Field Training Program Review & Orientation

March 12

POST Subcommittee Meeting

Agenda

1. FTP Overview from 2026 Report
2. FTP 2nd Year Review Goals & Guiding Questions
3. FTP Materials for FTP Review
4. Proposed Timeline
5. FTP Course Review Orientation
6. Questions & Group Discussion

FTP Overview: 2026 Report, pg. 182-186

IV. Field Training Program: First Year Review

The Board is mandated to review and analyze the training courses certified by POST to assess the effectiveness of the training in eliminating racial and identity profiling by sworn officers.[881] Such training is an essential component toward eliminating the pernicious practice of racial and identity profiling by law enforcement.

At POST's AB 443 Workshop, subject matter experts from law enforcement identified that field training officers have a tremendous influence on shaping the behaviors of basic academy graduates.[882] Evaluating the POST-certified Field Training Program (FTP) is critical to understanding the context and regulation of peace officer training in California.[883] Field training is the only POST-identified course remaining for the Board to review before it turns back to prior courses to review any updates.

A. Overview of the Field Training Program (FTP)

Field Training is a continuation of the Basic Academy and a significant proportion of an officer's training overall. The Basic Academy is 664 hours, while Field Training is 440 hours and a minimum of 10 weeks under POST regulations.[884] The FTP is intended to facilitate a peace officer's transition from the academic setting (or custody assignment) to the performance of uniformed patrol duties of the employing LEA. Newly assigned officers and deputies must receive additional training in the field to bridge the gap between Academy training and solo patrol duty. The FTP covers at least 18 core "competency areas," including officer safety, use of force, report writing, search and seizure, crisis intervention, community relations, and more.[885]

FTP Review 2nd Year Goals

1) Identify gaps in Field Training Program

2) Provide Recommendations for Improvement (with assistance from consultants and research on other FTP models and best practices)

FTP Review Guiding Questions

1) What values does the FTP teach and do those values align with the goals of AB 953?

2) How well do the FTP materials cover potential for bias and racial and identity profiling?

a. How do trainees learn about bias-reducing police tactics and community engagement?

b. How are trainees evaluated on eliminating bias and engaging with community?

3) How well do FTP materials and training align with academy training in LD 3 Principled Policing in the Community or LD 42 Cultural Diversity/Discrimination?

FTP Background Materials for FTP Review

To conduct the assessment, you will be provided with the following *background* materials:

1. PC 13519.4
2. Full text of Learning Domain 3 from the Basic Academy and a summary of Learning Domain 3 prepared by the consultants
3. Full text of Learning Domain 42 from the Basic Academy and a summary of Learning Domain 42 prepared by the consultants
4. A note on the POST Basic Academy Course Instructional System prepared by the consultants
5. Excerpt from the 2026 RIPA Report on the FTP

FTP Close Reading Materials for FTP Review

Your FTP Review will require close reading of the following three documents:

1. Field Training Program Guide, Volume I, Appendix 1 (Standardized Evaluation Guidelines), Performance Category 6 (Relationship with Citizens/Community)
2. Field Training Program Guide, Volume I, Appendix 2 (Daily Observation Report/DOR)
3. Field Training Program Manual, Volume II, Section 6 (Community Relations/Professional Demeanor)

Rating Section 6 for FTP Review

You will rate “Section 6” using all of the above across four dimensions:

1)Compliance with PC 13519.4
2)Continuity of Content
3)Inclusion of Core Values
4)Outcome-Based Training

FTP Review Proposed Timeline

- March 12: Subcommittee FTP Orientation
- March 12 to May 15: Independent FTP Review
- April 23: RIPA Board Meeting 1
- May 15: Written Feedback Due
- May 15-early June: Team Drafting
- Mid June: Subcommittee FTP Discussion w/ POST
- Mid to late July: RIPA Board Meeting 2
- Late July through August: Draft finalization

FTP Review Proposed Timeline

- Early September: Subcommittee FTP Review Draft Discussion
- Mid October: RIPA Board Meeting 3
- September through October: Final Draft and Cite Checking
- Late November/Early December: RIPA Board Meeting 4
- January 29, 2027: RIPA Report Published

Field Training Program
Course Review Orientation

Rebecca Hetey
Daniel Hahn

The Course Review Process

- Overview of the POST Field Training Program (FTP) and the provided written materials that the Board will review
- Introduction to the rubric
- Walk through to practice using the rubric to guide ratings
- Questions and discussion

Field Training Program

Volume 1: Overview and Appendices

Parts 1 – 4

1. Field Training Program Orientation
2. Evaluation, Documentation, and Remedial Training
3. Field Training Program Application Process
4. The POST Field Training Program

Daily Observation Report/Narrative Evaluation

Volume 2: Part 5 – Post Field Training Model

Overview and Table of Contents

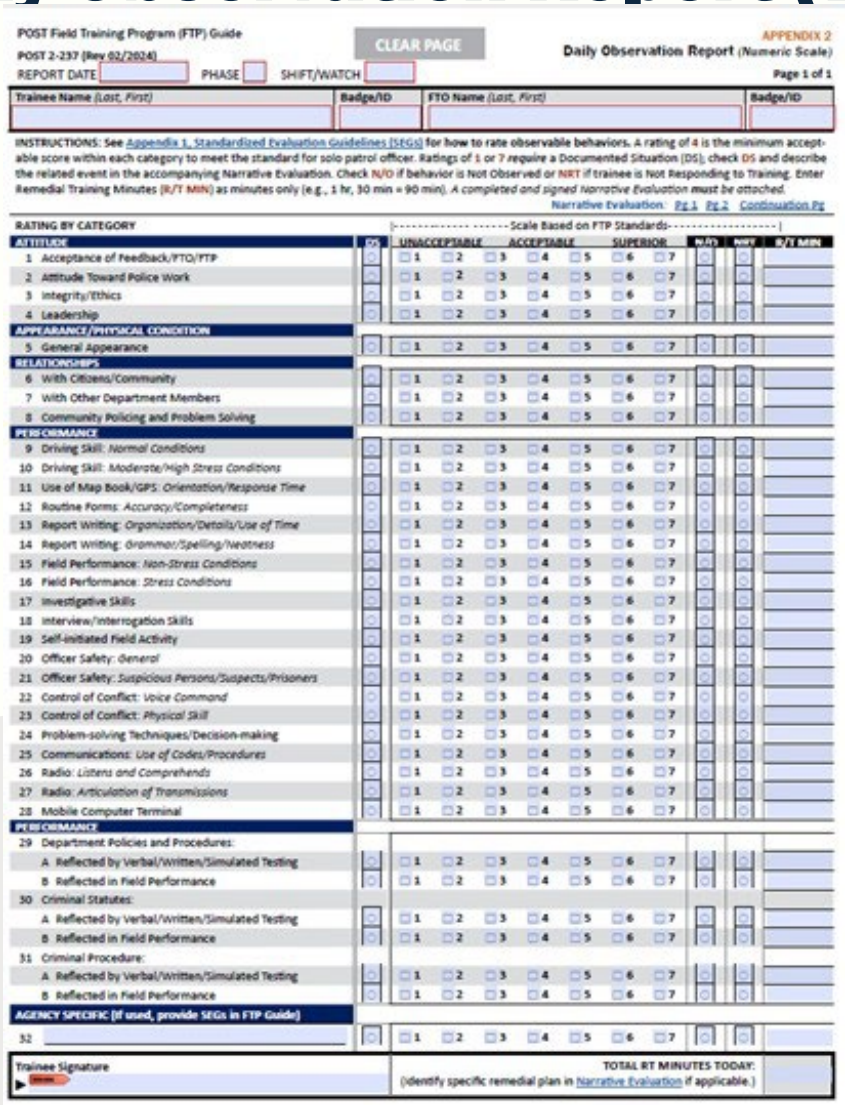
Sections 1 – 18

https://post.ca.gov/field-training-program

FTP Close Reading Materials for FTP Review

1. Field Training Program Guide, Volume I, Appendix 1 (Standardized Evaluation Guidelines), Performance Category 6 (Relationship with Citizens/Community)
2. Field Training Program Guide, Volume I, Appendix 2 (Daily Observation Report/DOR)
3. Field Training Program Manual, Volume II, Section 6 (Community Relations/Professional Demeanor)

POST Field Training Program
Daily Observation Report (DOR)



POST Field Training Program (FTP) Guide
POST 2-237 (Rev 02/2024)
CLEAR PAGE
APPENDIX 2
Daily Observation Report (Numeric Scale)
REPORT DATE PHASE SHIFT/WATCH
Page 1 of 1

Trainee Name (Last, First)	Badge/ID	FTO Name (Last, First)	Badge/ID

INSTRUCTIONS: See Appendix 1, Standardized Evaluation Guidelines (SEGs) for how to rate observable behaviors. A rating of 4 is the minimum acceptable score within each category to meet the standard for solo patrol officer. Ratings of 1 or 7 require a Documented Situation (DS); check DS and describe the related event in the accompanying Narrative Evaluation. Check N/O if behavior is Not Observed or NRT if trainee is Not Responding to Training. Enter Remedial Training Minutes (R/T MIN) as minutes only (e.g., 1 hr, 30 min = 90 min). *A completed and signed Narrative Evaluation must be attached.*

Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

RATING BY CATEGORY — Scale Based on FTP Standards

	DS	UNACCEPTABLE		ACCEPTABLE		SUPERIOR			N/O	NRT	R/T MIN
ATTITUDE		1	2	3	4	5	6	7			
1 Acceptance of Feedback/FTO/FTP		1	2	3	4	5	6	7			
2 Attitude Toward Police Work		1	2	3	4	5	6	7			
3 Integrity/Ethics		1	2	3	4	5	6	7			
4 Leadership		1	2	3	4	5	6	7			
APPEARANCE/PHYSICAL CONDITION											
5 General Appearance		1	2	3	4	5	6	7			
RELATIONSHIPS											
6 With Citizens/Community		1	2	3	4	5	6	7			
7 With Other Department Members		1	2	3	4	5	6	7			
8 Community Policing and Problem Solving		1	2	3	4	5	6	7			
PERFORMANCE											
9 Driving Skill: *Normal Conditions*		1	2	3	4	5	6	7			
10 Driving Skill: *Moderate/High Stress Conditions*		1	2	3	4	5	6	7			
11 Use of Map Book/GPS: *Orientation/Response Time*		1	2	3	4	5	6	7			
12 Routine Forms: *Accuracy/Completeness*		1	2	3	4	5	6	7			
13 Report Writing: *Organization/Details/Use of Time*		1	2	3	4	5	6	7			
14 Report Writing: *Grammar/Spelling/Neatness*		1	2	3	4	5	6	7			
15 Field Performance: *Non-Stress Conditions*		1	2	3	4	5	6	7			
16 Field Performance: *Stress Conditions*		1	2	3	4	5	6	7			
17 Investigative Skills		1	2	3	4	5	6	7			
18 Interview/Interrogation Skills		1	2	3	4	5	6	7			
19 Self-initiated Field Activity		1	2	3	4	5	6	7			
20 Officer Safety: *General*		1	2	3	4	5	6	7			
21 Officer Safety: *Suspicious Persons/Suspects/Prisoners*		1	2	3	4	5	6	7			
22 Control of Conflict: *Voice Command*		1	2	3	4	5	6	7			
23 Control of Conflict: *Physical Skill*		1	2	3	4	5	6	7			
24 Problem-solving Techniques/Decision-making		1	2	3	4	5	6	7			
25 Communications: *Use of Codes/Procedures*		1	2	3	4	5	6	7			
26 Radio: *Listens and Comprehends*		1	2	3	4	5	6	7			
27 Radio: *Articulation of Transmissions*		1	2	3	4	5	6	7			
28 Mobile Computer Terminal		1	2	3	4	5	6	7			
PERFORMANCE											
29 Department Policies and Procedures:											
A Reflected by Verbal/Written/Simulated Testing		1	2	3	4	5	6	7			
B Reflected in Field Performance		1	2	3	4	5	6	7			
30 Criminal Statutes:											
A Reflected by Verbal/Written/Simulated Testing		1	2	3	4	5	6	7			
B Reflected in Field Performance		1	2	3	4	5	6	7			
31 Criminal Procedure:											
A Reflected by Verbal/Written/Simulated Testing		1	2	3	4	5	6	7			
B Reflected in Field Performance		1	2	3	4	5	6	7			
AGENCY SPECIFIC (if used, provide SEGs in FTP Guide)											
32		1	2	3	4	5	6	7			

Trainee Signature

TOTAL RT MINUTES TODAY:
(Identify specific remedial plan in Narrative Evaluation if applicable.)

POST Field Training Program
Daily Observation Report (DOR)

POST Field Training Program (FTP) Guide

POST 2-237 (Rev 02/2024)

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APPENDIX 2

Daily Observation Report ***(Numeric Scale)***

Page 1 of 1

REPORT DATE ____ PHASE ____ SHIFT/WATCH ____

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

INSTRUCTIONS: See Appendix 1, Standardized Evaluation Guidelines (SEGs) for how to rate observable behaviors. A rating of **4** is the minimum acceptable score within each category to meet the standard for solo patrol officer. Ratings of **1** or **7** ***require*** a Documented Situation (DS); check **DS** and describe the related event in the accompanying Narrative Evaluation. Check **N/O** if behavior is Not Observed or **NRT** if trainee is Not Responding to Training. Enter Remedial Training Minutes (**R/T MIN**) as minutes only (e.g., 1 hr, 30 min = 90 min). *A completed and signed Narrative Evaluation* ***must*** *be attached.*

Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

RATING BY CATEGORY |---------- Scale Based on FTP Standards ----------|

	DS	UNACCEPTABLE			ACCEPTABLE		SUPERIOR		N/O	NRT	R/T MIN
ATTITUDE											
1 Acceptance of Feedback/FTO/FTP	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
2 Attitude Toward Police Work	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
3 Integrity/Ethics	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
4 Leadership	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
APPEARANCE/PHYSICAL CONDITION											
5 General Appearance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
RELATIONSHIPS											
6 With Citizens/Community	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
7 With Other Department Members	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
8 Community Policing and Problem Solving	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	

Field Training Program Guide, Volume 1

APPENDIX 1

Standardized Evaluation Guidelines (SEGs)

The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any agency-specific requirements. The SEGs are intended to provide a fair and uniform scoring method to assess each trainee's progress. It is through the use of these guidelines that the FTP achieves a recognized level of standard, competency, and credibility.

OVERVIEW

Throughout the FTP, the FTO rates the trainee's performance. Each observed behavior is rated using the **DOR** described in *Appendix 2* in the FTP Guide. The rating scales can be scored in two ways: the *Numeric Scale* (1–7) or the *NICS Scale* (NI–Needs Improvement/C–Competent/S–Superior). The numeric scale offers more flexibility to rate behaviors on a sliding scale between 1 and 7. The NICS scale provides a more direct scoring method. Agencies decide which method best meets their particular training approach.

A rating of "1" or "N/I" indicates the observed behavior is Unacceptable or Needs Improvement, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level.

Any rating of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **requires** a Documented Situation (DS) to describe the event that resulted in the observed rating. The FTO fills out the **Narrative Evaluation** portion of the DOR to document the event (see *Appendix 2*).

The following SEGs correspond to the numbered observable behaviors listed in the DOR for each performance category. Use these value definitions when rating a trainee's level of performance.

POST Field Training Program Manual, Volume 2
Competency Requirements

PART 5

POST Field Training Model

WHEN COMBINED with the thorough training program outlined in Volume I, the following competencies will be one of the most important parts of a law enforcement officer's career.

It is recommended that both the trainee and Field Training Officer (FTO) sign off on each area of competencies as the trainee progresses through the training program.

The following pages include a complete table of contents for the entire program. Each section identifies the minimum competency requirements and provides a format to document the trainee's performance and progress.

State of California
Commission on Peace Officer Standards and Training

Home Hiring Training Certification Community Laws & Policies

Sections 1–18

1 - Agency Orientation / Department Policies (docx)

2 - Officer Safety Procedures (docx)

3 - Ethics (docx)

4 - Use of Force (docx)

5 - Patrol Vehicle Operations (docx)

6 - Community Relations / Professional Demeanor (docx)

7 - Radio Communication Systems (docx)

8 - Leadership (docx)

9 - California Codes and Laws (docx)

10 - Search and Seizure (docx)

11 - Report Writing (docx)

12 - Control of Persons/Prisoners/Mentally Ill (docx)

13 - Patrol Procedures (docx)

14 - Investigations / Evidence (docx)

15 - Tactical Communication / Conflict Resolution (docx)

16 - Traffic (docx)

17 - Self-Initiated Activities (docx)

18 - Agency-Specific Activities (docx)

The Rubric

Four Rating Dimensions

1. Compliance with PC 13519.4
2. Continuity of Content
3. Inclusion of Core Values
4. Outcome-Based Training

DIMENSION #1: COMPLIANCE WITH PC 13519.4

Law enforcement training must prepare officers to respond appropriately and effectively to situations that arise in the field. This includes a clear understanding of legal requirements and practical guidance for fulfilling them. PC 13519.4 mandates training on racial and cultural differences among California residents, including the prohibition of racial or identity profiling. This dimension assesses whether the reviewed portions of the Field Training Program support these requirements.

Elements of Dimension #1	Guidelines	Rating	Reason/Support for Rating	Comments/Suggestions
Legal Requirements	*Review PC 13519.4.*			
Rating Tasks	Based on your overall impression, do the reviewed FTP materials meet the core requirements of PC 13519.4?	☐ Yes ☐ Partially ☐ No ☐ N/A		
	Do the reviewed materials clearly communicate and provide instruction on the legal mandate that peace officers "shall not engage in racial or identity profiling" (PC 13519.4 (f))?	☐ Yes ☐ Partially ☐ No ☐ N/A		

General Feedback Section

- Questions/Comments/Observations
- Questions/Comments Directed to POST
- Comments/Recommendations for the Legislature

Field Training Program Manual, Volume II, Section 6

SECTION 6

Community Relations/Professional Demeanor

6.1 – 6.6 COMPETENCY REQUIREMENTS

Contents

List of Subtopics

6.1 Community Relations and Service

6.2 Professional Demeanor and Communications

6.3 Cultural Diversity

6.4 Racial Profiling

6.5 Crime Prevention

6.6 Community/Problem-Oriented Policing (COP/POP)

Attestation

LIST OF SUBTOPICS

6.1 COMMUNITY RELATIONS AND SERVICE

- 6.1.01 Agency Responsibilities
- 6.1.02 Community Service

6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS

- 6.2.01 Public Trust
- 6.2.02 Inappropriate Verbal Language/Communication
- 6.2.03 Inappropriate Nonverbal Language/Communication
- 6.2.04 Explaining Actions to Citizens
- 6.2.05 Forms of Communication

6.3 CULTURAL DIVERSITY

- 6.3.01 Community Cultures
- 6.3.02 Cultural Motivations and Biases

6.4 RACIAL PROFILING

- 6.4.01 Racial Profiling in Penal Code 13519.4
- 6.4.02 Profiling Behavior (Criminal Profiling vs. Racial Profiling)
- 6.4.03 Constitutional Amendments
- 6.4.04 Community History
- 6.4.05 Agency Policy

6.5 CRIME PREVENTION

- 6.5.01 Citizen Support
- 6.5.02 Forms of Crime Prevention Through Environmental Design (CPTED)

6.6 COMMUNITY/PROBLEM-ORIENTED POLICING (COP/POP)

- 6.6.01 Community/Problem-Oriented Policing and Community Priorities
- 6.6.02 The Crime Triangle
- 6.6.03 Problem-Solving Model

6.4 RACIAL PROFILING

6.4.01 Racial Profiling in Penal Code section 13519.4

The trainee will review and discuss Penal Code section 13519.4 and should perform effective police work based on behavioral observations.

Reference(s): LD 3, LD 42, PC § 13519.4

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.01 Part B - Agency Training Details *(field will expand automatically)*

6.4.02 Profiling Behavior (Criminal Profiling vs. Racial Profiling)

The trainee shall explain why effective police work profiles a person's behavior and not a person's actual or perceived race, color, ethnicity, gender identity or orientation, and more.

Reference(s): LD 42

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date		Signature	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments:

Additional Information:

6.4.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.02 Part B - Agency Training Details *(field will expand automatically)*

6.4.03 Constitutional Amendments

The trainee shall explain the 4th and 14th Amendments of the U.S. Constitution as they relate to cultural diversity/discrimination. .

Reference(s): LD 42

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.4.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.03 Part B - Agency Training Details *(field will expand automatically)*

6.4.04 Community History

The trainee shall discuss how the history of the community can have an effect on the community's relationship with their agency.

Reference(s): LD 3

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.4.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.04 Part B - Agency Training Details *(field will expand automatically)*

6.4.05 Agency Policy

The trainee shall review and summarize the agency's policy regarding racial profiling.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.4.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.05 Part B - Agency Training Details *(field will expand automatically)*

6.4 Racial Profiling

- **6.4.01 Racial Profiling in Penal Code section 13519.4**
  - The trainee will review and discuss Penal Code 13519.4 and should perform effective police work based on behavioral observations.
- **6.4.02 Profiling Behavior (Criminal Profiling vs. Racial Profiling)**
  - The trainee shall explain why effective police work profiles a person's behavior and not a person's actual or perceived race, color, ethnicity, gender identity or orientation, and more.
- **6.4.03 Constitutional Amendments**
  - The trainee shall explain the 4th Amendment and 14th Amendment of the U.S. Constitution as they relate to cultural diversity/discrimination.
- **6.4.04 Community History**
  - The trainee shall discuss how the history of the community can have an effect on the community's relationship with their agency.
- **6.4.05 Agency Policy**
  - The trainee shall review and summarize the agency's policy regarding racial profiling.

Rubric Walkthrough

DIMENSION #1: COMPLIANCE WITH PC 13519.4

Law enforcement training must prepare officers to respond appropriately and effectively to situations that arise in the field. This includes a clear understanding of legal requirements and practical guidance for fulfilling them. PC 13519.4 mandates training on racial and cultural differences among California residents, including the prohibition of racial or identity profiling. This dimension assesses whether the reviewed portions of the Field Training Program support these requirements.

Elements of Dimension #1	Guidelines	Rating	Reason/Support for Rating	Comments/Suggestions
Legal Requirements	*Review PC 13519.4.*			
Rating Tasks	Based on your overall impression, do the reviewed FTP materials meet the core requirements of PC 13519.4?	☐ Yes ☐ Partially ☐ No ☐ N/A		
	Do the reviewed materials clearly communicate and provide instruction on the legal mandate that peace officers "shall not engage in racial or identity profiling" (PC 13519.4 (f))?	☐ Yes ☐ Partially ☐ No ☐ N/A		

Sample Ratings for Dimension #1

Rater: Rater A
Rating: Yes
Reason/Support for Rating:
* 6.4.01 - The direction provided is: The trainee will review and discuss Penal Code section 13519.4 and should perform effective police work based on behavioral observations.
* 6.4.02 - The direction provided is: The trainee shall explain why effective police work profiles a person's behavior and not a person's actual or perceived race, color, ethnicity, gender identity or orientation and more.
* 6.4.05 - The direction provided is: The trainee shall review and summarize the agency's policy regarding Racial Profiling.
Comments/Suggestions:
* The description in 6.4.01, 6.4.02, and 6.4.05 all refer to "Racial Profiling." The descriptions could be more accurate by stating " Racial or Identity Profiling."
* In Rating Category 6.4.01 - the form could provide more explicit direction to the FTO and the Trainee - such as "Officers shall not engage in racial or identity profiling" and additional language from the penal code section such as "Racial or Identity profiling alienates people from law enforcement, hinders community policing efforts, and causes law enforcement to lose credibility and trust among the people whom law enforcement is sworn to protect. This would make it very clear what was to be covered between the FTO and trainee in this section. This would set the floor for the trainee's FTP regarding Racial or Identity Profiling.

Sample Ratings for Dimension #1

Rater: Rater B
Rating: Partially
Reason/Support for Rating:
* While the instructions for 6.4.01, 6.4.02, and 6.4.05 direct the trainee to “review and discuss” Penal Code section 13519.4 and “explain why effective police work profiles a person's behavior and not a person’s actual or perceived race, color, ethnicity, gender identity or orientation and more” and to “review and summarize” the agency’s policy ”regarding Racial Profiling,” third parties cannot know the exact content that was covered. Moreover, the phrase “Racial Profiling” is used throughout and so the content provided at the state-level itself could be considered incomplete.
Comments/Suggestions:
* The descriptions in 6.4.01, 6.4.02, and 6.4.05 should refer to ”Racial or Identity Profiling” to be more in line with PC 13519.4
* The content could be more explicit, so it stands alone. An earlier version of 6.4 read: The trainee will review and discuss Penal Code 13519.4, which states in part, “Racial profiling… is the practice of detaining a suspect based on a broad set of criteria which casts suspicion on an entire class of people without any individual suspicion of the particular person being stopped.” The trainee shall recognize that racial profiling:

A. Is prohibited by law
B. “Presents a great danger to the fundamental principles of a democratic society”
C. “Is abhorrent and cannot be tolerated”
D. Causes community distrust and harms police relations with the community
E. May have legal consequences

DIMENSION #1: COMPLIANCE WITH PC 13519.4

Law enforcement training must prepare officers to respond appropriately and effectively to situations that arise in the field. This includes a clear understanding of legal requirements and practical guidance for fulfilling them. PC 13519.4 mandates training on racial and cultural differences among California residents, including the prohibition of racial or identity profiling. This dimension assesses whether the reviewed portions of the Field Training Program support these requirements.

Elements of Dimension #1	Guidelines	Rating	Reason/Support for Rating	Comments/Suggestions
Legal Requirements	*Review PC 13519.4.*			
	Do the reviewed materials provide adequate instruction on "effective, noncombative methods of carrying out law enforcement duties in a diverse racial, identity, and cultural environment" (PC 13519.4 (a))?	☐ Yes ☐ Partially ☐ No ☐ N/A		

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6.6.03 Problem-Solving Model

6.2 Professional Demeanor and Communications

- **6.2.01 Public Trust**
  - The trainee shall explain the expectation that the authority and power entrusted to a peace officer will not be abused.
- **6.2.02 Inappropriate Verbal Language/Communication**
  - The trainee shall identify verbal factors which could contribute to a negative response from the public, including:
    - A. Profanity
    - B. Derogatory remarks
    - C. Offensive terms regarding gender, race, ethnicity, sexual orientation, nationality, religion, and/or socioeconomic status
- **6.2.03 Inappropriate Nonverbal Language/Communication**
  - The trainee shall identify nonverbal factors which could contribute to a negative response from the public, including:
    - A. Disrespectful or imposing gestures
    - B. Improper use of body language, positioning, and facial expressions
    - C. Improper cultural response
    - D. Disrespectful attitude

6.2 Professional Demeanor and Communications (continued)

- **6.2.04 Explaining Actions to Citizens**
  - The trainee shall discuss why it may be beneficial to explain the reasons for law enforcement presence to inquiring citizens when feasible.
- **6.2.05 Forms of Communication**
  - The trainee shall demonstrate the ability to communicate with any segment of the public in a professional manner to enhance police service and community attitudes toward the police. This may be demonstrated through:
    - A. Community contacts
    - B. Business contacts
    - C. Community involvement
    - D. Positive role modeling
    - E. Mentoring
    - F. Phone conversation

6.3 Cultural Diversity

- **6.3.01 Community Cultures**
  - The trainee shall explain how the culture of the community can affect the community's relationship with their agency.
- **6.3.02 Cultural Motivations and Biases**
  - The trainee shall identify cultural motivations and biases that may affect professional ethics.

DIMENSION #1: COMPLIANCE WITH PC 13519.4

Law enforcement training must prepare officers to respond appropriately and effectively to situations that arise in the field. This includes a clear understanding of legal requirements and practical guidance for fulfilling them. PC 13519.4 mandates training on racial and cultural differences among California residents, including the prohibition of racial or identity profiling. This dimension assesses whether the reviewed portions of the Field Training Program support these requirements.

Elements of Dimension #1	Guidelines	Rating	Reason/Support for Rating	Comments/Suggestions
Legal Requirements	*Review PC 13519.4.*			
	Do the reviewed materials provide adequate instruction on "effective, noncombative methods of carrying out law enforcement duties in a diverse racial, identity, and cultural environment" (PC 13519.4 (a))?	☐ Yes ☐ Partially ☐ No ☐ N/A		

DIMENSION #4: OUTCOME-BASED TRAINING

To be effective, training must shape officers' observable behavior in the field. Law enforcement training should clearly define the outcomes it aims to produce, especially those that support California's goal of eliminating racial and identity profiling. This dimension assesses whether the Field Training Program identifies outcomes related to PC 13519.4 and provides clear instruction, guidance, and mechanisms to ensure trainees can demonstrate those behaviors in the field.

Elements of Dimension #4	Guidelines	Rating	Reason/Support for Rating	Comments/Suggestions
Expert Analysis	Research shows that concepts like "respect" can be translated into concrete behaviors that officers can be trained to demonstrate during police-community interactions (e.g., Voigt et al., 2017; Camp et al., 2024). PC 13519.4 requires training on: ▪ "effective, noncombative methods of carrying out law enforcement duties in a diverse racial, identity, and cultural environment" (Subsection (a)) ▪ "foster[ing] mutual respect and cooperation between law enforcement and members of all racial, identity, and cultural groups" (Subsection (b)) These are not abstract ideals but actionable skills. They should be clearly defined as observable behaviors that trainees are explicitly taught and evaluated on in the field.			
Rating Tasks	Are trainees explicitly evaluated on their ability to demonstrate "noncombative methods of carrying out law enforcement duties" in a diverse environment during field training as part of the Daily Observation Report (which includes the Standardized Evaluation Guidelines)?	☐ Yes ☐ Partially ☐ No ☐ N/A		

POST Field Training Program
Daily Observation Report (DOR)

RATING BY CATEGORY — Scale Based on FTP Standards

	DS	UNACCEPTABLE			ACCEPTABLE		SUPERIOR		N/O	NRT	R/T MIN
ATTITUDE											
1 Acceptance of Feedback/FTO/FTP	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
2 Attitude Toward Police Work	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
3 Integrity/Ethics	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
4 Leadership	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
APPEARANCE/PHYSICAL CONDITION											
5 General Appearance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
RELATIONSHIPS											
6 With Citizens/Community	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
7 With Other Department Members	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
8 Community Policing and Problem Solving	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	

PERFORMANCE												
9	Driving Skill: *Normal Conditions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
10	Driving Skill: *Moderate/High Stress Conditions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
11	Use of Map Book/GPS: *Orientation/Response Time*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
12	Routine Forms: *Accuracy/Completeness*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
13	Report Writing: *Organization/Details/Use of Time*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
14	Report Writing: *Grammar/Spelling/Neatness*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
15	Field Performance: *Non-Stress Conditions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
16	Field Performance: *Stress Conditions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
17	Investigative Skills	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
18	Interview/Interrogation Skills	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
19	Self-initiated Field Activity	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
20	Officer Safety: *General*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
21	Officer Safety: *Suspicious Persons/Suspects/Prisoners*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
22	Control of Conflict: *Voice Command*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
23	Control of Conflict: *Physical Skill*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
24	Problem-solving Techniques/Decision-making	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
25	Communications: *Use of Codes/Procedures*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
26	Radio: *Listens and Comprehends*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
27	Radio: *Articulation of Transmissions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
28	Mobile Computer Terminal	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	

PERFORMANCE											
29 Department Policies and Procedures:											
A Reflected by Verbal/Written/Simulated Testing	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
B Reflected in Field Performance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
30 Criminal Statutes:											
A Reflected by Verbal/Written/Simulated Testing	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
B Reflected in Field Performance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
31 Criminal Procedure:											
A Reflected by Verbal/Written/Simulated Testing	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
B Reflected in Field Performance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
AGENCY SPECIFIC (If used, provide SEGs in FTP Guide)											
32 _____	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	

Field Training Program Guide, Volume 1
Appendix 1
Standardized Evaluation Guidelines (SEGs)

2. Attitude Toward Police Work

Evaluates the trainee in terms of personal motivation, goals, and their acceptance of the job's responsibilities.

1 or N/I	*Unacceptable* – Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.
4 or C	*Acceptable* – Demonstrates an active interest in new position and responsibilities.
7 or S	*Superior* – Strives to further professional knowledge by actively soliciting assistance from others to improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibility. Exhibits a desire to complete Field Training and become a productive member of the organization.

SEG 3. Integrity/Ethics

3. Integrity/Ethics

Evaluates the manner in which the trainee understands, accepts, and employs their own integrity and ethics.

1 or N/I	*Unacceptable* – Accepts and employs a standard of mediocrity. Has little or no sense of accountability and/or responsibility to the department or community.
4 or C	*Acceptable* – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through planning, evaluation, and decision-making.
7 or S	*Superior* – Consistently demonstrates a high degree of internal strength, courage, and character. Models responsibility for service and enhances public trust.

SEG 4. Leadership

4. Leadership

Evaluates the trainee's ability to take command and exercise influence among people using ethical values and goals for an intended change.

1 or N/I	*Unacceptable* – Does not use command presence appropriately. Does not prevent/ reduce conflict. Fails to show empathy.
4 or C	*Acceptable* – Understands how to direct others, take command, and exercise influence and authority. Provides expected level of competency to the community through effective collaboration, communication/deescalation, and compassion.
7 or S	*Superior* – Will not rationalize to compromise integrity. Uses command presence appropriately. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and assertiveness, composure, concern, and the ability to deescalate any situation.

6. Relationship with Citizens/Community

Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

1 or N/I — *Unacceptable* – Abrupt, belligerent, demeaning, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills. Communications are confusing to the public.

4 or C — *Acceptable* – Courteous, friendly, and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service-oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills. Communicates well when interacting with the public.

7 or S — *Superior* – Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills. Routinely exhibits strong communication skills when interacting with the public.

DIMENSION #4: OUTCOME-BASED TRAINING

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Questions and Group Discussion

Thank you!