

STATE OF CALIFORNIA
COMMISSION ON
PEACE OFFICERS STANDARDS AND TRAINING
ADVISORY COMMITTEE MEETING



TIME: 1:00 p.m.

DATE: Wednesday, February 27, 2013

PLACE: Sheraton Garden Grove, Anaheim South
12221 Harbor Boulevard
Garden Grove, California 92840



REPORTER'S TRANSCRIPT OF PROCEEDINGS



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A P P E A R A N C E S

POST ADVISORY COMMITTEE MEMBERS PRESENT

MARIO A. CASAS
Committee Chair
California Coalition of Law Enforcement Associations

JAMES BOCK
Committee Vice-Chair
California Specialized Law Enforcement

ELMO BANNING
Public Member

GEORGE BEITEY
State Chancellor's Community College Office

ALEX BERNARD
Public Member

JOE FLANNAGAN
Peace Officers' Research Association of California

RICHARD J. LINDSTROM
California Academy Directors' Association

MITCHELL MUELLER
California Highway Patrol

TIM WILLMORE
California Association of Police Training Officers

BRADLEY YOUNG
California Association of Administration of
Justice Educators



A P P E A R A N C E S

POST COMMISSIONERS PRESENT

LAI LAI BUI
Sergeant
Sacramento Police Department

SANDRA HUTCHENS
Sheriff-Coroner
Orange County

JAMES McDONNELL
Chief
Long Beach Police Department

SYLVIA MOIR
Chief
El Cerrito Police Department

LAURIE SMITH
Sheriff
Santa Clara County

MICHAEL SOBEK
Sergeant
San Leandro Police Department



POST STAFF PRESENT

per participation and sign-in sheet

BOB STRESAK
Interim Executive Director
Executive Office

ALAN DEAL
Assistant Executive Director
Executive Office
Field Services Bureau

RICHARD REED
Assistant Executive Director
Executive Office
Administrative Services Division

A P P E A R A N C E S

POST STAFF PRESENT

*per participation and sign-in sheet
continued*

MARIE BOUVIA
Executive Assistant
Executive Office

ANNE BREWER
Bureau Chief
Training Program Services Bureau

JANICE BULLARD
Chief
Learning Technology Resource Bureau

RON CROOK
Multimedia Specialist
Learning Technology Resource Bureau

FRANK DECKER
Bureau Chief
Basic Training Bureau

LARRY ELLSWORTH
Senior Consultant
Training Program Services Bureau

DARLA ENGLER
Bureau Chief
Administrative Services Bureau

BRYON GUSTAFSON
Bureau Chief
Standards and Evaluation Services Bureau

MIKE HOOPER
Bureau Chief
Center for Leadership Development

COLIN O'KEEFE
Bureau Chief
Computer Services Bureau

A P P E A R A N C E S

POST STAFF PRESENT

*per participation and sign-in sheet
continued*

CONNIE PAOLI
Administrative Assistant
Executive Office

RAYANNE ROGERS
Senior Instructional Designer
Learning Technology Resources Bureau

STEPHANIE SCOFIELD
Bureau Chief
Training Delivery and Compliance Bureau



ALSO PRESENT

per sign-in sheet

RANDY WALTZ
Fresno County District Attorneys
and CAPTO

PAUL M. WEBER
Los Angeles Police Department



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Wednesday, February 27, 2013, 1:02 p.m.

Garden Grove, California



(Gavel was sounded.)

CHAIR CASAS: Okay, the meeting is officially open
of the Advisory Committee.

Thank you very much for coming, everyone.

I think we're going to start out with our flag
salute, which is going to be led by our good member here,
Joe Flannagan.

Please stand.

(The Pledge of Allegiance was recited.)

CHAIR CASAS: Please remain standing.

As you know, we have an unfortunate start of the
year with officers being killed in the line of duty.

And if we could take a moment of silence for:

Officer Kevin Tonn, Galt Police Department.

Officer Michael Crain, with the Riverside Police
Department.

Detective Jeremiah MacKay, San Bernardino Sheriff's
Department.

Officer Elizabeth Butler with the Santa Cruz Police
Department.

And Officer Loran Baker, also with the Santa Cruz
Police Department.

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1 *(Moment of silence.)*

2 CHAIR CASAS: Thank you. Please be seated.

3 Okay, at this moment, we'll move right into
4 introductions.

5 And I will start with Mr. Bock to my left, we'll
6 start with the introductions and who they represent.

7 VICE CHAIR BOCK: Jim Bock, representing Specialized
8 Law Enforcement.

9 THE REPORTER: Dan Feldhaus, the hearing reporter.

10 MEMBER BANNING: Elmo Banning, public member

11 MEMBER BERNARD: Alexander Bernard, public member.

12 MEMBER BEITEY: George Beitey, representing the
13 California Community College Chancellor's office.

14 MEMBER FLANNAGAN: Joe Flannagan, PORAC.

15 MEMBER LINDSTROM: Richard Lindstrom, representing
16 the California Academy Directors' Association.

17 MEMBER MUELLER: Mitch Mueller, California Highway
18 Patrol.

19 MEMBER WILLMORE: Tim Willmore, California
20 Association of Police Training Officers.

21 MEMBER YOUNG: Brad Young, representing CAAJE.

22 MS. PAOLI: Connie Paoli, POST staff.

23 MS. BOUVIA: Marie Bouvia, POST staff.

24 MR. STRESAK: Bob Stresak, Interim Executive
25 Director, POST staff.

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1 MR. DEAL: Alan Deal, POST staff.

2 CHAIR CASAS: And I am Mario Casas with the
3 California Coalition of Law Enforcement Associations.

4 Thank you very much.

5 If we could move to the audience for their
6 introductions, please.

7 Commission members, we'll start with you.

8 COMMISSIONER HUTCHENS: Sandy Hutchens, Orange
9 County Sheriff's Department.

10 COMMISSIONER McDONNELL: Jim McDonnell, Long Beach
11 Police Department.

12 COMMISSIONER SMITH: Laurie Smith, Santa Clara
13 County Sheriff's Office.

14 COMMISSIONER BUI: Lai Lai Bui, Sacramento PD.

15 COMMISSIONER MOIR: Sylvia Moir, El Cerrito Police
16 Department.

17 MR. WALTZ: Randy Waltz, Fresno County DA
18 Investigator, and member of CAPTO.

19 MR. WEBER: Paul Weber, LAPD.

20 MR. ELLSWORTH: Larry Ellsworth, POST staff.

21 MR. O'KEEFE: Colin O'Keefe, POST staff.

22 MR. REED: Dick Reed, POST staff.

23 MS. BREWER: Anne Brewer, POST staff.

24 MR. GUSTAFSON: Bryon Gustafson, POST staff.

25 MR. HOOPER: Mike Hooper, POST staff.

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1 MS. ROGERS: Rayanne Rogers, POST staff.

2 MS. BULLARD: Jan Bullard, POST staff.

3 MS. SCOFIELD: Stephanie Scofield, POST staff.

4 MR. DECKER: Frank Decker, POST staff.

5 MS. ENGLER: Darla Engler, POST staff.

6 CHAIR CASAS: Thank you all very much, and welcome
7 to Garden Grove.

8 I'd like to move to roll call, please.

9 MS. BOUVIA: Banning?

10 MEMBER BANNING: Here.

11 MS. BOUVIA: Beitey?

12 MEMBER BEITEY: Here.

13 MS. BOUVIA: Bernard?

14 MEMBER BERNARD: Here.

15 MS. BOUVIA: Bidou?

16 *(No response)*

17 MS. BOUVIA: Bock?

18 VICE CHAIR BOCK: Here.

19 MS. BOUVIA: Bonner?

20 *(No response)*

21 MS. BOUVIA: Casas?

22 CHAIR CASAS: Here.

23 MS. BOUVIA: Flannagan?

24 MEMBER FLANNAGAN: Here.

25 MS. BOUVIA: Lindstrom?

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1 MEMBER LINDSTROM: Here.

2 MS. BOUVIA: McFadon?

3 *(No response)*

4 MS. BOUVIA: Mueller?

5 MEMBER MUELLER: Here.

6 MS. BOUVIA: Spagnoli?

7 *(No response)*

8 MS. BOUVIA: Willmore?

9 MEMBER WILLMORE: Here.

10 MS. BOUVIA: Young?

11 MEMBER YOUNG: Here.

12 CHAIR CASAS: Okay, thank you very much.

13 We'll move into the next subject, will be the
14 approval -- I'm sorry, announcements and correspondence.

15 So I'll turn it to Alan Deal for that.

16 MR. DEAL: Mr. Chair and Members of the Committee,
17 three items of correspondence, letters from the Interim
18 Executive Director:

19 To the Chief of the Galt Police Department
20 expressing sympathy regarding the tragic death of Officer
21 Kevin Tonn.

22 To Chief Diaz of the Riverside Police Department on
23 the death of Officer Michael Crain.

24 And a third letter to Sheriff John McMahon,
25 San Bernardino County Sheriff, on the death of Detective

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1 Jeremiah MacKay.

2 Additionally, correspondence to POST is a letter
3 authored by the California Academy Directors' Association
4 members that unanimously formalized their endorsement of
5 Interim Executive Director Robert Stresak as permanent
6 Executive Director of POST.

7 CHAIR CASAS: Okay, thank you very much, Alan.

8 Now, we'll move to -- it's kind of loud here --
9 hopefully, everybody had an opportunity to read
10 the minutes and go through them and make sure that they
11 are in appropriate order and everything occurred at the
12 last meeting that did.

13 If anyone needs more time, please say so now.

14 If not, I'd like to entertain a motion for passage
15 of the minutes.

16 MEMBER BERNARD: Bernard, so moved.

17 VICE CHAIR BOCK: Bock, second.

18 CHAIR CASAS: Bock, second.

19 All in favor, say "aye."

20 *(A chorus of "ayes" was heard.)*

21 CHAIR CASAS: Opposed?

22 *(No response)*

23 CHAIR CASAS: Abstain?

24 *(No response)*

25 CHAIR CASAS: Thank you.

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1 Now, we'll call for the review of the Commission
2 meeting agenda, please.

3 MR. DEAL: Mr. Chair, I've received some input from
4 members of the Advisory Committee that had interest on
5 specific items of the Commission agenda. Additionally,
6 there are a couple of items that staff feels it would be
7 important to have a staff report. So we'll do that,
8 anyway.

9 The first item that there was interest expressed was
10 on B.2, on the consent calendar. B.2, as you recall, is
11 the Report on the Strategic Plan Implementation Effort.
12 And the Commission has assigned the Advisory Committee
13 the responsibility to review the work done by staff, and
14 to identify those things where they are putting forward a
15 recommendation or approval for the work staff has done,
16 particularly in those occurrences where a recommendation
17 is to complete a particular item, and indicate why the
18 item is completed.

19 One of the items, if you go to the agenda itself
20 relative to the Strategic Plan, is Strategic Plan
21 Objective C.2, and that's revise the POST Administrative
22 Manual to make the format more user-friendly for online
23 access.

24 This item has been completed. Staff has completed
25 all of the updates. They have also converted the 9000

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1 series regulations into the 1000 series, 1950 and 1960.

2 And as you may remember, those particular
3 regulations relate to selection of peace officers and
4 public-safety dispatchers. So those are the regulatory
5 standards that are required for both classifications.

6 So, again, staff is recommending that these items
7 be -- or this item be deleted as completed.

8 Additionally, an attachment that is part of that
9 agenda item provides all of the information as it relates
10 to the current status of each of the Strategic Plan
11 objectives and what staff has done since the last
12 meeting.

13 Would you like a report on any of the specific
14 items?

15 *(No response)*

16 MR. DEAL: Moving on, there was an inquiry that was
17 made as it relates to the number of entities that are
18 leaving the POST program. And I'll spend just a little
19 bit of time on that.

20 Items 3 and 4, those were economic decisions on
21 the part of the law-enforcement agencies that have
22 dispatchers. They have decided to consolidate and go
23 with either the sheriff's department or, in another
24 instance, to contract with another police department for
25 both the Grass Valley Public Safety Dispatch Center and

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1 the Pacifica Police Department Public Safety Dispatch
2 Center.

3 Millbrae has, for economic reasons, dissolved. And
4 their law-enforcement services are now being provided by
5 the San Mateo County Sheriff's Department.

6 Items 6 and 7 give you the impression that these
7 agencies are dissolving. They are not. In each
8 instance, they are removing themselves from the POST
9 program. Effective January 1st, they formulated a joint
10 powers agency where the town of Corte Madera, the City of
11 Larkspur, and the City of San Anselmo have agreed to
12 consolidate under the "Central Marin Police Authority."

13 And at the June Commission meeting, they will be
14 seeking to be reinstated and recognized as that
15 authority.

16 One of the issues for us, that we'll talk about a
17 little bit later, is how they come back into the program
18 as it relates to being recognized as a joint powers
19 entity that provides law-enforcement services. So I will
20 talk about that when we get to that particular agenda
21 item.

22 Most of you are familiar with the Isleton Police
23 Department and its, what I would call spotty record of
24 performance in satisfying the POST regulations and
25 requirements. They have disbanded their department, and

1 are now having their law-enforcement services provided by
2 the Sacramento County Sheriff's Department.

3 So it doesn't appear as negative as one would first
4 think as you look at all of those entities. But I'm sure
5 that economics is clearly a part of why some of the
6 consolidations has occurred for some of the agencies.

7 There was interest in some discussion as it relates
8 to B.9, and that is a report of Computer Services Bureau
9 projects and strategies.

10 And I would ask our newest bureau chief -- new since
11 the last meeting -- Colin O'Keefe, to step forward and
12 make a report on that particular item.

13 MR. STRESAK: Before Colin begins, just a brief
14 comment on that.

15 Colin, as Alan mentioned, is newly appointed. And
16 when I met with Colin to discuss his plans, his vision,
17 we felt that -- both of us felt it important -- we were
18 in agreement -- that some strategic plan should be
19 prepared for the technology, the Computer Services
20 program of POST for long-term strategy.

21 So this report is rather unusual because Computer
22 Services normally does not report, but this is kind of a
23 summation of where we are and where we need to go.

24 Thank you, Colin.

25 MR. O'KEEFE: Thank you.

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1 Good afternoon. I'm Colin O'Keefe with Computer
2 Services Bureau. I'm replacing Mitch Coughlin who
3 retired after about 30 years of state service.

4 This is an informational agenda item outlining
5 high-level goals for technology use over the two to three
6 years at POST. I've put three goals into the agenda
7 item. And I'd be happy to talk about any in detail. But
8 I will just go over each one briefly.

9 The first goal for computer and technology use at
10 POST that we'll be concentrating on is to improve
11 information distribution, performance evaluation, and
12 reporting and analysis. And we'd like to do that by
13 taking better advantage of some of the new mobile
14 technologies available that have become ubiquitous to the
15 general public -- things like tablets and smart phones --
16 and build systems around those particular items.

17 We also would like to deploy applications based on
18 Website technology more quickly. And we think using
19 these low-cost tools, we can provide better service to
20 the field. And in a lot of ways, things like tablets and
21 smart phones are becoming interchangeable with textbooks
22 in a learning environment. So we're going to concentrate
23 on using some of those newer tools to deliver learning
24 materials in electronic format, and providing quicker
25 updates at lower cost.

1 One example is possibly the learning-domain
2 workbooks. We're working with Basic Training Bureau to
3 provide a prototype of a specific learning-domain
4 workbook. And we're going to work with the various LECs
5 in that bureau to see if it's a possible route to merge
6 away from print-on-demand technologies and delivering
7 reams of paper to each student, and see if that could
8 possibly be replaced by some tablet or other e-textbook
9 technology.

10 The second high-level goal is to address
11 technology-related security concerns, both inside and
12 outside POST. And, of course, the biggest item that I
13 reported on before is the TMAS system. TMAS is
14 functionally obsolete and also has security issues. So
15 we have a large-scale project going on right now to
16 replace TMAS.

17 And the second item dealing with security concerns
18 is to respond by biennial risk assessment that we just
19 recently completed. And that's a confidential report
20 that brought to light a few items that we need to work on
21 inside with our workflow processes, both electronic and
22 paper-based, to tighten up security.

23 The third high-level goal in the agenda item is to
24 improve access and interoperability of all POST Web-based
25 resources. And what I mean by that is to bring together

1 some of these various products that we have delivered
2 over the past few years. We have several Web-based
3 applications, the Learning Portal, EDI, Electronic Data
4 Interchange. We have an online course catalog. We have
5 the POST Web site. We have a perishable skills
6 dashboard. All of those things have grown organically
7 over time. And we want to consolidate those into a more
8 cohesive unit and allow easier access, easier searching
9 for those functions and provide a single identifier for
10 every member of the field who wants to access those
11 resources.

12 So over the next year or 18 months, we're going to
13 be working on consolidating those items and making them
14 work more seamlessly together and provide easier access
15 to POST electronic resources.

16 That's a very high-level summary of the agenda item.

17 I'd be happy to take any questions.

18 *(No response)*

19 MR. O'KEEFE: Thank you.

20 MR. DEAL: Thank you, Colin.

21 The next item on the consent calendar where there
22 was interest is B.14. That's a report on Strategic Plan
23 Objective B.12, which is: Study the feasibility of
24 establishing instructor training requirements for public
25 safety dispatcher instructors for the public safety

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1 dispatcher basic course.

2 And for that particular item, I'll ask Anne Brewer
3 to come forward and make a report.

4 MS. BREWER: Good afternoon, Chair, Members of the
5 Advisory Committee. Anne Brewer with Training Program
6 Services.

7 And I'm going to go ahead and give you a report on
8 the Strategic Plan Objective B.12.08, that directs POST
9 staff to study the feasibility of establishing instructor
10 training requirements for public safety dispatch
11 instructors for the public safety dispatcher basic
12 course.

13 POST has worked to develop training and selection
14 standards to enhance the professionalism of public safety
15 dispatchers, or PSDs, for more than 25 years, since it
16 established the 80-hour public safety dispatcher course
17 in 1985.

18 In recent years, POST has expanded its commitment
19 to meeting the needs of public safety dispatchers and
20 raising the bar through creation of the PSD Advisory
21 Committee, addition of a PSDAC representative to the
22 Instructor Standards Advisory Council, and the addition
23 to the PDSAC representative to the Commission Advisory
24 Committee.

25 Each of these actions has supported POST's mission

1 to enhance the professionalism of law enforcement serving
2 its communities.

3 As awareness increases with the PSD profession, so
4 do efforts to enhance the standards and quality of
5 instruction for students in the PSD basic course.

6 Over the past three years, POST, in conjunction with
7 its PSD stakeholders and advisory groups, has focused on
8 expanding in-service training and development
9 opportunities for public safety dispatchers.

10 Staff developed an AICC, an academy instructor
11 certification course, for PSD instructors who teach in
12 their basic course. This course is presented
13 approximately three times per year throughout the state
14 on a voluntary attendance basis, and consistently
15 receives favorable feedback.

16 Stakeholders and PSDs have approached staff and
17 requested consideration for implementing an instructor
18 standard for PSDs who teach in their basic course,
19 comparable to the current POST requirement for
20 instructors of the regular basic course.

21 In response to such inquiries, staff began a
22 preliminary survey of PSD basic course directors and
23 coordinators, and has the following information to
24 present:

25 In a survey of 25 presenters of the POST basic

1 public safety dispatcher course, 17 presenters were in
2 favor of establishing an instructor standard, something
3 similar to the AICC prerequisite; seven are not in favor;
4 and two are at this point undecided.

5 Nine of the presenters already meet this instructor
6 standard. Ten of them said that at least half or more
7 of their instructors meet this standard. And seven
8 presenters have less than half, all the way to zero, who
9 would meet this standard.

10 I'm going to provide some of the reasons for the
11 opposition and support of this instructor standards.

12 So those opposed say that they are opposed because
13 it's difficult to keep up with the mandates and tracking
14 of the recertifications due to staffing shortages and
15 forced overtime already in communication centers; and
16 that the requirement would limit their instructor pool.

17 For those who are in favor, some of their reasons
18 are that they've already seen an improvement in
19 instruction for those who have completed the course,
20 their goal is to provide the best instruction possible,
21 and good instructors have the tools to be effective in
22 the classroom.

23 Evaluations of instructors who have been through an
24 AICC or similar course are vastly better than those who
25 have not had any instructor training.

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1 This type of standard adds to the profession, with
2 professionalism and professional standards.

3 Their job is hard enough to learn; but this gives
4 students an even advantage and consistency in learning --
5 for example, the facilitator learning versus
6 lecture-based teaching -- and opens the minds of
7 instructors to alternative methods of teaching.

8 Dispatch supervisors from 11 different agencies were
9 contacted and in complete support of an instructor
10 standard; one agency, in particular, who said that they
11 are sending all of their communication training officers
12 through the class.

13 And reviews of training records in our electronic
14 data interchange system show that a total of 239
15 dispatchers have successfully completed an AICC course
16 since 2009. The attendance steadily rises over the
17 years.

18 Staff will continue to study this feasibility to
19 determine the full impact of this requirement on the PSD
20 profession and the affected agencies.

21 MR. DEAL: Any questions?

22 *(No response)*

23 MS. BREWER: Questions?

24 MR. DEAL: Thank you, Anne.

25 CHAIR CASAS: Thanks, Anne.

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1 MR. DEAL: The last item where there was interest in
2 a report is B.19. That's a report on the status of the
3 model respiratory program for law enforcement.

4 And, again, I'll ask Anne Brewer to step forward.

5 MS. BREWER: This one will be a short one, I
6 promise.

7 The informational report on the status of efforts to
8 update the 2004 POST model respiratory protection program
9 for law enforcement. In 2004, POST released the 2004
10 POST model respiratory protection program for law
11 enforcement to eight agencies that issue respiratory
12 equipment to officers in establishing guidelines to
13 satisfy Title 8, section 5144 of the California Code of
14 Regulations.

15 This section regulates respiratory equipment and
16 provides for agency requirements, including written
17 policies, medical surveys, fit testing, inspection,
18 maintenance, and training.

19 Section 5199 was adopted and describes the
20 protection of law enforcement employees from aerosol
21 transmittable diseases.

22 As our publication currently reads: Sections 5144
23 and 5199 must be modified to identify and clarify
24 required information that will satisfy Cal-OSHA
25 regulations.

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1 Staff have been working with Cal-OSHA and other
2 stakeholders, and anticipate completion of the updated
3 guidelines for review at the June 2013 Commission
4 meeting.

5 CHAIR CASAS: Anne, is this something that once it
6 gets all put together, said and done, that this is
7 something that will reach out to all the agencies, giving
8 them some clarity as to what's expected, and to meet
9 whatever mandates we need to meet? Because there seems
10 to be a lot of -- there has been some confusion on this,
11 to the point where we've actually asked OSHA to step in
12 and give us a clear idea as to what exactly they need us
13 to do to meet compliance.

14 MS. BREWER: Yes, it's my understanding, evidently,
15 when we did the initial publication, that Cal-OSHA did
16 sign off on what we created.

17 Since that time, they have looked at our guidelines.
18 We were not allowed to put out a video, a training video,
19 that we had originally intended to do because they were
20 not in complete agreement.

21 At this point, they've reached out and are not
22 satisfied with the guidelines, do not feel that they meet
23 the regulations according to the sections I mentioned.
24 And so we're working with them on that to update them and
25 include the information that's going to be required. And

1 then, again, at that point, with all our publications,
2 they will be electronically uploaded and available for
3 all agencies throughout the state.

4 CHAIR CASAS: Do you think we'll be allowed time to
5 catch up and get compliant? Because I would venture to
6 say that this affects a lot of agencies, northern,
7 central, and southern, as far as making sure they're in
8 compliance.

9 Will there be like a sunset clause or some kind of
10 time frame we have to do that?

11 MS. BREWER: I don't know the answer to your
12 question, but I'll be certainly happy to make sure that
13 the consultant that is working on this program -- or on
14 these guidelines, that that request is pushed forward to
15 OSHA -- Cal-OSHA.

16 CHAIR CASAS: Thank you.

17 MS. BREWER: You're welcome.

18 MR. DEAL: Are there any other items on the consent
19 calendar that the Committee would like a report or a
20 discussion?

21 *(No response)*

22 MR. DEAL: You will notice that there will be two
23 resolutions tomorrow at the Commission meeting. One is
24 for the recently retired Executive Director, Paul
25 Cappitelli; and for about-to-retire Bureau Chief Mike

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1 Hooper of our Center For Leadership Development.

2 There was a Finance Committee meeting this morning,
3 and a number of items were discussed at that meeting.

4 Was there any interest in any additional information
5 out of the Finance Committee report?

6 *(No response)*

7 MR. DEAL: Item D, I'll call for a staff report.

8 This is a Report on Proposed Changes to the Training
9 and Testing Specifications for Peace Officer Basic
10 Courses. And of note to everyone, there are two motions
11 associated with this particular item.

12 The first item addresses the issue that is routinely
13 seen twice a year as it relates to revisions of the
14 training and testing specifications in the basic courses.

15 And the second item speaks specifically to the issue
16 of the impact of LD 19, which is Vehicle Operations, on
17 the academies that present EVOC training.

18 I'd ask Frank Decker to make a report.

19 MR. DECKER: Good afternoon, Mr. Chair, Members of
20 the Committee. I'm Frank Decker from the Basic Training
21 Bureau.

22 As Alan said, this agenda item is a report on
23 proposed trainings to the training and testing
24 specifications for Peace Officer Basic Courses.

25 Staff conducts an ongoing review of the content of

1 basic courses in conjunction with subject-matter experts
2 and academy directors and coordinators. Changes are made
3 to reflect emerging training needs, comply with
4 legislative mandates, respond to changes in the law, or
5 to improve student learning and evaluation.

6 The proposed revisions are vetted through our
7 stakeholders and presented to the Commission for
8 approval. Upon approval by the Commission and the Office
9 of Administrative Law, the changes are posted twice a
10 year.

11 This report covers changes in six learning domains.

12 Changes for most of the domains are relatively minor.

13 In Learning Domain 25, Domestic Violence, the
14 reference to a Penal Code section was changed to
15 correspond to the renumbering of weapons laws.

16 Learning Domain 34, First-Aid and CPR, was updated
17 to follow American Heart Association guidelines.

18 In Learning Domain 35, Firearms and Chemical Agents,
19 Vehicle Code section 280, the definition of "hours of
20 darkness" was added to specify that low-light, nighttime
21 firearms exercise tests must be conducted during the
22 hours of darkness.

23 However, there are major revisions to LD 19, Vehicle
24 Operations. The changes to LD 19 are the result of the
25 implementation of the results of the pilot study of

1 enhanced driver training in the regular basic course.

2 As of the October 2008 meeting, the Commission
3 received the Driver Training Study, Volume 1, and
4 approved implementation of the recommendations in the
5 report. One of the recommendations was to enhance driver
6 training curriculum and the regular basic course. The
7 Commission directed the implementation of an
8 academy-based program, which would incorporate four
9 components to Learning Domain 19: Law-enforcement
10 driving simulators, a speed component, night driving, and
11 the use of interference vehicles.

12 The applicability of these recommendations to Peace
13 Officer Basic training was determined through the use of
14 a pilot project at selected academies.

15 Staff and subject-matter experts developed new
16 curriculum and determined that a minimum of 40 hours of
17 instruction were needed to address the new topics added
18 as part of the LD 19 pilot and to teach the existing
19 content.

20 Eight academies agreed to participate in the pilot,
21 which was completed, and the results validated in 2012.
22 Reports on the development of the new curriculum and the
23 progress of the pilot have been made to every meeting at
24 the Basic Course Consortium and the Commission since the
25 project began.

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1 These reports include feedback from some pilot
2 academies about challenges in accommodating the changes
3 to driver training, such as locating a facility for night
4 driving and a location for the new minimum speed
5 requirements of 65 miles per hour.

6 On September 12th, 2012, the results of the study
7 were presented to the Basic Course Consortium. Several
8 pilot-study participants discussed the challenges they
9 faced in presenting the new content. However, they were
10 all able to secure new or additional locations to conduct
11 the training.

12 All the pilot-study participants said they saw a
13 marked improvement in the quality of student performance
14 at the end of training.

15 During the presentation, there were positive
16 comments made about the proposed changes. The changes
17 were supported by the directors and coordinators,
18 although some of the non-pilot academies may have to
19 find new training areas to meet the night-driving and
20 speed-component requirements.

21 The proposed revision to LD 19 recommends an
22 increase in the minimum instructional hours from 24 to
23 40. Commission procedure D.1 specifies that the total
24 minimum hourly requirement for the regular basic course
25 is 664 hours. Therefore, any change in a component of

1 the regular basic course leads to corresponding changes
2 in other parts of the course to stay within the 664-hour
3 limit.

4 Academies are required to deliver the minimum hours
5 of instruction specified for each learning domain, yet
6 they are also permitted to exceed these minimum standards
7 where local conditions may justify additional training
8 requirements. All academies currently exceed the minimum
9 hourly requirement for the regular basic course.

10 In order to accommodate the increase in hours for
11 LD 19, staff has made minor changes in four areas:
12 Elimination of six hours for Physical Skills pilot
13 testing; reduction of Examination Results Review from
14 15 to 13 hours; reduction of LD 18, Investigative Report
15 Writing, from 52 to 48 hours; reduction of LD 32,
16 Lifetime Physical Fitness, from 44 to 40 hours.

17 The redistribution of hours was done with the
18 consideration of having minimal impact on the
19 instructional hours at this time because of a larger
20 revision planned for 2014 due to a proposed change in
21 academy test administration, which will make additional
22 hours available for training.

23 The hours that were reassigned to LD 19 have been
24 previously added to affected areas in 2005, when the
25 implementation of the four-year project to integrate

1 leadership, ethics, and community policing throughout the
2 regular basic course caused a surplus of instructional
3 hours that needed to be redistributed.

4 Six hours were set aside for possible use to
5 administer POST-developed physical skills tests for
6 research purposes, and will now be used for the increase
7 in LD 19 training hours.

8 Feedback from the academies indicates that the
9 current amount of time allotted to Examination Results
10 Review is more than sufficient.

11 A review of academy hourly distributions for the
12 regular basic course determined that most, if not all,
13 the presenters exceed the minimum hourly requirement in
14 the affected learning domains.

15 Additionally, the reduction in hours for the
16 Report-Writing will be partially offset by a change in
17 the test requirements from two tests to one. Therefore,
18 a reduction of four hours in the minimum requirement for
19 each of these LDs should not have an impact on training
20 programs.

21 The proposed changes were presented to the academy
22 directors and coordinators at the January 2013 meeting at
23 the consortium, and received without objection.

24 With the implementation of the new statewide minimum
25 standard, staff anticipates that some of the academies

1 that did not participate in the pilot may have similar
2 facility issues that the pilot agencies encountered.

3 Staff proposes a waiver process to allow academies
4 on a case-by-case basis up to an additional six months
5 after the proposed date to implement the new LD-19
6 standards. Staff recommends that the revisions to the
7 training's testing specifications be amended pursuant to
8 the rulemaking process and the Office of Administrative
9 Law.

10 If no one requests a public hearing, the amendments
11 would become effective August 1, 2013.

12 Staff also recommends that the waiver process be
13 approved to allow academies, once again, on a
14 case-by-case basis up to an additional six months after
15 the proposed date to implement the new standards.

16 I'll be happy to answer any questions.

17 *(No response)*

18 MR. DEAL: Thank you, Frank.

19 The next item is Item F, as far as an indication of
20 interest, report on development of a process to update
21 the Commission's Strategic Plan.

22 I would ask Mike Hooper to discuss the status and
23 the work that has been undertaken so far as it relates to
24 that item.

25 MR. STRESAK: Let me, if I may, just preface Mike's

1 presentation.

2 We've had dialogue that our Strategic Plan in the
3 past is merely a list of projects. And not only is it
4 just a list of projects, it's a list of projects that
5 really minimize ownership to the plan, so that each
6 entity responsible for completion of one aspect of that
7 project list completes that, and then we move on.

8 Mike has embarked on an effort, commendably, for
9 quite a while now to really look at the development of a
10 true Strategic Plan, to answer the questions: What does
11 POST need to look like three to five years from now?
12 What roads do we need to carve out? What roads are not
13 mapped, do we need to highlight, so that we have more a
14 solidified direction and purpose?

15 So Mike's report be will on this issue.

16 MR. HOOPER: Good afternoon, Mr. Chairman and
17 Committee Members.

18 We had, as you know, a Future Vision Team at POST.
19 And we kind of got looking at this because of the nexus
20 between the Future Vision Team and its environmental scan
21 in our upcoming Strategic Plan update. There, we were
22 concerned about how we were going to integrate the
23 findings of the Future Vision Team's report, a prevailing
24 trends report, with the strategic planning process.

25 So in furtherance of that, we contacted a number of

1 people who had outstanding reputations in the area of
2 strategic plan development.

3 I contacted someone from an entity in the Bay Area
4 called MIG, another local entity called LRI -- I forgot
5 what those initials stand for. And the fellow who wrote
6 the book that we use in the community college, we
7 contacted him as well. And lastly, most recently, we
8 spoke with somebody from Cal State Sacramento, to get an
9 idea of how they might approach a strategic planning
10 process.

11 So all these entities have established exemplary
12 plans. And in interviewing them, we came up with what we
13 thought to be an outstanding process, a progression of
14 steps. And those steps are identified in the agenda item
15 report.

16 And in this order, we would probably embark in those
17 steps, clarify our POST formal and informal
18 organizational mandates, identify POST distinctive
19 competencies, and then assess those capabilities relative
20 to the organization's critical success factors. Critical
21 success factors are those things that we would expect an
22 organization to be able to do really well, deliver
23 training, et cetera.

24 And then we want to progress to determine the needs
25 of stakeholders, identify the strategic issues

1 challenging POST. Review the environmental scan that's
2 been developed by the Future Vision Team at POST. Take a
3 look, again, at our current articulation of vision,
4 values, and mission. Then develop goals, objectives,
5 strategies, responsive to stakeholder input. Determine
6 performance measures for assessing outcomes. And then
7 create an implementation process, a Strategic Plan
8 implementation process.

9 And finally, come up with a system for monitoring
10 progress toward achieving the Strategic Plan's
11 objectives.

12 And we certainly envision roles for the Advisory
13 Committee and the Commission as we embark in the process.

14 In terms of the dollar amount, we couldn't
15 necessarily solicit exact amounts from people, but we
16 have, from the people we interviewed, we got some rough
17 ballparks. We think our figure is possibly a little bit
18 on the high side, but we wanted to make sure that we
19 don't have to come back to you again.

20 But we checked with the Los Rios Community College
21 District, and their plan was about a hundred thousand
22 dollars. The San Diego Housing Commission was in the
23 process of creating a strategic plan, about a hundred
24 thousand.

25 We suspect that we might be performing more

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1 interviews than those entities did; and, therefore, we've
2 pushed ours up a little bit more.

3 But I think the next step -- and correct me if I'm
4 wrong -- is to possibly go out to bid, possibly the CMAS
5 route, and a request for offer.

6 And that kind of concludes the update.

7 MR. DEAL: Yes, obviously, the purpose of this would
8 be to seek the funding to be able to support the effort
9 to bring in an expert to help us work through a process.

10 Clearly, the Commission and the Advisory Committee
11 will play a significant role.

12 If you notice, the breakdown on attachment -- the
13 attachment of that particular agenda item, it does
14 reflect the involvement and participation of the
15 Commission and the Advisory Committee, since we honestly
16 believe that there ought to be ownership at the highest
17 level, as well as right down to the people that will
18 implement the plan.

19 Any questions of Mike?

20 *(No response)*

21 MR. DEAL: Thank you, Mike.

22 The last item where there was an indication of
23 interest was Item G. And that is a report on a request
24 to amend Commission Policy A.3.

25 As many of you recall, in 2010 the Commission

1 approved increasing the Executive Director's authority as
2 it relates to entering into contracts or interagency
3 agreements up to \$50,000, and also the ability to amend
4 contracts for specified purposes, up to \$12,500.

5 Our Executive Director gave a brief report about
6 this particular item at the Finance Committee meeting.

7 And, Bob, did you want to add to that?

8 MR. STRESAK: I would. Thank you, Alan.

9 I'll proceed with kind of a lengthy introduction to
10 this item leading to it, putting it into context; and
11 then hopefully it will eliminate any kind of questions
12 you might have.

13 The term "*critical mass*" has been used as one of
14 those initiating events to a nuclear explosion. I
15 believe, while not that drastic, we are, as an
16 organization, at critical mass with the issue of
17 contracts and our ability to deliver training to the
18 field.

19 Over the years, we have relied heavily on contracts
20 to deliver our training courses. And at any given
21 moment, we have about 104 contracts in orbit, 23 of which
22 are before you for consideration today.

23 Of these are some pretty high-liability legacy
24 contracts, SLI being one of them, EVOC driving, ICI, in
25 terms of investigative support, and perishable skills

1 training are all topics that we deliver via contractual
2 agreement.

3 Well, sometime during 2012, the Department of
4 General Services, our control agency that reviews our
5 contracts, had a new sheriff in town. And with the new
6 sheriff came some new rules. And with the new rules came
7 a higher level of scrutiny and a higher threshold of
8 approval for our contracts.

9 And as you can imagine, with the quantity of
10 contracts we have, it essentially has ground our ability
11 to deliver courses to a halt, in some cases. Some
12 smaller contracts have gone through, larger ones have
13 not.

14 I'll stick with SLI for a second, and use that as an
15 example, and that will lead to an explanation of this
16 agenda item.

17 The SLI course is a legacy course. And you all are
18 familiar are the reputation of the SLI course. It's been
19 around for 20-plus years. For about the past 19 years,
20 based on the momentum of success of the course and the
21 momentum of the reputation of the course, the contract
22 has generally been approved pro forma, with the exception
23 of this year. And with the given higher intensity of
24 scrutiny, we have been unable to execute the SLI contract
25 to date.

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1 The significance of that is that about six weeks
2 ago, we were already \$300,000 in arrears with that
3 contract, which means people are performing work and not
4 getting paid.

5 When we met with the Department of General Services
6 to discuss the criticality of this issue and asked the
7 question, "Should we suspend this course," we were
8 advised, "No, don't suspend the course." They believed
9 there was a remedy at hand.

10 To date, there has not yet been a remedy at hand.
11 We are now at over \$487,000 in arrears with that
12 contract. And I, at least as the Interim Executive
13 Director, can no longer allow this type of situation to
14 continue. It is completely untenable. It jeopardizes
15 our reputation to deliver training. It jeopardizes our
16 reliability. And most importantly, people are working
17 without pay.

18 Several claims have already been generated through
19 victims compensation. We were actually advised at one
20 point through General Services, that all employees or all
21 our instructors, all our facilitators could resort to
22 filing claims to get paid. I believe that's unacceptable
23 also.

24 So given those set of circumstances, I will
25 recommend to the Commission tomorrow that it would be my

1 position to suspend the SLI delivery until further
2 notice, until we can execute a contract.

3 That also means the ripple effect through other
4 contracts. Other contracts are also on the bubble with
5 the same, similar issue. And until we can find a remedy,
6 the situation is just mere fact.

7 The question begs, what have we done as an
8 organization to resolve this to this point? We've
9 pursued exploring some legislative remedies. We're not
10 sure that's totally viable. But a legislative remedy
11 would involve exempting us from some of the requirements.

12 And let me explain the threshold for the contracts.

13 One of the higher thresholds is that in the
14 contracts that we negotiate, we have to prove that our
15 contract is not denying state employees employment. So
16 we are not displacing any state employees.

17 The irony of that is that it's difficult to draw
18 upon state union employees that have experience in EVOC,
19 firearms, supervisory leadership, executive management,
20 et cetera, et cetera. You understand the picture.

21 So it's been an uphill battle.

22 So one of the legislative remedies would be to try
23 to exempt us from those requirements.

24 We've also begun to look at perhaps an economic
25 argument with the Department of Finance, so that we can

1 establish that paying an instructor perhaps \$35 to \$90 an
2 hour is much cheaper than hiring a state employee with a
3 benefit package, should we be able to find one of
4 comparable skills.

5 This item here before you, as another part of the
6 remedy, is to authorize the Executive Director to execute
7 contracts up to a higher limit. And I'll explain to the
8 Commission tomorrow that I intentionally left that open
9 because I did not want to take any liberties with the
10 Commission as the Interim Executive Director in terms of
11 addressing that issue. But I will make a recommendation
12 to increase those amounts.

13 That would be a benefit in terms of contracting or
14 compressing some of our time-line and our ability to move
15 contracts forward.

16 We're also looking at grant options, so the
17 Commission has the authority to award grants, to issue
18 grants. And while we've never done that in the past,
19 that is in enabling legislation, and we're going to
20 explore to see whether we can cut our eyeteeth on perhaps
21 the administration of some grants. That could, in turn,
22 eliminate the cyclic renewal of grants as you see today,
23 with the renewal of contracts as you see today. And by
24 Department of General Services' admission, they have no
25 interest in reviewing grants. It also could free us in

1 other ways to devote or divert resources to other aspects
2 and perhaps put a different classification of state
3 workers into grant management and grant auditing.

4 An example I gave is perhaps -- the SLI contract is
5 a \$2 million contract. Perhaps we could award a
6 \$10 million grant, \$2 million of which is allocated every
7 year for five years, and which we'd eliminate the cyclic
8 renewal for a five-year period of that grant alone.
9 So it does have some benefits in reducing workload to the
10 organization. So that's one other option.

11 And I mentioned, we didn't meet with the Department
12 of General Services. We've met with the Governor's
13 office and expressed our concerns there. I briefed
14 Cal Sheriffs and Cal Chiefs on this issue, and advised
15 both of them that pending commission action, the
16 suspension of SLI and other contracts delivering training
17 will be suspended.

18 And then lastly, of course, this has exposed our own
19 vulnerability as an organization that we rely on one
20 vehicle in which to deliver training. And the rules
21 change suddenly, and all of a sudden, we're this
22 vulnerable. So it's forced us to look internally. And
23 as I've already alluded to and made reference to, we're
24 looking at many different options. We've kind of focused
25 the sunlight through the magnifying glass as much as

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1 possible on this issue. And so we will continue to
2 evaluate our own internal processes and procedures to see
3 if there's a better way.

4 Any questions?

5 *(No response)*

6 MR. DEAL: Thank you, Bob.

7 That completes the items of interest that were
8 flagged by members of the Committee or were identified as
9 being essential to have a report by staff.

10 I'd ask the chair if any of these items -- Item D
11 through Item I -- if the Committee would like to take any
12 position on these, and forward that to the Commission?

13 CHAIR CASAS: Could we handle this as -- do we have
14 to go through one at a time, if we did? Is that the
15 procedure?

16 I think it would be best at this point, noticing
17 that there weren't any questions about any of these items
18 as Alan went on, to simply entertain a motion to..

19 MR. STRESAK: To accept the agenda's --

20 CHAIR CASAS: Yes, accept the staff recommendations
21 referenced, passage of these --

22 MR. DEAL: Items D through I.

23 CHAIR CASAS: -- Items D through I.

24 MEMBER MUELLER: So moved.

25 CHAIR CASAS: So moved by Mr. Mitchell Mueller.

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1 Second?

2 MEMBER YOUNG: Second.

3 CHAIR CASAS: Mr. Young.

4 MS. BOUVIA: Who seconded?

5 CHAIR CASAS: Mr. Young.

6 All in favor, signify by saying "aye."

7 *(A chorus of "ayes" was heard.)*

8 CHAIR CASAS: Opposed?

9 *(No response)*

10 CHAIR CASAS: Abstentions?

11 *(No response)*

12 CHAIR CASAS: Okay, thank you.

13 MR. DEAL: At this point, Mr. Chair, we have two
14 presentations by our Learning Technology Resource Bureau.
15 They need a little bit of time to set up and be prepared.
16 I would suggest maybe a break.

17 CHAIR CASAS: I think a break is a good idea.

18 We will go ahead and take ten minutes and then
19 reconvene.

20 *(Meeting break taken from 1:54 p.m. to 2:16 p.m.)*

21 CHAIR CASAS: Okay, we're going to go ahead and get
22 started again. And I'm going to hand it right over to
23 the lovely Jan to do the presentation.

24 MS. BULLARD: Good afternoon. Thank you,
25 Mr. Chairman, Members of the Committee, members of the

1 audience. I'm Jan Bullard with Learning Technology
2 Resources Bureau, and I am very pleased to show you today
3 our new training video format.

4 Now, POST has done training videos for more than
5 20 years. We originally used to broadcast them live via
6 satellite and then distribute them through DVD. And we
7 have always required some type of facilitation to occur
8 at the agency level in order to qualify for CPT credit.

9 Unfortunately, our direction at how that
10 facilitation was supposed to take place and some of our
11 instructor support material sometimes was a little
12 lacking.

13 Our new format is truly a facilitation support tool.
14 It is designed that it can be taught in small segments,
15 such as in briefings over a long period of time; it can
16 be done all at one sitting; or you could take it and you
17 can incorporate it into a larger course for more in-depth
18 knowledge on the topic.

19 It will meet and accommodate the learning level of
20 the student, and it also accommodates the skill level of
21 the facilitator.

22 And we like to think that we've made it pretty
23 intuitive, which means we kind of handhold all the way
24 through, step by step, the facilitator through the
25 preparation and the presentation process. So we're not

1 going to require anybody to go out and get any more
2 additional training in order to pick these videos up and
3 use them at any time they would like to.

4 So I'm going to use our first one that we have
5 created in this format, which was social media for law
6 enforcement. That was a topic that came out as
7 number one on our survey of topics from the field on what
8 they wanted us to start training on.

9 And when I get the package as an instructor, I can
10 tell you the hand-holding starts really early in the
11 program: Here it is. Take your disc, put it in your
12 computer. This is what you're going to see. This is
13 what the screen will look like. Here's where you need to
14 click. Here's where you need to go to find the
15 instructional video that's going to give you more
16 information and more instructions on how to prepare to
17 teach this course.

18 So it really gets you set up and ready to go when
19 you first open this up.

20 So I'm going to launch my video; and after you see
21 the obligatory FBI warning that we put on all of our
22 videos, you're going to also get to see our new opening
23 animation -- it's what is our splash, and then it will
24 give you about a 12-second introduction to the topic.

25 Cue: splash.

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1 (A video presentation began to play)

2 MS. BULLARD: I love that.

3 MALE ANNOUNCER: What people don't

4 understand about social media --

5 MS. BULLARD: I love it.

6 Any questions?

7 (Applause)

8 (The video continued to play:

9 MALE ANNOUNCER: -- is that it's

10 just another avenue of communication.

11 FIRST WOMAN: It's about getting the

12 word out to promote a department or an

13 agency. It's about using it during the

14 course of many, if not all investigations.

15 And it's also very critical for officers

16 and deputies to understand that they need

17 to protect themselves.

18 SECOND WOMAN: Certain networks,

19 certain types of social media may come and

20 go; but social media overall isn't going

21 anywhere.)

22 MS. BULLARD: And here I am, right where my nifty

23 card told me I would be on this screen.

24 And you'll notice that this is a two-track system.

25 I can go into a facilitated group track, and you'll

1 notice that I have, yes, an informational individual
2 viewing track.

3 By popular demand, we have come up with a process
4 where an agency can allow individual students to view the
5 videos without facilitation and still qualify for CPT
6 credit. And I will come back and cover that in just a
7 moment.

8 So I'm preparing to teach; and, of course, I want to
9 go into the facilitated group right there. I want to go
10 into "facilitated group."

11 And my mouse is working.

12 And I see here all my segments that I'm going to
13 eventually have to teach. And here is everything along
14 here that I'm going to need to prepare, including that
15 wonderful course instructional video that my card told
16 me I was going to be able to find. And it's just a
17 couple of seconds that explains everything that I'm
18 required to do.

19 *(The video continued to play as follows:*

20 *MALE ANNOUNCER: This course is*
21 *designed to be facilitated in a group*
22 *setting.*

23 *Before conducting a group training*
24 *session, you should review and become*
25 *familiar with the material in this*

1 *program.*

2 *Open and print the facilitator guide*
3 *and go through the material yourself*
4 *before putting the course on for others.*

5 *As the facilitator, your job is to*
6 *engage your students in a constructive,*
7 *free-flowing discussion on the key*
8 *learning points on this training topic,*
9 *stimulate critical thinking and*
10 *situational awareness in the group by*
11 *viewing the scenarios, expert interviews,*
12 *and discussion videos.*

13 *Questions and activities are provided*
14 *to promote group interaction and*
15 *discussion on the training topic.*

16 *Customize the learning experience by*
17 *applying your agency policy and procedures*
18 *to training concepts.*

19 *Segments in this program accommodate*
20 *shorter training periods, such as during*
21 *roll-call training sessions.*

22 *Track your students' progress through*
23 *the entire program. Once the students*
24 *have successfully completed the program,*
25 *submit your training roster to POST for*

1 CPT credit.

2 Following this plan will help to
3 create an environment for the debate of
4 ideas, sharing of wisdom based on
5 experience, and encourage a greater
6 understanding of local policies and
7 procedures.

8 We wish you and your agency all the
9 best in successfully implementing this
10 program.)

11 MS. BULLARD: So now I've got all that behind me,
12 and there is my facilitator guide, and I can download
13 that.

14 In your handout, you have a copy of the facilitator
15 guide that we provide to our instructors. And I think
16 you're going to find it's pretty impressive. It doesn't
17 leave anything out.

18 We talk about everything having to do with how this
19 training works, how it's supposed to work, how to
20 navigate, what the tabs are, when you click on things
21 what's going to happen.

22 Then we go into the material that you're going to
23 have to know in order to teach this effectively. We have
24 a detailed description of all the scenarios. We break
25 down what are the key learning objectives of each of

1 those scenarios. In other words, what do I have to bring
2 out as a facilitator from the group in order for them to
3 have mastered that particular segment. We cover every one
4 of those segments.

5 And then if you flip over to page 6, you'll see
6 something that's called, "Expanded content guide."

7 If time permits or if you wanted to incorporate this
8 into a bigger course and go more in depth with the topic,
9 this is more information that you can use. It has
10 additional questions to discuss.

11 It also has some really cool student exercises. So
12 if I, as a facilitator, chose to not ask a discussion
13 question, but I wanted to pick one of these great student
14 exercises and put that in instead, I can do that.

15 This allows the facilitator to customize the course
16 to the needs of each of their classes that they teach.
17 So this thing is pretty remarkable. Have a chance to
18 take a look at it.

19 So let's go into one of my segments here.

20 And "Introduction," of course, is just an
21 introduction of what that impact in applications is.

22 And right here, now I see I have my scenario.

23 I'm just going to play a tiny snippet of it so you
24 can get a flavor of what our scenarios are.

25 So now I'm going to set up and play my scenario for

1 my class.

2 (The video played as follows:

3 NICOLE: Hey, so what did you do last
4 night?

5 MARIO: Not much. Me and a couple of
6 guys went down to old town and had some
7 dinner. That was it.

8 NICOLE: Oh, really? I was actually
9 down there a week ago. Saw a lot of
10 graffiti. I actually put one of the
11 tagger's name in, Googled it, and I got
12 some hits on Facebook and Twitter.

13 MARIO: Really? You were able to
14 just punch in a tagger's name into Google
15 and you get hits on Facebook and Twitter?

16 NICOLE: Yeah, I even found some
17 photos and videos of him actually tagging
18 one of the walls, you know, near the
19 library.

20 MARIO: He actually posted pictures
21 of himself tagging online?

22 NICOLE: Yeah.

23 MARIO: Really?

24 NICOLE: Yeah. I printed them out.
25 I wrote my report and gave them to the

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1 *detectives, and they hooked him a couple*
2 *of days ago.*

3 *MARIO: Oh, wow. That's good work.*

4 *SERGEANT: Hey, good morning, guys.*
5 *Got a few things to cover to today.*

6 *Hey, before I do, does anybody have*
7 *anything?*

8 *MARIO: Hey, Sarge. I had a*
9 *question. Do you know if the department*
10 *offers training on social media?*

11 *SERGEANT: Social media?*

12 *MARIO: Yes, Nicole was just telling*
13 *me, she basically put in a tagger's name*
14 *into Google and she got hits back on*
15 *Facebook and Twitter. Long story short,*
16 *they were able to arrest the guy based on*
17 *that information.*

18 *SERGEANT: Tweeter, really? You know*
19 *what, Mario? Leave tweeting for the*
20 *birds. We're cops. Let's concentrate on*
21 *real police work.*

22 *Hey, I'm going to need...)*

23 MS. BULLARD: Okay, that never happens.

24 The one thing that's kind of cool about our
25 scenarios, if you remember them from the longer version,

1 our news documentary style, they were very, very long
2 scenarios. And they always had to end, because we had to
3 show what you were supposed to do.

4 These are open-ended scenarios because we don't have
5 to end them. The discussion and the teaching points and
6 the interaction with the students is going to end them,
7 hopefully as they're supposed to be ended, in the
8 instructor guide.

9 And some of them can be very short, and some of them
10 actually could show something wrong.

11 I know, POST putting up a scenario where something
12 could be wrong. But it is all to stimulate that
13 discussion and make those teaching points.

14 So I have shown my scenario. And this goes on. It
15 involves a commander, and we have some other things
16 happen in it. And then when my scenario is completed,
17 I click here, and lo and behold, cue question: There's
18 my first discussion question. It's given to me.

19 So I can go around the class, we can talk about it,
20 we can apply it, where is our department policy on this,
21 what would you do, have you ever used it in this kind of
22 way, do you know of anyone that has?

23 If we're clicking along and the group is really
24 getting it and they're giving me everything I need, and
25 I feel like I've covered all my training points and I'm

1 happy, we just move on to the next question, and we're
2 good to go.

3 But let's say you got a group and it's kind of like
4 pulling teeth, and they're not coming out with it, and
5 I'm thinking, "Wow, did I cover that? I'm not really
6 sure I covered that," or they're having a disagreement
7 about it, guess what? I can roll the backup, and say,
8 "Well, let's see, what do the experts think about this?"

9 *(The video played as follows:*

10 *FIRST MAN: Well, the generation's*
11 *coming together. I think it's very*
12 *typical of those of us that have been in*
13 *law enforcement for a number of years to*
14 *not readily accept criticism or training,*
15 *per se, from a less tenured officer. And*
16 *I think it's important to realize that*
17 *there is a great untapped resource,*
18 *especially when it comes to social media.*

19 *SECOND MAN: We have to adapt...)*

20 MS. BULLARD: Okay, so once again, now I can run
21 with the pace of the students. If they're getting it, we
22 keep going. If they're not getting it and they need a
23 little bit more, I've got backup. I've got other people
24 that I can throw into the mix.

25 When that's all completed, we move on to our next

1 batch of -- our next -- what are they called?

2 I'm okay. Anyway, the next topics, and we're good
3 to go.

4 So let's say that as an instructor, I'm a little bit
5 tenuous about actually facilitating. I don't have a lot
6 of experience with it or I'm not comfortable with the
7 topic, even though I've read all this wonderful stuff
8 that's supposed to give me everything I need.

9 Well, we put a model facilitation in every one of
10 these topics, so that I can prepare by actually watching
11 somebody ask these questions and somebody talking to a
12 group.

13 *(The video played as follows:*

14 *FIRST MAN: What just took place in*
15 *this scenario that we watched? Did you*
16 *see any issues with the generational*
17 *divide between maybe the captain and the*
18 *young deputy?*

19 *What kind of issue did you see?*

20 *SECOND MAN: Well, I think that*
21 *because the older generation isn't*
22 *necessarily familiar with social media as*
23 *a whole, they're more reluctant to embrace*
24 *it or feel that it's relevant at all. I*
25 *think in that scenario, they kind of just*

1 dismissed it as something casual for kids
2 and not anything that could have real-life
3 applications or law-enforcement
4 applications.

5 FIRST MAN: Okay, good point. Do
6 you...)

7 MS. BULLARD: So I can see some really good
8 facilitation skills modeled for me. And if I really
9 don't want to get up there and do it, but I really want
10 them to have the training, I could actually play that
11 discussion in the group and use that as my springboard.

12 In other words, we'll play them having their
13 discussion, and then I'm going to say, "Well, what did
14 you think about some of the comments? Did you agree with
15 that, or is that what we would do in our agency? Does
16 our policy reflect what those officers are saying, and
17 how is it different?"

18 So I can use that as my springboard, until I'm
19 really comfortable and I don't need it, but I can still
20 use it for preparation.

21 So we've got this set up so that it will meet every
22 possible contingency for the instructor, and every level
23 of their skill and every learning level of their
24 students, and we're really, really pleased with it.

25 So let's go back to our facilitated informational

1 individual.

2 So if I got this handed to me -- which that always
3 happens, and I take a look at this as an individual, I
4 can explain our process on how we have set it up so that
5 an individual view can get CPT credit. But Mark Bailey
6 does it so much better, that I'm going to let him tell
7 you.

8 *(The video played as follows:*

9 *MR. BAILEY: This course is designed*
10 *to be facilitated in a group setting.*
11 *However, when that is not possible, here*
12 *are some instructions for getting the most*
13 *out of this training program so that you*
14 *may receive Continuing Professional*
15 *Training or CPT credit.*

16 *Let your supervisor know that you will*
17 *be viewing the program. This will give*
18 *them some time to review the course*
19 *themselves and be prepared to discuss it*
20 *with you later on.*

21 *Open and print the student workbook,*
22 *so you can take notes and fill out*
23 *responses to the questions and activities.*

24 *Think about how the training concepts*
25 *presented apply to your agency policy and*

1 *procedures.*

2 *You may view the scenarios, expert*
3 *interviews, and discussion videos several*
4 *times to assist you in providing responses.*

5 *Keep track of your progress as you*
6 *complete segments on the course. When you*
7 *have finished the entire program, inform*
8 *your supervisor that you would like to*
9 *review the course with them. Send them*
10 *your completed student workbook prior to*
11 *meeting so that they have a chance to*
12 *review your responses.*

13 *Your supervisor may require additional*
14 *work or feedback from you before giving CPT*
15 *credit. It is up to their discretion to*
16 *determine whether you have adequately*
17 *completed the course.*

18 *Following these instructions will*
19 *give you the best opportunity not only to*
20 *receive CPT credit, but to grasp the*
21 *training concepts, benefit from the*
22 *experience of others, and apply the*
23 *training and experience to your local*
24 *policy and procedures.*

25 *We wish you and your agency all the*

1 *best in successfully completing this*
2 *course.)*

3 MS. BULLARD: So then I have my student workbook.
4 I can take it, print it out.

5 I do not have, if I'm doing the individual track,
6 the ability to go in and pick out what I want to see.
7 What we actually do, is we, I would say, make them, but
8 we allow them to see all of those segments. So they will
9 watch the scenarios. And then they watch the discussion,
10 and then they get the question, and then they will watch
11 the subject-matter expert.

12 So they don't get to pick and choose and pull stuff
13 out of it. They actually will go all the way through.

14 Now, are we going to actually mandate agencies have
15 to get written work turned in to them and correct it?
16 No, we're not.

17 We are suggesting it as the optimum for them to not
18 only say whether the officer watched the video, but
19 what's more important to us, did they learn it? Did they
20 show that they've got a proficiency in the material that
21 was in the video?

22 So an agency may choose to ask to see the officer's
23 written work. And, of course, if somebody says, "Hey, I
24 don't have time to watch all these videos that all these
25 guys are watching so that I can correct their homework,"

1 well, we decided to make it really easy for you.

2 If you don't want to watch all the videos in order
3 to correct your officer's turned-in paperwork, you could
4 actually just download the instructor manual. It gives
5 you all the information you would need without seeing
6 that. And guess what? The very last page, we even give
7 you all the answers that your students should be writing
8 on their homework, or on their written assignment.

9 So if you just wanted to sit down and put their work
10 next to that, we gave it to you. We handed it to you on
11 a silver platter. Although we would really encourage and
12 hope that you're going to have an open discussion with
13 somebody on a topic that you would have the interest to
14 go in and actually complete that yourself.

15 If an agency chooses not to avail themselves of the
16 written work concept, again, what we want is when I have
17 somebody sign the name of an officer on a roster, they
18 are attesting that the officer completed and learned and
19 showed proficiency in that topic. And that can be done
20 by an asynchronous discussion with them over the phone,
21 one-to-one; or if you wanted to set up and do an e-mail
22 with them, as long as when you do sign that name and the
23 individual gets CPT credit, there has been some
24 validation that something did occur that could be
25 hopefully learning.

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1 So we have outlined everything that I've talked
2 about in a bulletin that is also in your handout. It's
3 2012-009. And it talks about all the new changes, it
4 talks about what the process would be for agencies to
5 allow individual CPT credit. I think we got all of our
6 bases covered.

7 We have put these out in the hands of some selected
8 master instructors. In fact, our discussion supervisors
9 that are up there are mostly master instructors or IDI
10 graduates. They spend two to three days with the
11 subject-matter experts so that they absorb all the
12 information and they know what all the teaching points
13 are that they are supposed to bring out.

14 The students in our briefings are volunteer
15 officers. It's unscripted. They sit down and they watch
16 the scenarios for the very first time. The cameras go on
17 and the discussion starts.

18 So everything that they're saying there is what
19 they're really feeling, what's really happening in a
20 real-life training discussion over these scenarios. So
21 it's very realistic.

22 So what we have out there right now is Social Media.
23 We've just released Ethical Decision-Making. We did
24 PTSD/TBI to meet legislative mandate. And over the
25 course of the next three to four months, we will be

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1 releasing Everyday Leadership; Crowd Management -- and
2 that will reflect the new guidelines that were
3 established at the last crowd-control seminar -- Mental
4 Health Update, which I'm going to watch several times;
5 and Stress Management, which I think is going to be
6 mandated viewing for all POST employees.

7 So what our future plans are is, we're going to put
8 together a small snippet of curriculum that we would like
9 to insert into the supervisory course, so that every new
10 sergeant walks out of that 80-hour course knowing what
11 resources and training are available to them on the
12 Learning Portal, and knows all about these really cool
13 things that they can use for some very, very good
14 training.

15 Last, but not least, if we have an agency that says,
16 "Hey, we're not even going to participate in this Portal
17 or this thing on this grading and checking," anybody that
18 would sit down and watch this video is still going to get
19 some very, very good, very, very remarkable training,
20 whether they get CPT credit for it or not.

21 So that's my story, and I'm sticking to it.

22 And I will answer any questions that you have or any
23 comments that you have. And thank you so much for
24 sitting through our presentation.

25 CHAIR CASAS: The floor recognizes Mr. Beitey.

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1 MEMBER BEITEY: Jan, how many total CPT hours could
2 you achieve from --

3 MS. BULLARD: Two hours.

4 MEMBER BEITEY: Two hours?

5 MS. BULLARD: Yes. And we set that up because
6 two hours has always been what the video length has been
7 given. If it takes them longer to do it because they do
8 it over a longer period of time, they're still spacing it
9 out. But two hours CPT credit is what's allocated for
10 all of our training videos.

11 MEMBER BEITEY: And did I hear you say that you
12 could get partial credit?

13 MS. BULLARD: No, you can't get partial credit. You
14 have to complete all of those segments. And when all of
15 those segments are completed -- now, it can be done over
16 a period of time. So if I do it in briefing and I do a
17 segment every week and it takes me 12 weeks to finish it,
18 when all those segments are complete, I have completed
19 that training course; and then I can put all of my
20 officers in that completed it for two hours of CPT
21 credit.

22 But you can't go in and watch part of it and get
23 partial credit.

24 MEMBER BEITEY: All or nothing?

25 MS. BULLARD: It's all or nothing.

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1 MEMBER BEITEY: And how frequently do you anticipate
2 releasing --

3 MS. BULLARD: We are going to be doing approximately
4 eight a month -- eight a year.

5 Eight a month? We've got a high goal.

6 Eight a year. We're doing about eight a year.

7 MEMBER BEITEY: Okay, thank you.

8 MEMBER FLANNAGAN: Jan, so we're going to take the
9 supervisory approval as verification that the training
10 was completed then?

11 MS. BULLARD: If a supervisor is conducting the
12 briefing, they're the facilitator, they're the
13 instructor, and they would sign as the instructor.

14 If an agency has a situation or if it's their policy
15 that the supervisor conducts the training and takes it to
16 the training manager and says, "Here, I conducted the
17 training," and the training manager wants that, that's an
18 internal policy.

19 All that we ask is whoever signs that, if you read
20 the little fine print on those rosters, it's saying,
21 "Hey, I'm attesting that this happened and people did
22 what they were supposed to do, and they learned it."

23 Yes, sir?

24 MEMBER BEITEY: So do you plan on amending the
25 current curriculum in the current supervisory course to

1 allow for this to be --

2 MS. BULLARD: We are in negotiations with CLD
3 whether we can get a very small segment in there without
4 changing hours. We definitely are not trying to, you
5 know, cause any havoc.

6 But it is such a tremendous -- one of the biggest
7 things that our advisory -- we have an advisory committee
8 for the Portal and for the training videos. And they
9 said, "You guys are phenomenal. Nobody knows you're out
10 there." And we still have to step up our efforts to
11 train our newest trainers, who are our supervisors, that
12 all of this is available to you, if you'll just go to it.
13 And it's free.

14 So, yes, we would like to get the word out, even if,
15 let's say, they say, "Oh, we can't work in even a minute
16 for you," guess what? We'll come up with some kind of a
17 really wingding package or something that they can get
18 handed because we can still get that information out.

19 MR. STRESAK: George, I think this is an excellent
20 strategy in terms of integrating these components, much
21 like down the road, I'd like to see perhaps some
22 foundational issues from SLI integrated into other
23 courses, perhaps at the basic course.

24 So tying these more together and minimizing bureau
25 lines, I think is a good thing.

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1 MEMBER BEITEY: I think it would also behoove you to
2 consider putting this into somewhere in AICC or at least
3 getting them trained on it, because as an overall
4 instructor, it would make them much more effective.

5 MR. STRESAK: Good thoughts.

6 CHAIR CASAS: Mr. Lindstrom?

7 MEMBER LINDSTROM: Yes. Jan, I'd like to commend
8 you specifically for the enthusiasm that you have and the
9 passion that you have for making this presentation. And
10 I commend POST itself for involvement in this because
11 this looks very cutting edge for what we're trying to
12 deliver out in the field. And I see nothing but positive
13 outcomes.

14 So thank you for that outstanding presentation.

15 MS. BULLARD: Thank you, sir.

16 CHAIR CASAS: Good job, Jan. Excellent work.

17 MS. BULLARD: Thank you.

18 MR. STRESAK: Thank you, Jan.

19 Question --

20 *(Applause)*

21 MS. BULLARD: You have the Social Media one in your
22 handout. And we can get you copies.

23 MR. STRESAK: Hey, Jan?

24 MS. BULLARD: Yes, sir?

25 MR. STRESAK: Could you give the audience a sense of

1 the time it takes to develop one of these and perhaps the
2 cost?

3 MS. BULLARD: It is \$116,927, roughly that.

4 And it takes somewhere around four or five months,
5 sometimes a little bit longer, depending upon the
6 schedule.

7 We have three meetings with the subject-matter
8 experts. And I won't go into a lot of detail because we
9 use subject-matter experts through the development of all
10 of this content. And we have a tremendous project
11 manager, some of you may know, Vicki Dellone, who is
12 working with us and deserves a lot of credit on this
13 project. And we bring them together, we develop the
14 curriculum, we develop the scenarios; then we have to
15 have three days to shoot all the scenarios, and then
16 there's three days to shoot the experts. And so it takes
17 about five to six months and about \$116,000.

18 MR. STRESAK: And how would you describe our return
19 on investment in terms of the flexibility to avail
20 training whenever you want, when you want, to minimize
21 cost?

22 MS. BULLARD: To quote a remarkable credit-card
23 company: "Priceless." Priceless. You can pick this up,
24 you can do it anytime you want.

25 And, now, with the individual, there isn't an excuse

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1 not to pick it up and use it anytime you want.

2 MR. STRESAK: Thank you, Jan.

3 Great job.

4 MS. BULLARD: Thank you.

5 MR. DEAL: Mr. Chair, we have one other
6 presentation. This one is by Senior Instructional
7 Designer Rayanne Rogers. It's on the introduction of the
8 new Dispatch Center on the Learning Portal.

9 MS. ROGERS: Good afternoon.

10 Am I all set? Thanks.

11 Good afternoon, Chairman, and Committee and
12 audience. I'm Rayanne Rogers, senior instructional
13 designer in Learning Technology Resources Bureau as well.

14 And I am excited today to show you a new item
15 we've -- project that we're working on for dispatchers.
16 And it's an online community within our Learning Portal.

17 We'll bring this up here. I've got my clicker.
18 Good.

19 So the Dispatch Center came to fruition after
20 talking to the field and interviewing dispatchers. And
21 we've also worked closely with the advisory council,
22 getting ideas and figuring out what might be a good way
23 to build a community among dispatchers across California.

24 And so this is a first for POST and the Learning
25 Portal. So we're excited to use the dispatch audience to

1 see if this is a good -- sort of to tie into Jan's --
2 social media tool for dispatch, and then law enforcement.

3 So it's behind the Learning Portal secure
4 environment, and it's only for dispatchers who have the
5 rank of dispatch. So once they log into the Portal, they
6 can go -- they'll have this in the Learning Portal as an
7 item, and they can go in and check it out. So it just
8 automatically comes up.

9 If you don't have dispatch in your rank and you get
10 in there, you won't see this at all. So it's sort of an
11 enclosed environment for that group.

12 So we have presented this around, and we're getting
13 really good feedback on the use of it.

14 And I'm going to show you some screens on what it's
15 going to look like. And basically, the intent is that
16 will provide dispatchers an opportunity to build a
17 community, offer support to each other in the communities
18 that they serve by having discussions, sharing items.

19 And we've also heard even other groups, training
20 managers, and maybe even chiefs that are interested in
21 some kind of idea that as soon as we talk about our
22 Learning Portal Advisory Committee, too, said, "Hey, this
23 could be great for some other groups as well." So we'll
24 be dabbling in there as well.

25 But we're going to start with the dispatch and get

1 them into it first.

2 So it is currently live, but we do have a new update
3 that's coming. And it's going to look like this. And
4 we're in the process of building this out through launch.
5 We'll do a hard launch in the spring.

6 Right now, it's just sort of -- it's live, people
7 can get in there. There are active information,
8 discussions. Shared files are being put up by the
9 community.

10 So soon, when we launch, we'll have this new look
11 and interface, which is pretty exciting. We've been
12 putting that out to the field as well, and they're pretty
13 excited about it.

14 So I'm just going to show you a couple of items that
15 are in here. And we'll just quickly go through.

16 There's an "Announcements" area, so something
17 general, if somebody from POST or outside, to say, "Hey,
18 check this out, there's a new discussion" or that "We
19 have polls" or "There's new items." This will just be a
20 quick announcement there. And that will actually rotate
21 and kind of keep an exciting area there.

22 We also have an area called, "Beyond the Call."
23 That's going to honor dispatchers who have been awarded
24 and recognized in the field. There's also a small area,
25 too, for Lou Madeira, knowing that he was a dedicated and

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1 loyal POST dispatcher advocate. So there's a piece
2 honoring him as well.

3 This middle section is kind of where a lot of action
4 will happen. This will be showing some recent items that
5 are going on. So these are all real.

6 There was somebody who asked about scheduling
7 software. And so there was a conversation that went back
8 and forth on that: "What do you use?" "Oh, we use this,
9 we use that." So it's a neat discussion when people can
10 see or participate in.

11 And then there's also some shared files that have
12 been going on, too. We've been getting some current
13 ones -- let me see what I've got here -- yeah, there was
14 a current one that was up, was, "Excited, delirium,
15 handling stress. This National PSAP survey of 2012."

16 So there's some documents that are information that
17 might be good for the whole dispatch community, not just
18 one agency, so they can all share amongst each other.

19 And this area is the calendar, as you can see. This
20 will show online -- I'm sorry, classroom training and
21 events and conferences that might be coming up, too. So
22 that will just give everybody a big view of what is going
23 on.

24 At the bottom there, is the advisory council
25 members' map, so it will have a -- that was what the

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1 council, the Dispatch Advisory Council, suggested we had
2 a map out there, so they could -- people in their area
3 would know who they are, how to get in touch with them
4 through POST. So it will have their e-mail address and
5 their name and their region.

6 And there's also a list of members of everybody who
7 is in here, too, in case you wanted to contact someone
8 individually.

9 And then finally, there is a poll area to get your
10 thoughts. This one is just about holidays and maybe a
11 funny call that might have come in, so you can mark which
12 one is common for you.

13 And then we've also gotten some information from the
14 discussions on new polls, such as electronic equipment
15 usage in the comm centers: Is it allowed? What's
16 allowed? Favorite ways to be recognized and awarded.
17 Ways dispatchers deal with stress.

18 So we've got several other ideas for polls that come
19 up, too, just so we can see what the field is doing and
20 they can see what the rest of their agencies are doing
21 across the state, too.

22 So, like I mentioned, in the spring we'll be
23 launching this with this new look and design.

24 And that is about it on that part.

25 But I do have -- and I will ask for questions at the

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1 end here -- we do have a commercial that we've put
2 together to help promote this.

3 So give me a second here while I pull that up.

4 Here we go.

5 *(The video played as follows:*

6 *ANNOUNCER: Are you trying to*
7 *connect?*

8 *Are you looking for someone to share*
9 *with?*

10 *Want to reach out to people who are*
11 *like you and understand?*

12 *Then you've come to the right place.*
13 *The California POST Dispatch Center is a*
14 *place to connect with your peers. The*
15 *Dispatch Center provides a calendar of*
16 *classes and information to improve your*
17 *skills, share your stories and*
18 *experiences, seek resources, and support*
19 *each other and the communities you serve.*

20 *The Dispatch Center is the place to*
21 *be.*

22 *Find it on the California POST*
23 *Learning Portal and make that connection.)*

24 MS. ROGERS: Okay, so we did shoot that at Carlsbad
25 PD. And just before I was leaving last night, I got a

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1 great e-mail from the comm. center manager there, and
2 said, "I love it. It makes me want to get in there and
3 connect."

4 So that's really cool. So they were excited to see.
5 They got a little preview. And this is a preview for you
6 guys, too.

7 So when we launch this out, this commercial will go
8 along to everybody who is in the portal, and they'll
9 hopefully be like, "Oh, what is that?" and want to get in
10 there and check it out and start participating.

11 That's all I've got.

12 Questions? Comments?

13 MR. DEAL: Thank you, Rayanne.

14 MS. ROGERS: Thank you.

15 *(Applause)*

16 MS. ROGERS: Thank you.

17 MR. STRESAK: Great job, Rayanne.

18 Did I see a button on there that dealt with "butt
19 calls"?

20 MS. ROGERS: I tried to skip that one, yes.

21 MR. STRESAK: Is that like pocket dialing?

22 MS. ROGERS: Yes.

23 CHAIR CASAS: Pocket dialing?

24 MR. STRESAK: I never thought about that as an
25 issue, but that...

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1 MS. ROGERS: Yes. That's a real question from
2 somebody and how do you deal with them, pocket dialing.
3 Yes, so that was the "butt" calls.

4 MS. BULLARD: We do screen all the material posted.

5 MS. ROGERS: That's right.

6 Thank you.

7 CHAIR CASAS: Thank you, Rayanne.

8 Okay, at this point, we just need some lights,
9 please.

10 Since we're done with the presentation, we'll raise
11 the house lights. And we'll move right into the Report
12 on the nominations for the *POST Excellence in Training*
13 *Awards*.

14 And yesterday evening, all the members of the
15 Advisory Committee got together with Mr. Alan Deal and
16 staff to go over the nominations that we had for the
17 awards. And everybody was very diligent and good about
18 selecting the winners and runners-up that I have in front
19 of me that I'll be going over in a second here.

20 But I'd really like to thank those individuals that
21 were not able to make it to the meeting yesterday that
22 still submitted their comments on the applications that
23 they were assigned to review. And they did submit their
24 opinions and ideas as to who they felt deserved the award
25 as well. And that really helped the process a lot

1 because we had everybody's input.

2 So thank you for that.

3 Okay, I'm going to start off with the first
4 category, which is *Individual* for the award. And the
5 person selected as the winner for the *Individual* category
6 was Officer Todd Maxson from the Highway Patrol -- the
7 California Highway Patrol.

8 Officer Maxson, as far as innovation is concerned,
9 the people that selected him felt that he was the -- he
10 is the primary instructor of Law-Enforcement Active
11 Shooter Emergency Response Program for the CHP, called
12 "LASER." And based on his work on the LASER program,
13 Officer Maxson was able to guide the implementation of
14 the program throughout the state of California.

15 He was instrumental in all of the train-the-trainer
16 courses. He directed the instruction of more stringent
17 protocols than were required in LASER scenarios.
18 Obviously, he was very passionate about this program and
19 did a great job of taking it from one level, to a much
20 higher level.

21 The impact of his work makes the reaching out to
22 over 300 officers from the L.A. agency region. And based
23 on Officer Maxson's efforts, the LASER training is now
24 being offered to local and state agencies on a monthly
25 basis.

1 He is responsible for writing grants obtained by the
2 CHP in order to keep the course cost down and purchase
3 equipment to operate the training program.

4 And the training course that Officer Maxson put
5 together involves very dynamic tactics and scenario
6 training in saving officers' lives, which is obviously
7 one of the more important outcomes that we like in this
8 type of training.

9 Recognition: Officer Maxson had been recognized for
10 the instruction and skills at the CHP. He continues to
11 actively manage the LASER course statewide, and has
12 established a strong working relationship with CaleMA and
13 Louisiana State University, where the original, similar
14 course was started. But, obviously, Officer Maxson and
15 his team took it to a much higher level.

16 He has become a strong resource and asset to the
17 LASER program.

18 So you can see that it wasn't a hard choice to
19 select this individual to receive the individual award;
20 and that's who we're going to recommend to the Commission
21 be accepted as the primary winner of the individual
22 category.

23 The runner-up was selected as Sergeant Michael
24 Rodriguez of the Los Angeles County Sheriff's Department,
25 Homicide Bureau. And basically, the comments here were

1 that he has been a homicide instructor/coordinator for
2 the L.A. Homicide School for the past two years. And in
3 that time, he has taught over 200 students in the field
4 of specialized homicide investigations.

5 He has also taught numerous students from 30
6 different law-enforcement agencies, so the impact does
7 exist there as far as him reaching out.

8 The courses that Sergeant Rodriguez has taught have
9 been recognized across the state. He seeks out the most
10 knowledgeable persons to teach the courses with him. And
11 he was an excellent pick for the runner-up.

12 Now, we move to the *Lifetime Achievement Award*. And
13 the winner that was recommended by the group was Mr. John
14 Pokorny, also known as "JP."

15 He is a retired sergeant from the San Diego
16 Sheriff's Department. He is a 30-year veteran of the
17 training officer and coordinator in the San Diego County
18 Sheriff's Department. He was the chief chemical agent
19 instructor and chief less-lethal instructor.

20 If I'm not mistaken, when I first became a chemical
21 agent instructor myself, I think I went to his class.
22 There was also a team taught with another commander from
23 the sheriff's, so I remember him very well. He was very
24 passionate about teaching this course. He served on the
25 POST Firearms and POST Chemical Agent committees when

1 they were convened, and has 20 years on the Sheriff's
2 SWAT team, which led him to emphasize effective tactics
3 that worked in the real world, as he always put it.

4 He has trained over 2,000 law-enforcement personnel
5 in the use of chemical agents. The tactics developed
6 and taught by JP are utilized by law-enforcement officers
7 and tactical teams throughout California. JP has trained
8 over a thousand deputies and police officers in the use
9 of less-lethal weapons, which is inclusive of PepperBall,
10 bean bags, and TASERS.

11 He has also served as one of the primary instructors
12 at the Sheriff's SWAT Academy, which was attended by over
13 750 students from local, state, federal agencies and
14 members of the U.S. Armed Forces.

15 He is recognized by the board of directors of the
16 California Association of Tactical Officers, CATO. He
17 has received a lifetime achievement award from the CATO
18 organization for his service and dedication to the
19 tactical community for the past 30 years.

20 And JP's contribution to tactical training has
21 sufficient impact on the Sheriff's office, which his
22 contributions have been described as more than any other
23 deputy in the history of the department.

24 So, again, a very good pick by the members of the
25 Advisory Committee, and that is who we will recommend to

1 the Commission to receive the *Lifetime Achievement Award*.

2 The runner-up for that same award was selected as
3 John Sanford, recruit training officer of the Los Angeles
4 County Sheriff's Department.

5 Very briefly, Deputy Sanford's duties included
6 teaching at the academy Learning Domains: Physical
7 Fitness, Defensive Tactics, Scenario-Based Learning, and
8 Report-Writing Activities.

9 Deputy Sanford has also been a recruit training
10 officer for 17 years, and has instructed over 40 recruit
11 classes. He successfully produced the Los Angeles
12 Sheriff's Department force-option chart, which is a
13 visual aid to assist department members in easily
14 identifying appropriate-force option based -- options
15 based on a suspect's actions. So it's more responsive in
16 that way.

17 And my understanding is that chart is being widely
18 used, not only by the Sheriff's Department, but by other
19 agencies as well.

20 He has developed outlines and curriculum for the
21 most daunting and time-consuming subjects. And his
22 outlines and curriculum have been utilized by training
23 staff for the past several years. And he has been noted
24 as being in exceptional physical condition, thereby being
25 a role model of lifetime fitness for the police recruits

1 he has trained.

2 So an excellent pick for the runner-up.

3 Moving into the *Organizational* category, the
4 Los Angeles Sheriff's Department Parks Bureau was
5 selected as the winner. The LASO has been patrolling
6 177 parks, county parks throughout the L.A. County area
7 since 2009. And based on recent National Center for
8 Missing and Exploited Children statistics, 25 percent of
9 all stranger abductions occur in a park or wooded area.

10 Based on these statistics, the LASO developed a new
11 training program called "Rad Kids." The training program
12 provides hands-on activity-based physical skills-type
13 training to the Sheriff's Department, sworn personnel,
14 Park Bureau personnel, Parks and Recreation staff, and
15 the general public, specifically targeting the parents
16 and children.

17 And I've got to tell you, after reading the
18 nomination on this one, it was extremely rare to read a
19 nomination where it has that kind of impact, that all
20 stakeholders are dealt with in this program.

21 The program is the first of its kind conducted
22 within the L.A. County area in order to combat crimes
23 against children. The Rad Kids program was implemented
24 May 1st of 2012. And to date, 21 Rad Kids classes have
25 been completed. The Rad Kids program has provided

1 instruction and information to over 276 children and
2 parents.

3 To date, all the L.A. County Parks and Recreation
4 park staff, L.A. County lifeguards and L.A. County
5 Sheriff's Department personnel have completed the sexual
6 predator training offered through the Rad Kids program.

7 The Rad Kids program has been well received by the
8 L.A. County Board of Supervisors, Parks Bureau personnel,
9 and residents of the L.A. County area, and have received
10 rave reviews. And due to its popularity of the Rad Kids
11 program, several other surrounding cities and county
12 parks and recreation agencies have requested information
13 about this program so they can develop their own similar
14 programs.

15 So a very big effect.

16 Recently, they were recognized -- the Rad Kids
17 program, that is -- by the L.A. County Parks Symposium,
18 which was attended by national park organizations and
19 parks and recreation organizations.

20 Since the start of the Rad Kids program, park
21 attendance has increased and patrons have acknowledged
22 that they feel safer in the parks. They are very
23 thankful for the free child-safety programs and
24 child-identification kits and pamphlets they have been
25 offered through the Rad Kids program.

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1 So you can see how important and how it's reached
2 everybody it's needed to.

3 So that being said, the Parks Bureau of the
4 Los Angeles Sheriff's Department was selected as the
5 winner of the *Organizational* award.

6 The runner-up was the Highway Patrol Advanced
7 Officer Training Program. The CHP Advanced Officer
8 Training Program unit developed a program to provide
9 life-saving tactics referred to as the "Advanced Officer
10 Safety Training," AOST.

11 After reviewing a similar program at the LSU, the
12 AOT unit decided to develop a new active-shooter course
13 called "Law Enforcement Active Shooter Emergency
14 Response," LASER, course by way of the grant written by
15 a member of the AOT unit.

16 CHP was able to augment the purchase of new
17 equipment in order to offset costs of additional
18 equipment. And due to the success of the LASER program,
19 the CHP has successfully trained not only their own
20 personnel, but over 300 officers from various agencies.

21 And if you haven't picked up on it by now, this is
22 the same course that Officer Maxson was a part of and
23 very instrumental in developing. So they go hand in
24 hand.

25 They were selected as the runner-up for the

1 *Organizational* award.

2 Last, but not least, is the *O.J. "Bud" Hawkins*
3 *Exceptional Service Award*.

4 And I think everybody would agree that the
5 individual selected for this award is more than
6 well-deserving. Mr. Lou Madeira, special consultant to
7 the Commission on POST, was selected for this award. He
8 is nominated by Sheriff Geoff Dean from the Ventura
9 County Sheriff's office, Communications Manager Danita L.
10 Crombach on behalf of POST Public Safety Dispatcher
11 Advisory Committee.

12 Lou has a tremendous background. And if you don't
13 know Lou, you're going to feel you knew Lou after I go
14 over some of the attributes that he -- or some of the
15 things that he's actually reached out and touched over
16 the years that he's been with POST.

17 Active support of increased professionalism in
18 public safety communication, which included recognizing
19 the need for more public safety dispatch related
20 training. He was one of those individuals that realized
21 that and helped bring it to pass.

22 Developing workshops for dispatchers. He was very
23 involved in that, to determine training needs and
24 developing such training. He developed a complete course
25 package to assist dispatchers in developing their own

1 training and making the material available on the POST
2 Learning Portal for ready access.

3 He is also responsible for updating dispatcher job
4 specifications, the basic dispatch academy curriculum and
5 the communications training officer program. Provided a
6 continuous professional training, CPT, training for over
7 600 dispatchers.

8 Encouraging and facilitating the creation of
9 dispatch supervisors course. Developing and presenting
10 dispatcher focused Instructor Development Institute, the
11 IDI, and Academy Instructor Certification Course, the
12 AICC compatible courses.

13 I personally attended the IDI course recently,
14 Level 2, with Lou. And I've got to tell you, it is one
15 of the best courses I have ever attended. And Lou played
16 a major part in making this happen.

17 He developed forty hours of training course to
18 provide law-enforcement chaplains the tools needed to
19 support law-enforcement personnel during times of crisis.

20 Lou was most noted for his passion for training,
21 and he was a tireless mentor to students. He cared about
22 making each instructor -- making each instructor, he
23 mentioned the best that they could be. And Lou truly
24 believed in that. I mean, even after the courses took
25 place, Lou made himself available to anybody who wanted

1 to talk to him about whatever the course was offering, or
2 if there was any help that they could use, Lou was always
3 stepping up to help them out and mentor them.

4 He was well-known for being one of the most
5 organized persons in his approach to everything that he
6 did in life. He had tireless energy and was continually
7 in the pursuit of excellence.

8 When Lou ran a workshop, at the end of the day he
9 released the working group and went to his room, where he
10 would spend hours developing and editing the written work
11 in order to have it ready for the participants to
12 continue their efforts the following day.

13 Lou was passionate about his work at POST. His
14 entire career was directed toward improving training and
15 education. He was energetic, inquisitive, and
16 resourceful when developing and piloting training. He
17 explored new approaches to classroom training, and
18 encouraged students to try new ideas.

19 And case in point here would be the legacy evidence
20 and contributions for the nomination.

21 Justification is what I just gave you.

22 Lou's law enforcement career spanned over 40 years.
23 He began as a volunteer with the Alameda County Sheriff's
24 Department in 1972. He joined the Cal State University
25 Hayward Police Department and served as a patrolman,

1 sergeant, and lieutenant.

2 In 1976, he became a police officer with the
3 San Leandro Police Department and became a sergeant in
4 1981. He served as the agency's training manager and as
5 president of the California Association of Police
6 Training Officers, CAPTO, the northern division.

7 In 1987, Lou joined the POST family as a law-
8 enforcement consultant. His work at POST included such
9 notable accomplishments as development of a training
10 manager's guide to assist local agency training managers,
11 completion of the master's instructors development
12 course, the first POST consultant to do so. Coordinator
13 of the basic academy while assigned to Basic Training
14 Bureau. Completion of the bachelor's and master's degree
15 in emergency services administration.

16 He volunteered with the Red Cross to assist in the
17 disaster following Hurricane Katrina. And he led the
18 POST effort to identify, secure, and develop training in
19 response to the terrorist attacks of September 11th,
20 2001, which included leading the process to recognize,
21 interdict, and respond to terrorist events, identify
22 federally funded Homeland Security programs and bringing
23 them to California to train law-enforcement personnel;
24 facilitating the development of numerous
25 terrorism-related training courses; instructing in many

1 of the courses himself, and bringing vendors of safety
2 equipment together to law-enforcement agencies to
3 identify equipment needs, and feel confident of the
4 quality of the items offered.

5 Lou reenergized people, igniting their desire to be
6 better and to do better. That was one of the legacies
7 that he left behind, is that he wanted everybody to do
8 the best they could.

9 He was a gentleman, compassionate, professional. He
10 was a long learner and a student of life.

11 While we're all saddened by Lou's passing, his
12 legacy will live on at POST among the many
13 law-enforcement consulting groups he worked with
14 tirelessly to assist.

15 So I think you would all agree with me after hearing
16 those kind of accolades, that this person was more than
17 well-deserving of this award; and, therefore, our
18 recommendation would be for Lou to get the *O.J. "Bud"*
19 *Hawkins Exceptional Service Award*.

20 And that will conclude my report on the awards.

21 Any questions?

22 *(No response)*

23 CHAIR CASAS: Okay, in order to formalize the awards
24 that we are forwarding to the Commission, I'd like to
25 entertain a motion to accept all of the award recipients,

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1 both the primary award recipients and runner-ups, so that
2 we could officially move this to the Commission.

3 MEMBER FLANNAGAN: I'll make the motion that we make
4 the recommendation to the Commission.

5 CHAIR CASAS: Okay, motion made by Mr. Joe
6 Flannagan.

7 Seconded by...?

8 VICE CHAIR BOCK: Bock.

9 CHAIR CASAS: Mr. Jim Bock.

10 All those in favor, signify by saying "aye."

11 *(A chorus of "ayes" was heard.)*

12 CHAIR CASAS: Opposed?

13 *(No response)*

14 CHAIR CASAS: Abstain?

15 *(No response)*

16 CHAIR CASAS: Thank you. The motion passes.

17 Okay, the next area, I would like to call for a
18 report -- I'm sorry, yes, member reports.

19 So we're going to do roundtable here.

20 I'll start off with the member report representing
21 the CCLEA, California Coalition of Law Enforcement
22 Associations. At this point, I've received none from my
23 committee, so I have nothing to report.

24 VICE CHAIR BOCK: No report.

25 MEMBER BANNING: From the public seat, Elmo Banning,

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1 no report.

2 MEMBER BERNARD: No report.

3 MEMBER BEITEY: From the Public Safety Advisory
4 Committee that I'm on, there was discussion at our last
5 meeting from the State Chancellor's office regarding
6 asynchronous in-service training within law enforcement.
7 And the discussion centered around whether or not it
8 was applicable for officers to be using asynchronous
9 training. There was no decision made, but the discussion
10 came up. And Dick Reed was present at that.

11 We're going to be continuing that discussion at the
12 next meeting.

13 That's all I have.

14 CHAIR CASAS: Thank you.

15 MEMBER FLANNAGAN: A couple things from PORAC.

16 First of all, in two weeks, the executive board will
17 be traveling to Washington, D.C., primarily to lobby
18 Congress for money for the Byrne JAG grants, COPS grants,
19 VAWA grants, to continue those fundings.

20 Also, we will have a pretty positive, and I'm
21 assuming we'll have several discussions regarding all the
22 assault-weapon issues going on, related to the federal
23 proposals for assault-weapon bans and restrictions and
24 stuff like that.

25 Another issue that PORAC is heavily involved with

1 and in support of, is the national effort for the
2 Under 100 campaign out at the national memorial, to try
3 and reduce law enforcement deaths to under a hundred in a
4 year's span.

5 I believe this year, in May, we're going to be
6 enshrining, I think, 124 names on the National Wall in
7 Washington. So there is a national campaign, and PORAC
8 is a part of that, to try and reduce that down to 100.

9 And then lastly, PORAC is -- through its two L.A.
10 chapters -- is sponsoring Concerns of Police Survivors.
11 Those that are NASCAR fans, the California 500 is coming
12 in a month in Fontana on Sunday, the 24th of March. They
13 are hosting what's called "First Responder Appreciation
14 Day" for police officers and firefighters and their
15 families and stuff like that. So we're going to sponsor
16 COPS to be out there to spread their goodwill and what
17 they do for the families of slain law-enforcement
18 officers.

19 That's it.

20 CHAIR CASAS: Thank you, Joe.

21 MEMBER LINDSTROM: Richard Lindstrom, representing
22 CADA.

23 About a month ago, after the consortium meeting,
24 myself and three other academy directors engaged in a
25 conference call with Interim Director Stresak regarding

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1 some issues that we felt at the academy were of concerns
2 to us. And it was a very positive outcome of the
3 direction that we'll be heading in that.

4 And there have been several recent hires at POST,
5 and one of the them happens to be our brand-new territory
6 for senior consultant. And that hire is Maria Sandoval,
7 and she is a keeper.

8 We had the opportunity to be introduced by Ron Wood,
9 our current consultant. And she is top-shelf as far as
10 we're concerned in our introduction to her. And thank
11 you for assigning her to our area.

12 And that's it.

13 MR. STRESAK: Appreciate your comments, Rich.

14 And, Chief Moore, thanks for the donation, if you
15 will.

16 Maria worked for Chief Moore prior to coming to
17 POST.

18 MEMBER MUELLER: Mitchell Mueller for CHP.

19 The report I have is, I'll be retiring May 15th,
20 after 30 years in law enforcement, the last 27 with CHP.
21 And I've worked closely with POST in numerous roles as an
22 instructor and on several committees, and most recently,
23 as the academy commander.

24 And my hat's off for the training that you provide
25 and the diligence that staff has to always look outside

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1 the box, and provide innovative ideas, very similar to
2 the platform we saw today. So thank you.

3 And I certainly hope to continue my relationship,
4 perhaps in another role, with POST.

5 And hats off to PORAC, in their recent shooting
6 yesterday at Santa Cruz Police Department. PORAC has
7 always been a sponsor of Concerns of Police Survivors.

8 And at your latest conference, you had a booth
9 there, where the representatives from the COPS chapters
10 were there. They had an opportunity to run into the
11 association president from Santa Cruz Police Department.
12 And within the last month, ironically enough, several of
13 the wives contacted the COPS chapter; and the COPS
14 chapter has been working with them for the past month on
15 what to do in case of line-of-duty death.

16 And Northern California chapter president, Tami
17 McMillan, wishes to pass on her incredible gratitude to
18 PORAC for that continued support in providing a venue for
19 them to get the word out. And within ten minutes of the
20 officer-involved shooting yesterday, the wives were on
21 the phone with COPS representatives, and they had people
22 at the Police Department within an hour of the incident.

23 So hats off to PORAC for your continued support of
24 that incredible program.

25 CHAIR CASAS: Thank you, Mitch.

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1 MR. STRESAK: You know, I've enjoyed a great
2 relationship with you for the last eight or nine years, I
3 think when we began at the academy; and I've enjoyed
4 every month. I've enjoyed how you've been collaborative,
5 and how you've always stepped up to the plate, regardless
6 of the request.

7 And so I personally want to wish you the best in
8 whatever endeavor you are pursuing. I know you'll
9 succeed. I know you do a great job, and I know you'll
10 make the best out of life.

11 So good luck to you, Mitchell.

12 MEMBER MUELLER: Thank you.

13 MEMBER LINDSTROM: You know, there's still time to
14 change your mind, Mitchell.

15 MEMBER MUELLER: Certainly not for this chapter.
16 The next chapter is opening up, and I look forward to it.

17 CHAIR CASAS: I wish you the best.

18 MEMBER MUELLER: Thank you.

19 MEMBER WILLMORE: Tim Willmore, representing CAPTO.

20 Next month, we will be hosting the statewide
21 training managers' workshop in Burlingame on March 26th,
22 27th, and 28th.

23 It filled up rather quickly. We anticipate over 200
24 representatives from different agencies attending that.
25 So if you have any questions or interest in that, you can

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1 look at our Web site, CAPTOonline.org, and it has the
2 information on it.

3 The second thing is, recently, during a discussion
4 in one of our meetings, it was brought to our attention
5 that currently, right now, POST doesn't recognize that
6 there was an agency, such as an academy that was
7 interested in utilizing a member from another agency as
8 part of their training staff. Unfortunately, right now,
9 there is no letter of agreement or anything that would
10 allow that agency or, let's say, the academy to utilize a
11 member of another agency to train, unless that agency
12 member was represented by that agency as a trainer.

13 Did I lose you already?

14 MR. DEAL: You lost me. That's something we discuss
15 offline, too.

16 MEMBER WILLMORE: Yes, that probably would be
17 better. I was just wondering if there was any issues
18 with an affiliated member from a police agency assuming
19 the role as a trainer for another agency? Like, if I'm
20 representing Tulare County District Attorney's office,
21 however, I'm not in a training capacity within Tulare
22 County District Attorney's office.

23 If I was going to represent the College of Sequoias,
24 is there any way of obtaining a letter of agreement
25 through POST to train me in a specific topic for the

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1 college?

2 So although I'm not represented by the college in
3 that specific area...

4 MR. DEAL: Yes. I'm not sure of all the facts
5 behind what your request is, so it might be something
6 better served offline.

7 MEMBER WILLMORE: We'll do that.

8 No other report.

9 MEMBER YOUNG: Brad Young with CAAJE. No report at
10 this meeting.

11 CHAIR CASAS: Okay, thank you very much.

12 Let's move on to Commissioner Comments.

13 I'd like to recognize the Commissioners.

14 First of all, thank you for being here. It means a
15 lot to us to see you here and following along with our
16 meeting. We appreciate it.

17 So with that, I'd like to open it up to any
18 comments, starting with Commissioner Sobek.

19 COMMISSIONER SOBEK: No comments today.

20 COMMISSIONER BUI: No comments.

21 COMMISSIONER HUTCHENS: I'm okay.

22 CHAIR CASAS: Wow. I don't know if that's good or
23 bad.

24 Thank you very much.

25 Okay, we'll move on to old and new business, where

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1 we will be bringing up the staff -- well, actually, we're
2 going to be getting a report from staff on the
3 composition of the Advisory Committee.

4 And if you don't remember, this stems from the last
5 meeting that we had involving the replacement of a seat.

6 So with that, Alan?

7 MR. DEAL: Thank you, Mr. Chair.

8 Based on that discussion last October, staff
9 prepared a report to identify some of the things that
10 were discussed: The current composition of the
11 Commission, and to address the specific issue of the lack
12 of representation of the Women Peace Officer Association
13 of California.

14 What we have learned since that time is that the
15 WPOA has ceased to exist. And if you would refer to
16 Attachment 1, which is farther down the page in the
17 memorandum that's been prepared for the Committee, there
18 is a reflection that the board has retired and that there
19 is a longer discussion on their Web site that describes
20 why they believed that they have achieved their
21 objectives as to the impetus to cease to exist.

22 So at this juncture, the Advisory Committee is
23 comprised of 14 members, all of which are appointed by
24 the Commission.

25 Additionally, as you scroll through the report, you

1 can see that there were a couple of suggestions last time
2 that were offered, one of which was the previous
3 suggestion that maybe the College and University Police
4 Chiefs Association be recognized.

5 Additionally, one of the other suggestions was that
6 in the place of the WPOA, that consideration be given to
7 Women Leaders in Law Enforcement. That is a group that
8 puts together, in conjunction with the Chiefs'
9 Association, the Sheriffs' Association, CPOA, and the
10 California Highway Patrol, the Annual Women Leaders in
11 Law Enforcement symposia. So those are the suggestions
12 that were discussed last time.

13 The direction from the chair, as you recall, was
14 that each individual that is represented here give some
15 consideration and be prepared to discuss this issue.

16 Staff developed some points that may be helpful in
17 facilitating the discussion.

18 Five items that are before you:

19 Is there a void in representation of law enforcement
20 stakeholders represented on the Advisory Committee?

21 Is there a category of representation that is
22 missing?

23 Are there underrepresented law-enforcement
24 professional associations that are not affiliated with
25 other organizations currently represented on the

1 Committee?

2 And is there a specific law-enforcement agency that
3 should be added to the Committee, much like in the case
4 of the California Highway Patrol, that's a specific
5 agency? It's the only one that is recognized.

6 And last, is the current number of representatives
7 sufficiently broad enough to adequately advise the
8 Commission on matters that come before it?

9 So to help set the groundwork in terms of the
10 discussion of the Committee.

11 CHAIR CASAS: I'd like to open it up at this point.

12 Based on the findings by POST, I would like to move
13 forward to the Commission the decision as to how to deal
14 with this. Do we simply accept the current committee
15 number that we have, eliminating that one position; or do
16 we fill it?

17 So the floor recognizes Mr. Flannagan.

18 MEMBER FLANNAGAN: Well, I think we vetted this a
19 lot during the last meeting and stuff. I think the
20 composition of the Advisory Committee is fine the way it
21 is. I don't think we need to go out -- using my
22 terminology, "fishing" for an organization, or something
23 like that. I think, you know, I'd be satisfied with
24 leaving or making the recommendation to the Commission
25 that it remain as it is.

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1 We picked up communications people last year to make
2 sure they were represented. And at that time, that was
3 the number-one group that voiced that they weren't being
4 represented. And we've accomplished that task.

5 So I would make a motion that we recommend to the
6 Commission that we just leave it status quo of 14 at this
7 time.

8 MEMBER YOUNG: Second.

9 CHAIR CASAS: The most the motion has been placed on
10 the table, seconded by Mr. Young.

11 Discussion?

12 MEMBER LINDSTROM: Yes.

13 CHAIR CASAS: Mr. Lindstrom?

14 MEMBER LINDSTROM: I have some discussion.

15 You know, the initial reaction to this is I'm sure
16 going to be negative; but I have a very unique
17 perspective.

18 I have the opportunity to sit on the Fresno and
19 Madera Chiefs Association meetings; and in those
20 meetings, we have -- there's federal representatives and
21 state representatives. But I think a valuable member of
22 that group happens to be parole. Now, they're not a POST
23 organization; and I'm not talking about CDCR as far as
24 the prisons are concerned. But where the rubber meets
25 the road, where law enforcement takes place, parole

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1 officers cooperate and do joint projects on a daily basis
2 with all of our organizations. And I have found that the
3 information exchange in those meetings has been very
4 unique, very informative, and a cooperative effort to do
5 police work in the best interests of both parole and the
6 law-enforcement agencies.

7 I don't know how that would work here, if it's
8 possible; but I'm just throwing it out there to see if
9 anybody else can see the value in something like that,
10 or if it's even feasible. Because I know they're not a
11 POST reimbursable agency. But I just share with you the
12 positive things that I see of that relationship in our
13 area.

14 CHAIR CASAS: Mr. Young?

15 MEMBER YOUNG: I would just ask, have they
16 approached POST to become part of the Advisory?

17 MEMBER LINDSTROM: No, not through me. That's
18 strictly --

19 MEMBER YOUNG: Do you have any correspondence from
20 them?

21 MEMBER LINDSTROM: -- that's out there somewhere.

22 MR. STRESAK: Your question again, Brad?

23 MEMBER YOUNG: Has parole or probation or any
24 organizations along that line approached the Commission
25 to become a member of the Advisory or any other

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1 committees?

2 MR. DEAL: No, they haven't.

3 CHAIR CASAS: I appreciate the opinion, Richard, and
4 the comments. I just don't know if this would be the
5 kind of body that would encompass an idea like that.
6 Maybe I'm just -- I'm not sure if that could even work.

7 Quite frankly, dovetailing off what Joe said about
8 the representation, we are very well represented here.
9 Not only just by individual groups, but by the members
10 that actually are part of our groups are vast. And as
11 you know, a good portion of every position, whether it be
12 dispatchers or police officers, deputies, are represented
13 by, in one way or another, by our organization.

14 So I personally am comfortable with the Committee
15 remaining the size that it is now. And I would recommend
16 that, that we stay the way we are.

17 MEMBER LINDSTROM: Don't get me wrong, I'm
18 comfortable with that, too. I just found this to be
19 something that was very positive in our area, and thought
20 perhaps, as an Advisory Committee member, it could have
21 some value here.

22 And I don't know if POST has a comment on that or
23 not, or if it's feasible or not feasible.

24 Because coming in, I knew there was going to be a
25 negative reception for it. But I think after thinking

1 about it a while, and anybody that's involved on the
2 street with parole officers in their area, know that
3 there has to be communication to get our job done in the
4 best interest of both of our groups or agencies.

5 MR. STRESAK: Everybody is looking at me, so I think
6 I'm going to make a comment.

7 I think point number one is that I think you're
8 accurate in saying that the relationship between
9 law-enforcement agencies and parole is a significant
10 relationship. They are two large entities, if you will.

11 I know in the past, we've used the analogy of
12 teaching the elephants to dance together in terms of
13 exchange of parole information and law-enforcement
14 information. But I also do know that on multiple aspects
15 within the law-enforcement community, on day-to-day
16 operations, there's task force, there's representation at
17 I believe Cal Sheriffs' Board of Directors and at Cal
18 Chiefs' Board, with CDCR, to identify issues. So
19 operationally, I think there's a sufficient interaction
20 out in the field.

21 I'm not convinced that one more interface would be
22 an added benefit. I'm not necessarily opposed to that,
23 but I think that there's probably sufficient interaction
24 already.

25 I do have a secondary concern in terms of what

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1 realignment issues; and that I could see a benefit in
2 terms of realignment issues which chiefs and sheriffs are
3 facing out in the field that perhaps that could
4 facilitate, identify some training needs.

5 With that, I'll cease; but let you -- I think that
6 this board, it's your decision, whether you want to or
7 not. But those would be my thoughts on the issue.

8 CHAIR CASAS: Thank you, Bob.

9 And thank you, Richard, for at least bringing that
10 up and making it part of the discussion.

11 Any other discussion on that subject?

12 MEMBER BANNING: Mr. Chairman, there has not been
13 any other solicitations for groups wanting to join the
14 Advisory Committee?

15 MR. DEAL: In the past, the most recent one, where
16 there was interest expressed, was the CCUPCA, the chiefs
17 of police of the college and university organization.
18 That was probably two -- two, three years ago; and no
19 action was taken on that.

20 MEMBER BANNING: Okay, and according to your
21 memorandum dated on February 5th, we just now have
22 learned that the Women's Police Officers Association has
23 ceased to exist.

24 My recommendation is that we table this issue until
25 the next commission meeting. I don't mean to kick the

1 can down the alley like, you know, government is known
2 to do; but I think this is an opportunity where we could
3 actually throw out, say, a net or even people of
4 interest, and at least give some people that may have an
5 interest -- maybe they don't even know that a seat exists
6 that's open, and throw it out and say, "Okay, here's the
7 issue. We have a seat that -- if you're interested in
8 being represented on the Advisory Committee, now is the
9 time to go ahead and make your wishes known."

10 Is there any urgency in filling the seat right now,
11 or filling it with a group or making a decision as to
12 whether we should just leave it vacant?

13 CHAIR CASAS: I'll comment right off on that, Elmo,
14 before I hand it over to Mr. Young and Joe.

15 But, no, there hasn't. And if I'm not mistaken,
16 we've tabled this a couple times now. Or is this just
17 the first?

18 We've actually tabled this a couple times. And I'd
19 like to bring some resolve to it.

20 You know, when I spoke about a lot of the parties
21 being represented, represented by organizations here,
22 PORAC is a prime example of having a specialized
23 representation within their organization -- the college,
24 if I'm not mistaken.

25 So I don't know if it really would benefit us to

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1 table this again and open it up to everybody, when nobody
2 really has made inquiries about this position. And
3 they've known about it for a couple meetings now.

4 MEMBER BANNING: Well, my comment would be, what
5 have we done?

6 If we have a job opening, I think --

7 MR. DEAL: Just so you understand, there is no job
8 opening. The fact that the Women Peace Officer
9 Association has ceased to exist, it now means that the
10 Advisory Committee is comprised of 14 positions that have
11 been approved or authorized by the Commission. And their
12 interest is clearly, as I sum it up at the end, looking
13 at issues that come before the Commission. They're
14 looking at stakeholders that have some role or
15 affiliation with POST or the POST program.

16 And as Mario was saying, I think it's important to
17 recognize that everybody in this room, on the Advisory
18 Committee, wears several different hats, and have many
19 different constituencies, and have many different
20 interests that they bring to bear in reviewing and
21 assessing the kinds of things that will go before the
22 Commission the day after you meet, where the Commission
23 is looking for your guidance and input.

24 I think it's always one of those, "Be careful what
25 you ask" if you throw it open and you say, "You all

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1 come."

2 MEMBER BANNING: So the Advisory Committee doesn't
3 necessarily have to be represented by 14 entities or
4 14 represented seats?

5 MR. DEAL: Correct. It's been as high as 16.

6 MEMBER BANNING: So really, the issue for us -- or
7 the recommendation that we need to make to the Commission
8 is, do we maintain 13, and eliminate --

9 MR. DEAL: Fourteen.

10 MEMBER BANNING: Oh, I'm sorry, 14, and we're good
11 with that, and there's no other interest in expanding
12 that, and our status quo is okay? There's no reason to
13 go beyond what we're doing now.

14 Is that how I understand it?

15 CHAIR CASAS: Yes, that's my recommendation.

16 MEMBER BANNING: Oh, okay.

17 CHAIR CASAS: And I'll hand the floor over to
18 Mr. Young here.

19 MEMBER YOUNG: No, that's exactly what I was just
20 going to bring up. We're not up for solicitation, it's
21 my understanding from POST; and it's not that it's a
22 required seat or position to fill. That's my
23 understanding.

24 And the fact that we have, the term, kicked it down
25 the road, but it has been tabled I think twice, open for

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1 discussion last spring, so it would be a good idea to
2 send it on to the Commission.

3 CHAIR CASAS: Okay, I'll come to you next,
4 Mr. Mueller.

5 Joe?

6 MEMBER FLANNAGAN: Just not to beat a dead horse,
7 but there is no open position.

8 MEMBER BANNING: Okay.

9 MEMBER FLANNAGAN: The Commission would have to, if
10 I understand it correctly, would have to create the
11 position and, you know, stuff like that.

12 So it's just keeping what's already there. We're
13 not -- there is no job vacancy or anything like that.
14 We just happen to have an organization that has ceased to
15 exist, much like COPS. We didn't go out and create -- or
16 throw out a fishing net, or whatever we want to use.
17 It's just, we downsized.

18 CHAIR CASAS: Thank you.

19 Mr. Mueller?

20 MEMBER MUELLER: As time progresses and the need may
21 arise, there's certainly nothing that would preclude
22 another organization from coming back to the Advisory
23 Committee or to POST, and make a recommendation that they
24 then be included; and then the discussion could then take
25 place on the validity of whether or not they should be

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1 included. So I agree with the motion on the table right
2 now.

3 CHAIR CASAS: That's correct.

4 We do have a motion on the table.

5 Any other discussion before we move on?

6 *(No response)*

7 CHAIR CASAS: Okay, the motion was, if I heard it
8 right, Mr. Flannagan, was to maintain the current size of
9 the Advisory Committee.

10 MEMBER FLANNAGAN: Recommend to the Commission to
11 maintain.

12 CHAIR CASAS: To maintain?

13 MEMBER FLANNAGAN: Yes.

14 CHAIR CASAS: And it was seconded by Mr. Young.

15 All in favor, signify by saying "aye."

16 *(A chorus of "ayes" was heard.)*

17 CHAIR CASAS: Opposed?

18 *(No response)*

19 CHAIR CASAS: Abstain?

20 *(No response)*

21 CHAIR CASAS: Thank you. The motion passes.

22 Okay, thank you very much.

23 I'm going to hand the floor over to Mr. Deal, who
24 has another item to discuss.

25 MR. DEAL: Two things to share with you.

1 You have in front of you the most recent LEOKA study
2 report. It has been completed by Basic Training Bureau
3 and the LEOKA study group. A lot of good information
4 there. A lot of pertinent, salient information that I
5 think you'll find very useful as you look through it in
6 the coming days and weeks. That document, after being
7 presented to the Commission tomorrow, will become
8 available. It will be Internet-based, so that you'll be
9 able to download it, just like any of our other
10 publications.

11 We put it on the Learning Portal, so that it's not
12 open for everyone to immediately access. But the data is
13 there, and there's a lot of information.

14 The value for POST in studying officers that have
15 been killed and assaulted is that we continually, with
16 our subject-matter experts, look for opportunities where
17 our training needs to be modified, or needs to consider
18 things that have changed in the field as it relates to
19 the kinds of deaths and injuries that occur involving
20 California law-enforcement officers. So it has a
21 significant utility.

22 We know that many of our stakeholder agencies use
23 it in the same way, to look at, examine, and assess their
24 tactics, look at some of their policy considerations. So
25 I think you'll find this a very useful document for you.

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1 CHAIR CASAS: Thank you, Mr. Deal.

2 MR. DEAL: Just a reminder. There are two things to
3 be aware of.

4 We have elections coming up that will occur at our
5 meeting in June to take effect at the October Advisory
6 Committee meeting. So you may want to be considering
7 chair and vice chair nominations for next time. And
8 we'll make sure that's in the memo when it goes out,
9 notifying you of the next meeting.

10 Additionally, because the next meeting that will
11 take place in June is also the awards ceremony, you may
12 wish to make your reservations accordingly, knowing that
13 you'll be there for the ceremony itself on the day of the
14 Commission meeting.

15 And then, of course -- Connie would never forgive
16 me -- for those of you that drove and need to have your
17 parking validated, we have stickers for you, so...

18 MR. STRESAK: And the Leg. Committee will be meeting
19 where?

20 MR. DEAL: Our Leg. meeting will be tomorrow morning
21 at 8:30.

22 Connie, which room?

23 MS. PAOLI: In the boardroom.

24 MR. DEAL: In the boardroom. And that's somewhere
25 in this maze.

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1 CHAIR CASAS: Okay, thank you, Mr. Deal.

2 At this point, obviously, the dates of our next
3 meeting are listed here, June 26th and 27th, up in lovely
4 Sacramento.

5 And with that, I will go ahead and move forward and
6 adjourn this meeting, and consider that we are now
7 adjourned.

8 *(The gavel sounded.)*

9 *(The Advisory Committee meeting concluded*
10 *at 3:43 p.m.)*

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REPORTER'S CERTIFICATE

I hereby certify:

That the foregoing proceedings were duly reported by me at the time and place herein specified; and

That the proceedings were reported by me, a duly certified shorthand reporter and a disinterested person, and was thereafter transcribed into typewriting.

In witness whereof, I have hereunto set my hand on March 20th, 2013.

Daniel P. Feldhaus
California CSR #6949
Registered Diplomat Reporter
Certified Realtime Reporter