



International Association of Directors of Enforcement Standards and Training

<http://www.iadlest.org>

2011 MINI REPORT

AGENCY NAME: Arizona Peace Officer Standards and Training Board (AZPOST)	
DIRECTOR: Lyle Mann	TELEPHONE: (602) 223-2514
WEB SITE ADDRESS: www.azpost.gov	
TOPIC: New Firearms Qualification and Arizona Officer Involved Shooting Study	

In April of 2009, a committee was formed to begin reevaluating the 50 – Shot Daytime Firearms Qualification Course described in AZPOST Rule R13-4-116(E) which has been in use for over twenty (20) years and originally designed for use with a revolver.

The Committee was comprised of agency heads, agency members, firearms subject matter experts, and AZPOST Staff. During the evaluation process, surveys were conducted to establish what the type of weapon systems were predominately carried as primary duty weapons (semi-automatic or revolver) and an in depth survey of all officer involved shooting incidents taking place in the last five (5) years.

During this process, it was learned that the vast majority of the sworn officers in the state were armed with semi-automatic pistols. The committee also identified basic skills and abilities those sworn members armed with a semi-automatic pistol should possess. Those skills include: basic marksmanship, movement, and weapons manipulation, to include reloading and basic pistol malfunction clearance. The committee also determined these skills should be assessed at distances likely to be encountered through an analysis of officer involved shooting incidents in Arizona.

The “50 – Shot Daytime Semi-Automatic Qualification Course” was distributed to various agency’s range staff and firearms instructors for trial runs. Several of the agencies/staff that tried the course provided suggestions for alterations to the course. These suggestions were reviewed and changes were made where feasible and appropriate.

The result of this process was the proposed course titled “50 – Shot Daytime Semi-Automatic Qualification Course.”

It was also determined that the current course that had been previously used was still a valid assessment for those who carry a revolver as their primary duty weapon. Therefore, it is proposed that it remain as the qualification course for those carrying a revolver as their primary duty weapon and has been renamed “50 – Shot Daytime Revolver Qualification Course”

The committee also determined that the new course should have an accompanying document that included a Purpose Statement and definitions for techniques that had been incorporated in the new course. During the summer of 2011, Arizona Law Enforcement Agencies have a chance to preview and make suggestion. It is anticipated that it will be presented to the AZPOST Board for recommendations in September 2011.

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50-SHOT DAYTIME SEMI-AUTOMATIC QUALIFICATION COURSE
TARGET 19 AND 21 (or silhouette as approved by Board)
MAXIMUM SCORE 250, 210 MINIMUM
USING SERVICE HANDGUN AND AMMUNITION
Per R13-4-116(E)

Purpose Statement

The purpose of the 50-Shot Daytime Semi-Automatic Qualification Course is to directly assess the skills identified as those needed to perform in the capacity of a Sworn Peace Officer armed with a Semi-Automatic Pistol. Those skills include: basic marksmanship, movement, and weapons manipulation, to include reloading and basic pistol malfunction clearance. These skills are assessed at distances likely to be encountered through an analysis of officer involved shooting incidents in Arizona.

Definitions:

Immediate action drill (malfunction clearance)

If the weapon fails to fire, the officer must immediately react by going into Phase One (1) of the Two (2) phase, immediate action drill.

Phase One - While assessing the situation:

1. Tap the base of the magazine and make sure it is seated properly.
2. Rack the slide hard to the rear while rolling the firearm 90° right.
3. Assess threat and fire if necessary.

Empty Reload

The weapon's magazine and chamber are empty. The slide should lock back, but it may not.

The key to an effective empty reload is to do two (2) things at one (1) time:

1. The shooting hand depresses the magazine release while at the same time the support hand acquires a fresh magazine from the pouch. Most shooters will have to alter the firing grip to reach the magazine release. Left-handed shooters use the trigger finger to release the magazine.
2. The magazine is inserted and seated.
3. A round must be chambered.
4. If the slide is locked back, the preferred method for the combat shooter is to manipulate the slide.
5. If the slide did not lock back, the slide must be manipulated.

Tactical Reload

In a tactical reload, the weapon is not empty.

1. The support hand attains a proper grip on a fresh magazine from the magazine pouch. As the magazine is brought to the weapon, the support hand shifts the magazine between the index and middle fingers.
2. The side of the index finger and the pad of the thumb grip the seated magazine floorplate, not the fingertips.
3. The shooting hand depresses the magazine release.
4. The partial magazine is withdrawn and the fresh magazine is seated.
5. The thumb/index finger technique works better for small-handed shooters.
6. The retained, partially-loaded magazine is then placed in a pocket or in the waistband.

A common error is to remove the magazine from the weapon first and after stowing it on the body, acquire the full magazine from the number one (1) pouch. Remember, the weapon should be without a magazine for only a second.

**50-SHOT DAYTIME SEMI-AUTOMATIC QUALIFICATION COURSE
TARGET TQ-19 AND TQ-21 (or silhouette as approved by Board)
MAXIMUM SCORE 250, 210 MINIMUM
USING SERVICE HANDGUN AND AMMUNITION
Per R13-4-116(E)**

Prior to beginning of qualification course range staff will review range and firearms safety with shooters.

Officers will prepare for/begin the course with their weapon and magazines loaded in the condition they will be carried on duty.

Officers will begin in a standing relaxed position, hands off the weapon and eyes on the target. All weapons will be in their holster with retention devices secured. During the course of fire, weapons will be held in the ready position, at a 45 degree angle down range, or as defined by individual agency policy, toward the target. Return weapons to the holster only upon command and secure retention devices. It is the shooters responsibility to manage their ammunition. A weapon going empty during the course is NOT cause for an alibi.

Course will be fired in the following order:

STAGE 1 - Twenty-Five Yard Line

Seven rounds (center of mass), standing, two hands, single or double action.

- A. From the holster. On command, draw and fire three rounds in ten seconds. Upon completion of firing shooter will assume the ready position.
- B. From ready position. On command, fire four rounds in ten seconds. Upon completion of firing shooter will assume the ready position until directed to holster.

Range staff may score/account for rounds on target.

STAGE 2 - Fifteen Yard Line

Twelve rounds (center of mass), standing, two hands.

The individual firing order of the three courses of fire for Stage 2 may be adjusted by range staff to accommodate varying weapon ammunition capacities.

Remind shooters to manage ammunition if needed.

- A. From the holster. Load a total of three rounds and place the weapon in the holster. On command, draw and fire three rounds, perform empty gun reload, and fire three rounds in fourteen seconds. Upon completion of firing shooter will assume the ready position until directed to holster.
- B. From the holster. On command, draw and fire three rounds in five seconds. Upon completion of firing shooter will assume the ready position until directed to holster.
- C. From the holster. On command, draw and fire two rounds in four seconds. Upon completion of firing shooter will assume the ready position. On command, from ready position, fire one round in two seconds. Upon completion of firing shooter will assume the ready position until directed to holster.

Range staff may score/account for rounds on target.

STAGE 3 - Seven Yard Line

Nineteen rounds (center of mass), standing, two hands.

Remind shooters to manage ammunition if needed.

- A. One of the following from section A will be performed:

From the holster. Clear weapon and insert loaded magazine, maintaining an empty chamber, and place the weapon in the holster. On command, draw, attempt to fire, upon gun not firing, perform immediate action/failure to fire drill, and fire three rounds in seven seconds. Upon completion of firing shooter will assume the ready position.

OR

From the holster. Place a dummy round somewhere in the first three rounds to be fired in the weapon and place the weapon in the holster. On command, draw and fire three rounds, when dummy is encountered/gun fails to fire, perform immediate action/failure to fire drill, and fire any needed round(s) to meet the three round total, in seven seconds. Upon completion of firing shooter will assume the ready position.

- B. From ready position. On command, fire three rounds, perform a tactical reload, and fire three rounds for a total of six rounds in twelve seconds. Upon completion of firing shooter will assume the ready position until directed to holster.
- C. From the holster. Load a total of three rounds and place the weapon in the holster. On command, draw and fire three rounds, conduct an empty gun reload, fire three rounds, conduct a tactical reload, and fire four rounds in twenty seconds.

Range staff may score/account for rounds on target.

STAGE 4 - Three Yard Line

Twelve rounds (to indicated target area), standing, in three separate stages, of strong hand only, two hands, and support hand only.

Remind shooters to manage ammunition if needed.

- A. Strong hand only – fire three rounds as follows: place the loaded weapon in the holster. On command, draw/take a lateral step to the left or right, as directed, and fire two rounds center of mass, one round to head, in four seconds. Upon completion of firing shooter will assume the ready position until directed to holster.
- B. Two hands - fire three rounds as follows: place the loaded weapon in the holster. On command, draw/take a lateral step to the left or right, as directed, and fire two rounds center of mass, one round to head, in four seconds. Upon completion of firing shooter will assume the ready position.
- C. Two hands - fire three rounds as follows: place the loaded weapon in the holster. On command, draw/take a lateral step to the left or right, as directed, and fire two rounds center of mass, one round to head, in four seconds. Upon completion of firing shooter will assume the ready position.
- D. Support hand only - fire three rounds as follows: place the loaded weapon in the Support hand and assume ready position. On command, take a lateral step to the left or right, as directed, and fire two rounds center of mass, one round to head, in four seconds.

Scoring:

TQ-19 and TQ-21: Five points for shots within the designated scoring area (center of mass or head) for that course of fire, zero points for shots on the silhouette, but outside the scoring area.

Line shots are counted as “in” on both targets.

Course is shot in prescribed order to facilitate accounting for all rounds fired.

Weapon running empty due to failure to manage ammunition or fully seat magazine is not reason for alibi.

No rounds failed to be fired in allotted time/strain of fire will be allowed to be added/made up on another strain of fire.

DRAFT



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2011 MINI REPORT

AGENCY NAME: Arizona Peace Officer Standards and Training Board (AZPOST)	
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TOPIC: Domestic Violence Lethality Assessment & Checklist	

Domestic Violence Fatality Review Teams were first created in Arizona after Arizona Revised Statute 41-198 (ARS 41-198) was signed into law in 2004 (Attachment A). This piece of legislation authorized the creation of fatality review teams within the state.

ARS 41-198 stipulated that these teams would be organized at the local level of government, established rules for confidentiality, protected these same teams from litigation, and suggested membership representation from relevant agencies. In 2008, the Governor’s Commission to Prevent Violence Against Women decided to refocus its efforts in order to reach out to areas beyond Phoenix and Pinal County and, accordingly, in late 2008 and early 2009 work began on creating a Fatality Review Team for Northern Arizona.

Fatality review is a recently developed tool designed to address the issue of domestic violence related deaths. According to the National Domestic Violence Fatality Review Initiative, Domestic violence fatality review refers to the “deliberative process for identification of deaths, both homicide and suicide, caused by domestic violence, for examination of the systemic interventions into known incidents of domestic violence.

AZ POST sponsored Maryland Network Against Domestic Violence to train Pima County in The Maryland Model for Lethality Assessment. Pima County is currently utilizing this model in assessment.

Phoenix Police Department has created a Domestic Violence Lethality Checklist for officers to complete, to bring attention to Domestic Violence Cases that meet criteria to be placed in a high risk category for detectives to follow through on the perpetrators.

It is anticipated with further development that each of the 15 Arizona Counties will institute Lethality Assessment Review Teams.

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DATE	TIME	SERIAL #	OFFICER NAME				INC. #
LOCATION OF OCCURRENCE						PHONE-PRIMARY	
LAST NAME		FIRST NAME		M.I.		PHONE-ALTERNATE	
HOME ADDRESS				WORK INFORMATION			
RACE	SEX	WEIGHT	HEIGHT	EYES	HAIR	DATE OF BIRTH	SOCIAL SECURITY NUMBER
WHO CALLED/WHY/CHILD PRESENT?							
INJURY CHARACTERISTICS	1 ABRASIONS	1 BITE	1 BURGLARY	1 INC. DURATION			
	2 BROKEN BONES	2 FORCED/COERCED SEX	2 DEMANDS W/ASSOC. THREATS	2 BEYOND HEAT OF THE MOMENT? Y N U			
	3 BROKEN TEETH	3 GRAB/TWIST/PINCH	3 HARASS/TAUNT	3 OCCUR IN MORE THAN ONE PLACE? Y N U			
	4 BRUISES	4 HIT W/OBJECT	4 INTIMIDATION TACTICS	4 MULTIPLE ACTS:PHYSICAL OR NONPHYSICAL? Y N U			
	5 DISCOLORATION	5 HOLD DOWN	5 O.P. VIOLATION	5 MULTIPLE PLANES OF INJURY? Y N U			
	6 ENDANGER FETUS	6 KICK/STOMP/TRIP	6 RESTRICT USE OF PHONE	6 CHILD USED FOR EMPHASIS? Y N U			
	7 HOSPITALIZATION	7 KIDNAP	7 ESCALATION: E.G. RECENT INCREASE IN CONTROL BEHAVIOR				
	8 LACERATION	8 PUNCH/PUSH/SLAP	8 SURVEIL/FOLLOW/MONITOR				
	9 SCRATCHES	9 RESTRICT MOVEMENT	9 TERRORIZE: E.G. CHILD/PET AS MECHANISM OF CONTROL				
	10 SWELLING	10 SEPARATION VIOLENCE	10 THROW OBJECTS				
	11 UNCONSCIOUS	11 STRANGULATION	11 VANDALISM				
		12 SUFFOCATION					

COURSE-OF-CONDUCT INTERVIEW: Responses identify ongoing patterns of intimidation, isolation, or control - an intentional pattern of action.*

The following questions will help us evaluate your situation:

1. HOW FREQUENTLY AND SERIOUSLY DOES YOUR PARTNER INTIMIDATE YOU OR THREATEN YOU? DESCRIBE.
2. HOW FREQUENTLY DOES YOUR PARTNER DEMAND YOU DO THINGS AND VERIFY YOU DID THEM? DESCRIBE.
3. DESCRIBE THE MOST FRIGHTENING OR WORST EVENT INVOLVING YOUR PARTNER.
4. HAVE YOU EVER MADE IT KNOWN TO YOUR PARTNER THAT YOU WANTED TO LEAVE? HOW DID YOUR PARTNER REACT?

***INVESTIGATIVE ASSESSMENT:**
Generally, a group 1 or 2 situation is a man engaging in a course-of-conduct (CC) directed at a woman or family.

COERCIVE CONTROLLING VIOLENCE
GROUP 1

COERCIVE CONTROL
GROUP 2

OTHER
GROUP 3

CITY OF PHOENIX POLICE DEPARTMENT Intimate Partner Field Investigation 80-579D New 12/09

FAMILY INVESTIGATIONS BUREAU

Subject:

Domestic Violence Detail

Policy Number

C.08

PHOENIX POLICE DEPARTMENT

10/10

ADDENDUM A

Page 1

OUR BIGGEST DEFENSE AGAINST DOMESTIC VIOLENCE IS ACCURATE EVALUATION OF SUSPECTS

DEFINITIONS

Act ► Physical or nonphysical force to coercively control (suspect group 1 or 2) or in response to a problem (suspect group 3)

Course-of-Conduct (CC) ► A pattern of conduct comprised of a series of acts over a period of time, however short, evidencing a continuity of purpose; an intentional pattern of action

Coercive Control ► A course-of-conduct to GENERALLY control another using acts that intimidate, isolate, or control; may or may not include violence or injury

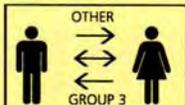
SUSPECT GROUPS



► The suspect has engaged in coercive control comprised of physical AND nonphysical acts that is directed toward an intimate partner. Coercive controlling violence is force multiplication: intimidation, isolation, or control enhanced by violence. Generally, a group 1 or 2 situation is a man engaging in a CC directed at a woman or family.



► The suspect has engaged in coercive control comprised of nonphysical acts that is directed toward an intimate partner. Physical acts are not yet a theme. Groups 1 and 2 are the same subtype.



► Either: 1) no CC indicated: (A) situational conflict (B) chronic conflict (C) street criminal, 2) both partners are engaged in a CC.

CC PATTERNS

Presumptive Act ► Suffocation ► Strangulation ► Bite ► Forced/Coerced Sex ► Endanger Fetus ► Separation Violence ► Child/Pet/Loved-One As Mechanism of Control ► Burglary

Frames of Action ► A sequence of acts deployed within an incident

Escalation ► Deployment of acts increasing in magnitude; may or may not involve a change in frequency

Coercion Process ► Deployment of acts linking a demand with a credible threatened negative consequence for noncompliance—demands, coercion, surveillance

FAMILY INVESTIGATIONS BUREAU

Subject: Domestic Violence Detail	Policy Number C.08
PHOENIX POLICE DEPARTMENT	10/10 ADDENDUM A Page 2

OUR BIGGEST DEFENSE AGAINST DOMESTIC VIOLENCE IS ACCURATE EVALUATION OF SUSPECTS

SUSPECT EVALUATION

Investigation (80-579D – front) ➤ Incident details ➤ Scene observations ➤ Interview statement: principles/unbiased
➤ Behavior demonstrated by the predominant party ➤ Historical information: 911, premises/criminal history, officer's experience with the suspect or couple ➤ Violent resistance

Course-of-Conduct Interview (80-579D – back) ➤ Dialogue with victim to trigger description of behavior indicative of the CC patterns experienced in the context of the relationship: a pattern of encounters that extends over a period of time and involves a variety of situations

EXAMPLE COERCIVE BEHAVIOR

Nonphysical

- Surveillance of victim to assess compliance with a demand including involvement of third party e.g. children
- Spies on victim, follows, leaves threatening messages/texts
- Always knows where victim is or what she is doing when they are not together
- Monitors phone activity, controls mail
- Controls most/all of victim's finances
- Controls who the victim can see or talk to
- Controls most/all of victim's daily activities: coming and going, dressing, sleeping, eating, transportation etc.
- Determines victim's household chores/work outside home
- Needs to know where victim is at all times
- Uses children or parenting against victim
- Victim believes suspect is capable of killing
- Inflicts generalized fear
- Makes victim feel like a prisoner during separation— independent of proximity

Physical

- Controls (coercion/surveillance backing a demand) are verified using violence/"punishment" for resisting
- Enforcement of trivial demands/minute rules
- Makes victim do things sexually that are not wanted
- Degradation/punishments e.g. ritual enactments associated with sex, bodily functions or obedience
- Denies victim of privacy—directly or indirectly
- Violently or constantly jealous/cold calculated violence
- Attempted/threatened suicide (suspect)
- Choked/tried to choke victim
- Behaviors toward children esp. if suspect knows not his
- Threatened to kill victim or children
- Abuse during pregnancy
- Denies victim the ability to escape an incident
- Escalation of controlling or violent behaviors esp. due to separation

INVESTIGATIVE ASSESSMENT

Partner Fight (group 3) ➤ Violence used to SETTLE a conflict and either: 1) minor force/injury 2) the degree of force used by both parties is disproportionate to the conflict at hand

Partner Assault (group 3) ➤ Use of disproportionate force by the predominant party to the incident to SUPPRESS conflict: marked by a lack of reciprocity and raw power to achieve control over the incident

Coercive Control (group 1 or 2) ➤ A course-of-conduct (CC) pattern is identified based on the totality of the circumstances in terms of generalized fear or entrapment



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2011 MINI REPORT

AGENCY NAME: Commission on POST	
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WEB SITE ADDRESS: http://www.post.ca.gov/compliance-dashboard.aspx	
TOPIC: Training Compliance Dashboard	

Nearing the end of the most recent two-year training compliance cycle, POST IT staff built a robust Training Compliance Dashboard, located at <http://www.post.ca.gov/dashboard.aspx>. The Dashboard allows individual officers to log into a secure area of the POST Website using their POST ID, name, partial SSN, and birth year to obtain their own training compliance status. POST IT staff has integrated selected portions of POST's SQL Database into the content-driven Dashboard using a secure Web page to display officer training compliance status and a list of courses completed during the two-year cycle. This application is unique in that it allows individual officers to monitor and take ownership of their own training needs, directly from a secure Web browser.

Since October 2010, individual officers have accessed the Training Compliance Dashboard over 16,000 times to determine whether they have met CPT and PS mandates. Officers can then use the closely-linked interactive Course Catalog to select from more than 2,000 course offerings from over 750 course presenters.

In November and December 2010, POST experienced a spike in online courses taken through the POST Learning Portal. It was determined that 1,376 law enforcement officers had accessed the Training Compliance Dashboard, discovered they had unmet training requirements, then quickly completed courses offered through POST's Learning Portal and other multimedia sources to meet their CPT mandates. This effectively put many officers into CPT and PS compliance without the need to be prompted by their own training managers.

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2011 MINI REPORT

AGENCY NAME: Commission on POST	
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WEB SITE ADDRESS: http://www.post.ca.gov/post-green-initiative.aspx	
TOPIC: POST Green Initiative	

The Commission on Peace Officer Standards and Training's Green Initiative documents POST's internal efforts to reduce consumption of renewable and nonrenewable resources, reduce environmental damage caused by travel, and decrease resources associated with information distribution.

The elimination of the old paper course rosters is a major contributor to the POST Green Initiative. The new Course Catalog, with its ability to pin-point courses in close proximity to an officer's home-base will reduce fuel consumption, reimbursable mileage and over-night travel.

Paperless distribution of materials such as Administrative Progress Reports and Bulletins to the public and POST member agencies saves approximately \$20,000 annually in printing and postage costs, in addition to conserving renewable resources.

A full description of components comprising the POST Green Initiative may be found at <http://www.post.ca.gov/post-green-initiative.aspx>. It is estimated that the Initiative saves 19,000 gallons of water, 22 trees, and 880,000 pieces of paper annually.

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2011 MINI REPORT

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WEB SITE ADDRESS: http://catalog.post.ca.gov	
TOPIC: Interactive Course Catalog	

In order to improve local law enforcement agencies' ability to find and schedule appropriate POST training, POST's Information Technology (IT) staff designed a comprehensive and user-centered interactive Course Catalog. Meetings were held with POST Area Managers, agency training managers, dispatchers, and peace officer groups. A survey was developed and sent to over 100 stakeholders. POST used feedback from the survey and information gathered at meetings to establish needed features and structured the layout of the Catalog. POST IT staff then created the new Catalog using a dynamic Web application which is database-driven and uses standard .NET technologies.

The new Catalog, located at <http://catalog.post.ca.gov/>, provides features such as targeting courses in close proximity to the officer's agency, pin-pointing offerings on a Google map, and providing the course start date, hours, presenter contact, and phone numbers. Advanced search features of the Catalog include quick searches by keyword, location, or course date, the ability to search for specific individual PS courses, and categories to target frequently-searched courses. The Catalog is always current, as courses are continually added to the database by the training presenters, making them instantly accessible.

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2011 MINI REPORT

AGENCY NAME: California Commission on Peace Officer Standards and Training	
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TOPIC: School-Based Public Safety Program	

Over several years, POST has committed resources to an array of symposia and publications focused on identification of best practices for reaching age-eligible applicants for peace officer positions. Experience has shown, however, that only 4 to 8 applicants of 100, on average, are able to succeed through the selection process. Applicants' failures are frequently the result of weak academic preparation. In addition, a major disqualifier is lack of moral character development, as manifested in behaviors during adolescence that render them ineligible for peace officer positions when of age to apply.

Analysis of the situation has pointed to early intervention as a means to curb the incidence of the behaviors that could prove ultimately disqualifying to many applicants. It was determined by a broad-based cadre of subject matter resources that development of school-based public safety programs statewide could be both feasible and a most effective way to contribute toward development of a strong applicant pool. Ideally, this career "pipeline" would be initiated in middle-school and be woven throughout secondary and collegiate educational levels.

POST's role is centered on coordinating development of a Program Guide that would contain information on curriculum components. Involving students in a variety of academic and character building exercises related to the law enforcement profession will assist in their gaining an understanding of the importance of academics and moral character and the fit with real-life law enforcement situations.

It is anticipated the Program Guide will be completed by fall 2011. Law enforcement agencies will lead implementation of the Program Guide, in collaboration with local educational institutions, which include partnership academies, magnet schools, charter schools, Regional Occupational Programs, and POST-affiliated basic academies. During December 2010 POST completed production of DVD segments that will be included with the Program Guide.

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TOPIC: Establishing a Futures Planning Capability	

During November 2009, a Future Vision Team (FVT) was formed within POST for the purpose of supporting its strategic planning process by identifying trends that were likely to impact standards and training over the next decade. The FVT was comprised of representatives from each of POST's bureaus and the Executive Office.

The "strategic foresight" futures planning methodology was the process employed for scanning and identifying trends. The FVT collected information via stakeholder interviews, analysis of POST Command College research findings, and review of literature and media reports. Each piece of relevant information (called a "scanning hit") was entered into a database. By August 2010, over 100 "hits" had been compiled and sorted into five categories (society, technology, economy, environment, and politics) and ranked in order of importance. Two trends, 1) diminishing government resources and 2) increasing acceptance of an array of technology platforms, emerged as having the greatest potential impact on POST's future.

During March 2011, using information from analyses and combining information about what was likely and what was desired, the FVT crafted a preferred future document containing a descriptive scenario reflecting on the decade *ending in 2020*. The document included mitigation strategies for "wild cards" (i.e., plausible, hard-to-predict significant events that could emerge and substantially impact the future should they occur) and proposed recommendations for achieving the preferred future:

1. **Identify success factors** that will guide modifications to POST's operating strategy.
2. **Foster collaboration** with stakeholders and public/private entities.
3. **Improve efficiencies** by adopting technologies and practices that maximize resources.
4. **Seek alternative funding streams** to counter economic challenges.
5. **Improve training accessibility** while enhancing testing standardization and security.
6. **Look toward the future** to continuously evaluate trends and threats.

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TOPIC: Testing Software Replacement Study	

California POST is conducting a feasibility study to replace its existing academy testing management and assessment system (TMAS) with a modern software solution that incorporates all forms of entry-level and academy testing procedures into a single, secure integrated system. Our existing system provides for the on-line delivery of written tests only and does not address skills tests (e.g., firearms) or job simulation/scenario tests.

An internal needs analysis has been completed and staff is currently conducting market research to identify potential vendors and products which can fulfill our business needs. The study is scheduled to be completed in August 2011, at which point a formal Request for Proposal will be developed and released

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TOPIC: Search Warrant Writing Tool – New Innovation	

The California Peace Officer Standards and Training has a unit dedicated to the research and application of instructional technology for law enforcement. This unit, Learning Technology Resources Bureau, developed and released its first performance support tool on writing search warrants. This innovative software application installs directly on your computer and guides you through the search warrant writing process.

Never written a search warrant before?

Write warrants but hate taking the time to look through old samples?

Tired of making cut and paste mistakes when going by someone else's warrant?

If you answered yes to any of these, this tool is for you. This tool makes it easier for the inexperienced and experienced officer by providing CA court tested legal language and guidance through the search warrant writing process to avoid common mistakes. To date, there are over 4048 downloads from over 500 different agencies and feedback has been positive. Here are a few representative comments from law enforcement officers using the tool:

“Very easy to use and easy to make corrections. Was able to prepare the warrant in less time.”— CA DOJ

“This is a great tool for people who have not written search warrants before. I have had the opportunity to train other detectives with writing search warrants and this is a great place to start.”—Fresno PD

“This is an outstanding tool to have. As a team, we have used it and it was very easy. We have written Narcotics SW's. Much easier than the old way of cutting pasting and trying to get everything in order.”— Los Angeles Co. SD

“Easy to use and reminded me of some things I left out.”— Tulare Co. DA

POST is now receiving several requests for the tool from non-CA POST agencies and is responding by making the tool available for purchase through the Learning Portal. Make a purchase for your agency by going to <http://LP.POST.CA.GOV/purchase.html> and look for the Search Warrant Writing Tool in the list of award winning, interactive self-paced courses and videos. Discounts are negotiated for all products on a case by case basis depending on quantity.

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International Association of Directors of Enforcement Standards and Training

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2011 MINI REPORT

AGENCY NAME: Delaware Council On Police Training	
DIRECTOR Captain Robert C. Hawkins Jr.	TELEPHONE: (302) 672-5455
WEB SITE ADDRESS:	
TOPIC: Delaware POST	

Certification of police officers	82
Recertification of Firearms Instructors	4
Certification of Firearms Instructors	13
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Mandated training concerning Child abuse and the reporting thereof for all Delaware Police Officers.	
Railroad officers who are certified by COPT will be granted statewide authority.	
Certification of the Delaware State Police Firearm Instructor Certification Course	

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2011 MINI REPORT

AGENCY NAME: Indiana Law Enforcement Academy	
DIRECTOR Rusty Goodpaster	TELEPHONE: 317-839-5191
WEB SITE ADDRESS: www.in.gov/ilea	
TOPIC: 2010 end of year report	

End of Year Report 2010

ILEA Projects and Accomplishments:

In 2010, the Indiana Law Enforcement Academy (ILEA) completed a Job Task Analysis (JTA). This is a major undertaking that is repeated every seven to ten years to identify what the current essential job tasks of a patrol officer are and if the skills needed for these tasks are being properly trained. This survey and analysis further identifies when these skills should be trained—during basic training or as in-service training—and who is best equipped to develop those classes.

In short, the analysis is accomplished by polling several hundred working patrol officers and their supervisors using a survey asking several hundred questions. An analyst then evaluates the results for validity and statistical relevance. These results are then further reviewed by a committee of seasoned trainers to see if these areas are adequately addressed in the ILEA basic course curriculum and what changes, if any, need to be made.

From here, modifications to the ILEA basic course curriculum are made and submitted to the Law Enforcement Training Board (LETB) for approval. In the 2010 JTA, it was discovered that additional time should be spent training in the areas of suspect transport, crowd control and interpersonal communications. It was also found that the number of hours in community based policing could be reduced.

Services to Outside Agencies:

The staff at the Academy coordinated two large scale practical exercises in which two school corporations, teacher, students, fire and EMS personnel practiced with law enforcement in an active shooter situation at school sites.

The Academy also helped host two international delegations touring the United States. These delegations were here to compare U.S. police basic training approaches with the approaches

taken in their home countries. One delegation was from Russia and the other from Mexico. The Academy had previously hosted such a delegation from the Mexican state of Hidalgo as well as from other Brazil, Great Brittan and Germany.

The Basic Course:

The basic courses presented in 2010 started to rebound somewhat from low student numbers as compared to pre-2009 classes. Low light skills training was incorporated into the Emergency Vehicle Operations (EVO), firearms and physical tactics classes. The NIMS 100 course was also added to the curriculum. The NIMS 700 course had previously been incorporated into the basic course curriculum.

As a result of the Job Task Analysis, some of the basic course performance objectives and exam questions were modified. Also as a result of the JTA, report writing transitioned from being exclusively a computer based learning class to eight plus hours of classroom instruction with homework and a final exercise requiring a passing score of 75% or greater.

The first 40 person Department of Correction basic police training class was graduated in 2010.

In-service Training:

The in-service training department coordinated the redesign of the Pre-basic course over the past two years. This course went live in January of 2011. It transitioned the course from a computer based learning approach to an instructor led course with support through Academy supplied materials via the Internet including lesson plans and student handout material as well as scenarios, narratives, video and expanded practical skills training. New to the course this year is the EVO section.

The in-service training department also standardized the jail officer courses given across the state in 2010. The department also developed a couple of one-day training class for the annual mandated training subjects. These presented the 2 hour firearms, EVO and physical tactics requirements as well as the valuable metals and human trafficking subjects.

The Support Staff:

Our maintenance department coordinated the replacement of the culvert under the range road which was caving in due to erosion. Our maintenance personnel used the services of the state department of public works and the department of corrections in their repair efforts. This process will be repeated in 2011 to replace the culvert under the outside road course at the EVO facility.

Replacement of the remaining heater and air conditioner units in the dorm rooms was completed in 2010. The Academy will see a substantial reduction in energy consumption with the new units. The former units were installed when the building was constructed in 1974.

Support Services saw the retirement of two veteran employees, Darlene Heald with 30 years of service and Richard Williams with almost 40 years of service. The record department completed its first year using the Acadis software system for compiling annual training reports.

The Academy website was substantially redesigned in 2010 by the Media, I.T. and executive staff to make it more user friendly and to increase the number of resources available through the website.

The Instructional and Executive Staff:

The staff obtained a \$40,000.00 grant for the 2010 Job Task Analysis. The staff also arranged for obtaining four sets of pull-up bars and two timing clocks for the gym and weight room, donated by ISP. Also donated during 2010 were two weather radios for use by the Staff Duty Officers.

Additional money-saving procedures were also implemented during the year including obtaining several additional grants. With one such effort, the staff standardized classroom audio-visual equipment by obtaining grants for new laptop computers and speakers. With the help of the maintenance department, new podiums were constructed for this equipment.

Due to continued budget challenges, the replacement of physical tactics equipment and mats, EVO simulators and firearms training simulators is becoming critical. Because of this, the Executive Director discussed the possibility of establishing an Academy Alumni Association with the Board. This approach will be further investigated in the coming year.

Mr. Goodpaster was elected the President of the International Association of Directors of Law Enforcement Standards and Training (IADLEST) in 2010. Because of this association, the Academy benefited from several national surveys. One of these disclosed that Indiana is one of the few states to have a Certified Crime Scene Investigator program in the country.

Also a result of this association with IADLEST was an agreement allowing the Federal Law Enforcement Training Center to present low cost training in Indiana using the Academy facilities.

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2011 MINI REPORT

AGENCY NAME: Missouri POST Program	
DIRECTOR: Jeremy S. Spratt	TELEPHONE: 573-751-4905
WEB SITE ADDRESS: www.dps.mo.gov/post	
TOPIC: Business as Usual	

I am pleased to report that Missouri POST managed to dodge the major budget cutbacks that are affecting many other state agencies. We had an increase in the number of basic training graduates in 2010. We normally have 1,000 graduates, but last year we had well over 1,800 graduates. We are in the process of updating many of our basic training learning objectives and source documents, and December 2011 is the end of our 48 hour continuing education reporting cycle. We currently have 104 active investigations of peace officer misconduct and we have 17,396 licensed and commissioned peace officers.

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International Association of Directors of Enforcement Standards and Training

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2011 MINI REPORT

AGENCY NAME: Nebraska Law Enforcement Training Center (NLETC)	
DIRECTOR William Muldoon	TELEPHONE: 308-385-6030
WEB SITE ADDRESS: www.nletp.state.ne.us	
TOPIC: 2011 Update	

In 2011, the Nebraska Legislature passed and the Governor signed LB 390 that in essence reorganized our parent agency, the Nebraska Commission on Law Enforcement & Criminal Justice or as it is commonly called, the Nebraska Crime Commission. It took three top division chiefs, including the Director of the NLETC and moved day-to-day supervision from the Police Standards Advisory Council & the Crime Commission board, and placed him under the Executive Director of the Crime Commission. Others similarly transferred were the Executive Director of the Community Corrections Council and the Director of the Office of Violence Prevention (both formerly Governor appointed) and made them division chiefs inside the Crime Commission. The effect of this law is that it makes the NLETC director a direct report employee of the Executive Director and not of the Police Standards Advisory Council. The Council still approves curriculum, listens to appeals of Director's decisions with regard to admissions or discipline of students, and conducts revocations of law enforcement licenses.

In 2011, the Council started review of our revocation rule, Chapter 9, of the Nebraska Administrative Code. The proposed rule would streamline revocations, allow for voluntary relinquishment, and make conviction of felonies an automatic revocation as well as provide for other grounds for revocation. The Council is also researching Nebraska agency's use of Reserve Police Officers and surveying if their training matches their actual responsibilities.

The proposed rule for continuing education that was introduced in 2010 was withdrawn due to the economy and the view by many that it was an 'unfunded state mandate'. The rule will be reintroduced at a later time. Along with that, the Legislature this session (2011) has called for a study on continuing education of law enforcement officers.

While our budgets have been cut, we have been able to weather the cuts with reorganizing staff support positions and not filling one support position. Our cash fund (Law Enforcement Improvement Fund, LEIF) has cushioned our cuts. While operations were subject to cuts, we have been able to gain support for a \$3.5m renovation of our original 1980s building, installing new heating and air conditioning systems, lights, energy upgrades, and windows. Construction is underway.



International Association of Directors of Enforcement Standards and Training

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2011 MINI REPORT

AGENCY NAME: Nevada Commission on Peace officers' Standards and Training	
DIRECTOR Richard P. Clark, Executive Director	TELEPHONE: 775.687.3318
WEB SITE ADDRESS: www.post.state.nv.us	
TOPIC: 2011 State Mini Report	

Nevada POST is made up of three bureaus, the Basic Training Bureau, the Professional Standards Bureau, and the Professional Development Bureau. We regulate 134 law enforcement agencies, over 18,000 peace officer records and certify 43 different basic training academies. The 17 fulltime employees are supported by a \$2.5 million budget.

Nevada, like all states, has experienced an economic down turn. Nevada leads the nation in unemployment and foreclosure rates. All agencies have experienced lay offs and budget reductions with the hardest hit being their training budgets. Nevada POST is funded by court assessments, or administrative fees added on to misdemeanor fines. These funds have also experienced a down turn and have resulted in a manageable budget reduction to POST.

The Nevada legislature meets every two years on odd number years, so they are in session this year. We have already closed our budget for the next two years. The good news: we did not have to lay off any employees, and there is really no bad news. As with everyone, we must be innovative in our approach to training and unwavering in upholding established standards.

Some innovations we have implemented:

- Changed from traditional work week to 4 X 10's
 - Saves approximately \$30,000 per year
 - Reduces overtime
 - No effect on service

- Changed resident reciprocity academy to on-line academy using Crown Pointe Technologies, Inc.
 - Aids recruiting
 - Eliminates all instructional cost
 - Greatly reduces cost to state law enforcement agencies

- Converted over 120 hours of instruction to self/study on-line

- Reduces cost to state law enforcement agencies
- Reduces instructional cost

- Creating on-line forms
 - Agencies become responsible for updating information in data base
 - Less paper
 - Increases efficiency

- Added executive level training
 - New Sheriff's training
 - Manager level training

CONTACT PERSON	TELEPHONE	E-MAIL ADDRESS



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2011 MINI REPORT

AGENCY NAME: Tennessee Peace Officer Standards and Training Commission	
DIRECTOR Brian Grisham	TELEPHONE: (615) 741-4448
WEB SITE ADDRESS www.tn.gov/commerce/let/post/index.shtml	
TOPIC: Tennessee Programs and Accomplishments	

The Tennessee General Assembly has added numerous responsibilities to the Tennessee POST Commission's statutory duties in the last several years. In most instances these new mandates came without funding or manpower to carry them out. Tennessee POST employs three full-time support staff and three full-time investigators, and supplemental staff is sometimes provided by the staff of the Tennessee Law Enforcement Training Academy (TLETA) [the POST Executive Secretary is the Director of TLETA].

POST recently was tasked with carrying Tennessee's version of the Law Enforcement Officer's Safety Act (LEOSA) found at 18 USC §926. POST has deferred the decision on its application to active officers to their employing agencies. For retired officers residing in Tennessee, POST promulgated rules and a procedure for obtaining certification to carry firearms under LEOSA.

POST has been assigned the duty of establishing what minimum training has to be accomplished in order for Tennessee officers to be competent to testify to the use of a speed measurement device or blood alcohol testing device. Although it has always been the purview of the judiciary to judge the value of evidence, our General Assembly chose to codify these competencies.

POST has also been asked to make a legislative report on the status, sufficiency, and needs of training, policy and procedure in addressing violence in grade schools, secondary schools and institutions of higher education.

POST's most important accomplishment this year has been in obtaining federal stimulus grant money for the purchase of a comprehensive records management system for its function and that of TLETA. We have just finalized the first phase of purchasing of the Acadis Readiness Suite from Envisage Technologies.

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2011 MINI REPORT

AGENCY NAME: Texas Commission on Law Enforcement	
DIRECTOR Timothy Braaten (Executive Director)	TELEPHONE: 512-936-7711
WEB SITE ADDRESS: www.tcleose.state.tx.us	
TOPIC: Report on activities	

We are in the process of implementing several concepts that we feel will assist Texas officers and jailers in their efforts to meet state mandates for training.

1. We are undergoing a complete update on our web site. On the new site, officers will log in and access a dashboard, which will provide for them a great deal of information about their training and certification status. They will be able to see exactly how much training they have, and it will inform them of what is still needed to be in compliance with state mandates. In addition, it will inform them of various certifications and proficiency certification levels they have achieved, and make it easy for them to order certificates that reflect their certification levels and achievements, and they will be able to pay for these certificates by credit card through the web site. Additionally, the dash board will let them know what courses and number of hours or service time they still need to reach their next level of proficiency. The dash board will also serve as a portal through which they can access our online training system, which offers many of the required courses they need for compliance and proficiency certification. We expect this new system to be operational by September 1st.

2. We have just completed revamping our phone system and building into it a system of information available to officers, jailers, and telecommunicators. When a licensee calls in, they are able to find out how much training they have in the current training cycle and what mandated courses or amount of training they still need to be in compliance. Additionally, the system will identify for licensees their personal identification number issued by the Commission, which they need for any interaction with or submission to TCLEOSE, and it will also provide for them information on the TCLEOSE Field Agent who works in their area so that they can get additional help or get more questions answered.

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2011 MINI REPORT

AGENCY NAME: West Virginia Law Enforcement Professional Standards Program	
DIRECTOR Retired Captain Chuck Sadler	TELEPHONE: (304) 558-8814 ext 53315
WEB SITE ADDRESS: www.djcs.wv.gov	
TOPIC: Mini-report on activities	

The West Virginia Law Enforcement Professional Standards (LEPS) Program, until 10 Jun 11 the Law Enforcement Training Program, oversees the entry level training, on going training and certification of law enforcement officers within the State of West Virginia. It is the POST entity for the state and operates within the West Virginia Division of Justice and Community Services (DJCS) West Virginia has just under 3,500 officers employed in the state. It is a single Academy state, that program being a residential paramilitary style entry level training program operated by the West Virginia State Police. The entry level training course for West Virginia State Police is 24 weeks long with all other entry level officers being required to complete a 16 week program. Until the change effective on 10 Jun 11 the (LEPS) Program was staffed solely by the Director with support administrative assistance from DJCS. With a mandated emphasis from the West Virginia Legislature during its 2011 Session two additional full time staff members are to be added to the LEPS Program, an administrative executive secretary and an investigator. This staff will support the existing training and certification responsibilities of the program while also allowing it to conduct more detailed reviews of officer certification in relation to conduct of officers that warrants a certification review. Prior to the change a criminal conviction, primarily a felony, was required for an action to be taken against an officer's certification. Now when an officer leaves an agency, for any reason, his/her certification will be put in an inactive status and a review conducted to determine if there was any conduct which warrants a certification review. The process is being developed but should allow actions to be taken against an officer's certification at a lower threshold than the prior conviction standard. West Virginia does allow officers in good standing from other POST states to participate in a 3 week equivalent certification process following a review of a determination that the officer had completed at least 800 hrs of training in the state transferring from and that the officer's certification was in good standing at the time employment ended in the other state. West Virginia is currently in the process of receiving bids for a total replacement and upgrade of its officer training and certification tracking system.

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