

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



TIME: 1:00 p.m.

DATE: Wednesday, October 23, 2013

PLACE: Embassy Suites
San Francisco Airport - Waterfront
150 Anza Boulevard
Burlingame, California



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

JAMES BOCK
Committee Chair
California Specialized Law Enforcement

GEORGE BEITEY
Committee Vice-Chair
State Chancellor's Community College Office

ELMO BANNING
Public Member

ALEX BERNARD
Public Member

ANDREW BIDOU
California Police Chiefs' Association

EDWARD N. BONNER
California State Sheriffs' Association

MARIO A. CASAS
California Coalition of Law Enforcement Associations

JOE FLANNAGAN
Peace Officers' Research Association of California

RICHARD J. LINDSTROM
California Academy Directors' Association

SANDRA SPAGNOLI
California Peace Officers' Association

RANDALL WALTZ
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

JOYCE DUDLEY
Santa Barbara District Attorney
Santa Barbara County

SANDRA HUTCHENS
Sheriff-Coroner
Orange County

PETER KURYLOWICZ, JR.
Deputy Sheriff
Riverside County Sheriff's Department

LAREN LEICHLITER
Sheriff
San Bernardino County Sheriff's Department

JAMES P. McDONNELL
Chief
Long Beach Police Department



POST STAFF PRESENT

per participation and sign-in sheet

ROBERT STRESAK
Executive Director
Executive Office

JANICE BULLARD
Assistant Executive Director
Executive Office
Standards and Development Bureau

ALAN DEAL
Assistant Executive Director
Executive Office
Field Services Bureau

A P P E A R A N C E S

POST STAFF PRESENT

*per participation and sign-in sheet
continued*

RICHARD REED
Assistant Executive Director
Executive Office
Administrative Services Division

MARIE BOUVIA
Executive Assistant
Executive Office

ANNE BREWER
Bureau Chief
Training Program Services Bureau

STEVEN CRAIG
Senior Consultant
Training Program Services

RON CROOK
Multimedia Specialist
Learning Technology Resource Bureau

FRANK DECKER
Bureau Chief
Basic Training Bureau

DARLA ENGLER
Bureau Chief
Administrative Services Bureau

TED FITZPATRICK
Information System Analyst
Computer Services Bureau

BRYON G. GUSTAFSON
Bureau Chief
Standards and Evaluation Services Bureau

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

LINDA SABELLA
Systems Software Specialist Supervisor
Computer Services Bureau

STEPHANIE SCOFIELD
Bureau Chief
Training Delivery and Compliance Bureau

ROBERT "R.C." SMITH
Bureau Chief
Center for Leadership Development

ROBERT ZIGLAR
Senior Consultant
Computer Services Bureau



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POST Advisory Committee Meeting, October 23, 2013

Wednesday, October 23, 2013, 1:00 p.m.

Burlingame, California



CHAIR BOCK: I'd like to call this meeting of the
POST Advisory to order.

If we could all stand for the flag salute.

(The Pledge of Allegiance was recited.)

CHAIR BOCK: And if we could remain standing for a
moment of silence honoring the police officers killed in
the line of duty since the last meeting.

Officer Jon Coutchie of the Laguna Beach Police
Department.

(Observance of moment of silence.)

CHAIR BOCK: Thank you.

All right, at this time, we'll have each of the
members introduce themselves.

I'm Jim Bock, and I'm the chair, I guess. And I'm
the Specialized Law Enforcement representative.

VICE CHAIR BEITEY: George Beitey, vice chair, and
representing California Community Colleges.

MEMBER BANNING: Elmo Banning, public member.

MEMBER BERNARD: Alex Bernard, public member.

MEMBER BIDOU: Andrew Bidou, representing CPCA.

MEMBER YOUNG: Brad Young, representing CAAJE.

MEMBER BONNER: Ed Bonner, representing State

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1 Sheriffs.

2 MEMBER CASAS: Mario Casas, representing CCLEA.

3 MEMBER FLANNAGAN: Joe Flannagan, representing
4 PORAC.

5 MEMBER LINDSTROM: Richard Lindstrom, representing
6 California Academy Directors Association.

7 MEMBER SPAGNOLI: Sandra Spagnoli, representing
8 CPOA.

9 MEMBER WALTZ: Randy Waltz, representing California
10 Association of Police Training Officers.

11 THE REPORTER: Dan Feldhaus, the hearing reporter.

12 MS. PAOLI: Connie Paoli, POST.

13 MS. BOUVIA: Marie Bouvia, POST staff.

14 MR. STRESAK: Bob Stresak, Executive Director, POST.

15 MS. BULLARD: Jan Bullard, POST staff.

16 CHAIR BOCK: And if we have any POST commissioners
17 here.

18 COMMISSIONER McDONNELL: Jim McDonnell.

19 COMMISSIONER BUI: Lai Lai Bui.

20 COMMISSIONER KURYLOWICZ: Pete Kurylowicz.

21 CHAIR BOCK: And if we could have those in the
22 audience please introduce themselves.

23 MR. FITZPATRICK: Ted Fitzpatrick, POST.

24 MS. SCOFIELD: Stephanie Scofield, POST.

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

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1 MS. SABELLA: Linda Sabella, POST staff.
2 MR. DECKER: Frank Decker, POST staff.
3 MR. GUSTAFSON: Bryon Gustafson, POST staff.
4 MS. BREWER: Anne Brewer, POST staff.
5 MR. DEAL: Alan Deal, POST staff.
6 MR. SMITH: R.C. Smith, POST staff.
7 MR. ZIGLAR: Bob Ziglar, POST staff.
8 MS. ENGLER: Darla Engler, POST staff.
9 COMMISSIONER LEICHLITER: Laren Leichliter, new
10 commissioner.
11 MR. REED: Dick Reed, POST staff.
12 CHAIR BOCK: Thank you. Welcome.
13 Could we have roll call?
14 MS. BOUVIA: Banning?
15 MEMBER BANNING: Here.
16 MS. BOUVIA: Beitey?
17 VICE CHAIR BEITEY: Here.
18 MS. BOUVIA: Bernard?
19 MEMBER BERNARD: Here.
20 MS. BOUVIA: Bidou?
21 MEMBER BIDOU: Here
22 MS. BOUVIA: Bock?
23 CHAIR BOCK: Here.
24 MS. BOUVIA: Bonner?
25 MEMBER BONNER: There's an awful lot of B's in this

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1 room; but I am here.

2 MS. BOUVIA: Casas?

3 MEMBER CASAS: Here.

4 MS. BOUVIA: Flannagan?

5 MEMBER FLANNAGAN: Here.

6 MS. BOUVIA: Lindstrom?

7 MEMBER LINDSTROM: Here.

8 MS. BOUVIA: King?

9 *(No response)*

10 MS. BOUVIA: McFadon?

11 *(No response)*

12 MS. BOUVIA: Spagnoli?

13 MEMBER SPAGNOLI: Here.

14 MS. BOUVIA: Waltz?

15 MEMBER WALTZ: Here.

16 MS. BOUVIA: Young?

17 MEMBER YOUNG: Here.

18 CHAIR BOCK: Okay, and if we could have any
19 announcements and correspondence.

20 MS. BULLARD: Thank you, Mr. Chairman, Committee
21 Members.

22 Correspondence from POST is under Tab J in your
23 binders. It includes a bulletin from Executive Director
24 Stresak, announcing Governor Brown signed into
25 legislation Senate Bill 514, which recognizes law

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1 enforcement JPAs.

2 There is also a letter to State Assembly Member
3 Shirley Weber, advising her of the Commission's intent to
4 remove their opposition to Assembly Bill 979.

5 There is a letter to Chief Paul Workman of Laguna
6 Beach Police Department, expressing sympathy for the loss
7 of Officer Jon Coutchie.

8 And a letter of appreciation to Assistant Executive
9 Director Dick Reed, commending him on his public service
10 since 1967. And Mr. Reed is going to be leaving us
11 November 1st of this year.

12 CHAIR BOCK: Okay, you've all had a chance to review
13 the minutes.

14 I would entertain a motion to approve them.

15 VICE CHAIR BEITEY: So moved.

16 MEMBER BERNARD: Second. Bernard.

17 CHAIR BOCK: And if you guys could make sure that
18 you state your last name loudly first, before you make a
19 motion.

20 VICE CHAIR BEITEY: That was Beitey that made the
21 motion to approve.

22 CHAIR BOCK: Any discussion?

23 *(No response)*

24 CHAIR BOCK: All those in favor?

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

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1 CHAIR BOCK: Opposed?

2 *(No response)*

3 CHAIR BOCK: Abstain?

4 *(No response)*

5 CHAIR BOCK: All right, now, we'll move on to the
6 review of the Commission meeting agenda.

7 MS. BULLARD: Thank you.

8 You have before you the Commission agenda for
9 tomorrow. And I'm going to start with the consent
10 calendar.

11 You've all had a chance to take a look at the items
12 and provide us with those items that you wish to have
13 presentations on. And staff has also identified some
14 items that we thought would be of particular interest to
15 you.

16 Starting with Item B.2, which is the implementation
17 of Strategic Plan. As you can see, we have 13
18 objectives. 12 are in progress. One of them is
19 currently on hold. And we are not going to be asking for
20 any deletions of our Strategic Plan objectives at this
21 time.

22 Item B.4, we are going to have a formal presentation
23 on the student e-workbooks later on in this meeting, so
24 I'm going to go ahead and pass that item.

25 Item B.11, this is a report to the Commission on the

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1 projected revenue shortfall for fiscal year 2014-15. And
2 I'm going to call upon Assistant Executive Director Dick
3 Reed to bring you up to speed on this issue.

4 MR. REED: Thank you, ladies and gentlemen.

5 This item will be carried before the Commission
6 tomorrow.

7 As you recall at the last meeting, we attempted to
8 give everyone a heads-up on the fact that the Department
9 of Finance had alerted us in February to a \$5 million
10 projected shortfall. Upon studying this further, after
11 the last meeting, we found that that projection was
12 really more like \$7.8 million. So we set about finding
13 ways that we could handle this, because Finance cannot
14 submit a deficit budget to the Governor. And they were
15 very interested in what we were going to do to manage
16 this issue.

17 This issue wasn't vetted before the Commission
18 because Finance needed our plan before this Commission
19 was going to meet this time. So what we put forward is
20 the plan to address the \$7.8 million, and also some
21 alternative ways that we intend to make that happen.

22 So what Finance has now is kind of the first half of
23 what you see on this agenda item, which is four things
24 that we're going to be doing in terms of suspending
25 backfill, suspending Plan IV reimbursements, capping

1 contracts at the 2012-13 level; and then suspending
2 workshops and seminars for the 2014-15 fiscal year. We
3 believe that that will capture the amount needed to wipe
4 away the deficit.

5 And if revenues begin coming back toward the end of
6 the 2014-15 year, the Executive Director hopefully will
7 be asking for Commission approval to start returning
8 money to the field.

9 So what we've had to do is provide Finance with the
10 methodology for saving 7.8 million bucks. But the
11 Commission may wish to weigh in on the vehicle that we
12 used to identify the savings. For instance, backfill.
13 We've fielded several questions from the field about what
14 this means. The issue on capping contracts. We've
15 answered every question personally that's come to us from
16 either e-mail or telephones, from constituents that are
17 concerned about how long is this going to last and what
18 do we have to save, that sort of thing.

19 So what we're hoping is that this all ends before
20 the end of the '14-15 year. But in order to see the
21 scope of the problem, if you've read your backup
22 material, or if you have the chart --

23 Can you get Attachment A up on this issue? Do we
24 have that ability?

25 We had it up earlier this morning.

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1 Okay, the numbers are small. If you have your own
2 tablets, you can probably see this a little bit better.

3 But if you will look at the section on the left-hand
4 column marked "Revenues and transfers," go all the way to
5 the bottom of that highlighted area, where it says "Total
6 revenues." Go out to about the third column, 2006-07,
7 you can see that our revenues were \$42 million, and in
8 2007-08, \$41 million. Following out to the right, you'll
9 see they begin to go \$41 million. And then they begin
10 dropping, from 2009-10 as we see the precipitous drop at
11 state revenues, which is \$38 million, then down to
12 \$36 million, then down to 30, 31, 30. And Finance
13 projects that we remain at the \$30 million level until
14 about 2016-17.

15 So what we're trying to do is wipe out the little
16 red numbers at the bottom of the screen on the right-hand
17 side at the end of 2014-15 that says that we will be
18 negative \$7.824 million. That cannot happen. We cannot
19 let that happen. We're special-funded, and we don't have
20 any bail-out funds. All of our clients know that, I
21 believe.

22 So everything we're doing in the way of adjustments
23 and recommendations on this agenda item is geared to
24 making sure that we end up at the end of 2014-15 with a
25 modest reserve.

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1 Finance likes to have us have a prudent reserve
2 which, to them, is about 10 percent of our total budget.
3 \$6 million or \$7 million would be considered prudent.
4 We're going to be working to get to a modest level,
5 \$2 million to \$3 million, which is not a lot of wiggle
6 room for the Commission to play with, but it's better
7 than having a deficit.

8 So the items that we've proposed to reduce or
9 suspend temporarily will yield you, we think, about a
10 \$6 million reserve at the end of 2014-15.

11 If we find that we've overcorrected, then as I said,
12 the Executive Director will probably be wanting to return
13 money to the field.

14 If we've undercorrected and the savings don't come
15 through that we have projected, then about this time next
16 year, we should start to see that; and perhaps something
17 else will have to be reduced. But we believe that we're
18 going to be successful in getting where we need to go
19 with the method that we've put forward here.

20 So I don't want to talk too much on this because
21 I think most of you understand it. But if there's
22 questions, I could take them now.

23 MEMBER FLANNAGAN: Dick, I have a few issues.

24 MR. REED: Yes.

25 MEMBER FLANNAGAN: First of all, for the Executive

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1 Director, we don't have anybody from the AG's office
2 here.

3 Agencies don't have the money to pick up the loss
4 here that POST isn't going to do, so training is going to
5 suffer.

6 Is there any vehicle, or do you know of, is there
7 some type of a -- I don't want to say waiver of liability
8 or whatever. Because I can envision somebody during this
9 gap getting into trouble, getting into a jam; and it's
10 going to come down to a training issue. And the
11 deep-pocket attorney is going to go after the agency or
12 POST, or whatever, because of the lack of training or the
13 delay in training, or whatever it might be.

14 Is there currently any legislation or any protection
15 for the individual, for the agency, or for POST, that
16 they can't basically come after us for failing to train?

17 MR. STRESAK: I am not aware of any options such as
18 that.

19 Keep in mind, one of the significant points is that
20 we're not eliminating training, we're just scaling back
21 training. Our challenge was to try to equitably gore
22 programs, if you will, to the point where we're
23 as fair as possible. And that after significant
24 deliberation, we had to look at the issues of how do we
25 rob Peter to pay Paul.

1 And so, ultimately, we ended up with this solution.
2 We don't believe that it really eliminates training. We
3 will reduce presentations. We will still adhere to our
4 core values of basic training, instructor quality,
5 officer-safety issues, mandatory training, and a couple
6 of the long-term goals we have within the organization --
7 the POST testing system and the technology that supports
8 all that.

9 So we're not slamming the door, and I don't think
10 we're creating a fatal void.

11 I remain sensitive to your concerns. We'll do some
12 additional research. But to answer your question in
13 succinct terms, no.

14 MEMBER FLANNAGAN: The next question --

15 MR. STRESAK: I think Dick has something.

16 MR. REED: May I follow on with that one thought,
17 Mr. Executive Director?

18 Mr. Flannagan, we submitted or we distributed an FAQ
19 sheet to the field last week; and that basically we
20 touched on that issue in our FAQs, having sat through
21 many of Marty Mayer's presentations and through many
22 budget downturns over the years.

23 A Marty Mayer answer would be, if he were sitting
24 here -- I think some of you could probably quote him as
25 well -- he would say that there is no dispensation on

1 your responsibility to train just because there is no
2 money to do the training. So that's his cavalier lawyer
3 response.

4 So the answer to your question would be no, you
5 can't -- we can't waive the training requirements.
6 However, what we have done in this regard, just so you'll
7 know, is we've attempted to stay away from high-liability
8 training, officer-safety issues, and any training
9 mandates.

10 We have about 4,500 certified training courses. And
11 of those, we have tried to leave intact those things that
12 are mandated or that are high liability or contract
13 courses.

14 So we also emphasize the need to start using the
15 Learning Portal more. We've got about 65,000 people
16 signed up to use the Learning Portal and other distance
17 training methodologies.

18 So this is kind of -- this is going to be a little
19 bit difficult, but it's not draconian at this point.
20 Draconian would have been if they would have taken all
21 of our 2410 money, or as they proposed years ago, I think
22 when you were first on the Commission, when they tried to
23 take all of our reimbursement money. And that's not
24 happening here. So we're trying to spread the hurt
25 evenly without exposing anyone to liability.

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1 MEMBER FLANNAGAN: First of all, I understand and
2 I feel the pain, and I know how hard staff works to do
3 this.

4 MR. STRESAK: Joe, if I may, just one other quick
5 comment. It is paramount or foundational to us that this
6 strategy remains scalable, so that if and when we can
7 advance or retract, if we have to, we will do so
8 accordingly.

9 I had mentioned earlier, I was going to reserve this
10 for some closing comments, but I mentioned earlier in the
11 Finance Committee meeting that when you look at the total
12 economy, economic recovery, and the Rubik's cube of
13 variables that are out there from sequestration, to
14 realignment, to unemployment stats, et cetera, et cetera,
15 you know, your guess is as good as ours where we are
16 going to go. We have to rely on Department of Finance
17 projections as they stand right now.

18 On the positive side, academies are starting to
19 light up, agencies are starting to hire again. And
20 hopefully, that will have an impact on us down the road
21 in terms of increased money to the Penalty Assessment
22 Fund and translating to increased revenues, which results
23 in increased expenditures.

24 So we'll watch this as carefully and as judiciously
25 as possible, and adjust accordingly whenever we can.

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1 MEMBER FLANNAGAN: Do we still get money from the
2 Penalty Assessment Funds?

3 MR. REED: Yes. That slipped -- this chart will
4 reflect that it slipped from about \$41,000 a year in
5 2007-08, just down to over -- I beg your pardon,
6 \$41 million -- over \$30 million this year.

7 MEMBER FLANNAGAN: Well, that leads into my next
8 comment.

9 A lot of the reasons -- or it could be one of the
10 reasons why the penalty assessment isn't as good as it --
11 or as deep as it was, was fines have gotten so exorbitant
12 that people are asking to do community service versus
13 pay a fine. And that's a direct impact on local
14 government and, obviously, to state government and
15 penalty assessments, because people would rather go out
16 and pick up trash on the side of the freeway than to pay
17 a \$400 fine for a traffic ticket.

18 MR. STRESAK: You're right. And this has been a
19 confluence of factors. And you have already addressed
20 one of them. But we've mentioned in the past that as
21 agencies have to scale back post-bubble, that translated
22 into decreased enforcement activity. Courts have
23 incurred a \$650 million budget cut, translated into
24 triaging their caseload. City attorneys and prosecutors
25 did the same thing.

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1 Statistically, statewide, citations from 2009 to
2 2013 have gone from 5.7 million to 4.7 million. About a
3 million.

4 Part of that could be due to the elimination of
5 cameras at intersections or other enforcement factors.
6 But collectively, you're spot-on. That ultimately has
7 impacted the Penalty Assessment Fund.

8 And which I need to remind everybody, eight entities
9 are paid for out of that Penalty Assessment Fund.

10 Mr. Reed?

11 MR. REED: Well, that kind of concludes my report.
12 However, it occurs to me that maybe some people haven't
13 seen the FAQ sheet.

14 When I'm done with this presentation, I'll have
15 copies made for everybody in this room so you can at
16 least go into the meeting tomorrow having an idea of the
17 issues we've tried to address.

18 MEMBER FLANNAGAN: Thank you.

19 MR. STRESAK: Thank you, Dick.

20 MS. BULLARD: Thanks, Dick.

21 If there are no other questions, moving on to
22 Item B.12, which is a report on the efforts to update the
23 POST Strategic Plan. And we're making some progress in
24 this area. And I have asked Bryon Gustafson from
25 Standards Evaluation and Research Bureau to catch you up

1 on what we're doing in that area.

2 MR. GUSTAFSON: Good afternoon.

3 As you know, at the February meeting earlier this
4 year, the Commission approved up to \$132,000 for an
5 outside entity to guide us through an update of the
6 Strategic Plan.

7 Since that time, we met with several different
8 providers of strategic planning service, and selected
9 California State University Sacramento's Center for
10 Collaborative Policy. And a number of individuals there
11 have experience with working with criminal justice
12 agencies, and state agencies, in particular.

13 And the benefit, in addition to that, is that being
14 a state agency, we can execute an interagency agreement,
15 which will facilitate our ability to contract and get
16 those services from them.

17 Additionally, I would note that as a follow-up to
18 Assistant Executive Director Reed's presentation, we're
19 going to be able to do the Strategic Plan for
20 approximately \$103,000, so we will not have to use all
21 the money that was allocated for this purpose.

22 If you recall, back in 2007-2008, when we last
23 updated the plan, we did a multi-day meeting that
24 involved over a hundred stakeholders. And it was a very
25 involved process that really put a lot of information

1 into a very short period of time.

2 And in working with the Center For Collaborative
3 Policy, they've identified a longer term, smaller
4 process, which would utilize focus groups and surveys,
5 to give people time to think about issues in advance, and
6 kind of revisit their ideas. So it will alleviate the
7 need to have, you know, a big symposium-style event, and
8 will allow a little bit more thoughtful feedback in
9 reviewing the proposed changes to the Strategic Plan.

10 The last piece that I would like to highlight, is
11 that the plan, as it is being designed, is going to have
12 three components. And the first component is an
13 organizational assessment.

14 Executive Director Stresak wanted both an internal
15 and an external assessment of how POST is doing, how we
16 are making progress in achieving our mission. And so
17 that will be one of the first things that the Center for
18 Collaborative Policy takes on is that assessment, which
19 will then help to inform the actual strategic planning
20 process. And that information will be used in drafting
21 the plan and working with those focus groups.

22 So then the second component is then the creation of
23 the Strategic Plan.

24 And then the third component is the potential for
25 functional reorganization of POST. Over the last several

1 years, we've had some changes to our bureaus and to the
2 alignment of bureaus within our divisions. And the goal
3 here will be that after the plan is created, we'll assess
4 the organizational structure, and see if it is, indeed,
5 ideal for supporting the goals as they are developed for
6 the next three to five years.

7 So that is the process that we have in front of us.
8 We have drafted a scope of work and a draft agreement
9 with the Center of Collaborative Policy. And we hope to
10 execute that within the next few weeks, and have them
11 begin work on the assessment and design of the process.

12 Are there any questions I could answer?

13 VICE CHAIR BEITEY: Bryon -- Member Beitey -- you
14 mentioned an assessment process. Now, was that an
15 assessment of POST Strategic Plan implementation or
16 development, or as to how POST is doing overall with
17 regards to their mission?

18 MR. GUSTAFSON: More broadly, with regard to the
19 mission. And the Executive Director could speak to this,
20 if he'd like. But basically, upon assuming his role as
21 Executive Director, he wanted to have an assessment both
22 internally, how POST staff are feeling -- you know, kind
23 of a test of people's morale, commitment, interest in the
24 job; and then an external assessment of how our
25 stakeholders are feeling supported in their training and

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1 standards needs. So that's the direction that we've
2 given to the Center for Collaborative Policy.

3 VICE CHAIR BEITEY: Thank you.

4 MEMBER LINDSTROM: Richard Lindstrom.

5 I want to talk to my computer here.

6 Who will be determining the focus groups?

7 MR. GUSTAFSON: Sure. We have a strategic planning
8 team internally that includes members from the Executive
9 Office, from the bureau chief level, and then
10 consultants. So a working group of about six people that
11 will work with the Center for Collaborative Policy to
12 identify individuals for the focus groups.

13 And we'll follow the process that we do for most all
14 of our different stakeholder events, trying to make sure
15 we touch all of our stakeholder organizations and, you
16 know, a cross-section of law enforcement throughout the
17 state.

18 MEMBER LINDSTROM: Well, I remember way back when --
19 this would have been in the nineties -- it was perhaps
20 maybe your original strategic planning group, where you
21 had symposiums around -- I call them a symposium -- but
22 people were asked to come to general areas throughout the
23 state. I remember, I went to one in Coalinga. But that
24 type of effort is off the table, as I understand what
25 you're saying. It's going to be just sort of locally

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1 focused and...

2 MR. GUSTAFSON: No. There will be focus groups held
3 north and south, but those would be smaller groups of
4 people to kind of get some feedback. And we'll have an
5 opportunity to present draft information to them in
6 advance of the meeting.

7 So there will still be the opportunity to meet and
8 discuss; it just won't be, you know, the 150 people over
9 a three-day event like we did in 2007.

10 MS. BULLARD: Richard, it is the intent also of
11 staff to present at the next meeting to Commission,
12 several options for how all stakeholders can be involved,
13 and how the input can be brought from a wide area. It's
14 not our intent to cut anyone out of the program.

15 And we will present to them several options, and
16 they can assist us in directing us as to how they would
17 like to see that follow through. But we will look for
18 all input from our stakeholders in some form or another.

19 And I'm going to ask Bryon to stay at the table and
20 report on B.14, which is the entry-level dispatcher test
21 delivery.

22 And this is in light of, if you recall, the public
23 concerns that were expressed at the last Commission
24 meeting. And we have made some really good progress in
25 reinstating that service to the field. And I wanted

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1 Bryon to give you that reassurance.

2 MR. GUSTAFSON: Sure. So, background: We have not
3 had a contract for a dispatch test delivery since
4 November of 2012. And in the past, over about 17 years,
5 we've contracted with Cooperative Personnel Services,
6 CPS, to deliver that test statewide. And they've done a
7 great job of doing that.

8 I mentioned November 2012, we had designed the
9 contract so that it wouldn't line up right with the
10 fiscal year, thinking that that would give us a few extra
11 months to make sure that we got the contract through in
12 light of recent experiences.

13 Well, what happened was that we had submitted our
14 contract request timely to DGS. There was some review,
15 concerns raised, even though it had been the same
16 contract that we had done for years. And so that process
17 went back and forth between POST staff and the Department
18 of General Services.

19 And CPS continued to deliver the dispatcher test,
20 just as many of your organizations have continued to
21 deliver training without a contract. And so they
22 continue to do that.

23 And then in April of this year, 2013, we got to a
24 complete impasse with our ability to meet the Department
25 of General Services' requests for clarification. And

1 what it eventually came down to was, they found that CPS,
2 in their analysis of the joint powers authority under
3 which CPS operates, that they could not print the test;
4 that they did not have legal authority to carry out print
5 activities.

6 And we appealed that up to their chief counsel; and
7 that was at that time the determination, that they could
8 not do that.

9 So in April then we ceased delivery of the test
10 through CPS, and we notified the approximately
11 100 presenters of dispatcher testing around the state.
12 We had a robust internal discussion, and determined that
13 we didn't want to send out a bulletin that would create a
14 great uproar with every agency; so we sent out a bulletin
15 just to those presenters of the test, and worked between
16 April and September to try and pursue other alternatives.
17 And we were not able to find another option where we
18 could -- for the amount of money we had budgeted --
19 deliver that test while maintaining our test security,
20 which, as you know, is a real key issue for us.

21 And then, third, with a timely delivery of the test.
22 So in the past, we have said we can get that test to any
23 testing facility in the state within five business days.
24 And for the money we had and the demands that we were
25 putting on those respondents who were considering

1 providing the services, we couldn't get it done for the
2 money we had.

3 Of course, because hiring has been picking up and
4 a number of dispatch centers around the state were
5 feeling the pressure to fill dispatcher vacancies, in
6 September we created a plan to deliver this test in
7 the same way we have delivered the entry-level law
8 enforcement test, the PELLETB, which requires printing
9 on-site.

10 And you might initially think, "Well, why didn't
11 you think that six months earlier?" And I'll tell you,
12 the reason is that the dispatcher test is about 110 pages
13 per test, and it's coordinated with an audio CD that's
14 printed two different ways, with different colors, so
15 that you can make sure that the test-taker isn't going
16 back to, you know, use information from one answer on
17 another. And so it's a fairly significant printing job.

18 But we did discuss this with several of our test
19 providers, and they assured us that they would prefer to
20 print their own exam as to not have an exam or to have to
21 pay for it. There are commercially available options.

22 So given that information, we vetted that internally
23 and with a number of stakeholders, and then moved forward
24 and resumed test orders effective the first of this
25 month.

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1 And I'm pleased to report that the first entity will
2 be testing tomorrow, actually, in the north part of the
3 state. And there are about a dozen tests already
4 scheduled over the next two weeks.

5 This new system does have a few caveats for us. It
6 increases the demand on POST staff, and so we will have
7 to assess what that entails fully, as we go through the
8 increased testing of dispatchers.

9 We know that we'll have to do a great deal more
10 shipping because that was something that had been handled
11 previously. CPS had sent out those CDs and the Scantron
12 answer sheets. So that will move in-house.

13 The very good news is that it will alleviate that
14 contract cost which, last year, cost us over \$200,000.
15 So we know that there will be, as I mentioned, the costs
16 of shipping and what have you. But we estimate that we
17 will incur something over \$150,000 in savings by bringing
18 this work in-house, which we believe we can do with
19 existing personnel.

20 So that is the update on this.

21 And like I mentioned, we're having our first test
22 produced this very week, and we will plan to update this
23 group and the Commission at the February meeting to give
24 you feedback on how this new process is working.

25 Are there any questions?

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1 MEMBER CASAS: Who is CPS?

2 MR. GUSTAFSON: That's Cooperative Personnel
3 Services. They are a quasi governmental agency. It's a
4 JPA of a number of local governments and a couple of
5 state agencies.

6 MEMBER CASAS: So up until now -- well, they
7 proctored the test, they presented it, printed it up, and
8 so forth?

9 MR. GUSTAFSON: They did that for us for nearly two
10 decades, yes.

11 MEMBER CASAS: And what was the cost of that
12 contract?

13 MR. GUSTAFSON: Approximately \$200,000.

14 It goes up and down based on the number of tests
15 that are ordered. But last year, I believe it was a
16 little over \$200,000.

17 MEMBER CASAS: Okay, thank you.

18 MR. GUSTAFSON: You're welcome.

19 MS. BULLARD: Bryon, thank you very much.

20 MR. GUSTAFSON: You're welcome.

21 MS. BULLARD: Moving on, Item B.15 is a resolution
22 from the Commission that will be presented to Mr. Ron
23 Cottingham.

24 And he is resigning from his position as president
25 of PORAC and going back to San Diego Sheriff's

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1 Department. So we will see that he is awarded that
2 resolution from the Commission.

3 Are there requests for any of the reports on the
4 consent calendar?

5 *(No response)*

6 MS. BULLARD: Then moving on to the regular agenda,
7 the Finance Committee met this morning, and they have
8 supported the funding on requests for Items F and G.

9 And Item F is a request for additional presentations
10 for our LEDS instructor update training. And this will
11 also include updates to two of the manuals that are
12 affiliated with this training, to the costs not to exceed
13 \$61,500.

14 And Item G is a request to reallocate funds that
15 were already approved by the Commission to be originally
16 utilized as a critical-thinking pilot course with Oakland
17 Police Department.

18 Oakland Police Department has notified us that they
19 will not be able to participate in that pilot because
20 they have other, more pressing, critical, court-ordered
21 training that they are going to have to do. And we found
22 that if we reallocated that fund to do ten additional
23 AICC presentations, it's going to help us to clear up
24 a backlog of some students. So we will look for a
25 qualified presenter for those ten additional

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1 presentations.

2 This will be an amount not to exceed \$145,998.

3 Would the Committee wish to have a report on either
4 of those items?

5 *(No response)*

6 MS. BULLARD: Are there requests for any other items
7 that are on the Commission regular agenda?

8 *(No response)*

9 MS. BULLARD: Then I'm out of here.

10 MEMBER BONNER: Go play.

11 CHAIR BOCK: Would anybody like to entertain a
12 motion to support the items that were discussed today?

13 MEMBER LINDSTROM: Lindstrom. So moved.

14 MEMBER CASAS: Second it. Casas.

15 CHAIR BOCK: Okay, any other discussions on it?

16 All those in favor?

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

18 CHAIR BOCK: Opposed?

19 *(No response)*

20 CHAIR BOCK: Abstain?

21 *(No response)*

22 CHAIR BOCK: Thank you.

23 All right, at this time we'll have the presentation
24 for the e-Student Workbook.

25 MS. BULLARD: It is my pleasure to introduce to you

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1 Mr. Ted Fitzpatrick who is one of our brilliant systems
2 analysts with Computer Services Bureau. And he has been
3 really hands-on with the development of this project.
4 But I think you're going to be very impressed with it.
5 And this is the item that was covered in B.4.

6 MR. STRESAK: Ted, I believe you have other news to
7 share before you begin?

8 MS. BULLARD: Oh, Ted. Can we see pictures?

9 MR. STRESAK: Oh, you do have pictures?

10 MS. BULLARD: We have to put pictures.

11 MR. FITZPATRICK: I have pictures. I do. Big news.
12 Pardon the interruption, folks.

13 MS. BULLARD: This is important.

14 He can't move ahead before we do this. I'm sorry.

15 MR. FITZPATRICK: It's not mirroring up there. But
16 as you can all see, here we go, my baby girl.

17 *(Applause)*

18 MR. FITZPATRICK: Thank you.

19 MS. BULLARD: Who will someday be using one of these
20 e-Workbooks.

21 MR. FITZPATRICK: Yes. Probably tomorrow, actually.

22 All right. So my name is Ted Fitzpatrick. And on
23 behalf of POST's Computer Services and Basic Training
24 Bureau, I want to share with you some exciting -- an
25 exciting milestone that we've achieved on our e-Workbooks

1 project. We have completed our first fully functional
2 digital textbook version of a POST Learning Domain
3 student workbook for LD-19.

4 And let me get that up on the screen there.

5 We are also in action towards migrating the entire
6 set of workbooks into the new format as well.

7 This fall, in California's educational sector, we
8 have seen unprecedented endeavors towards integrating
9 iPad hardware into the classroom as the mobile form
10 factor for the delivery of educational content. And in
11 places like L.A. County, San Diego County, iPads have
12 been deployed to huge user-bases of students among all
13 grade levels. And in Sacramento, where I live, at least
14 one school has transitioned completely from hardcopy
15 textbooks to iPads for their textbooks.

16 So the digital textbook for the students, it's a
17 quantum leap in both convenience and educational value
18 over hardcopy textbooks.

19 The Basic Training Bureau at POST collaborates with
20 subject-matter experts statewide to publish over
21 40 student workbooks that communicate the fundamental --
22 the minimum fundamental knowledge base that's required
23 for entry-level peace officers.

24 And where today, it requires a box of paper to
25 reproduce these student workbooks. With an iPad, they

1 all fit on one lightweight device.

2 And beyond that, a digital textbook can provide
3 features that hardcopy can't, such as multimedia and
4 interactive content.

5 So let's take a quick preview.

6 This is a software program called "iBooks" from
7 Apple. And I tapped on the screen, the cover icon for
8 this digital textbook, what we are naming "e-Workbook,"
9 to navigate into the workbook. And as I mentioned, this
10 is LD-19.

11 I can tap the screen of the iPad to call a menu from
12 where I can navigate to the table of contents for this
13 particular e-Workbook.

14 It pops up thumbnails along the bottom.

15 The iBooks textbook technology enables text
16 highlighting, so I can tap and hold my finger on a range
17 of text. I can also tap that text to enter into a
18 note-taking mode, all very easy. Legendary ease of use.

19 I mentioned interactive content. Here, we have a
20 diagram for perception-reaction time, to illustrate the
21 concept. And a student reader can adjust the speedometer
22 needle with their finger and view a corresponding
23 perception-reaction time, of distance traveled.

24 What makes the digital textbook technology,
25 especially the iBooks textbook technology, so compelling,

1 is the ability to provide offline high-quality video
2 content. So this provides demonstration videos that
3 really enhance the educational value of the textbook
4 beyond a hard copy.

5 And here, I've navigated to the page that holds the
6 demonstration video for shuffle steering.

7 And...

8 VIDEO ANNOUNCER: *"The driver's hands are*
9 *positioned at eight o'clock and four o'clock,*
10 *or nine o'clock and three o'clock, on the wheel*
11 *as much as possible. The hands shuffle up and*
12 *down on the wheel, never crossing the twelve*
13 *o'clock or six o'clock position, as the driver*
14 *executes a turn.*

15 *Both hands move up and down the wheel,*
16 *parallel to each other, until touching at the*
17 *twelve o'clock position or the six o'clock*
18 *position, at which time the transfer of control*
19 *from one hand to the other occurs."*

20 MR. FITZPATRICK: So the demonstration of the video.

21 And one thing to notice about the quality of the
22 video, is how fast and instantaneous the actual
23 smoothness of the video.

24 Of note: You do not have to be connected to the
25 Internet to be able to watch the video.

1 And so this -- oh, another interactive diagram, here
2 for the points of a turn. And so we can navigate through
3 the points of the turn, text denoting information on the
4 various points.

5 So this is the LD-19 student workbook as an
6 e-Workbook, based upon Apple's iBooks textbook
7 technology.

8 This technology runs on iPads. And as of yesterday,
9 it was announced that you can actually also read these
10 textbooks on a Mac desktop computer as well.

11 So that is the LD-19.

12 We are moving forward with transitioning the rest of
13 the student workbooks into the same format. And we're
14 looking forward to engaging with academy staff towards
15 accomplishing widespread adoption of the technology.

16 Any questions?

17 MEMBER CASAS: So this is only Apple-specific?

18 MR. FITZPATRICK: This particular solution actually
19 enables us to produce the multimedia interactive textbook
20 that runs on Apple.

21 We can also produce a PDF version, very similar in
22 nature, the same content, that does not have a video.
23 But you can view that cross platform.

24 MEMBER LINDSTROM: Lindstrom.

25 I guess I'm not clear on who is going to own these

1 iPads.

2 MR. FITZPATRICK: You know, that actually is
3 something that we would like to engage with academy staff
4 on their plans that way.

5 We are excited to be able to provide the training
6 content in this best-of-class solution that has so much
7 promise for being a valuable tool.

8 The ownership of the iPads, there are many models
9 for that. Sometimes schools are, you know, choosing to
10 own the iPads and have them as loaners.

11 As of yesterday, Apple dropped the price of their
12 base-level iPad -- which is this one, the iPad mini,
13 smaller form factor -- to \$299. So it's in the ballpark
14 of, you know, what people are paying for the Kinko's hard
15 copy.

16 MEMBER LINDSTROM: Well, now, that's fine when
17 you're in a classroom setting and you have WiFi available
18 to you.

19 MR. FITZPATRICK: Yes.

20 MEMBER LINDSTROM: But, you know, the purposes of
21 the workbooks, I think, where people are able to use that
22 device when they're not in the classroom.

23 And the \$299 at that point is not the big expense.
24 It's monthly, if you're not going to be where there's a
25 WiFi, and there has to be a monthly fee attached to that

1 for access.

2 MEMBER FLANNAGAN: But once it's on your laptop, you
3 don't need to be on WiFi, do you?

4 MR. FITZPATRICK: Yes, and certainly -- the iPad is
5 a mobile device. You know, built into that, to the idea
6 of mobile device, is that the content is loaded onto the
7 device and available to you when you do not have Internet
8 access.

9 And, granted --

10 MEMBER LINDSTROM: Okay, so it's totally loaded?

11 MR. FITZPATRICK: Yep. Yes, that's right.

12 Now, what we're envisioning is providing the
13 e-Workbooks for download from a POST Web site, which
14 would mean at some point, the iPad would need the network
15 connectivity, or a sync to a desktop system via a
16 hardwire or something.

17 MEMBER FLANNAGAN: Who owns the product, though,
18 once -- if the academies have it or put it on their iPad?
19 Once a student downloads it on their iPad, do they now
20 own the product?

21 MR. FITZPATRICK: Well, you know, I'm personally not
22 a copyright lawyer. However, you know, we actually --
23 you know, the student -- you know, we publish the student
24 workbooks. So, you know, we have copyright.

25 MR. STRESAK: This would be similar to the student

1 just buying the workbook. We own the content. We own
2 the copyright.

3 Should a student decide to become a little errant
4 and go out and sell it, it would be a copyright
5 violation. But ultimately, it is just -- the parallel
6 is: They buy it, they own it. And we're not even really
7 at that decision point of whether a student can access it
8 through download at our cost.

9 This does facilitate changes in workbooks rather
10 instantaneously. Case law and other dynamic issues that
11 we can change the download material very quickly.

12 But let me give you a bigger view from the balcony
13 on this issue, is that it's not the intent -- I'll talk
14 in terms of vision. So it's not our intent to try to
15 automate all 42 workbooks. All that would accomplish
16 would be automating a manual process. This is all part
17 of making pizza. You've heard me use this analogy,
18 perhaps. This is the pepperoni. So the other part of
19 the pizza, the other part of the dough would be the POST
20 testing system.

21 Now, after Rio Hondo, we looked at our testing
22 system, and we said 26 tests might not be the proper way
23 to test. Maybe we could more effectively test in
24 consolidating tests into fewer tests. Maybe, eight, ten,
25 15 tests, we're not sure.

1 But ultimately, the workbooks would parallel that
2 same method, so that we would no longer have 42
3 workbooks. Perhaps we have more condensed volumes, with
4 more event information, versus fractions of content of
5 law enforcement activity.

6 And so ultimately, the pizza and the dough -- or
7 the dough will come together with the sauce, and so on
8 and so forth. And we should have it, and it can be a
9 delivery system, a compressed number of workbooks that
10 parallel the format for testing, that facilitate better
11 learning, that allows a student to access these links
12 to look at shuffle steering, to look and see what a
13 sulfur-dioxide cloud looks like, to look at -- et cetera,
14 et cetera.

15 And, you know, when you talk to the kids today,
16 they say, you know, "Mr. Stresak, why are we using these
17 hardcopy books?" you know. It's part of a generational
18 movement.

19 So I think ultimately they'll benefit us. But
20 looking down the road, it will be the convergence of
21 everything come together with the POST testing system.

22 Does that make sense?

23 MEMBER LINDSTROM: That's the area that I see
24 tremendous advancement, in the students' ability to click
25 on these links and see things like we just saw with the

1 shuffle steering.

2 MR. STRESAK: I think it would be a tremendous
3 benefit to the classroom, a tremendous benefit to
4 competency-based instruction; and ultimately, a
5 tremendous move towards the future.

6 MEMBER BONNER: I have a -- Bonner -- with just a
7 comment or question.

8 On the notebook part of it -- I mean, the student
9 has this book, but he can or she can actually type in
10 their notes.

11 MR. FITZPATRICK: Yes.

12 MEMBER BONNER: So in a way, if it is like the book,
13 and that student needs to -- at least I would want to
14 keep that as a future reference. So how does that work
15 out?

16 MR. FITZPATRICK: The iBooks can, of course -- you
17 can have the iBooks on -- if the student owns the device,
18 they can keep their notes on the device.

19 On the Apple iPad, there is actually a separate app
20 altogether, a ton of them, for note-taking. However, the
21 notes in the iBooks textbook, this special multimedia
22 digital textbook format can be easily exported from
23 textbook for backup --

24 MEMBER BONNER: Okay.

25 MR. FITZPATRICK: -- and reference.

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1 And I can demonstrate that.

2 MEMBER BONNER: But if they used the annotate, then
3 basically, they have a second copy with their notes on
4 it?

5 MR. FITZPATRICK: Correct.

6 MEMBER BONNER: Okay.

7 MR. FITZPATRICK: So here, I'm highlighting a range
8 of text and making a note.

9 Then the note -- a little sticky appears in the left
10 margin to indicate that there was a note associated with
11 that highlight.

12 If I navigate -- if I tap on the screen to navigate
13 into -- I just used the menu button at the top to
14 navigate into a view called "My Notes."

15 MEMBER BONNER: Yes.

16 MR. FITZPATRICK: And so it jumped to the note that
17 I just created.

18 And as you can see, it presents the text that I had
19 highlighted, along with -- actually, I typed -- where it
20 says "note," that's what I just typed, so...

21 I can then, from this view, use a button to -- I
22 just tapped to select this. And as you can see, there is
23 a button near the top of this screen that says "e-mail."
24 So that is the procedure for -- yes, for that.

25 CHAIR BOCK: That's pretty cool. I mean, that's the

1 bottom line.

2 MR. FITZPATRICK: It's kind of nice. Yes.

3 VICE CHAIR BEITEY: Beitey.

4 Ted, who actually created this iBook?

5 MR. FITZPATRICK: Apple created the hardware and the
6 software that made it possible. And then, you know, BTB
7 works with the -- you know, collaborates with the SMEs to
8 the content.

9 This is the LD-19 workbook. And then POST, you
10 know, we created this, so...

11 VICE CHAIR BEITEY: Approximately how long did it
12 take, and can you estimate the cost of this one LD?

13 MR. FITZPATRICK: The cost -- in terms of how long
14 it took, several months. This was the first one that
15 we had done. So there were additional architectural
16 issues to work out in how we were going to approach it,
17 in terms of, like, a desktop publishing solution. We
18 needed to structure the file in a certain way that it
19 would be optimized for the entire set of books.

20 In terms of cost, I haven't done those calculations.
21 So off the top of my head --

22 MR. STRESAK: Colin, would it be fair -- Colin,
23 about eight -- six to eight months of development on
24 this?

25 MR. O'KEEFE: I want to keep the Computer Services

1 Bureau.

2 Can you hear me okay?

3 Ted's being a little bit modest. He created the
4 workbook based on BTB material.

5 It did take about six months. And as he mentioned,
6 there were a lot of architectural decisions that had to
7 be made. And that would be things like fonts and layout
8 that we anticipate will propagate through the entire set
9 of books. So a lot of those decisions don't have to be
10 made again.

11 And the tactic that we're trying to follow to speed
12 up the subsequent books is, we're actually going to bring
13 a vendor in. Now that Ted has worked out the hard part
14 and come up with a template for how we would like these
15 things to look and function, we can turn over the content
16 that BTB produces, to a vendor, and give them Ted's
17 parameters for how we'd like these things made. And we
18 anticipate cranking them out under contract much more
19 quickly.

20 VICE CHAIR BEITEY: Okay, thank you.

21 The next question is, obviously not everyone is
22 going to have these iBooks initially. So you're going to
23 have academies with the hard copy, and then you'll have
24 students with these that have a lot more animation and
25 other things in them. And Bob had mentioned the term

1 "better learning."

2 Is there any plan to see what kind of difference
3 there is in learning based on the old books and these
4 iBooks?

5 MR. FITZPATRICK: We haven't put anything scientific
6 in place yet in terms of a plan to evaluate that yet.

7 MR. STRESAK: I would think that the first metric
8 would be the test scores.

9 VICE CHAIR BEITEY: Yes.

10 MR. FITZPATRICK: Okay, it's sort of a natural
11 metric there.

12 And, you know, although these digital textbooks,
13 they are, again, available as PDFs. So the PDF version
14 will look very similar to the digital textbook. The PDF
15 just won't have the video or the interactive elements
16 there.

17 VICE CHAIR BEITEY: So you plan on all of the future
18 LD iBooks to have -- or e-Books to have animation and
19 more --

20 MR. FITZPATRICK: Yes, yes. The initial phase
21 roll-out, perhaps not as much of that stuff as in this
22 first LD-19. However, you know, that would be the vision
23 for the future, is to take full advantage of all of the
24 features that this platform provides.

25 VICE CHAIR BEITEY: So do you have a ballpark trial

1 for the day when all the LDs are on e-books?

2 MR. FITZPATRICK: We're targeting the middle of next
3 year for rollout, first edition, of the LDs as the iBooks
4 textbooks. And then from there, just evolve them
5 incrementally to multimedia.

6 MR. O'KEEFE: And if I could add to Ted's answer,
7 which I agree with. As Director Stresak mentioned, we
8 are working with Basic Training Bureau to support the
9 new format of the learning domains. We don't want to
10 just retread the existing paper workbooks into an
11 electronic format. We're working collaboratively with
12 them to publish the new set in the new format that they
13 need.

14 So we're working together on that. So there are
15 two different deadlines or schedules involved: One is
16 the condensation of the learning domains; and then the
17 second is actual system development. And so that when
18 Ted says about a year or so, that's the system
19 development portion of it.

20 VICE CHAIR BEITEY: My last question, if I may, at
21 least for now.

22 Has there been any cost analysis on what this means,
23 bottom line, to POST budget versus the hardcopy books and
24 E-books?

25 MR. O'KEEFE: There has been some budget analysis

1 focused on making it kind of cost-neutral with the
2 existing solution out of the consumers. The people who
3 print these things shouldn't have to spend a lot more
4 money in order to take advantage of this solution. So
5 we kind of drew a hard line at the existing cost, which
6 is about \$300, \$320 for a print-on-demand job. And we
7 set that as an upper limit of what this new solution
8 should cost per user.

9 And then as far as in-house work, we do anticipate
10 that the contract for creating the remaining Learning
11 Domain workbooks is going to run probably somewhere
12 between \$100,000 to \$175,000. So that's the analysis we
13 have.

14 Have I fully answered your question there?

15 VICE CHAIR BEITEY: Yes. Thank you.

16 MEMBER FLANNAGAN: Question.

17 You said this will go across format to different
18 platforms?

19 MR. FITZPATRICK: Yes. So the solution, the
20 iBooks -- what's called an iBooks textbook is the file
21 format, Apple's solution that will run on an iPad,
22 ideally, as well as, as of yesterday, and you can also
23 view these multimedia textbooks on a Mac desktop. That
24 said, that is one file format, the iBooks. That is
25 easily converted into a PDF, a traditional, you know, PDF

1 that can be viewed cross-platform.

2 The PDF version has all of the text and the static
3 pictures --

4 MEMBER FLANNAGAN: Not the video?

5 MR. FITZPATRICK: Not the video, yes.

6 MEMBER CASAS: Can you also highlight, as you
7 demonstrated here, with notes?

8 MR. FITZPATRICK: There are PDF readers that can
9 highlight, yes.

10 MEMBER CASAS: And attach notes, like you did?

11 MR. FITZPATRICK: There are -- yeah, there are many
12 PDF readers, yes.

13 MEMBER CASAS: But I guess the question is, does it
14 require another application to be downloaded in order to
15 make that work on a PDF file?

16 For example, I just tried what you did on the --
17 what you demonstrated, I just tried it on the iBooks and
18 it's not working -- is that only specific to the
19 e-Workbooks, the highlighting and making a note and
20 attaching it?

21 MR. FITZPATRICK: The iBooks textbook might have a
22 particular specific flavor of that functionality.
23 Highlighting and note-taking is fairly ubiquitous with
24 many, what they call a class of software called a
25 "reader," which is what this represents.

1 iBooks software can also read PDFs. And so the
2 highlighting mechanism for a PDF might be slightly --
3 cosmetically, might be slightly different than what it is
4 for the iBooks textbook itself.

5 MEMBER LINDSTROM: Lindstrom.

6 I guess one more question comes to mind. It's
7 because I'm so inept at technology.

8 When you download a workbook -- say, LD 19 -- and
9 you go to a link, when you download that program to the
10 iPad, it also downloads the link to where you can see the
11 action on that, too?

12 MR. FITZPATRICK: Yes, that's right. You can think
13 of it in terms of like a Microsoft Word file or a PDF,
14 you know, that transfers from one location -- say, a hard
15 drive to a different computer. And it's the same deal
16 going to a Web site out there, you know, on a computer
17 out there, at POST or whatever; and then we're able to
18 tap or click on a hyperlink, and that will cause whatever
19 Web browser we're using to download that file to our
20 local device, say, an iPad.

21 So that's what we're planning for these books as
22 well.

23 CHAIR BOCK: I just want to say, this is amazing
24 technology. I love technology, even though I seem to
25 destroy every piece of technology I have. I just wish

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1 this was available when I went back through the academy.

2 MR. FITZPATRICK: Yes, it's pretty exciting. Yes,
3 it's pretty cool stuff.

4 MR. STRESAK: And I'd like to add a comment to Ted's
5 modesty.

6 George, as you were talking, that's exactly what
7 I was thinking as Colin already alluded to.

8 You were modest in your assessment of this. You
9 worked hard. You worked within significant time
10 constraints. You worked with me looking over your
11 shoulder. And you did a great job. So you're to be
12 commended for your efforts.

13 *(Applause)*

14 CHAIR BOCK: All right, at this time, we'll do
15 Advisory Committee member reports.

16 We'll start with Beitey.

17 VICE CHAIR BEITEY: We had a meeting last month of
18 the State Chancellors Public Safety Education Advisory
19 Committee. And one of the items that we discussed that
20 definitely concerns POST is the issue of repeatability
21 in community-college courses.

22 The State, especially with the budget issues over
23 the last few years, has become increasingly reluctant to
24 offer the ability for a student to take the same course
25 more than once in a community college. And because a lot

1 of our in-service courses are repeatable classes or need
2 to be repeated by officers to maintain their CPT
3 eligibility, we have faced that issue, and I'm sure a lot
4 of you who work in community colleges have the same issue
5 in front of you.

6 So we, to this point, have been able to argue that
7 these classes are mandated, quote, unquote, by the
8 agencies and/or POST; and that's why we should be exempt
9 from not being able to repeat these classes. So we are
10 continuing to discuss that issue and somehow get some
11 kind of a final absolution from the State Chancellor's
12 Office to allow us to continue taking those -- or
13 repeating those classes for our peace officers.

14 That's all I have.

15 Thank you.

16 CHAIR BOCK: Elmo?

17 MEMBER BANNING: I have talked to a number of
18 training coordinators over the last couple weeks,
19 specifically since the reimbursement notification went
20 out about the Plan IVs and some of the other contracts
21 that have been -- and I guess the only thing that they --
22 from the public standpoint, that they're very concerned
23 about, is that it seems like everybody is just now
24 getting back on their feet. Training money is becoming a
25 little looser, hiring more people. And this is just a

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1 devastating blow to a lot of agencies.

2 I know lots of sheriffs and lots of chiefs, they
3 don't get the money directly back to their department.
4 It goes back into the general fund. But for those
5 agencies that actually get benefit, direct reimbursement,
6 or allowed to utilize the reimbursement funds, this is --
7 this just cut them off at their knees. They feel like
8 they're just climbing back up, and they've got hit again.

9 And I've had three larger agencies ask me to convey
10 that, and not only to the Committee but to the Commission
11 as well. There's got to be maybe some other ground --
12 another work-around. I know it doesn't look promising.
13 But maybe we'll rob a bank. They don't do any time for
14 it now. I don't know...

15 Thank you.

16 MEMBER BERNARD: No report.

17 MEMBER BIDOU: Nothing to report.

18 MEMBER YOUNG: Brad Young with CAAJE, no report at
19 this meeting.

20 MEMBER BONNER: Ed Bonner. Nothing to report.

21 I had to think about those...

22 MEMBER CASAS: Mario Casas. No official report from
23 CCLEA.

24 But let me take this moment to let everybody know
25 that I recently was invited to attend a committee meeting

1 at the POST Administrative offices involving the review
2 of an important issue to most law enforcement in
3 California, and that's dealing with the PPE fit test --
4 mask-fit testing and aerosol training.

5 And POST tasked Steve Craig with this duty to
6 actually deal with this issue. And now we're asking for
7 some standards or recommendations from POST as to what
8 training we need to do in order to become compliant with
9 OSHA standards.

10 And I've got to tell you, I attended -- I brought
11 our new training officer up as well. And in the
12 committee, a lot of professionals there. They brought
13 everything to the plate.

14 And I believe -- is Mr. Ziglar here?

15 MS. BULLARD: Yes.

16 MEMBER CASAS: Okay, Bob introduced himself as the
17 supervisor for the -- Steve's supervisor and coordinator
18 for this whole thing and -- outstanding work. Absolutely
19 outstanding. I mean, we spent three, four, five, six --
20 almost seven hours in this room, with everybody we needed
21 to have, in order to accomplish this task, which is
22 monumental, by the way. It really is a pain. We even
23 had an OSHA representative there, if you can believe
24 that.

25 And I think what has come out of this is going to

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1 be tremendously a lot of help to the agencies -- and the
2 training officers specifically and coordinators -- to
3 help finally define what needs to be done in order to
4 remain compliant with the fit testing and the PPE issues.

5 So, Bob, thank you very much for allowing that, and,
6 Mr. Ziglar, thank you for coordinating that. And my
7 thanks goes out to Steve Craig for running the show.
8 You're doing a phenomenal job.

9 MS. BULLARD: It's my understanding also that that
10 publication will finally be up on the POST Web site
11 within the next week, maybe.

12 MR. ZIGLAR: I hope by Wednesday of next week.

13 MR. STRESAK: Kudos. Good job.

14 MS. BULLARD: Thank you, Mario, for that.

15 MR. STRESAK: And, Mario, thank you for your
16 comments.

17 And that the correlation between the term "Ziglar"
18 and "outstanding" seems to surface quite frequently.

19 MR. ZIGLAR: That's good to hear.

20 MEMBER FLANNAGAN: And with regard to PORAC, next
21 month -- in fact, in three weeks -- will be the annual
22 PORAC conference held at L.A. Live in downtown
23 Los Angeles. We're looking forward for an exciting time.
24 A couple Kings games have been scheduled for us to
25 participate in.

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1 And it was mentioned earlier, our state president,
2 Ron Cottingham is stepping down as president after ten
3 years and going back to work for a living.

4 MEMBER LINDSTROM: Richard Lindstrom for CADA.

5 As George mentioned over there, we're having some
6 issues with our Advanced Officer Training classes. And
7 I think many of these have started with the accreditation
8 standards of colleges. We've dealt with the mandatory
9 aspect of that on our applications. We were allowed to
10 do a one-page application for our AOT classes. And we
11 just -- they satisfied us with just allowing us to mark a
12 mandatory for training over there.

13 There's another issue. Kevin Mizner from the
14 College of Sequoias is having tremendous problems with
15 his AOT classes down there because they are asking -- the
16 college is asking -- their students applied to go to one
17 of his advanced officer classes, to see a counselor, and
18 also to, in some cases, take a placement test, like, if
19 they're a first-time student. And he put that out on a
20 LISTSERV to all academy directors around California.

21 As a matter of fact, at our last consortium meeting,
22 Kevin has developed a LISTSERV for all academy directors.
23 And we're using that quite a bit now for different issues
24 that arise at different academies around the state.

25 Hopefully, his problem will be short-lived. Because

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1 as far as I know, some of those issues are the only
2 college in the state that is making those requirements
3 right now. And they probably have some new personnel.
4 But it all stems back to the accreditation committees
5 that San Francisco, I understand, is having issues with.

6 Contract problems with POST. There's several
7 academies that do have contracts, including George's
8 academy and our academy, and several others. And the
9 Department of General Services is driving us nuts.

10 Now, I know Bob put out a -- Mr. Stresak put out
11 a memo to cover his rear-end about "Don't put on any
12 classes until you've got the actual contract in hand back
13 from after Mr. Reed has signed it and it goes back to the
14 Department of General Services." But it was a no-win
15 situation for us, canceling classes. And we did have to
16 cancel a major narcotics class, and we had to cancel a
17 gang class.

18 And, you know, the hotels that we had lined up,
19 penciled in for those two-week periods, have been --
20 they didn't appreciate that, let's just say it that way.

21 And so we went ahead; and since Elmo is one of our
22 instructors of the class, we're -- I stuck my neck out,
23 and we presented a major narcotics class in Sacramento
24 right now, as we speak. But we don't have the contract
25 back, signed from POST, although they sent us an initial

1 contract that we signed, and went before our Board of
2 Trustees, signed off.

3 So I guess my neck is on the line for the class that
4 we have going right now.

5 Other than that, that's very much a problem, not
6 only with our college, but all contracts in the state
7 that are going forward with -- I don't know if it's new
8 personnel or what the issue is at the Department of
9 General Services. But they're making it miserable on us.

10 And that's my report.

11 MR. STRESAK: And I would like to respond,
12 Mr. Lindstrom.

13 Thank you for your concerns. And I appreciate it,
14 and we remain sensitive to the disruption that this
15 continues to cause to training delivery service in the
16 field.

17 Bryon Gustafson talked to you earlier about the
18 service we provide to present public safety dispatcher
19 tests. CPS has done that for decades. They copy them,
20 they mail them out, they send them out, and it's worked
21 seamlessly. All of a sudden, we run into disruptive
22 times.

23 Let me give you an example of the circuitous effort
24 that just was entailed, and that's just a small example,
25 and perhaps it will shed some continued light. And I

1 think you're already aware -- I know that I'm preaching
2 to the choir on this issue.

3 But initially, we were confronted with the fact that
4 a contractor who had been printing a test for us for
5 years and years and years could no longer legally print
6 the test. So we were forced to go to the Office of State
7 Publishing. And we met with the Office of State
8 Publishing not once, not twice, but multiple times. And
9 the objective was to either have them adopt the job, or
10 to give us a waiver, to say that we can go ahead and
11 print.

12 They initially said that they could print the job.
13 And so we waited and negotiated a little further. And
14 then after a period of time, the Office of State
15 Publishing said, "No, you know what? We don't want to
16 get involved in the fulfillment, we don't want to get
17 involved in the printing. We'll give you a waiver."

18 So now we were left with CPS was deemed not legal to
19 print the documents. Where do we go? We were forced by
20 existing law to look at other state entities.

21 We identified California Transportation, Caltrans.
22 Caltrans says, "We'll gladly print these tests for you.
23 We have a printing facility."

24 We entered into negotiations with Caltrans, and
25 consumed another 30, 60, 90 days; and all of a sudden

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1 Caltrans said, "You know what? We just don't want to do
2 this."

3 So another agency, a major law-enforcement agency
4 stepped up to the plate and said, "We can do it." But
5 the estimate to do the job was almost four times what
6 we are currently paying CPS. Actually, about three
7 times. So from about \$170,000 to about \$540,000 for the
8 exact, same service.

9 So we went back to the Department of General
10 Services and said, "This doesn't make any sense. We're
11 going to be paying exponentially greater amounts of money
12 for the same service. And in the meantime, the field is
13 frozen. We cannot deliver our test."

14 Ultimately, as Bureau Chief Gustafson alluded to,
15 that we decided that we would download the PDF to the
16 requesting agencies to provide service.

17 But that should give you some small insight into
18 some of the circuitous efforts that we've been engaged
19 in, day in and day out, to try to negotiate with the
20 Department of General Services and to alleviate this.

21 We're going to make another run on legislative --
22 another legislative effort. I think you're aware, the
23 last one we were not successful for a variety of reasons,
24 none of which falls to the blame of POST staff. A
25 significant effort was made in the halls of the Capitol

1 to try to move that legislation forward, but it fell prey
2 to other forces.

3 And then the letter itself was not necessarily to
4 cover anybody, it's just, I personally felt that after
5 the wake of the SLI delivery, where we had many, many
6 dedicated employees incurring thousands of dollars of
7 debt, some of them up to five digits of debt, some of
8 them on credit cards, accruing interest rates of 10, 15,
9 20 percent. And we couldn't pay. It was just an
10 untenable, unethical situation. And that I wanted to
11 make sure that by notifying everybody not to go forward,
12 I didn't want to put you, as a presenter, in that
13 position, to have to face pitchforks and torches at your
14 door with employees that were hardworking and dedicated
15 and weren't getting paid.

16 So it wasn't necessarily a self-serving effort. It
17 was an effort to protect you as a presenter.

18 We also allowed presenters, if they wanted to absorb
19 that liability, to go ahead and deliver the course, with
20 the understanding that we did not condone, we did not
21 endorse, and we do not encourage anybody to do that, but
22 if it was their decision at the local level.

23 And in some cases, a few presenters did do that.
24 That created secondary residual effects that we weren't
25 even aware would happen.

1 For example, one presenter abided by our letter not
2 to present the course. Another presenter did not abide
3 by the letter and decided to present the course. And we
4 received complaints from the first presenter, saying,
5 "This is cutting into my market, that Presenter B is
6 taking some of my market from Presenter A."

7 So it's created just a smorgasbord of unpleasantries
8 that we're trying to deal with.

9 So I felt your pain. I remain sympathetic to it.
10 We know that it created issues with disrupting contracts
11 with hotels that were set long-term in advance. And,
12 once again, the logic of having a contract that's been
13 decades-old, all of a sudden to be deemed not acceptable,
14 just baffles my mind.

15 I meet on a regular bases with the chief counsel of
16 Department of General Services. And believe me, some of
17 the conversations are not real pleasant. But we're just
18 doing our best at this point.

19 Ultimately, we're kind of at an intersection, if you
20 look at it in terms of further unpleasantries. With our
21 current budget issue, we're on a budgetary track to
22 reduce services to the field. However, with the
23 Department of General Services review, those services
24 that we can provide are being protracted and inhibited.
25 So we're cutting back on services. Then the ones we're

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1 trying to provide are difficult, too. So I'm doing my
2 best. So we'll continue to work with it.

3 If you have ideas, if you have any thoughts, I'm
4 willing to hear them.

5 Once again, I need to give credit to California
6 State Sheriffs, Cal Chiefs, PORAC, and CPOA. They have
7 come forward with support. We're working on perhaps some
8 potential ideas. But at this point, we are where we are,
9 so...

10 MEMBER LINDSTROM: Well, be assured that that
11 comment about covering your butt was said in the most
12 friendly of terms --

13 MR. STRESAK: I know. I understand that.

14 MEMBER LINDSTROM: -- because we've had the
15 discussion about this before, and just so there's no
16 misunderstanding.

17 MR. STRESAK: No offense taken. I understand.

18 But I just wanted to -- and I just feel it important
19 for everybody to be aware of some of these issues. We
20 discuss them here. They're kind of the tip of the
21 iceberg when I describe the rest of the efforts that
22 staff has been going through to try to advance the cause
23 of law-enforcement training.

24 MEMBER SPAGNOLI: That's it?

25 MEMBER LINDSTROM: That's it.

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1 MEMBER SPAGNOLI: Okay. I was waiting for more.

2 MEMBER LINDSTROM: Okay. No, no, no.

3 MEMBER SPAGNOLI: CPOA is hosting the leadership
4 summit and Expo November 4th through 6th in Ontario.
5 The Expo is sold out. And there are 15 hours of POST
6 training that will be presented. So we hope you can make
7 it.

8 MEMBER WALTZ: CAPTO previously had three areas,
9 or chapter regions. And that's now been increased to
10 ten regions that correspond with the POST consultants.
11 And so as presidents get installed into each of those
12 chapters, they'll be reaching out to the consultants and
13 inviting them to their meetings, which they're generally
14 every other month, depending on the chapter. And that
15 way, they can get some more face-to-face time and more
16 familiarity and more communication.

17 CHAIR BOCK: And to piggyback on what Flannagan
18 said, coming up for Specialized is the PORAC conference,
19 and while there, going to have a chance to meet with a
20 lot of the Specialized Law Enforcement representatives.
21 So that will be interesting.

22 Anything else?

23 *(No response)*

24 CHAIR BOCK: Okay, how about from the commissioners?
25 Any comments?

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1 (No response)

2 CHAIR BOCK: Okay. Old and New Business.

3 MS. BULLARD: Am I "Old"?

4 CHAIR BOCK: No way.

5 MS. BULLARD: I'm "Old."

6 I want to remind the Committee that the nominations
7 are still open for the *POST Training Excellence* and "Bud"
8 *Hawkins* awards. We are going to send out a reminder to
9 the field November 1st; and the nominations will stay
10 open until December 1st. So talk it up amongst the
11 field.

12 Our next meeting in February is when the Advisory
13 Committee will meet that half day ahead of time. So be
14 sure and remember that when you're planning your
15 calendars. And we will go over the nominations at that
16 time, for you to make a determination of your
17 recommendation to the Commission. And that's the
18 Tuesday, February 18th; and we start at three o'clock.

19 We have one item that is not up there that we're
20 going to put under "New Business." Many of you have
21 heard about our "Building a Career Pipeline" program
22 which is just a phenomenal program that reaches out to
23 fifth to twelfth grade students, and provides them with
24 the guidance and the training to make choices that will
25 help them have an option to get into law enforcement or

1 public safety careers, that they might not have by making
2 those bad choices earlier in time.

3 And our Center For Leadership Development Bureau,
4 Kyritis -- Greg Kyritis -- has been remarkable in helping
5 agencies learn how to build these programs themselves.

6 I would like to ask R.C. Smith, who is the bureau
7 chief, to come up and extend an invitation to the
8 Committee regarding the Pipeline program.

9 MR. SMITH: Good afternoon.

10 The first rule when you're the very last item on the
11 agenda and you're an add-on, is make it quick. So I
12 will.

13 I did want to just very briefly, for those who are
14 unaware of the program, give you a brief background.

15 The POST Career Pipeline concept is recognizing the
16 fact that over the next five years, we're going to see a
17 landslide number of retirements. And we're going to
18 have to look at recruitment issues that, you know, are
19 significant for a number of agencies. And the problem
20 with that is the number of those that are not qualified
21 once the background is conducted. You make the
22 conditional offer, you start the background, and you're
23 disqualifying an inordinate number of candidates.

24 And so POST looked at what we can do to start really
25 addressing that problem. And programs that start at the

1 high-school level aren't going to cut it because by the
2 time these kids are in high school, they've already made
3 personal decisions that lead them down the road for
4 disqualification.

5 So this is a program that prepares school age, and
6 starting in the elementary school years, for service in
7 public safety. And it's a partnership and a
8 collaboration with school districts, law enforcement,
9 fire service, local business communities, chambers of
10 commerce, community colleges, police athletic leagues --
11 anybody who fits that particular community, to help
12 serve, come together on the schools' advisory councils.

13 And there's several different models, and there's
14 models that we've partnered up with in the state. And
15 very quickly, they run from charter schools, being run
16 with San Bernardino Police Department, a Magnet school
17 in cooperation with LAPD, and alternative schools of
18 choice. And there's the Fairfield-Suisun Public Safety
19 Academy model.

20 And I wanted to talk about that one, because that's
21 the real reason why I'm here, is to invite everyone to a
22 POST special seminar that's going to be occurring at the
23 Fairfield-Suisun Public Safety Academy.

24 They opened last year. They started off with
25 400 students from ages -- I mean, from grades five

1 through eight. If everyone's familiar with the annual
2 performance index for schools, anything above 800 is
3 considered exceptional.

4 The school in their very first year received a
5 940 score on the API, which is just remarkable,
6 particularly when a lot of these kids -- 57 percent of
7 them -- come from disadvantaged homes, and qualify for
8 free or reduced-cost lunches.

9 This year, they have started with 500 students, and
10 increased -- they're going to take the grades through to
11 ninth grade now.

12 One of the things that I think that we are real
13 proud of and interested in, is the fact that they have --
14 promoting positive character development by teaming up
15 with the Character Counts Program from Michael
16 Josephson's Institute of Ethics.

17 So, again, just a very quick overview. I'm happy
18 to answer any of the questions afterwards, if you have
19 specific questions. But I think under Tab 10 -- is that
20 correct?

21 MS. BULLARD: "L."

22 MR. SMITH: Tab L. Okay, Tab L, there's actually an
23 invitation in there for the POST special seminar. It's
24 November 13th from 9:00 to 2:00 at the Fairfield-Suisun
25 Public Safety Academy. Reimbursement will be through

1 letter of agreement. Michael Josephson will be there,
2 speaking to how they're partnering with this program.
3 And I think it's a remarkable opportunity to see how some
4 model of this Career Pipeline can fit in almost any
5 jurisdiction.

6 So with that, are there any questions?

7 MEMBER CASAS: Yes. So this is more of a long-term
8 issue. Is there anything for short-term?

9 MR. SMITH: No, this is absolutely. We're starting
10 them young, in fifth grade, and we're trying to carry
11 them through and build them towards -- whether it
12 ultimately leads to a career in law enforcement or other
13 public-safety career, that's a win; but it's also a win
14 just to have an environment where kids have the structure
15 that they need to learn, where they can, you know --
16 again, you reach a 940 API score in their first year
17 as a school is remarkable, where teachers have the
18 opportunity to teach instead of being disciplinarians.
19 It's been real widely accepted by the community there in
20 Fairfield. It's been a real win-win.

21 Walt Tibbet, the chief of police there, has been
22 very instrumental in its success. And we just think it
23 is a remarkable model that we would like to see
24 duplicated.

25 MEMBER CASAS: Yes, it sounds great, and it sounds

1 like it has a lot of promise for statewide use. But is
2 anything being addressed for current vacancy needs, like,
3 now, for dispatchers and police officers, as far as
4 recruitment issues, things of that nature?

5 MR. STRESAK: Mario, this is -- you know, in the
6 past, we've had recruitment symposium, and identified
7 best practices and support of the field in that way.
8 I mentioned in the past that when you talk to agency
9 after agency, they'll all say they're dealing with a
10 dwindling pool of candidates, and that they will endeavor
11 to put bigger hooks into that dwindling pool. There will
12 be signing bonuses, there will be take-home cars, there
13 will be low-cost housing mortgages, et cetera, et cetera.
14 But no one has really worked to improve the stream into
15 the pool.

16 This is a long-term effect. We'll probably see,
17 start accruing benefits five to seven years from now in
18 terms of at least the local level.

19 Some of the side effects is, there's a feeling that,
20 at the very least, that if kids don't go into public
21 safety, they'll be better citizens in the community, and
22 might have a residual effect on crime rates, et cetera,
23 et cetera. But this is a long-term strategy to try to
24 catch kids at an earlier age, to make them aware of the
25 ethical and character principles that they need to abide

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1 by; and at the same time, provide them with an education.

2 I would encourage you to attend, if you have an
3 opportunity to go to the school. It's a rewarding
4 experience.

5 But the answer to your question directly, no, this
6 is long-term.

7 MEMBER CASAS: Thank you, Bob.

8 MR. SMITH: And it's pretty encouraging to see these
9 young people in that environment.

10 MEMBER LINDSTROM: Lindstrom.

11 Yes, it might be a reminder to the commissioners and
12 to the Advisory Committee, that a group of kids from this
13 school were the Honor Guard at the last Commission
14 meeting. And they were impressive. And that's not their
15 focus, to be an honor guard, of course; it's for the full
16 educational experience there in that school. But I've
17 been talking to Greg Kyritsis for some time now, and we
18 are sending up a contingent from the Fresno area to see
19 that experience that they're having up there.

20 Thank you.

21 MR. SMITH: Any other questions?

22 MEMBER SPAGNOLI: I just have a comment.

23 I want to commend POST for taking on this issue.

24 I think as adults, we do have the responsibility to
25 invest in the future of -- really, the kids are going to

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1 be taking our jobs.

2 We had an application period for a non-safety job.
3 350 applicants, and we're down to two. From 350, down to
4 two. And the failure rate of our backgrounds is over
5 80 percent. And that's including laterals as well.

6 So we don't have a problem attracting people; we
7 just have a problem hiring at that point.

8 So I think investing in the future is fabulous. And
9 I'm glad that POST saw this as our responsibility to take
10 it on. And so thank you.

11 MR. SMITH: Well, the credit really does go to Greg
12 Kyritis.

13 For those of you that know him, he is passionate
14 about this topic. And his involvement in these kind of
15 programs started back when he was still with the
16 San Bernardino County Sheriff's Department.

17 MS. BULLARD: Thank you, R.C.

18 CHAIR BOCK: Okay, anything else from anyone?

19 *(No response)*

20 CHAIR BOCK: Hearing nothing, meeting is adjourned.

21 *(The gavel sounded.)*

22 *(The Advisory Committee meeting concluded*
23 *at 2:34 p.m.)*



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 November 14th, 2013.

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