

Dimension 1: Compliance with PC 13519.4

POST Subcommittee Members requested clarification regarding how FTOs are trained to evaluate cultural competency, whether stop data reporting obligations are addressed elsewhere in the FTP outside of Section 6, and whether additional standardized tools or prompts are available to support consistent evaluation.

Response:

- Cultural competency training for FTOs is included within both the 40-hour FTO Course and the 24-hour FTO Update Course. Any instruction on evaluating cultural competency comes from these courses.
- AB 953 (Ripa stop-data requirements) is addressed in the Field training Program, on the Daily Observation Reports (DORs). Additionally, we have core competency items that serve as guidelines from this on the Standardized Evaluation Guidelines (SEGs). These provide structure for agencies across the state to establish a common, structured approach that provides academic congruence for all agencies that have a POST approved Field Training Program.
- The Standardized Evaluation Guidelines are the standardized material that FTOs should use for choosing ratings on the DOR – the SEGs are the guide so that evaluations are consistent.

1. How are FTOs trained to evaluate cultural competency?

- **FTO Course Content:** FTOs receive training on cultural competency, bias-free policing, and PC 13519.4 requirements via:
 - The POST-approved FTO Course (or update/re-certification training), which includes:
 - Principles of procedural justice and fair/equitable treatment.
 - Recognition of implicit and explicit bias.
 - Cultural awareness, protected classes, and how bias can affect enforcement, search, detention, and arrest decisions.

- Integration of these concepts into daily observation and evaluation of trainees.
- Scenario-based exercises and role-plays where FTOs practice:
 - Observing trainee behavior and language in contacts with diverse individuals/communities.
 - Identifying performance issues related to cultural insensitivity, biased assumptions, or disparate treatment.
 - Providing timely coaching, documentation, and remediation steps.
- **Evaluation Focus:** FTOs are trained to:
 - Monitor whether the trainee:
 - Uses respectful language and demeanor across all demographic groups.
 - Applies laws, policies, and officer discretion consistently, regardless of race, ethnicity, gender, sexual orientation, religion, immigration status, etc.
 - Demonstrates awareness of how their actions may be perceived by community members from different backgrounds.
 - Use agency-specific performance dimensions (e.g., Officer Safety, Investigative Skills, Community Relations, Ethics/Professionalism) to capture cultural-competency-related behaviors in DORs and end-of-phase evaluations.
- **Link to Policy and Law:** Training emphasizes:
 - PC 13519.4 requirements regarding bias-free policing.
 - Agency policy on non-discrimination, bias-free enforcement, and community engagement.

- How non-compliance must be documented and remediated within the FTP structure.

2. Are stop data reporting obligations addressed elsewhere in the FTP outside of Section 6?

Yes, common placements include:

- **Policy/Legal Blocks or Manuals:**
 - Orientation phase or academy review sessions covering:
 - Statutory stop data requirements (e.g., RIPA/AB 953 in California).
 - Who must report, what data elements must be captured, and when/how entries are submitted.
 - Agency policy on accuracy, timeliness, and integrity of stop data.
- **Practical Application/Patrol Tactics Phases:**
 - During field activities, trainees are:
 - Required to complete stop data entries in the agency system (CAD/RMS/stand-alone RIPA platform).
 - Observed by FTOs for completeness and accuracy, including:
 - Correct perception-based demographic data (race, ethnicity, gender, etc.).
 - Proper coding of basis for the stop, actions taken, and outcomes.
 - FTOs verify that each qualifying stop is reported and coach on common errors.
- **Documentation and Testing:**

Inclusion of stop data procedures in:

- Training checklists (e.g., “Stop data reporting process explained/demonstrated”).
- DOR items under “Report Writing/Documentation,” “Legal Authority,” or “Policy Compliance.”
- Written or scenario-based assessments requiring the trainee to:
 - Conduct a lawful stop, then
 - Correctly complete the associated stop data entry.

Agencies and POST can use tools such as:

- **Standardized DOR Language/Rating Anchors:**
 - Adding clearly defined evaluation criteria connected to cultural competency, e.g.:
 - “Demonstrates impartial enforcement and respectful conduct with people of all backgrounds.”
 - “Avoids language, behavior, or decisions suggesting bias or stereotypes.”
 - Behaviorally anchored rating scales that give concrete examples of:
 - Unacceptable
 - Needs Improvement
 - Acceptable
 - Superior performance in these areas.
- **FTP Checklists and Sign-Off Sheets:**
 - Specific items such as:
 - “PC 13519.4 / bias-free policing policy reviewed and explained.”

- “Stop data requirements (who/what/when/how) explained and demonstrated.”
 - “Trainee completed stop data entries under supervision.”
- Requires both FTO and trainee signatures to confirm training and competency.
- **FTO Cue Cards / Pocket Guides:**
 - Short prompts for FTOs to use during evaluations and debriefs, for example:
 - “Did the trainee treat all involved parties with equal respect?”
 - “Was any difference in enforcement or investigative effort justified by specific facts, not demographic traits?”
 - “Did the trainee properly record stop data and accurately note perceived demographics?”
- **Scenario Evaluation Rubrics:**
 - Standard rubrics for scenarios involving:
 - Stops in diverse neighborhoods.
 - Contacts with individuals from protected classes (e.g., LEP, LGBTQ+, unhoused individuals).
 - Pre-set criteria for scoring cultural competency and documentation, including stop data.
- **Audit/Feedback Mechanisms:**
 - Periodic review of:
 - DORs and Phase Evaluations for consistent assessment of cultural competency.
 - Stop data entries by trainees to identify patterns (e.g., missing data, misclassification, or enforcement disparities).

- Feedback loops where Training Unit or a designated Bias-Free Policing/RIPA coordinator:
 - Provides guidance to FTOs on documentation and coaching.
 - Flags systemic training needs to POST or agency leadership.

Dimension 2: Continuity of Content

POST Subcommittee Members requested additional information regarding whether FTOs are directed to use LD 3 and LD 42 during evaluations and whether more explicit continuity mechanisms exist between academy training, field training, and continuing professional training.

Response:

- FTOs are not directed by POST to use Learning Domain 3 and Learning Domain 42 to support their evaluation. We encourage the use of the learning Domains as a best practice to create consistency in language and consistency based upon the foundation of information that was originally provided in the academy. The continuity mechanisms in place right now are the SEGs and the DORs.
- Individuals in the academy receive the following training LD 3 – 26 hours, LD 42 – 16 hours.

Dimension 2 (Continuity of Content) can be framed in two parts: (1) current practice/expectations; and (2) available or recommended continuity mechanisms.

1. Are FTOs directed to use LD 3 and LD 42 during evaluations?

FTOs are generally expected to be familiar with, and to reinforce, key concepts from LD 3 (Principled Policing / Community Policing) and LD 42 (Crisis Intervention, Behavioral Health, and Disability) because these topics are foundational to bias-free and culturally competent policing.

- Many agencies:
 - Provide FTOs with academy learning domain outlines or summaries, including LD 3 and LD 42, during FTO course or inhouse FTO update training.
 - Emphasize that field evaluations should reflect the same principles and performance expectations—for example:
 - Respectful, procedurally just interactions (LD 3).
 - Appropriate response, de-escalation, and referral options with persons in crisis or with disabilities (LD 42).
- Explicit direction (varies by agency):

Some FTPs explicitly reference specific LOs (Learning Objectives) or content from LD 3 and LD 42 in:

- Field Training Guides / Task Lists.
- Evaluation dimensions such as “Community Relations,” “Conflict Resolution,” “Mental Health Contacts,” or “Communication.”
- In other agencies, continuity is **implicit**: FTOs evaluate the same behaviors, but the documents may not explicitly say “LD 3” or “LD 42.”
- Best-practice clarification:

POST guidance can reinforce that FTOs should intentionally draw on LD 3 and LD 42 content when:

- Observing trainee contacts with diverse communities, persons in crisis, or individuals with disabilities.
- Debriefing calls and documenting performance in Daily Observation Reports (DORs) and phase evaluations.

Agencies can formalize this by:

- Including a directive in their FTO Manual: e.g., “FTOs shall use LD 3 and LD 42 concepts as reference points when evaluating trainee performance in community interaction, crisis intervention, and contacts involving protected classes.”

2. What explicit continuity mechanisms exist (or are recommended) between academy, field training, and CPT?

There are several mechanisms in use now:

a. Curriculum Mapping and Cross-Referencing

- Academy → Field Training Program (FTP):
 - Map academy Learning Objectives from LD 3 and LD 42 to FTP competencies and evaluation dimensions.
 - Include a brief cross-reference table in the FTP manual (e.g., “LD 3 – Procedural Justice → FTP Dimensions: Community Policing, Ethics/Professionalism, Communication”).
- FTP → Continued Professional Training (CPT):
 - Identify recurring themes (e.g., de-escalation, bias-free policing, crisis response) and ensure these are captured in the agency’s CPT plan and POST-mandated perishable skills/specialized training.

b. Standardized Evaluation Dimensions and Behavioral Anchors

Use the same or parallel competency labels across academy, FTP, and CPT, especially for:

- Community engagement/procedural justice.
- Bias-free policing / cultural competency.
- Crisis intervention / behavioral health / disability awareness.

Provide behaviorally anchored examples in the FTP materials that mirror academy teaching points (e.g., “Demonstrates procedural justice elements: voice, neutrality, respect, trustworthiness”).

c. Use of Common Scenarios and Case Types

- **Academy:** Introduce scenarios involving:
 - Contacts with diverse communities.
 - Behavioral health crises.
 - Individuals with developmental or physical disabilities.
- **FTP:** Require trainees to:
 - Handle similar call types in the field.
 - Be evaluated using checklists or rubrics that align with LD 3 and LD 42 principles (de-escalation, communication, resource referral, bias-free decision-making).
- **CPT:** Revisit these issues in scenario-based in-service training, using after-action reviews to reinforce the same standards.

d. Documentation and Checklists

- **Academy → FTP handoff:**
 - Provide a summary of the trainee’s academy performance on LD 3 and LD 42-related objectives (e.g., strengths/areas for improvement in community policing and crisis intervention) to the FTO/Training Unit.
- **FTP tools:**
 - Include checklist items such as:
 - “Reviewed academy training on LD 3 / LD 42 with trainee.”

- “Observed trainee apply LD 3/LD 42 principles in field contacts.”
- Ensure these are sign-off items in the FTO guide and appear in end-of-phase evaluations.

e. Policy and Legal Integration

- Ensure that agency policy on bias-free policing, crisis intervention, and disability accommodations explicitly references:
 - The underlying statutory requirements (e.g., PC 13519.4, crisis intervention/legal mandates).
 - The expectation that these policies are taught at the academy, reinforced in FTP, and refreshed in CPT.
- This makes continuity traceable from POST standards → agency policy → training and evaluation.

f. Feedback Loops and Quality Control

- **Training Unit review:**
 - Periodically review DORs and phase evaluations to confirm that:
 - FTOs are documenting and coaching behaviors linked to LD 3 and LD 42 concepts.
- **CPT alignment:**
 - Use field feedback and performance issues (e.g., complaints, critical incidents) to adjust CPT content, ensuring it reinforces the same competencies introduced in LD 3/LD 42 and evaluated during FTP.

Dimension 3: Inclusion of Core Values

POST Subcommittee Members requested additional clarification regarding how values-based competencies are calibrated across evaluators and whether stronger behavioral anchors or examples could be incorporated into the DOR and evaluation standards.

- This is outlined in the rating suggestions within the SEGs.

Dimension 4: Outcome-Based Training

POST Subcommittee Members requested clarification regarding how evaluator consistency is maintained across FTOs and whether POST intends to strengthen behavioral anchors, diversity-related performance standards, or documentation guidance in future revisions of the DOR and/or Section 6.

- As stated throughout the responses above, evaluator consistency is maintained across FTOs through the SEGs and the DORs. POST does not anticipate making any changes at this time.