

POST Subcommittee Meeting May 25, 2022

Learning Domain (LD) 42: Prejudice, Discrimination & Racial Profiling – Basic Training Academy Review

What is the Basic Training Academy?

There are 43 Basic Academy courses to prepare students mentally, morally, and physically to advance into a Field Training Program and be able to exercise peace officer duties.

The POST Regular Basic Academy courses total 664 classroom hours.

The POST Field Training Program is 400 hours of supervised job training.

RIPA Board 2023 Report

The POST Subcommittee reviews POST's training courses on racial and identity profiling pursuant to RIPA (AB 953).

This year, the POST subcommittee is reviewing the Racial Profiling and the Gender Identity sections of Chapters 2 and 4 of LD 42.

The subcommittee is also reviewing the certified curriculum update of the Museum of Tolerance (MOT) Train the Trainer course on Racial and Identity Profiling. The status of this review will also be discussed in today's meeting.

RIPA Requirements

POST shall develop and disseminate guidelines and training for peace officers in California which adhere to Commission standards.

The training shall be evidence-based and examine evidence-based patterns, practices, and protocols that make up racial or identity profiling.

Following basic training, peace officers shall be required to complete a refresher course every five years or more if deemed necessary.

In developing the training, the Commission shall consult with the Racial and Identity Profiling Advisory (RIPA) Board.

The RIPA Board shall analyze law enforcement training on an annual basis.

What is LD 42?

Learning Domain 42 is a 16-hour Basic Academy course, updated in 2020.

Racial and identity profiling is covered in two chapters:

Chapter 2 of LD 42 is entitled Prejudice, Discrimination and Racial Profiling.

Chapter 4 is entitled Sexual Orientation and Gender Identity.

Who teaches LD 42?

POST-certified instructors who have completed the MOT Train the Trainer course teach LD 42.

This course is taught at POST-certified Academies throughout California, on a recurring basis.

Materials Used to teach LD 42

The 2002 POST Racial Profiling Issues and Impact Facilitators Guide.

The 2020 POST LD 42 Basic Course Student Series Workbook.

The 2022 POST Training and Testing Specifications for LD 42.

Additionally, agencies may add their own material related to agency-specific racial profiling.

LD 42 History

LD 42 was originally published in 1999.

It has been revised seven times.

It has been updated four times and most recently in December 2020.

Chapter 2 Racial Profiling- Structure

1. Define Racial Profiling
2. Racial Profiling Controversies
3. Legal Considerations & Case Law
4. Criminal vs Racial Profiling
5. Civil Rights/Lessons Learned
6. Biased Based Policing
7. Impact of Racial Profiling
8. Community Considerations
9. Ethical Consideration
10. Leadership

CHAPTER 2 Racial Profiling Learning Needs and Topics

Learning Needs

1. Recognize & respect cultural diversity & develop skills to identify and respond.
2. Be aware of stereotyping that could lead to unlawful acts.
3. Treat all individuals & groups with dignity & respect.

Topics Discussed

1. The conceptual and legal definition as well as legal considerations.

2. Discuss the impact of racial profiling on citizens, community, and officers.

Discuss the obligation of officers to prevent and report actions by fellow officers.

Chapter 4 Gender Identity- Structure

1. Sexual Orientation & Gender Identity
2. Gender identity Defined
3. Gender Expression
4. What About the “Q”
5. Moments in History
 - A. Protests
 - B. Changes in Law
 - C. Defining Moments

Chapter 4 Gender Identity Learning Needs and Topics

Learning Needs

1. Recognize the complexities of gender identity & develop skills to understand, communicate & respond to the community.

Topics Discussed

1. Difference between sexual orientation and gender identity.
2. Define the terminology.
3. Identify important moments in history

SUBCOMMITTEE CONSIDERATIONS

What elements should a racial and identity profiling course include?

How should RIPA Stop Data be used to enhance a racial and identity profiling course?

Should there be specific criteria for who should be involved in the development and facilitation of the course content?

What criteria should be used to measure the success of the training?

Does the Racial Profiling and Gender Identity Sections of LD 42 meet the goals of RIPA? If not, what recommendations would you make?

BOARD DISCUSSION of LD 42 and SUBMISSION of COMMENTS