, Penal Code section 646.9(B), Stalking/Violation of Court Order
Wycoff	Monique	California Highway Patrol (last employed June 11, 2012)	Northern	May 15, 2025	Felony, Vehicle Code section 23153(a), Driving While Under Influence of Alcohol Causing Injury Felony, Vehicle Code section 23153(b), Driving with a Blood Alcohol Level of .08% or Higher Causing Injury

1029 Ineligible List – June 2026 POST Commission Meeting

Last Name	First Name	Last Employing Agency	District	Date of Conviction or Judgement	Conviction
Rivera	John	Selma PD (separated 4/26/1999)	Central	October 21, 2013	Penal Code Section 424 – Misappropriation of Public Funds Penal Code Section 470(b) – Forgery Penal Code Section 470(d) – Possession of a Fake Driver's License
Hurth	Paul	Fresno PD (separated 2/26/2000)	Central	August 14, 2000	Penal Code Section 192(a) – Voluntary manslaughter, Enhancement Penal Code Section 12022.5 – Personal use of a firearm
Hillis	Christopher	Kern County DA (separated 6/1/1995)	Central	October 7, 2003	Penal Code Section 192(a) – Voluntary manslaughter

					Penal Code Section 12022(b)(1) – Use of a deadly weapon
Rosen	Darryl	Sacramento PD (last employed 10/29/2002)	Northern	July 13, 2004	Penal Code Section 149 - Assault by a Peace Officer Penal Code Section 136.1(b)(1) - Intimidating/ Dissuading witness Penal Code Section 243.4(a) - Sexual Battery Penal Code Section 236, False Imprisonment
Svet	Dennis	DMV (last employed 02/23/2000)	Northern	June 3, 2016	Penal Code Section 132 – Offer False Evidence
Nichols	James	Los Angeles PD (last employed 02/27/2018)	Southern	February 26, 2018	Penal Code Section 288a(c)(2),

					Forcible Oral Copulation (2 counts); Penal Code Section 261(a)(2), Forcible Rape (2 counts)
Wimberly	Ronnie	San Bernardino County SD (last employed, 02/28/1986)	Southern	December 16, 1991 January 19, 1996 December 11, 2015	Penal Code Section 487(1) Grand Theft Penal Code Section 594(a) Vandalism Health and Safety Code section 11377(a) Possession of Controlled Substances Formerly Classified as Restricted Dangerous Drugs Health and Safety Code section 11351 Possession or Sale of Controlled Substances

Hall	Blair	San Bernardino PD (last employed 12/16/1994)	Southern	May 31, 2011	Penal Code Section 187(a) murder
Bojorquez	Patricia	Los Angeles County SD (last employed 06/30/2010)	Southern	January 06, 2011	Penal Code Section 246.3 (a) Discharge Firearm with Gross Negligence
Acosta	Robert	San Diego Police Department (last employed 01/07/2011)	Southern	May 11, 2012	Penal Code Section 502.5 Fraudulent Removal of Fixtures from Mortgaged Property

Peace Officer Standards Accountability Division

Statistical Data Profile

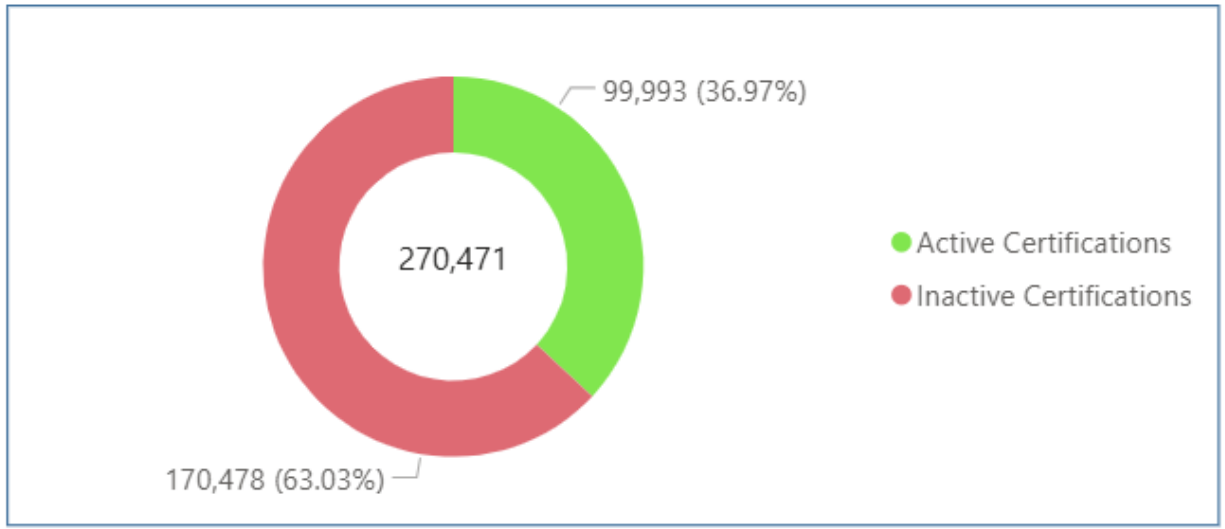
June 2026

Data through 04/30/2026

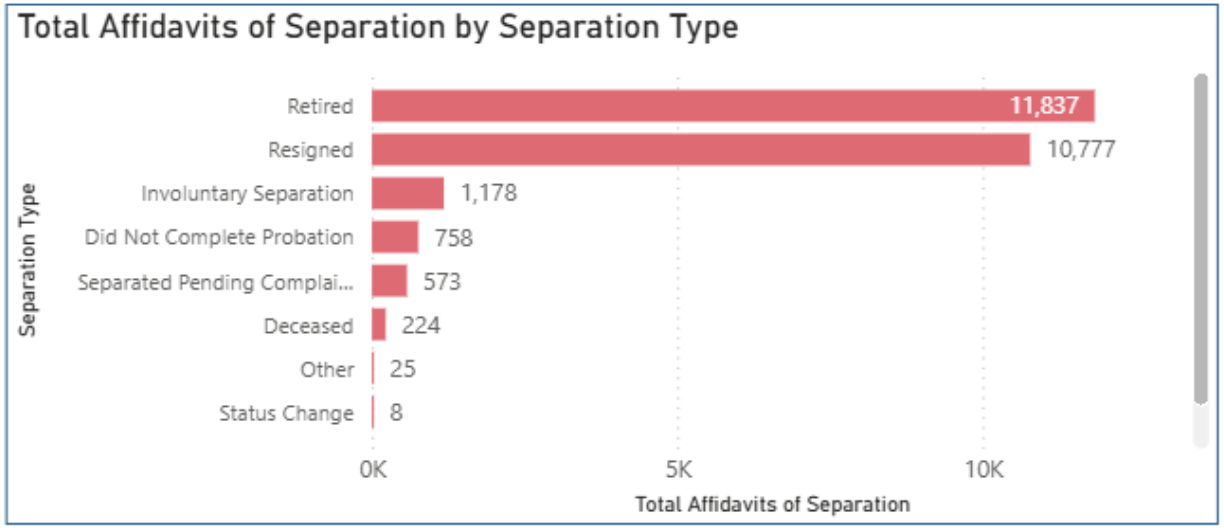
Peace Officer Certification Statistics

Report Year : All

Current Active and Inactive Certifications



Affidavits of Separation (AOS)



Current Full-time Peace Officers 83,294

Serious Misconduct Count 1,358

Total AOS 25,485

Serious Misconduct Reason	Count of Affidavits
Abuse of Power	115
Demonstrating Bias	102
Dishonesty	411
Egregious Repeated Acts	316
Failure to Cooperate with Investigation	52
Failure to Intercede	5
Law Enforcement Gang	8
Physical Abuse	147
Sexual Assault	107

Basic Certificates Issued 13K

Appointments Approved 26K

Proof of Eligibilities Issued 33,711

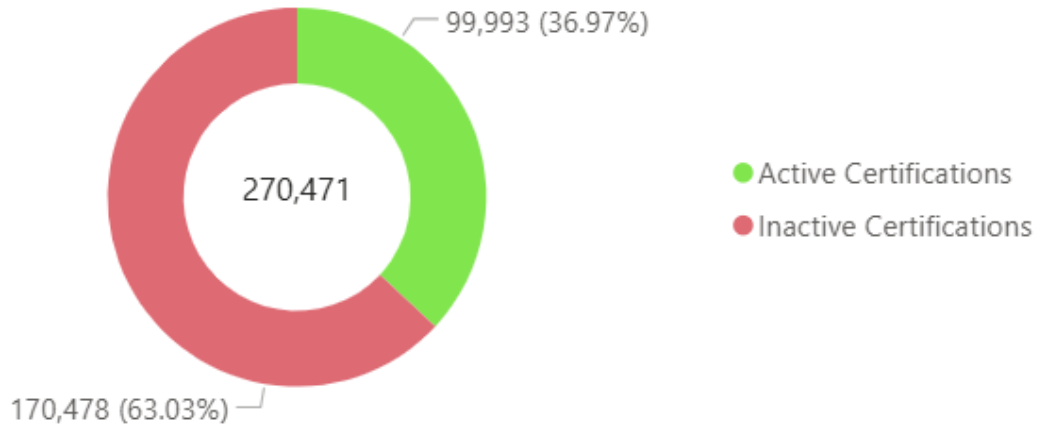
Distinct Officers with Serious Misconduct 1,051

As of 05/11/2026

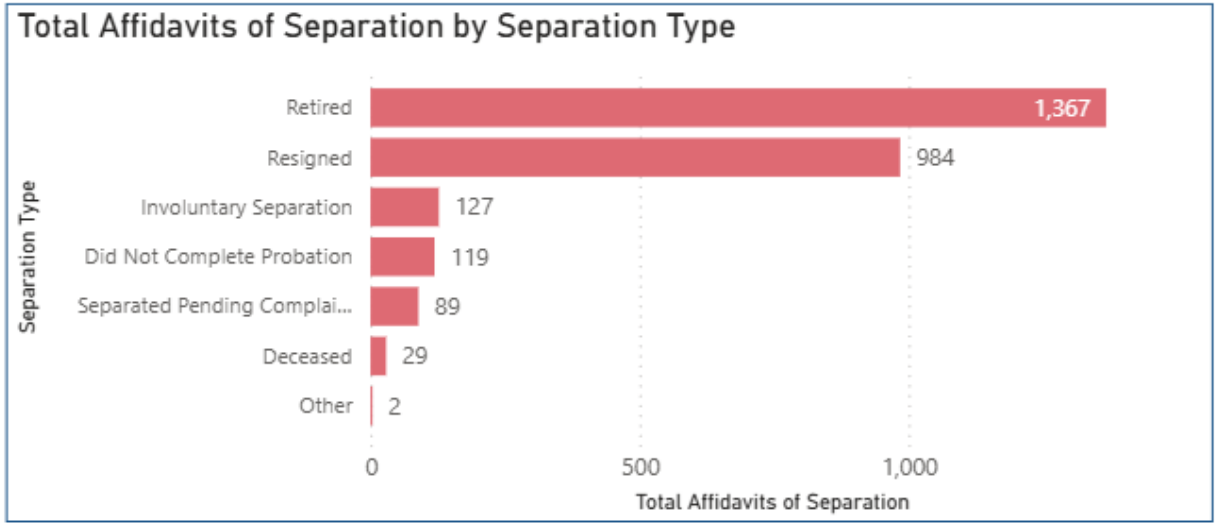
Peace Officer Certification Statistics

Report Year : 2026

Current Active and Inactive Certifications



Affidavits of Separation (AOS)



Current Full-time Peace Officers 83,294

Serious Misconduct Count 189

Total AOS 2,750

Serious Misconduct Reason	Count of Affidavits
Abuse of Power	17
Demonstrating Bias	19
Dishonesty	57
Egregious Repeated Acts	52
Failure to Cooperate with Investigation	4
Failure to Intercede	1
Law Enforcement Gang	3
Physical Abuse	24
Sexual Assault	12

Basic Certificates Issued 1,445

Appointments Approved 2,508

Proof of Eligibilities Issued 1,999

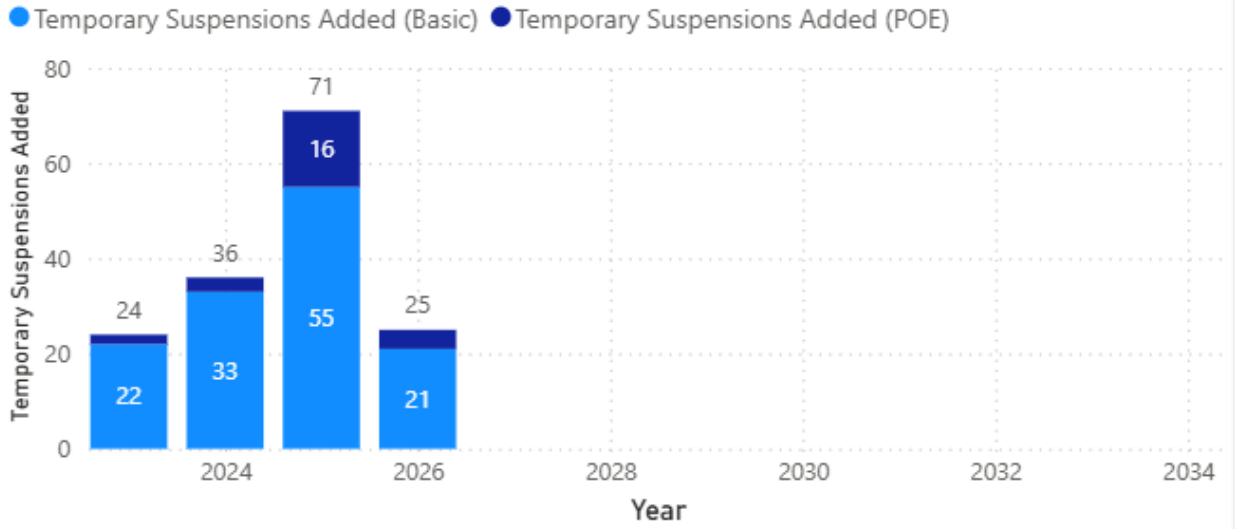
Distinct Officers with Serious Misconduct 146

As of 05/11/2026

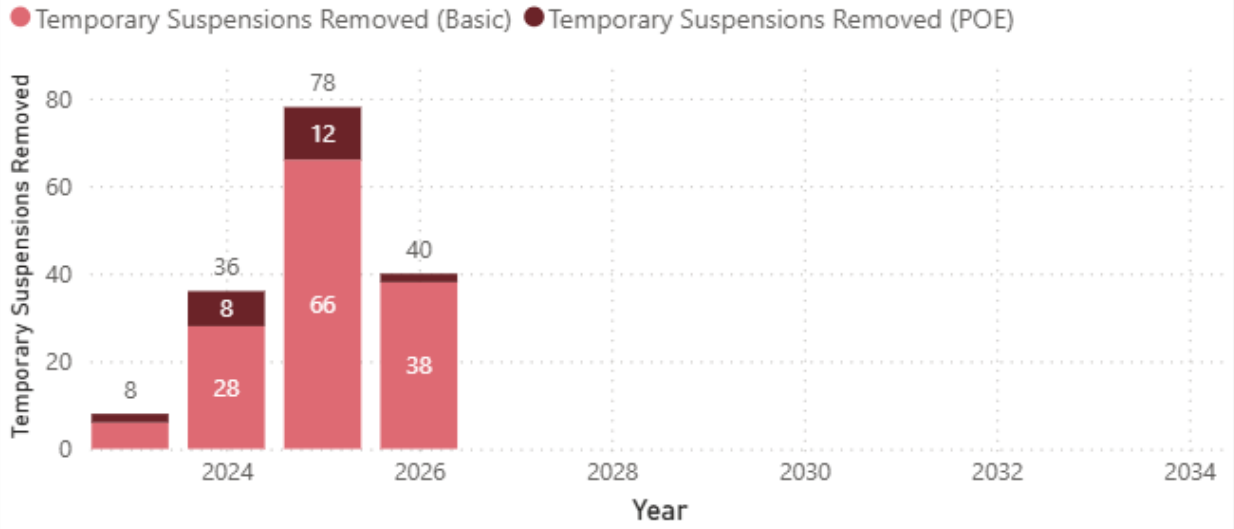
Peace Officer Certification Statistics

Report Year : All

Temporary Suspensions Added by Year



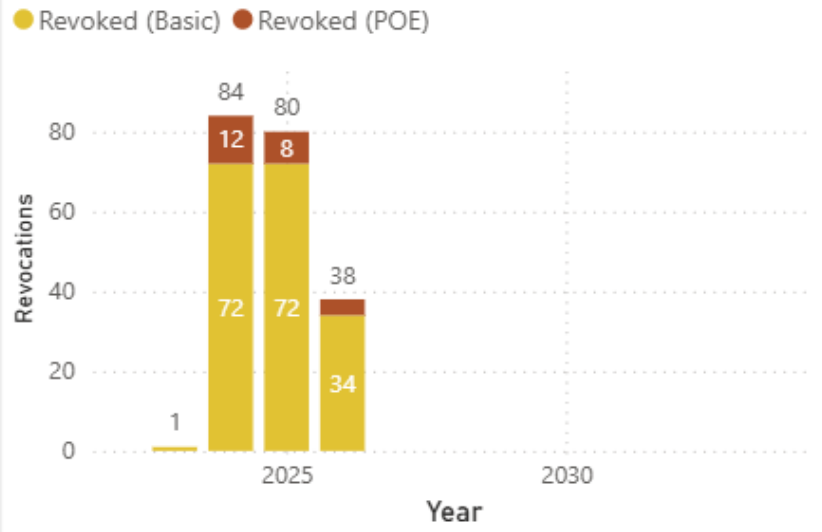
Temporary Suspensions Removed by Year



Voluntary Surrenders by Year



Revocations by Year



1029 Ineligibilities Added

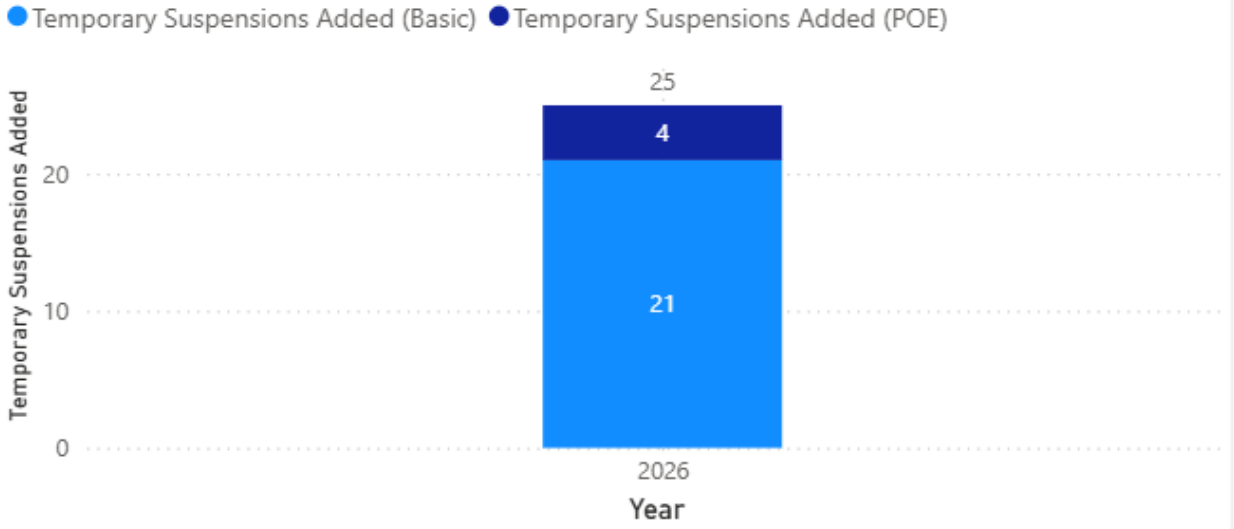
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As of 05/11/2026

Peace Officer Certification Statistics

Report Year : 2026

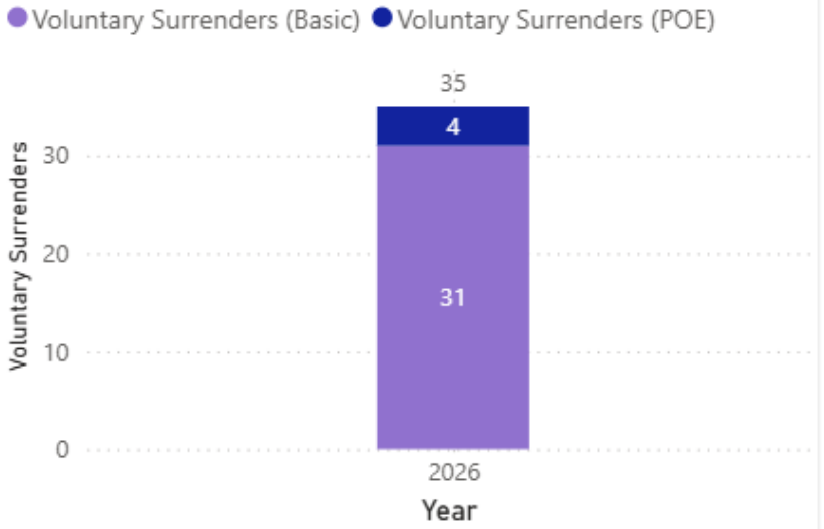
Temporary Suspensions Added by Year



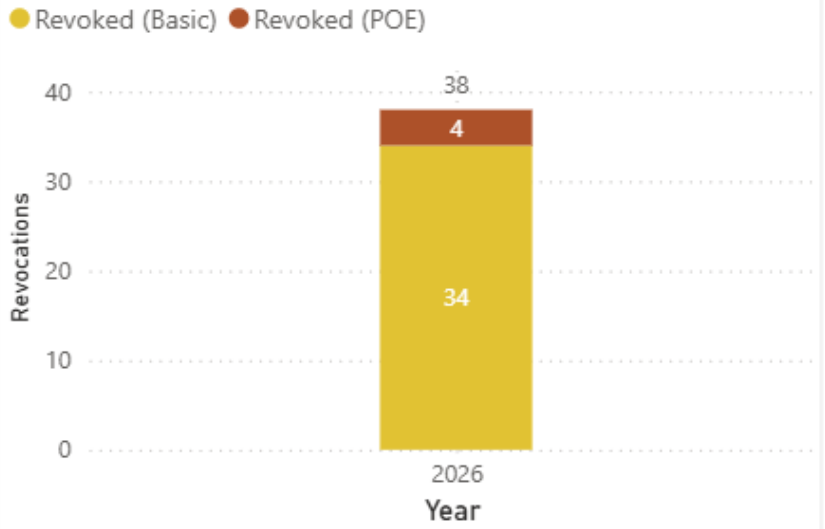
Temporary Suspensions Removed by Year



Voluntary Surrenders by Year



Revocations by Year



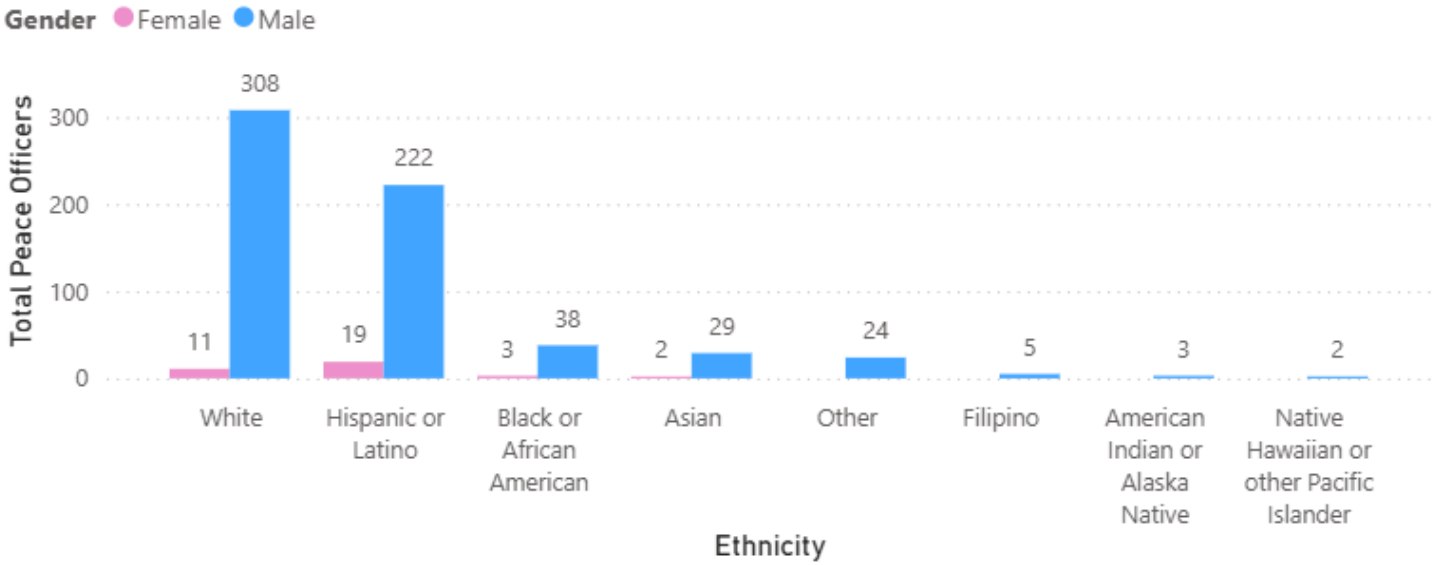
1029 Ineligibilities Added

28

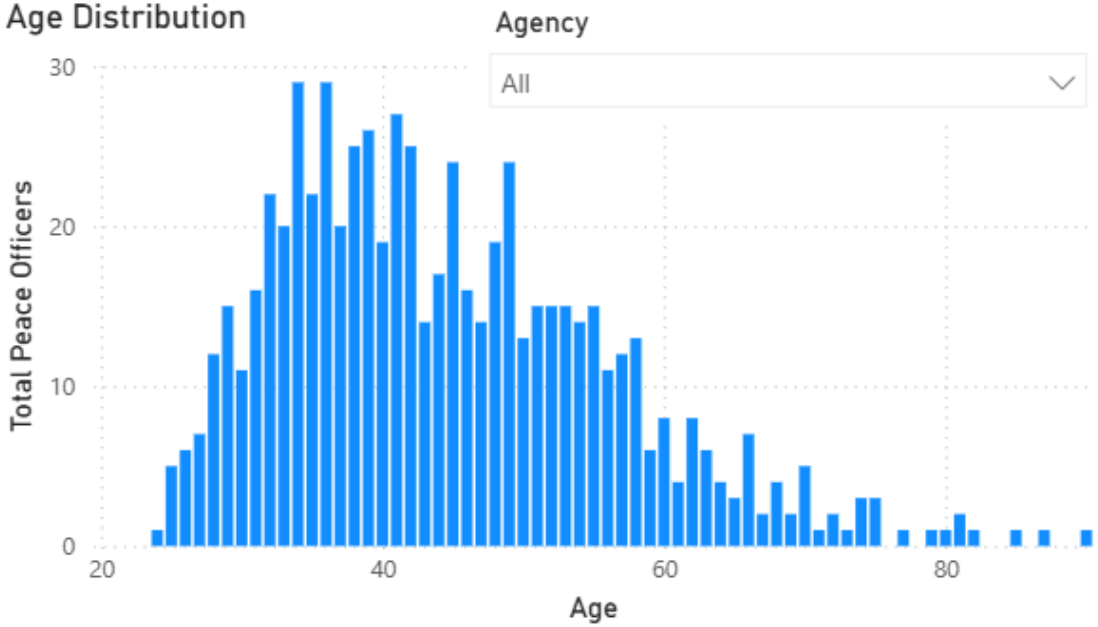
As of 05/11/2026

Peace Officer Certification Statistics

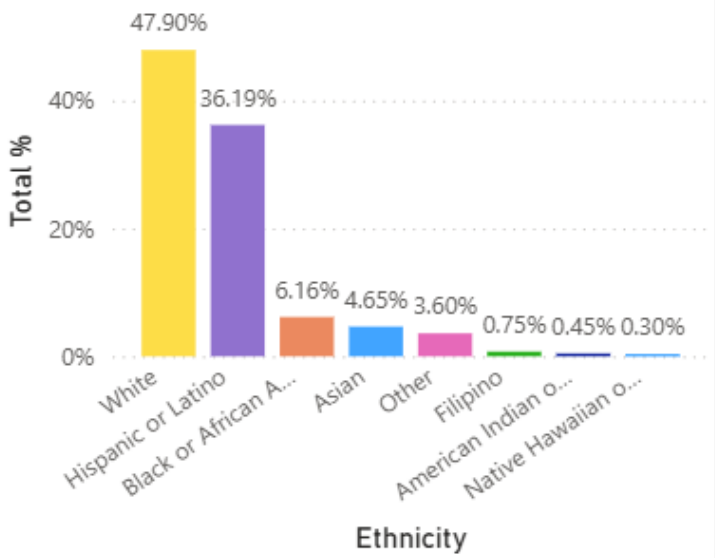
Demographics of peace officers that POST has taken action against



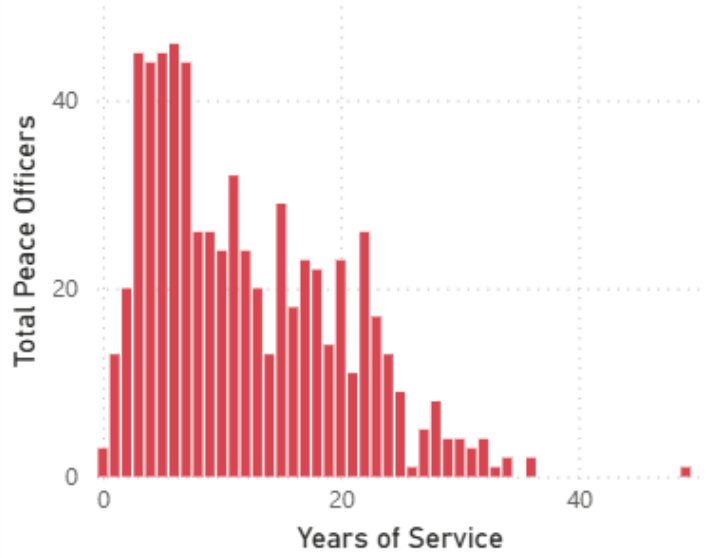
Age Distribution



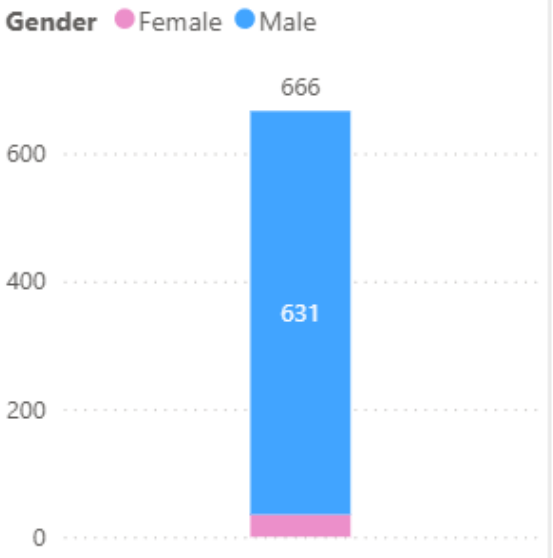
Total % by Ethnicity



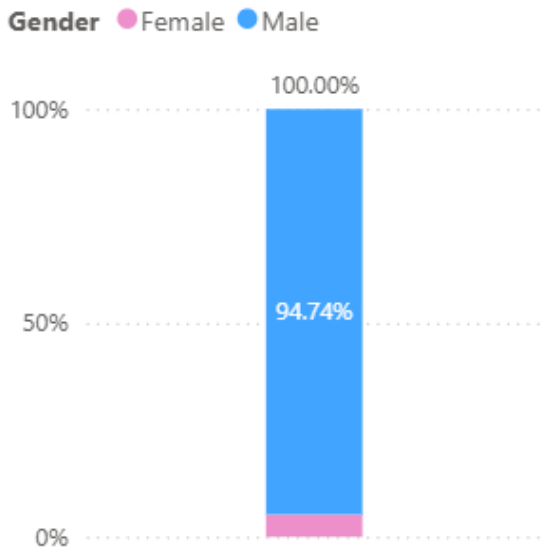
Years of Service Distribution



Female vs Male



Female vs Male (%)



As of 05/11/2026

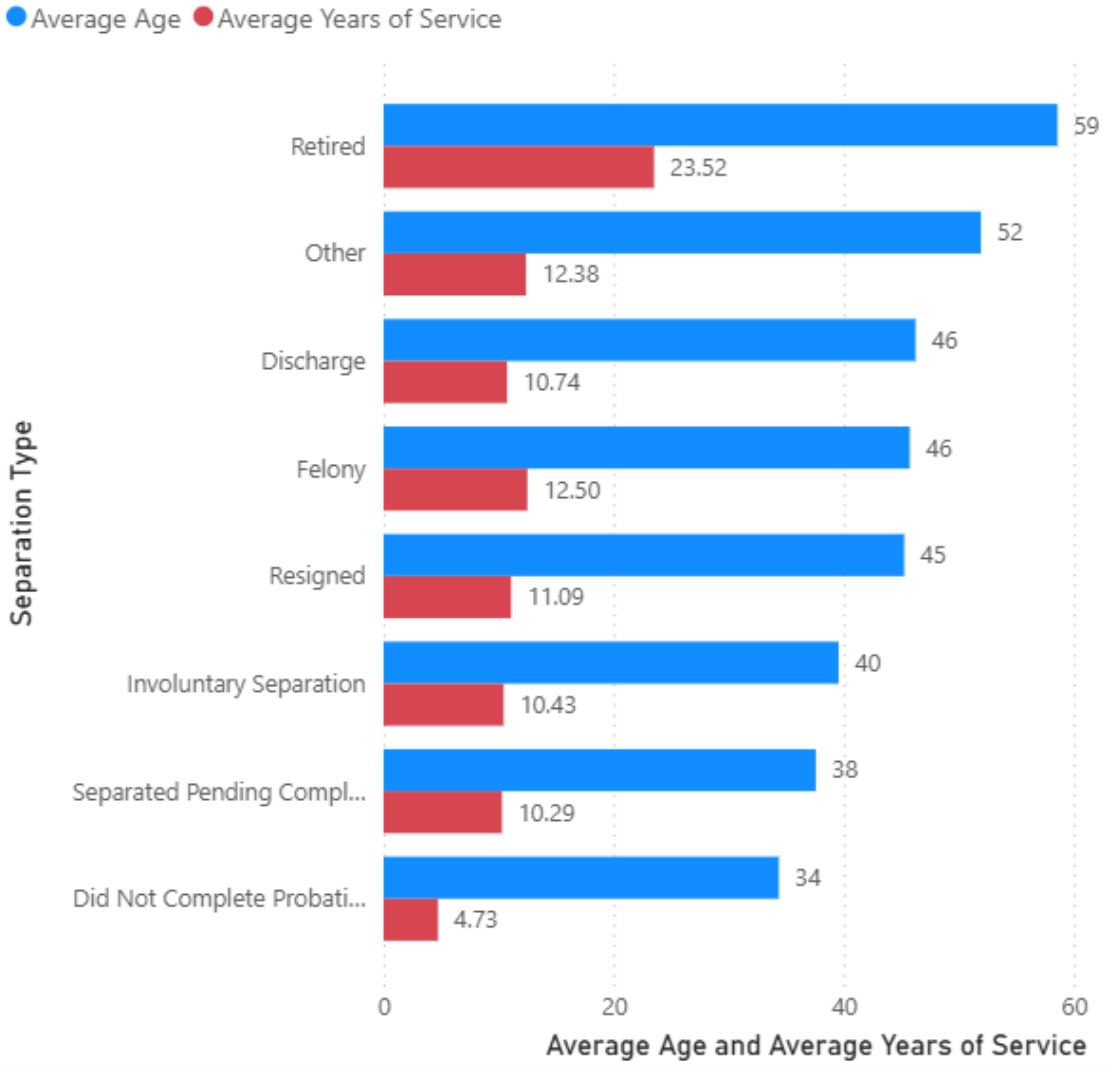
Peace Officer Certification Statistics

Demographics of peace officers that POST has taken action against

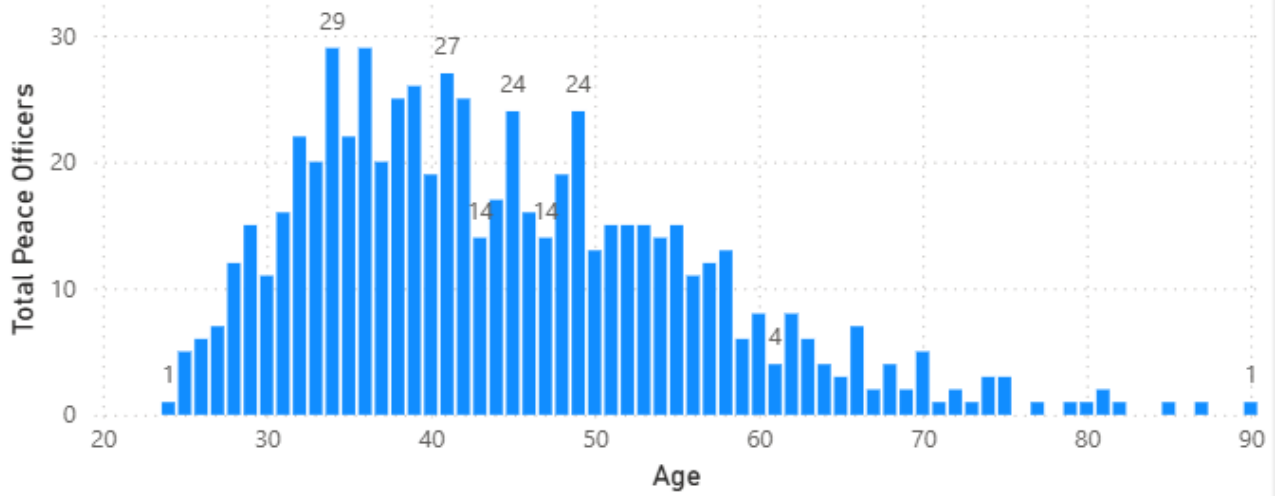
Separation Type: All

Agency: All

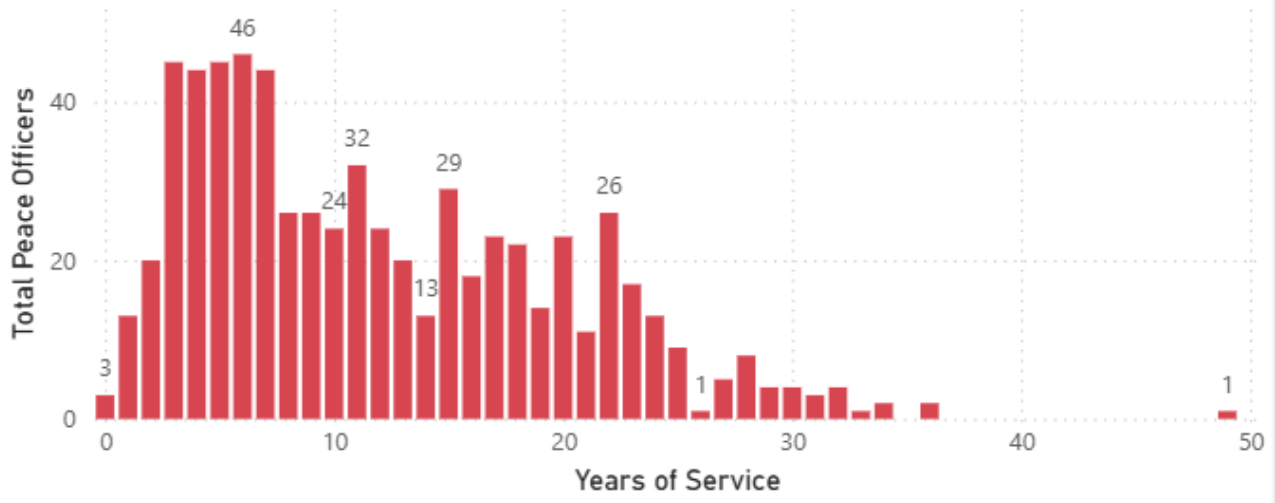
Average Age & Average Years of Service by Separation Type



Total Peace Officers by Age



Total Peace Officers by Years of Service



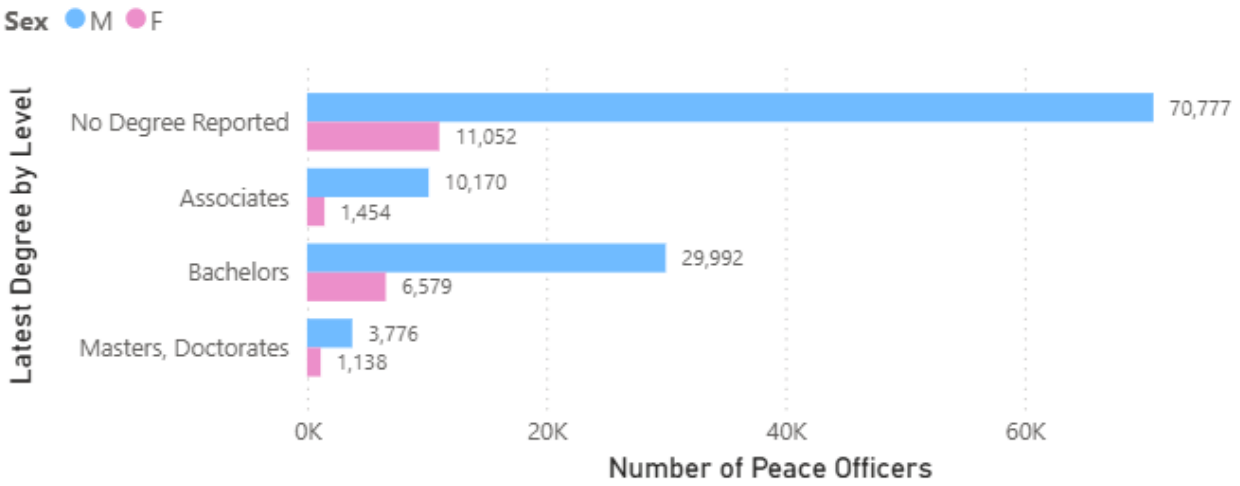
As of 05/11/2026

Peace Officer Education Statistics (Statewide)

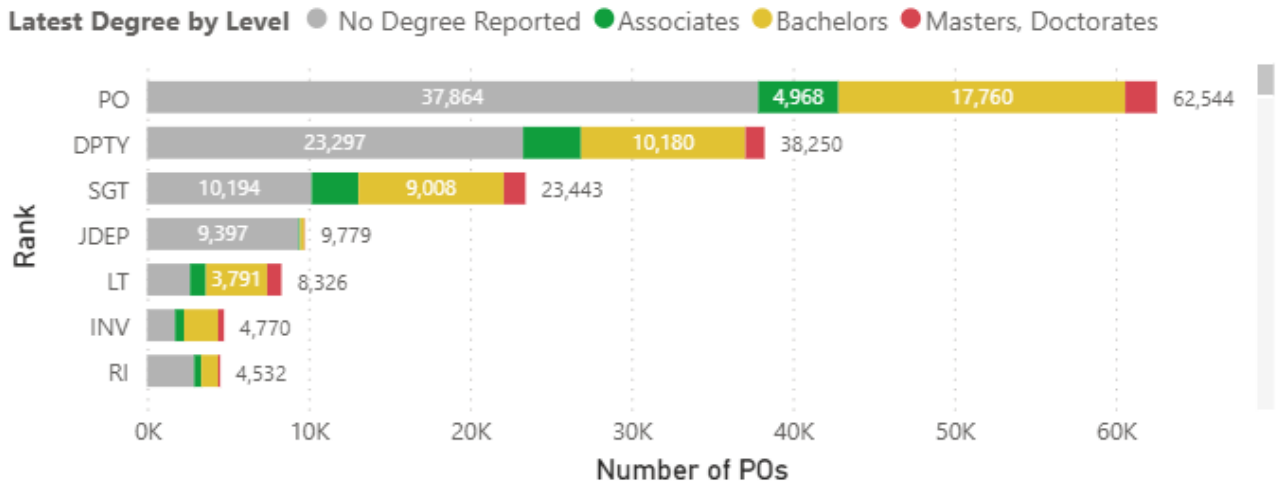
Statewide Data | Misconduct Data

Latest Degree (Select Blank for POs w/o Degrees): All
Rank: All
Sex: All
Ethncity: All
Agency: All

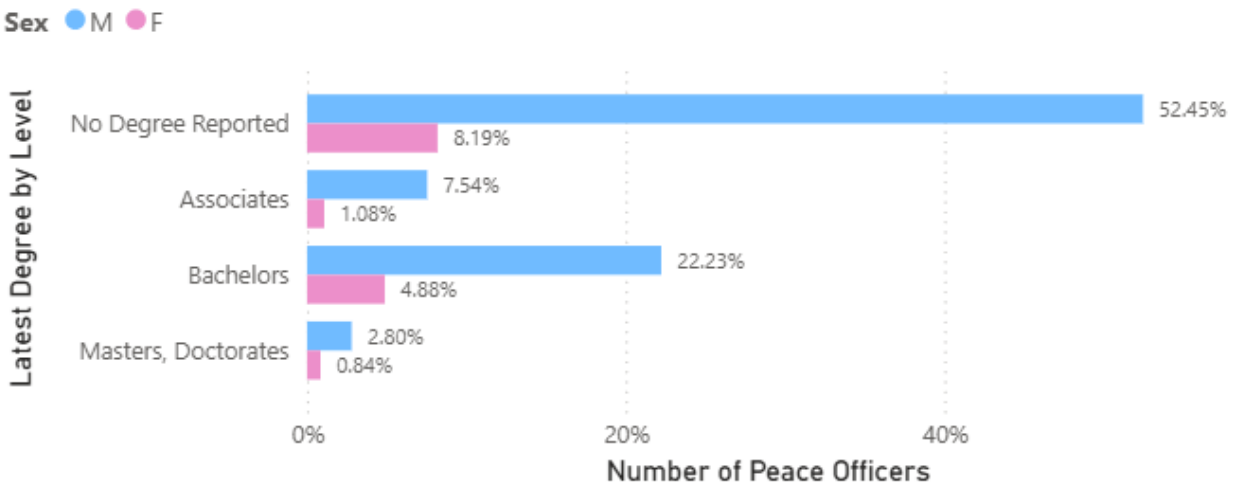
Number of Peace Officers by Latest Degree Earned (Statewide)



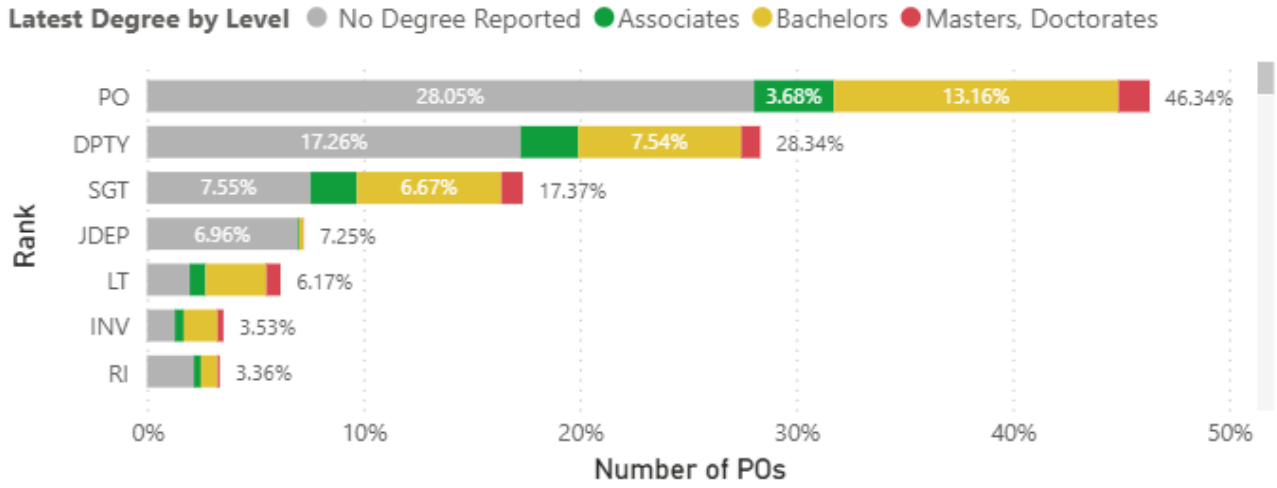
Number of POs by Rank and Latest Degree Earned (Statewide)



Number of Peace Officers by Latest Degree Earned (Statewide)



Number of POs by Rank and Latest Degree Earned (Statewide)



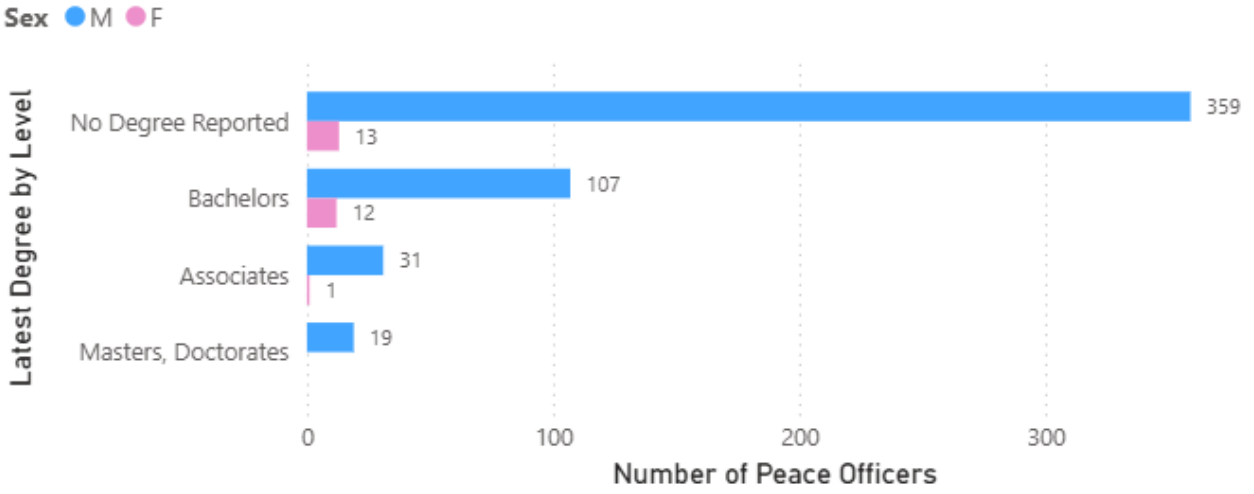
As of 05/11/2026

Peace Officer Education Statistics (Misconduct)

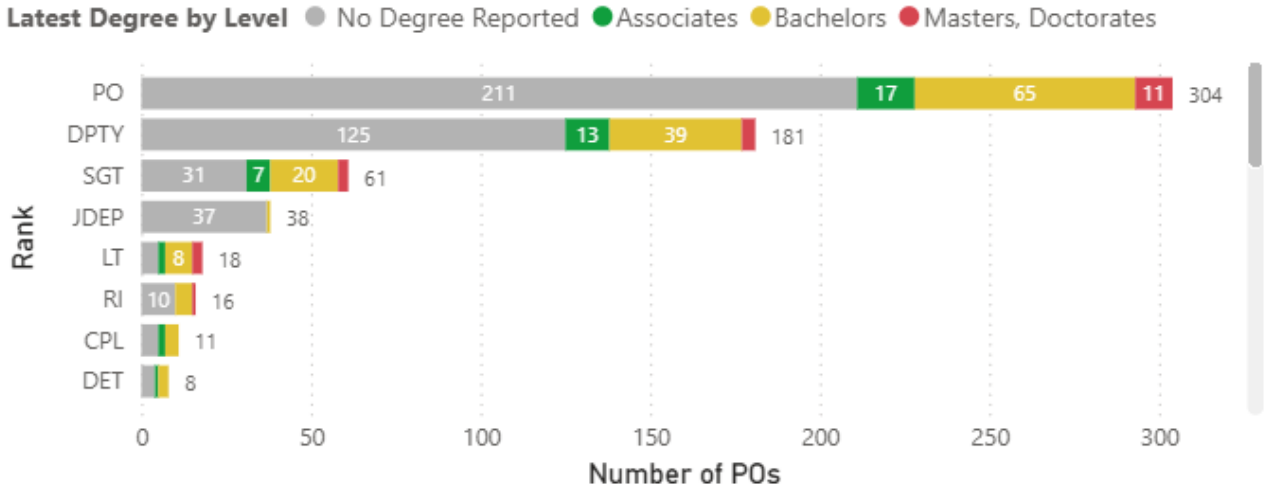
Statewide Data | Misconduct Data

Latest Degree (Select Blank for POs w/o Degree... : All
Rank : All
Sex : All
Ethnicity : All
Agency : All

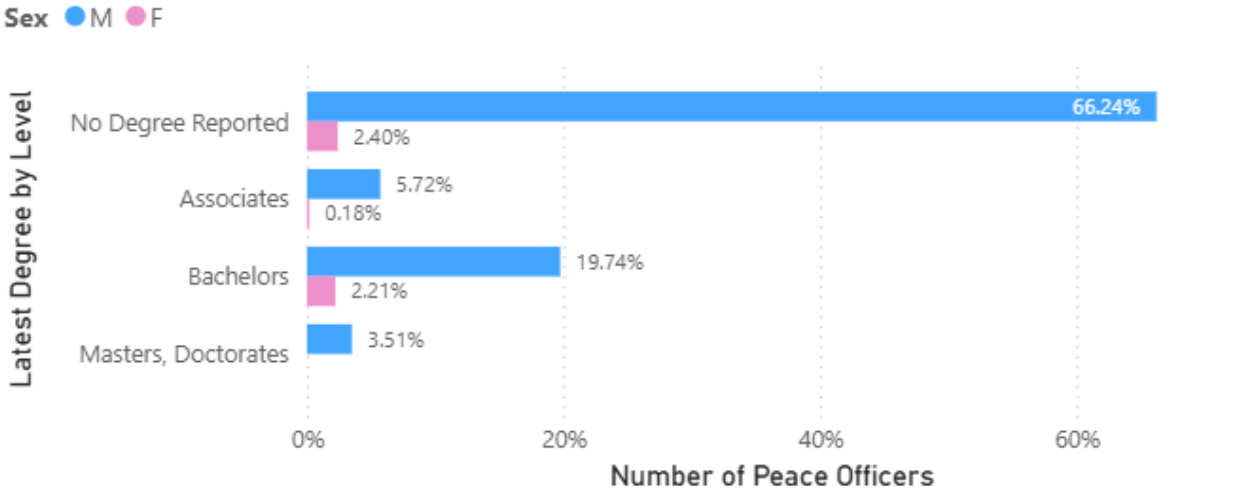
Number of Peace Officers by Degrees Earned (Misconduct)



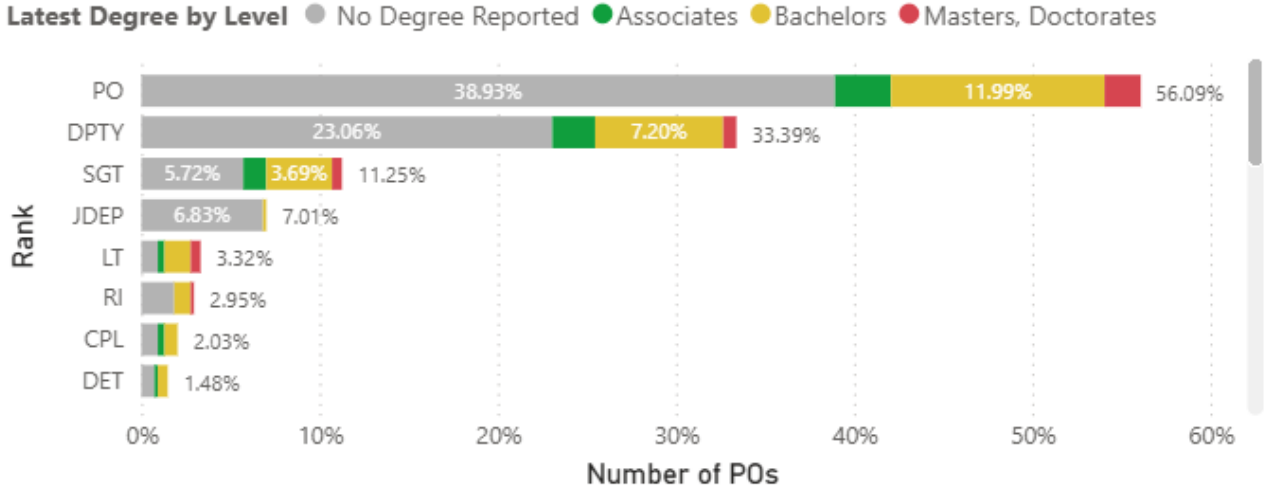
Number of POs by Rank and Latest Degree Earned (Misconduct)



Number of Peace Officers by Degrees Earned (Misconduct)

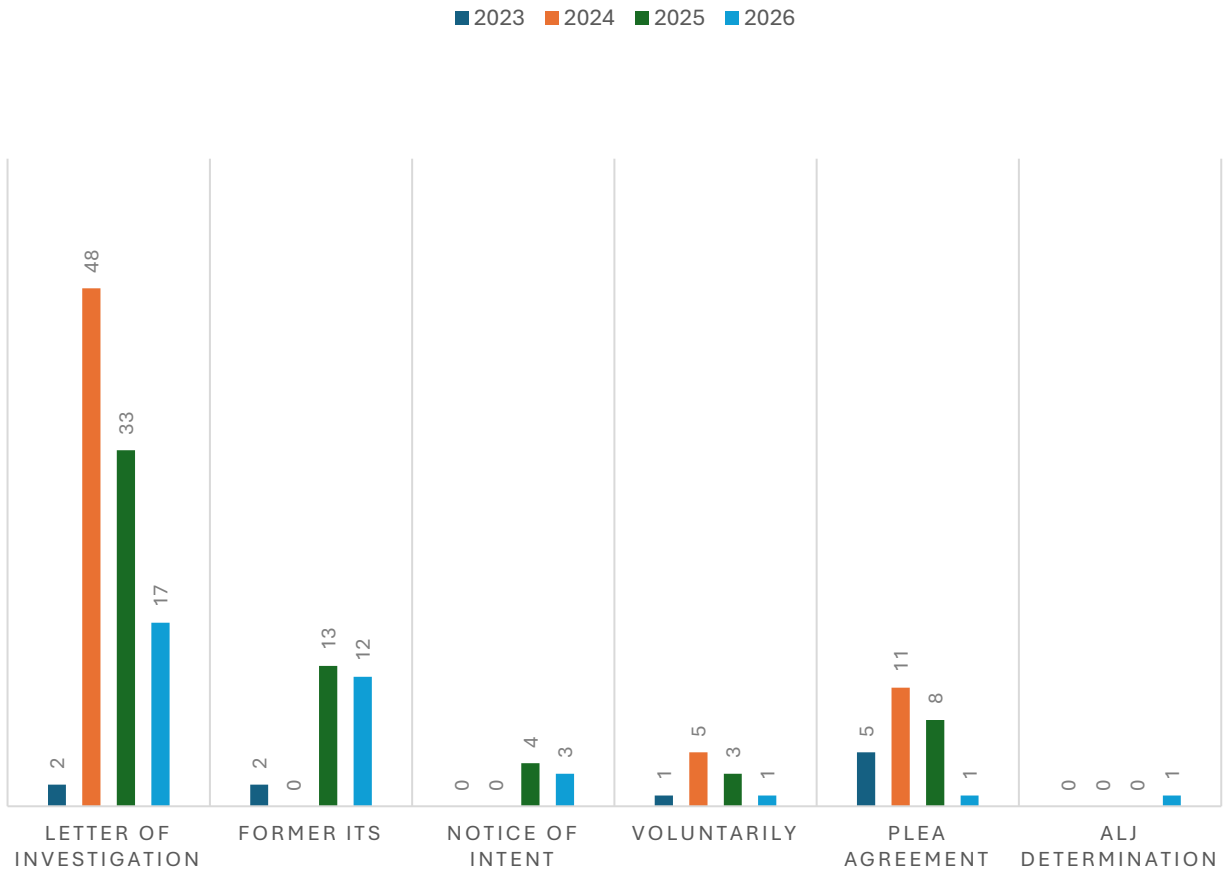


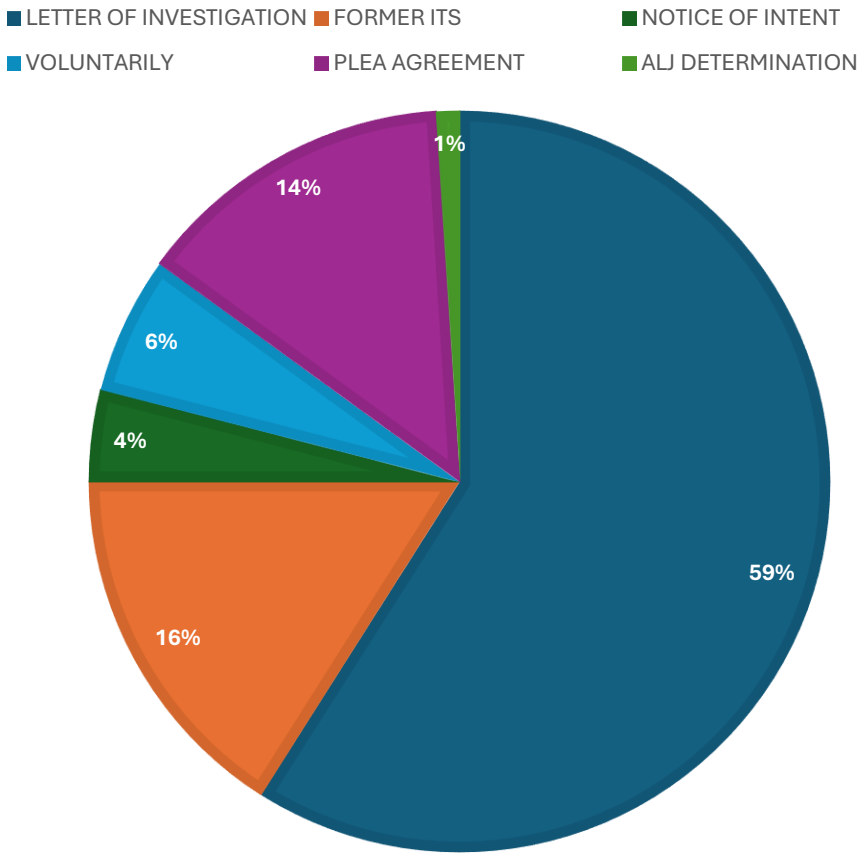
Number of POs by Rank and Latest Degree Earned (Misconduct)



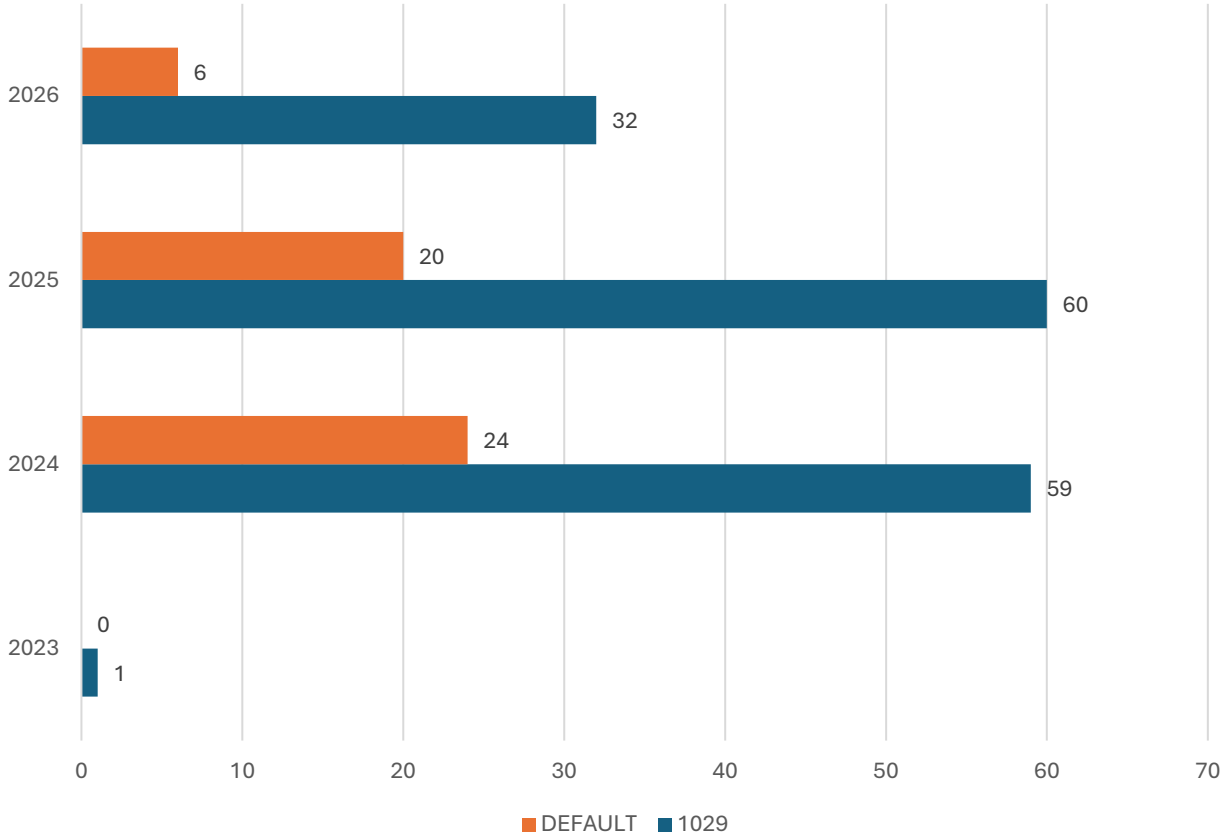
As of 05/11/2026

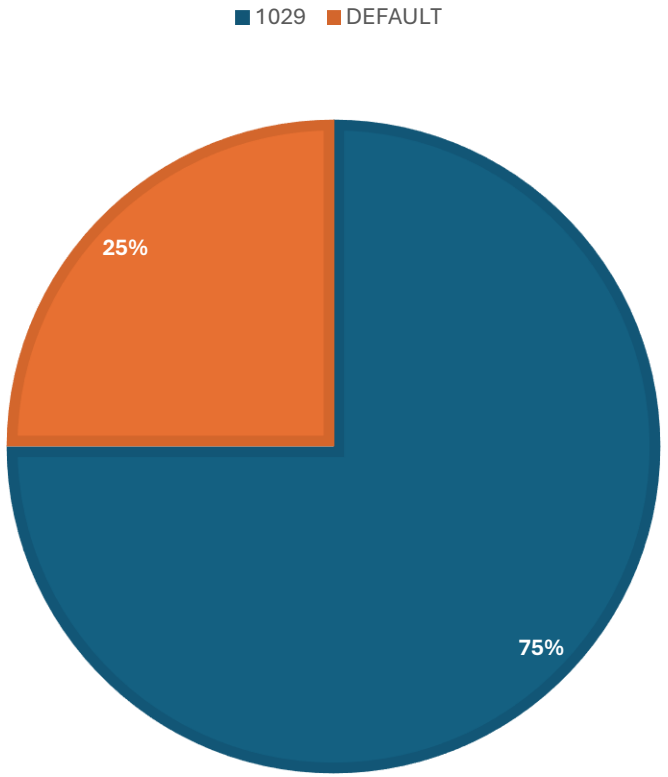
VOLUNTARY SURRENDERS



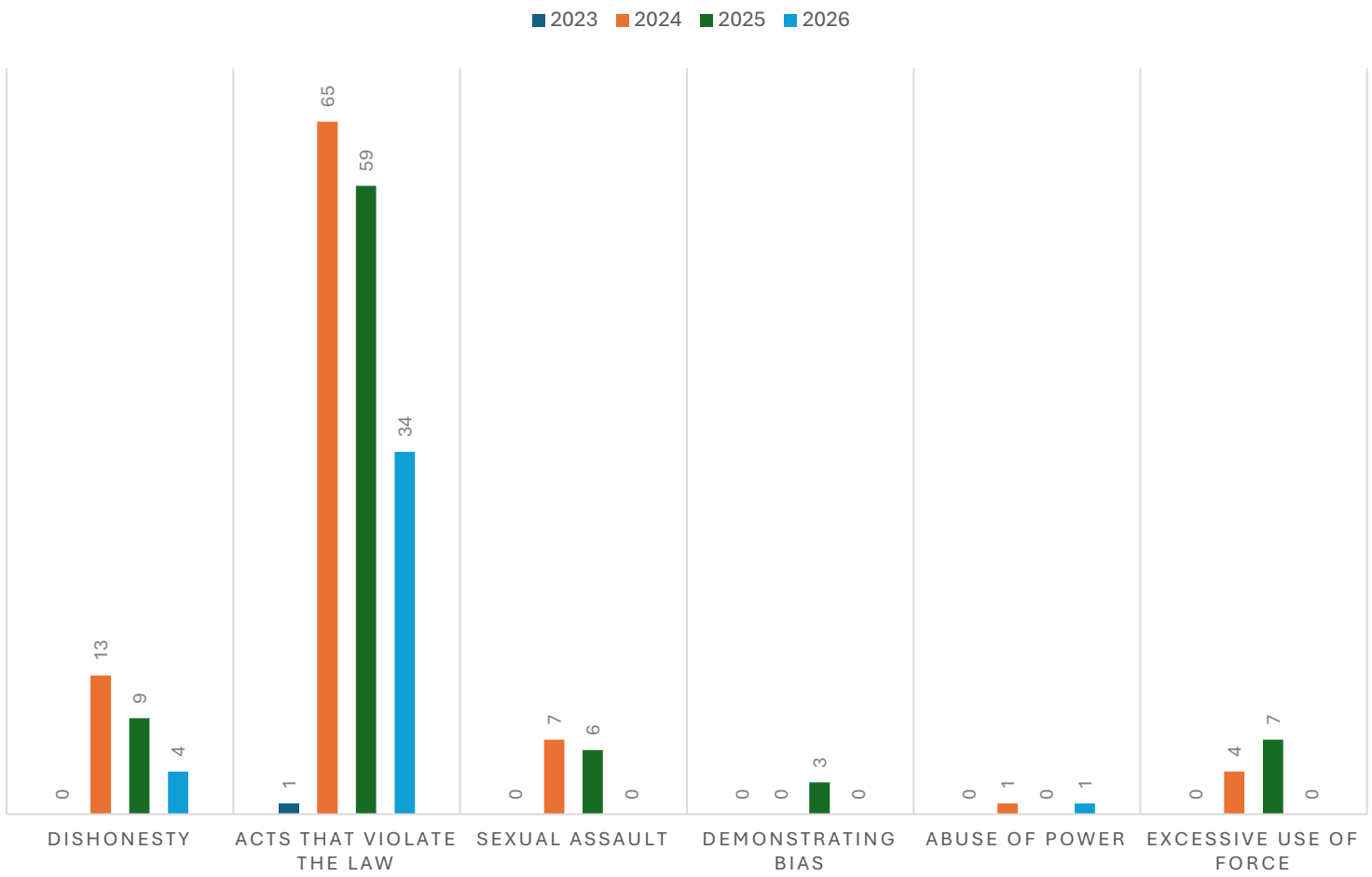


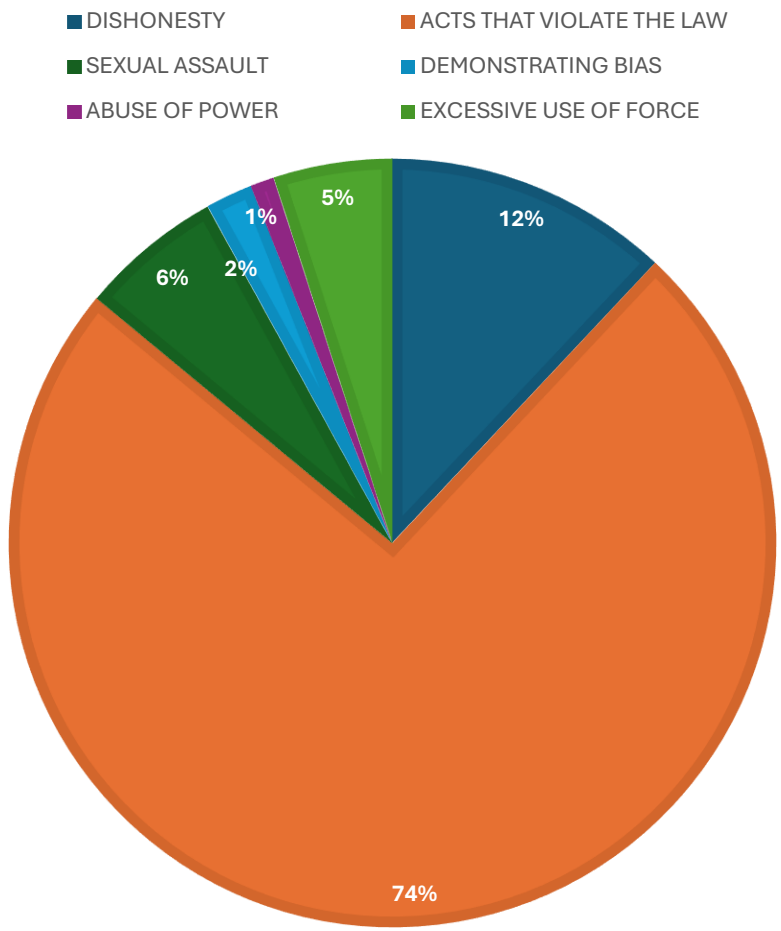
REVOCATIONS





REVOCATION MISCONDUCT CATEGORY





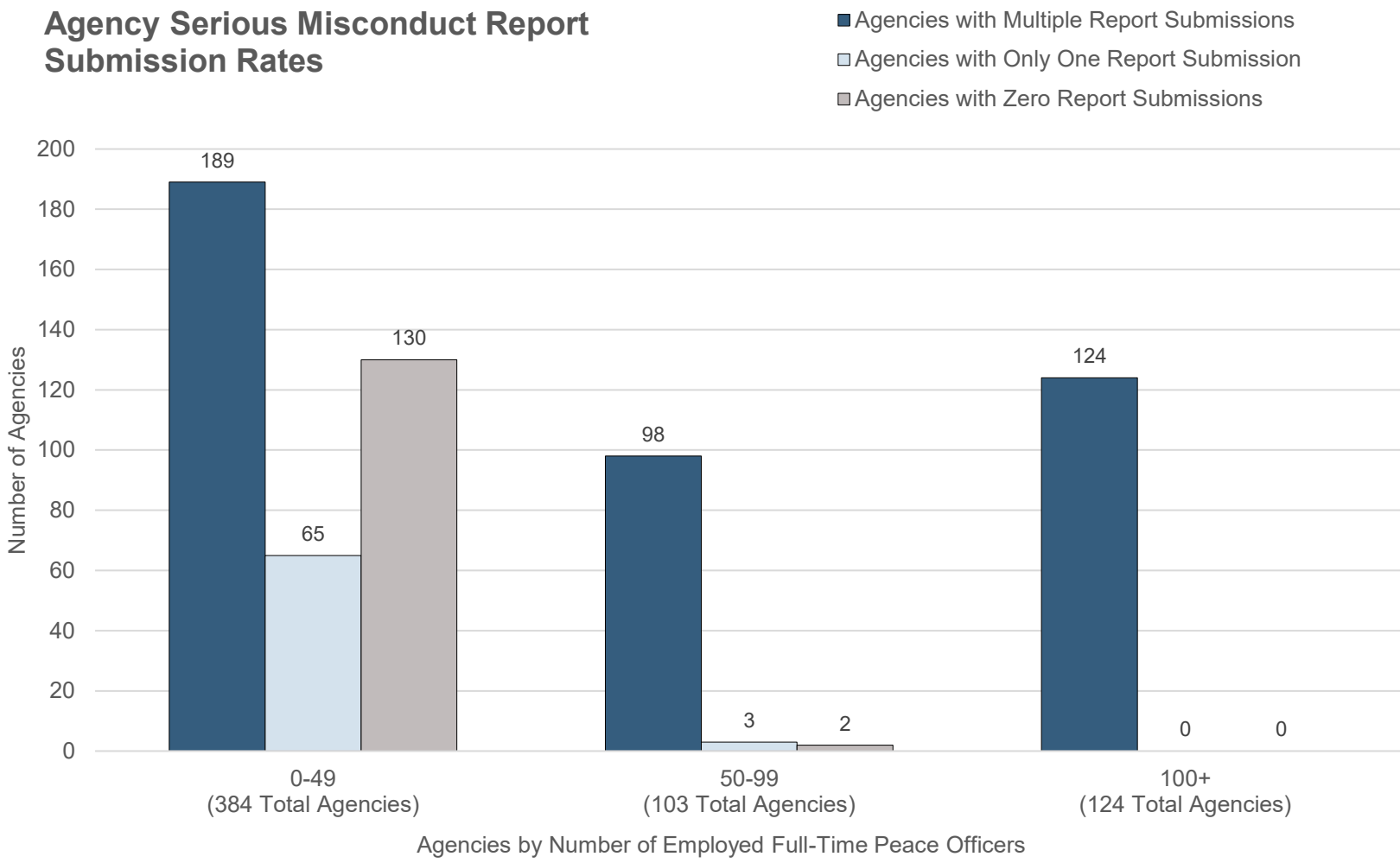
Agency participation for serious misconduct report submissions is at its highest since the implementation of SB 2.

611 agencies must report serious misconduct to POST.

Most agencies have submitted multiple serious misconduct reports to POST.

22% of agencies have not reported. Over half of these agencies employ less than 10 full-time peace officers.

Agencies with a smaller number of peace officers are statistically expected to have less serious misconduct incidents and allegations.



The Division's intake of serious misconduct reports was heavily driven by the statutory retroactive reporting mandate, but numbers have since stabilized at ~2.5k reports per quarter.

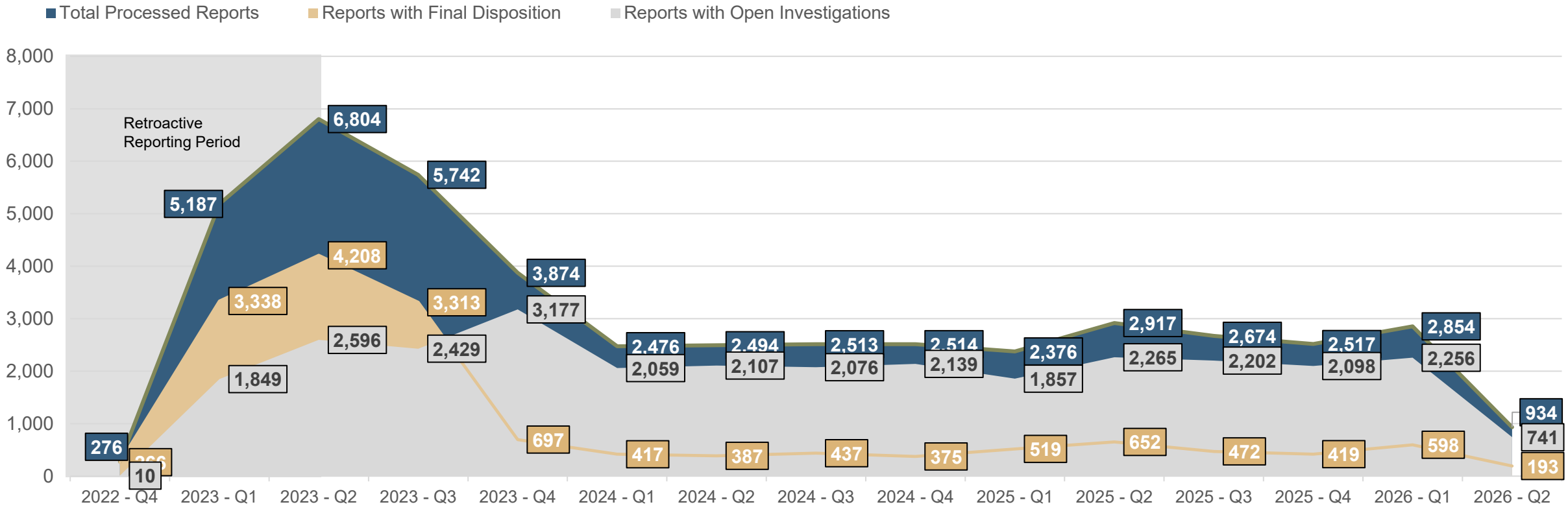
The Division processed over **46,000 Agency Misconduct reports.**

27% were received prior to the statutory retroactive reporting deadline: July 1, 2023.

39% of all reports were **retroactive reports** (incident date between January 1, 2020, and January 1, 2023.)

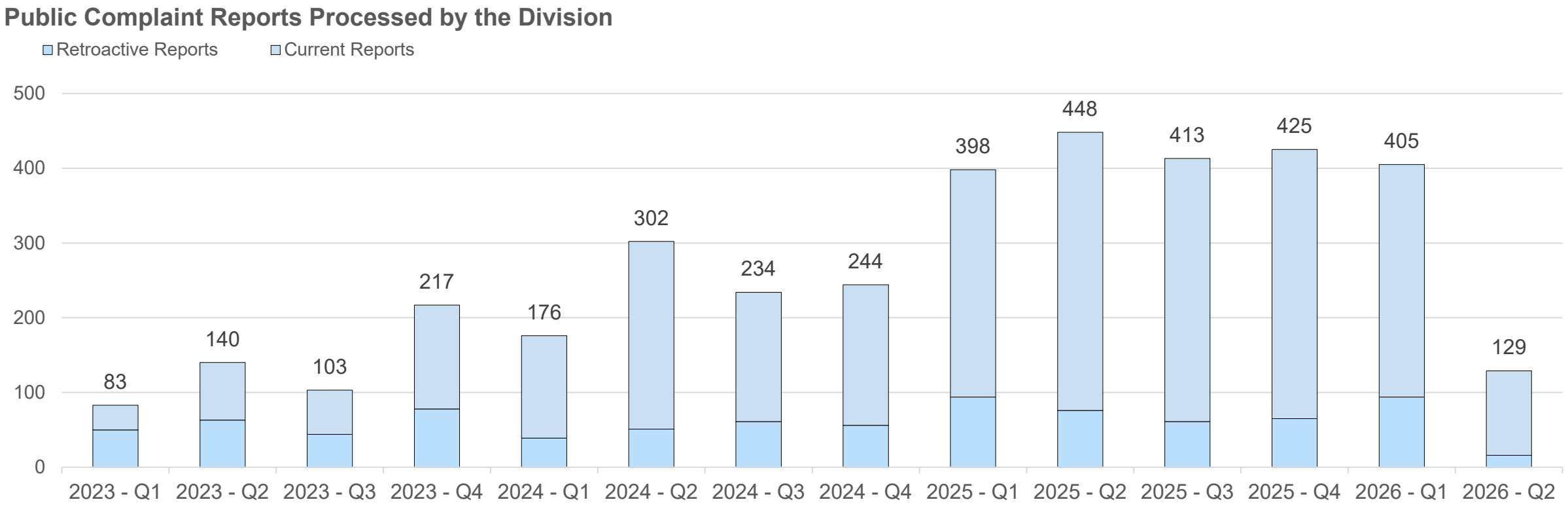
Since the 1st quarter of 2024, the Division routinely processes approximately **2,600 reports per quarter.**

Composition of Reports Processed by the Division



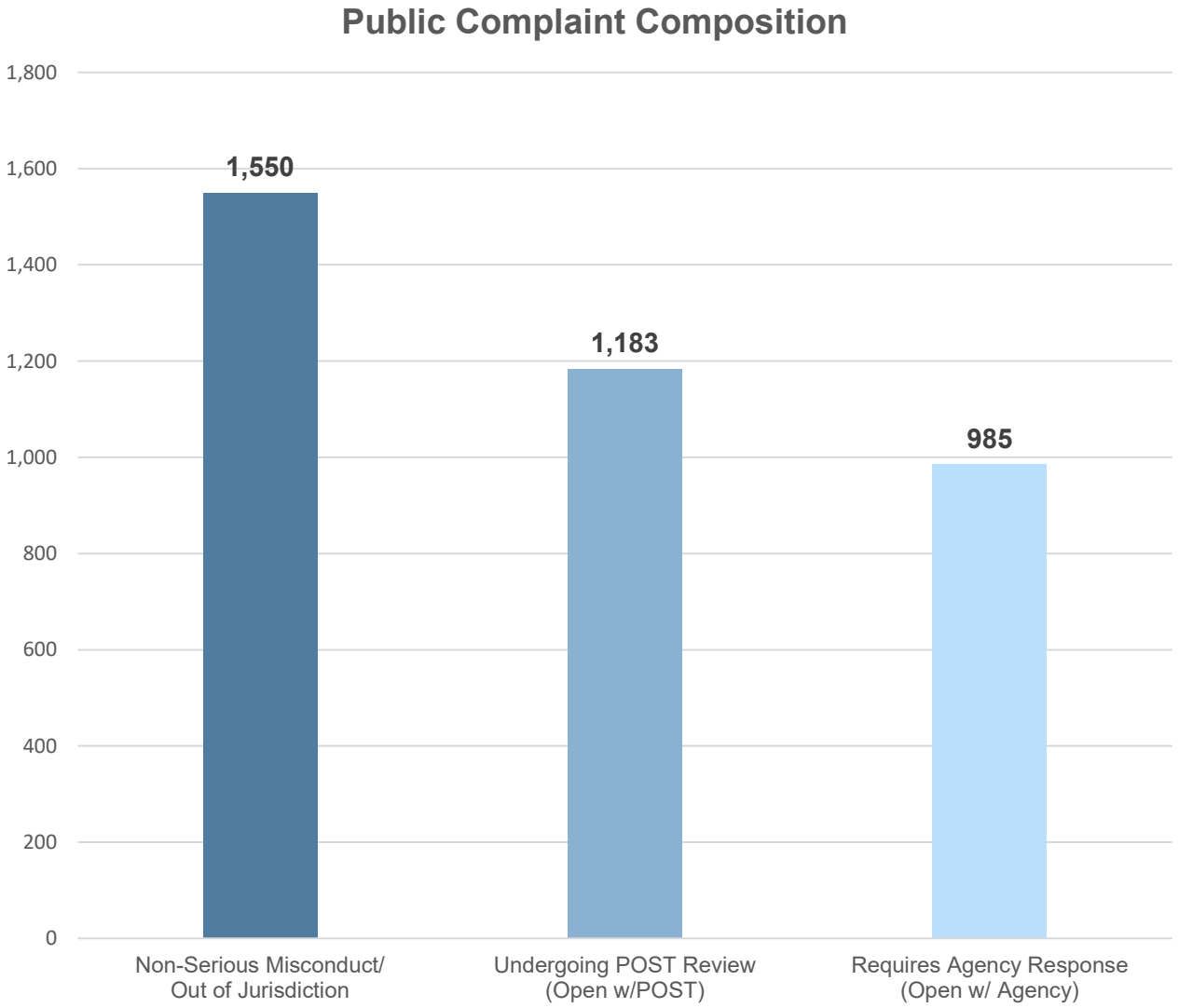
Over 3,700 public complaint reports processed by the Division; increasing public awareness of POST and the decertification process has resulted in a steady increase of public complaint submissions.

POST has received complaints against **over 2,200 officers** from a pool of approximately 1,300 complainants.



Total reflects the **number of officers** with potential serious misconduct allegations rather than the actual number of public complaints submitted by members of the public; if an individual files a complaint that contains multiple officers, POST will create a respective report for each named officer.

POST is actively reviewing complaints and coordinating with agencies for documentation; 32% are undergoing review for potential serious misconduct, while 42% have been closed.



1,550 (42%) complaints are closed.

These complaints were reviewed by POST and determined to be serious misconduct, not serious misconduct, or non-jurisdictional. POST can only take certification action against peace officers described in Penal Code section 13510.1(a**).**

1,183 (32%) complaints are undergoing POST review.

POST has received sufficient agency documentation to move forward with review. These complaints were identified for containing potential serious misconduct.

985 (26%) complaints require additional agency documentation.

POST communicates with agencies to receive ample documentation prior to its review.

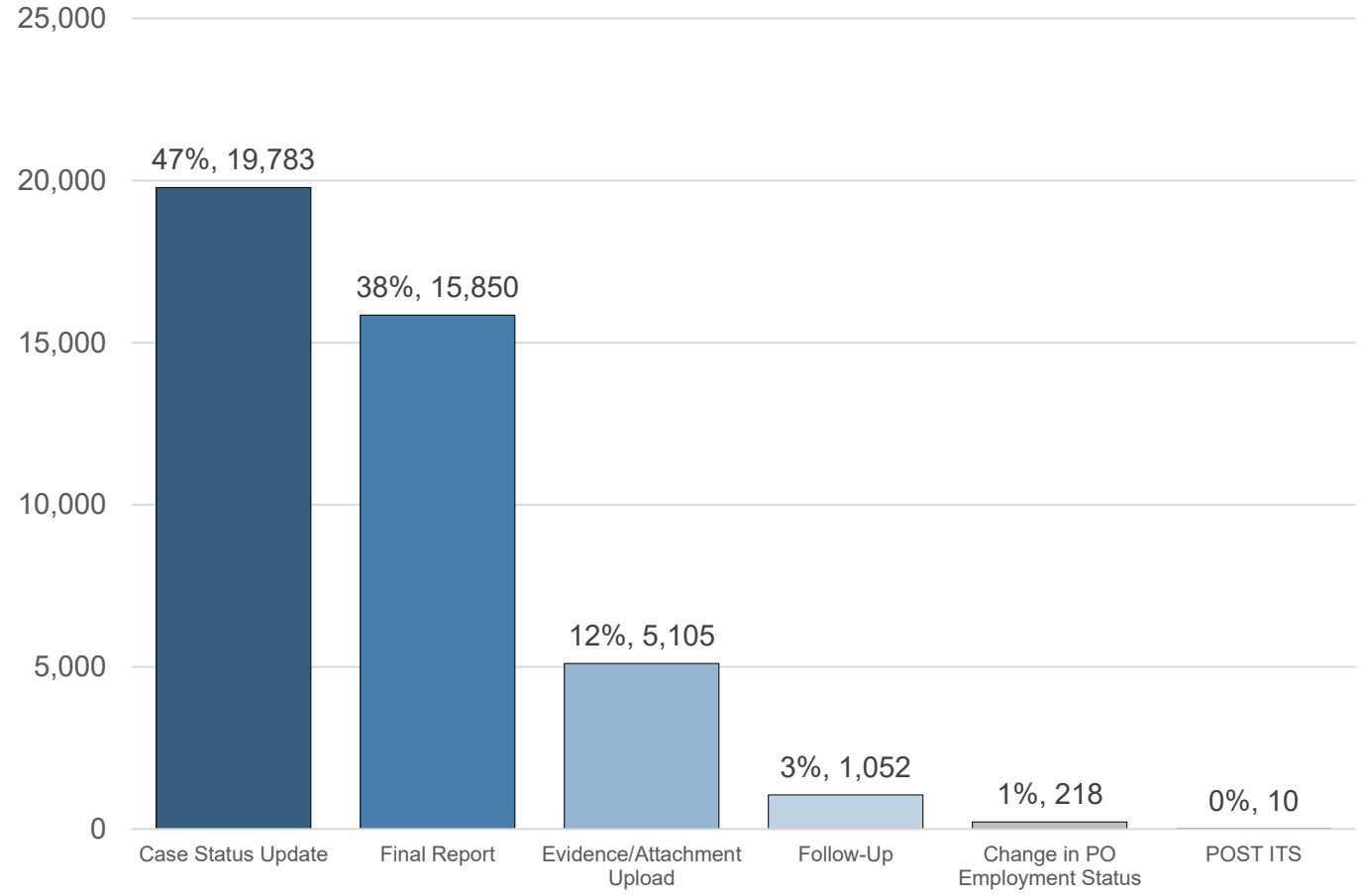
12 (0.3%) complaints have resulted in certification action.
These complaints have been reviewed by POST and resulted in revocation, ineligibility, or voluntary surrender of the subject officer's certification.

338 (9.1%) complaints are against Chiefs/Sheriffs.
These complaints are highly prioritized and brought to the attention of the Professional Conduct Bureau Chiefs, who will review the complaint and decide POST's next steps for investigation.

The Division has received over 42,000 report updates from agencies, most consisting of case status updates, evidence uploads, and agency findings.

Over 42,000 Agency Supplemental reports were submitted to provide additional information to Agency Misconduct reports and public complaints.

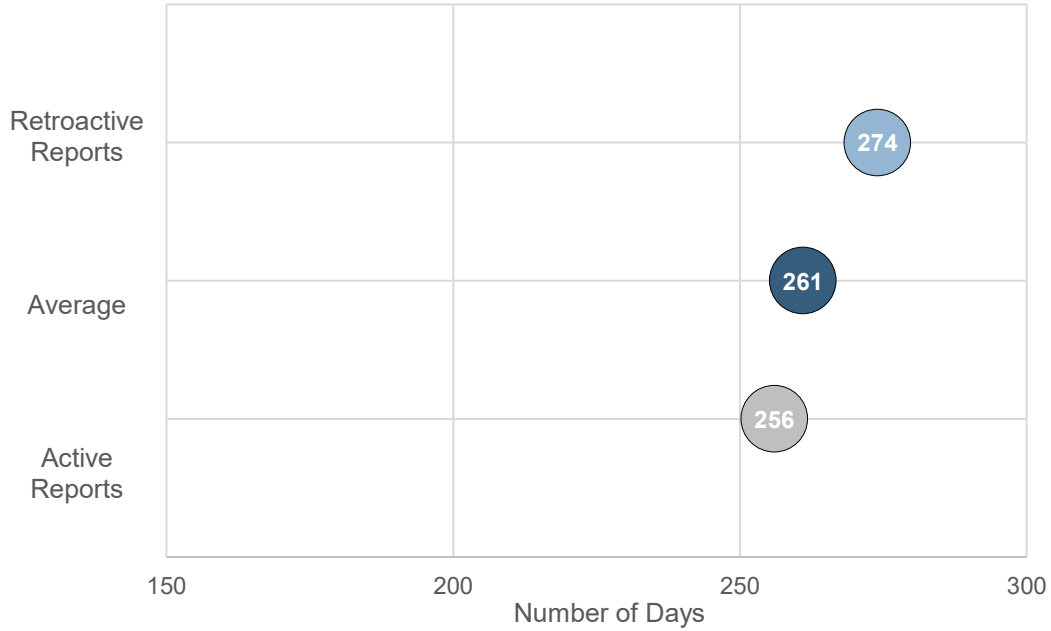
Types of Agency Supplemental Reports Submitted to POST



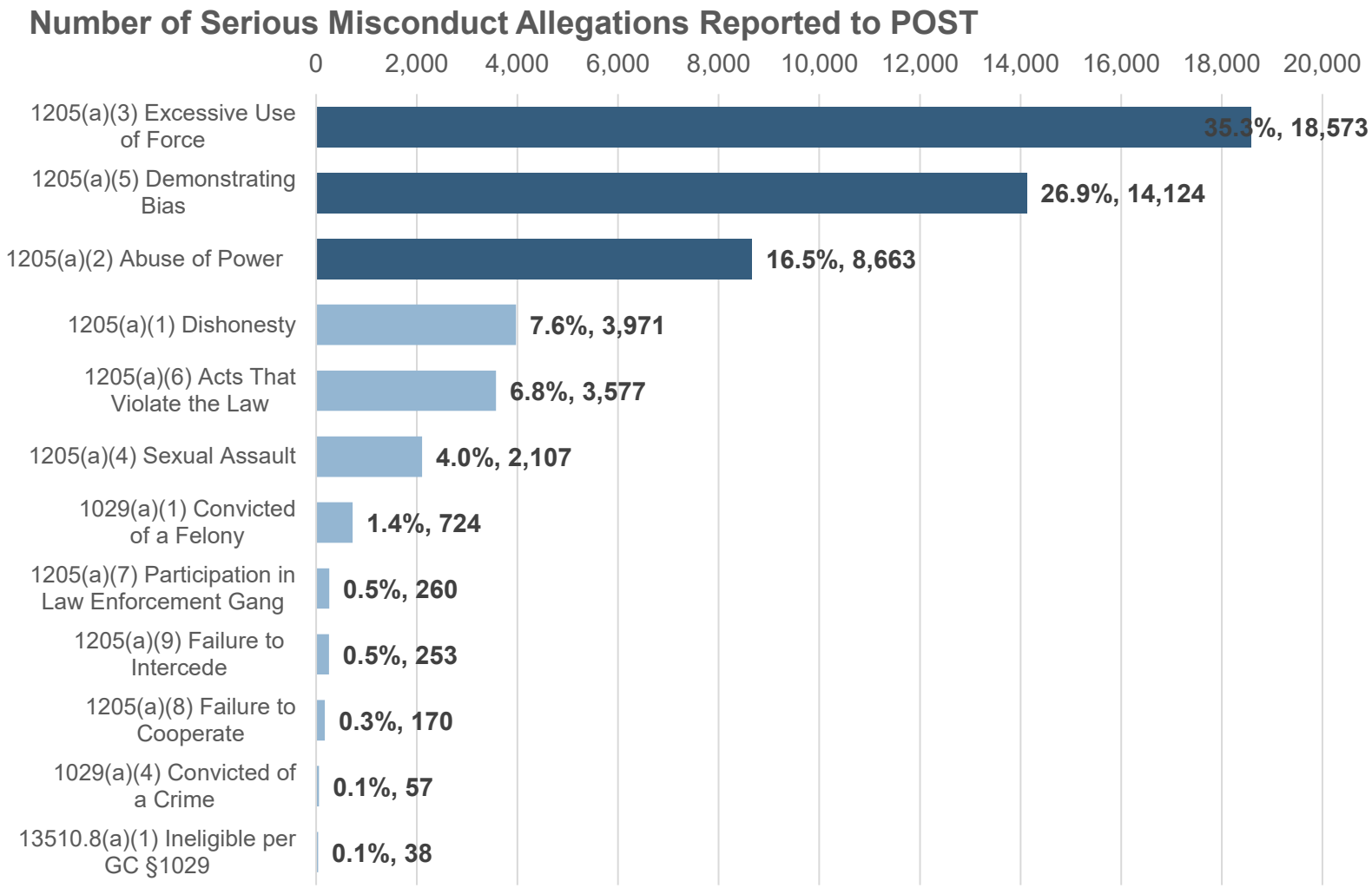
The average timeframe in which an open Agency Misconduct report receives agency findings through an Agency Supplemental report is **261 days**. This timeframe fluctuates when discerning active and retroactive reports.

On average, **retroactive reports** received agency findings in **274 days**. In contrast, **active reports** received agency findings later, within an average of **256 days**.

Average Agency Finding Submission Times By Incident Date



Over 52,000 serious misconduct allegations spanning 24,000+ officers statewide have been reported to POST; in accordance with statute, only 85% of the allegations are potentially actionable.



A report or complaint may contain multiple allegations.

24,289 subject peace officers (28% of total CA peace officers) received allegations.

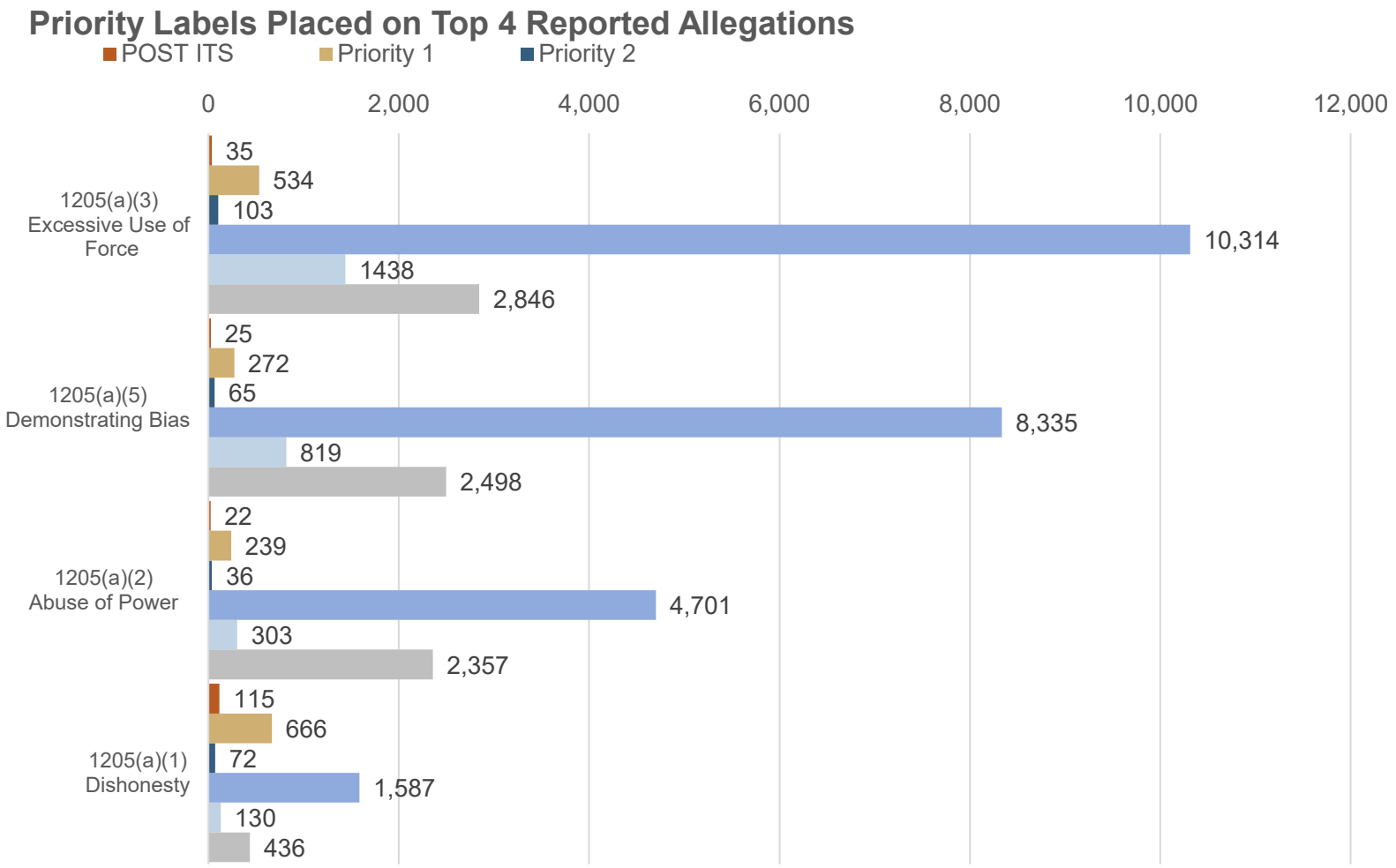
About **39%** of allegations **occurred prior to January 1, 2022**.

POST can only act against conduct that occurred prior to January 1, 2022, **if:**

(1) The subject officer's agency makes a final determination on its investigation **after** January 1, 2022,
or
(2) The allegations include dishonesty, sexual assault, and/or use of deadly force resulting in serious bodily injury or death.

Approximately **44,000** (85%) of the allegations **are considered potentially actionable** by POST.

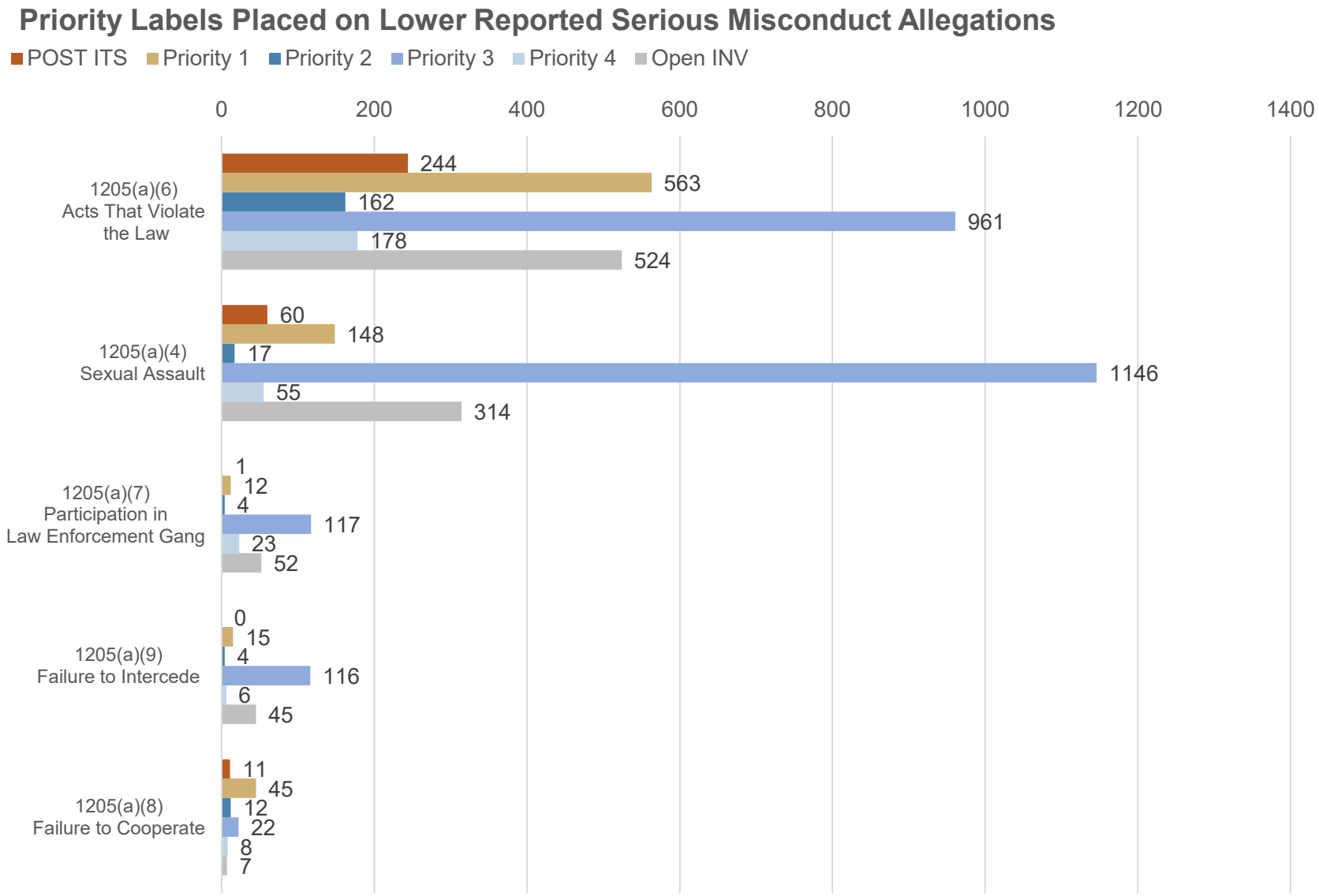
Prioritization of reported allegations to POST: bulk of allegations receive Priority 3 and Open INV labels.



Label	Definition
POST ITS	Contains a potential ITS basis outlined in Penal Code section 13510.8(d).
Priority 1	Contains politically/media-sensitive content or sustained agency findings, regardless of the incident or agency finding date.
Priority 2	Contains sustained agency findings for policy violations that may or may not fall under the definition of serious misconduct.
Priority 3	Contains an unfounded, exonerated, or not sustained finding with an agency finding date that takes place **after** January 1, 2022.
Priority 4	Contains an unfounded, exonerated, or not sustained finding with an agency finding date that takes place **before** January 1, 2022.
OPEN INV	Contains an ongoing agency investigation without agency findings.

* Labels are assigned upon review by Intake and Disposition Bureau. Prioritization is subject to change when reports are

Prioritization of reported allegations to POST: bulk of allegations receive Priority 3 and Open INV labels.



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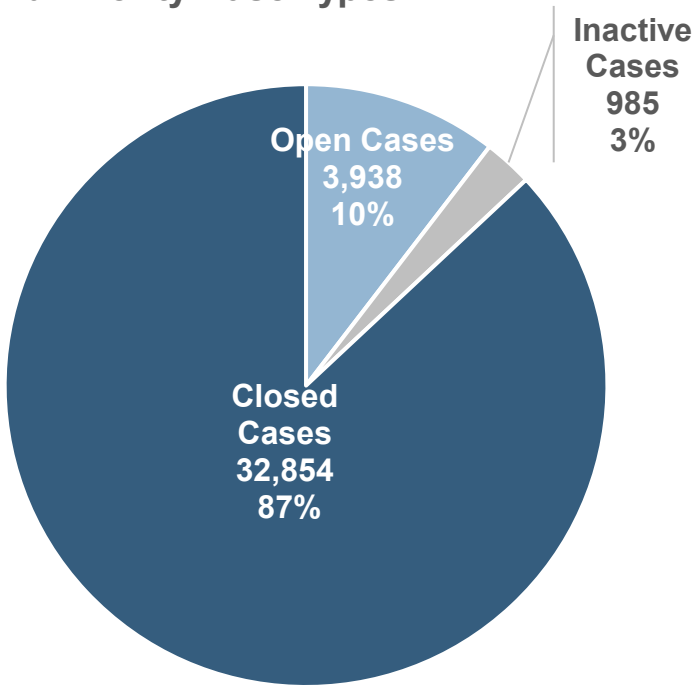
87% of ITS, Public Complaint, and Priority cases are closed; remaining ongoing caseload is prioritized based on agency findings and potential risk to public safety.

87% of ITS, Public Complaint, and Priority cases were closed following POST's review.

10% of these cases are open for POST's review.

The remaining **3% are considered inactive.**

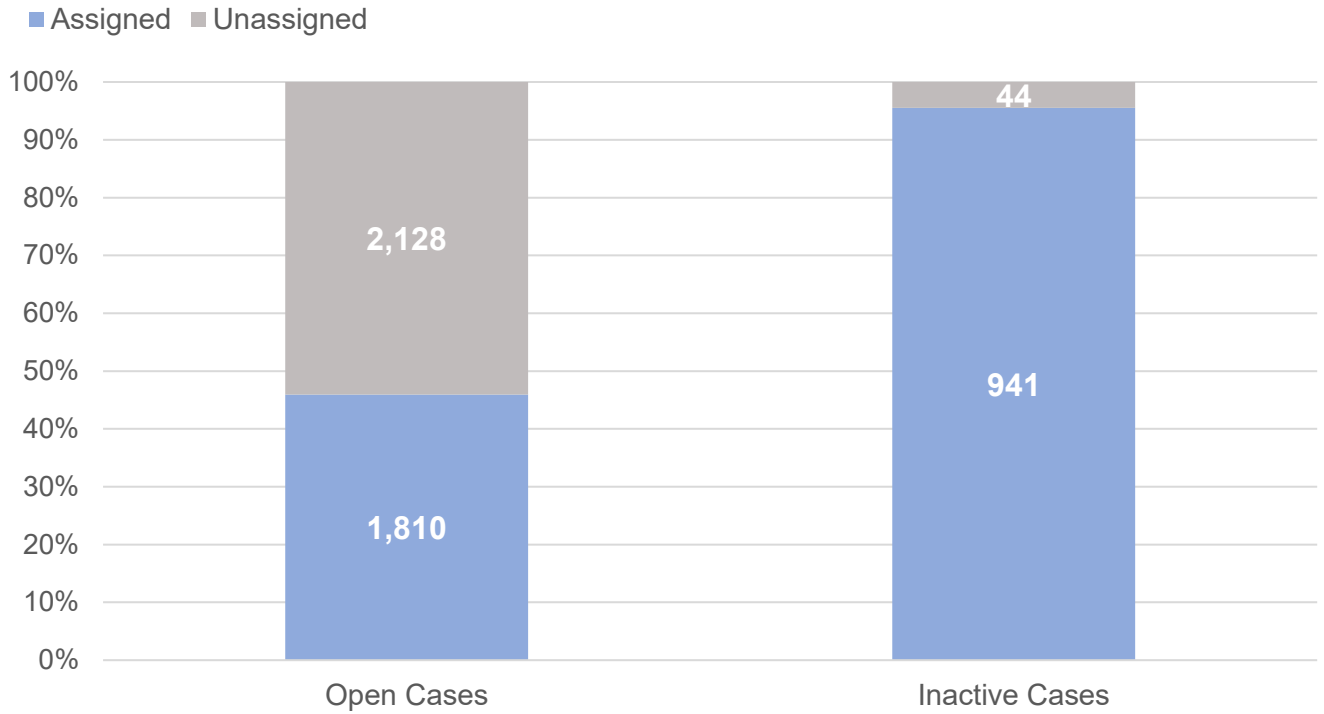
Case Statuses Among ITS, Public Complaint, and Priority Case Types



Open Cases - 46% have been assigned to staff for review; 54% are pending assignment.

Inactive Cases - 96% have been assigned to follow up with agencies on their investigation findings and/or monitor cases that pose a potential risk to public safety; 4% are unassigned due to the absence of agency findings.

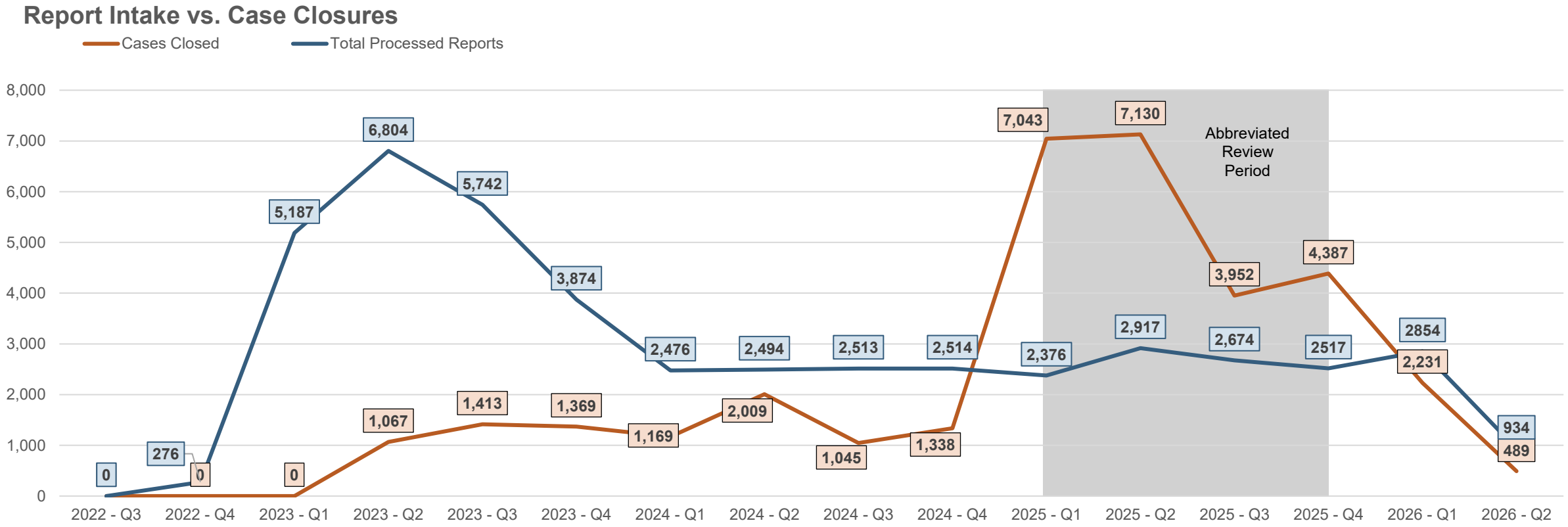
Assigned and Unassigned Open and Inactive ITS, Public Complaint, and Priority Cases



POST's case closures are catching up to its initial report intake; its abbreviated review process is aiding in backlog clearance.

In 2025 Quarter 1, the Division saw a spike in case closures due to a limited-time **Abbreviated Review** process to address the backlog of Priority 3 cases. Agency and POST's findings within Priority 3 cases saw little discrepancies in outcomes, and the Division determined it would be most responsible to prioritize and investigate cases that may contain serious misconduct.

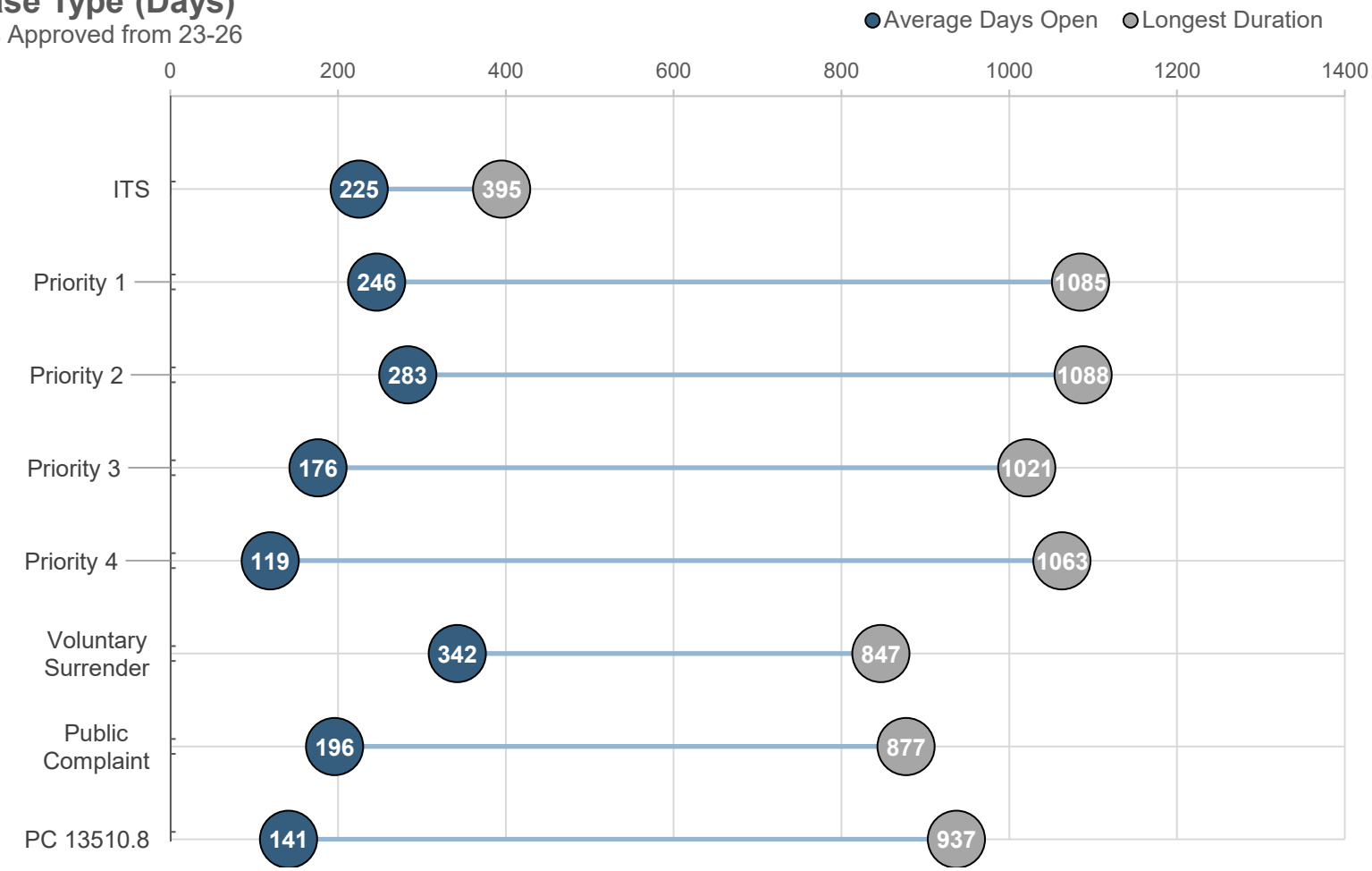
With most Priority 3 cases now closed under the Abbreviated Review process, the Division has initiated an audit phase to ensure proper case analysis and closure.



To date, all closed cases have been closed within the 3-year statutory timeframe, with ITS cases accelerated due to public safety risk.

Average vs. Maximum Case Closure Timeframes by Case Type (Days)

Reports Approved from 23-26



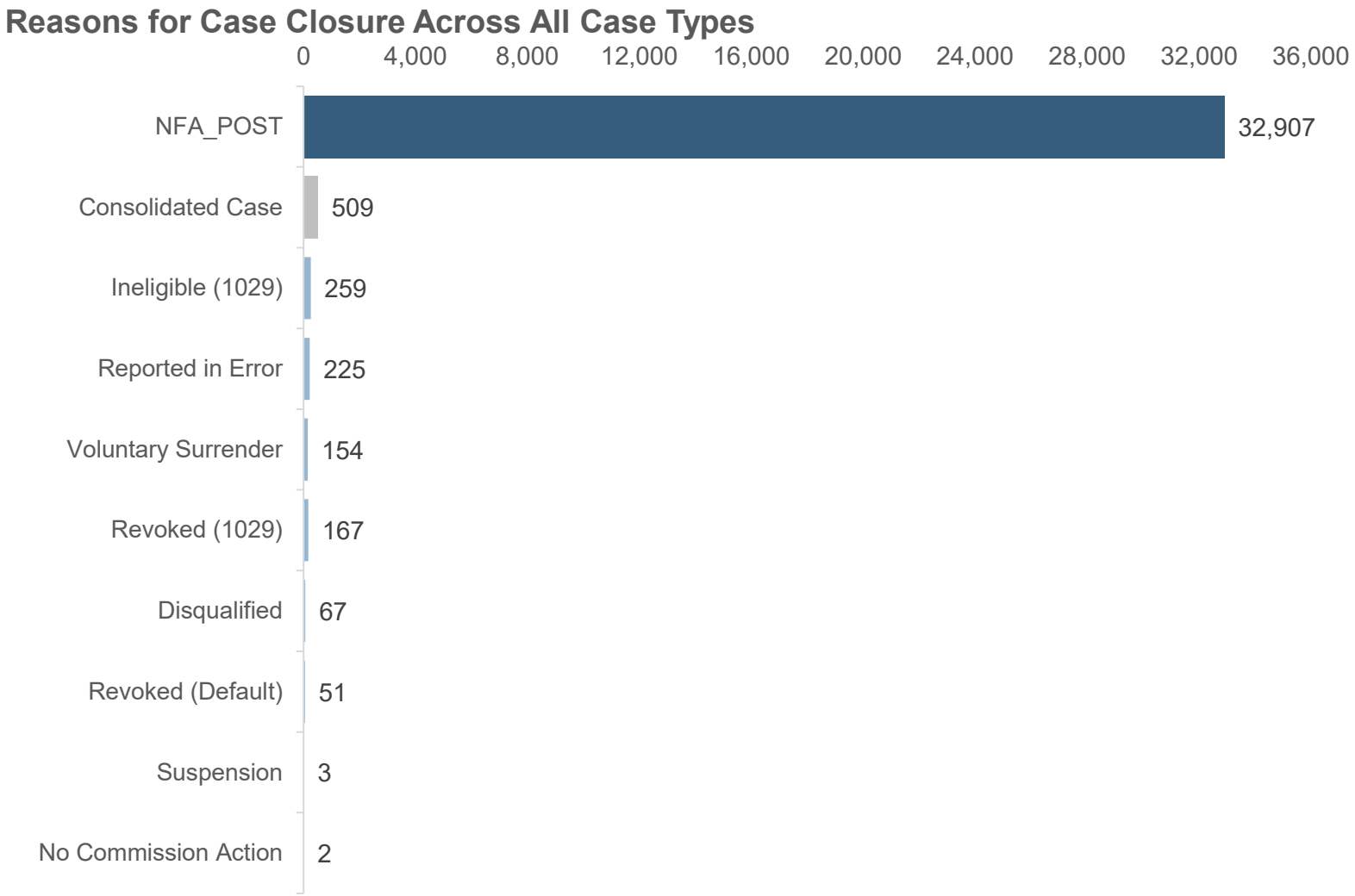
A case is considered open when POST receives the agency's findings up to the point in which POST comes to a determination on the case.

POST has three years upon receipt of the agency's findings to complete its investigation into serious misconduct.

The median number of days for cases to close is 263 days.

Cases with longer investigation durations comprise **~25% of the closed cases**.

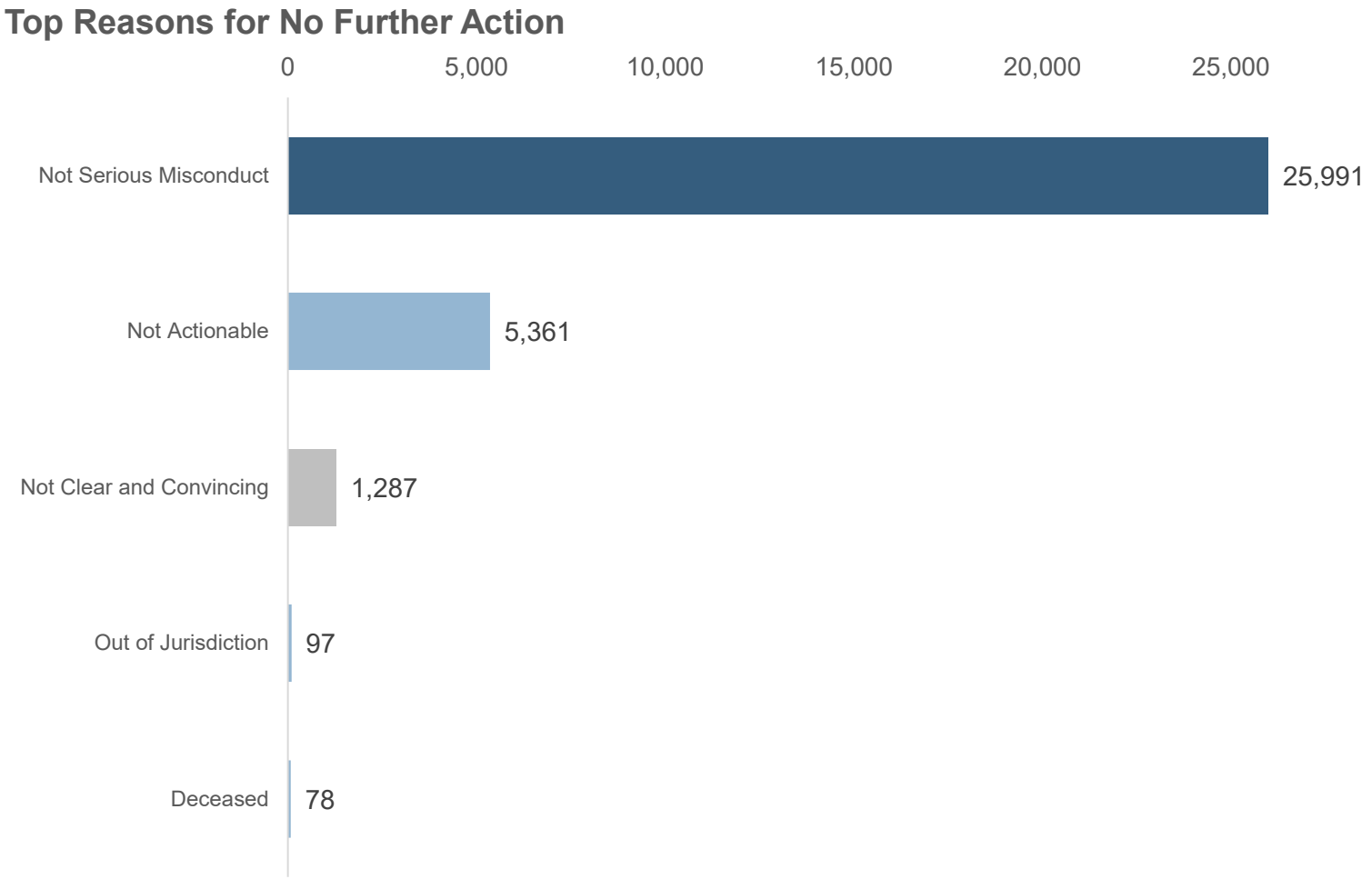
Approximately 2% of cases closed by POST resulted in disciplinary action. About 95% of cases were closed without further action.



No Further Action (NFA_POST) accounted for **95% of POST's case closures.**

Cases closed due to **revocation, Voluntary Surrender, and Ineligibility** make up **1.8%** of all closures.

Breakdown of No Further Action case closures: 79% considered not serious misconduct, 17% non-actionable, and 4% contained insufficient evidence.

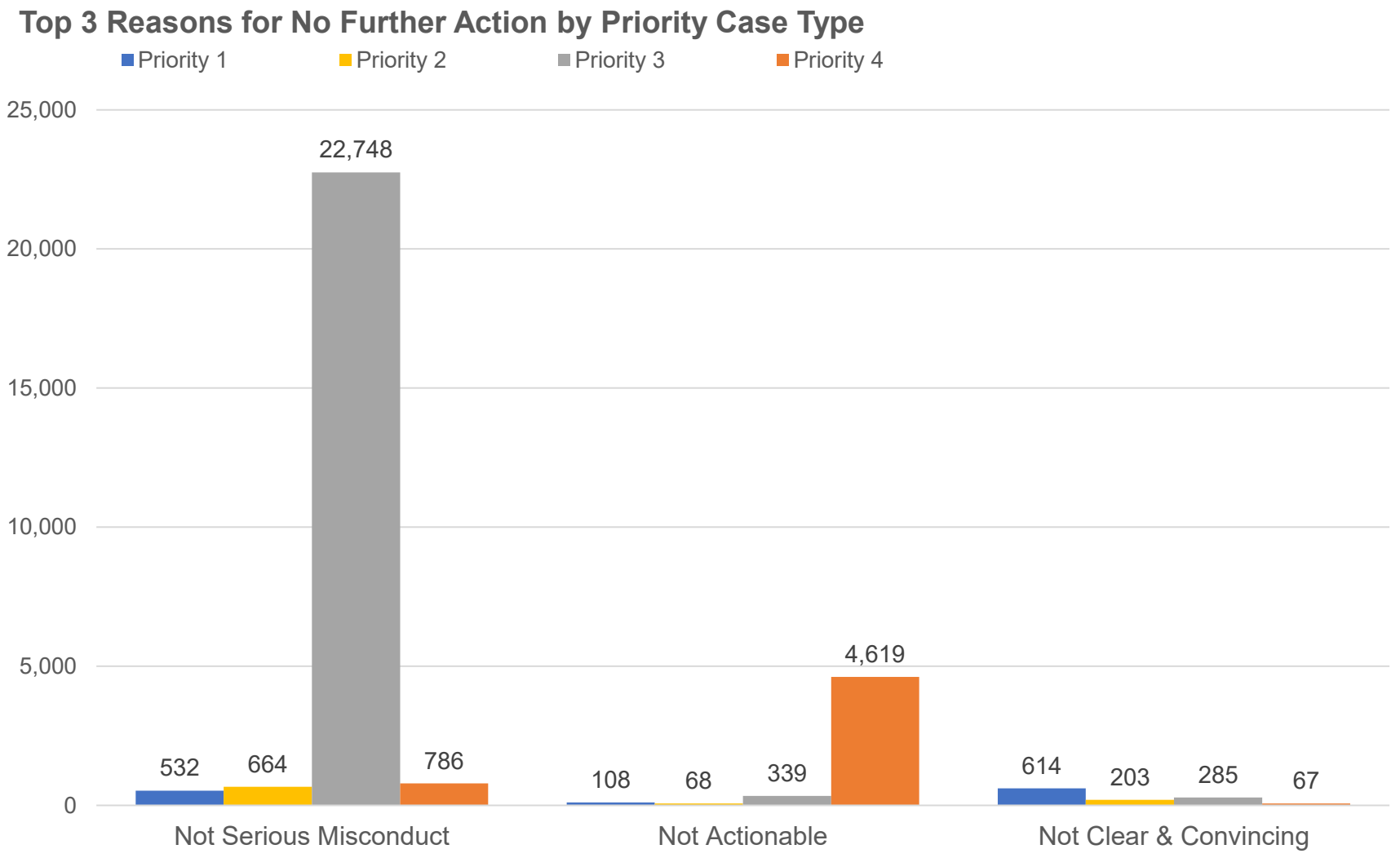


79% of NFA_POST cases were closed because they **did not meet the definition of serious misconduct.**

16% of these cases were closed for being **non-actionable**, meaning POST did not have the statutory authority to act on the case.

Only **4%** of NFA_POST cases were closed because there was **insufficient clear and convincing evidence**. Conduct within these cases may rise to the level of serious misconduct, but POST could not meet the burden of proof.

Closure trends among priority case types: most not serious misconduct and non-actionable cases are Priority 3 and 4, while Priority 1 cases see most evidentiary gaps.



92% of closures for failure to meet serious misconduct were **Priority 3 cases**.

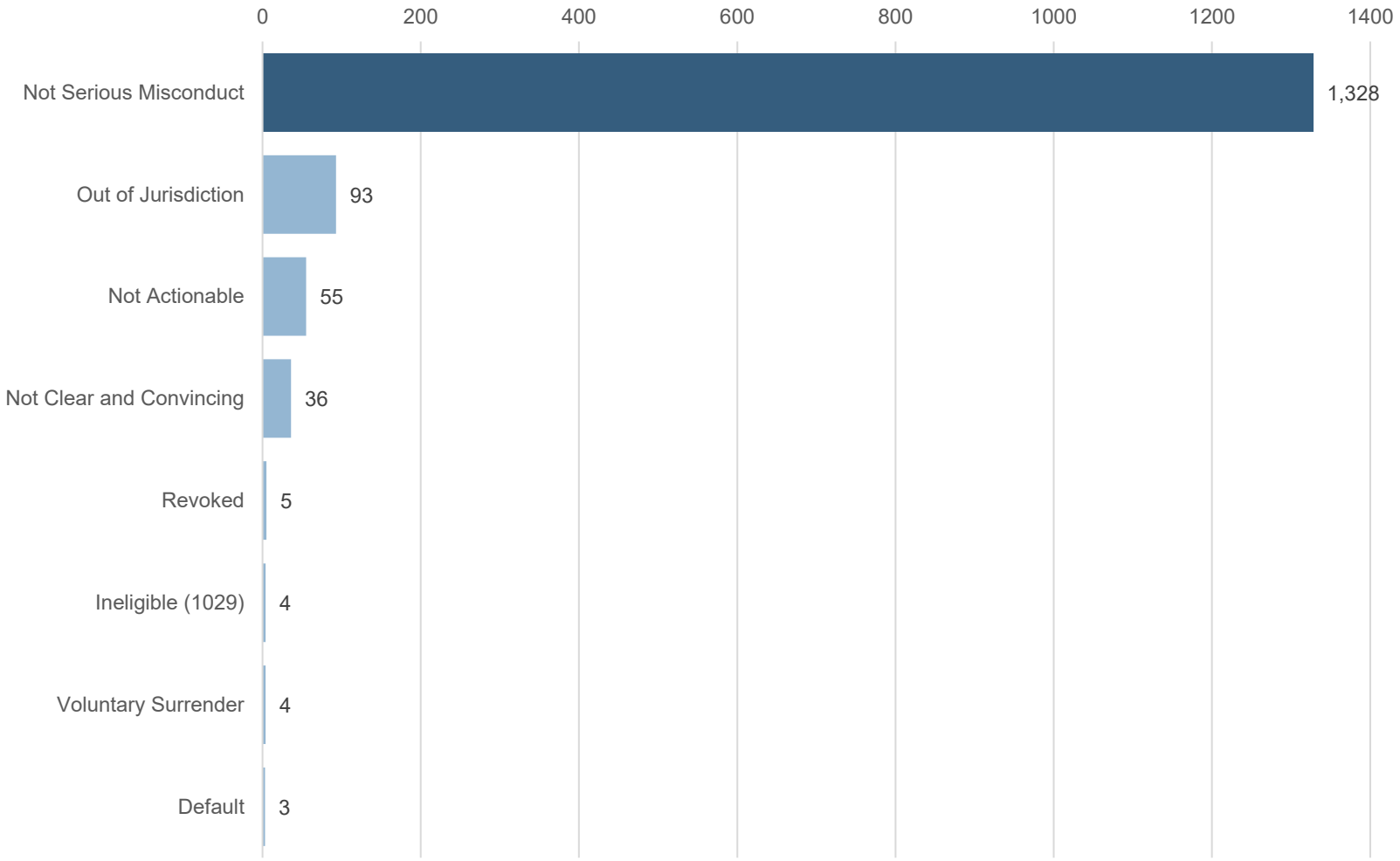
90% of non-actionable closures were **Priority 4 cases**, which aligns with expectations.

53% of cases closed for not meeting the clear and convincing evidentiary standard are **Priority 1 cases**.

Priority 1 and Priority 2 cases combined account for 70% of not clear and convincing closures.

Closure trends among public complaints: most complaints are closed out as not serious misconduct, non-jurisdictional, and non-actionable. A handful have resulted in certification action.

Top Reasons for Case Closure Among Public Complaints



86% of closed cases containing public complaint reports were closed out as **not serious misconduct.**

About 6% were closed out as **non-jurisdictional**, which occurs when a complaint indicates a person **not defined within Penal Code section 13510.1(a)**.

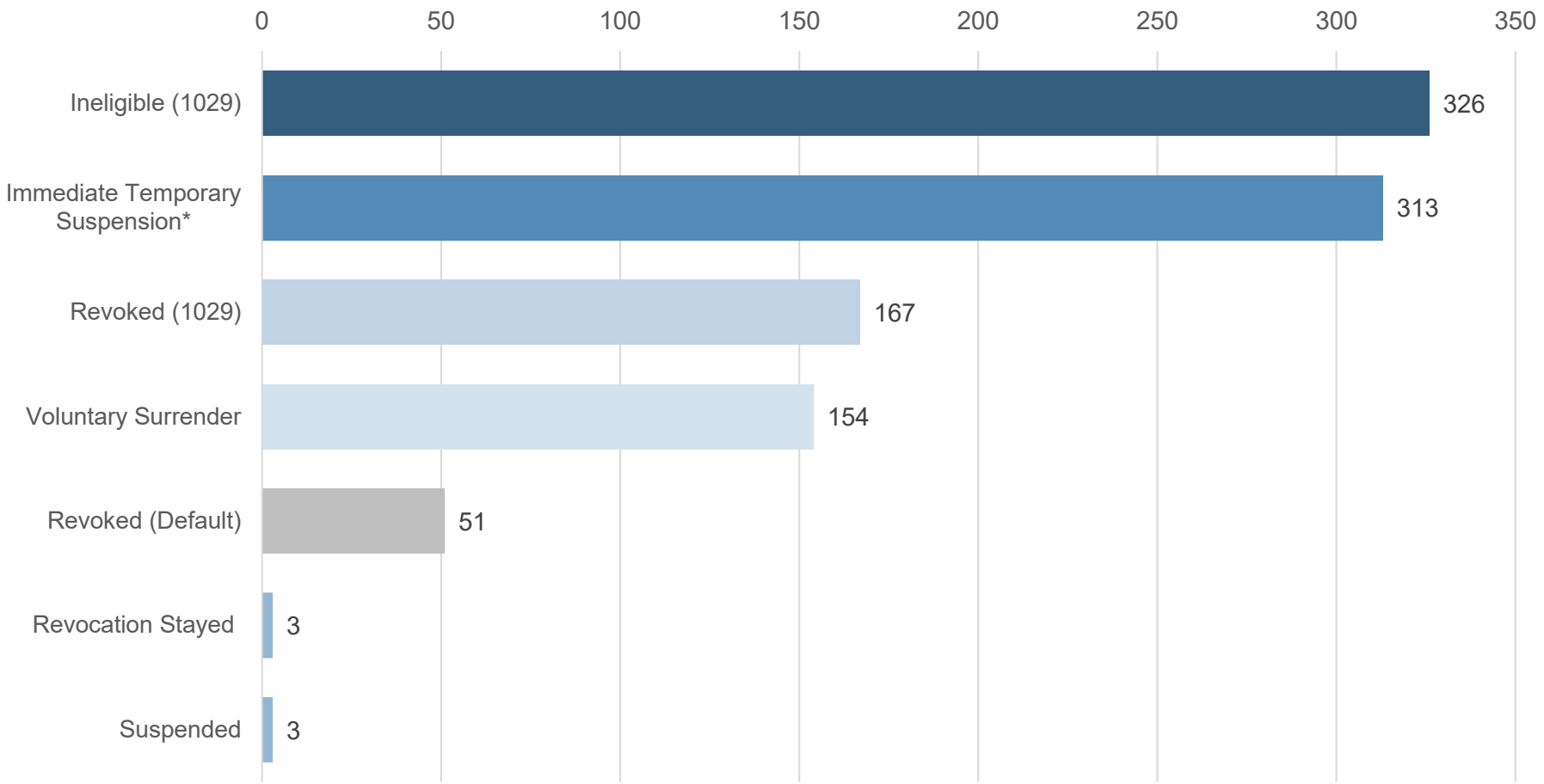
4% were closed out as non-actionable.

2% of may have met serious misconduct but did not meet the clear and convincing evidentiary standard.

1% resulted in certification action.

The number of disciplinary actions taken by POST is above average compared to other California regulatory licensing agencies, which typically reflect approximately 1% disciplinary actions.

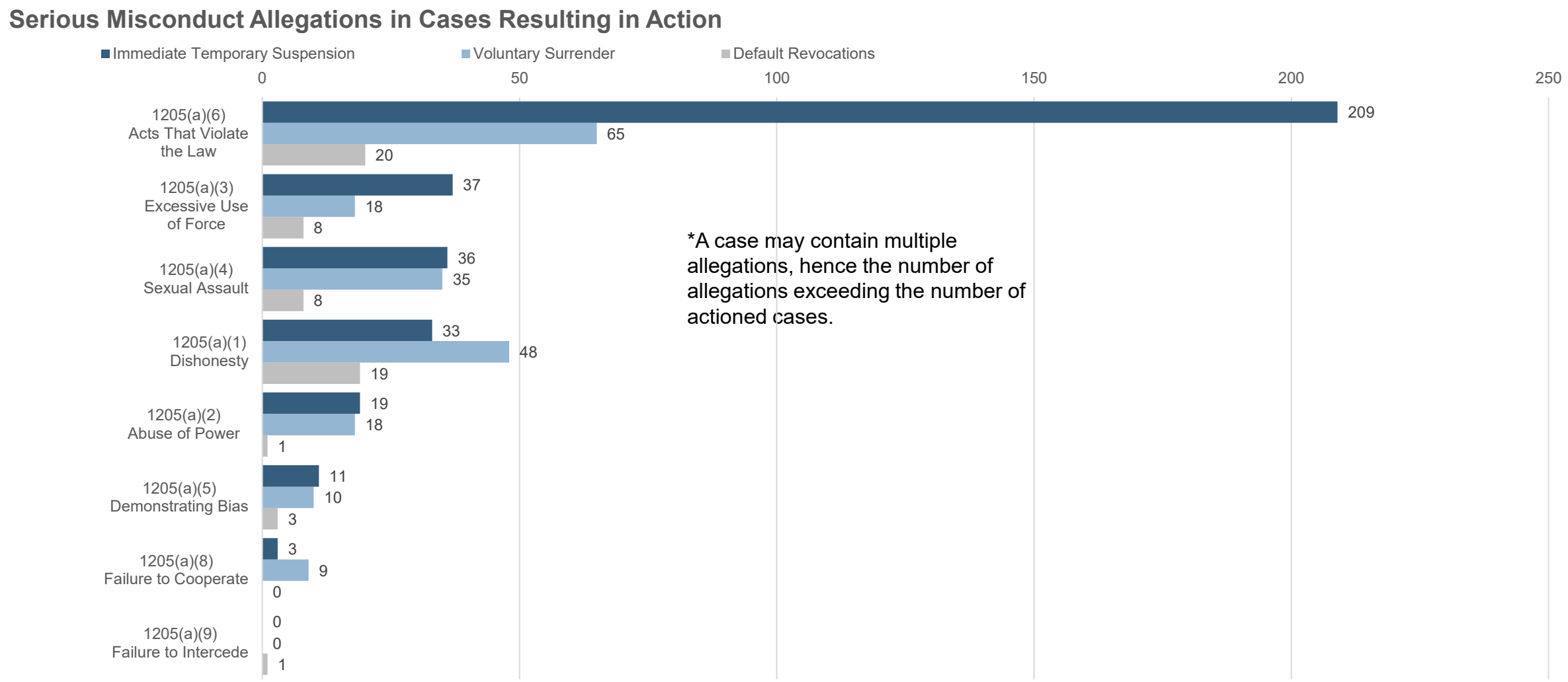
Number of Cases Resulting in Action by POST



1,017 disciplinary actions have been imposed by POST. This amounts to **1.2% of actions** on POST's licensee population (~83k) annually.

*Reflects total number of issued Immediate Temporary Suspensions and those that resulted in subsequent action.

The top allegations resulting in action by POST are Acts that Violate the Law, Dishonesty, and Sexual Assault.

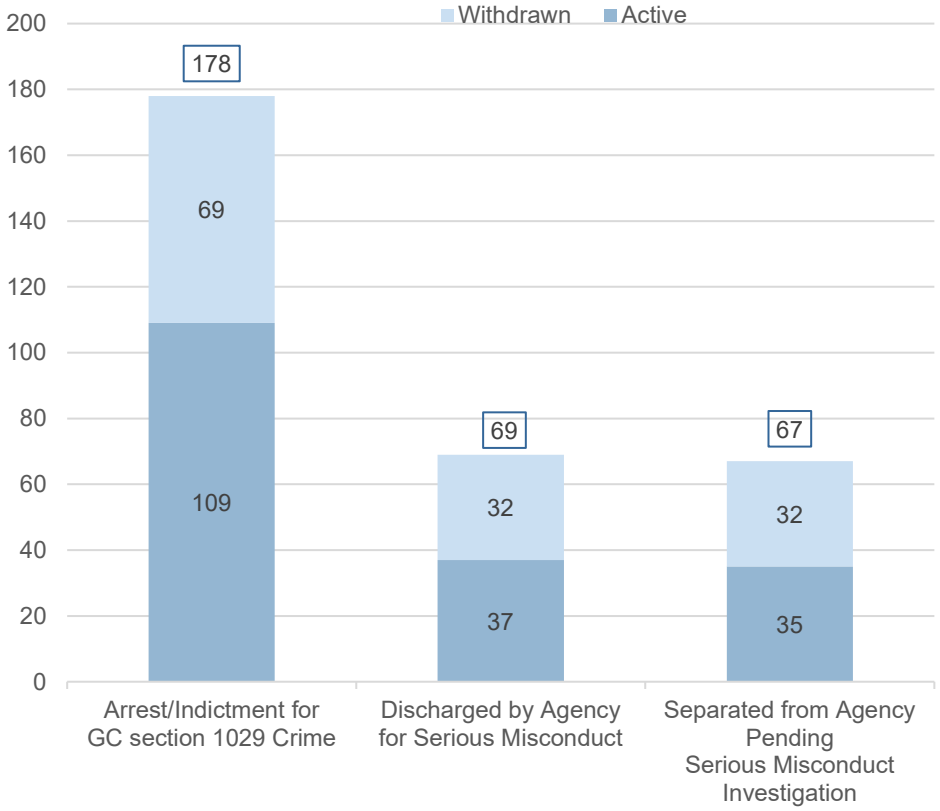


Arrests and indictments for Government Code section 1029 crimes are the highest basis for issued immediate temporary suspensions, contributing to relatively high revocation outcomes.

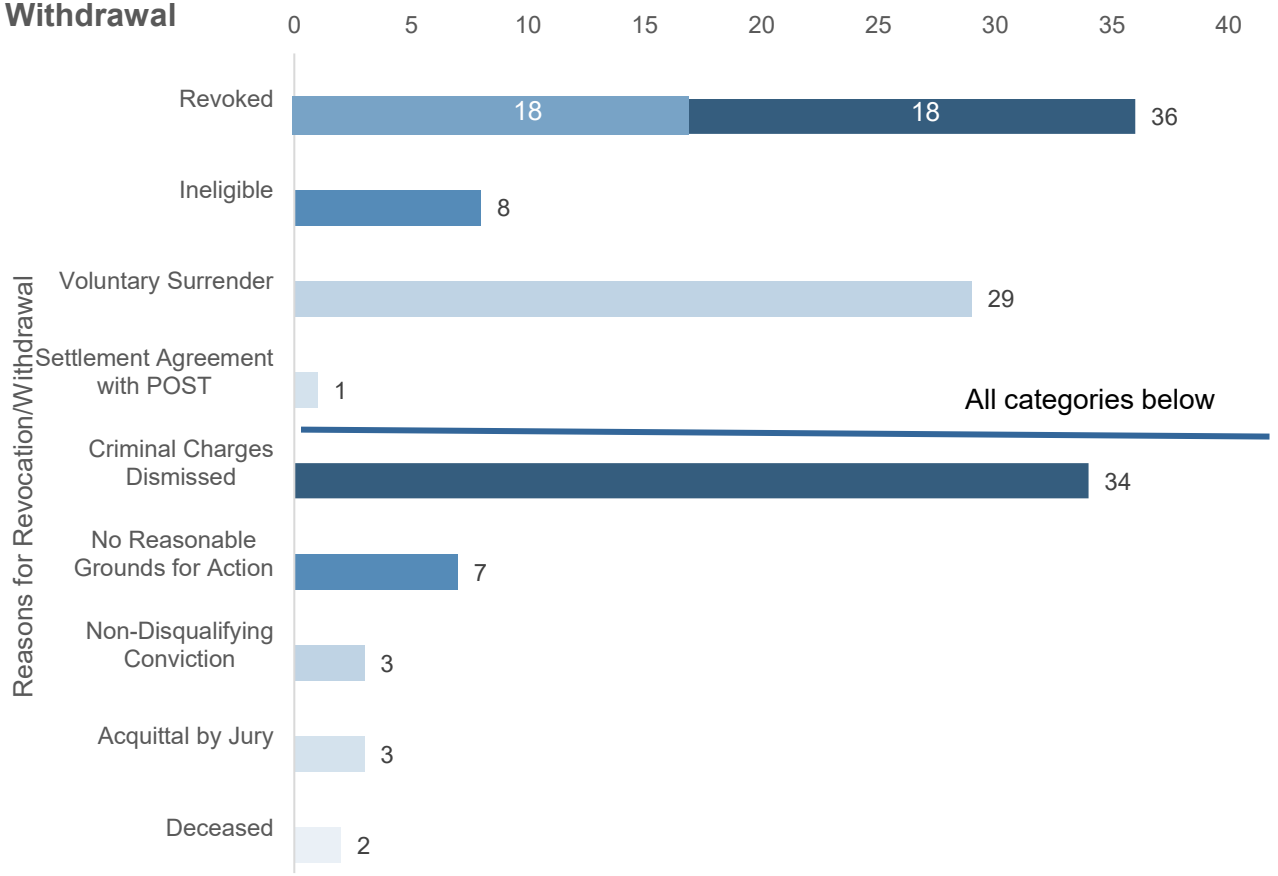
Basis for an immediate temporary suspension (ITS) are outlined in Penal Code section 13510.8(d). An ITS may be issued for one or more basis.

An ITS remains in effect until the Division determines that no serious misconduct occurred, a final determination is made by the Commission, or the Executive Director withdraws the temporary suspension.

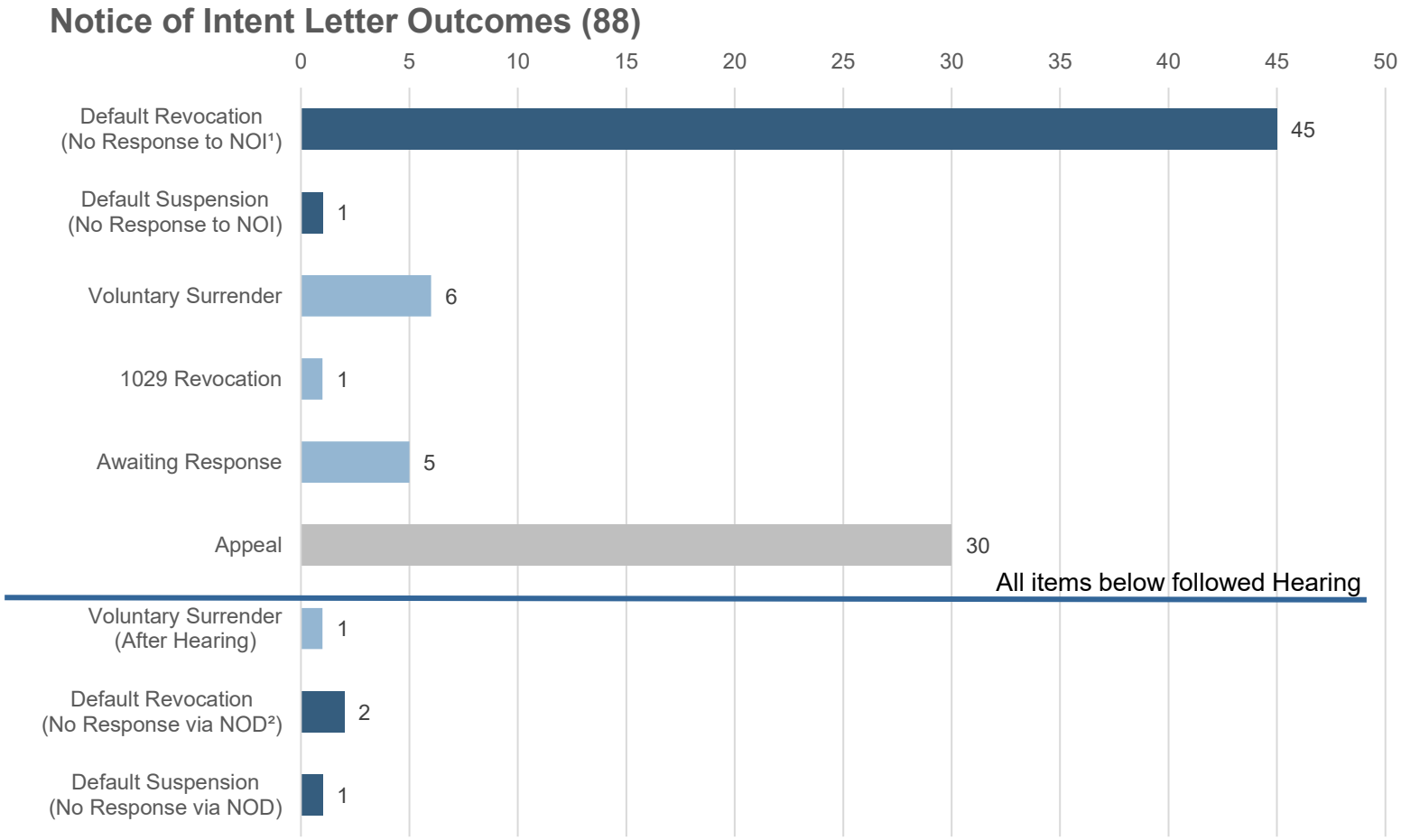
Basis Considered for Issued Immediate Temporary Suspensions



Immediate Temporary Suspensions Resulting in Action or Withdrawal



Over half of subject officers who have received a Notice of Intent letter did not respond, resulting in default outcomes.



A total of 88 Notice of Intent letters have been sent.

49 Notices resulted in a default decision:

- 46 defaulted from failure to respond to the Notice within the 30-day appeal timeframe
- 3 defaulted after hearing before the Board and Commission due to failure to timely respond to POST's accusation with a Notice of Defense.

30 Notices resulted in appeals; of these appeals, 28 have been heard by the Board and 24 have been heard by the Commission.

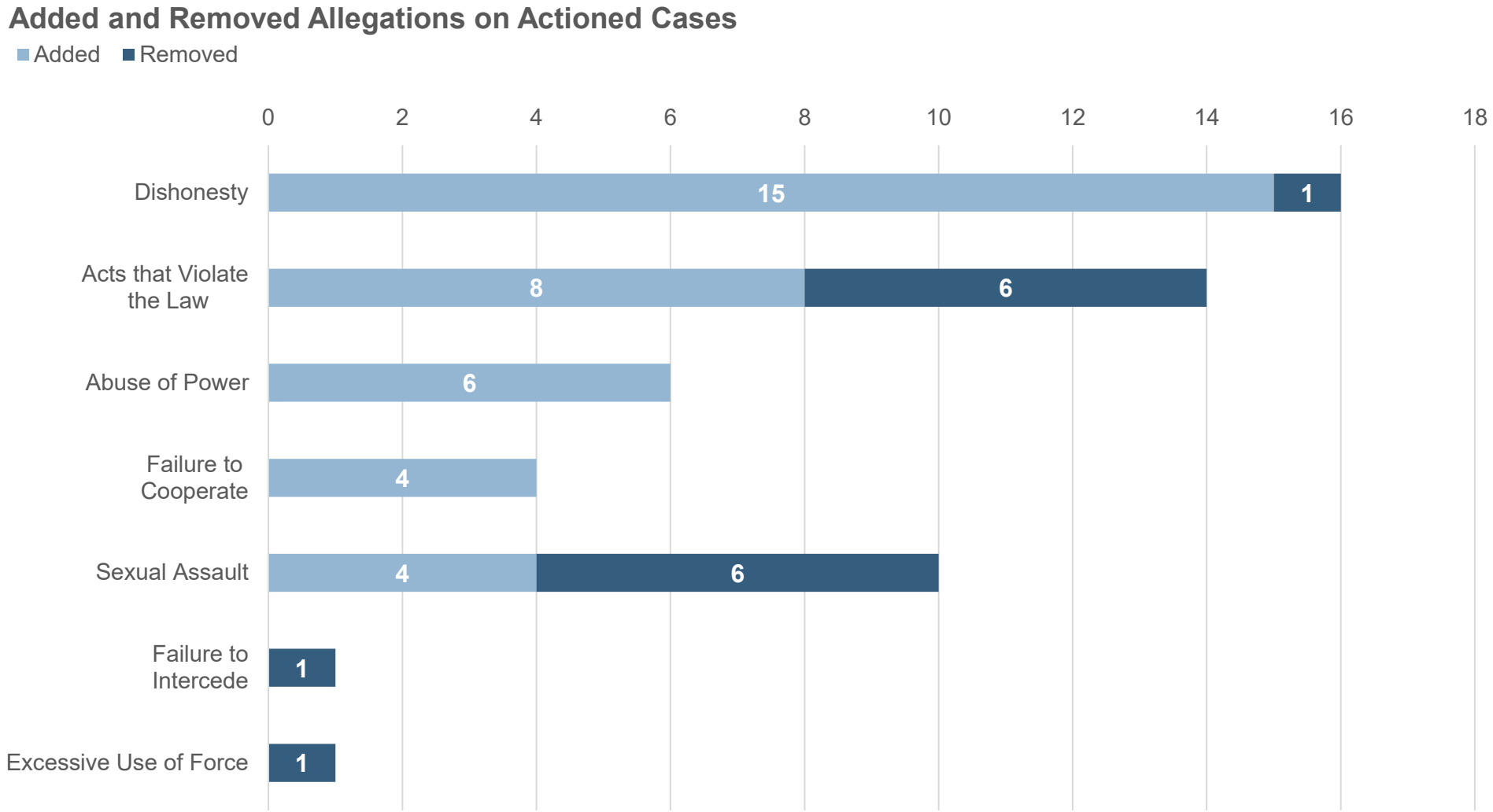
1. **Notice of Intent to Revoke letter**. Failure to respond within 30 days of the Notice's mailing date results in a default action without any further proceedings.
2. **Notice of Defense**. When the Commission deems that action against a peace officer's certification is warranted, POST works with the Attorney General's Office to file an accusation against the subject officer. In accordance with Government Code section 11520, failure to respond to this accusation with a Notice of Defense within 15 days results in the imposition of the Commission's determination without further proceedings.

Almost half of the cases receiving Notice of Intent letters involve POST capturing additional causes for action or amending the agencies' causes for action to align with the regulatory definitions of serious misconduct.

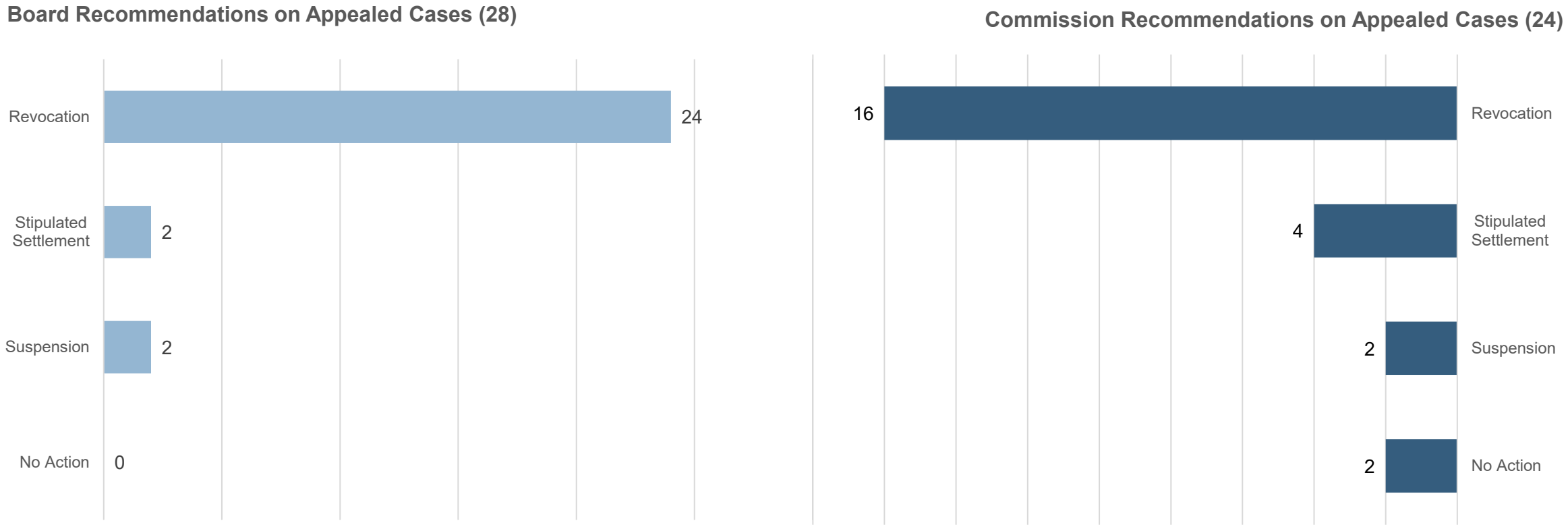
POST revised the original allegations submitted by agencies in **36 of the 88 cases** that received a Notice of Intent letter.

The **most frequent additions** were allegations of **Dishonesty, Abuse of Power,** and **Acts that Violate the Law.**

The **most common removals** were allegations of **Acts that Violate the Law** and **Sexual Assault**.



Comparing Board and Commission recommendations on appealed cases:



The Board has moved to revoke in most cases (24 out of 28), across a range of allegations. The exceptions include cases involving DUIs; one resulted in a suspension, which occurred before awareness of the stipulation process, one defaulted by failing to reply to the Notice of Defense, while three were resolved through stipulated settlements.

The Commission has moved to revoke in just over two-thirds of cases (16 out of 24). Two cases with Dishonesty allegations resulted in no action. All DUI-related cases reviewed by the Commission (4) were resolved through stipulated settlements. Two cases involving excessive use of force resulted in suspension.

Glossary of Terms, Part One – General Terms

Accusation	A written statement of charges against a respondent. This statement also outlines the agency's jurisdiction and intended discipline over alleged conduct.
Agency Misconduct Report	A report created in Mark43 that provides information about serious misconduct allegations against a peace officer or law enforcement agency.
Agency Supplemental Report	A report created in Mark43 to provide additional information to an Agency Misconduct or Public Complaint report.
Case	When a serious misconduct report is approved, it is created into a case and assigned to POST staff for review. A case will contain at least one Agency Misconduct report or Public Complaint report (or both). It may also contain an Agency Supplemental report if the agency provides POST with further updates on the incident.
Commission	A group of up to 18 commissioners consisting of city and county administrators, law enforcement professionals, educators, and public members which meets at least three times a year to establish standards, regulations, and give direction to POST staff.
Default Revocation/Suspension	Disciplinary action taken against a peace officer's certification after failure to appeal the Division's Notice of Intent letter within 30 days or accusation with a Notice of Defense within 15 days.
Disqualified	An individual that is disqualified from eligibility to be a peace officer based on a disqualifying event as set forth in Government Code section 1029 and does not hold a Proof of Eligibility or certificate from POST.
Ineligible	An individual that is disqualified from eligibility to be a peace officer based on a disqualifying event as set forth in Government Code section 1029 prior to the enactment of SB 2 (January 1, 2022).
Mark43	The secure electronic records management system used by the Division to receive and manage serious misconduct reports and cases.
Notice of Defense	The document submitted by the respondent to preserve their right to a hearing after receiving an accusation. If a Notice of Defense is not timely filed within 15 days of the accusation's service, the agency may impose the outcome by default.
Notice of Intent Letter	Notice that provides the subject officer with a detailed explanation of the decertification procedure and the officer's rights to contest and appeal the Division's intent to take action against their peace officer certification.
Peace Officer Standards Accountability Advisory Board (Board)	An advisory body to the Commission that reviews serious misconduct cases involving peace officers. The Board was created by Senate Bill 2 and is comprised of 9 appointed members.
Peace Officer Standards Accountability Division (Division)	A new division created by Senate Bill 2 that is responsible for the intake and investigation of serious misconduct allegations that may provide grounds for suspension or revocation of a peace officer's certification.
Public Complaint	A complaint of potential serious misconduct from a member of the public.
Public Complaint Report	A report created in Mark43 that provides information about potential serious misconduct allegations from a public complaint.
Revoked	The peace officer has been decertified and may not exercise the duties and powers of a peace officer. A revocation is permanent, and the certification shall not be reactivated.
Immediate Temporary Suspension	The immediate suspension of a peace officer's certification, pending the outcome of an investigation related to allegations of serious misconduct, pursuant to Penal Code section 13510.8(d). The "temporary suspension" may be issued under the following circumstances: When a peace officer is arrested or indicted for a felony or other crime listed in Government Code section 1029, When a peace officer is discharged from a law enforcement agency for serious misconduct, or When a peace officer has separated from employment as a peace officer during a pending investigation into allegations of serious misconduct.
Suspension	A disciplinary action wherein a peace officer certification has been suspended for a specified period of time, not to exceed three years. A peace officer whose certification has been suspended may not be assigned duties which include the exercise of peace officer powers.
Voluntary Surrender (Surrender)	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. A "surrender" has the same effect of a revocation in that it cannot be reactivated.

Glossary of Terms, Part Two – Case Terms and Priority Labels

Case Statuses	
Consolidated Case	Case status applied when a case is consolidated into another case due to multiple cases for the same individual/incident.
Deceased	Case status applied to cases that cannot be actioned due to the peace officer being deceased.
Disqualified	Case status applied to cases that result in an individual being disqualified from eligibility to be a peace officer based on a disqualifying event as set forth in Government Code section 1029 and does not hold a Proof of Eligibility or certificate from POST.
Ineligible	Case status applied to cases that result in an individual being disqualified from eligibility to be a peace officer based on a disqualifying event as set forth in Government Code section 1029 prior to the enactment of Senate Bill 2 (January 1, 2022).
Issued in Error	Case status applied to cases with reports/investigations that are generated in error.
NFA_POST	Case status applied to cases when the Division does not take action against a case due to insufficient evidence, absence of serious misconduct, or statutory limitations, etc.
No Commission Action	Case status applied to cases where the Commission's determines no action against a peace officer's certification following the Commission's review of the Board's recommendation.
Non-Jurisdictional	Case status applied to cases with allegations against an individual **not** appointed pursuant to Penal Code Section 830.1, 830.2 with the exception of subdivision (d), 830.3, 830.32, or 830.33.
Revoked	Case status applied to cases that result in the commission's revocation of a peace officer's certification.
Suspension	Case status applied to cases when the Commission's decision is to suspend the peace officer's certification.
Voluntary Surrender	Case status applied to cases where a peace officer voluntarily surrenders their certification.
Not Actionable	A closure justification for cases that cannot be acted upon due to lack of statutory authority, e.g, conduct and findings took place prior to January 1, 2022.
Not Clear and Convincing	A closure justification for cases where the clear and convincing evidentiary standard could not be established upon review and analysis of case facts.
Not Serious Misconduct	A closure justification for cases that did not involve acts of serious misconduct as defined in Commission Regulation 1205.
Labels	
POST ITS	Contains a potential ITS basis outlined in Penal Code section 13510.8(d).
Priority 1	Contains politically/media-sensitive content or sustained agency findings, regardless of the incident or agency finding date.
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OPEN INV	Contains an ongoing agency investigation without agency findings.

Questions?

Thank you!

AGENDA ITEM REPORT

Title: REPORT ON PEACE OFFICER STANDARDS ACCOUNTABILITY DIVISION PROBATIONARY MONITORING AND TESTING

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Peace Officer Standards Accountability Division	
RESEARCHED BY Chandler T. Knapp	**REVIEWED BY** Annemarie Del Mugnaio	
REPORT DATE 05/05/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/08/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

This is a report on updates regarding the operations of the Peace Officer Standards Accountability Division's Probationary Monitoring Unit and substance abuse testing program.

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 fully implemented within the Peace Officer Standards Accountability Division. For cases which result in a stay of the revocation, POST may impose terms and conditions through probationary monitoring. The terms and conditions may include substance testing where the respondent peace officer is subject to randomized screening for drugs and alcohol through a contract screening program.

ANALYSIS:

The Division has secured a vendor to provide comprehensive DNA matched drug and alcohol testing services for officers subject to probationary monitoring terms. Upon intake, participants complete an observed DNA collection to establish their unique DNA profile. Subsequent testing and specimen collection is compared to the participants stored DNA profile to ensure the authenticity of the samples. The DNA matched drug testing allows for at home sample collection of both blood and urine specimens. This eliminates the need for physical collection sites and allows for truly randomized testing.

The comprehensive panels include testing for more than 70

substances and metabolites using LCMS-MS methodology. Test results are then delivered within 72 business hours to a monitoring site that POST's probation unit may access on a daily basis.

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

AGENDA ITEM REPORT

Title: REPORT ON AN AMENDMENT TO THE CONTRACT FOR THE SHERMAN BLOCK SUPERVISORY LEADERSHIP INSTITUTE (SBSLI) TO INCLUDE COHORT PRESENTATIONS FOR CDCR

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Training Program Services Bureau	
RESEARCHED BY Nicholis Petropoulos	**REVIEWED BY** Jim Katapodis	
REPORT DATE 04/06/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED**
PURPOSE	**FINANCIAL IMPACT** Yes	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

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

BACKGROUND:

At the March 4, 2026 meeting, the Commission approved the POST Executive Director to enter into a contract with California State University, Long Beach (CSULB), regarding facilitation of the Sherman Block Supervisory Leadership Institute Course in the amount not to exceed $2,875,152.43 (Agenda Item 683) for Fiscal Year 2026/27 (FY26/27).

Subsequent to that meeting, POST staff entered into discussions with the leadership of the California Department of Corrections and Rehabilitation (CDCR) to collaborate with CDCR for the professional development of their first line supervisory personnel for FY26/27. POST has agreed to assist CDCR by allowing the incorporation of up to one student per presentation in the nineteen anticipated presentations of SBSLI for the fiscal year, along with the addition of one dedicated presentation consisting of eight sessions specifically dedicated to twenty-four CDCR supervisory level students.

Based upon the agreement with CDRC, the SBSLI contract amount for FY26/27 will increase by $235,542.73 to an amount

not to exceed $3,110,695.16. The amendment to the contract represents an approximate 8% increase to the previously approved amount, and is within the authority of the POST Executive Director. The increase is required to facilitate the participation by CDCR students and the dedicated sessions.

Under this agreement, POST will fund CSULB for the attendance and additional presentation of the course for CDCR personnel, and CDCR will subsequently reimburse POST for the associated costs. POST anticipates this to be a cost neutral agreement for POST, with a substantial return on investment for CDCR and the law enforcement community.

ANALYSIS:

The maximum budget expenditures are described in Attachment A - SBSLI - CDCR - Maximum Expenditures FY 26-27. The current contract will expire at the end of FY25/26.

RECOMMENDATION:

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

ATTACHMENT(S):

Attachment A - SBSLI - CDCR - Maximum Expenditures FY 26-27.pdf

Description	Cost Per Presentation and Tuition	Quantity	Amended Total Expenditure 26/27	Approved Total Expenditure 26/27	Amended Difference
POST/CSU Long Beach Research Foundation - 9180			$3,110,695.16	$2,875,153.95	$235,542.73
SBSLI – 12311, 12319	$131,465.67	9	$1,183,191.03	$1,183,191.75	
SBSLI Trainer – 12311, 12319	$132,496.07	10	$1,324,960.70	$1,324,961.50	
Facilitator Development Workshop	$135,560.95	2	$271,121.90	$271,121.90	
Facilitator Assessment Workshop	$39,097.10	1	$39,097.10	$39,097.10	
Curriculum Development	$22,840.85	2	$45,681.70	$45,681.70	
Equipment	$11,100.00		$11,100.00	$11,100.00	
SBSLI CDCR	$131,465.67	1	$131,465.67	$0.00	
SBSLI CDCR students' tuition	$5,477.74	19	$104,077.06	$0.00	

Red indicates the amended total program amount for Fiscal Year 26/27, and identifies the reason for the cost increase of $235,542.73. California State University, Long Beach (CSULB) will dedicate one full course consisting of eight sessions for 24 California Department of Corrections and Rehabilitation (CDCR) students and will incorporate an additional 19 CDCR students throughout the Fiscal Year. The tuition rate for CDCR students is calculated by dividing the total course cost by the maximum number of students: $131,465.67 divided by 24, resulting in a rate of $5,477.74 per student. A total of 43 CDCR students are scheduled to be trained as part of this program.

AGENDA ITEM REPORT

Title: REPORT ON 2028 LA OLYMPICS

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY Tom Osborne/Meagan Poulos	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, jr.	**DATE APPROVED** 05/11/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

BACKGROUND: This item is intended for the discussion of POST's role in the 2028 Olympic Games in Los Angeles, CA. POST will play a pivotal role in how outside law enforcement officers will participate in the role of security of the games and support to local California law enforcement agencies. Assembly Bill 2411 (McKinnor) is currently going through the legislative process to provide necessary statutory language to allow for these provisions.

ANALYSIS:

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

AGENDA ITEM REPORT

Title: REPORT ON CONTRACT EXPENDITURES YEAR-TO-DATE FOR FISCAL YEAR 2025-2026

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Administrative Services Bureau	
RESEARCHED BY Cheryl Smith		**REVIEWED BY**
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/11/2026
PURPOSE		**FINANCIAL IMPACT** No

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: For Fiscal Year 2025-2026 the Commission approved contracts in the amount of $26,979,137.

BACKGROUND:

ANALYSIS: Breakdown of expenditures for Commission approved contracts as of May 8, 2026, are as follows:

Fiscal Year 2025-2026 approved contracts = $26,979,137
Fiscal Year 2025-2026 executed contracts = $25,140,522
Fiscal Year 2025-2026 invoiced amount = $12,993,605

Balance = $12,146,917

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

ATTACHMENT(S):
FY25-26 Contract Expenditures.pdf

PEACE OFFICER STANDARDS AND TRAINING - POST

Fiscal Year 2025-26 Contracts Expenditures

CONTRACTS	Approved Amount FY 25-26	Executed Amount FY 25-26	Invoiced Amount FY 25-26	Remaining Balance FY 25-26
Training Program Services (TPS)				
1. Institute of Criminal Investigation (ICI)	$ 5,499,135	$ 5,307,740	$ 2,714,450	$ 2,593,290
2. Command College (CC)	$ 484,685	$ 387,586	$ 189,667	$ 197,919
3. Sherman Block Supervisory Leadership Institute (SLI)	$ 2,875,154	$ 2,875,154	$ 1,333,432	$ 1,541,722
4. Executive Development Course (EDC)	$ 373,930	$ 373,930	$ 59,172	$ 314,758
5. Instructor Development Institute (IDI)	$ 1,299,064	$ 1,299,064	$ 360,061	$ 939,003
6. Museum of Tolerance (MOT)	$ 1,556,000	$ 1,556,000	$ 152,003	$ 1,403,997
7. Management Course	$ 1,854,329	$ 1,854,329	$ 377,551	$ 1,476,778
8. Quality Assessment Program (QAP)	$ 698,224	$ 698,224	$ 364,565	$ 333,659
9. Supervisory Course	$ 1,660,603	$ 1,649,958	$ 573,850	$ 1,076,108
TPS SUBTOTAL:	$ 16,301,124	$ 16,001,985	$ 6,124,751	$ 9,877,234
Basic Training Bureau (BTB)				
10. Basic Academy Emergency Vehicle Operation Course (EVOC)	$ 4,237,500	$ 4,237,500	$ 2,695,500	$ 1,542,000
BTB SUBTOTAL:	$ 4,237,500	$ 4,237,500	$ 2,695,500	$ 1,542,000
Administrative Services Bureau (ASB)				
11. State Controller's Office (SCO) Audits	$ 250,000	$ 250,000	$ 54,482	$ 195,518
ASB SUBTOTAL:	$ 250,000	$ 250,000	$ 54,482	$ 195,518
Learning Technology Resources (LTR)				
12. Development and Maintenance of Online Courses for the POST Learning Portal*	$ 500,000	$ 500,000	$ 500,000	$ -
13. Learning Portal Maintenance**	$ 2,789,854	$ 1,270,500	$ 1,181,000	$ 89,500
13. Digital Outpost***	$ 849,130	$ 849,130	$ 702,222	$ 146,909
15. CSU Long Beach (Force Option/Use of Force De-Escalation Training)	$ 651,529	$ 651,529	$ 355,772	$ 295,757
LTR SUBTOTAL:	$ 4,790,513	$ 3,271,159	$ 2,738,994	$ 532,165
Peace Officer Standards Accountability Division (POSAD)				
16. Equipment, Software, and Data Storage for Mark 43	$ 1,400,000	$ 1,379,878	$ 1,379,878	$ -
POSAD SUBTOTAL	$ 1,400,000	$ 1,379,878	$ 1,379,878	$ -
BUREAU CONTRACTS TOTAL:	$ 26,979,137	$ 25,140,522	$ 12,993,605	$ 12,146,917

**Multi-year Contract (FY Breakdown: FY 25/26 $1,394,927 and FY 26/27 $1,394,927)

*** Multi-year Contract (FY Breakdown: FY 24/25 $298,665, FY 25/26 849,130 and FY 26/27 $497,235)

AGENDA ITEM REPORT

Title: REPORT ON EXPENDITURES YEAR-TO-DATE FOR FISCAL YEAR 2025-2026

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Administrative Services Bureau	
RESEARCHED BY Cheryl Smith	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/11/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: Total expenditures for Fiscal Year 2025-2026 are $ 67,486,532.

BACKGROUND:

ANALYSIS: Breakdown of expenditures as of May 8, 2026:

State Penalty Fund = $29,758,957
General Fund = $37,727,575

Total = $67,486,532

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

ATTACHMENT(S):
FY25-26 Expenditure Report.pdf
FY25-26 SPF Expenditure Report.pdf
FY25-26 GF Expenditure Report.pdf

PEACE OFFICER STANDARDS AND TRAINING

FY 2025-26 Expenditure Report

POST FUND EXPENDITURES	BUDGET	ENCUMBRANCES /EXPENDITURES	BALANCES
State Penalty Fund: Includes $1,556,000 towards Museum of Tolerance Training	$ 46,717,000	$ 29,758,957	$ 16,958,043
General Fund:	$ 56,207,000	$ 37,727,575	$ 18,479,425
*Reimbursement Authority:	$ 1,959,000	$ -	$ 1,959,000
POST TOTAL OTHER BUDGET AUTHORITY:	$ 104,883,000	$ 67,486,532	$ 37,396,468

For more information about the POST budget, please visit the California Department of Finance website at:

https://ebudget.ca.gov/budget/p/2026-27/Department/8120

PEACE OFFICER STANDARDS AND TRAINING

FY 2025-26 State Penalty Fund Expenditure Report

BUDGET EXPENDITURES	BUDGET	ENCUMBRANCES /EXPENDITURES	BALANCES
STATE PENALTY FUND			
Standards	$ 4,058,000	$ 2,607,865	$ 1,450,135
Training	$ 20,303,000	$ 12,845,367	$ 7,457,633
Peace Officer Training	$ 13,566,000	$ 9,220,338	$ 4,345,662
POST Administration	$ 8,790,000	$ 5,085,387	$ 3,704,613
POST TOTAL OTHER BUDGET AUTHORITY:	$ 46,717,000	$ 29,758,957	$ 16,958,043

For more information about the POST budget, please visit the California Department of Finance website at:

https://ebudget.ca.gov/budget/p/2026-27/Department/8120

PEACE OFFICER STANDARDS AND TRAINING

FY 2025-26 General Fund Expenditure Report

BUDGET EXPENDITURES	BUDGET	ENCUMBRANCES /EXPENDITURES	BALANCES
GENERAL FUND			
Standards	$ 14,579,000	$ 9,380,153	$ 5,198,847
Training	$ 8,450,000	$ 5,573,287	$ 2,876,713
Peace Officer Training	$ 20,000,000	$ 13,435,672	$ 6,564,328
POST Administration	$ 13,178,000	$ 9,338,463	$ 3,839,537
POST TOTAL OTHER BUDGET AUTHORITY:	$ 56,207,000	$ 37,727,575	$ 18,479,425

For more information about the POST budget, please visit the California Department of Finance website at:

https://ebudget.ca.gov/budget/p/2026-27/Department/8120

AGENDA ITEM REPORT

Title: REPORT ON STATE PENALTY FUND REVENUE

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Administrative Services Bureau	
RESEARCHED BY	**REVIEWED BY**	
REPORT DATE	**APPROVED BY**	**DATE APPROVED**
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

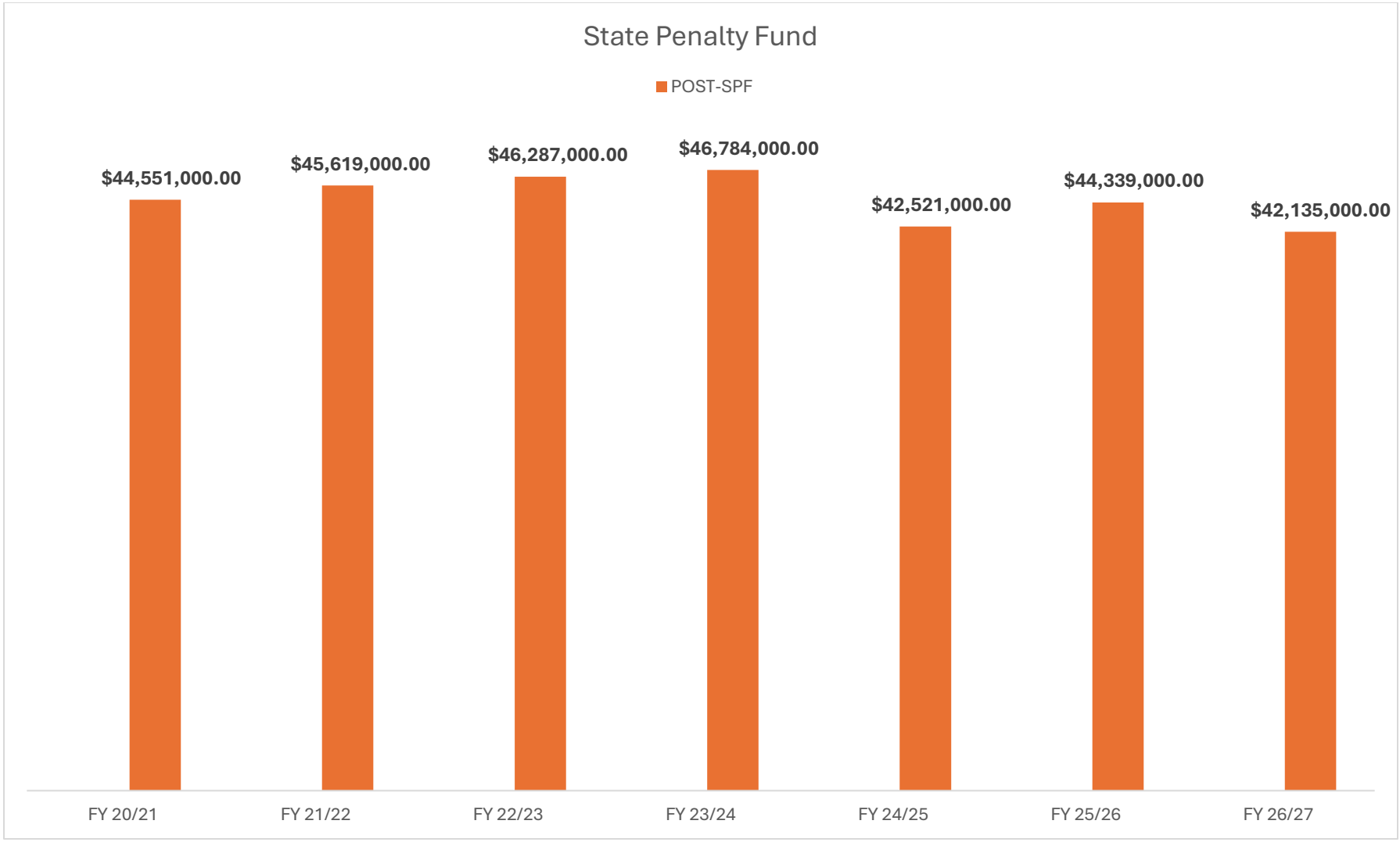
BACKGROUND:

ANALYSIS:

RECOMMENDATION: The Commission on POST's proposed SPF budget for Fiscal Year 2026-2027 is estimated to be $42,135,000 this is a decrease from Fiscal Year 2025-2026. The attachment represents six years of information. For Fiscal Year 2026-2027 the information is preliminary.

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

ATTACHMENT(S):
POST Funding from the State Penalty Fund.pdf


State Penalty Fund
POST-SPF
$44,551,000.00
$45,619,000.00
$46,287,000.00
$46,784,000.00
$42,521,000.00
$44,339,000.00
$42,135,000.00
FY 20/21
FY 21/22
FY 22/23
FY 23/24
FY 24/25
FY 25/26
FY 26/27

AGENDA ITEM REPORT

Title: REPORT ON REGULATION 1005 UPDATE

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/19/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: Should the Commission amend Regulation 1005 to modify training requirements for certain peace officers?

BACKGROUND: The Commission on several occasions has considered whether the foundational training requirements in Commission Regulation 1005 should be updated to provide more specificity for certain peace officer classifications in California, and staff prepared draft regulations for the Commission's consideration at prior meetings of the Commission. After consideration, the Commission requested that the proposed draft amendments be forwarded to certain interested stakeholder groups for comment, and to then have the draft regulations be put out for public comment. As the Commission is aware, opportunities were given to identified stakeholder groups last year, and a substantive written response was received from PORAC. The matter was sent out for public comment on April 3, 2026. The public comment period ended on May 18, 2026.

ANALYSIS: The Commission has considered this topic on a number of occasions, and staff presented a draft regulation for the Commission's consideration. After certain stakeholder groups were surveyed, these proposed changes were, at the request of the Commission, published in the California Regulatory Notice Register on April 3, 2026. Due to the extensive addition of additional text into the regulation, the proposed changes also included a division of the regulation into new subsections in order to improve the readability of the regulatory text.

For the convenience of the Commission, attached to the agenda is a version of the proposed draft regulation (with

strike-outs removed) as sent out for public comment. As of the date this agenda item was finalized, no public comment had been received with respect to these proposed changes.

Although no public comment was received in response to the regulatory notice, the Commission is aware of PORAC's previously stated concerns as discussed during the Commission meeting. Those concerns primarily revolved around the effective date of the regulatory changes and whether or not currently employed peace officers would be subject to a "grandfathering" provision. For the convenience of the Commission, a copy of the PORAC letter is again being attached to this agenda item.

Kern County has also on a number of occasions indicated concerns about permitting park rangers to continue to perform certain "limited duty" peace officer functions without having attended the Regular Basic Course, albeit while being subject to supervision by sheriff's personnel. Most recently, these concerns were discussed by Kern County at the Commission meeting on December 3, 2025.

The Commission may wish to consider how it would like to proceed in order to balance the competing concerns and determine how to proceed as to these proposed regulatory changes.

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

ATTACHMENT(S):

PORAC's Comments to POST Reg. 1005.pdf

Commission Regulation 1005 Text if Approved by OAL Watermarked.docx

VIA EMAIL [MANNY.ALVAREZ@POST.CA.GOV]

Manny Alvarez, Executive Director
Commission on POST
860 Stillwater Road, Suite 100
West Sacramento, CA 95605-1630

Re: PORAC's Comments to Proposed Regulatory Action
Commission Regulation 1005 - Minimum Standards for Training

Dear Manny:

The Peace Officers Research Association of California (PORAC) appreciates the opportunity to review and comment on proposed changes to POST Regulation 1005, Minimum Standards for Training (2 Cal. Code Regs. § 1005).

Regulation 1005 establishes entry-level training requirements for peace officers under POST oversight. Regulation 1005 outlines core requirements, including the Regular Basic Course for most peace officers. The proposed changes to Regulation 1005 reorganize and expand the framework for peace officer training and authority in California, providing a clearer, more prescriptive set of requirements keyed directly to statutory peace officer categories. In practical terms, this affects eligibility by mandating that all officers' training is strictly paired with statutory requirements and completed before exercising peace officer duties, with loss of such authority being an immediate consequence of non-compliance.

Summary of Changes

The proposed amendments to Regulation 1005 include three significant changes. First, Regulation 1005 "drill(s) down to each specific peace officer category listed in Penal Code section 830," rather than the current general language, which is less specific. Instead of a general training mandate for "general law enforcement" or "investigative law enforcement," the regulation now lists, in detail, which roles under each Penal Code section require the Regular Basic Course and which can use the Specialized Investigator's Basic Course or Penal Code section 832 training, which is now more narrowly authorized. For any officer not specifically included in the "exceptions" sections, only those meeting the outlined statutory authorities may use the lower training standard.

Next, the proposal changes distinguish between officers eligible only for abbreviated training (Penal Code § 832) and those performing general/investigative functions, who would need more comprehensive training (e.g., Regular Basic Course or Specialized Investigators' Basic Course). This change is prompted by concerns that some departments assign officers with only Penal Code section 832 training to perform duties requiring higher-level training. Officers completing only the Penal Code section 832 introductory course "should not engage in General Law

Enforcement Duties or Uniformed Patrol Duties…based solely upon completion of an introductory course." Officers assigned to prevention/detection of crime and general/criminal law enforcement "must obtain a basic certificate as specified by statute, in order to continue to exercise peace officer powers," requiring completion of the Regular Basic Course. Another significant addition is language prohibiting agencies from allowing any officer to carry a firearm without having completed the Regular Basic Course, unless they are an investigator eligible for the Specialized Investigators' Basic Course.

Finally, proposed regulatory changes add mandates for some specialized officer categories. Classifications such as district attorney investigators, specialized statutory investigators, coroners, jail deputies, and others remain subject to specialized or alternative training requirements, though the proposal consolidates and clarifies the statutory basis for each. For example, school police officers (K-12 or Community College) hired after July 1, 1999, in addition to the RBC, "shall complete a POST-certified Campus Law Enforcement Course" within two years of appointment. Every airport peace officer (Penal Code § 830.33) must "complete a POST-certified Aviation Security Course…after appointment." Coroners/deputy coroners must complete not only Penal Code section 832, but also a Coroners' Death Investigation Course within 12 months of appointment, if hired after the agency enters the POST program. Jail deputies and correctional officers (Penal Code §§ 830.1(c), 830.55(a)(2)) must complete the Penal Code section 832 Arrest and Firearms Course and Board of State and Community Corrections training within 120 days of appointment, as well as training for local detention facility custodial personnel. Several investigator/specialist roles must complete the Specialized Investigator's Basic Course or Regular Basic Course, and some now have additional transition, firearms, or role-based restrictions. Noncompliance removes peace officer powers until completion of the requisite training.

PORAC Comments

The draft changes to Regulation 1005 substantially increase prescriptive requirements for many peace officer roles, restrict the use of Penal Code 832 training to very limited circumstances, require new or additional training and completion timelines for specialized officers (with loss of authority for non-compliance), and impose new or clarified firearm restrictions on certain investigator classes. These changes are likely to burden affected California peace officers and PORAC members by increasing training costs and timelines, reducing operational flexibility, and risking loss of authority for failure to timely complete the requirements.

PORAC believes the proposed amendments to Regulation 1005 should be modified to ensure that California peace officers and PORAC members have adequate opportunity to complete any new training requirements before suffering any adverse employment consequences.

1. Grandfathering Clause and Transitional Protections:

The absence of grandfathering provisions in the proposed amendments to Regulation 1005 is a concern. Officers or agencies currently operating with the abbreviated Penal Code section 832 training may no longer be permitted to do so for general or investigative duties. These officers would potentially face additional training requirements, possibly resulting in delays in assignments, or loss of previously held peace officer authority until additional requirements are met. There is no mention of "grandfathering" or transitionary grace periods in the proposed amendments to Regulation 1005.

Provisions should be added to Regulation 1005 to ensure that currently serving officers are at least temporarily, if not permanently "grandfathered" in, so that revised training standards do not result in current officers losing their positions, status, or certification due to new or revised requirements. Transitional procedures and sufficient timelines should be added and defined to establish compliance for currently serving officers, and that due process protections are clarified for those at risk.

Additional language should be included in the proposed amendments to Regulation 1005 specifying that any officer who is unable to timely complete new training due to medical, family, geographic, or other hardship are entitled to an extension or waiver of the new training requirements on a showing of good cause. Provisions shielding officers from adverse employment action if compliance delays are attributable to agency or POST administrative processes rather than individual neglect, should also be included in the proposed amendments.

2. Recognition of Prior Equivalent Training:

The proposed regulatory changes should state that officers who have already completed comparable training (e.g., for laterals, transfers from out of state, or those with prior POST certificates) are deemed in compliance, provided that the job duties are substantially similar.

In addition, employing agencies should be required to recognize prior equivalent coursework or certification, and establish a process for appealing disputes over equivalency.

3. Due Process:

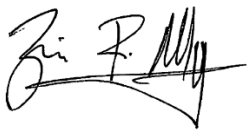
PORAC believes that any regulatory language authorizing the loss, suspension, or restriction of peace officer powers should automatically trigger the officer's right to written notice, an opportunity to respond, and an appeal hearing before the effective disqualification. The proposed amendments to Regulation 1005 should include clear advance notice, appeals, review, and dispute-resolution procedures for officers/employing agencies who disagree with POST's categorization or training requirement determinations.

The proposed changes should also allow for temporary assignments or rotations outside of an officer's original hire category without triggering abrupt or permanent changes in training/certification status, absent a reasonable re-training plan.

Finally, as a general observation, PORAC believes Chapter 4.5 of the Penal Code is overly complex and convoluted. The statutory provisions would benefit greatly from consolidation and streamlining of categories, qualifications and authority. Regulation 1005 exemplifies the complexity of the requirements and the compliance challenges created by the current statutory scheme. While the mere adoption of regulations cannot resolve these problems, PORAC could support clean-up legislation to streamline Chapter 4.5.

Your consideration of PORAC's comments is greatly appreciated.

Very truly yours,



Brian R. Marvel
President
Peace Officers Research Association of California

cc: PORAC Board of Directors

TEXT OF PROPOSED REGULATION ACTION ONCE APPROVED BY OAL
Commission Regulation 1005 – Minimum Standards for Training
Commission Regulations 1005.01, 1005.02, 1005.03, 1005.04, 1005.05, 1005.06, 1005.07, 1005.08, and 1005.09

1005. Minimum Standards for Training. (Refer to Commission Regulation 1007 and Commission Procedure H for Reserve Peace Officer Training Standards).

(a) Scope of Regulations

California law establishes a variety of categories of peace officer positions. Chapter 4.5 of Title 3 of Part 2 of the Penal Code defines those persons who are peace officers in California. Each category of peace officer is uniquely defined, and applicable law generally specifies a set of peace officer powers that an officer within that designated category may utilize in the course of the officer's duties. California law also vests POST with the authority and responsibility to determine the training that is appropriate for each of these many different peace officer positions.

The purpose and scope for the standards set forth in this section, and the sections that follow with the prefix "1005," is to establish the required training standards for peace officers that are subject to POST regulations, together with related topics. Accordingly, these regulations shall apply to:

- Those peace officers enumerated in Penal Code section 13510.1;
- Peace officers employed by any POST-participating agency; and
- Peace officers required by law to either complete a course of training prescribed by POST or to obtain a POST Basic Certificate.

To the extent any other peace officer in the state is not subject to these regulations, the Commission considers the levels of training required herein to be consistent with best practices for sworn law enforcement officers in California, and encourages all agencies to subscribe to these baseline training standards in order to best protect the public, mitigate risk, and increase effectiveness of police responses to calls for service.

1005.01. Foundational Training Requirements.

(a) Minimum Entry-Level Training Standards (Required)

Peace officers are vested with extraordinary powers by virtue of their employment. For this reason, an officer should not be permitted to exercise peace officer powers unless they first successfully complete a course of training commensurate with the degree of authority they will be permitted to exercise by virtue of their appointment.

In particular, all law enforcement agencies should carefully consider whether to permit any law enforcement officer to carry a firearm that has not completed the Regular Basic Course (RBC) (or, in the case of investigators, the Specialized Investigative Basic Course). Officers that have not completed the RBC may not engage in General Law

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Enforcement Duties (11 Cal. Code Regs § 1001(25)) or Uniformed Patrol Duties (See 11 Cal. Code Regs § 1001(75).) Moreover, pursuant to state law, any officer responsible for the prevention and detection of crime and the general enforcement of the criminal laws of this state must obtain a POST Basic Certificate as specified by statute, in order to continue to exercise peace officer powers. (Penal Code § 832.4.) In addition to the other requirements for issuance of a POST Basic Certificate as specified by these regulations, this requires completion of the RBC.

(1) REGULAR BASIC COURSE REQUIREMENT: Unless otherwise specified by statute or by another provision of Commission regulations, the following categories of peace officers are required to complete the RBC, as set forth in Commission Procedure D-1-3, before being assigned duties which include the exercise of peace officer powers:

(A) The following peace officers described in Penal Code section 830.1(a):

1. A sheriff, undersheriff, or deputy sheriff, employed in that capacity, of a county. (Penal Code § 830.1(a).)
2. A chief of police of a city or chief, director, or chief executive officer of a consolidated municipal public safety agency that performs police functions. (Penal Code § 830.1(a).)
3. A police officer, employed in that capacity and appointed by the chief of police or chief, director, or chief executive of a public safety agency, of a city. (Penal Code § 830.1(a).)
4. A chief of police, or police officer of a district, including police officers of the San Diego Unified Port District Harbor Police, authorized by statute to maintain a police department. (Penal Code § 830.1(a).)
5. A port warden or port police officer of the Harbor Department of the City of Los Angeles. (Penal Code § 830.1(a))
6. A marshal or deputy marshal of a superior court or county. (Penal Code § 830.1(a))

(B) The following peace officers described in Penal Code section 830.2:

1. Any member of the Department of the California Highway Patrol including those members designated under subdivision (a) of Section 2250.1 of the Vehicle Code, provided that the primary duty of the peace officer is the enforcement of any law relating to the use or operation of vehicles upon

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the highways, or laws pertaining to the provision of police services for the protection of state officers, state properties, and the occupants of state properties, or both, as set forth in the Vehicle Code and Government Code. (Penal Code § 830.2(a).)

2. A member of the University of California Police Department appointed pursuant to Section 92600 of the Education Code, provided that the primary duty of the peace officer shall be the enforcement of the law within the area specified in Section 92600 of the Education Code. (Penal Code § 830.2(b).)

3. A member of the California State University Police Departments appointed pursuant to Section 89560 of the Education Code, provided that the primary duty of the peace officer shall be the enforcement of the law within the area specified in Section 89560 of the Education Code. (Penal Code § 830.2(c).)

4. Employees of the Department of Fish and Game designated by the director, provided that the primary duty of those peace officers shall be the enforcement of the law as set forth in Section 856 of the Fish and Game Code. (Penal Code § 830.2(e).)

5. Employees of the Department of Parks and Recreation designated by the director pursuant to Section 5008 of the Public Resources Code, provided that the primary duty of the peace officer shall be the enforcement of the law as set forth in Section 5008 of the Public Resources Code. (Penal Code § 830.2(f).)

6. The Director of Forestry and Fire Protection and employees or classes of employees of the Department of Forestry and Fire Protection designated by the director pursuant to Section 4156 of the Public Resources Code, provided that the primary duty of the peace officer shall be the enforcement of the law as that duty is set forth in Section 4156 of the Public Resources Code. However, any such officer assigned solely to duties as an arson investigator may instead complete the Specialized Investigator's Basic Course. (Penal Code § 830.2(g).)

7. Marshals and police appointed by the Board of Directors of the California Exposition and State Fair pursuant to Section 3332 of the Food and Agricultural Code, provided that the primary duty of the peace officers

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shall be the enforcement of the law as prescribed in that section. (Penal Code § 830.2(i).)

(C) The following peace officers described in Penal Code section 830.3:

1. The chief, assistant chief, and all security and safety officers of museum security and safety of Exposition Park, as designated by the Exposition Park Manager pursuant to Section 4108 of the Food and Agricultural Code, provided that the primary duty of those peace officers shall be the enforcement of the law as that duty is set forth in Section 4108 of the Food and Agricultural Code. (Penal Code § 830.3(r).)

(D) The following peace officers described in Penal Code section 830.31:

1. A police officer of the County of Los Angeles, if the primary duty of the officer is the enforcement of the law in or about properties owned, operated, or administered by his or her employing agency or when performing necessary duties with respect to patrons, employees, and properties of his or her employing agency. (Cal. Penal Code § 830.31(a).)

2. A person designated by a local agency as a park ranger and regularly employed and paid in that capacity, if the primary duty of the officer is the protection of park and other property of the agency and the preservation of the peace therein. (Cal. Penal Code § 830.31(b).)

3. A peace officer of the Department of General Services of the City of Los Angeles who was transferred to the Los Angeles Police Department and designated by the Chief of Police of the Los Angeles Police Department, or his or her designee, if the primary duty of the officer is the enforcement of the law in or about properties owned, operated, or administered by the City of Los Angeles or when performing necessary duties with respect to patrons, employees, and properties of the City of Los Angeles. For purposes of this section, “properties” means city offices, city buildings, facilities, parks, yards, and warehouses. (Cal. Penal Code § 830.31(c)(1).)

4. A housing authority patrol officer employed by the housing authority of a city, district, county, or city and county or employed by the police department of a city and county, if the primary duty of the officer is the enforcement of the law in or about properties owned, operated, or administered by his or her employing agency or when performing

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necessary duties with respect to patrons, employees, and properties of his or her employing agency. (Cal. Penal Code § 830.31(d).)

(E) The following peace officers described in Penal Code section 830.32:

1. Members of a California Community College police department appointed pursuant to Section 72330 of the Education Code, if the primary duty of the police officer is the enforcement of the law as prescribed in Section 72330 of the Education Code.

2. Persons employed as members of a police department of a school district pursuant to Section 38000 of the Education Code, if the primary duty of the police officer is the enforcement of the law as prescribed in Section 38000 of the Education Code.

3. Any peace officer employed by a K-12 public school district or California Community College district who has completed training as prescribed by subdivision (f) of Section 832.3 shall be designated a school police officer.

   Every school police officer employed by a K-12 school district or California Community College district after July 1, 1999, in addition to the Regular Basic Course, shall complete a POST-certified Campus Law Enforcement Course [(Commission Regulation 1081(a)] within two years of the date of first appointment.

(F) The following peace officers described in Penal Code section 830.33:

1. A member of the San Francisco Bay Area Rapid Transit District Police Department appointed pursuant to Section 28767.5 of the Public Utilities Code, if the primary duty of the peace officer is the enforcement of the law in or about properties owned, operated, or administered by the district or when performing necessary duties with respect to patrons, employees, and properties of the district.

2. Harbor or port police regularly employed and paid in that capacity by a county, city, or district other than peace officers authorized under Section 830.1, if the primary duty of the peace officer is the enforcement of the law in or about the properties owned, operated, or administered by the harbor or port or when performing necessary duties with respect to patrons, employees, and properties of the harbor or port.

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3. Transit police officers or peace officers of a county, city, transit development board, or district, if the primary duty of the peace officer is the enforcement of the law in or about properties owned, operated, or administered by the employing agency or when performing necessary duties with respect to patrons, employees, and properties of the employing agency.

4. Any person regularly employed as an airport law enforcement officer by a city, county, or district operating the airport or by a joint powers agency, created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code, operating the airport, if the primary duty of the peace officer is the enforcement of the law in or about properties owned, operated, and administered by the employing agency or when performing necessary duties with respect to patrons, employees, and properties of the employing agency.

   Every airport peace officer (Penal Code section 830.33) regularly employed and paid as such, in addition to the Regular Basic Course training requirement set forth in subsection 1005(a)(1), shall also complete a POST-certified Aviation Security Course [Commission Regulation 1081(a)], after appointment. Pursuant to Penal Code section 832.1, any airport peace officer who has not satisfactorily completed the Aviation Security Course within the prescribed time shall not continue to have the powers of a peace officer until the officer has satisfactorily completed the course.

5. Any railroad police officer commissioned by the Governor pursuant to Section 8226 of the Public Utilities Code, if the primary duty of the peace officer is the enforcement of the law in or about properties owned, operated, or administered by the employing agency or when performing necessary duties with respect to patrons, employees, and properties of the employing agency.

(G) The following peace officers described in Penal Code Section 830.34

1. Persons designated as a security officer by a municipal utility district pursuant to Section 12820 of the Public Utilities Code, if the primary duty of the officer is the protection of the properties of the utility district and the protection of the persons thereon.

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2. Persons designated as a security officer by a county water district pursuant to Section 30547 of the Water Code, if the primary duty of the officer is the protection of the properties of the county water district and the protection of the persons thereon.

3. The security director of the public utilities commission of a city and county, if the primary duty of the security director is the protection of the properties of the commission and the protection of the persons thereon.

4. Persons employed as a park ranger by a municipal water district pursuant to Section 71341.5 of the Water Code, if the primary duty of the park ranger is the protection of the properties of the municipal water district and the protection of the persons thereon.

(H) The following peace officers described in Penal Code Section 830.36

1. The Sergeant-at-Arms of each house of the Legislature, if the primary duty of the peace officer is the enforcement of the law in or about properties owned, operated, or administered by the employing agency or when performing necessary duties with respect to patrons, employees, and properties of the employing agency.

2. Marshals of the Supreme Court and bailiffs of the courts of appeal, and coordinators of security for the judicial branch, if the primary duty of the peace officer is the enforcement of the law in or about properties owned, operated, or administered by the employing agency or when performing necessary duties with respect to patrons, employees, and properties of the employing agency.

3. Court service officer in a county of the second class and third class, if the primary duty of the peace officer is the enforcement of the law in or about properties owned, operated, or administered by the employing agency or when performing necessary duties with respect to patrons, employees, and properties of the employing agency.

(I) The following peace officers described in Penal Code Section 830.37

1. Firefighter/security guards by the Military Department, if the primary duty of the peace officer is the enforcement of the law in or about properties owned, operated, or administered by the employing agency

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or when performing necessary duties with respect to patrons, employees, and properties of the employing agency.

(J) Except as specified in subsection (a)(2) or (a)(3), any peace officer permitted to carry a firearm by his or her employing agency while on duty and/or while off duty, regardless of the Penal Code section used by the employing agency as the authority for appointment or employment.

(K) Except as specified in subsection (a)(2) or (a)(3), any peace officer employed by a POST participating agency.

(2) SPECIALIZED INVESTIGATOR'S BASIC COURSE: Unless otherwise specified by statute or by another provision of Commission regulations, the following categories of peace officers are required to complete either the Regular Basic Course or the Specialized Investigator's Basic Course, as set forth in Commission Procedure D-1, before being assigned duties which include the exercise of peace officer powers:

(A) The following peace officers described in Penal Code section 830.1(a):

1. An inspector or investigator employed in that capacity in the office of a district attorney. In addition to the basic course training requirement, the POST-certified District Attorney Investigator Transition Course, Commission Procedure D-14, shall be completed within 12 months from the date of appointment;

2. The Attorney General and special agents and investigators of the Department of Justice are peace officers, and those assistant chiefs, deputy chiefs, chiefs, deputy directors, and division directors designated as peace officers by the Attorney General are peace officers. The authority of these peace officers extends to any place in the state where a public offense has been committed or where there is probable cause to believe one has been committed.

(B) The following peace officers described in Penal Code section 830.2:

1. Persons employed by the Department of Alcoholic Beverage Control for the enforcement of Division 9 (commencing with Section 23000) of the Business and Professions Code and designated by the Director of Alcoholic Beverage Control, provided that the primary duty of any of these peace officers shall be the enforcement of the laws relating to

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alcoholic beverages, as that duty is set forth in Section 25755 of the Business and Professions Code. (Cal. Penal Code § 830.2(h).)

2. Persons employed by the Department of Cannabis Control for the enforcement of Division 10 (commencing with Section 26000) of the Business and Professions Code and designated by the Director of the Department of Cannabis Control, provided that the primary duty of any of these peace officers shall be the enforcement of the laws as that duty is set forth in Section 26015 of the Business and Professions Code. (Cal. Penal Code § 830.2(j).)

(C) The following peace officers described in Penal Code section 830.3:

1. Persons employed by the Division of Investigation of the Department of Consumer Affairs and investigators of the Dental Board of California, who are designated by the Director of Consumer Affairs, provided that the primary duty of these peace officers shall be the enforcement of the law as that duty is set forth in Section 160 of the Business and Professions Code. (Cal. Penal Code § 830.3(a).)

2. Voluntary fire wardens designated by the Director of Forestry and Fire Protection pursuant to Section 4156 of the Public Resources Code, provided that the primary duty of these peace officers shall be the enforcement of the law as that duty is set forth in Section 4156 of that code. (Cal. Penal Code § 830.3(b); 830.37(c).)

3. Employees of the Department of Motor Vehicles designated in Section 1655 of the Vehicle Code, provided that the primary duty of these peace officers shall be the enforcement of the law as that duty is set forth in Section 1655 of that code. (Cal. Penal Code § 830.3(c).)

4. The chief of licensing and enforcement, supervising investigators, and investigators of the California Horse Racing Board designated by the board, if the primary duty of these peace officers is the enforcement of the Horse Racing Law (Chapter 4 (commencing with Section 19400) of Division 8 of the Business and Professions Code), Chapter 10 (commencing with Section 330) of Title 9 of Part 1, and the federal Horseracing Integrity and Safety Act of 2020 (15 U.S.C. Sec. 3051 et seq.). (Cal. Penal Code § 830.3(d).)

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5. The State Fire Marshal and assistant or deputy state fire marshals appointed pursuant to Section 13103 of the Health and Safety Code, provided that the primary duty of these peace officers shall be the enforcement of the law as that duty is set forth in Section 13104 of that code. (Cal. Penal Code § 830.3(e).)

6. Inspectors of the food and drug section designated by the chief pursuant to subdivision (a) of Section 106500 of the Health and Safety Code, provided that the primary duty of these peace officers shall be the enforcement of the law as that duty is set forth in Section 106500 of that code. (Cal. Penal Code § 830.3(f).)

7. All investigators of the Division of Labor Standards Enforcement designated by the Labor Commissioner, provided that the primary duty of these peace officers shall be the enforcement of the law as prescribed in Section 95 of the Labor Code. (Cal. Penal Code § 830.3(g).)

8. All investigators of the State Departments of Health Care Services, Public Health, and Social Services, the Department of Toxic Substances Control, the Office of Statewide Health Planning and Development, and the Public Employees' Retirement System, provided that the primary duty of these peace officers shall be the enforcement of the law relating to the duties of their department or office. Notwithstanding any other law, investigators of the Public Employees' Retirement System shall not carry firearms. (Cal. Penal Code § 830.3(h).)

9. Either the Deputy Commissioner, Enforcement Branch of, or the Fraud Division Chief of, the Department of Insurance and those investigators designated by the deputy or the chief, provided that the primary duty of those investigators shall be the enforcement of Section 550. (Cal. Penal Code § 830.3(i).)

10. Employees of the Department of Housing and Community Development designated under Section 18023 of the Health and Safety Code, provided that the primary duty of these peace officers shall be the enforcement of the law as that duty is set forth in Section 18023 of that code. (Cal. Penal Code § 830.3(j).)

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11. Investigators of the office of the Controller, provided that the primary duty of these investigators shall be the enforcement of the law relating to the duties of that office. Notwithstanding any other law, except as authorized by the Controller, the peace officers designated pursuant to this subdivision shall not carry firearms. (Cal. Penal Code § 830.3(k).)

12. Investigators of the Department of Financial Protection and Innovation designated by the Commissioner of Financial Protection and Innovation, provided that the primary duty of these investigators shall be the enforcement of the provisions of law administered by the Department of Financial Protection and Innovation. Notwithstanding any other law, the peace officers designated pursuant to this subdivision shall not carry firearms. (Cal. Penal Code § 830.3(l).)

13. Persons employed by the Contractors' State License Board designated by the Director of Consumer Affairs pursuant to Section 7011.5 of the Business and Professions Code, provided that the primary duty of these persons shall be the enforcement of the law as that duty is set forth in Section 7011.5, and in Chapter 9 (commencing with Section 7000) of Division 3, of that code. The Director of Consumer Affairs may designate as peace officers not more than 12 persons who shall at the time of their designation be assigned to the special investigations unit of the board. Notwithstanding any other law, the persons designated pursuant to this subdivision shall not carry firearms. (Cal. Penal Code § 830.3(m).)

14. The Chief and coordinators of the Law Enforcement Branch of the Office of Emergency Services. (Cal. Penal Code § 830.3(n).)

15. Investigators of the office of the Secretary of State designated by the Secretary of State, provided that the primary duty of these peace officers shall be the enforcement of the law as prescribed in Chapter 3 (commencing with Section 8200) of Division 1 of Title 2 of, and Section 12172.5 of, the Government Code. Notwithstanding any other law, the peace officers designated pursuant to this subdivision shall not carry firearms. (Cal. Penal Code § 830.3(o).)

16. The Deputy Director for Security designated by Section 8880.38 of the Government Code, and all lottery security personnel assigned to the California State Lottery and designated by the director, provided that

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the primary duty of any of those peace officers shall be the enforcement of the laws related to ensuring the integrity, honesty, and fairness of the operation and administration of the California State Lottery. (Cal. Penal Code § 830.3(p).)

17. Investigators employed by the Investigation Division of the Employment Development Department designated by the director of the department, provided that the primary duty of those peace officers shall be the enforcement of the law as that duty is set forth in Section 317 of the Unemployment Insurance Code. Notwithstanding any other law, the peace officers designated pursuant to this subdivision shall not carry firearms. (Cal. Penal Code § 830.3(q).)

18. Employees of the Franchise Tax Board designated by the board, provided that the primary duty of these peace officers shall be the enforcement of the law as set forth in Chapter 9 (commencing with Section 19701) of Part 10.2 of Division 2 of the Revenue and Taxation Code. (Cal. Penal Code § 830.3(s).)

19. Investigators of the Department of Managed Health Care designated by the Director of the Department of Managed Health Care, provided that the primary duty of these investigators shall be the enforcement of the provisions of laws administered by the Director of the Department of Managed Health Care. Notwithstanding any other law, the peace officers designated pursuant to this subdivision shall not carry firearms. (Cal. Penal Code § 830.3(u).)

20. The Chief, Deputy Chief, supervising investigators, and investigators of the Office of Protective Services of the State Department of Developmental Services, the Office of Protective Services of the State Department of State Hospitals, and the Office of Law Enforcement Support of the California Health and Human Services Agency, provided that the primary duty of each of those persons shall be the enforcement of the law relating to the duties of their department or office. (Cal. Penal Code § 830.3(v).)

(D) The following peace officers described in Penal Code section 830.35:

1. A welfare fraud investigator or inspector, regularly employed and paid in that capacity by a county, if the primary duty of the peace officer is the enforcement of the provisions of the Welfare and Institutions Code.

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2. A child support investigator or inspector, regularly employed and paid in that capacity by a district attorney's office, if the primary duty of the peace officer is the enforcement of the provisions of the Family Code and Section 270.

(E) The following peace officers described in Penal Code section 830.37:

1. Members of an arson-investigating unit, regularly paid and employed in that capacity, of a fire department or fire protection agency of a county, city, city and county, district, or the state, if the primary duty of these peace officers is the detection and apprehension of persons who have violated any fire law or committed insurance fraud.

2. Members other than members of an arson-investigating unit, regularly paid and employed in that capacity, of a fire department or fire protection agency of a county, city, city and county, district, or the state, if the primary duty of these peace officers, when acting in that capacity, is the enforcement of laws relating to fire prevention or fire suppression.

(3) INTRODUCTORY TRAINING COURSE SPECIFIED IN PENAL CODE SECTION 832:

Penal Code section 832 provides that every person described as a peace officer in Chapter 4.5 of the Penal Code shall satisfactorily complete an introductory training course prescribed by the Commission on Peace Officer Standards and Training prior to the exercise of the powers of a peace officer and that such persons shall not have the powers of a peace officer until they satisfactorily complete the course. The fact that a person has completed an introductory course, however, does not mean that no further training is required, particularly when it comes to the exercise of the powers of a peace officer.

As specified in these regulations, any officer that has not completed the Regular Basic Course should not engage in General Law Enforcement Duties (11 Cal. Code Regs § 1001(25)) or Uniformed Patrol Duties (See 11 Cal. Code Regs § 1001(75)) based solely upon completion of an introductory course. Moreover, pursuant to state law, any officer responsible for the prevention and detection of crime and the general enforcement of the criminal laws of this state must obtain a POST Basic Certificate as specified by statute, in order to continue to exercise peace officer powers (Penal Code § 832.4) which, in addition to the other

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requirements for issuance of a POST Basic Certificate as specified by these regulations, this requires completion of the Basic Course.

(A) Every coroner or deputy coroner (as defined in Penal Code section 830.35(c)), regularly employed and paid as such, shall satisfactorily complete the Penal Code section 832 (PC 832) Arrest Course and, when applicable, the PC 832 Firearms Course, Commission Procedure D-1-7, before the exercise of peace officer powers. In addition to the PC 832 Course(s), satisfactory completion of the POST-certified Coroners' Death Investigation Course, Commission Procedure D-1-6, is also required within 12 months from date of appointment. The Coroners' Death Investigation Course requirement shall only apply to peace officer coroners hired on or after the agency enters the POST program.

(B) Every jail deputy [Penal Code section 830.1(c)] shall satisfactorily complete the Penal Code section 832 (PC 832) Arrest Course and, when the agency requires the use of firearms, the PC 832 Firearms Course, referenced in Commission Procedure D-1-7 before being appointed to a classification that includes the exercise of peace officer powers; and shall complete the training for custodial personnel pursuant to Penal Code sections 832.3(e) and 6035, and the training required for custodial personnel of local detention facilities pursuant to Division 1 (commencing with Section 100) of Title 15 of the California Code of Regulations.

(C) Each correctional officer [Penal Code section 830.55] shall within 90 days following the date of the initial assignment to that position, satisfactorily complete the Penal Code section 832 Arrest Course, and, when the agency requires the use of firearms, the PC 832 Firearms Course referenced in Commission Procedure D-1-7. Each such officer must also meet training required by the Board of State and Community Corrections, and additional training requirements set forth in Penal Code section 830.55(c). No such officer shall be permitted to carry a firearm until the officer has satisfactorily completed the PC 832 Arrest and Firearms Course.

(D) Security officers of the Department of Justice (Penal Code § 830.4) when performing assigned duties as security officers shall satisfactorily complete the Penal Code section 832 Arrest Course and, when the agency requires the use of firearms, the PC 832 Firearms Course, referenced in Commission Procedure D-1-7 before being appointed to a classification that includes the

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exercise of peace officer powers, and shall also complete all additional training as required by the Department of Justice.

Security officers of the college named in Section 92200 of the Education Code shall satisfactorily complete the Penal Code section 832 Arrest Course and, when the agency requires the use of firearms, the PC 832 Firearms Course, referenced in Commission Procedure D-1-7 before being appointed to a classification that includes the exercise of peace officer powers, and shall also complete a POST-certified Campus Law Enforcement Course [(Commission Regulation 1081(a)] within two years of the date of first appointment. These officers shall have authority of peace officers only within the City and County of San Francisco. Notwithstanding any other law, the peace officers designated by this subdivision shall not be authorized by this subdivision to carry firearms either on or off duty.

Commission Procedure D-1-1 adopted effective September 26, 1990, and amended January 14, 1994, August 7, 1996, January 1, 2001, January 1, 2004, September 15, 2004, and January 1, 2022, is herein incorporated by reference.

Commission Procedure D-1-2 adopted effective September 26, 1990, and amended January 11, 1992, January 14, 1994, August 7, 1996, February 13, 1997, September 25, 1998, January 1, 2004, September 15, 2004, August 26, 2006, and January 1, 2022, is herein incorporated by reference.

Commission Procedure D-1-3 adopted effective April 15, 1982, and amended January 24, 1985, September 26, 1990, January 14, 1994, July 16, 1994, December 16, 1994, August 16, 1995, August 7, 1996, November 27, 1996, February 22, 1997, August 16, 1997, December 4, 1997, January 1, 2001, January 1, 2002, April 10, 2002, January 1, 2004, September 15, 2004, January 1, 2006, January 19, 2007, July 1, 2007, January 1, 2009, May 3, 2012, July 21, 2012, April 1, 2014, October 1, 2014, April 1, 2016, February 15, 2017, January 1, 2022, and February 10, 2022, is herein incorporated by reference.

Commission Procedure D-1-4 adopted effective October 20, 1983, and amended September 26, 1990, October 27, 1991, January 14, 1994, May 7, 1995, July 21, 2000, January 1, 2001, July 1, 2002, September 15, 2004, January 1, 2006, January 19, 2007, July 1, 2007, January 1, 2009, May 3, 2012, October 1, 2014, April 1, 2016, February 15, 2017, January 1, 2022, and February 10, 2022, is herein incorporated by reference.

Commission Procedure D-1-6 adopted effective February 4, 1993, and amended January 1, 2022, is herein incorporated by reference.

Commission Procedure D-1-7 adopted effective January 1, 2004, and amended September 15, 2004, January 1, 2006, January 1, 2009, May 3, 2012, October 1, 2014, April 1, 2016, February 15, 2017, January 1, 2022, and February 10, 2022, is herein incorporated by reference.

Commission Procedure D-14 adopted effective January 1, 2002, amended January 1, 2006, January 1, 2009, October 1, 2018, January 1, 2022, and January 1, 2026, is herein incorporated by reference.

The document, *Training and Testing Specifications for Peace Officer Basic Courses*, adopted effective January 1, 2001, and amended effective October 1, 2001, January 1, 2002, July 1, 2002, January 1, 2003, January 1, 2004, August 15, 2004, September 15, 2004, July 1, 2005, January 1, 2006, January 19, 2007, July 1, 2007, August 8, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2009, January 1, 2010, July 1, 2010, July 1, 2011, January 1, 2012, July 1, 2012, January 1, 2013, August 1, 2013, February 1, 2014, August 1, 2014, August 1, 2015, February 1, 2016, August 1, 2016, February 1, 2017, February 15, 2017, August 1, 2017, July 1, 2018, April 1, 2020, July 1, 2020, October 1, 2020, December 1, 2021, April 1, 2022, October 1, 2023, January 25, 2024, April 1, 2024, April 1, 2025, October 1, 2025, and April 1, 2026, is herein incorporated by reference.

The document, *Instructor's Guide to Learning Activities April 2026* adopted effective January 1, 2006, and amended effective April 1, 2026, is herein incorporated by reference.

The document *POST Basic Courses Test Management and Security Protocols 2025* adopted effective January 1, 2009, amended May 3, 2012, October 1, 2014, April 1, 2016, February 15, 2017, July 1, 2018, and April 1, 2025, is herein incorporated by reference.

The document *Work Sample Test Battery Proctor Manual -- 2025* adopted effective July 21, 2012, amended April 1, 2025, is herein incorporated by reference.

1005.02. Basic Course Waiver Process

(a) A Basic Course Waiver (BCW) provides an exemption from the Regular Basic Course (RBC) or Specialized Investigator Basic Course (SIBC) training requirements. A BCW is granted to individuals with qualifying out of state or federal law enforcement experience, whose law enforcement training, experience and education are deemed by POST to demonstrate sufficient law enforcement knowledge, skill and proficiency. The prescribed course of training appropriate to the individual's appointment is determined

by the Commission and is specified in subsection 1005(a) or Commission Regulation 1007. The requirements for the RBC and SIBC are specified in Commission Procedure D-1.

Acceptance of the BCW in lieu of successful completion of a RBC or SIBC is at the discretion of the employing agency. The BCW does not determine an individual's employability, nor is it a means of requalifying training. Individuals with prior qualifying California law enforcement experience are not eligible for the BCW and must complete requalification as specified in Commission Regulation 1008.

A waiver of attendance for the RBC will satisfy attendance at SIBC. However, a waiver of attendance for SIBC training does not satisfy the RBC training requirement.

1. Eligibility

A. Regular Basic Course Waiver (RBCW)

To be eligible for a RBCW, an individual must meet the following training, education and experience requirements:

i. Successful completion of a 400 hour minimum basic general law enforcement training course certified or approved by California POST or a similar standards agency of another state, or a federal agency general law enforcement basic course, and

ii. At least 664 hours of general law enforcement training, which includes the basic course requirement listed in subsection 1005(a)(1), and

iii. Legislatively mandated training included in the POST-certified RBC, and

iv. At least two years of continuous full-time out-of-state experience performing general law enforcement duties with one agency as defined in Commission Regulation 1001. Experience must have been acquired subsequent to the completion of basic training.

NOTE: If more than six years have elapsed since the individual's last full-time employment in a general law enforcement agency performing general law enforcement duties, they are not eligible to apply for the RBCW.

B. Specialized Investigators' Basic Course Waiver (SIBCW)

To be eligible for a SIBCW, an individual must meet the following training, education and experience requirements:

i. Successful completion of a basic investigative course similar in content to the SIBC, certified or approved by California POST or a similar standards agency of another state, or a federal agency general or investigative basic course.

ii. At least 591 hours of investigative or general law enforcement training, which includes the basic course requirement listed in subsection 1005(a)(1), and

iii. Legislatively mandated training included in the POST-certified SIBC, and

iv. At least two years of continuous full-time out-of-state or federal investigative experience, or performance of general law enforcement duties, as defined in Commission Regulation 1001, with one out-of-state or federal agency. Experience must have been acquired subsequent to the completion of basic training and, as determined by POST, commensurate with law enforcement duties of California investigative agencies.

NOTE: If more than six years have elapsed since the individual's last full-time employment in an investigative or general law enforcement agency performing investigative or general law enforcement duties, they are not eligible to apply for the SIBCW.

2. Basic Course Waiver Process

A BCW shall be determined through a four-step process: (1) Application/Self-Assessment, Documentation, and Fee Requirements; (2) POST Training Evaluation; (3) Basic Course Waiver Assessment; and (4) Waiver Issuance.

Step 1: Basic Course Waiver Application/Self-Assessment and Documentation and Fee Requirements

As part of Step 1, the individual shall certify that they plan to leave, or have left, their prior law enforcement employer(s) in good standing. The individual shall also review Government Code section 1029 and verify that they are not aware of any reason why they would be denied future certification as a peace officer in California. If, following completion of the BCW Process, the Commission determines that an individual who is a certified peace officer is disqualified from being employed as a peace officer pursuant to California Government Code section 1029, the Commission shall proceed in accordance with Commission Regulation section 1203.

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a. Self-Assessment: Prior to submitting an application for a BCW, an individual must conduct a self-assessment to verify successful completion of the requirements listed in the applicable section above.

b. Documentation Requirements: The Regular Basic Course Waiver Application or Specialized Investigators' Basic Course Waiver Application must be signed under penalty of perjury and submitted electronically through a POST PASS account with the supporting training, education, and experience documentation. Incomplete application packets will not be considered for review. Each application must be accompanied by the following supporting documentation:

i. Basic Course: A certificate of completion and copy of the course curriculum that outlines course content and hours that is consistent with the date of completion on the certificate.

ii. Other Training: Certificates of completion, training records, or similar documentation of related training.

iii. Education: Official transcripts, if applicable. One semester unit shall be equivalent to a maximum of 20 training hours and one quarter unit shall be equivalent to a maximum of 14 training hours.

iv. Experience: Written verification of experience shall be listed on agency letterhead from the department head, training manager, or personnel department for which the applicant was employed. The verification must specifically state that the applicant completed at least two years of general law enforcement following completion of basic training (or investigative experience, if appropriate). The employment verification letter must be accompanied by a duty statement for the position held by the applicant. If the applicant is unable to obtain a letter stating completion of at least two years general law enforcement (or investigative experience, if appropriate), POST can evaluate the duty statement and the letter identifying continuous employment with one agency, subsequent to completion of basic training, to establish qualifying experience. Applicant shall provide documentation that allows POST to determine the applicant's last qualifying employment was less than six years prior to their BCW application.

v. Fee: Electronic payment in the amount specified on the BCW Application.

Step 2: POST Training Evaluation

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Upon receipt of the completed BCW Application, all supporting documents and the appropriate fee, POST will evaluate the individual's prior training, education and experience.

Individuals will be notified if additional supporting documents are necessary and/or if the application is deficient in one or more areas. An individual shall have up to 180 days from date of notification to provide additional verification. Failure to provide the additional verification within that time period will result in closure of the application process. Once closed, a new application (including training certification information) must be filed, subject to the training standards, testing, and fee requirements in effect at the time of submission of the new application.

The individual and the agency, when appropriate, will be notified of the results of the evaluation. If the application is approved, the individual will be eligible to complete the BCW Assessment Process.

Step 3: Basic Course Waiver Assessment Process

a. Assessment Methods

There are two methods by which the BCW assessment can be accomplished:

(1) Attendance and successful completion of a POST-certified Requalification Course; or

(2) Successful completion of the BCW Testing Process which is only available to individuals who meet the following criteria:

a. Entering California law enforcement with qualifying out of state or federal law enforcement experience, and

b. Will be appointed to a middle management or executive position as defined in Commission Regulation 1001, and will function at the second-level of supervision or above, and

c. Have less than a three year break from the last date of service as a peace officer, and

d. Submits a letter from the prospective hiring agency, signed by the agency head, that includes the intent to hire the applicant in a middle management or executive position, and a description of the intended job classification and duty assignment.

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Once an assessment method is chosen, an individual may not switch to the other option. The BCW assessment process must be successfully completed within 180 days of notification by POST of approval of the evaluation.

Assessment Method 1: POST-Certified Requalification Course.

i. The POST-Certified Requalification Course must be taken through a qualified presenter.

ii. Course content and testing requirements can be found in the POST Training and Testing Specifications.

Assessment Method 2: Basic Course Waiver Testing Process.

The testing process consists of the two components identical to the Requalification Course examinations:

i. A comprehensive test designed to evaluate an individual's knowledge of basic course content.

ii. Exercise tests designed to evaluate an individual's manipulative skills acquired in the basic course.

iii. The testing process is to be administered through a POST-approved Testing Center. Both components are graded pass/fail and must be successfully completed.

b. Retest

i. A comprehensive retest shall be allowed one time only. Arrangements for the comprehensive retest must be made directly with the same POST-certified Requalification Course presenter or POST-approved Testing Center at which the initial comprehensive test was taken. Retesting must take place within ninety days of the initial test. An individual who fails the retest fails the Requalification Course.

ii. An exercise retest shall be allowed one time only. Arrangements for the exercise retest must be made directly with the same POST-certified Requalification Course presenter or POST-approved Testing Center in which the exercise examination was originally taken. Retesting must take place within ninety days of the initial test. An individual who fails the exercise retest fails the Requalification Course.

iii. An individual who has failed the Requalification Course or testing option may repeat Step 3 one time within 12 months of the date of failure. After a 30-day waiting period, the individual shall submit a written request to POST for approval before contacting the Requalification Presenter or POST Testing Center. When an individual fails to successfully repeat Step 3 they are no longer eligible for a waiver and must complete the appropriate POST-certified basic course (RBC or SIBC) before exercising peace officer powers.

Step 4: Issuance of Waiver/Waiver of Attendance

a. Upon successful completion of the waiver process, a Waiver of Attendance of the appropriate POST-certified basic course will be granted by POST.

b. Acceptance of a waiver for meeting the appropriate Basic Course training standard shall be at the discretion of the employing agency.

3. Time Limitations

An individual who receives a BCW has three years following completion of Step 3 of the BCW Process described in this section to obtain qualifying employment, as defined in Commission Regulation 1008(a). If after three years following completion of Step 3 of the BCW Process described in this section, the individual has not obtained qualifying employment as defined in Commission Regulation 1008(a), the individual shall take the requalification course specified in Commission Regulation 1008 prior to obtaining qualifying employment. Note: if the individual takes the requalification course prior to the initial three-year period specified above, they have only three years from the requalification course completion date to obtain qualifying employment.

Individuals shall have no more than six years from the date of completion of Step 3 of the BCW Process described in this section to obtain qualifying employment as defined in Commission Regulation 1008(a). Individuals who do not obtain qualifying employment within that time frame shall complete the RBC/SIBC. The only exception to this RBC/SIBC requirement is:

An individual who was employed as a full-time peace officer, general or investigative, in another state or with a federal agency at the time of completion of Step 3 of the BCW Process described in this section, may reapply for the BCW one time. To qualify for this exception, the individual must have been continuously employed with no more than a 60-day break in service from the time of completion of Step 3 of the BCW process to the time of submission of the new

application. A new application (including training certification information) must be filed, subject to the training standards, testing, and fee requirements in effect at the time of submission of the new application. An individual who receives a second BCW has three years following completion of Step 3 of their second BCW Process to obtain qualifying employment. If after three years following completion of Step 3 of the BCW Process described in this section, the individual has not obtained qualifying employment as defined in Commission Regulation 1008(a), the individual shall take the requalification course specified in Commission Regulation 1008.

An individual who receives a second BCW shall have no more than six years from the date of completion of Step 3 of their second BCW Process to obtain qualifying employment as defined in Commission Regulation 1008(a). Individuals who do not obtain qualifying employment within the six-year time frame shall complete the RBC/SIBC.

NOTE: For purposes of this section, the date of completion of Step 3 is determined by either 1): the date indicated on the POST-certified Requalification Course completion certificate, or 2) the completion date noted on the letter indicating successful completion of the BCW Testing Process which is issued by the POST-approved Testing Center.

1005.03. Field Training Program Requirement.

(a) Field Training Program Requirement

Every peace officer, except Reserve Levels II and III, jail deputies, and those officers described in subsections 1005(a)(1)(B)1-5, following completion of the Regular Basic Course and before being assigned to perform general law enforcement uniformed patrol duties without direct and immediate supervision, shall complete a POST-approved Field Training Program as set forth in Commission Procedure D-13.

(b) Exemptions to the Field Training Program Requirement

An officer is exempt from the Field Training Program requirement following completion of the Regular Basic Course:

1. While the officer's assignment remains custodial related, or

2. If the officer's employing department does not provide general law enforcement uniformed patrol services and the department has been granted an exemption as specified in Commission Regulation 1004, or

3. If the officer is a lateral entry officer possessing a POST Basic Certificate and who has either:

a. Completed a POST-approved Field Training Program, or

b. One year of previous experience performing general law enforcement uniformed patrol duties, or

4. If the officer was a Level I Reserve and is appointed to a full-time peace officer position within the same department and has previously completed the department's entire POST-approved Field Training Program within the last 12 months of the new appointment, or has the signed concurrence of the department head attesting to the individual's competence, based upon experience and/or other field training as a solo general law enforcement uniformed patrol officer, or

5. If the officer's employing department has obtained approval of a field training compliance extension request provided for in Commission Regulation 1004.

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

Commission Procedure D-13 adopted effective June 15, 1990, and amended February 22, 1996, January 1, 1999, July 1, 2004, January 1, 2012, January 1, 2013, November 23, 2016, August 23, 2018, January 1, 2022, and October 1, 2024, is herein incorporated by reference.

1005.04. Continuing Professional Training (CPT) Requirement.

(a) Continuing Professional Training (CPT)

CPT is required for certain peace officer and dispatcher personnel who are employed by POST participating departments. The purpose of CPT is to maintain, update, expand, and/or enhance an individual's knowledge and/or skills. CPT is training that exceeds the training required to meet or requalify in entry-level minimum standards. Qualifying and non-qualifying courses are described in Subsection 1005(d)(3) below.

(1) Requirement

Every peace officer (other than a Level III Reserve Peace Officer), every Public Safety Dispatcher, and every Public Safety Dispatch Supervisor shall satisfactorily complete the CPT requirement of 24 or more hours of POST-qualifying training during every two-year CPT cycle, based on the statewide CPT Anniversary Date as

specified in Subsection 1005(d)(2) below. Completion by jail deputies of in-service training required by Standards and Training for Corrections (STC) for custodial officers [Section 100 et seq. of Title 15] is considered to meet the POST CPT requirement.

Effective January 1, 2009, certain peace officers in specific duty assignments must satisfy a portion of the CPT requirement by completing Perishable Skills training as specified in Subsection 1005(d)(4).

(2) Determination of Two-Year Cycle

The beginning date for the two-year CPT cycle for all POST participating agencies will be January 1, 2009.

(A) CPT Cycle Start

Effective January 1, 2009, the CPT Anniversary Date is used to start a peace officer's or dispatcher's CPT training cycle. The actual CPT cycle will start only after the employing department is an authorized participant in the POST Program.

1. One Time Transition Period

For purposes of implementing the CPT Anniversary Date, a transition period, with no CPT requirement, is granted to all personnel appointed to any California peace officer or dispatcher position identified in subsection 1005(d)(1).

2. First-Time Appointments

A grace period with no CPT requirements, is granted when an individual is appointed for the first time to one of the subsection 1005(d)(1) positions. This grace period is the time period between the individual's appointment date and the first occurrence of the CPT Anniversary Date. It is granted to allow completion of entry-level requirements that do not count towards CPT.

3. Reappointments/Lateral Transfers

A grace period, with no CPT requirement, is granted for an individual rehired into one of the subsection 1005(d)(1) positions with the same department or who transfers to a different department. This grace period is the time between the date reappointed and the next cycle CPT Anniversary Date.

4. Reappointments

A grace period, with no CPT requirement, is granted for an individual rehired into one of the subsection 1005(d)(1) positions with the same department. This grace period is the time between the date reappointed and the next cycle CPT Anniversary Date.

DRAFT - Not Approved by OAL

(B) Status Changes

As the CPT Anniversary Date is a statewide permanently assigned date, it does not change with status changes within a peace officer or dispatcher classification series (e.g., promotion, lateral transfer, probation, military leave, or administrative leave, etc.)

(C) Dual Employment

In some situations, an individual may have dual employment as a peace officer/peace officer, a dispatcher/dispatcher, or as a peace officer and a dispatcher.

1. Within the Same Classification

The same requirement applies to a dispatcher working for two departments simultaneously. The individual holding two positions in the same classification (i.e., dispatcher/dispatcher classification) shall be held to the statewide CPT cycle.

2. Within Two Different Classifications

The same requirement applies to an individual employed as a peace officer and a dispatcher whether within the same or different departments (e.g., a peace officer who is also a dispatcher). In such cases, the CPT remains separate for the peace officer job and the dispatcher job. The CPT training must be job-related to qualify. See the examples in subsection 1005(a)(2)(C)3.

3. Dual CPT Credit POST-certified training courses attended by an individual in dual employment, such as a peace officer and dispatcher, may count for CPT credit for both positions/classifications if the training course is job related for both a peace officer and a dispatcher. For example, a Tactical Shotgun course would not qualify as CPT for dispatchers. A Missing Persons course is job-related for both dispatcher and peace officer classifications and would qualify for dual CPT credit.

(D) CPT Training in Excess of 24 Hours

POST-qualifying CPT training in excess of 24 hours during a two-year cycle shall not be credited toward any future or prior CPT cycles.

(3) Qualifying and Non-Qualifying Training

Subsection 1005(d) CPT requirement is met by satisfactory completion of one or more POST-certified courses totaling a minimum of 24 hours, as referenced below.

(A) While recommended topics for CPT are listed in Commission Procedure D-2, POST-certified training courses may be used for CPT credit, with the exception of the following POST-certified courses that do not qualify for CPT:

Regular Basic Course -- Standard Format
Regular Basic Course -- Modular Format (all components)
Field Training Program
District Attorney Investigator Transition Course
Specialized Investigators' Basic Course
PC 832, Arrest and Firearms Course
Coroners' Death Investigation Course
Campus Law Enforcement Course
Aviation Security Course
Public Safety Dispatcher's Basic Course
POST Requalification Course
POST Workshops (those designed to provide input or advice to POST)
Field Management Training
Team Building Workshops

(B) The CPT requirement may be satisfied by an alternative method of compliance as determined by the Commission, i.e., non-POST-certified courses (refer to Commission Regulation 1060 and Commission Procedure D-2-3).

(C) POST-developed informational videos in topics of high priority or urgency due to their impact on the law enforcement community, identified and approved by the Executive Director or designee, may provide a minimum of one-hour CPT.

(4) Reporting of CPT Mitigation

Effective for CPT cycles starting on or after January 1, 2025, the employing department shall indicate in the Electronic Data Interchange (EDI), those peace officers and public safety dispatchers who had a qualifying mitigating factor impacting their ability to complete all required CPT training within the cycle, as required in subsection (d)(1). Departments shall enter each individual subject to mitigation no later than 90 days following completion of the cycle.

(A) Qualifying mitigating factors are the following: Administrative Leave, Family Leave, Family Medical Leave Act (FMLA), Limited Duty, Long Term Disability, Medical Leave, Military Leave, Retirement, and Worker's Compensation.

(B) Qualifying mitigating factors listed in subsection (d)(4)(A) relate to personnel matters. Therefore, departments shall not identify or report to POST the mitigating factor for each individual.

(5) Perishable Skills Requirements for CPT

Effective January 1, 2002, all peace officers (except reserve officers and jail deputies) below the middle management position are required to complete Perishable Skills training. In-lieu of completing the training, the requirement may be met by successfully passing a presenter-developed test that measures the approved training objectives.

(A) Perishable Skills training shall consist of a minimum of 18 hours in each two-year period. Of the total 18 hours required, a minimum of 4 hours each is required for Arrest and Control, Driver Training/Awareness, Firearms, and Use of Force. A minimum of 2 hours is required for Communications. The required minimum and course objectives for each topic is listed below:

1. Tactical Firearms

Minimum Topics/Exercises:

a. Safety Policy/Orientation
b. Moral Obligations
c. Use of Force considerations
d. Policy and/or Legal Standards
e. Sight Alignment, Trigger Control, Accuracy
f. Target Recognition and Analysis
g. Weapons Clearing/Manipulations
h. Live Fire Tactical/Marking Cartridges
i. Basic Tactical Firearms Situations, Judgment and Decision-Making Exercise(s)
j. Class Exercises/Student Evaluation/Testing

Course Objectives:

The trainee will:
1. Demonstrate knowledge of their individual Department's Use of Force/Firearms Policy.
2. Identify the tactical analysis key points related to law enforcement officers killed in the line of duty as a result of the use of firearms.
3. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, and course-of-fire, to include:
A. Judgment and Decision-Making

B. Firearms Safety
C. Fundamentals of Marksmanship
D. Safe Drawing and Presenting Firearms
E. Threat Assessment/Identification
F. Speed, Accuracy and Effectiveness under stress and movement conditions
G. Shot Placement: Combat Effectiveness
H. Malfunctions Clearing
I. Loading/Reloading

For the first half of the 2021-2022 CPT cycle, personnel will still be allowed to complete the Tactical Firearms Perishable Skills course using a FOS. However, all minimum topics shall be met as specified for Tactical Firearms.

2. Driver Training/Awareness

Minimum Topics/Exercises:

a. Safety Policy/Orientation
b. Policy, legal and moral issues
c. Vehicle Dynamics
d. Defensive driving
e. Intersections exercise(s)
f. Backing/parking exercise(s)
g. Behind the wheel exercises to improve driving skills -- judgment and decision making
h. Class Exercises, Student Evaluation, and or optional Testing

Course Objectives:

The trainee will:
1. Demonstrate knowledge of their Driver Training/Awareness skills and techniques
2. Demonstrate a minimum standard of psychomotor skills with every technique and exercise to include:
A. Judgment and Decision-Making
B. Policy, Legal and Moral Issues
C. Basic Driving Principles and Vehicle Dynamics
D. Defensive Driving

For the first half of the 2021-2022 CPT cycle, personnel will still be allowed to complete the Driver Training/Awareness Perishable Skills course using a Law Enforcement Driving Simulator. However, all minimum topics shall be met as specified for Driver Training/Awareness.

3. Arrest and Control

Minimum Topics/Exercises:

a. Policies, legal standards, and report writing
b. Use of Force considerations
c. Safety orientation and warm-up(s)
d. De-escalation/Verbal commands - in exercise(s)
e. Body balance/stance/movement patterns - in exercise(s)
c. Search - in exercise(s)
g. Equipment/Restraint device(s) use - in exercise(s)
h. Subject's Actions and Officer's response to force
i. Control/Takedown - in exercise(s) Verbal command
j. Class exercises/Student Evaluation/Testing
k. Recovery/First Aid (as applicable)

Course Objectives:

The trainee will:
1. Demonstrate knowledge of their individual Department Use of Force Policy and current case law.
2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques
3. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
A. Judgment and Decision-Making
B. Officer Safety
C. Body Balance, Stance, and Movement
D. Searching/Handcuffing Techniques
E. Control Holds/Takedowns
F. De-escalation/Verbal Commands
G. Effectiveness Under Stress Conditions

4. Strategic Communications

Minimum Topics/Exercises:

a. Officer Safety
b. Escalation Versus De-escalation
c. Communication Elements
d. Listening Skills
e. Questioning Techniques
f. Persuasion
g. People with Disabilities

h. Team Communication During a Critical Incident
i. Class Exercises/Student Evaluation/Testing

Course Objectives:

The student will:
1. Demonstrate the basic components of communication skills and techniques.
2. Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
3. Demonstrate the skills needed to communicate effectively.
4. Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
A. Officer Safety
B. Listening/Persuasion
C. Judgment and Decision-Making
D. De-escalation, Verbal Commands
E. Effectiveness under Stress Conditions

5. Use of Force

Minimum Topics/Exercises:

a. Statutory Law
b. Case Law
c. Agency Policies
d. Reverence for Human Life
e. De-escalation
f. Duty to Intercede
g. Rendering First-Aid
h. Class Exercises/Student Evaluation/Testing

Course Objectives:

The student will:
1. Demonstrate knowledge of use of force laws
2. Demonstrate knowledge of individual agency's use of force policies
3. Demonstrate an understanding of force options decision-making with every technique and exercise, to include:
A. Reverence for Human Life
B. De-escalation and Verbal Commands
C. Rendering First-Aid
D. Legal Duty to Intercede and Report Excessive Force to a Superior Officer

For the 2021-2022 CPT cycle, individuals who completed any of the Perishable Skills courses between January and July 2021, adhering to prior versions of the required Minimum Topics and Course Objectives, will remain compliant for the remainder of the cycle. This does not apply to the Perishable Skills course requirements for Use of Force.

It is recommended that managers and executives complete, within their two-year compliance cycle, two hours of CPT devoted to updates in the perishable skills topical areas enumerated above.

(B) Agency Exemptions

Agencies may request an exemption from all or part of the Perishable Skills and Communications training requirement. Agencies must request an exemption in writing and provide an attestation that their peace officers do not carry firearms, or they infrequently interact with or effect physical arrests of criminal suspects, or do not utilize marked emergency vehicles during normal course of business.

(C) Perishable Skills Program (PSP) Instruction Exemptions Instructors who are certified or qualified (see section 1070 or 1004(a)(5)(A), respectively) to instruct a Perishable Skills course are exempt from attending a PSP course as a student in the topic they are qualified or certified to instruct, and are exempt from being required to demonstrate their competency by successfully passing a presenter-developed test that measures the approved training objectives for PSP credit, if they have presented a course in this topic within the same two-year Continuous Professional Training (CPT) cycle.

Instructors who have not presented a course in their topic area within the same CPT cycle must attend a course in that topic as a student or demonstrate their competency by successfully passing a presenter-developed test that measures the approved training objectives for PSP credit.

The agency must maintain and be able to provide documentation that an instructor has presented a course within the same CPT cycle during the POST compliance check.

The agency head may establish a higher training requirement for their instructors.

Commission Procedure D-2 adopted effective April 15, 1982, and amended January 24, 1985, July 1, 2000, September 11, 2000, November 11, 2000, January 1, 2002, September 12, 2002, May 7, 2003, August 7, 2003, January 29, 2004, September 12, 2005, August 26, 2006, and January 29, 2011, is herein incorporated by reference.

1005.05. Legislatively Mandated Courses.

(a) Legislatively-Mandated Courses

(1) Specific courses mandated by the legislature are specified in Commission Regulation 1081.

1005.06. Supervisory Course Requirement.

(a) Supervisory Course

(1) Every peace officer (except jail deputies) promoted, appointed, or transferred to a first-level supervisory position after July 1, 2018, shall satisfactorily complete a POST-certified Supervisory Course either 12 months prior to promotion or within 12 months after the initial promotion, appointment, or transfer to such position. An officer who will be appointed within 12 months to a first-level supervisory position or an officer assigned to a quasi-supervisory position may attend a POST-certified Supervisory Course, if authorized by the department head. Requirements for the Supervisory Course are set forth in Commission Procedure D-3.

(2) Every department participating in the POST reimbursement program may be reimbursed for completion of the POST-certified Supervisory Course by an officer as described in subsection 1005(b)(1), provided that the officer is full time and has been awarded or is eligible for the award of the POST Basic Certificate.

Commission Procedure D-3 adopted effective April 15, 1982, and amended October 20, 1983, January 29, 1988, March 8, 2003, and January 1, 2022, is herein incorporated by reference.

1005.07. Management Course Requirement.

(a) Management Course

(1) Every peace officer (except all jail deputies) promoted, appointed, or transferred to a middle management position after July 1, 2018, shall satisfactorily complete a POST-certified Management Course either 12 months prior to promotion or within 12 months after the initial promotion, appointment, or transfer to such position. An officer who will be appointed within 12 months to a middle management or higher position or an officer who is assigned to a first-level supervisory position may attend a POST-certified Management Course, if authorized by the department head. Completion of the POST-certified Supervisory Course is a prerequisite to attending

the POST-certified Management Course. Requirements for the POST-certified Management Course are set forth in Commission Procedure D-4.

(2) Every department participating in the POST reimbursement program may be reimbursed for completion of the POST-certified Management Course by an officer described in subsection 1005(c)(1), provided the officer is full time and has satisfactorily completed the POST-certified Supervisory Course.

(3) Every regular officer who is duly elected or appointed to the Board of Directors or Executive Board of a local Peace Officer Association or Deputy Sheriff Association may attend a certified POST-certified Management Course if authorized by their department head. The officer's jurisdiction may be reimbursed following satisfactory completion of such training provided that the officer has satisfactorily completed the training requirements of the POST-certified Supervisory Course.

(4) Every regular officer who is duly elected or appointed to the Board of Directors of a local Peace Officer Association or Deputy Sheriff Association and is on 100% release from their organization may attend the POST-certified Management Course without prior approval of their department head.

Commission Procedure D-4 adopted effective April 15, 1982, and amended November 2, 2000, January 20, 2006, and January 1, 2022, is herein incorporated by reference.

1005.08. Rifle and Shotgun Training Requirements.

(a) Rifle and Shotgun Training

(1) Every peace officer shall satisfactorily complete the POST-certified 16 hour minimum Rifle Course in order to possess a long or short barrel rifle in the course and scope of their duties. Requirements for the Rifle Course are set forth in Commission Regulation 1081.

(2) Every peace officer shall satisfactorily complete the POST-certified 16 hour minimum Shotgun Course or the Regular Basic Course -- Standard Format, Regular Basic Course -- Modular Format, Modules III and II, the Specialized Investigators' Basic Course, or Reserve Modules A, B, and C in order to possess a long or short barrel shotgun in the course and scope of their duties. Requirements for the Shotgun Course are set forth in Commission Regulation 1081.

1005.09. Optional Training.

(a) POST-certified Executive Development Course

(1) The POST-certified Executive Development Course is designed for department heads and their executive staff positions. An officer who will be appointed within 12 months to a department head or executive position may attend the POST-certified Executive Development Course, provided the officer has satisfactorily completed the POST-certified Management Course. Requirements for the POST-certified Executive Development Course are set forth in Commission Procedure D-5.

(2) Every department participating in the POST reimbursement program may be reimbursed for completion of the POST-certified Executive Development Course by an officer as described in subsection 1005(e)(1), provided the officer is full time and has satisfactorily completed the POST-certified Management Course.

(3) The Executive Director may waive the POST-certified Management Course completion prerequisite for a chief executive who has completed training comparable to a POST Management Course. The application and evaluation processes are described in Commission Procedure D-15, Management Course Prerequisite Waiver Process for Attending the Executive Development Course.

(b) Field Management Training

(1) Field Management Training is designed to assist in the solution of specific management problems within individual Regular Program departments.

(2) Requirements for Field Management Training are set forth in Commission Procedure D-9.

(c) Records Supervisor Training (The following courses are required only for records supervisors applying for the Records Supervisor Certificate.)

(1) Public Records Act (minimum 16 hours) and

(2) Records Supervisor Course (minimum 40 hours)

Commission Procedure D-5 adopted effective December 22, 1979, and amended January 1, 2022, is herein incorporated by reference.

Commission Procedure D-9 adopted effected December 22, 1979, and amended January 1, 2022, is herein incorporated by reference.

Commission Procedure D-15 adopted effective January 20, 2006, and amended January 1, 2022, is herein incorporated by reference.

AGENDA ITEM REPORT

Title: REPORT ON LEGISLATIVE UPDATE

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY Meagan Poulos		**REVIEWED BY**
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/19/2026
PURPOSE		**FINANCIAL IMPACT** No

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

This is a legislative report with bills of interest from the 2026 legislative session. Some of these bills may affect POST operations and/or affect law enforcement. It is not a complete list of bills that could impact law enforcement.

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

BACKGROUND:

ANALYSIS:

RECOMMENDATION:

This is a legislative report with bills of interest from the 2026 legislative session. Some of these bills may affect POST operations and/or affect law enforcement. It is not a complete list of bills that could impact law enforcement.

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

ATTACHMENT(S):

2026 Commission Briefing.pdf

POST Legislative Update

As of March 17, 2026

The legislation listed in this document are the legislative bills that POST is monitoring over the 2026 legislative session. These bills could have an impact on POST or be of significant interest to the law enforcement community. It is not a complete list.

For any questions on the legislative process or to receive a status update, please contact: POST Legislative Liaison, Meagan Poulos at (916) 227-2809 or Meagan.poulos@post.ca.gov.

AB 68 (Gallagher) School safety: armed school resource officers.

Summary: Would require a school district or charter school to hire or contract with at least one armed school resource officer, as defined, authorized to carry a loaded firearm to be present at each school of the school district or charter school during regular school hours and any other time when pupils are present on campus, phased in by certain grade spans, as provided. By imposing an additional requirement on school districts and charter schools, the bill would impose a state-mandated local program.

STATUS: DEAD

AB 284 (Alanis) Law enforcement: Racial and Identity Profiling Advisory Board (RIPA).

Summary: Current law requires the Attorney General to establish the Racial and Identity Profiling Advisory Board (RIPA) for the purpose of eliminating racial and identity profiling and improving diversity and racial and identity sensitivity in law enforcement. Current law requires RIPA to include various members, including 2 representatives of human or civil rights tax-exempt organizations, 2 representatives of community organizations, and 2 religious clergy members, as specified. Current law authorizes the Governor, President pro Tempore of the Senate, and Speaker of the Assembly to each prescribe up to 2 other members to membership of RIPA. This bill would require RIPA to include in its membership the president of the California District Attorneys Association, or their designee.

STATUS: DEAD

AB 1013 (Garcia) Peace officer training: behavioral health.

Summary: Current law requires the Commission on Peace Officer Standards and Training to establish and keep updated a classroom-based continuing training course that includes instructor-led active learning, such as scenario-based training, relating to behavioral health and law enforcement interaction with persons with mental illness, intellectual disability, and substance use disorders. Current law requires the commission to make available the course to each law enforcement officer with a rank of supervisor or below and who is assigned to patrol duties or to supervise officers who are assigned to patrol duties. This bill would authorize the commission to partner with local departments of behavioral health, community-based organizations, or nonprofit organizations to establish and keep updated this classroom-based continuing training course. The bill would require a law enforcement

officer with a rank of supervisor or below and who is assigned to patrol duties or to supervise officers who are assigned to patrol duties to complete the course.
STATUS: DEAD

AB 1115 (Castillo) Peace officers: mental health liaisons.
Summary: The California Constitution authorizes local governments to make and enforce all police and sanitary ordinances and regulations within its limits that are not in conflict with general laws. Existing law requires the board of supervisors of a county and the governing body of a city to take measures necessary to preserve and protect the public health in its jurisdiction. This bill would authorize a local government to designate one or more existing employees specializing in counseling or mental health services as a law enforcement mental health liaison to facilitate mental health support for peace officers who serve the local jurisdiction. This bill contains other related provisions.
STATUS: DEAD

AB 1489 (Bryan) Peace Officers
Summary: Would require a law enforcement agency that employs a peace officer to have a policy prohibiting that officer from carrying any firearm when the officer has a blood alcohol concentration greater than 0.00%, whether the officer is on duty or off duty, unless the officer is on duty and engaged in an undercover assignment in the course of their employment as a peace officer. By imposing new duties on local law enforcement, the bill would impose a state-mandated local program.
STATUS: DEAD

AB 1537 (Bryan) Peace officers: secondary employment
Summary: Existing law provides that every executive or ministerial officer, employee, or appointee of the State of California, or any county or city therein, or any political subdivision thereof, who knowingly asks, receives, or agrees to receive any emolument, gratuity, or reward, or any promise thereof excepting such as may be authorized by law for doing an official act, is guilty of a misdemeanor. Existing law exempts from that offense certain employment by a peace officer while off duty, as specified. Existing law also provides that a peace officer shall not be prohibited from engaging in other employment while off duty, as specified. This bill would, notwithstanding those provisions, prohibit a peace officer from being employed by, or being an independent contractor of or volunteer for, the United States Department of Homeland Security or its contractors or any other entity that assists with or engages in immigration enforcement. The bill would provide that failure to comply with this provision constitutes, for certain purposes, an act of dishonesty and that it is grounds for decertification as a peace officer.

AB 1586 (Ramos) Opioid overdose reversal medication: school resource officers
Summary: Current law authorizes a school district, county office of education, and charter school to provide emergency naloxone hydrochloride or another opioid antagonist to school nurses and trained personnel who have volunteered, and authorizes school nurses and trained personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or

reasonably believed to be suffering, from an opioid overdose. This bill, to be known as the School Safety and Opioid Overdose Prevention Act, would require a school district, county office of education, or charter school to ensure that (A) each school resource officer, as defined, while on duty at a school campus or school-sponsored activity, carries an opioid antagonist to provide emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose and (B) each school resource officer, upon assignment to a schoolsite, and at least every 2 years thereafter, completes an opioid overdose recognition and response training, as specified. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. The bill would prohibit a school resource officer who administers an opioid antagonist while assigned to a schoolsite, and their employing or contracting entity, from being held liable in a civil action or being subject to criminal prosecution for the school resource officer's acts or omissions, unless those acts or omissions constitute gross negligence or willful and wanton misconduct, as provided.

AB 1627 (Ávila Farías) Public Employment: disqualifications
Summary: Current law specifies circumstances that disqualify a person from holding office or being employed as a peace officer, including, among other things, having been convicted of a felony. This bill would disqualify a person from being a peace officer if they were employed by United States Immigration and Customs Enforcement between September 1, 2025, and January 20, 2029, or the Alabama Department of Corrections or the Georgia Department of Corrections between January 1, 2020, and January 1, 2026.

AB 1814 (Alanis) Peace officer training: driving under the influence
Summary: Would require, no later than July 1, 2027, the Commission on Peace Officer Standards and Training to establish and maintain a training course relating to the detection and apprehension of drivers whose behavior indicates that they may be driving under the influence of drugs or alcohol. The bill would require the course to be at least 3 hours and to include certain topics, such as standardized field sobriety testing, physiology of drugs, and report writing, among others. The bill would require peace officers assigned to traffic enforcement to complete the course within one year of their assignment and every 2 years thereafter. The bill would authorize a peace officer to complete other specified training courses, in lieu of this requirement. Because this bill would require additional training for local peace officers, it would impose a state-mandated local program.

AB 1896 (Gonzalez) Public employment: disqualifications
Summary: Current law contains numerous provisions governing the qualifications, standards, and training of peace officers. Current law specifies circumstances that disqualify a person from holding office or being employed as a peace officer, including, among other things, having been convicted of a felony. This bill would disqualify a person from being a peace officer if they were previously employed by an entity that engages in immigration enforcement, as defined, during the period beginning January 20, 2025, and ending January 20, 2029, except as specified.

AB 1948 (Ramos) Firearms: concealed carry licenses

Summary: Current law prohibits a person from carrying a concealed firearm or carrying a loaded firearm in public. Current law requires a licensing authority to issue or renew a license to carry a firearm capable of being concealed if specified conditions are met, including, among others, that the applicant is not a disqualified person for the license, as specified, and the applicant has completed a specified course of training. Current law makes a new or renewal license that is issued to be valid for a period of time not to exceed 2 years from the date of the license, except as otherwise provided. This bill would extend the duration of those licenses to 3 years from the date of the new license and 6 years from the date of the license for renewal.

AB 2119 (Jackson) Criminal procedure: gender bias in sexual assault and domestic violence investigations

Summary: Current law requires a law enforcement agency to inform a victim of the rights they may have. This bill would state that a victim of sexual assault or domestic violence has the right to a fair, unbiased, and complete investigation by law enforcement, regardless of gender and would authorize a victim of one of these crimes to request a reinvestigation of their report by the district attorney. The bill would create a civil cause of action if a law enforcement agency violated these rights and would make that cause of action retroactive to investigations made before January 1, 2027. The bill would require a district attorney to establish a process for reviewing and investigating reported cases of sexual assault or domestic violence and would require that process to include a report to the victim explaining the decision whether or not to bring criminal accusations and which accusations to allege.

AB 2347 (Ahrens) Commission on Peace Officer Standards and Training: hate crime training and guidelines

Summary: Current law defines a "hate crime" as a criminal act committed, in whole or in part, because of actual or perceived characteristics of the victim, including, among other things, race, religion, disability, and sexual orientation. Current law requires the Commission on Peace Officer Standards and Training (POST), in consultation with specified subject-matter experts, to develop guidelines and a course of instruction and training for law enforcement officers addressing hate crimes. Beginning January 1, 2027, this bill would require POST to conduct a comprehensive review of existing hate crimes training programs, as specified. The bill would require the review to be completed by January 1, 2028. The bill would require POST to, by July 1, 2028, adopt evidence-based training requirements to address the gaps identified in the review regarding the prevention, identification, and investigation of hate crimes.

AB 2411 (McKinnor) California Olympic and Paralympic Public Safety Command: agreements with state and local agencies

Summary: Existing law requires the Office of Emergency Services to establish the California Olympic and Paralympic Public Safety Command (COPPSC) to facilitate the planning, resourcing, management, and delivery of safety and security at the 2028 Olympic and Paralympic Games in Los Angeles. Existing law repeals provisions relating to COPPSC on January 1, 2029. Existing law requires the Commission on

Peace Officer Standards and Training (POST) to adopt rules establishing minimum standards relating to physical, mental, and moral fitness that govern the recruitment of certain peace officers. Existing law requires POST to establish a certification program for certain peace officers, as provided. This bill would require COPPSC to negotiate and enter into agreements to facilitate training, mutual cooperation, sharing of information and resources, and the use of public safety personnel with other state and local agencies within and outside of the state of California for the purposes of ensuring public safety during the 2028 Olympic and Paralympic Games. The bill would require the agreement to, among other things, require public safety personnel contracted from out of state to obtain a certificate of training from the commission.

AB 2720 (Schiavo) Human trafficking victim support coordinator
Summary: Existing law generally provides for the regulation of law enforcement agencies. Existing law establishes the Commission on Peace Officer Standards and Training (POST) and charges it with, among other duties, developing and disseminating guidelines and training for all peace officers in this state. Existing law requires POST to develop and implement a course of instruction for the training of peace officers on commercial sexual exploitation of children and victims of human trafficking that includes, but is not limited to, certain topics and activities. This bill would require each law enforcement agency with more than 25 peace officers to designate a human trafficking victim support coordinator by January 1, 2028. The bill would require the coordinator to take the above-described course of instruction no later than 6 months after designation and, upon completion of the course, serve as a liaison between trusted community-based organizations and victims. The bill would require each law enforcement agency to, by July 1, 2028, display specified information on their internet website, including the contact information of the human trafficking victim support coordinator.

SB 277 (Weber Pierson) Criminal procedure: search of persons.
Summary: Current provisions of the United States and California Constitutions ensure the right of the people to be secure in their persons, houses, papers, and effects against warrantless seizures and searches. Case law establishes exceptions to this right, including allowing a peace officer to conduct a limited search of a person for firearms or weapons if the peace officer reasonably concludes that the person detained may be armed and presently dangerous to the peace officer or others, or if the person consents to a search. This bill would authorize a peace officer to request consent to search an individual, their property, or their effects only if the officer is investigating a crime and has reasonable suspicion that the individual to be searched has an item in their possession that is evidence of criminal activity. The bill would require the officer to follow a specified procedure in a specified order, including advising the individual that their consent is voluntary, explaining to the individual the scope of the search, and recording the individual's consent. The bill would prohibit an officer from exceeding the scope of the search explained to the individual and would require the officer to discontinue the search if the individual withdraws their consent.
STATUS: DEAD

SB 664 (Ochoa Bogh) Vehicles: public safety: Blue Envelope Program.
Summary: Current law requires the Department of Motor Vehicles to prescribe and provide suitable forms of applications, certificates of ownership, registration cards, driver's licenses, and all other forms that are deemed necessary. This bill would, by January 1, 2027, require the department, in consultation with relevant stakeholders, to develop a Blue Envelope Program. Under the program, the bill would require the blue envelope to contain specified information for requesters with a condition or disability, as specified. The bill would also authorize others, including a parent or legal guardian of a passenger with a disability, to request a blue envelope.
STATUS: DEAD

SB 691 (Wahab) Body-worn cameras: policies
Summary: Current law requires law enforcement agencies, departments, or entities to consider specified best practices regarding the downloading and storage of body-worn camera data, such as specifically stating the length of time that recorded data is to be stored, when establishing policies and procedures for the implementation and operation of a body-worn camera system, as specified. This bill would require, on or before July 1, 2027, each law enforcement agency that has a body-worn camera policy to update that policy to include a procedure for emergency service personnel to request the redaction of evidentiary and non-evidentiary recordings of a patient undergoing medical or psychological evaluation, procedure, or treatment by emergency service personnel.

SB 937 (Gonzalez) Law enforcement: flashbang grenades and explosive breaching charges
Summary: Current law prohibits the use of kinetic energy projectiles or chemical agents by any law enforcement agency to disperse any assembly, protest, or demonstration, except in compliance with specified standards. This bill would prohibit the use of flashbang grenades, as defined, by any peace officer to disperse any assembly, protest, or demonstration, except in compliance with specified standards. The bill would define peace officer as any officer of a local, state, or federal law enforcement agency, or any person acting on behalf of a local, state, or federal law enforcement agency.

SB 1004 (Wiener) Law enforcement: masks
Summary: Current law makes it a crime for a law enforcement officer to wear a facial covering in the performance of their duties, except as specified. Current law defines law enforcement officer for these purposes as anyone designated by California law as a peace officer who is employed by a city, county, or other local agency, and any officer or agent of a federal law enforcement agency, agency or law enforcement agency of another state, or any person acting on behalf of a federal law enforcement agency. This bill would add peace officers employed by a state agency to the definition of law enforcement officers, thereby making those law enforcement officers subject to those criminal penalties.

SB 1105 (Perez) Law enforcement

Summary: Existing law defines those persons who are peace officers in the state, grants certain authority to those individuals and their employing entities, and places certain requirements on those individuals and their employing entities. Under existing law, federal criminal investigators and law enforcement officers are not California peace officers but are granted specified limited arrest authority in limited circumstances including when violations of state and local laws occur in their presence, when there is an immediate danger to persons or property, when detaining a person for evaluation or treatment who, due to a mental illness, is a danger to themselves or others, and when requested by a California law enforcement agency to be involved in a joint task force or criminal investigation. Existing law additionally grants peace officer status to federal employees who comply with certain training requirements, while they are engaged in enforcing state or local law on and adjacent to property owned or possessed by the United States Government, with the written consent of local law enforcement officials, as specified. This bill would remove this arrest authority or peace officer status for federal criminal investigators, law enforcement officers, and federal employees. The bill would also prohibit a California law enforcement agency, as defined, from participating in a joint law enforcement task force or interagency agreement, if, among other things, their assistance includes racial or identity profiling, as specified. The bill would require a California law enforcement agency, if it enters into an interagency agreement, to comply with certain provisions, including seeking authorization from the Attorney General.

AGENDA ITEM REPORT

Title: REPORT TO AMEND COMMISSION REGULATIONS 1001 - DEFINITIONS AND 1059 - REQUIREMENTS FOR BASIC COURSE CERTIFICATION - RECRUIT TRAINING OFFICER REQUIREMENTS

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Basic Training Bureau	
RESEARCHED BY Mario Moreno	**REVIEWED BY** Carrie Hollar	
REPORT DATE 04/09/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/18/2026
PURPOSE	**FINANCIAL IMPACT** Yes	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

Should the Commission approve, subject to the rulemaking process, the proposed regulation changes enumerated in this report?

BACKGROUND:

Staff have received feedback from presenters of the Module I basic course who currently utilize RTOs in the Module III and Module II courses related to students' lack of exposure to Recruit Training Officers (RTOs) which are required in a Module I. They expressed that students tend to struggle adjusting to the structure and supervision created by the RTO role which puts them at a disadvantage in comparison to students who had that exposure in the prior modules.

Additionally, the role of the RTO is extensive and includes, but is not limited to, such things as monitoring instruction, serving as the day-to-day first line supervisor, supporting, motivating, mentoring, evaluating and advising yet there has never been a regulated RTO-to-student ratio. While there is not a regulated ratio, there has always been a recommended ratio of 1-to-25 (one RTO for every twenty-five students) which is recognized as reasonable to allow RTOs to fulfill their duties effectively.

As mentors and supervisors to students attending a basic

course, it is necessary for RTOs to be knowledgeable in general law enforcement, patrol-related topics such as patrol procedures, domestic violence, vehicle pullovers, etc. The current language outlining requirements for RTOs broadly indicates “shall have sworn, full-time law enforcement experience,” which, based on interpretation, may include select correctional officers, Alcoholic Beverage Control Agents, and other officers that are referred to as “sworn” and having “full-time law enforcement experience” however, don’t have experience performing general law enforcement, patrol-related functions.

ANALYSIS:

The reference to “Peace Officer Trainee” was added to both the RTO definition **(Attachment A)** and to the RTO requirement to ensure it encompasses all students attending a basic course. “Trainee” addresses those who are affiliated with an agency and “Peace Officer Trainee” addresses those who are not.

Assigning RTOs to supervise students enrolled in Module III/II basic courses **(Attachment A)** is essential to enhancing consistency and establishing a standardized approach across all formats of the Regular Basic Course. This initiative aims to ensure that all students receive proper guidance and support throughout each Module (III, II, and I).

There have been identified times RTOs are unable to meet the regulatory requirements of their position due to the lack of a regulated ratio as they could be responsible for up to fifty or more students. Regulating a RTO-to-student ratio **(Attachment A)** is crucial for enhancing the supervision and quality in all formats of the Regular Basic Course.

To effectively prepare students attending a Regular Basic Course to advance into a POST-approved Field Training Program, RTOs must have knowledge and experience in performing “general law enforcement duties” as defined in Regulation 1001, which indicates: duties which include the investigation of crime, patrol of a geographic area, responding to the full range of requests for police services, and performing any enforcement action on the full range of law violations.

When conducting Basic Course Certification Reviews, the lack

of a RTO-to-student ratio has been evident at times when reviewing documentation. Additionally, students have expressed frustration during interviews over instances where they have asked questions of a RTO but are being directed to ask someone else, or go to the instructor, because that RTO does not have general law enforcement experience.

Presenters of the Specialized Investigators' Basic Course (SIBC) are being exempted only from the Field Training requirement as individuals in Specialized Investigator positions are not required to complete Field Training but would have the necessary investigative experience to perform as a RTO in the SIBC **(Attachment A)**. Individuals in these positions have the ability to obtain a POST Specialized Basic Certificate. The California Department of Corrections and Rehabilitation is currently certified to present a Module III course for parole officers. They are being exempted from both the Field Training and POST Basic Certificate requirements as they are not required to complete Field Training and are ineligible for the POST Basic Certificate.

RECOMMENDATION:

Staff are proposing changes to the necessary requirements that must be met when designating Recruit Training Officers (RTO). These requirements will implement a RTO-to-student ratio and will set additional qualification standards.

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

ATTACHMENT(S):
Attachment A.pdf

1001. Definitions

(1) "Academy Coordinator" is an individual responsible for the coordination of instruction and the management of basic courses.

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(55) "Recruit Training Officer" is a supervisory position of trainees/peace officer trainees attending a Regular Basic Course -- Standard Format, Regular Basic Course -- Modular Format or the Specialized Investigators' Basic Course.

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Note: Authority cited: Sections 13506 and 13510.3, Penal Code. Reference: Sections 830.1, 13503, 13507, 13510, 13510.1, 13510.3, 13510.5 and 13523, Penal Code.

1059. Requirements for Basic Course Certification

(a) Instructor-Led Basic Course Training

…..

(e) In addition to the criteria specified in subsections 1059(a)-(d), each request for certification of a basic course shall be evaluated in accordance with the following criteria:

…..

(6) Each academy and modular format presenter shall designate a minimum of one recruit training officer~~s~~ for every twenty-five students whose qualifications, based upon knowledge, experience, and training, shall include a demonstrated ability to supervise trainees/peace officer trainees attending a Regular Basic Course -- Standard Format, Regular Basic Course – Modular Format~~Module I~~, or the Specialized Investigator~~'~~s' Basic Course. Except as noted below, ~~A~~any recruit training officer appointed on or after ~~April 1, 2020~~July 1, 2027, shall meet the following requirements: have sworn, full-time law enforcement experience; and have successfully completed a POST-approved Field Training Program (reference Commission Regulation 1004); and shall possess a POST Basic Certificate. Any recruit training officer designated by the modular format presenter California Department of Corrections and Rehabilitation shall be exempt from completing a POST-approved Field Training Program and possessing a POST Basic Certificate. Any recruit training officer designated to supervise trainees/peace officer trainees attending a Specialized Investigators' Basic Course shall be exempt from completing a POST-approved Field Training Program.

(A) Recruit training officer responsibilities shall include:

1. Monitoring that instruction meets state legislative mandates and Commission regulations and procedures;

2. Providing day-to-day first line supervision of trainees;

3. Supporting, motivating, mentoring, evaluating, and advising trainees;

4. Performing Operational risk management and enforcing the student safety policy; and

5. Ensuring compliance with all local, state, and federal laws and administrative procedures associated with the educational and workplace environment.

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Note: Authority cited: Sections 13503 and 13506, Penal Code. Reference: Section 13503(e), Penal Code.

AGENDA ITEM REPORT

Title: REPORT ON PROPOSED CHANGES TO COMMISSION REGULATIONS 1005, 1007, 1059, AND COMMISSION PROCEDURE D-1-3 - MODULAR FORMAT PREREQUISITES

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Basic Training Bureau	
RESEARCHED BY Jennifer Hardesty	**REVIEWED BY** Carrie Hollar	
REPORT DATE 04/09/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/08/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: Should the Commission approve, subject to the rulemaking process, the proposed changes enumerated in this report?

BACKGROUND: In 2008, Commission Procedure D-1-3 was modified to update the prerequisite requirements for entry into the Module II and Module I courses. The modification added a requirement that the comprehensive test for the prior module must have been passed within the preceding 12 months, which impacts individuals who wait more than 12 months but less than 3 years to enter the next training module. The test the individual takes is the same test administered at the end of training for the module completed. At the time this requirement was implemented, no information or policies/procedures were included to outline what happens when someone fails the test; would they get to retest if they failed the initial test and what happens if they fail the retest. In addition to the lack of policies/procedures, the documents submitted to the Commission and the Office of Administrative Law for implementation of this testing requirement did not include detail on the necessity or reasoning for the change.

ANALYSIS: The lack of policies/procedures for handling a test failure has led to situations where an individual could take this test repeatedly until they pass, thus overexposing these tests and diluting the data collected. Once an individual has completed a training module, it's incumbent on them to be prepared to enter the next training module however, at the time this requirement was implemented, access to the student workbooks was

permission-based, which made it difficult for individuals to gain access to the materials and prepare for the next module.

In November 2018, POST restructured the website to include removing the permission requirement for access to the student workbooks, making them available to everyone and not just course presenters. With the preparation resources that are now available to an individual entering the next training module, it is no longer necessary to require completion of a test prior to entry into the next training module.

Removal of this requirement (**Attachment A**) will help ensure the collection of accurate data on these tests to maintain their validity and defensibility.

RECOMMENDATION:

In 2008, Commission Procedure D-1-3 was modified to update the prerequisite requirements for entry into the Module II and Module I courses, adding a testing requirement when it had been more than 12 months since completion of the prior module. The addition of the testing requirement did not include information or policies/procedures for handling a test failure or what a test failure means. The lack of policies/procedures allows an individual to take this test repeatedly, which overexposes these tests and dilutes the data being collected.

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

ATTACHMENT(S):

Attachment_A_TPRA_D-1-3.pdf

TEXT OF PROPOSED REGULATION ACTION
Amend Commission Regulations 1005, 1007, 1059, and Commission Procedure D-1-3 – Modular Format Prerequisites

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1005. Minimum Standards for Training. (Refer to Commission Regulation 1007 and Commission Procedure H for Reserve Peace Officer Training Standards).

(a) Minimum Entry-Level Training Standards (Required)

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Commission Procedure D-1-3 adopted effective April 15, 1982, and amended January 24, 1985, September 26, 1990, January 14, 1994, July 16, 1994, December 16, 1994, August 16, 1995, August 7, 1996, November 27, 1996, February 22, 1997, August 16, 1997, December 4, 1997, January 1, 2001, January 1, 2002, April 10, 2002, January 1, 2004, September 15, 2004, January 1, 2006, January 19, 2007, July 1, 2007, January 1, 2009, May 3, 2012, July 21, 2012, April 1, 2014, October 1, 2014, April 1, 2016, February 15, 2017, January 1, 2022, ~~and~~ February 10, 2022, and January 1, 2027, is herein incorporated by reference.

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Note: Authority cited: Sections 832.1, 832.3, 832.6, 13503, 13506, 13510, 13510.3, 13510.5, 13515.26 and 13519.8, Penal Code. Reference: Sections 830.33, 832, 832.1, 832.3, 832.6, 835a, 13503, 13506, 13510, 13510.3, 13510.5, 13511, 13513, 13514, 13515.29, 13515.295, 13516, 13517, 13519.8, 13519.10, 13520 and 13523, Penal Code.

1007. Reserve Officer Minimum Training Standards.

(a) All persons appointed as a reserve peace officer who do not already possess a Basic Certificate issued by the Commission are required to obtain a Proof of Eligibility (POE).

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Commission Procedure D-1-3 adopted effective July 1, 1999, and amended January 1, 2001, April 10, 2002, September 15, 2004, January 1, 2006, January 19, 2007, July 1, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2009, January 1, 2010, May 3, 2012, July 21, 2012, April 1, 2014, October 1, 2014, April 1, 2016, February 15, 2017, January 1, 2022, ~~and~~ February 10, 2022, and January 1, 2027, is herein incorporated by reference.

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TEXT OF PROPOSED REGULATION ACTION
Amend Commission Regulations 1005, 1007, 1059, and Commission Procedure D-1-3 – Modular Format Prerequisites

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Note: Authority cited: Sections 832.3, 832.6, 13503, 13506, 13510, 13510.1 and 13515.26, Penal Code. Reference: Sections 832.2, 832.3, 832.6, 835a, 13503, 13506, 13510, 13510.1, 13510.5, 13512 and 13519.10, Penal Code; Section 48412, Education Code; and Section 1031(d), Government Code.

1059. Requirements for Basic Course Certification.

(a) Instructor-Led Basic Course Training

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Commission Procedure Section D-1-3 adopted effective April 15, 1982, and amended January 24, 1985, September 26, 1990, January 14, 1994, July 16, 1994, December 16, 1994, August 16, 1995, August 7, 1996, November 27, 1996, February 22, 1997, August 16, 1997, December 4, 1997, January 1, 2001, January 1, 2002, April 10, 2002, January 1, 2004, September 15, 2004, January 1, 2006, January 19, 2007, July 1, 2007, January 1, 2009, May 3, 2012, July 21, 2012, April 1, 2014, October 1, 2014, April 1, 2016, February 15, 2017, January 1, 2022, ~~and~~ February 10, 2022, and January 1, 2027, is herein incorporated by reference.

…..

Note: Authority cited: Sections 13503 and 13506, Penal Code. Reference: Section 13503(e), Penal Code.

Commission Procedure D-1, Basic Training

Purpose

1-1 Basic Training

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Regular Basic Course (RBC)

1-3. Regular Basic Course Terminology and Requirements

The terms related to the Regular Basic Course formats and included in the Training and Testing Specifications for Peace Officer Basic Courses are defined in subsection D-1-3(a). Requirements for the delivery formats are specified in subsection D-1-3(d), standard format; and subsection D-1-3(e), modular format.

TEXT OF PROPOSED REGULATION ACTION
Amend Commission Regulations 1005, 1007, 1059, and Commission Procedure D-1-3 – Modular Format Prerequisites

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(a) Regular Basic Course Terminology

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Regular Basic Course - Modular Format

(e) RBC-Modular Format - Prerequisites, Training, Testing, and Hourly Requirements

The prerequisites, training, testing, and hourly requirements in this section apply to the RBC-modular format [as defined in subsection D-1-3(a)(7)(B)].

(1) Prerequisites

Academies/presenters of Modules III, II, or I shall require proof, to the training presenter's satisfaction, that the prerequisites for the pertinent module have been satisfied prior to admitting an individual to the module.

(A) Module II

The prerequisites for the Module II are the following:

Successful completion of Module III.

Current (within the last 3 years) in PC 832 Arrest and Firearms training requirements. Training must be current in conformance with the requirements of Commission Regulation 1080.

~~Passage of the POST-Constructed Comprehensive Module III Test within the preceding 12 months.~~

(B) Module I

The prerequisites for the Module I are the following:

Successful completion of Modules III and II.

Current (within the last 3 years) in PC 832 Arrest and Firearms training requirements. Training must be current in conformance with the requirements of Commission Regulation 1080.

~~Passage of the POST-Constructed Comprehensive Module II Test within the preceding 12 months.~~

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AGENDA ITEM REPORT

Title: REPORT ON PROPOSED CHANGES TO COMMISSION REGULATIONS 1015 AND 1018; COMMISSION PROCEDURE D-1-5; AND ADOPT TRAINING SPECIFICATIONS FOR THE PUBLIC SAFETY DISPATCHERS' BASIC COURSE - MODULAR FORMAT

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Basic Training Bureau	
RESEARCHED BY Michelle Daubner	**REVIEWED BY** Carrie Hollar	
REPORT DATE 04/09/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/08/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

Should the Commission approve, subject to the rulemaking process, the proposed standardized modular format of the Public Safety Dispatchers' Basic course and related Commission Regulation and Commission Procedure changes enumerated in this report?

BACKGROUND:

The Public Safety Dispatchers' Basic Course was originally developed as a single, standard format course without a defined modular structure. Course presenters have historically had discretion in how course content and hours are organized into modules. This past practice has led to varying approaches, including differences in course structure, naming conventions, and methods of combining and delivering course content.

The inconsistency in modular course delivery across presenters creates confusion for participating agencies and students, as well as increase the risk of gaps in required course content and hours.

Commission Regulation 1015 establishes reimbursement parameters for the standard format of the Public Safety Dispatchers' Basic Course but does not address reimbursement for a modular format. Additionally, Commission Procedure D-1-5 outlines requirements for the standard format of the Public Safety Dispatchers' Basic Course, but does not specify prerequisites, module sequencing, or acceptable delivery methods for a modular format.

Because the current Training Specifications for the Public Safety Dispatchers' Basic Course were only developed for a standard format, they are not organized in a manner that supports the addition of a standardized modular format.

ANALYSIS:

The proposed addition of a standardized modular format establishes an optional course delivery format for the Public Safety Dispatchers' Basic Course. Implementation of this standardized modular format promotes consistent course delivery across all presenters, provides flexibility for presenters, participating agencies, and students, and maintains the existing learning objectives, instructional activities, and total hourly requirements.

The proposed standardized modular format uses a similar module delivery and naming convention used in the modular format of the Peace Officer Regular Basic Course. For the Public Safety Dispatchers' Basic Course, Module II will be completed prior to Module I.

The proposed changes also align the Public Safety Dispatchers' Basic Course documents with the document structure used for the Training and Testing Specifications for Peace Officer Basic Courses.

The current Training Specifications (**ATTACHMENT A**) are a single, consolidated full-course document and do not identify how course content is divided into modules. They also only include a breakdown of minimum content and hourly requirements for the standard format of the course.

The proposed Training Specifications (**ATTACHMENT B**) reorganize the document structure and establish the division of course content into two standardized 80-hour modules, based on SME recommendations for effective instructional sequencing and student learning needs.

The Minimum Content and Hourly Requirements will be organized into three separate, format-specific documents:

- Standard Format (**ATTACHMENT C**)
- Modular Format – Module II (**ATTACHMENT D**)
- Modular Format – Module I (**ATTACHMENT E**)

The proposed Training Specifications (**ATTACHMENT B**) and Minimum Content and Hourly Requirements documents (**ATTACHMENTS C**, **D**, and **E**) establish the instructional structure of the standardized modular format.

To implement the standardized modular format, updates are proposed for Commission Regulations 1015 and 1018 and Commission Procedure D-1-5 (**ATTACHMENT F**):

- Commission Regulation 1015 (**ATTACHMENT F**): establishes reimbursement provisions for Module II and Module I presentations.
- Commission Regulation 1018 (**ATTACHMENT F**): updates revision date references in Commission Procedure D-1-5 (**ATTACHMENT F**) and the proposed Training Specifications (**ATTACHMENT B**).
- Commission Procedure D-1-5 (**ATTACHMENT F**): aligns its structure, terminology, and format with the other POST Basic Courses. It also includes updates to terminology, delivery format definitions, presenter responsibilities, removal of outdated or duplicated training and testing provisions, and establishment of separate sections defining training and hourly requirements for standard and modular course formats.

The proposed Training Specifications (**ATTACHMENT B**), Minimum Content and Hourly Requirements documents (**ATTACHMENTS C**, **D**, and **E**), and updated Commission Regulations 1015 and 1018 and Commission Procedure D-1-5 (**ATTACHMENT F**) establish the changes needed to implement the standardized modular format of the Public Safety Dispatchers' Basic Course.

RECOMMENDATION:

The Public Safety Dispatchers' Basic Course does not currently have a standardized modular format and existing Commission Regulations and Commission Procedures do not support a standardized modular format.

In January 2026, Basic Training Bureau staff hosted a 16-hour workshop to review the Training Specifications for the Public Safety Dispatchers' Basic Course and discuss proposed regulatory and procedural changes necessary to implement a standardized modular format. Subject Matter Experts (SMEs) representing seven different Public Safety Dispatchers' Basic Course presenters participated.

After reviewing the existing content, SMEs proposed dividing the existing curriculum into two standardized 80-hour modules and updating the Training Specifications for the Public Safety Dispatchers' Basic Course, Commission Regulations 1015 and 1018, and Commission Procedure D-1-5 to support the proposed standardized modular format.

If the Commission concurs, the appropriate action would be **MOTION** to approve the proposed changes as described in the

staff report.

ATTACHMENT(S):

ATTACHMENT_A_Dispatchers'_Basic_Course_TS_Repeal.pdf
ATTACHMENT_B_Dispatchers'_Basic_Course_TS_Adopt.pdf
ATTACHMENT_C_Standard_Format_Minimum_Content_Hourly_Requirements.pdf
ATTACHMENT_D_Module_II_Minimum_Content_Hourly_Requirements.pdf
ATTACHMENT_E_Module_I_Minimum_Content_Hourly_Requirements.pdf
ATTACHMENT_F_TRPA_1015_1018_D-1-5.pdf

ATTACHMENT A

REPEAL



~~POST~~

~~Public Safety Dispatchers' Basic Course Training Specifications~~

~~TRAINING SPECIFICATIONS FOR THE PUBLIC SAFETY DISPATCHERS' BASIC COURSE~~

~~Revision August 2025~~

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

TRAINING SPECIFICATIONS FOR THE PUBLIC SAFETY DISPATCHERS' BASIC COURSE

2025

~~California Commission on Peace Officer Standards and Training~~

~~Published 1994~~

~~Revised 1999; 2002; 2010; 2011; 2025~~

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CONTENT AND MINIMUM HOURLY REQUIREMENTS

Domain Number	Domain Description	Minimum Hours
100	Professional Orientation and Ethics	8
101	Criminal Justice Systems	4
102	Introduction to Law	12
103	Interpersonal Communication	6
104	Telephone Technology and Procedures	12
105	Missing Persons	6
106	Domestic Violence	6
107	Community Policing	8
108	Child, Elder, and Dependent Adult Abuse	6
109	Law Enforcement Telecommunications	8
110	Radio Technology and Procedures	12
111	Resources/Referral Services	4
112	Critical Incidents	16
113	Wellness Management	8
114	Mental Health Conditions and Intellectual/Developmental Disabilities Awareness	8
115	Human Trafficking	8
116	Terrorism and Extremist Group Awareness	4
117	Cultural Diversity and Hate Crimes	8
118	Gang Awareness	2
	Minimum Domain Hours	146
	Supporting Instructional Activities/Exercises	14
	Total Minimum Required Hours	**160**

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #100
PROFESSIONAL ORIENTATION AND ETHICS

August 1, 2025

I. LEARNING NEED

Becoming a public safety dispatcher means choosing dispatching not only as a career, but as a moral commitment to maintain public trust. Public safety dispatchers must understand their roles and responsibilities, understand the operation of the communications center, and act with a high degree of professionalism and ethics.

II. LEARNING OBJECTIVES

A. Basic functions of the public safety dispatcher within the public safety system
   1. First of the first responders, point of public safety contact (AB1945 [2019-2020 legislative session])
   2. Allocation of public safety resources
   3. Serving as a liaison between the need(s) and the resource(s)

B. Common functions of the communication center
   1. Traditional functions (e.g., call taker, radio dispatcher, data miner, communications training officer)
   2. Non-traditional functions (e.g., public relations/outreach, peer support, crisis negotiations, tactical dispatch, recruitment)

C. Title VII of the Civil Rights Act of 1964
   1. Discrimination
   2. Sexual harassment
   3. Hostile work environment

D. Occupational Safety and Health Administration (OSHA)
   1. Whistleblower
   2. Protection from retaliation

E. Professional demeanor and ethical behavior
   1. Impact of conduct both on and off-duty
   2. Sexual harassment
   3. Ethical and/or character-based dilemmas
   4. Awareness of personal bias (e.g., implicit and explicit)
   5. Personal and professional values (e.g., pillars of character)
   6. Agency values and expectations
   7. Inclusion within the communications center

F. Developing a community service attitude
   1. Community expectations of public safety services
   2. Serving varying stakeholders (citizens, officers, etc.)
   3. Tenets of Procedural Justice

G. Communicating effectively with the public, co-workers, field personnel, and supervisors
   1. Professional
   2. Respectful
   3. Consider the views of others
   4. Following agency guidelines

H. Roles and responsibilities in the communication center
   1. Roles (e.g., call taker, radio dispatcher [law/fire], Emergency Medical Dispatch [EMD], jail duties, records/evidence)
   2. Responsibilities (e.g., documentation, evaluation, routing, and referral of calls)

I. Organizational structures
   1. Chain of command (typically paramilitary)
   2. Types of agencies (e.g., federal, tribal, state, county, and city)
   3. Joint Powers of Authority (JPA)
   4. Contract agencies (e.g., tribal communities, colleges, transit, port authorities)

J. Policies and procedures impacting communications center operations, training, and personnel
   1. Agency specific policies and procedures
   2. Agency specific training requirements
   3. Agency specific performance appraisals
   4. POST training requirements

K. Career development and opportunities, including:
   1. Tactical Dispatcher/Incident Dispatcher/Special Events Dispatcher
   2. Emergency Operations Center (EOC) assignments
   3. Crisis Negotiator
   4. Communications Training Officer (CTO)
   5. Recruitment/interview panel member
   6. Peer support
   7. Instructional opportunities
   8. 9-1-1 public education
   9. Alternative assignments (e.g., Discovery Clerk, Public Records Requests [CPRA], quality assurance)
   10. Leadership development and enrichment
   11. Agency specific promotional opportunities

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

The students will participate in a learning activity that will reinforce their understanding of the importance of professional demeanor in their role as public safety dispatchers. The activity shall provide the students with an

opportunity to examine their personal values and ethics, and demonstrate a knowledge of:

1. Title VII of the Civil Rights Act of 1964
2. Community Service Mindset
3. How personal and professional values impact the workplace
4. Ethical difference through decision-making scenarios

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1. 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #101
CRIMINAL JUSTICE SYSTEM

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to understand the criminal justice system and their role within that system.

II. LEARNING OBJECTIVES

A. Court System
   1. Local
   2. State
   3. Federal
B. Duties and responsibilities of law enforcement in the criminal justice system
   1. Local
   2. State
   3. Federal
C. Corrections
   1. City/county jail
   2. State/federal prison
   3. Parole
   4. Probation
D. Role of the public safety dispatcher
   1. First point of contact
   2. Information gathering and documentation
   3. Dispatch appropriate public safety resources
   4. Courtroom preparation and testimony
E. Impact of the public safety dispatcher's actions on the outcome of a case
   1. Impact call processing and proper documentation
   2. Impact investigation and resolution of a criminal case
   3. Impact of errors, omissions, and negligence
   4. Consequences of incomplete information gathering
   5. Importance of thorough documentation techniques

III. REQUIRED TEST

None

IV. REQUIRED LEARNING ACTIVITIES

The students will participate in a learning activity that will reinforce the impact of the public safety dispatcher's actions in the outcome of a case.

~~V. HOURLY REQUIREMENTS~~

~~Students shall be provided with a minimum of **4 hours** of instruction on the criminal justice system.~~

~~VI. ORIGINATION~~

~~November 1, 1994~~

~~VII. REVISION DATES~~

~~January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025~~

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #102
INTRODUCTION TO LAW

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic knowledge and understanding of the law.

II. LEARNING OBJECTIVES

A. Origins of Law
   1. Federal Constitution
   2. State Constitution
   3. Statutory Law
   4. Case Law
   5. Civil Law

B. Criminal Law
   1. Definition of a crime (Penal Code (PC) Section 15)
   2. Classifications of crimes
      a. Infraction
      b. Misdemeanor
      c. Felony
      d. Elective Felony ("Wobbler")
      e. Wobblette
   3. Corpus delicti
      a. The term "corpus delicti" is Latin and literally means "body of crime"
      b. The corpus delicti of every crime consists of all the elements of that crime, as they are specified in the statute defining the crime
   4. Elements of a crime (PC § 20)
      a. Criminal intent
      b. Mental state or mental capacity
      c. Union of act and intent
   5. Probable cause
      a. Probable cause is true sufficient facts that would cause a person of ordinary care and prudence to honestly believe and strongly suspect the person being arrested may have committed a crime
      b. Lines of questioning that generate probable cause
   6. Reasonable suspicion
   7. Parties to a crime
      a. Reporting party
      b. Victim(s)

c. Principals
d. Accessory(ies)
e. Accomplice(s)
f. Witness(es)

8. Evidence
   a. All recorded calls, radio transmissions, computer terminal communications, and CAD event entries are evidence and subject to subpoena
   b. Evidence preservation
   c. Dispatcher testimony and deposition
9. Spirit of the Law v. Letter of the Law (PC § 4)
10. Civil liability and criminal negligence
11. Confidentiality of communications information/privileged information
   a. "Need to know" v. "Right to know"
   b. Non-work-related unauthorized disclosure of information
12. Release of "public information"
   a. Freedom of Information Act (FOIA) Title 5, Section 522 (Federal)
   b. The Public Records Act (PRA), Government Code (GC) Sections 7920.000 – 7931.000 (California)
   c. Peace Officers and Custodial Officers: Release of Records (PC § 832.7)
   d. Consequences of unauthorized release of information (PC § 502)
13. Public safety dispatcher misconduct
   a. Criminal intent – must exist to distinguish the crime from an accident or mistake of fact
   b. Criminal negligence – negligence is failure to exercise that degree of care, which a person of ordinary prudence (reasonable person) would exercise under the same circumstances

C. Juvenile Law
1. Purpose of Juvenile Law
   a. Accountability
   b. Safety of the minor/safety of the public
   c. Rehabilitative efforts
2. Line of Questioning
3. Rights of Juveniles

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their understanding of various court orders to include:
   1. Emergency Protective Orders (EPO)
   2. Gun Violence Restraining Orders (GVRO)
   3. Child Custody/Child Visitation Orders
   4. Juvenile Restraining Orders
   5. Juvenile Removal Orders
   6. Eviction Notifications
   7. Keepers Levy Court Orders
   8. Additional Restraining Orders

B. The students will participate in a learning activity which enables them to identify and explain the elements of various crimes, including:
   1. Murder (PC § 187)
   2. Robbery (PC § 211)
   3. Sexual Assaults (PC §§ 220, 261, 288, and 289)
   4. Assault and Battery (PC §§ 240, 241, 242)
   5. Assault with a Deadly Weapon (PC § 245)
   6. Domestic Violence (PC § 273.5)
   7. Disturbing the Peace (PC § 415)
   8. Displaying a Weapon in a Rude or Threatening Manner (Brandishing) (PC § 417)
   9. Criminal Threats (PC § 422)
   10. Burglary (PC § 459)
   11. Petty Theft (PC § 488
   12. Grand Theft (PC § 487)
   13. Public Intoxication (PC § 647(f))
   14. Violation of Domestic Violence Restraining Order(s) (PC § 273.6)
   15. Violation of Court Order(s) (PC § 166.4)
   16. Wobblers v. Wobblettes
   17. Possession with intent to sell narcotic(s) (Health and Safety Code Section 11351)

C. The students will participate in a learning activity which demonstrates their understanding of the intricacies of the court process.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on introduction to law.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #103
INTERPERSONAL COMMUNICATION

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to know how to effectively communicate with a wide variety of stakeholders including co-workers, field units, allied agencies, and members of the public.

II. LEARNING OBJECTIVES

A. Reasons for developing positive communication skills
   1. Career satisfaction and success
   2. Improved personal and professional relationships
   3. Improved personal health (e.g., reduced stress levels)
   4. Professional and personal liability
   5. Set a positive tone for interactions

B. Elements of the communication process
   1. Sender and receiver of messages *(who)*
   2. Verbal and nonverbal sources of communication *(how; through what means)*
   3. Message *(what)*
   4. Noise *(distractions on sender's or receiver's end)*
      a. External
      b. Physiological
      c. Psychological
      d. Semantic
   5. Filters messages travel through *(sender and receiver)*
   6. Feedback *(what did receiver convey back)*
   7. Context of the communication *(anger, frustration, fear, etc.)*

C. Elements of communication
   1. Verbal
   2. Nonverbal
      a. Paralinguistics (tone)
      b. Body language
   3. Active Listening
   4. Emotional
      a. Responding v. Reacting
      b. Empathy v. Sympathy
   5. Written (e.g., electronic communications, emails, CAD messages)

D. Professional conduct
   1. Civil behavior
   2. Social media
   3. Courtesy

4. Word and conversation selection
5. Awareness of self and others

E. Promoting a positive workplace environment
1. Absent of discrimination and harassment
2. Addressing emotional/psychological issues
3. Tolerance
4. Valuing diversity and promoting inclusion
5. Perceptions (e.g., personal v. group think)
6. Treating others how you want to be treated

F. Unacceptable behavior
1. Failure to listen/ignoring others
2. Rude behavior (e.g., shouting, threatening, arguing, mocking, dismissing)
3. Inappropriate verbal behavior (e.g., profanity, slurs, derogatory, gossip)

G. Effects of nonverbal signals during communications
1. In person
2. Over the phone
3. Over the radio
4. In writing (e.g., tone of written correspondence)

H. Communication behaviors and styles
1. Behaviors
a. Condescending
b. Argumentative
c. Abusive
d. Uncooperative
e. Abrasive
f. Attentive
g. Friendly
h. Flexible
i. Approachable
j. Respectful
k. Erratic
2. Styles
a. Passive
b. Assertive
c. Manipulative
d. Aggressive
e. Dominant
f. Direct
g. Relaxed
h. Avoidant
i. Pleasant

I. Strategies for deflecting verbal abuse
1. Acknowledge the stakeholder's position
2. Refocus/redirection (e.g., depersonalize verbal attacks)

3. De-escalation
4. Recognize triggers
5. Maintain customer service mindset (allow them to be heard/focus on goal, offer solution/resources)
6. Apply active listening concepts

J. Active listening
1. Concepts
a. Minimal encouragements
b. Paraphrasing
c. Emotional Labeling
d. Mirroring
e. Open-ended questions
f. "I" Messages
g. Effective pauses
2. Definition and purpose
3. Techniques of active listening
4. Keys to promote active listening

K. Listening obstacles
1. One-upmanship
2. Preemptive responses
3. Interrupting
4. Jumping to conclusions
5. Making judgements
6. Attitude/tone (e.g., sarcasm, heavy sighs)

L. Disclosure
1. Definition of disclosure
2. Considerations regarding disclosures
a. Self-awareness
b. Interpersonal Sensitivity
c. Situational Awareness
d. Conflict Resolution
3. Reporting requirements

M. Dedication to Duty
1. See something, say something
2. Duty to intercede
3. Active Bystander (e.g., "if you don't prevent it, you promote it")

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their understanding of active listening concepts using the elements of the communication process.

B. The students will participate in a learning activity that will identify their role in different scenarios that require various types of reportable action(s) (e.g., on and off-duty conduct).
   1. Traumatic incident
   2. Policy violations
   3. Unacceptable behavior
   4. Criminal activity

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on interpersonal communication.

VI. ORIGINATION

July 1, 2002

VII. REVISION DATES

July 1, 2010; January 1, 2025; August 1, 2025

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #104
TELEPHONE TECHNOLOGY AND PROCEDURES

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to understand how to appropriately process, prioritize, and collect the necessary information from calls for service utilizing current technologies.

II. LEARNING OBJECTIVES

A. Obtain information from victims, witnesses, or personnel from other agencies
   1. Primary questions
      a. Where
      b. What
      c. When
      d. Who
      e. Weapons
   2. Descriptions
      a. Vehicle (CYMBALS: color, year, make, body, anything else, license plate, and state)
      b. Persons (head to toe, outside to inside)
   3. Secondary questions
      a. Why
      b. How
      c. Supplemental information
   4. Effectively manage a call
      a. Build rapport
      b. Control the flow of information
   5. Implicit and explicit bias consideration
      a. Bias by proxy
      b. Addressing the caller by name
      c. Use of preferred pronouns
      d. Protected classes

B. Techniques for calming a difficult caller
   1. Calm direct instruction
   2. Diffusion
   3. Silence
   4. Reassurance
   5. Active listening

C. Receiving and handling callers, including:
   1. Communication impaired
      a. TDD/TTY systems
      b. Video Relay Service
      c. California Relay Service
   2. Communicating with callers of various languages
   3. Witnesses
   4. Victims
   5. Suspects
   6. Anonymous/informant
   7. Other types (e.g., crank, nuisance, swatting, harassing)
D. Techniques to effectively communicate with a person who is:
   1. Aggressive
      a. Abrasive
      b. Frustrated
      c. Demanding (e.g., general or politically demanding)
      d. Hostile or inappropriate (e.g., dominant, abusive, argumentative)
   2. Potentially difficult callers:
      a. Frightened
      b. Hysterical
      c. Rambling
      d. Evasive
      e. Juvenile, elderly, or dependent adult
   3. Difficult to understand (e.g., impairments, accents)
   4. Under the influence of drugs or alcohol
   5. Mentally incapacitated
   6. Suicidal
   7. Homicidal/suicide by cop
E. Processing duplicate phone calls for assistance
   1. Determine if the call is related to an incident that is already in progress or a separate incident
   2. If the call is a duplicate, question the caller for additional, updated information for the units
F. Obtaining pertinent information using primary and secondary questions for the following incidents:
   1. Crime incidents
   2. Traffic incidents
   3. Medical incidents
   4. Fire incidents
   5. Hazardous material (HazMat) incidents
G. Routing calls for service and information to allied agencies
   1. Determine location of response, direct to the department that serves the area
   2. Determine type of first responder needed in order to send appropriate agency

3. Announce the transfer on business and emergency lines (be prepared to provide or receive the primary information)

H. Update CAD; relay incident information to radio dispatcher in a timely manner
   1. Importance of logical order of information in CAD
   2. Prioritize information
   3. Initial dispatch information
   4. Update information (e.g., officer safety information, location changes, involved party status changes)

I. Initiating telephone number traces
   1. Manual Automatic Location Identification (ALI)
   2. Wireless pings
   3. Phone (landline) company traces
   4. Educate the public on the legalities of performing a telephone number trace/ping

J. Monitor and respond to alarm, alerting, and surveillance systems
   1. Residential/commercial security systems
   2. Medical alarms
   3. Fire alarms
   4. Panic alarms
   5. Personal alerting systems (e.g., Apple watch, Life Alert)
   6. Internet of Things (IoT)
   7. Systems monitored by communications personnel
      a. Electronic Tracking System (ETS) devices
      b. Stolen vehicle/property alarms with a hidden transmitter (i.e., bait car)
      c. Camera systems (e.g., closed-circuit television systems, traffic cameras, building monitors)

K. Criteria to classify and prioritize multiple calls and requests for service
   1. Classification of calls
      a. Emergency
      b. Non-emergency
      c. Referrals
      d. Agency specific policy (e.g., calls that do not require a law enforcement response)
   2. Techniques to prioritize
      a. In progress/just occurred
      b. Cold calls
      c. Agency specific policy

L. Procedures, guidelines, and liability considerations for emergency and non-emergency circumstances:
   1. Liability
      a. Department issued cell phones
      b. State mandates (e.g., 9-1-1 answer times)
   2. Related case law
      a. Kari's Law

b. AB911/Warren Act

M. Detecting and interpreting background voices and noises heard over the telephone
   1. Verbal arguments
   2. Screaming/crying
   3. Gunshots
   4. Loud crashing/banging/glass breaking
   5. Environmental sounds

N. Effective communication skills
   1. Clear voice projection
   2. Good diction
   3. Proper modulation
   4. Active listening
   5. Purpose and appropriate use of the phonetic alphabet

O. Convey clear and accurate directions and instructions on the telephone (e.g., building exit instructions)
   1. Use clear, concise directions
   2. Use of technology (e.g., Rapid SOS, What3Words, phone pings)

P. Audio recorders
   1. Digital audio recorders
   2. Instant playback recorder on dispatch console
   3. Recorded versus non-recorded lines

Q. The 9-1-1 system
   1. Calls received from Centrex and PBX systems
   2. Automatic Number Identification (ANI)
   3. Automatic Location Identification (ALI)
   4. Emergency Call Tracking System (ECaTS)
   5. Public Safety Answering Point (PSAP)
      a. Primary answering point
      b. Secondary answering point
      c. Alternate answering points
   6. Completing ALI routing sheet (9-1-1 distribution correction form)
      a. Master Street Address Guide (MSAG)
      b. Emergency Service Number (ESN)
      c. Pseudo-ANI (P-ANI) (a telephone number used to support routing of wireless 9-1-1 calls or nomadic VoIP 9-1-1 calls. It may identify a wireless cell, cell sector, or PSAP to which the call should be routed. Pseudo-ANI is also known as routing number.)
   7. Legal requirements for answering and transferring 9-1-1 calls
      a. Incomplete 9-1-1 calls (agency specific)
      b. Answering 9-1-1 calls (see CalOES CA 9-1-1 Operations Manual)
      c. Transferring 9-1-1 calls (see CalOES CA 9-1-1 Operations Manual)
   8. Reporting 9-1-1 equipment problems (e.g., ANI/ALI failures, ALI

repeats, multiple misroutes)
a. Agency policy (e.g., circuit number may be required when marking notifications)
b. Reporting

9. Wireless 9-1-1 calls
a. Phase II Wireless
b. Phase I Wireless
c. Uninitialized 9-1-1
d. ANI/ALI rebid

10. Voice over Internet Protocol (VoIP)
11. Text to 9-1-1 (call if you can, text if you can't)
12. Telematics (e.g., in car alerting systems)
13. Secondary ten-digit number
14. Other telephone technology utilized in a public safety dispatch center
15. Automated mapping systems
16. Manual ANI/ALI query
17. Mass notification systems (ex. Reverse 9-1-1, Emergency Alert System, Integrated Public Alert, and Warning System)

R. NexGen Technology
1. Current
2. Future

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their understanding of the components of effective interviews, including:
1. Active listening techniques
2. Gathering information to determine the nature of the caller's problem
3. Methods and techniques of interviewing that maintain control, elicit cooperation, and reflect confidence, empathy, and concern

B. Given a work simulation activity, the students will receive a telephone complaint regarding at least **four** of the following:
1. Crime in-progress
2. Alarm call
3. Domestic violence/family disturbance
4. Traffic incident
5. Missing persons
6. Referral or no response call types

The students will gather and document relevant information, maintain

control of the conversation, communicate clearly with the caller, verify details with the caller, and relay the information to the radio dispatcher in a timely and logical manner.

C. Given a work simulation activity, the students will be required to receive a telephone call requiring effective communication with diverse types of people to include at least **four** of the following special problems:

1. Hysterical
2. Intoxicated (drunk)
3. Abusive
4. Irate
5. Suicidal
6. Elderly
7. Child

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on telephone technology and procedures.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #105
MISSING PERSONS

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of the laws governing the handling of missing persons incidents.

II. LEARNING OBJECTIVES

A. Overview of missing persons
   1. Definition of missing persons
   2. Background and legislative intent
   3. Related Penal Codes (PC §§ 14205, 14207, 14213)
   4. Influential cases
      a. Adam Walsh (1981)
      b. Michaela Garecht (1988)
      c. Jaycee Dugard (1991)
      d. Polly Klaas (1993)
      e. Amber Hagermann (1996)
      f. Samantha Runnion (2002)
      g. Denise Amber Lee (2008)
   5. California statutes
   6. Federal statutes

B. Types of missing persons, including:
   1. At-risk categories
      a. Underage as defined by law
      b. Victim of foul play
      c. Victim of abduction
      d. In need of medical attention
      e. Mental or physical disabilities
      f. Never been missing before, or missing under unexplained circumstances
   2. Involuntary missing
      a. Elder/dependent adult
      b. Catastrophic missing
      c. Lost
      d. Stranger abduction
   3. Parental/family abduction
   4. Runaway
   5. Voluntary missing adult (e.g., an adult that left of their own free will)

C. Statutory requirements associated with law enforcement's response
   1. Accept the report regardless of jurisdiction
   2. Prioritize the response
   3. Initiate an investigation
   4. Agency compliance with Department of Justice (DOJ) requirements for obtaining dental/medical records and photographs
   5. Coordinate with jurisdictional agencies (e.g., BOLOs, allied agencies, alert activations)
   6. Enter and update required databases (e.g., MUPS, local records management systems)
   7. Timelines for entries/required notifications (e.g., agency specific, DOJ guidelines, and statutory requirements)

D. Role of the public safety dispatcher
   1. Initial call processing
   2. Thorough documentation
      a. Name (to include AKAs and monikers), age/DOB, and description
      b. Caller's relationship to the missing person and the caller's location at the time of the report
      c. Time element (e.g., date/time last seen, delay in reporting)
      d. Prior missing
      e. Mental, emotional, medical, or physical condition
      f. Suspicious circumstances (e.g., confirmed abduction v. missing person)
      g. Property and resources available/unavailable to missing person (e.g., cell phone, method of transportation, cash/credit cards)
      h. Family, custodial, and social environment
      i. Recent internet activity, social media accounts, email accounts to include usernames/passwords/URLs
      j. Missing person's knowledge of the area, to include possible destination(s)
      k. Areas searched
      l. Weather/time of day
   3. Classifying missing persons types and categories
   4. Accurate and timely "Be on the Lookout" (BOLO) information
   5. Actions required when a missing person is located

E. Statutory Alerts
   1. AMBER Alert
      a. Historical background
      b. Criteria
      c. Agency policy
   2. Ashanti Alert (referred to as the Endangered Missing Advisory in California)
      a. Historical background

b. Criteria
c. Agency policy

3. Blue Alert
   a. Historical background
   b. Criteria
   c. Agency policy
4. Feather Alert
   a. Historical background
   b. Criteria
   c. Agency policy
5. Silver Alert
   a. Historical background
   b. Criteria
   c. Agency policy
6. Yellow Alert
   a. Historical background
   b. Criteria
   c. Agency policy

F. Resources and investigative tools

1. CHP/Emergency Notification and Tactical Alert Center (ENTAC)
2. A Child is Missing (ACIM)
3. National Center for Missing and Exploited Children (NCMEC)
4. Technology to Recover Abducted Kids (TRAK) alerts or Critical Missing
5. Adult/child tracking systems (e.g., Project Lifesaver, Wanderers Program)
6. Mass notification systems
7. Crime Stoppers
8. Media/press releases/social media
9. Geo location/cell phone pings (in accordance with agency policy)
10. Search and rescue teams
11. Volunteer groups
12. Marine and air support, other specialized resources
13. Additional training available for dispatchers (e.g., Denise Amber Lee Foundation)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

The students will participate in a scenario-based exercise in which they must demonstrate their ability to accurately process missing persons' incidents.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on missing

persons.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #106
DOMESTIC VIOLENCE

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic knowledge of domestic violence laws and law enforcement response.

II. LEARNING OBJECTIVES

A. Laws related to domestic violence
   1. Domestic Violence defined (PC § 13700)
   2. Corporal Injury to Spouse/Cohabitant (PC § 273.5)
   3. Domestic Battery (PC § 243(e)(1))
   4. Mandatory law enforcement response regardless of victim reluctance (PC § 13710(b))
   5. Other related laws

B. Domestic violence terminology
   1. Abuse
   2. Cohabitant
   3. Family violence
   4. Dominant aggressor
   5. Relationships
   6. Witnesses (e.g., reporting party, children, heard v. seen)

C. Overview of domestic violence
   1. Statistics
      a. State
      b. Federal
   2. Victimology
      a. Escalation of violence
      b. Cultural considerations
      c. Impact on families (i.e., learned behavior)
      d. Substance abuse
      e. Power and control
      f. Emotional and financial dependency
      g. Obstacles to leaving
      h. History of not reporting
   3. Impact on children
      a. Implications to children (present or not)
      b. Perception of law enforcement (positive or negative)
      c. Disruption of housing/routine
      d. Long-term consequences

D. Role of the public safety dispatcher
   1. Call processing
      a. Primary information
      b. Investigative follow-up questions (Miranda does not apply)
   2. Assessing emergency medical needs and staging appropriate resources (in accordance with agency policy)
   3. Thorough documentation
      a. Capture and relay spontaneous statements
      b. Professional language, absent of bias
      c. Requests/inquiries from field personnel
   4. Officer safety
      a. Relaying premises history (in accordance with agency policy)
      b. Weapon information
      c. Detailed description and location of involved parties
      d. Potential hazards (e.g., drugs, alcohol, other intoxicants, mental state of involved parties, number of persons present, environmental obstacles)

E. Resources and referrals
   1. Legal aid
   2. Family law
   3. Custody
   4. Request for civil standby (in accordance with agency policy)
   5. Counseling services
   6. Non-governmental organizations

F. Victims' Rights
   1. Court orders
   2. Victims' Bill of Rights (PC § 13701(c))
   3. Victim Advocate (PC § 679.05)
   4. Marsy's Law

G. Unique situations
   1. Incidents involving public safety personnel
   2. Incidents involving military personnel
   3. High-profile persons (e.g., elected officials, celebrities, athletes)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. Students will participate in a learning activity that reinforces their ability to accurately handle reports of domestic violence.
B. Students will demonstrate the ability to research and explain the resources available in their jurisdiction.

~~V. HOURLY REQUIREMENTS~~

~~Students shall be provided with a minimum of **6 hours** of instruction on domestic violence.~~

~~VI. ORIGINATION DATE~~

~~November 1, 1994~~

~~VII. REVISION DATES~~

~~January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025~~

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #107
COMMUNITY POLICING

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

II. LEARNING OBJECTIVES

- A. Define
  - 1. Community
  - 2. Policing
  - 3. Community policing
  - 4. Problem Orientated Policing (POP)
  - 5. Procedural justice
    - a. Trustworthiness
    - b. Neutrality
    - c. Voice
    - d. Respect
- B. History
  - 1. Sir Robert Peel
  - 2. Role in the United States
  - 3. Proactive policing
  - 4. Landmark events
    - a. Past
    - b. Present
  - 5. Policing models
  - 6. Evolution of community policing terminology
- C. Benefits of community policing
  - 1. Reducing/preventing crime
  - 2. Reducing the fear of crime
  - 3. Improving quality of life
  - 4. Build trust
  - 5. Increasing awareness
  - 6. Involvement and ownership
  - 7. Education and engagement
- D. Influences on community policing
  - 1. Economical
  - 2. Political
  - 3. Technology
    - a. Field equipment
    - b. Communication equipment

c. Social media
d. Online reporting
e. Text to 9-1-1

E. Problem-solving models
1. Scanning, Analysis, Response, Assessment (SARA)
2. The Crime Triangle
3. Crime prevention through environmental design
4. The Broken Window Theory

F. Role of the public safety dispatcher
1. Initial point of contact
2. Provide customer service
3. Awareness of community needs
4. Build rapport
5. Leadership mentality
6. Problem solve
7. Provide potential solutions and resources
8. Set realistic expectations in accordance with agency policy
9. Awareness and/or identification of trends for crime deterrence
10. Communicating potential problem areas internally
11. Community engagement

G. Resources
1. Internal
2. City/county/state level
3. Non-governmental/non-profit

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

Given a scenario-based learning activity, students will utilize a problem-solving model to:
1. Identify the problem within the scenario
2. Develop a possible resolution and implementation plan
3. Provide a presentation of their findings to the class

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1994; July 1, 2002; July 1, 2010; July 1, 2011; January 1, 2025; August 1, 2025

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #108 CHILD, ELDER, AND DEPENDENT ADULT ABUSE

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of the types of child, elder, and dependent adult abuse, related laws, and available resources.

II. LEARNING OBJECTIVES

A. An overview of child abuse
   1. Child abuse defined (PC § 273)
   2. Statistics
      a. State
      b. Federal
   3. The effects of child abuse
   4. Patterns, behaviors, and victimology

B. Types of child abuse, including:
   1. Neglect/abandonment
   2. Sexual abuse
   3. Physical abuse
   4. Emotional abuse

C. Laws related to child abuse
   1. PC § 288(a), Lewd act with a child under 14 years of age
   2. PC § 288(b), Lewd act with a child under 14 years of age, force involved
   3. PC § 273
   4. Welfare and Institutions Codes (WIC) (e.g., 300, 601)
   5. Other related laws

D. Crimes associated with the abuse of children
   1. Domestic violence
   2. Sexual misconduct between children
   3. Human trafficking
   4. Child abduction (parental and non-parental)
   5. Internet crimes against children
      a. Cyberbullying
      b. Child sexual abuse material (CSAM)

E. Resources/referrals
   1. Local sheriff or police department
   2. Child abuse and neglect hotlines, council, or center
   3. Local Welfare or Social Services Departments
   4. Department of Public Social Services
   5. Department of Health and Human Services

6. Department of Public Assistance
7. Mental Health Services (e.g., private, county, state)
8. Local/county juvenile probation department
9. Non-governmental organizations (e.g., schools, churches, non-profit)

F. Overview of elder/dependent adult abuse
1. Definition of elder/dependent adult
2. Elder Abuse defined (PC § 368)
3. Statistics
   a. State
   b. Federal
4. The effects of elder/dependent adult abuse
5. Patterns, behaviors, and victimology

G. Crimes against elder/dependent adults
1. Neglect/abandonment
2. Physical abuse
3. Emotional/psychological abuse
4. Sexual abuse
5. Fiduciary abuse (e.g., scams, familial)
6. Victims may live in a residence where other illegal activity is occurring

H. Laws related to elder/dependent adult abuse
1. WIC § 15656 - Elder/dependent abuse defined
2. Legislative recognition that elders/dependent adults may be abused, neglected, or abandoned, and the state is responsible to protect these persons (WIC § 15600 et seq)
3. Victim may refuse or withdraw consent for the investigation of the provision of protective services (WIC § 15636)
4. Power of attorney
5. Other related laws

I. Resources/referrals
1. Adult Protective Services agencies
2. National Center on Elder Abuse
3. Office of Veteran Affairs
4. Mental Health Services (e.g., private, county, state)
5. Non-governmental organizations (e.g., Meals on Wheels, churches)

J. Mandated reporting
1. Define mandated reporting
2. Examples of mandated reporters
3. Agency specific policy
4. Failure to report

K. Role of the public safety dispatcher
1. Initial call processing
2. Documentation
3. Premises history

4. Resource identification and referral
5. Notifications (e.g., child or adult protective service agencies)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. Students shall demonstrate their understanding of child abuse, elder/dependent adult abuse, the crimes related, and available resources/referrals.
B. Students will participate in a scenario-based learning activity to demonstrate:
   1. Appropriate line of questioning
   2. Correctly classify call types

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on child, elder, and dependent adult abuse.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #109
LAW ENFORCEMENT TELECOMMUNICATIONS

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic working knowledge of the various telecommunication systems and the requirements for making inquiries in each of the systems.

II. LEARNING OBJECTIVES

A. Information available and minimum requirements for making inquiries and transactions within the following systems
   1. California Law Enforcement Telecommunications System (CLETS)
   2. Criminal Justice Information System (CJIS)
   3. National Crime Information Center (NCIC)
   4. National Law Enforcement Telecommunications System (NLETS)
   5. Department of Motor Vehicles (DMV)

B. Information systems directly accessible to California law enforcement agencies
   1. Wanted Persons System (WPS)
      a. Inquiry requirements
         i. Name (Last, First)
         ii. Sex
      b. Types of records
         i. Temporary warrant
         ii. Permanent warrant (e.g., Ramey Warrant)
         iii. Protective custody warrant
      c. Types of transactions
         i. Entries
         ii. Locates
         iii. Modify
         iv. Cancel
   2. California Restraining and Protective Order System (CARPOS)
      a. Inquiry requirements
         i. Name (Last, First) of either the restrained or protected person
         ii. Sex
      b. Types of records
         i. Emergency Protective Orders (EPO)
         ii. Criminal Protective Order (CPO)
         iii. Temporary Restraining Order (TRO)

iv. Domestic Violence Restraining Order (DVRO)
v. Restraining Order After Hearing (e.g., permanent restraining order)
vi. Gun Violence Restraining Order (GVRO)
vii. Workplace Harassment Order
viii. Civil Harassment Order
ix. Elder/Dependent Adult Abuse Order

c. Types of transactions
i. Entries
ii. Proof of service
iii. Modify
iv. Violation message(s)
v. Cancel

3. Supervised Release File (SRF)

a. Inquiry requirements
i. Name (Last, First)
ii. Sex

b. Types of records
i. Parole
ii. Probation
iii. Post Release Community Supervision (PRCS)
iv. Career Criminal
v. Department of Mental Health

c. Types of transactions
i. Entry
ii. Modify
iii. Contact message(s)
iv. Cancel

4. Missing/Unidentified Persons System (MUPS)

a. Inquiry requirements
i. Name (Last, First)
ii. Sex

b. Types of records
i. Runaway
ii. Voluntary missing adult
iii. Abduction (parental/stranger)
iv. Dependent adult
v. Unidentified deceased person
vi. Unidentified living person
vii. Unidentified catastrophe victim

c. Types of transactions
i. Entry (e.g., EMID – Enter Missing Identifiers, EMS – Enter Missing Suspects, EMV – Enter Missing Vehicle, EUID – Enter Unidentified Identifiers)
ii. Locate
iii. Modify

iv. Cancel

5. Automated Criminal History System (ACHS)
   a. Inquiry requirements
      i. Name (Last, First), Sex
         OR
      ii. Criminal Index Identifications (CII) or FBI Number
         AND
      iii. Reason field (e.g., officer name, reference code, operator ID, agency specific number)
   b. Types of records
      i. Automated
      ii. Hybrid
      iii. Manual
6. California Sex and Arson Registrant (CSAR)
   a. Inquiry requirements
      i. Name (Last, First)
      ii. Date of birth
      iii. Sex
   b. Types of records
      i. Sex registrants
      ii. Arson registrants
   c. Types of transactions (i.e., contact messages)
7. Mental Health Firearms Prohibition System (MHFPS)
   a. Inquiry requirements
      i. Name (Last, First)
      ii. Date of birth
      iii. Sex
   b. Types of records
      i. Positive match
      ii. No record found
8. Department of Motor Vehicles (DMV)
   a. Inquiry requirements: Persons
      i. Name (Last, Exact spelling first) and date of birth
      ii. Driver's/operation license number
      iii. Identification card number
      iv. Index Number
   b. Inquiry requirements: Vehicles/Vessels
      i. License plate/California Floatation Number (CF)
      ii. Vehicle Identification Number (VIN)/Boat Hull Number (BHN)
      iii. Disabled persons parking placard
   c. Types of records: Persons
      i. Positive match
      ii. Near match(es)
      iii. Record unavailable
      iv. Record not found

d. Types of records: Vehicles/Vessels
i. DOJ stop/DOJ referral/DOJ restraining/DOJ vehicle license type (VLT) stop
ii. Positive match
iii. Record not on file

9. Armed and Prohibited Persons System (APPS)
a. Inquiry requirements
i. Name (Last, First)
ii. Date of birth
iii. Sex
b. Types of records
i. Positive match
ii. No record found

10. Stolen Vehicle System (SVS)
a. Inquiry requirements
i. License plate
ii. Engine number
iii. Vehicle Identification Number (VIN)
iv. Owner applied number (OAN)
v. Aircraft by tail number
vi. Vehicle part(s) serial number(s) or OAN
vii. Off-highway vehicles (OHV)
viii. LoJack
b. Types of records
i. Stolen vehicle or part
ii. Stolen or lost plates
iii. Felony vehicle
iv. Missing person's vehicle
v. Found/evidence vehicle, part, or plate
vi. Towed/stored/impounded vehicle
vii. Repossessed vehicle
viii. Pawned vehicle
ix. Lost vehicle
x. Located/cleared vehicle
c. Types of transactions
i. Entry
ii. Modify
iii. Locate
iv. Cancel/clear

11. Automated Boat System (ABS)
a. Inquiry requirements
i. California Floatation Number (CF)
ii. Boat Hull Number (BHN)
iii. Owner applied number (OAN)
iv. Serial number for parts

b. Types of records
   i. Stolen vessel or part
   ii. Found/evidence vessel or part
   iii. Towed/stored/impounded vessel
   iv. Repossessed vessel
   v. Pawned vessel
   vi. Lost vessel
   vii. Located/cleared vessel
c. Types of transactions
   i. Entry
   ii. Modify
   iii. Locate
   iv. Cancel/clear

12. Automated Firearms System (AFS)
   a. Inquiry requirements: Persons
      i. Name (Last, First)
         AND
      ii. Date of birth or age
         OR
      iii. Driver's license number or social security number
   b. Inquiry requirements: Firearms
      i. Serial number
      ii. File control number (FCN) or originating case agency (OCA) number or NCIC number
   c. Types of records: Law Enforcement
      i. Stolen
      ii. Lost
      iii. Found
      iv. Evidence
      v. Crime gun
      vi. Locate
      vii. Destroyed
      viii. Safekeeping
      ix. Law enforcement department transfer
   d. Types of records: Historical
      i. Dealer record of sale (DROS)
      ii. Concealed carry weapon (CCW)
      iii. Pawn/buy
      iv. Assault weapon registration
   e. Types of transactions
      i. Entry
      ii. Modify
      iii. Locate
      iv. Cancel/clear

13. Automated Property System (APS)
   a. Inquiry requirements

i. Serial number or OAN
ii. Type or brand

b. Types of records
i. Stolen
ii. Evidence
iii. Lost
iv. Under observation
v. Found

c. Types of transactions
i. Entry
ii. Modify
iii. Locate
iv. Cancel/clear

14. Other information/intelligence systems

a. Databases checked via NCIC query
i. Known or Appropriately Suspected Terrorist (KST) file
ii. Securities
iii. Identity Theft
iv. Wanted/Missing Persons (out-of-state)
v. Vehicle File (out-of-state)

b. Databases checked via NLETS query
i. Administrative Messages
ii. INTERPOL
iii. FAA/TECS aircraft registration system

c. Oregon LEDS

C. State laws and policies for obtaining, verifying, and disseminating telecommunication information

1. Unauthorized access to computers, computer systems, and computer data (PC § 502)
2. Information related to arrests, pretrial proceedings, sentencing information, incarcerations, parole, and probation (PC § 11075)
3. State summary criminal history information and persons authorized to receive the information (PC § 11105)
4. Authorized person furnishing a record or information to an unauthorized person (PC § 11142)
5. Unauthorized persons receiving records or information (PC § 11143)
6. Employee of local agency furnishing information to an unauthorized person (PC § 13302)
7. Authorized persons furnishing of information to unauthorized persons (PC § 13303)
8. Receipt, purchase, or possession of information by an unauthorized person (PC § 13304)
9. Theft, destruction, falsification, or removal of information by a person other than the officer custodian (GC §§ 6200 and 6201)

D. Policy and privacy requirements
   1. Audits
   2. Personal and organizational liability
E. Accuracy requirements
   1. Second-party verification
   2. Confirmation
   3. Complete information (all fields)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

Students will participate in a learning activity that will reinforce their understanding of CLETS and the laws/policies that pertain to obtaining, verifying, and disseminating telecommunication information.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on law enforcement telecommunications.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #110
RADIO TECHNOLOGY AND PROCEDURES

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of radio technology and procedures utilizing technologies.

II. LEARNING OBJECTIVES

A. Monitoring, documenting, and responding to radio transmissions from field personnel and other public services.
   1. Public service organizations (e.g., allied agencies, public works, animal control)
   2. Field personnel
      a. Officer initiated
      b. Dispatch initiated

B. Monitoring and responding to messages from local, state, and federal agencies, to include:
   1. Computer-Aided Dispatch (CAD) messages (e.g., dispatch to dispatch, patrol to dispatch, and dispatch to patrol)
   2. CLETS messages (e.g., APB, priority hits, CLETS query responses generated from dispatch)
   3. Mobile data messages (e.g., ALPR, CLETS query responses generated from field units)
   4. Confidentiality and security
      a. Public Records Act
      b. Department audits

C. Monitor, document, coordinate, and update field units and incidents status
   1. Accuracy
   2. Timeliness
      a. Field unit location changes and updates
      b. Unit status updates (e.g., enroute, on scene)
      c. Unit safety checks
   3. Incident status

D. Providing requested information to law enforcement field units
   1. Confidential information
      a. DOJ – Personal Identifiable Information (PII)
      b. Encryption requirements
   2. Other requests

E. Importance of clear voice projection, good diction, and proper modulation in radio communications

1. It is critical for the public safety dispatcher to be understood by field units
2. Techniques to enhance communication
    a. Speak slowly/distinctly
    b. No telegraphic emotions (e.g., anger, frustration, sarcasm, humor)
    c. Speak with conviction and confidence
    d. Convey a positive attitude
    e. Avoid superfluous transmissions
    f. Include enough information in the first transmission to get the point across
    g. Anticipate questions
    h. Control multiple units transmitting
3. Refrain from bias implications based on tone, pitch, inflection, or word selection
    a. Repeat callers
    b. Repeat locations

F. Techniques to manage and prioritize radio traffic
1. Incoming radio traffic (field initiated)
2. Outgoing radio traffic (dispatch initiated)
3. Adjust priorities as situation changes

G. Give clear and accurate directions and instructions on the radio
1. Accuracy
2. Brevity
3. Clarity

H. Decision making strategies
1. Priority
    a. In progress v. just occurred v. cold report
    b. Life over property
2. Deployment
    a. Geographical considerations
    b. Response time
    c. Number of units responding based on type of call (agency specific)
    d. Number of units responding based on number of involved parties (agency specific)
    e. Location of nearest additional unit/available backup
    f. Specialized equipment
3. Radio coverage capabilities (e.g., dead zone, repeaters)
4. Agency policy
5. Specialized units (e.g., K-9, mounted, aviation (helicopter, fixed wing, unmanned), SWAT, community policing teams)
6. Social services (e.g., mental health crisis intervention teams, family crisis intervention, and chaplains)
7. Call outs (e.g., public works, CSI, on-call judge)

I. Effective dispatching techniques and professional radio demeanor
   1. Review text of call before beginning broadcast
   2. Organize the dispatch delivery
      a. Use phonetic alphabet to clarify streets, addresses, and names
      b. Summarize pertinent details
      c. Provide vehicle and person's descriptions in order per agency policy
      d. Use clear text or radio codes per agency policy
   3. Adhere to Federal Communication Commission (FCC) Regulations
      a. Operation of radio systems
      b. Station identification required (typically digitalized)
      c. Refrain from obscene, indecent, and profane broadcasts
   4. Appropriate transmissions for special circumstances (e.g., officer down)

J. Officer safety considerations
   1. Safety precautions
      a. Weapons
      b. Premise history
      c. Intoxicants
      d. Mental health
      e. Hazardous conditions (e.g., drug lab, power lines down, oil in the roadway, dogs)
      f. Health alerts
   2. Statistically higher risk situations
      a. Domestic violence
      b. Traffic stops
      c. Felony stops/warrants
      d. Stolen vehicles
      e. Foot and vehicle pursuits
      f. Clearing buildings
   3. Indicators of possible emergency situations
      a. Radio and Mobile Data Terminal (MDT) Alarms
      b. Background noises heard over the radio
      c. Voices
      d. Glass breaking
      e. Gunshots
      f. Screaming
      g. Silence
      h. Change in officer demeanor
      i. Multiple mic clicks
      j. Sounds of a scuffle
   4. Dispatcher actions
      a. Agency policy
      b. Clearing the air and activating emergency tones

c. Additional units (backup/cover)
d. Notify allied agencies and coordinate mutual aid responses
e. Roll call

K. Supervisor notifications (per agency policy)
1. Specialized unit callouts
2. Officer involved accidents and shootings
3. Hostage or barricaded subject(s)
4. At-risk missing persons
5. Hazardous material spill/incidents
6. Pursuits
7. High-risk vehicle stops/pullovers
8. Other

L. Transmitting radio broadcasts to allied agencies
1. Formatting
a. Elements of the broadcast
b. Broadcast rules (e.g., use of breaks, repeating pertinent information)
c. Use of alert tones
d. Agency policy
2. Types of channels
a. Hotline or multiagency channel
b. Mutual aid channel

M. Communication center radio equipment
1. Components and their function
a. Push to talk options
b. Headset (wired and wireless)
c. Handset
d. Radio identifiers
2. Radio systems
a. Types of systems (e.g., VHF, P25, 800 MHz, etc.)
b. Interoperability
c. Console v. portable v. mobile
d. Backup
e. Encrypted channels
3. Documenting equipment malfunctions
4. Emerging technologies

N. Audio recorders
1. Radio channel recorders
2. Console playback
3. Recorded channels v. non-recorded

O. Wireless technology
1. Automatic Vehicle Locator (AVL)
2. Global Positioning Systems (GPS)
3. Proprietary tracking systems (e.g., ETS, 3SI, bait tracking systems)

4. Robbery alarm tagging systems (e.g., Robbery Activated Monitoring, Voice Activated Radio Dispatch Alarm)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their ability to effectively dispatch calls. The activity should provide the student with an opportunity to:
   1. Prioritize pending calls
   2. Dispatch calls based upon available units
   3. Develop a strategy to handle pending calls for service
   4. Deploy resources based on the plan

B. Given a work simulation activity, the students will dispatch a call for service regarding at least **four** of the following:
   1. Crime in-progress
   2. Alarm call
   3. Domestic violence/family disturbance
   4. Fire incident
   5. Medical incident
   6. Traffic incident
   7. Missing person
   8. Child, elder, or dependent adult abuse

   The student will dispatch the call(s) using proper radio procedure including radio broadcasting rules, regulations and policy, radio codes or clear text, prioritizing radio traffic, maintaining officer safety, range of available field resources, keeping track of field units, status updates to field units, dispatching cover units, and broadcasting any additional (officer safety related) information.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on radio technology and procedures.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #111
RESOURCES/REFERRAL SERVICES

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic knowledge of the resources and services available to them.

II. LEARNING OBJECTIVES

A. Examples of resource materials and their use in performing public safety dispatcher job duties
   1. Departmental manuals (agency specific)
   2. Local directories
   3. Code books
   4. Maps/street guides
   5. Media outlets
   6. Internet resources
      a. Social media
      b. Rapid Deploy/Rapid SOS
      c. Open-source data searches
      d. Cal Photo
      e. CLETS/California Law Enforcement Web (CLEW)
      f. Automated License Plate Reader (ALPR)
      g. What3Words
      h. National Emergency Number Association (NENA) Enhanced PSAP Registry and Census (EPRC)
      i. COPLINK/Linx
      j. Online reporting (agency specific)
   7. Other communication assistance resources (e.g., Northern 9-1-1, Language Line)

B. Types of local, state, and federal referral and support agencies
   1. Local agencies (City/county)
      a. Fire
      b. EMS
      c. Public Works
      d. Allied law enforcement
      e. Transportation
      f. Child Protective Services (CPS)
      g. Adult Protective Services (APS)
      h. Animal Control
      i. Mass Notification Systems
      j. Code Enforcement

k. Health and Human Services
l. Probation

2. State agencies
   a. California Highway Patrol (CHP)
   b. CalTrans
   c. Fish & Wildlife
   d. State Parks
   e. Parole
   f. California Department of Corrections and Rehabilitation (CDCR)
   g. Peace Officer Standards and Training (POST)
   h. California Office of Emergency Services (CalOES)
   i. Department of Justice (DOJ)
   j. CalFire

3. Federal agencies
   a. Federal Bureau of Investigation (FBI)
   b. Federal Aviation Administration (FAA)
   c. Drug Enforcement Administration (DEA)
   d. National Transportation Safety Board (NTSB)
   e. Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
   f. Department of Homeland Security (DHS)
   g. Federal Emergency Management Agency (FEMA)
   h. Railroad Police
   i. Bureau of Land Management (BLM)
   j. Military
   k. Transportation Security Administration (TSA)
   l. Federal Communications Commission (FCC)

C. The importance of familiarization with jurisdictional geographic characteristics
   1. Map reading/geography
   2. Street layouts/address numbering range
   3. High-profile locations (e.g., government buildings, dams, waterways)
   4. Landmarks/commonplace names
   5. Jurisdictional boundaries

D. Alternate N-1-1 Number systems
   1. 2-1-1 or 3-1-1 (community resource information/non-emergency reporting) region/area specific
   2. 4-1-1 (directory information)
   3. 5-1-1 (traffic information)
   4. 6-1-1 (telephone repair)
   5. 7-1-1 (California Relay for hearing/speech impaired)
   6. 8-1-1 (Call Before You Dig)
   7. 9-8-8 (Suicide and Crisis Lifeline)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

The students will participate in a learning activity that will reinforce their ability to read a map and provide directions.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on resources/referral services.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #112
CRITICAL INCIDENTS

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a working knowledge of the dispatch procedures, roles, and resources available for critical incidents.

II. LEARNING OBJECTIVES

A. Examples of critical incidents
   1. Natural disasters
      a. Earthquakes/tsunamis
      b. Severe weather (e.g., tornadoes, high winds, lightning, blizzards)
      c. Wildland fires
      d. Flooding
      e. Avalanche/landslides/debris flow
   2. Accidental incidents
      a. Hazardous materials (HazMat) incidents (CBRNE – chemical, biological, radiological, nuclear, explosive)
      b. Major transportation incidents (e.g., rail, road, aquatic)
      c. Mass casualty incidents (MCI)
      d. Major power outages (planned v. unplanned)
   3. Intentional acts
      a. Terrorism/weapons of mass destruction incidents
      b. Active shooters
      c. Hostage/barricaded suspects
      d. Suicides/suicidal persons (methodology and community impact)
      e. Bomb incidents and threats
      f. Civil unrest
      g. Cyber/electronic attack(s)
   4. Critical incidents involving public safety personnel
      a. Officer-involved shootings (OIS)
      b. Fatal/critical injuries to public safety personnel
      c. SWAT activations (planned v. unplanned)
   5. Large-scale events
      a. Concerts
      b. Sporting events
      c. Parades/celebrations
      d. Dignitaries
      e. Conferences/rallies

B. Role of the public safety dispatcher
   1. Obtain, disseminate, and review critical information
   2. Triage each new call and document information received
   3. Advise citizens of actions to take in critical incidents (e.g., chemical spills, severe weather, active shooter) in accordance with agency policy
   4. Dispatch, deploy, and track units/resources assigned
   5. Agency specific notifications
   6. Post incident review
C. Resource materials
   1. Call-out lists (agency specific)
   2. Disaster preparedness manuals
   3. Policy and/or procedure manuals
   4. *Emergency Response Guidebook* (Department of Transportation (DOT) Hazmat)
   5. Maps
   6. Use of the media/social media
   7. Mass notification systems (e.g., Reverse 9-1-1, Everbridge, Nixle, Changeable Message Signs (CMS), Wireless Emergency Alerts (WEA))
   8. Additional online training available (e.g., ICS/FEMA, National Wildfire Coordination Group (NWCG), and Firescope)
D. Emergency Operation Center (EOC)/Department Operation Center (DOC):
   1. Activation criteria
   2. Guidelines
E. Incident Command System (ICS)
   1. Origins
   2. Roles and responsibilities
      a. Command
      b. Planning
      c. Operations
      d. Logistics
      e. Finance
   3. California Standardized Emergency Management Systems (SEMS)
   4. National Incident Management System (NIMS)
F. Mutual aid
   1. Define mutual aid as the voluntary sharing of personnel and resources when an agency cannot sufficiently deploy its own resources to respond
   2. Purpose of mutual aid is to provide local government services, resources, and facilities when jurisdictional resources are exhausted or inadequate
   3. Mutual aid hierarchy
      a. City municipalities

b. County
c. Regional area (California Emergency Management Agency (CEMA) Regions)
d. State (California Emergency Management Agency (CEMA))
e. Federal (Federal Emergency Management Agency (FEMA))

4. Use of other public service departments or agencies as resources
5. Mutual aid communication and equipment considerations
a. Commonality of language and codes (law enforcement codes v. fire plain text)
b. Radio inter-operability issues
c. Types of equipment (law enforcement v. fire v. EMS)

G. Other resources, including:
1. Volunteers
a. Citizens Emergency Response Team (CERT)
b. Ham radio operators
c. Civil Air Patrol
d. Chaplains
e. Agency specific
2. Search and Rescue
3. American Red Cross
4. California Office of Emergency Services (CalOES)
5. Allied agencies (e.g., school police, CHP, State Parks, US Forest Service, FBI, ATF, National Guard)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will demonstrate their understanding of the dispatcher's role in critical incidents:
1. Natural disasters
2. Accidental incidents
3. Intentional acts
4. Critical incidents involving public safety personnel

B. Students will participate in a learning activity that will reinforce their understanding of the roles and responsibilities of the different sections within the Incident Command System (ICS).

C. Students will identify the mutual aid resources available to their agency.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on critical incidents.

~~VI. ORIGINATION DATE~~

~~November 1, 1994~~

~~VII. REVISION DATES~~

~~January 1, 1999; July 1, 2002; July 1, 2010; July 1, 2011; January 1, 2025; August 1, 2025~~

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #113
WELLNESS MANAGEMENT

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of how to maintain their overall wellness.

II. LEARNING OBJECTIVES

A. Stress
- 1. Definitions
  - a. A state of mental or emotional strain or tension resulting from an adverse or very demanding circumstance (Merriam-Webster)
  - b. Stress can be defined as any type of change that causes physical, emotional, or psychological strain (World Health Organization)
- 2. Symptoms of stress, including:
  - a. Physiological (e.g., increased heart rate, sweaty palms, holding breath, loss of senses, sleep disruptions)
  - b. Cognitive (e.g., brain fog, lack of concentration, memory problems)
  - c. Emotional (e.g., anger, crying, irritable, anxiety, laughing)
- 3. Potential sources of stress
  - a. Emotional triggers
  - b. Work schedules
  - c. Balance (work v. personal life)
  - d. Training
  - e. Probation
  - f. Workplace environment (e.g., physical environment, peer interactions)
  - g. Community perspective (positive and negative)
  - h. Financial
  - i. Family/friends
  - j. Organizational
- 4. Potential Effects
  - a. Burnout
  - b. Moral injury
  - c. Compassion fatigue
  - d. Hypervigilance
  - e. Depression
  - f. Post-Traumatic Stress Injury (PTSI)

g. Suicide

B. Maladaptive coping mechanisms
   1. Alcohol abuse
   2. Substance abuse
   3. Consumerism
   4. Unhealthy relationships
   5. Inappropriate relationships
   6. Gambling
   7. Emotional disconnect
   8. Isolation
   9. Obsessive-compulsive behaviors

C. Managing wellness
   1. What is your why
      a. Professional perspective
      b. Personal perspective
   2. Body
      a. Health screenings
      b. Physical fitness
      c. Nutrition
      d. Sleep hygiene
      e. Ergonomics
   3. Mind
      a. Mental fitness
      b. Therapy/counseling
      c. Meditation
      d. Adaptive distancing
      e. Finding sources of joy
   4. Spirit
      a. Inner peace
      b. Yoga
      c. Connections
      d. Mindfulness
   5. Relationships
      a. Family
      b. Friends
   6. Be intentional (e.g., journaling, personal grace, find ways to gain personal control)
   7. Financial planning
      a. Retirement
      b. Deferred Compensation/401(k)
      c. Insurance
      d. Money management

D. Resilience
   1. Define
      a. An ability to recover from or adjust easily to adversity (Merriam-Webster)

b. Able to recoil or spring back into shape after bending, stretching, or being compressed (Oxford Dictionary)

2. Personal tools for resiliency
   a. Self-care
   b. Emotional intelligence
   c. Emotional labor awareness
   d. Maintain a growth mindset
3. Organizational resources
   a. Chaplaincy
   b. Peer support
   c. Mentor
   d. Employee Assistance Program (EAP)
   e. Emotional support animals
4. External resources
   a. Professional organizations (NENA, APCO, CCUG, WLLE, PORAC)
   b. Support system (e.g., family, self-help groups, retreats, mentor)
   c. Private organizations that support first responder wellness
   d. Nonprofit organizations

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. Students will create a list of their emotional triggers and identify ways to mitigate their effects.
B. In groups, students will create a plan to address and manage wellness as it relates to one of the following: mind, body, spirit, financial, or relationships.
C. Students will create a personalized wellness plan that will incorporate one or more resiliency tools.

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #114
MENTAL HEALTH CONDITIONS AND INTELLECTUAL / DEVELOPMENTAL DISABILITIES AWARENESS

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need an awareness of mental health conditions, intellectual/developmental disabilities, other conditions to consider, and the resources available.

II. LEARNING OBJECTIVES

A. Mental health conditions
   1. Historical relationship with public safety
   2. Lanterman-Petris Short Act (WIC § 5150)
   3. Stigma
   4. Bias (implicit v. explicit)
   5. Categories
      a. Thought disorders, including schizophrenia
      b. Mood disorders, including depression and bipolar
      c. Anxiety-related disorders
      d. Post-Traumatic Stress Disorder (PTSD)
   6. Behaviors and indications
      a. Fearfulness
      b. Inappropriate behavior
      c. Agitation
      d. Impaired self-care
      e. Hallucinations
      f. Delusions
      g. Communication

B. Intellectual/developmental disabilities
   1. Historical relationship with public safety
   2. Lanterman Developmental Disabilities Act (WIC § 4500 et seq)
   3. Stigma
   4. Bias (implicit v. explicit)
   5. Categories and associated behavioral indicators
      a. Intellectual disability
         i. Difficulty responding
         ii. May not understand complex questions
         iii. Lack of situational awareness
      b. Down Syndrome
         i. Stubbornness/tantrums
         ii. Delayed cognition

iii. Delayed speech

c. Cerebral Palsy

i. Awkward gait

ii. Slow and/or slurred speech

iii. Involuntary/spastic body movements

d. Autism spectrum disorder

i. Sensory sensitivity

ii. Self-injurious behavior

iii. Repetitive movements (e.g., rocking, spinning, hand twisting)

iv. Communication challenges (e.g., non-verbal, atypical tone and volume, repetition)

v. Social interaction

e. Epilepsy

i. Staring spells

ii. Lack of response

iii. Disorientation

iv. Rhythmic movements of the head (e.g., jerking uncontrollably)

C. Other conditions

1. Co-Occurring/dual diagnosis
2. Physical disabilities
3. Deaf or hard of hearing (effective communication under ADA guidelines)
4. Neurological disorders (e.g., dementia, Alzheimer's, traumatic brain injury)
5. Blind or visually impaired

D. Role of the public safety dispatcher

1. Reporting party's relationship to the incident
2. Reason for the call
3. Rapport building
4. Impacts
5. Person-centered language
6. Assistive technology

E. Resources

1. Agency specific
2. Local level
3. State level

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. Working in pairs, students will be given a role-playing scenario. One person will be assigned the role of the public safety dispatcher while the other is playing the role of the caller. The public safety dispatcher will need to:
   1. Determine who the caller is in relation to the incident
   2. Identify any behavior indicators
   3. Use techniques for rapport building
   4. Use person-centered language when possible
   5. Be able to provide additional resources

   NOTE: Each student will have the opportunity to assume the role of the public safety dispatcher. The person assigned the role of the caller will be provided a script by the facilitator that includes the answers to the questions related to the areas identified above.

B. In small groups, students will be given a list of mental health conditions and intellectual/developmental disabilities, as well as a list of behavioral indicators. Students will chart the correlation between the provided list of the mental health conditions, intellectual/developmental disabilities, and behavior indicators. As a class, students will discuss the commonalities and the differences of the behavior indicators.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on mental health conditions and intellectual/developmental disabilities.

VI. ORIGINATION DATE

January 1, 2025

VII. REVISION DATES

August 1, 2025

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #115
HUMAN TRAFFICKING

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of human trafficking, signs indicating human trafficking, and awareness of related crimes.

II. LEARNING OBJECTIVES

A. Overview of human trafficking
   1. Human trafficking defined
   2. Statutes and Penal Codes (e.g., PC §§ 236.1, 266(h), 266(i), 647(b), 653.22, 653.23, 745)
   3. Other related laws
   4. Statistics (e.g., average age of victim/survivor, vastly under reported)
   5. Terminology (e.g., symbols, emojis, definitions)
   6. Technology

B. Perspectives
   1. Global
   2. Domestic/local
   3. Smuggling v. Trafficking

C. Types of human trafficking
   1. Sex trafficking
      a. Commercial Sexual Exploitation of Children (CSEC)
      b. Massage parlors
      c. Brothels
      d. Street prostitution
      e. Hotel/motel
      f. Escort services
      g. Karaoke bars
   2. Labor trafficking
      a. Farming
      b. Restaurants
      c. Manufacturing
      d. Construction
      e. Janitorial/housekeeping
      f. Caregivers/nursing
      g. Door-to-door sales
      h. Street vendors

D. Indicators
   1. Dramatic behavior changes
      a. New friends/relationship
      b. Unexplained injuries
      c. Change in sleep patterns/fatigue
      d. Malnutrition
      e. Chronic runaways
      f. Evasiveness
   2. Unexplained gifts (e.g., purses, shoes, multiple phones)
   3. Tattoos/branding
   4. Lack of identification/documents (e.g., passport, credit cards, driver's license/ID)

E. Victimology
   1. Common misconceptions
      a. Victims keep all their money
      b. Victims choose the lifestyle
      c. Victims enjoy what they do
      d. Prostitution is a glamourous lifestyle
      e. Victims have control/power
      f. Prostitution is a victimless crime
   2. Common traits
      a. Learned behavior (e.g., home life, movies, celebrities)
      b. Prior abuse
      c. Exploiting lack of family structure/broken home
      d. Beaten, humiliation, torture
      e. Health issues
      f. Addiction, substance abuse
      g. Distrust of authority/relationships
   3. Importance of rapport building

F. Role of the public safety dispatcher
   1. Initial call processing
   2. Red flags
      a. Unable to provide legal name of involved parties (only knows moniker/nickname)
      b. Does not know their location
      c. Does not know the phone number/does not have their phone
      d. Not a local resident (of the jurisdiction they are contacting)
      e. Disturbance regarding money
      f. Call originates from hotel/motel
   3. Thorough documentation

      Note: if human trafficking is suspected, ask for email address and/or social media username(s)

G. Resources/Referrals
1. National Human Trafficking Hotline
a. Phone: (888) 373-7888
b. Text: 233733
c. Webpage: www.humantraffickinghotline.org
2. National Center for Missing and Exploited Children (NCMEC)
3. Crime Stoppers
4. Polaris Project
5. Non-government organizations

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

Students will participate in a scenario-based exercise demonstrating their ability to build rapport and gather information while taking into consideration victimology, terminology, and resources available.

IV. HOURLY REQUIREMENTS

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

V. ORIGINATION DATE

January 1, 2025

VI. REVISION DATES

August 1, 2025

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TRAINING FOR LEARNING DOMAIN #116
TERRORISM AND EXTREMIST GROUP AWARENESS

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic awareness of terrorism and extremist groups as well as available resources.

II. LEARNING OBJECTIVES

- A. Define terrorism
  - 1. FBI definitions of International and Domestic Terrorism
  - 2. Patriot Act of 2001
  - 3. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA)
- B. Domestic terrorism
  - 1. Categories
  - 2. Tactics
  - 3. Techniques
  - 4. Procedures
- C. International terrorism
  - 1. Categories
  - 2. Tactics
  - 3. Techniques
  - 4. Procedures
- D. Pre-incident indicators
  - 1. Definition
  - 2. Event indicators
    - a. Target selection
    - b. Surveillance
    - c. Gathering/elicitation of information
    - d. Testing of security
    - e. Financing the event
    - f. Acquiring supplies
    - g. Trial run
    - h. Deploying assets
- E. Critical infrastructure
  - 1. Identified sectors
  - 2. Types of targets
    - a. Soft
    - b. Hard
    - c. High value

F. Information sharing
   1. Notify agency specific designee/terrorism liaison officer (TLO)
   2. Suspicious activity report (SAR)
   3. Fusion Centers
      a. Five regional centers
      b. Criteria for review for further follow-up
   4. Dissemination to other government agencies (e.g., Joint Terrorism Task Force (JTTF), ATF, Secret Service)

G. Terrorism watch list
   1. Known or Appropriately Suspected Terrorist (KST) file
      a. Domestic data from FBI
      b. International data from National Counter-Terrorism Center (NCTC)
   2. Handling Codes

H. Violent extremists
   1. Define violent extremists
      a. Tactics
      b. Techniques
      c. Procedures
   2. Homegrown v. Radicalized
   3. Pre-radicalized indicators (e.g., online activity, behavioral changes)

I. Resources
   1. POST Learning Portal
   2. TLO course(s)
   3. National Terrorism Advisory System (NTAS)
   4. California State Threat Assessment System (CTAS)
   5. Nationwide SAR Initiative (NSI)
   6. FBI
   7. DHS
   8. NCTC
   9. Office of the Director of National Intelligence (ODNI)
   10. Texas A&M Engineering Extension Service (critical infrastructure training)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. Students will participate in a learning activity that demonstrates their ability to identify if a group is considered a domestic terrorist, international terrorist, or extremist group, and provide examples of their most recent activity and ideology.

B. The students will participate in a learning activity that demonstrates their ability to identify critical infrastructure sectors and provide examples within their respective jurisdictions.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on terrorism and extremist group awareness.

VI. ORIGINATION DATE

January 1, 2025

VII. REVISION DATES

August 1, 2025

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TRAINING FOR LEARNING DOMAIN #117
CULTURAL DIVERSITY AND HATE CRIMES

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a foundational knowledge of hate crimes and the diverse population of California.

II. LEARNING OBJECTIVES

A. Cultural diversity
   1. Define
      a. Culture
      b. Diversity
      c. Cultural diversity
      d. Race
      e. Ethnicity
      f. Nationality
      g. Tradition
      h. Religion
      i. Beliefs and values
      j. Stereotypes
      k. Prejudice
      l. Discrimination
      m. Racism
   2. Cultural composition of California
      a. Past
      b. Present

B. Sexual orientation, gender identity, and expression (SOGIE)
   1. Define
      a. Sexual orientation
      b. Gender identity
      c. Gender expression or gender non-conforming
      d. Non-binary or gender neutral
      e. Lesbian
      f. Gay
      g. Bisexual
      h. Transgender
      i. Queer
      j. Questioning
      k. Stereotypes
      l. Prejudice
      m. Discrimination

2. Important moments in history
    a. Organization of Mattachine Society, *first national gay rights organization* (1951)
    b. California legalizes domestic partnerships (1999)
    c. California legalizes same-sex marriage (2013)
    d. U.S. Supreme Court decision on same-sex marriage (Obergefell v. Hodges, 2015)

C. Hate crimes
1. Define
    a. Civil rights
    b. Hate speech
    c. Hate group(s)
    d. Hate incident(s)
    e. Hate crimes (PC § 422.55)
2. Other related penal codes
    a. Vandalism of places of worship (PC § 594.3)
    b. Use of force or threats of destruction of property to interfere with another's exercise of civil rights (PC § 422.6)
    c. Violation of civil order (Bane Act), protecting the exercise of civil rights (PC § 422.77)
    d. Protecting victims and witnesses from being reported to immigration (PC § 422.93)
    e. Victim confidentiality (GC § 6254)
    f. Other
3. Landmark events
    a. Past
    b. Present

D. Victimology
1. Psychological impact
    a. Depression
    b. Anxiety
    c. Post-traumatic stress
    d. Anger
2. Association with protected classes (Title VII prohibits discrimination based on race, color, religion, national origin, or sex)
3. Interactions with criminal justice system
    a. Level of trust
    b. Level of respect
    c. Level of response
    d. Lack of reporting
4. Community impact (secondary victims)

E. Role of the public safety dispatcher
1. Calls for service
    a. Build rapport (e.g., addressing the caller by name or using preferred pronouns)

b. Active listening
c. Gather information
d. Proper documentation
e. Set realistic expectations in accordance with agency policy

2. Determine appropriate response or referral
3. Potential barriers
   a. Cultural perceptions
   b. Language
      i Avoid jargon and acronyms
      ii Clarify slang terminology
      iii Utilize interpretation services when needed
   c. Bias (implicit v. explicit)
   d. Emotional state of the caller

F. Resources
1. Internal
2. Local (e.g., city and county)
3. State
4. Non-governmental/non-profit

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. Given a diagnostic instrument, questionnaire, personal inventory, or equivalent method, students will be afforded the opportunity to conduct a self-assessment to determine their own implicit and explicit biases.
B. Students will identify a protected class they are unfamiliar with, prepare a presentation, and teach back to the class.
C. Students will research landmark events, past and present, that have been catalysts in the evolution of civil rights as it pertains to protected classes.
D. Students will demonstrate a knowledge of local resources available to victims who experience acts of hate.
E. Given a scenario-based activity, students will:
1. Identify the elements of a crime
2. Determine and explain if a crime, hate crime, or hate incident has occurred
3. Determine and explain if any civil rights or First Amendment rights have been violated

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on cultural diversity and hate crimes.

~~VI. ORIGINATION DATE~~

~~November 1, 1994~~

~~VII. REVISION DATES~~

~~January 1, 1994; July 1, 2002; July 1, 2010; July 1, 2011; January 1, 2025; August 1, 2025~~

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #118
GANG AWARENESS

August 1, 2025

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to have an awareness of gangs and related criminal activity.

II. LEARNING OBJECTIVES

A. Define
   1. Gang
   2. Criminal gang (PC § 186.22)
   3. Validation
   4. Graffiti (PC § 594)
   5. Territory
   6. Moniker

B. History
   1. Social group evolution to criminal gang
   2. Widely recognized gangs
   3. Recruitment, initiation, and tactics
   4. Characteristics and traditions (e.g., clothing, tattoos, logos, hand signs)
   5. Terminology (e.g., turf, tagging, flying colors)

C. Categories
   1. Street
   2. Organized
   3. Motorcycle
   4. Prison

D. Role of the public safety dispatcher
   1. Recognize potential gang involvement in calls for service
   2. Responder safety considerations
   3. Awareness of agency policy and procedures

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

~~V. HOURLY REQUIREMENTS~~

~~Students shall be provided with a minimum of **2 hours** of instruction on gang awareness.~~

~~VI. ORIGINATION DATE~~

~~November 1, 1994~~

~~VII. REVISION DATE~~

~~January 1, 1994; July 1, 2002; July 1, 2010; July 1, 2011; January 1, 2025; August 1, 2025~~

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #100
PROFESSIONAL ORIENTATION AND ETHICS

April 1, 2027

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	

I. LEARNING NEED

Becoming a public safety dispatcher means choosing dispatching not only as a career, but as a moral commitment to maintain public trust. Public safety dispatchers must understand their roles and responsibilities, understand the operation of the communications center, and act with a high degree of professionalism and ethics.

LEARNING OBJECTIVES

A. Basic functions of the public safety dispatcher within the public safety system

1. First of the first responders, point of public safety contact (AB1945 [2019-2020 legislative session])
2. Allocation of public safety resources
3. Serving as a liaison between the need(s) and the resource(s)

B. Common functions of the communication center

1. Traditional functions (e.g., call taker, radio dispatcher, data miner, communications training officer)
2. Non-traditional functions (e.g., public relations/outreach, peer support, crisis negotiations, tactical dispatch, recruitment)

C. Title VII of the Civil Rights Act of 1964

1. Discrimination
2. Sexual harassment
3. Hostile work environment

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X

Standard Format	Modular Format	
	II	I
		records/evidence)
X	X	2. Responsibilities (e.g., documentation, evaluation, routing, and referral of calls)
X	X	I. Organizational structures
X	X	1. Chain of command (typically paramilitary)
X	X	2. Types of agencies (e.g., federal, tribal, state, county, and city)
X	X	3. Joint Powers of Authority (JPA)
X	X	4. Contract agencies (e.g., tribal communities, colleges, transit, port authorities)
X	X	J. Policies and procedures impacting communications center operations, training, and personnel
X	X	1. Agency specific policies and procedures
X	X	2. Agency specific training requirements
X	X	3. Agency specific performance appraisals
X	X	4. POST training requirements
X	X	K. Career development and opportunities, including:
X	X	1. Tactical Dispatcher/Incident Dispatcher/Special Events Dispatcher
X	X	2. Emergency Operations Center (EOC) assignments
X	X	3. Crisis Negotiator
X	X	4. Communications Training Officer (CTO)
X	X	5. Recruitment/interview panel member
X	X	6. Peer support
X	X	7. Instructional opportunities
X	X	8. 9-1-1 public education
X	X	9. Alternative assignments (e.g., Discovery Clerk, Public Records Requests [CPRA], quality assurance)
X	X	10. Leadership development and enrichment
X	X	11. Agency specific promotional opportunities

Standard Format	Modular Format	
	II	I
X	X	
X X X X	X X X X	
8	8	

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their understanding of the importance of professional demeanor in their role as public safety dispatchers. The activity shall provide the students with an opportunity to examine their personal values and ethics, and demonstrate a knowledge of:

1. Title VII of the Civil Rights Act of 1964
2. Community Service Mindset
3. How personal and professional values impact the workplace
4. Ethical difference through decision-making scenarios

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on professional orientation and ethics.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #101
CRIMINAL JUSTICE SYSTEM

April 1, 2027

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to understand the criminal justice system and their role within that system.

LEARNING OBJECTIVES

A. Court System

1. Local
2. State
3. Federal

B. Duties and responsibilities of law enforcement in the criminal justice system

1. Local
2. State
3. Federal

C. Corrections

1. City/county jail
2. State/federal prison
3. Parole
4. Probation

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
4		4

D. Role of the public safety dispatcher

1. First point of contact
2. Information gathering and documentation
3. Dispatch appropriate public safety resources
4. Courtroom preparation and testimony

E. Impact of the public safety dispatcher's actions on the outcome of a case

1. Impact call processing and proper documentation
2. Impact investigation and resolution of a criminal case
3. Impact of errors, omissions, and negligence
4. Consequences of incomplete information gathering
5. Importance of thorough documentation techniques

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce the impact of the public safety dispatcher's actions in the outcome of a case.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on the criminal justice system.

Standard Format	Modular Format	
	II	I

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #102
INTRODUCTION TO LAW

April 1, 2027

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X	
X	X	
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X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
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X	X	
X	X	

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic knowledge and understanding of the law.

LEARNING OBJECTIVES

A. Origins of Law

1. Federal Constitution
2. State Constitution
3. Statutory Law
4. Case Law
5. Civil Law

B. Criminal Law

1. Definition of a crime (Penal Code (PC) Section 15)
2. Classifications of crimes
   a. Infraction
   b. Misdemeanor
   c. Felony
   d. Elective Felony (“Wobbler”)
   e. Wobblette
3. Corpus delicti
   a. The term “corpus delicti” is Latin and literally means “body of crime”

Standard Format	Modular Format	
	II	I
X	X	
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X	X	

b. The corpus delicti of every crime consists of all the elements of that crime, as they are specified in the statute defining the crime

4. Elements of a crime (PC § 20)
   a. Criminal intent
   b. Mental state or mental capacity
   c. Union of act and intent
5. Probable cause
   a. Probable cause is true sufficient facts that would cause a person of ordinary care and prudence to honestly believe and strongly suspect the person being arrested may have committed a crime
   b. Lines of questioning that generate probable cause
6. Reasonable suspicion
7. Parties to a crime
   a. Reporting party
   b. Victim(s)
   c. Principals
   d. Accessory(ies)
   e. Accomplice(s)
   f. Witness(es)
8. Evidence
   a. All recorded calls, radio transmissions, computer terminal communications, and CAD event entries are evidence and subject to subpoena
   b. Evidence preservation
   c. Dispatcher testimony and deposition
9. Spirit of the Law v. Letter of the Law (PC § 4)
10. Civil liability and criminal negligence
11. Confidentiality of communications information/privileged information
    a. "Need to know" v. "Right to know"
    b. Non-work-related unauthorized disclosure of information
12. Release of "public information"
    a. Freedom of Information Act (FOIA) Title 5, Section 522 (Federal)
    b. The Public Records Act (PRA), Government Code (GC) Sections 7920.000-7931.00 (California)
    c. Peace Officers and Custodial Officers: Release of Records (PC § 832.7)
    d. Consequences of unauthorized release of information (PC § 502)

Standard Format	Modular Format	
	II	I
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X X X X X X X X X	X X X X X X X X X	

13. Public safety dispatcher misconduct
    a. Criminal intent – must exist to distinguish the crime from an accident or mistake of fact
    b. Criminal negligence – negligence is failure to exercise that degree of care, which a person of ordinary prudence (reasonable person) would exercise under the same circumstances

C. Juvenile Law

1. Purpose of Juvenile Law
   a. Accountability
   b. Safety of the minor/safety of the public
   c. Rehabilitative efforts
2. Line of Questioning
3. Rights of Juveniles

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their understanding of various court orders to include:
   1. Emergency Protective Orders (EPO)
   2. Gun Violence Restraining Orders (GVRO)
   3. Child Custody/Child Visitation Orders
   4. Juvenile Restraining Orders
   5. Juvenile Removal Orders
   6. Eviction Notifications
   7. Keepers Levy Court Orders
   8. Additional Restraining Orders

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X

Standard Format	Modular Format	
	II	I

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #103
INTERPERSONAL COMMUNICATION

April 1, 2027

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X	
X	X	
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X	X	
X	X	
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X	X	

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to know how to effectively communicate with a wide variety of stakeholders including co-workers, field units, allied agencies, and members of the public.

LEARNING OBJECTIVES

A. Reasons for developing positive communication skills

1. Career satisfaction and success
2. Improved personal and professional relationships
3. Improved personal health (e.g., reduced stress levels)
4. Professional and personal liability
5. Set a positive tone for interactions

B. Elements of the communication process

1. Sender and receiver of messages (who)
2. Verbal and nonverbal sources of communication (how; through what means)
3. Message (what)
4. Noise (distractions on sender's or receiver's end)
   a. External
   b. Physiological
   c. Psychological
   d. Semantic
5. Filters messages travel through (sender and receiver)
6. Feedback (what did receiver convey back)

Standard Format	Modular Format	
	II	I
X	X	
X	X	
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X	X	

7. Context of the communication (anger, frustration, fear, etc.)

C. Elements of communication

1. Verbal
2. Nonverbal
   a. Paralinguistics (tone)
   b. Body language
3. Active Listening
4. Emotional
   a. Responding v. Reacting
   b. Empathy v. Sympathy
5. Written (e.g., electronic communications, emails, CAD messages)

D. Professional conduct

1. Civil behavior
2. Social media
3. Courtesy
4. Word and conversation selection
5. Awareness of self and others

E. Promoting a positive workplace environment

1. Absent of discrimination and harassment
2. Addressing emotional/psychological issues
3. Tolerance
4. Valuing diversity and promoting inclusion
5. Perceptions (e.g., personal v. group think)
6. Treating others how you want to be treated

Standard Format	Modular Format	
	II	I
X	X	
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X	X	

F. Unacceptable behavior

1. Failure to listen/ignoring others
2. Rude behavior (e.g., shouting, threatening, arguing, mocking, dismissing)
3. Inappropriate verbal behavior (e.g., profanity, slurs, derogatory, gossip)

G. Effects of nonverbal signals during communications

1. In person
2. Over the phone
3. Over the radio
4. In writing (e.g., tone of written correspondence)

H. Communication behaviors and styles

1. Behaviors
   a. Condescending
   b. Argumentative
   c. Abusive
   d. Uncooperative
   e. Abrasive
   f. Attentive
   g. Friendly
   h. Flexible
   i. Approachable
   j. Respectful
   k. Erratic
2. Styles
   a. Passive
   b. Assertive
   c. Manipulative
   d. Aggressive
   e. Dominant

Standard Format	Modular Format	
	II	I
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	

f. Direct
g. Relaxed
h. Avoidant
i. Pleasant

I. Strategies for deflecting verbal abuse

1. Acknowledge the stakeholder's position
2. Refocus/redirection (e.g., depersonalize verbal attacks)
3. De-escalation
4. Recognize triggers
5. Maintain customer service mindset (allow them to be heard/focus on goal, offer solution/resources)
6. Apply active listening concepts

J. Active listening

1. Concepts
   a. Minimal encouragements
   b. Paraphrasing
   c. Emotional Labeling
   d. Mirroring
   e. Open-ended questions
   f. "I" Messages
   g. Effective pauses
2. Definition and purpose
3. Techniques of active listening
4. Keys to promote active listening

K. Listening obstacles

1. One-upmanship
2. Preemptive responses

Standard Format	Modular Format	
	II	I
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	

3. Interrupting
4. Jumping to conclusions
5. Making judgements
6. Attitude/tone (e.g., sarcasm, heavy sighs)

L. Disclosure

1. Definition of disclosure
2. Considerations regarding disclosures
   a. Self-awareness
   b. Interpersonal Sensitivity
   c. Situational Awareness
   d. Conflict Resolution
3. Reporting requirements

M. Dedication to Duty

1. See something, say something
2. Duty to intercede
3. Active Bystander (e.g., “if you don’t prevent it, you promote it”)

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their understanding of active listening concepts using the elements of the communication process.

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X	
X	X	
6	6	

B. The students will participate in a learning activity that will identify their role in different scenarios that require various types of reportable action(s) (e.g., on and off-duty conduct).
   1. Traumatic incident
   2. Policy violations
   3. Unacceptable behavior
   4. Criminal activity

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on interpersonal communication.

V. ORIGINATION DATE

July 1, 2002

VI. REVISION DATE

July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #104
TELEPHONE TECHNOLOGY AND PROCEDURES

April 1, 2027

Standard Format	Modular Format	
	II	I
X	X	
X	X	
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I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to understand how to appropriately process, prioritize, and collect the necessary information from calls for service utilizing current technologies.

LEARNING OBJECTIVES

A. Obtain information from victims, witnesses, or personnel from other agencies

1. Primary questions
   a. Where
   b. What
   c. When
   d. Who
   e. Weapons
2. Descriptions
   a. Vehicle (CYMBALS: color, year, make, body, anything else, license plate, and state)
   b. Persons (head to toe, outside to inside)
3. Secondary questions
   a. Why
   b. How
   c. Supplemental information
4. Effectively manage a call
   a. Build rapport
   b. Control the flow of information
5. Implicit and explicit bias consideration
   a. Bias by proxy

Standard Format	Modular Format	
	II	I
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	

b. Addressing the caller by name
c. Use of preferred pronouns
d. Protected classes

B. Techniques for calming a difficult caller

1. Calm direct instruction
2. Diffusion
3. Silence
4. Reassurance
5. Active listening

C. Receiving and handling callers, including:

1. Communication impaired
   a. TDD/TTY systems
   b. Video Relay Service
   c. California Relay Service
2. Communicating with callers of various languages
3. Witnesses
4. Victims
5. Suspects
6. Anonymous/informant
7. Other types (e.g., crank, nuisance, swatting, harassing)

D. Techniques to effectively communicate with a person who is:

1. Aggressive
   a. Abrasive
   b. Frustrated
   c. Demanding (e.g., general or politically demanding)
   d. Hostile or inappropriate (e.g., dominant, abusive, argumentative)

Standard Format	Modular Format	
	II	I
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	

2. Potentially difficult callers:
   a. Frightened
   b. Hysterical
   c. Rambling
   d. Evasive
   e. Juvenile, elderly, or dependent adult
3. Difficult to understand (e.g., impairments, accents)
4. Under the influence of drugs or alcohol
5. Mentally incapacitated
6. Suicidal
7. Homicidal/suicide by cop

E. Processing duplicate phone calls for assistance

1. Determine if the call is related to an incident that is already in progress or a separate incident
2. If the call is a duplicate, question the caller for additional, updated information for the units

F. Obtaining pertinent information using primary and secondary questions for the following incidents:

1. Crime incidents
2. Traffic incidents
3. Medical incidents
4. Fire incidents
5. Hazardous material (HazMat) incidents

G. Routing calls for service and information to allied agencies

1. Determine location of response, direct to the department that serves the area
2. Determine type of first responder needed in order to send appropriate agency
3. Announce the transfer on business and emergency lines (be prepared to provide or receive the primary information)

Standard Format	Modular Format	
	II	I
X	X	
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H. Update CAD; relay incident information to radio dispatcher in a timely manner

1. Importance of logical order of information in CAD
2. Prioritize information
3. Initial dispatch information
4. Update information (e.g., officer safety information, location changes, involved party status changes)

I. Initiating telephone number traces

1. Manual Automatic Location Identification (ALI)
2. Wireless pings
3. Phone (landline) company traces
4. Educate the public on the legalities of performing a telephone number trace/ping

J. Monitor and respond to alarm, alerting, and surveillance systems

1. Residential/commercial security systems
2. Medical alarms
3. Fire alarms
4. Panic alarms
5. Personal alerting systems (e.g., Apple watch, Life Alert)
6. Internet of Things (IoT)
7. Systems monitored by communications personnel
   a. Electronic Tracking System (ETS) devices
   b. Stolen vehicle/property alarms with a hidden transmitter (i.e., bait car)
   c. Camera systems (e.g., closed-circuit television systems, traffic cameras, building monitors)

K. Criteria to classify and prioritize multiple calls and requests for service

1. Classification of calls
   a. Emergency
   b. Non-emergency

Standard Format	Modular Format	
	II	I
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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. Referrals
d. Agency specific policy (e.g., calls that do not require a law enforcement response)

2. Techniques to prioritize
   a. In progress/just occurred
   b. Cold calls
   c. Agency specific policy

L. Procedures, guidelines, and liability considerations for emergency and non-emergency circumstances:

1. Liability
   a. Department issued cell phones
   b. State mandates (e.g., 9-1-1 answer times)
2. Related case law
   a. Kari's Law
   b. AB911/Warren Act

M. Detecting and interpreting background voices and noises heard over the telephone

1. Verbal arguments
2. Screaming/crying
3. Gunshots
4. Loud crashing/banging/glass breaking
5. Environmental sounds

N. Effective communication skills

1. Clear voice projection
2. Good diction
3. Proper modulation
4. Active listening
5. Purpose and appropriate use of the phonetic alphabet

Standard Format	Modular Format	
	II	I
X	X	
X	X	
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O. Convey clear and accurate directions and instructions on the telephone (e.g., building exit instructions)

1. Use clear, concise directions
2. Use of technology (e.g., Rapid SOS, What3Words, phone pings)

P. Audio recorders

1. Digital audio recorders
2. Instant playback recorder on dispatch console
3. Recorded versus non-recorded lines

Q. The 9-1-1 system

1. Calls received from Centrex and PBX systems
2. Automatic Number Identification (ANI)
3. Automatic Location Identification (ALI)
4. Emergency Call Tracking System (ECaTS)
5. Public Safety Answering Point (PSAP)
   a. Primary answering point
   b. Secondary answering point
   c. Alternate answering points
6. Completing ALI routing sheet (9-1-1 distribution correction form)
   a. Master Street Address Guide (MSAG)
   b. Emergency Service Number (ESN)
   c. Pseudo-ANI (P-ANI) (a telephone number used to support routing of wireless 9-1-1 calls or nomadic VoIP 9-1-1 calls. It may identify a wireless cell, cell sector, or PSAP to which the call should be routed. Pseudo-ANI is also known as routing number.)
7. Legal requirements for answering and transferring 9-1-1 calls
   a. Incomplete 9-1-1 calls (agency specific)
   b. Answering 9-1-1 calls (see CalOES CA 9-1-1 Operations Manual)
   c. Transferring 9-1-1 calls (see CalOES CA 9-1-1 Operations Manual)
8. Reporting 9-1-1 equipment problems (e.g., ANI/ALI failures, ALI repeats, multiple misroutes)
   a. Agency policy (e.g., circuit number may be required when marking notifications)

Standard Format	Modular Format	
	II	I
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X	X	

b. Reporting
9. Wireless 9-1-1 calls
   a. Phase II Wireless
   b. Phase I Wireless
   c. Uninitialized 9-1-1
   d. ANI/ALI rebid
10. Voice over Internet Protocol (VoIP)
11. Text to 9-1-1 (call if you can, text if you can't)
12. Telematics (e.g., in car alerting systems)
13. Secondary ten-digit number
14. Other telephone technology utilized in a public safety dispatch center
15. Automated mapping systems
16. Manual ANI/ALI query
17. Mass notification systems (ex. Reverse 9-1-1, Emergency Alert System, Integrated Public Alert, and Warning System)

R. NexGen Technology

1. Current
2. Future

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their understanding of the components of effective interviews, including:
   1. Active listening techniques
   2. Gathering information to determine the nature of the caller's problem

Standard Format	Modular Format	
	II	I
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X	X	
X	X	
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X	X	
X	X	
X	X	
X	X	
12	12	

3. Methods and techniques of interviewing that maintain control, elicit cooperation, and reflect confidence, empathy, and concern

B. Given a work simulation activity, the students will receive a telephone complaint regarding at least four of the following:

1. Crime in-progress
2. Alarm call
3. Domestic violence/family disturbance
4. Traffic incident
5. Missing persons
6. Referral or no response call types

The students will gather and document relevant information, maintain control of the conversation, communicate clearly with the caller, verify details with the caller, and relay the information to the radio dispatcher in a timely and logical manner.

C. Given a work simulation activity, the students will be required to receive a telephone call requiring effective communication with diverse types of people to include at least four of the following special problems:

1. Hysterical
2. Intoxicated (drunk)
3. Abusive
4. Irate
5. Suicidal
6. Elderly
7. Child

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on telephone technology and procedures.

Standard Format	Modular Format	
	II	I

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #105
MISSING PERSONS

April 1, 2027

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X	
X	X	
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X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of the laws governing the handling of missing persons incidents.

LEARNING OBJECTIVES

A. Overview of missing persons

1. Definition of missing persons
2. Background and legislative intent
3. Related Penal Codes (PC §§ 14205, 14207, 14213)
4. Influential cases
   a. Adam Walsh (1981)
   b. Michaela Garecht (1988)
   c. Jaycee Dugard (1991)
   d. Polly Klaas (1993)
   e. Amber Hagermann (1996)
   f. Samantha Runnion (2002)
   g. Denise Amber Lee (2008)
5. California statutes
6. Federal statutes

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X

Standard Format	Modular Format	
	II	I
X	X	
6	6	

None

III. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a scenario-based exercise in which they must demonstrate their ability to accurately process missing persons' incidents.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on missing persons.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #106
DOMESTIC VIOLENCE

April 1, 2027

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X	
X	X	
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X	X	
X	X	
X	X	
X	X	
X	X	
X	X	

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic knowledge of domestic violence laws and law enforcement response.

LEARNING OBJECTIVES

A. Laws related to domestic violence

1. Domestic Violence defined (PC § 13700)
2. Corporal Injury to Spouse/Cohabitant (PC § 273.5)
3. Domestic Battery (PC § 243(e)(1))
4. Mandatory law enforcement response regardless of victim reluctance (PC § 13710(b))
5. Other related laws

B. Domestic violence terminology

1. Abuse
2. Cohabitant
3. Family violence
4. Dominant aggressor
5. Relationships
6. Witnesses (e.g., reporting party, children, heard v. seen)

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X

Standard Format	Modular Format	
	II	I
X	X	
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X	X	
X	X	
X	X	
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X	X	
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X	X	
X	X	
X	X	
X	X	

d. Potential hazards (e.g., drugs, alcohol, other intoxicants, mental state of involved parties, number of persons present, environmental obstacles)

E. Resources and referrals

1. Legal aid
2. Family law
3. Custody
4. Request for civil standby (in accordance with agency policy)
5. Counseling services
6. Non-governmental organizations

F. Victims' Rights

1. Court orders
2. Victims' Bill of Rights (PC § 13701(c))
3. Victim Advocate (PC § 679.05)
4. Marsy's Law

G. Unique situations

1. Incidents involving public safety personnel
2. Incidents involving military personnel
3. High-profile persons (e.g., elected officials, celebrities, athletes)

II. REQUIRED TESTS

None

Standard Format	Modular Format	
	II	I
X	X	
X	X	
6	6	

III. REQUIRED LEARNING ACTIVITIES

A. Students will participate in a learning activity that reinforces their ability to accurately handle reports of domestic violence.

B. Students will demonstrate the ability to research and explain the resources available in their jurisdiction.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on domestic violence.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

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TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #107
COMMUNITY POLICING

April 1, 2027

Standard Format	Modular Format	
	II	I
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

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need 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

1. Community
2. Policing
3. Community policing
4. Problem Orientated Policing (POP)
5. Procedural justice
   a. Trustworthiness
   b. Neutrality
   c. Voice
   d. Respect

B. History

1. Sir Robert Peel
2. Role in the United States
3. Proactive policing
4. Landmark events
   a. Past
   b. Present

Standard Format	Modular Format	
	II	I
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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

5. Policing models
6. Evolution of community policing terminology

C. Benefits of community policing

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving quality of life
4. Build trust
5. Increasing awareness
6. Involvement and ownership
7. Education and engagement

D. Influences on community policing

1. Economical
2. Political
3. Technology
   a. Field equipment
   b. Communication equipment
   c. Social media
   d. Online reporting
   e. Text to 9-1-1

E. Problem-solving models

1. Scanning, Analysis, Response, Assessment (SARA)
2. The Crime Triangle
3. Crime prevention through environmental design
4. The Broken Window Theory

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
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X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X

F. Role of the public safety dispatcher

1. Initial point of contact
2. Provide customer service
3. Awareness of community needs
4. Build rapport
5. Leadership mentality
6. Problem solve
7. Provide potential solutions and resources
8. Set realistic expectations in accordance with agency policy
9. Awareness and/or identification of trends for crime deterrence
10. Communicating potential problem areas internally
11. Community engagement

G. Resources

1. Internal
2. City/county/state level
3. Non-governmental/non-profit

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. Given a scenario-based learning activity, students will utilize a problem-solving model to:

1. Identify the problem within the scenario
2. Develop a possible resolution and implementation plan
3. Provide a presentation of their findings to the class

Standard Format	Modular Format	
	II	I
8		8

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on community policing.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #108
CHILD, ELDER, AND DEPENDENT ADULT ABUSE

April 1, 2027

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
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X	X	
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X	X	

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of the types of child, elder, and dependent adult abuse, related laws, and available resources.

LEARNING OBJECTIVES

A. An overview of child abuse

1. Child abuse defined (PC § 273)
2. Statistics
   a. State
   b. Federal
3. The effects of child abuse
4. Patterns, behaviors, and victimology

B. Types of child abuse, including:

1. Neglect/abandonment
2. Sexual abuse
3. Physical abuse
4. Emotional abuse

Standard Format	Modular Format	
	II	I
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X	X	
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C. Laws related to child abuse

1. PC § 288(a), Lewd act with a child under 14 years of age
2. PC § 288(b), Lewd act with a child under 14 years of age, force involved
3. PC § 273
4. Welfare and Institutions Codes (WIC) (e.g., 300, 601)
5. Other related laws

D. Crimes associated with the abuse of children

1. Domestic violence
2. Sexual misconduct between children
3. Human trafficking
4. Child abduction (parental and non-parental)
5. Internet crimes against children
   a. Cyberbullying
   b. Child sexual abuse material (CSAM)

E. Resources/referrals

1. Local sheriff or police department
2. Child abuse and neglect hotlines, council, or center
3. Local Welfare or Social Services Departments
4. Department of Public Social Services
5. Department of Health and Human Services
6. Department of Public Assistance
7. Mental Health Services (e.g., private, county, state)
8. Local/county juvenile probation department
9. Non-governmental organizations (e.g., schools, churches, non-profit)

Standard Format	Modular Format	
	II	I
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Standard Format	Modular Format	
	II	I
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Standard Format	Modular Format	
	II	I
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B. Students will participate in a scenario-based learning activity to demonstrate:
   1. Appropriate line of questioning
   2. Correctly classify call types

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on child, elder, and dependent adult abuse.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #109
LAW ENFORCEMENT TELECOMMUNICATIONS

April 1, 2027

Standard Format	Modular Format	
	II	I
X	X	
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I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic working knowledge of the various telecommunication systems and the requirements for making inquiries in each of the systems.

LEARNING OBJECTIVES

A. Information available and minimum requirements for making inquiries and transactions within the following systems:

1. California Law Enforcement Telecommunications System (CLETS)
2. Criminal Justice Information System (CJIS)
3. National Crime Information Center (NCIC)
4. National Law Enforcement Telecommunications System (NLETS)
5. Department of Motor Vehicles (DMV)

B. Information systems directly accessible to California law enforcement agencies

1. Wanted Persons System (WPS)
   a. Inquiry requirements
      i. Name (Last, First)
      ii. Sex
   b. Types of records
      i. Temporary warrant
      ii. Permanent warrant (e.g., Ramey Warrant)
      iii. Protective custody warrant
   c. Types of transactions
      i. Entries

Standard Format	Modular Format	
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Standard Format	Modular Format	
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c. Types of transactions
   i. Entry
   ii. Modify
   iii. Contact message(s)
   iv. Cancel

4. Missing/Unidentified Persons System (MUPS)
   a. Inquiry requirements
      i. Name (Last, First)
      ii. Sex
   b. Types of records
      i. Runaway
      ii. Voluntary missing adult
      iii. Abduction (parental/stranger)
      iv. Dependent adult
      v. Unidentified deceased person
      vi. Unidentified living person
      vii. Unidentified catastrophe victim
   c. Types of transactions
      i. Entry (e.g., EMID – Enter Missing Identifiers, EMS – Enter Missing Suspects, EMV – Enter Missing Vehicle, EUID – Enter Unidentified Identifiers)
      ii. Locate
      iii. Modify
      iv. Cancel

5. Automated Criminal History System (ACHS)
   a. Inquiry requirements
      i. Name (Last, First), Sex
      OR
      ii. Criminal Index Identifications (CII) or FBI Number AND
      iii. Reason field (e.g., officer name, reference code, operator ID, agency specific number)
   b. Types of records
      i. Automated
      ii. Hybrid
      iii. Manual

Standard Format	Modular Format	
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6. California Sex and Arson Registrant (CSAR)
   a. Inquiry requirements
      i. Name (Last, First)
      ii. Date of birth
      iii. Sex
   b. Types of records
      i. Sex registrants
      ii. Arson registrants
   c. Types of transactions (i.e., contact messages)
7. Mental Health Firearms Prohibition System (MHFPS)
   a. Inquiry requirements
      i. Name (Last, First)
      ii. Date of birth
      iii. Sex
   b. Types of records
      i. Positive match
      ii. No record found
8. Department of Motor Vehicles (DMV)
   a. Inquiry requirements: Persons
      i. Name (Last, Exact spelling first) and date of birth
      ii. Driver's/operation license number
      iii. Identification card number
      iv. Index Number
   b. Inquiry requirements: Vehicles/Vessels
      i. License plate/California Floatation Number (CF)
      ii. Vehicle Identification Number (VIN)/Boat Hull Number (BHN)
      iii. Disabled persons parking placard
   c. Types of records: Persons
      i. Positive match
      ii. Near match(es)
      iii. Record unavailable
      iv. Record not found

Standard Format	Modular Format	
	II	I
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Standard Format	Modular Format	
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i. Entry
ii. Modify
iii. Locate
iv. Cancel/clear

11. Automated Boat System (ABS)
    a. Inquiry requirements
        i. California Floatation Number (CF)
        ii. Boat Hull Number (BHN)
        iii. Owner Applied Number (OAN)
        iv. Serial number for parts
    b. Types of records
        i. Stolen vessel or part
        ii. Found/evidence vessel or part
        iii. Towed/stored/impounded vessel
        iv. Repossessed vessel
        v. Pawned vessel
        vi. Lost vessel
        vii. Located/cleared vessel
    c. Types of transactions
        i. Entry
        ii. Modify
        iii. Locate
        iv. Cancel/clear
12. Automated Firearms System (AFS)
    a. Inquiry requirements: Persons
        i. Name (Last, First) AND
        ii. Date of birth or age
        OR
        iii. Driver's license number or social security number
    b. Inquiry requirements: Firearms
        i. Serial number
        ii. File Control Number (FCN) or Originating Case Agency (OCA) number or NCIC number
    c. Types of records: Law Enforcement
        i. Stolen

Standard Format	Modular Format	
	II	I
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ii. Lost
iii. Found
iv. Evidence
v. Crime gun
vi. Locate
vii. Destroyed
viii. Safekeeping
ix. Law enforcement department transfer

d. Types of records: Historical
i. Dealer record of sale (DROS)
ii. Concealed Carry Weapon (CCW)
iii. Pawn/buy
iv. Assault weapon registration

e. Types of transactions
i. Entry
ii. Modify
iii. Locate
iv. Cancel/clear

13. Automated Property System (APS)

a. Inquiry requirements
i. Serial number or OAN
ii. Type or brand

b. Types of records
i. Stolen
ii. Evidence
iii. Lost
iv. Under observation
v. Found

c. Types of transactions
i. Entry
ii. Modify
iii. Locate
iv. Cancel/clear

Standard Format	Modular Format	
	II	I
X	X	
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14. Other information/intelligence systems
    a. Databases checked via NCIC query
        i. Known or Appropriately Suspected Terrorist (KST) file
        ii. Securities
        iii. Identity Theft
        iv. Wanted/Missing Persons (out-of-state)
        v. Vehicle File (out-of-state)
    b. Databases checked via NLETS query
        i. Administrative Messages
        ii. INTERPOL
        iii. FAA/TECS aircraft registration system
    c. Oregon LEDS

C. State laws and policies for obtaining, verifying, and disseminating telecommunication information

1. Unauthorized access to computers, computer systems, and computer data (PC § 502)
2. Information related to arrests, pretrial proceedings, sentencing information, incarcerations, parole, and probation (PC § 11075)
3. State summary criminal history information and persons authorized to receive the information (PC § 11105)
4. Authorized person furnishing a record or information to an unauthorized person (PC § 11142)
5. Unauthorized persons receiving records or information (PC § 11143)
6. Employee of local agency furnishing information to an unauthorized person (PC § 13302)
7. Authorized persons furnishing of information to unauthorized persons (PC § 13303)
8. Receipt, purchase, or possession of information by an unauthorized person (PC § 13304)
9. Theft, destruction, falsification, or removal of information by a person other than the officer custodian (GC §§ 6200 and 6201)

D. Policy and privacy requirements

1. Audits
2. Personal and organizational liability

Standard Format	Modular Format	
	II	I
X	X	
X X X	X X X	
X	X	
8	8	

E. Accuracy requirements

1. Second-party verification
2. Confirmation
3. Complete information (all fields)

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. Students will participate in a learning activity that will reinforce their understanding of CLETS and the laws/policies that pertain to obtaining, verifying, and disseminating telecommunication information.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on law enforcement telecommunications.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #110
RADIO TECHNOLOGY AND PROCEDURES

April 1, 2027

Standard Format	Modular Format	
	II	I
X		X
X X X X		X X X X
X		X
X X X X X X		X X X X X X

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of radio technology and procedures utilizing technologies.

LEARNING OBJECTIVES

A. Monitoring, documenting, and responding to radio transmissions from field personnel and other public services.

1. Public service organizations (e.g., allied agencies, public works, animal control)
2. Field personnel
   a. Officer initiated
   b. Dispatch initiated

B. Monitoring and responding to messages from local, state, and federal agencies, to include:

1. Computer-Aided Dispatch (CAD) messages (e.g., dispatch to dispatch, patrol to dispatch, and dispatch to patrol)
2. CLETS messages (e.g., APB, priority hits, CLETS query responses generated from dispatch)
3. Mobile data messages (e.g., ALPR, CLETS query responses generated from field units)
4. Confidentiality and security
   a. Public Records Act
   b. Department audits

Standard Format	Modular Format	
	II	I
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. Monitor, document, coordinate, and update field units and incidents status

1. Accuracy
2. Timeliness
   a. Field unit location changes and updates
   b. Unit status updates (e.g., enroute, on scene)
   c. Unit safety checks
3. Incident status

D. Providing requested information to law enforcement field units

1. Confidential information
   a. DOJ – Personal Identifiable Information (PII)
   b. Encryption requirements
2. Other requests

E. Importance of clear voice projection, good diction, and proper modulation in radio communications

1. It is critical for the public safety dispatcher to be understood by field units
2. Techniques to enhance communication
   a. Speak slowly/distinctly
   b. No telegraphic emotions (e.g., anger, frustration, sarcasm, humor)
   c. Speak with conviction and confidence
   d. Convey a positive attitude
   e. Avoid superfluous transmissions
   f. Include enough information in the first transmission to get the point across
   g. Anticipate questions
   h. Control multiple units transmitting
3. Refrain from bias implications based on tone, pitch, inflection, or word selection
   a. Repeat callers
   b. Repeat locations

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
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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

F. Techniques to manage and prioritize radio traffic

1. Incoming radio traffic (field initiated)
2. Outgoing radio traffic (dispatch initiated)
3. Adjust priorities as situation changes

G. Give clear and accurate directions and instructions on the radio

1. Accuracy
2. Brevity
3. Clarity

H. Decision making strategies

1. Priority
   a. In progress v. just occurred v. cold report
   b. Life over property
2. Deployment
   a. Geographical considerations
   b. Response time
   c. Number of units responding based on type of call (agency specific)
   d. Number of units responding based on number of involved parties (agency specific)
   e. Location of nearest additional unit/available backup
   f. Specialized equipment
3. Radio coverage capabilities (e.g., dead zone, repeaters)
4. Agency policy
5. Specialized units (e.g., K-9, mounted, aviation (helicopter, fixed wing, unmanned), SWAT, community policing teams)
6. Social services (e.g., mental health crisis intervention teams, family crisis intervention, and chaplains)
7. Call outs (e.g., public works, CSI, on-call judge)

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
12		12

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on radio technology and procedures.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #111
RESOURCES/REFERRAL SERVICES

April 1, 2027

Standard Format	Modular Format	
	II	I
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	

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic knowledge of the resources and services available to them.

LEARNING OBJECTIVES

A. Examples of resource materials and their use in performing public safety dispatcher job duties

1. Departmental manuals (agency specific)
2. Local directories
3. Code books
4. Maps/street guides
5. Media outlets
6. Internet resources
   a. Social media
   b. Rapid Deploy/Rapid SOS
   c. Open-source data searches
   d. Cal Photo
   e. CLETS/California Law Enforcement Web (CLEW)
   f. Automated License Plate Reader (ALPR)
   g. What3Words
   h. National Emergency Number Association (NENA) Enhanced PSAP Registry and Census (EPRC)
   i. COPLINK/Linx
   j. Online reporting (agency specific)
7. Other communication assistance resources (e.g., Northern 9-1-1, Language Line)

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
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X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	
X	X	

B. Types of local, state, and federal referral and support agencies

1. Local agencies (city/county)
   a. Fire
   b. EMS
   c. Public Works
   d. Allied law enforcement
   e. Transportation
   f. Child Protective Services (CPS)
   g. Adult Protective Services (APS)
   h. Animal Control
   i. Mass Notification Systems
   j. Code Enforcement
   k. Health and Human Services
   l. Probation
2. State agencies
   a. California Highway Patrol (CHP)
   b. CalTrans
   c. Fish & Wildlife
   d. State Parks
   e. Parole
   f. California Department of Corrections and Rehabilitation (CDCR)
   g. Peace Officer Standards and Training (POST)
   h. California Office of Emergency Services (CalOES)
   i. Department of Justice (DOJ)
   j. CalFire
3. Federal agencies
   a. Federal Bureau of Investigation (FBI)
   b. Federal Aviation Administration (FAA)
   c. Drug Enforcement Administration (DEA)
   d. National Transportation Safety Board (NTSB)
   e. Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
   f. Department of Homeland Security (DHS)
   g. Federal Emergency Management Agency (FEMA)

Standard Format	Modular Format	
	II	I
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	

h. Railroad Police
i. Bureau of Land Management (BLM)
j. Military
k. Transportation Security Administration (TSA)
l. Federal Communications Commission (FCC)

C. The importance of familiarization with jurisdictional geographic characteristics

1. Map reading/geography
2. Street layouts/address numbering range
3. High-profile locations (e.g., government buildings, dams, waterways)
4. Landmarks/commonplace names
5. Jurisdictional boundaries

D. Alternate N-1-1 Number systems

1. 2-1-1 or 3-1-1 (community resource information/non-emergency reporting) region/area specific
2. 4-1-1 (directory information)
3. 5-1-1 (traffic information)
4. 6-1-1 (telephone repair)
5. 7-1-1 (California Relay for hearing/speech impaired)
6. 8-1-1 (Call Before You Dig)
7. 9-8-8 (Suicide and Crisis Lifeline)

II. REQUIRED TESTS

None

Standard Format	Modular Format	
	II	I
X	X	
4	4	

III. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will reinforce their ability to read a map and provide directions.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on resources/referral services.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #112
CRITICAL INCIDENTS

April 1, 2027

Standard Format	Modular Format	
	II	I
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

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a working knowledge of the dispatch procedures, roles, and resources available for critical incidents.

LEARNING OBJECTIVES

A. Examples of critical incidents

1. Natural disasters
   a. Earthquakes/tsunamis
   b. Severe weather (e.g., tornadoes, high winds, lightning, blizzards)
   c. Wildland fires
   d. Flooding
   e. Avalanche/landslides/debris flow
2. Accidental incidents
   a. Hazardous materials (HazMat) incidents (CBRNE – Chemical, Biological, Radiological, Nuclear, Explosive)
   b. Major transportation incidents (e.g., rail, road, aquatic)
   c. Mass casualty incidents (MCI)
   d. Major power outages (planned v. unplanned)
3. Intentional acts
   a. Terrorism/weapons of mass destruction incidents
   b. Active shooters
   c. Hostage/barricaded suspects
   d. Suicides/suicidal persons (methodology and community impact)
   e. Bomb incidents and threats
   f. Civil unrest

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
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

4. Use of other public service departments or agencies as resources
5. Mutual aid communication and equipment considerations
   a. Commonality of language and codes (law enforcement codes v. fire plain text)
   b. Radio inter-operability issues
   c. Types of equipment (law enforcement v. fire v. EMS)

G. Other resources, including:

1. Volunteers
   a. Citizens Emergency Response Team (CERT)
   b. Ham radio operators
   c. Civil Air Patrol
   d. Chaplains
   e. Agency specific
2. Search and Rescue
3. American Red Cross
4. California Office of Emergency Services (CalOES)
5. Allied agencies (e.g., school police, CHP, State Parks, US Forest Service, FBI, ATF, National Guard)

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. The students will participate in a learning activity that will demonstrate their understanding of the dispatcher's role in critical incidents:

1. Natural disasters

Standard Format	Modular Format	
	II	I
X X X		X X X
X		X
X		X
16		16

2. Accidental incidents
3. Intentional acts
4. Critical incidents involving public safety personnel

B. Students will participate in a learning activity that will reinforce their understanding of the roles and responsibilities of the different sections within the Incident Command System (ICS).

C. Students will identify the mutual aid resources available to their agency.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on critical incidents.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #113
WELLNESS MANAGEMENT

April 1, 2027

Standard Format	Modular Format	
	II	I
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	

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of how to maintain their overall wellness.

LEARNING OBJECTIVES

A. Stress

1. Definitions
   a. A state of mental or emotional strain or tension resulting from an adverse or very demanding circumstance (Merriam-Webster)
   b. Stress can be defined as any type of change that causes physical, emotional, or psychological strain (World Health Organization)
2. Symptoms of stress, including:
   a. Physiological (e.g., increased heart rate, sweaty palms, holding breath, loss of senses, sleep disruptions)
   b. Cognitive (e.g., brain fog, lack of concentration, memory problems)
   c. Emotional (e.g., anger, crying, irritable, anxiety, laughing)
3. Potential sources of stress
   a. Emotional triggers
   b. Work schedules
   c. Balance (work v. personal life)
   d. Training
   e. Probation
   f. Workplace environment (e.g., physical environment, peer interactions)
   g. Community perspective (positive and negative)
   h. Financial

Standard Format	Modular Format	
	II	I
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

i. Family/friends
j. Organizational

4. Potential Effects
   a. Burnout
   b. Moral injury
   c. Compassion fatigue
   d. Hypervigilance
   e. Depression
   f. Post-Traumatic Stress Injury (PTSI)
   g. Suicide

B. Maladaptive coping mechanisms

1. Alcohol abuse
2. Substance abuse
3. Consumerism
4. Unhealthy relationships
5. Inappropriate relationships
6. Gambling
7. Emotional disconnect
8. Isolation
9. Obsessive-compulsive behaviors

C. Managing wellness

1. What is your why
   a. Professional perspective
   b. Personal perspective
2. Body
   a. Health screenings
   b. Physical fitness
   c. Nutrition
   d. Sleep hygiene

Standard Format	Modular Format	
	II	I
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
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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. Ergonomics

3. Mind
   a. Mental fitness
   b. Therapy/counseling
   c. Meditation
   d. Adaptive distancing
   e. Finding sources of joy
4. Spirit
   a. Inner peace
   b. Yoga
   c. Connections
   d. Mindfulness
5. Relationships
   a. Family
   b. Friends
6. Be intentional (e.g., journaling, personal grace, find ways to gain personal control)
7. Financial planning
   a. Retirement
   b. Deferred Compensation/401(k)
   c. Insurance
   d. Money management

D. Resilience

1. Define
   a. An ability to recover from or adjust easily to adversity (Merriam-Webster)
   b. Able to recoil or spring back into shape after bending, stretching, or being compressed (Oxford Dictionary)
2. Personal tools for resiliency
   a. Self-care
   b. Emotional intelligence
   c. Emotional labor awareness
   d. Maintain a growth mindset
3. Organizational resources
   a. Chaplaincy

Standard Format	Modular Format	
	II	I
X	X	
X	X	
X	X	
X	X	
X		X
X		X
X		X
X		X
X		X
X	X	
X	X	
X		X
8	4	4

b. Peer support
c. Mentor
d. Employee Assistance Program (EAP)
e. Emotional support animals

4. External resources
   a. Professional organizations (NENA, APCO, CCUG, WLLE, PORAC)
   b. Support system (e.g., family, self-help groups, retreats, mentor)
   c. Private organizations that support first responder wellness
   d. Nonprofit organizations

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. Students will create a list of their emotional triggers and identify ways to mitigate their effects.

B. In groups, students will create a plan to address and manage wellness as it relates to one of the following: mind, body, spirit, financial, or relationships.

C. Students will create a personalized wellness plan that will incorporate one or more resiliency tools.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on wellness management.

Standard Format	Modular Format	
	II	I

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #114
MENTAL HEALTH CONDITIONS AND INTELLECTUAL/DEVELOPMENTAL DISABILITIES AWARENESS

April 1, 2027

Standard Format	Modular Format	
	II	I
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

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need an awareness of mental health conditions, intellectual/developmental disabilities, other conditions to consider, and the resources available.

LEARNING OBJECTIVES

A. Mental health conditions

1. Historical relationship with public safety
2. Lanterman-Petris Short Act (WIC § 5150)
3. Stigma
4. Bias (implicit v. explicit)
5. Categories
   a. Thought disorders, including schizophrenia
   b. Mood disorders, including depression and bipolar
   c. Anxiety-related disorders
   d. Post-Traumatic Stress Disorder (PTSD)
6. Behaviors and indications
   a. Fearfulness
   b. Inappropriate behavior
   c. Agitation
   d. Impaired self-care
   e. Hallucinations
   f. Delusions
   g. Communication

Standard Format	Modular Format	
	II	I
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
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X		X
X		X
X		X
X		X
X		X
X		X
X		X

B. Intellectual/developmental disabilities

1. Historical relationship with public safety
2. Lanterman Developmental Disabilities Act (WIC § 4500 et seq)
3. Stigma
4. Bias (implicit v. explicit)
5. Categories and associated behavioral indicators
   a. Intellectual disability
      i. Difficulty responding
      ii. May not understand complex questions
      iii. Lack of situational awareness
   b. Down Syndrome
      i. Stubbornness/tantrums
      ii. Delayed cognition
      iii. Delayed speech
   c. Cerebral Palsy
      i. Awkward gait
      ii. Slow and/or slurred speech
      iii. Involuntary/spastic body movements
   d. Autism Spectrum Disorder
      i. Sensory sensitivity
      ii. Self-injurious behavior
      iii. Repetitive movements (e.g., rocking, spinning, hand twisting)
      iv. Communication challenges (e.g., non-verbal, atypical tone and volume, repetition)
      v. Social interaction
   e. Epilepsy
      i. Staring spells
      ii. Lack of response
      iii. Disorientation
      iv. Rhythmic movements of the head (e.g., jerking uncontrollably)

Standard Format	Modular Format	
	II	I
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. Other conditions

1. Co-Occurring/dual diagnosis
2. Physical disabilities
3. Deaf or hard of hearing (effective communication under ADA guidelines)
4. Neurological disorders (e.g., dementia, Alzheimer's, traumatic brain injury)
5. Blind or visually impaired

D. Role of the public safety dispatcher

1. Reporting party's relationship to the incident
2. Reason for the call
3. Rapport building
4. Impacts
5. Person-centered language
6. Assistive technology

E. Resources

1. Agency specific
2. Local level
3. State level

II. REQUIRED TESTS

None

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
8		8

III. REQUIRED LEARNING ACTIVITIES

A. Working in pairs, students will be given a role-playing scenario. One person will be assigned the role of the public safety dispatcher while the other is playing the role of the caller. The public safety dispatcher will need to:

1. Determine who the caller is in relation to the incident
2. Identify any behavior indicators
3. Use techniques for rapport building
4. Use person-centered language when possible
5. Be able to provide additional resources

NOTE: Each student will have the opportunity to assume the role of the public safety dispatcher. The person assigned the role of the caller will be provided a script by the facilitator that includes the answers to the questions related to the areas identified above.

B. In small groups, students will be given a list of mental health conditions and intellectual/developmental disabilities, as well as a list of behavioral indicators. Students will chart the correlation between the provided list of the mental health conditions, intellectual/developmental disabilities, and behavior indicators. As a class, students will discuss the commonalities and the differences of the behavior indicators.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on mental health conditions and intellectual/developmental disabilities awareness.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #115
HUMAN TRAFFICKING

April 1, 2027

Standard Format	Modular Format	
	II	I
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

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of human trafficking, signs indicating human trafficking, and awareness of related crimes.

LEARNING OBJECTIVES

A. Overview of human trafficking

1. Human trafficking defined
2. Statutes and Penal Codes (e.g., PC §§ 236.1, 266(h), 266(i), 647(b), 653.22, 653.23, 745)
3. Other related laws
4. Statistics (e.g., average age of victim/survivor, vastly under reported)
5. Terminology (e.g., symbols, emojis, definitions)
6. Technology

B. Perspectives

1. Global
2. Domestic/local
3. Smuggling v. Trafficking

C. Types of human trafficking

1. Sex trafficking
   a. Commercial Sexual Exploitation of Children (CSEC)

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
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

b. Victims choose the lifestyle
c. Victims enjoy what they do
d. Prostitution is a glamourous lifestyle
e. Victims have control/power
f. Prostitution is a victimless crime

2. Common traits
   a. Learned behavior (e.g., home life, movies, celebrities)
   b. Prior abuse
   c. Exploiting lack of family structure/broken home
   d. Beaten, humiliation, torture
   e. Health issues
   f. Addiction, substance abuse
   g. Distrust of authority/relationships
3. Importance of rapport building

F. Role of the public safety dispatcher

1. Initial call processing
2. Red flags
   a. Unable to provide legal name of involved parties (only knows moniker/nickname)
   b. Does not know their location
   c. Does not know the phone number/does not have their phone
   d. Not a local resident (of the jurisdiction they are contacting)
   e. Disturbance regarding money
   f. Call originates from hotel/motel
3. Thorough documentation
   NOTE: If human trafficking is suspected, ask for email address and/or social media username(s)

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
8		8

G. Resources/Referrals

1. National Human Trafficking Hotline
   a. Phone: (888)373-7888
   b. Text: 233733
   c. Webpage: www.humantraffickinghotline.org
2. National Center for Missing and Exploited Children (NCMEC)
3. Crime Stoppers
4. Polaris Project
5. Non-government organizations

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. Students will participate in a scenario-based exercise demonstrating their ability to build rapport and gather information while taking into consideration victimology, terminology, and resources available.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on human trafficking.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #116
TERRORISM AND EXTREMIST GROUP AWARENESS

April 1, 2027

Standard Format	Modular Format	
	II	I
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

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic awareness of terrorism and extremist groups as well as available resources.

LEARNING OBJECTIVES

A. Define terrorism

1. FBI definitions of International and Domestic Terrorism
2. Patriot Act of 2001
3. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA)

B. Domestic Terrorism

1. Categories
2. Tactics
3. Techniques
4. Procedures

C. International terrorism

1. Categories
2. Tactics
3. Techniques
4. Procedures

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
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

G. Terrorism watch list

1. Known or Appropriately Suspected Terrorist (KST) file
   a. Domestic data from FBI
   b. International data from National Counter-Terrorism Center (NCTC)
2. Handling Codes

H. Violent extremists

1. Define violent extremists
   a. Tactics
   b. Techniques
   c. Procedures
2. Homegrown v. Radicalized
3. Pre-radicalized indicators (e.g., online activity, behavioral changes)

I. Resources

1. POST Learning Portal
2. TLO course(s)
3. National Terrorism Advisory System (NTAS)
4. California State Threat Assessment System (CTAS)
5. Nationwide SAR Initiative (NSI)
6. FBI
7. DHS
8. NCTC
9. Office of the Director of National Intelligence (ODNI)
10. Texas A&M Engineering Extension Service (critical infrastructure training)

Standard Format	Modular Format	
	II	I
X		X
X		X
4		4

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. Students will participate in a learning activity that demonstrates their ability to identify if a group is considered a domestic terrorist, international terrorist, or extremist group, and provide examples of their most recent activity and ideology.

B. The students will participate in a learning activity that demonstrates their ability to identify critical infrastructure sectors and provide examples within their respective jurisdictions.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on terrorism and extremist group awareness.

V. ORIGINATION DATE

January 1, 2025

VI. REVISION DATE

August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #117
CULTURAL DIVERSITY AND HATE CRIMES

April 1, 2027

Standard Format	Modular Format	
	II	I
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

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a foundational knowledge of hate crimes and the diverse population of California.

LEARNING OBJECTIVES

A. Cultural diversity

1. Define
   a. Culture
   b. Diversity
   c. Cultural diversity
   d. Race
   e. Ethnicity
   f. Nationality
   g. Tradition
   h. Religion
   i. Beliefs and values
   j. Stereotypes
   k. Prejudice
   l. Discrimination
   m. Racism
2. Cultural composition of California
   a. Past
   b. Present

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
		c. Violation of civil order (Bane Act), protecting the exercise of civil rights (PC § 422.77)
		d. Protecting victims and witnesses from being reported to immigration (PC § 422.93)
		e. Victim confidentiality (GC § 6254)
		f. Other
		3. Landmark events
		a. Past
		b. Present
X		X
		D. Victimology
X		X
X		X
X		X
X		X
X		X
X		X
		1. Psychological impact
		a. Depression
		b. Anxiety
		c. Post-traumatic stress
		d. Anger
		2. Association with protected classes (Title VII prohibits discrimination based on race, color, religion, national origin, or sex)
X		X
X		X
X		X
X		X
X		X
X		X
		3. Interactions with criminal justice system
		a. Level of trust
		b. Level of respect
		c. Level of response
		d. Lack of reporting
		4. Community impact (secondary victims)
X		X
		E. Role of the public safety dispatcher
X		X
X		X
X		X
X		X
X		X
X		X
X		X
		1. Calls for service
		a. Build rapport (e.g., addressing the caller by name or using preferred pronouns)
		b. Active listening
		c. Gather information
		d. Proper documentation
		e. Set realistic expectations in accordance with agency policy
		2. Determine appropriate response or referral

Standard Format	Modular Format	
	II	I
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

3. Potential barriers
   a. Cultural perceptions
   b. Language
      i. Avoid jargon and acronyms
      ii. Clarify slang terminology
      iii. Utilize interpretation services when needed
   c. Bias (implicit v. explicit)
   d. Emotional state of the caller

F. Resources

1. Internal
2. Local (e.g., city and county)
3. State
4. Non-governmental/non-profit

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

A. Given a diagnostic instrument, questionnaire, personal inventory, or equivalent method students will be afforded the opportunity to conduct a self-assessment to determine their own implicit and explicit biases.

B. Students will identify a protected class they are unfamiliar with, prepare a presentation, and teach back to the class.

C. Students will research landmark events, past and present, that have been catalysts in the evolution of civil rights as it pertains to protected classes.

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
8		8

D. Students will demonstrate a knowledge of local resources available to victims who experience acts of hate.

E. Given a scenario-based activity, students will:

1. Identify the elements of a crime
2. Determine and explain if a crime, hate crime, or hate incident has occurred
3. Determine and explain if any civil rights or First Amendment rights have been violated

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on cultural diversity and hate crimes.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; January 1, 2025; August 1, 2025; April 1, 2027

TRAINING SPECIFICATIONS FOR LEARNING DOMAIN #118
GANG AWARENESS

April 1, 2027

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to have an awareness of gangs and related criminal activity.

LEARNING OBJECTIVES

A. Define

1. Gang
2. Criminal gang (PC § 186.22)
3. Validation
4. Graffiti (PC § 594)
5. Territory
6. Moniker

B. History

1. Social group evolution to criminal gang
2. Widely recognized gangs
3. Recruitment, initiation, and tactics
4. Characteristics and traditions (e.g., clothing, tattoos, logos, hand signs)
5. Terminology (e.g., turf, tagging, flying colors)

Standard Format	Modular Format	
	II	I
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
X		X
2		2

C. Categories

1. Street
2. Organized
3. Motorcycle
4. Prison

D. Role of the public safety dispatcher

1. Recognize potential gang involvement in calls for service
2. Responder safety considerations
3. Awareness of agency policy and procedures

II. REQUIRED TESTS

None

III. REQUIRED LEARNING ACTIVITIES

None

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on gang awareness.

V. ORIGINATION DATE

November 1, 1994

VI. REVISION DATE

January 1, 1999; July 1, 2002; July 1, 2010; July 1, 2011; January 1, 2025; August 1, 2025; April 1, 2027

ATTACHMENT C

MINIMUM CONTENT AND HOURLY REQUIREMENTS
PUBLIC SAFETY DISPATCHERS' BASIC COURSE – STANDARD FORMAT

April 1, 2027

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
100	Professional Orientation and Ethics	8 hours
101	Criminal Justice System	4 hours
102	Introduction to Law	12 hours
103	Interpersonal Communication	6 hours
104	Telephone Technology and Procedures	12 hours
105	Missing Persons	6 hours
106	Domestic Violence	6 hours
107	Community Policing	8 hours
108	Child, Elder, and Dependent Adult Abuse	6 hours
109	Law Enforcement Telecommunications	8 hours
110	Radio Technology and Procedures	12 hours
111	Resources/Referral Services	4 hours
112	Critical Incidents	16 hours
113	Wellness Management	8 hours
114	Mental Health Conditions and Intellectual/Developmental Disabilities Awareness	8 hours
115	Human Trafficking	8 hours
116	Terrorism and Extremist Group Awareness	4 hours
117	Cultural Diversity and Hate Crimes	8 hours
118	Gang Awareness	2 hours
	Minimum Domain Hours	146 hours
	Supporting Instructional Activities/Exercises	14 hours
Total Minimum Required Hours		160 hours

ATTACHMENT D

MINIMUM CONTENT AND HOURLY REQUIREMENTS

PUBLIC SAFETY DISPATCHERS' BASIC COURSE MODULAR FORMAT – MODULE II

April 1, 2027

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
100	Professional Orientation and Ethics	8 hours
102	Introduction to Law	12 hours
103	Interpersonal Communication	6 hours
104	Telephone Technology and Procedures	12 hours
105	Missing Persons	6 hours
106	Domestic Violence	6 hours
108	Child, Elder, and Dependent Adult Abuse	6 hours
109	Law Enforcement Telecommunications	8 hours
111	Resources/Referral Services	4 hours
113	Wellness Management	4 hours
	Minimum Domain Hours	72 hours
	Supporting Instructional Activities/Exercises	8 hours
Total Minimum Required Hours		80 hours

ATTACHMENT E

MINIMUM CONTENT AND HOURLY REQUIREMENTS

PUBLIC SAFETY DISPATCHERS' BASIC COURSE MODULAR FORMAT – MODULE I

April 1, 2027

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
101	Criminal Justice System	4 hours
107	Community Policing	8 hours
110	Radio Technology and Procedures	12 hours
112	Critical Incidents	16 hours
113	Wellness Management	4 hours
114	Mental Health Conditions and Intellectual/Developmental Disabilities Awareness	8 hours
115	Human Trafficking	8 hours
116	Terrorism and Extremist Group Awareness	4 hours
117	Cultural Diversity and Hate Crimes	8 hours
118	Gang Awareness	2 hours
	Minimum Domain Hours	74 hours
	Supporting Instructional Activities/Exercises	6 hours
Total Minimum Required Hours		80 hours

§ 1015. Reimbursements for Training.

…

(2) Courses with maximum reimbursement limitations

(A) Subsistence, commuter lunch, and travel allowances will not be reimbursed for more than the maximum number of weeks (based on a minimum hourly requirement of 40 hours) authorized for the following courses:

		Weeks/Hours
Regular Basic Course (Standard Format)		20/800
Regular Basic Course (Modular Format, Intensive Presentation Only)		
	Module III	3.9/156
	Module II	5.3/212
	Module I	10.8/432
Specialized Investigators' Basic Course		14.8/591
District Attorney Investigator Transition Course		1/40
Coroners' Death Investigation Course		2/80
Public Safety Dispatchers' Basic Course (Standard Format)		4/160
Public Safety Dispatchers' Basic Course (Modular Format)		
	Module II	2/80
	Module I	2/80
Supervisory Course		2/80
Advanced Officer Course		1/40
Executive Development Course		2/80
Management Course		2.6/104
Management, Supervisory, Executive Seminars		1/40

…

Note: Authority cited: Sections 13503, 13506, 13510 and 13520, Penal Code. Reference: Sections 13503, 13510, 13511, 13512, 13518, 13520, 13522, 13523, 13524 and 13525, Penal Code; Section 11489, Health and Safety Code; and Statutes 1997, Chapter 9, Section 2, (Senate Bill 350).

§ 1018. Public Safety Dispatcher Programs.

…

Commission Procedure D-1-5 adopted effective December 29, 1988, and amended December 19, 1994, July 1, 2002, September 15, 2004, January 1, 2006, August 26, 2006, February 15, 2017, January 1, 2022, ~~and~~ January 1, 2025, and April 1, 2027, is herein incorporated by reference.

The document, *Training Specifications for the Public Safety Dispatchers' Basic Course* adopted effective December 19, 1994, and amended April 23, 1999, July 1, 2002, July 1, 2010, July 1, 2011, January 1, 2025, ~~and~~ August 1, 2025, and April 1, 2027, is herein incorporated by reference.

Note: Authority cited: Sections 832.3, 13503, 13506 and 13510, Penal Code. Reference: Sections 832.3 and 13510, Penal Code.

Commission Procedure D-1-5 – Public Safety Dispatchers' Basic Course

1-5. Public Safety Dispatchers' Basic Course Definitions and Requirements

The terms ~~used to describe~~ related to the Public Safety Dispatchers' Basic Course formats and included in the Training Specifications for the Public Safety Dispatchers' Basic Course ~~testing and training requirements~~ are defined in subsection D-1-5(a). Requirements for the delivery formats are specified in subsection D-1-5(d), standard format; and subsection D-1-5(e), modular format. ~~Testing and training requirements are described in subsection D-1-5(b).~~ Testing, training, content, and hourly requirements are provided in detail in Training Specifications for the Public Safety Dispatchers' Basic Course. Requirements for reporting successful course completion are contained in Commission Regulation 1055(g).

(a) Public Safety Dispatchers' Basic Course Terminology ~~Definitions of Terms Used to Describe Testing and Training Requirements~~

(1) Learning Domain

An instructional unit that covers related subject matter. Training specifications for each learning domain include learning needs, learning objectives, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.

(2) Learning Need

A general statement justifying the training for a specific learning domain.

(3) Learning Objective

A statement that describes an expected training outcome related to a learning need.

(4) Learning Activity

A learning activity is a facilitated, performance-based component of instruction. Learning activities are student-focused, and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills, or competencies. The use of learning activities is consistent with principles of adult

learning. Learning activities are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics or to enhance student retention necessary to achieve competence as a public safety dispatcher ~~peace officer~~. Students participating in a learning activity may be coached or provided feedback. Unlike tests, learning activities are not graded.

(5) Delivery Formats

The formats for delivering the Public Safety Dispatchers' Basic Course in the standard format and the modular format.

(A) Standard Format

The standard course format is delivered in a one-part instructional sequence. Testing and training requirements are prescribed in subsection D-1-5(d). Except as provided for in subsection D-1-5(e), the course shall be delivered by a single presenter.

(B) Modular Format

The modular course format is composed of two modules: II and I. Completion of both modules satisfies the Public Safety Dispatchers' Basic Course training requirement. Training and testing requirements are prescribed in subsection D-1-5(e). Except as provided for in subsection D-1-5(d), all modules do not have to be delivered by the same presenter.

~~**(b) Testing and Training Requirements**~~

~~**(1) Learning Objectives**~~

~~As specified in Training Specifications for the Public Safety Dispatchers' Basic Course, training presenters shall provide appropriate instruction on each required learning objective.~~

~~**(2) Hourly Requirements**~~

~~The minimum number of hours of instruction that shall be delivered for each learning domain is specified in Training Specifications for the Public Safety Dispatchers Basic Course. The total minimum hourly requirement for the Public Safety Dispatchers Basic Course is 160 hours.~~

~~**(3) Learning Activities**~~

~~As specified in Training Specifications for the Public Safety Dispatchers' Basic Course, learning activities are required in some, but not all, learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the training presenter determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given~~

~~a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.~~

~~**(4) Training Presenter Requirements**~~

~~POST has established minimum, statewide training standards for the Public Safety Dispatchers' Basic Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST.~~

(b) Single Presenter

Each course presentation shall be completed under the sponsorship of one presenter, unless POST has approved a contractual agreement for multiple presenters to deliver the training. In the Modular Format, each Module is a separate course presentation. Students do not have to take all modules through the same presenter.

(c) Exceeding Minimum Standards

POST has established minimum, statewide training standards for the Public Safety Dispatchers' Basic Course in its two delivery formats. Presenters are permitted to exceed those minimum standards where local conditions may justify additional training requirements or higher performance standards than those established by POST.

Public Safety Dispatchers' Basic Course – Standard Format

(d) Public Safety Dispatchers' Basic Course-Standard Format-Training and Hourly Requirements

The training and hourly requirements in this section apply to the Public Safety Dispatchers' Basic Course-standard format [defined in subsection D-1-5(a)(5)(A)].

(1) Training Requirements

Presenters shall provide instruction for the Public Safety Dispatchers' Basic Course-standard format as follows:

(A) Learning Objectives

Presenters shall provide instruction on all learning objectives specified for the Public Safety Dispatchers' Basic Course in the Training Specifications for the Public Safety Dispatchers' Basic Course.

(B) Learning Activities

Where a learning activity is required by the Training Specifications for the Public Safety Dispatchers' Basic Course, presenters shall require each student to participate in that activity. A student who does not participate in a learning activity when given the

opportunity fails the course unless the presenter determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or comparable activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.

(2) Hourly Requirements

Presenters shall deliver the minimum number of hours of instruction specified for each learning domain in the Training Specifications for the Public Safety Dispatchers' Basic Course. The total minimum hourly requirement for the Public Safety Dispatchers' Basic Course-standard format is 160 hours.

Public Safety Dispatchers' Basic Course – Modular Format

(e) Public Safety Dispatchers' Basic Course-Modular Format-Prerequisites, Training, and Hourly Requirements

The prerequisites, training, and hourly requirements in this section apply to the Public Safety Dispatchers' Basic Course-modular format [defined in subsection D-1-5(a)(5)(B)].

(1) Prerequisites

Presenters of Modules II or I shall require proof, to the training presenter's satisfaction, that the prerequisites for the pertinent module have been satisfied prior to admitting an individual to the module.

(A) Module I

The prerequisites for Module I are the following:

Successful completion of Module II.

(2) Training Requirements

Presenters shall provide instruction for the Public Safety Dispatchers' Basic Course-modular format for Modules II and I as follows:

(A) Learning Objectives

Presenters shall provide instruction on all learning objectives specified for the Public Safety Dispatchers' Basic Course in the Training Specifications for the Public Safety Dispatchers' Basic Course.

(B) Learning Activities

Where a learning activity is required by the Training Specifications for the Public Safety Dispatchers' Basic Course, presenters shall require each student to participate in that

activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the presenter determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or comparable activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.

(3) Hourly Requirements

Presenters shall deliver the minimum number of hours of instruction specified for each learning domain in the Training Specifications for the Public Safety Dispatchers' Basic Course. The total minimum hourly requirement for the Public Safety Dispatchers' Basic Course-modular format is 160 hours. The total minimum hours for each module are as follows:

Module II – 80 hours

Module I – 80 hours

…

Subparagraph 1-5 adopted and incorporated by reference into Commission Regulation 1018 on December 29, 1988, and amended January 18, 1995, July 1, 2002, September 15, 2004, January 1, 2006, ~~and~~ August 26, 2006, and April 1, 2027.

AGENDA ITEM REPORT

Title: REPORT ON AMENDMENTS TO COMMISSION REGULATIONS 1005, 1007, 1008 AND 1059 - TRAINING AND TESTING SPECIFICATIONS FOR PEACE OFFICER BASIC COURSES - LEARNING DOMAIN 32 - LIFETIME FITNESS

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Basic Training Bureau	
RESEARCHED BY Anita Finner	**REVIEWED BY** Carrie Hollar	
REPORT DATE 04/09/2026	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/08/2026
PURPOSE	**FINANCIAL IMPACT** Yes	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE: Should the Commission approve the adoption of Learning Domain 32 – Lifetime Fitness into the Module III and Module II basic course curriculum as described in this report?

BACKGROUND: POST staff facilitated a discussion with Academy Directors and Coordinators at the March 2023 and September 2023 Basic Course Consortiums regarding the need for lifetime fitness training in the Module III and Module II basic courses. Directors and Coordinators shared concerns that students entering a Module I course were not physically prepared, even after completing the first two modules.

In June of 2024, Basic Training Bureau (BTB) staff hosted a 16-hour SME workshop to review and revise existing Learning Domain 32 – Lifetime Fitness Training and Testing Specifications for modular basic courses across the state.

In November of 2024, BTB staff requested approval by the Commission to conduct a pilot for Learning Domain 32 – Lifetime Fitness for Module III and Module II basic courses. The Commission approved the pilot, which added 5 hours to Module III and 16 hours to Module II.

ANALYSIS: POST staff conducted in-person observations during pilot training presentations. Students and instructors that participated in the pilot training completed online surveys. The online surveys and in-person debriefings were used to receive

feedback to determine the statewide applicability of the proposed Learning Domain 32 – Lifetime Fitness Training and Testing Specifications (TTS) (**Attachment A**). All feedback received from the instructors and students supported the addition of the proposed content into the Module III and Module II basic courses (**Attachment C** and **Attachment E**).

The proposed minimum hourly content requirement for Learning Domain 32 – Lifetime Fitness is five (5) hours in the Module III basic course (**Attachment B**) and sixteen (16) hours in the Module II basic course (**Attachment D**).

Based on the input from SMEs, students and instructors, lifetime fitness is seen highly relevant for preparation, overall health, and sustainable fitness habits in the law enforcement profession.

RECOMMENDATION:

In June of 2024, BTB staff hosted a 16-hour workshop to review and revise existing Learning Domain 32 – Lifetime Fitness Training and Testing Specifications for modular basic courses across the state. Subject Matter Experts (SMEs) representing seven (7) academies participated.

After reviewing the existing content, SMEs proposed adding content to the Module III and Module II basic courses.

If the Commission concurs, the appropriate action would be a **MOTION** to approve the proposed changes to Learning Domain 32 - Lifetime Fitness as described in the staff report.

ATTACHMENT(S):

LD_32_TTS_Attachment_A.pdf
Module_III_Student_Instructor_Surveys_Attachment_C.pdf
Module_III_Minimum_Hourly_Content_Attachment_B.pdf
Module_II_Student_Instructor_Surveys_Attachment_E.pdf
Module_II_Minimum_Hourly_Attachment_D.pdf

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #32
LIFETIME FITNESS

~~October 1, 2025~~April 1, 2027

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	

I. LEARNING NEED

Officers need to know how to apply methods for evaluating and managing their physical fitness for a healthy lifestyle in order to safely and effectively perform peace officer duties.

LEARNING OBJECTIVES

A. Discuss the components of a personal physical fitness program to include:

1. Cardiovascular
   a. Aerobic
   b. Anaerobic
2. Muscular
   a. Strength
   b. Power
   c. Endurance
3. Flexibility/Stability/Mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

B. Discuss techniques for evaluating personal fitness in the areas of:

1. Cardiovascular
   a. Aerobic
   b. Anaerobic
2. Muscular
   a. Strength
   b. Power

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	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. Endurance

3. Flexibility/Stability/Mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

C. Describe appropriate measures for improving an officer's performance within each of the seven components of a personal fitness program

D. Discuss principles of physical conditioning, including:

1. Specificity
2. Frequency
3. Intensity
4. Volume
5. Active recovery
6. Periodization/program design
   a. Foundational phase
   b. Conditioning phase
   c. Peak performance phase
7. Progression

E. Describe minimum physical conditioning program requirements and components of a training session to include:

1. Warmup
2. Training phase
3. Recovery

F. Explain the two types of training injuries and appropriate treatment for each

1. Acute injuries
2. Chronic injuries

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	

II. LEARNING NEED

Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.

LEARNING OBJECTIVES

A. Describe how to accomplish fitness goals using nutritional planning

B. Discuss the role of supplementation and accomplishing fitness goals

III. LEARNING NEED

Peace officers need to understand common health problems so they may use appropriate risk management techniques to ensure their health and physical fitness.

LEARNING OBJECTIVES

A. Discuss illnesses and injuries commonly associated with law enforcement officers

B. Discuss strategies for the prevention of illnesses and injuries commonly associated with law enforcement officers

IV. LEARNING NEED

Peace officers must recognize the causes of stress and how to manage it effectively in order to protect their personal health and ensure their ability to perform their duties.

LEARNING OBJECTIVES

A. Explain the signs and symptoms of elevated stress levels

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	

B. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress

C. Describe the short and long term effects of abusing:

1. Alcohol
2. Tobacco
3. Caffeine
4. Supplements/performance enhancing drugs
5. Prescription, nonprescription, and illegal drugs

D. Explain the techniques for stress management

~~V. REQUIRED TESTS~~

~~A. The POST-developed Work Sample Test Battery (WSTB) or an equivalent physical abilities test approved by POST~~

~~1. Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles, and a 34 inch high obstacle that must be vaulted~~
~~2. Lift or drag 165 pound lifelike dummy 32 feet~~
~~3. Run 5 yards to a 6 foot chain link fence, climb over fence, continue running another 25 yards~~
~~4. Run 5 yards to a 6 foot solid fence, climb over continue running another 25 yards~~
~~5. Run 500 yards~~

V~~I~~. REQUIRED LEARNING ACTIVITIES

~~C~~A. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session, or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topics:

1. Illnesses and injuries commonly associated with law enforcement officers
2. The short-term and long-term effects of using/abusing alcohol, tobacco and

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
						supplements/performance enhancing drugs
X		X		X	X	3. The essential elements of lifetime fitness
X		X		X	X	~~D~~B. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:
X		X		X	X	1. The relationship between the proportion of calories consumed from each food group and body composition
X		X		X	X	2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management
X		X		X	X	3. The relationship between exercise and body composition management
X			X	X		~~E~~C. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:
X			X	X		1. Cardiovascular
X			X	X		a. Aerobic
X			X	X		b. Anaerobic
X			X	X		2. Muscular
X			X	X		a. Strength
X			X	X		b. Power
X			X	X		c. Endurance
X			X	X		3. Flexibility/stability/mobility
X			X	X		4. Core
X			X	X		5. Acceleration and agility
X			X	X		6. Body composition vs performance
X			X	X		7. Recovery
X		X	X	X		~~F~~D. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:

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		

1. The relationship between the different components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them
2. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warmup, training phase, recovery)
3. Calculating the aerobic heart rate training zone
4. The components of a comprehensive fitness program for the tactical athlete
5. Evaluation and treatment of training injuries

~~G~~E. The student will participate in a learning activity which requires them to take part in a ~~physical fitness~~ POST-developed Work Sample Test Battery (WSTB) assessment during the foundational phase and the peak performance phase of a physical conditioning program, which shall minimally include:

1. ~~Performance of the WSTB~~ Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles, and a 34 inch high obstacle that must be vaulted
2. Lift and drag 165 pound lifelike dummy 32 feet
3. Run 5 yards to a 6 foot chain link fence, climb over the fence, continue running another 25 yards
4. Run 5 yards to a 6 foot solid fence, climb over, continuing running another 25 yards
5. Run 500 yards

F. The student will participate in a learning activity which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase of a physical conditioning program, which shall minimally include:

~~2.~~ 1. Push-ups
~~3.~~ 2. Bent knee sit-ups
~~4.~~ 3. 1.5 mile run

~~H~~G. The student will participate in a learning activity which requires them to train in techniques to tactically climb over the solid 6 foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student

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			

with multiple opportunities to complete the solid fence climb in a tactically safe manner.

~~B~~H. The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:

1. Cardiovascular
   a. Aerobic
   b. Anaerobic
2. Muscular
   a. Strength
   b. Power
   c. Endurance
3. Flexibility/stability/mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

~~A~~I. The student will participate in a POST-approved physical conditioning program to include the following:

1. The program must consist of a minimum of 36 sessions
2. The 36 required sessions must be conducted within a period of 10 to 14 consecutive weeks with a minimum of two sessions per week
3. Each session must be a minimum of 60 minutes in length
4. Each session must consist of a warm-up, a training period, and recovery
5. Each student must participate in a minimum of 30 of the required 36 sessions
6. Individual accommodations must meet the functional equivalency of all components of the training session

J. The student will participate in a POST-approved physical conditioning program to include the following:

1. The program must consist of a minimum of 12 sessions
2. The 12 required sessions must be conducted within a period of 6 consecutive weeks with a minimum of two, no more than 3, sessions per week
3. Each session must be a minimum of 60 minutes in length

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~~	

4. Each session must consist of a warm-up, a training period, and recovery
5. Each student must participate in a minimum of 10 of the required 12 sessions
6. Individual accommodations must meet the functional equivalency of all components of the training session

~~A. The student will participate in a POST-approved physical conditioning program to include the following:~~

~~1. The program must consist of a minimum of 36 sessions~~
~~2. The 36 required sessions must be conducted within a period of 10 to 14 consecutive weeks with a minimum of two sessions per week~~
~~3. Each session must be a minimum of 60 minutes in length~~
~~4. Each session must consist of a warm-up, a training period, and recovery~~
~~5. Each student must participate in a minimum of 30 of the required 36 sessions~~
~~6. Individual accommodations must meet the functional equivalency of all components of the training session~~

~~B. The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:~~

~~1. Cardiovascular~~
~~c. Aerobic~~
~~d. Anaerobic~~
~~2. Muscular~~
~~d. Strength~~
~~e. Power~~
~~f. Endurance~~
~~3. Flexibility/stability/mobility~~
~~4. Core~~
~~5. Acceleration and agility~~
~~6. Body composition vs performance~~
~~7. Recovery~~

~~C. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session, or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following~~

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		

~~topics:~~

~~1. Illnesses and injuries commonly associated with law enforcement officers~~
~~2. The short-term and long-term effects of using/abusing alcohol, tobacco and supplements/performance enhancing drugs~~
~~3. The essential elements of lifetime fitness~~

~~D. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:~~

~~1. The relationship between the proportion of calories consumed from each food group and body composition~~
~~2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management~~
~~3. The relationship between exercise and body composition management~~

~~E. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:~~

~~1. Cardiovascular~~
~~c. Aerobic~~
~~d. Anaerobic~~
~~2. Muscular~~
~~a. Strength~~
~~b. Power~~
~~c. Endurance~~
~~3. Flexibility/stability/mobility~~
~~4. Core~~
~~5. Acceleration and agility~~
~~6. Body composition vs performance~~
~~7. Recovery~~

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		

~~F. The student will participate in a facilitated discussion, workbook assignment, computer assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:~~

~~1. The relationship between the different components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them~~

~~2. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warmup, training phase, recovery)~~

~~3. Calculating the aerobic heart rate training zone~~

~~4. The components of a comprehensive fitness program for the tactical athlete~~

~~5. Evaluation and treatment of training injuries~~

~~G. The student will participate in a learning activity which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase which shall minimally include:~~

~~1. Performance of the WSTB~~

~~2. Push ups~~

~~3. Bent knee sit ups~~

~~4. 1.5 mile run~~

~~H. The student will participate in a learning activity which requires them to train in techniques to tactically climb over the solid 6 foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student with multiple opportunities to complete the solid fence climb in a tactically safe manner~~

VI. REQUIRED TESTS

A. The POST-developed ~~Work Sample Test Battery (~~WSTB~~)~~ or an equivalent physical abilities test approved by POST

1. Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles,

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X X X X				X X X X		
44		5	16	44	4	

and a 34 inch high obstacle that must be vaulted

2. Lift ~~or~~ and drag 165 pound lifelike dummy 32 feet
3. Run 5 yards to a 6 foot chain link fence, climb over fence, continue running another 25 yards
4. Run 5 yards to a 6 foot solid fence, climb over continue running another 25 yards
5. Run 500 yards

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on lifetime fitness.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2004
January 1, 2006
January 19, 2007
July 1, 2009
January 1, 2012
August 1, 2013
October 1, 2020
October 1, 2025
April 1, 2027

Module III – Student Feedback (67 Responses)

Question	Summary of Responses	Overall Conclusion
Were the lifetime fitness learning objectives clearly communicated?	Objectives overwhelmingly understood; instructors provided clear, consistent guidance.	Objectives were clearly communicated, contributing to a positive learning experience.
Most relevant part of the training?	Cardio/endurance, strength, nutrition, injury prevention, scenario-based exercises highlighted.	Training is seen as highly relevant for law enforcement preparation, health, and sustainable fitness habits.
How did required learning activities help?	Hands-on activities, reflection, and practical application were highly valued; some written activities were less impactful.	Learning activities effectively supported understanding and skill development, promoting real-world application and accountability.
Learning activities to adjust time?	Request for more PT, strength, cardio, recovery, and individualized support.	More time for strength, cardio, practical application, and recovery could improve performance and satisfaction.
Additional content for Module I prep?	Desire for more consistent, balanced, and job-focused PT, WSTB prep, and recovery guidance.	Intensified, practical program with strength, cardio, and WSTB prep would better prepare recruits.
Additional suggestions/feedback	Positive reinforcement; requests for more weightlifting, varied workouts, practical explanations, and one-on-one support	Program well-received; minor adjustments could enhance engagement and results.

Module III – Instructor Feedback (4 Responses)

Question	Summary of Responses	Overall Conclusion
Did the pilot TTS cover the basic content needed?	All agreed TTS adequately covers LD 32 Lifetime Fitness content.	TTS is sufficient and comprehensive.
Did the hourly requirements allow enough time?	All agreed the time was sufficient.	Hourly allocation is appropriate for content coverage.
Likelihood of adding additional content?	Most see no need; one suggested reinforcing nutrition alongside PT	TTS is comprehensive; minor additions could enhance nutrition education.
What will you do differently in future presentations?	Hands-on activities and eating journals suggested; two indicated no changes.	Minimal adjustments needed; interactive activities may enhance engagement and accountability.
Additional suggestions/feedback	Requests for handouts, workbooks, discussion videos; early PT initiation beneficial	Minor enhancements could standardize materials and improve engagement.

Attachment B

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) MODULAR FORMAT- MODULE III

April 1, 2027~~5~~

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	9 hours
02	Criminal Justice System	2 hours
03	Principled Policing in the Community	6 hours
05	Introduction to Criminal Law	4 hours
14	Officer Wellness	1 hour
15	Laws of Arrest	5 hours
16	Search and Seizure	4 hours
17	Presentation of Evidence	2 hours
18	Investigative Report Writing	8 hours
19	Vehicle Operations	8 hours
20	Use of Force/De-escalation	9 hours
28	Traffic Enforcement	2 hours
30	Crime Scenes, Evidence, and Forensics	2 hours
31	Custody	2 hours
32	Lifetime Fitness	5 hours
33	Arrest and Control	24 hours
34	First Aid, CPR, and AED	21 hours
35	Firearms/Chemical Agents	28 hours
36	Information Systems	2 hours
39	Crimes Against the Justice System	1 hour
42	Cultural Diversity/Discrimination	1 hour
	Minimum Instructional Hours	146~~1~~ hours

The minimum number of hours allocated to testing in the Module III Course are shown below.[1]

TESTS	HOURS
POST-Constructed Comprehensive Test	
LD 34	1 hour
Module III Test (LDs 5,15,16,20, and 39)	3 hours
Total Minimum Required Hours	150~~45~~ hours

[1] Time required for exercise testing and instructional activities is included in instructional hours.

Module II – Student Feedback (56 Responses)

Question	Summary of Responses	Overall Conclusion
Were the lifetime fitness learning objectives clearly communicated?	Clear objectives with minor exceptions; practical and career-long relevance emphasized	Objectives communicated effectively, contributing to positive learning and understanding
Most relevant part of the training?	Cardio, strength, functional exercises, nutrition, core conditioning valued	Training relevant to academy and future law enforcement careers; promotes long-term health
How did required learning activities help?	Activities bridged theory and practice; promoted endurance, strength, nutrition, and sustainable habits	Learning activities built practical skills essential for academy success and law enforcement duties
Learning activities to adjust time?	Requests for more weight training, running, WSTB practice, and recovery/stretching time; split PT by focus area recommended	Adjusting time allocation could maximize performance, engagement, and safety
Additional content for Module I prep?	More structured weightlifting, cardio, WSTB/obstacle practice, functional scenario exercises, and recovery/stretching	Additional content would enhance physical and mental preparedness for Module I and law enforcement tasks
Additional suggestions/feedback	Appreciation for intensity and relevance; suggestions for structured cardio, recovery, scenario exercises, individualized planning	Enhancements could maximize performance, reduce injuries, and better prepare recruits for Module I and long-term careers

Module II – Instructor Feedback (9 Responses)

Question	Summary of Responses	Overall Conclusion
Did the pilot TTS cover the basic content needed?	All confirmed TTS is sufficient for course objectives	TTS provides adequate guidance and structure
Did the hourly requirements allow enough time?	All agreed time sufficient; no sections need adjustment	Course pacing is balanced
Likelihood of adding additional content?	Most unlikely; some suggested supplemental PT or nutrition discussions	TTS largely sufficient; minor additions could reinforce practical skills and wellness
What will you do differently in future presentations?	Most no changes; minor adjustments include lecture optimization and interactive activities	Minimal changes needed; engagement can be enhanced without extending hours
Additional suggestions/feedback	Enhance lecture distribution; use digital tools for fitness/nutrition tracking	Pilot TTS well-received; small enhancements improve accessibility, engagement, and tracking

Attachment D

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) - MODULAR FORMAT - MODULE II

April 1, 2027~~6~~

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
03	Principled Policing in the Community	20 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
14	Officer Wellness	2 hours
15	Laws of Arrest	7 hours
16	Search and Seizure	8 hours
17	Presentation of Evidence	4 hours
18	Investigative Report Writing	20 hours
20	Use of Force/De-escalation	6 hours
21	Patrol Techniques	6 hours
22	Vehicle Pullovers	6 hours
23	Crimes in Progress	10 hours
30	Crime Scenes, Evidence, and Forensics	4 hours
32	Lifetime Fitness	16 hours
33	Arrest and Control	16 hours
35	Firearms/Chemical Agents	44 hours
39	Crimes Against the Justice System	4 hours
42	Cultural Diversity/Discrimination	15 hours
44	Active Shooter	6 hours
	Minimum Instructional Hours The minimum number of hours allocated to testing in the Module II are shown below.[1]	~~192~~208 hours

TESTS	HOURS
POST-Constructed Comprehensive Module II Test (LDs 5,6,7,8,15,16,20, and 39)	3 hours
Total Minimum Required Hours	~~195~~211 hours

[1] Time required for exercise testing and instructional activities is included in instructional hours.

AGENDA ITEM REPORT

Title: CORRESPONDENCE SENT BY POST

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY	**REVIEWED BY**	
REPORT DATE	**APPROVED BY**	**DATE APPROVED**
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

BACKGROUND:

ANALYSIS:

RECOMMENDATION: The following correspondence was sent from POST to:

- Mike Boudreaux, Sheriff, Tulare County Sheriff's Office, expressing deep sympathy over the tragic on-duty death of Deputy Randy Hoppert Jr.

ATTACHMENT(S):
OutoingLtr_Condolence_DepRHoppert_TulareSO_04202026.pdf

COMMISSION ON
PEACE OFFICER STANDARDS AND TRAINING

POST

GAVIN NEWSOM
GOVERNOR

ROB BONTA
ATTORNEY GENERAL

April 16, 2026

Mike Boudreaux, Sheriff
Tulare County Sheriff's Office
833 S. Akers Street
Visalia, CA 93277

Dear Sheriff Boudreaux:

On behalf of the California Commission on Peace Officer Standards and Training (POST), and POST staff, please accept our deepest sympathy and condolences upon the tragic on-duty death of Deputy Randy Hoppert Jr.

In these troubling times of law enforcement scrutiny, the health and well-being of our officers is crucial. All who have ever worn the badge feel your loss. Our communities share your pain. Ultimately, society feels the tremor of the tragic death of one who commits their life to holding the thin line between peace and chaos, for standing for something good.

I never met Deputy Hoppert. However, I know he stood the line between right and wrong, darkness and light. He faced challenges and danger. He gave order to chaos and hope to despair. He was quick to defend and frequently chose action over caution.

He railed against injustice. I know he stood in loyalty and faced conflict shoulder-to-shoulder with his brothers and sisters and proudly committed to being a small part of a greater cause.

His absence will forever be a void in the lives that he touched. We commit ourselves to the eternal memory and honor of his life.

It is with great sadness in our hearts that we offer our support to you and your department at this tragic time.

Sincerely,

MANUEL ALVAREZ, JR.
Executive Director

MA:be

860 Stillwater Road, Suite 100 · West Sacramento, CA 95605-1630 · 916 227-3909 · Fax 916 227-3895 · www.post.ca.gov

AGENDA ITEM REPORT

Title: PROPOSED 2027 ADVISORY AND COMMISSION MEETING DATES

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/11/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

BACKGROUND:

ANALYSIS:

RECOMMENDATION: If the Commission concurs, the appropriate action would be a **MOTION** to approve the 2027 Advisory and Commission meeting dates.

AGENDA ITEM REPORT

Title: EXECUTIVE DIRECTOR PERFORMANCE REVIEW - SEPTEMBER 16, 2026

REPORT PROFILE

MEETING DATE 06/03/2026	**BUREAU SUBMITTING THE REPORT** Executive Office	
RESEARCHED BY	**REVIEWED BY**	
REPORT DATE	**APPROVED BY** Manuel Alvarez, Jr.	**DATE APPROVED** 05/11/2026
PURPOSE	**FINANCIAL IMPACT** No	

ISSUE, BACKGROUND, ANALYSIS, & RECOMMENDATION

ISSUE:

BACKGROUND:

ANALYSIS:

RECOMMENDATION: If the Commission concurs, the appropriate action would be a **MOTION** to approve the composition of Executive Committee and the date of the Executive Director Performance Review.