

**GUIDELINES
FOR
LAW ENFORCEMENT'S DESIGN
OF
CULTURAL AWARENESS TRAINING PROGRAMS**

February 1992



**THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING
STATE OF CALIFORNIA**

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AND TRAINING

GUIDELINES
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OF CULTURAL AWARENESS TRAINING PROGRAMS

February 1992

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FOREWORD

The Commission of Peace Officer Standards and Training has prepared this training in response to Senate Bill 2680 (Boatwright) and to continuing interest and concern in improving human relations training. Peace officers in California are proud of their reputations and are dedicated to providing quality law enforcement services to all segments of society. Training and advances in community relations, crime prevention, and minority recruitment have had their genesis in the California law enforcement community. This level of interest and concern, however, needs to be constantly monitored and reinforced in order to ensure ongoing maintenance of these high standards and expectations.

The purpose of cultural awareness training is to focus on principles that hold promise for moving California law enforcement to a higher level of understanding, acceptance, and appreciation for our diversity. Because California has an ever-changing population, this training is designed to assist law enforcement to develop a capacity for identifying and responding to its changing communities. 1990 Census figures show that two-thirds of the State's immigrants come from Latin America and Asia. One hundred and twenty-five additional ethnic groups come from other parts of the world. Some 215,000 immigrants will enter California each year between 1990 and 2000.

This report describes an approach to community-based cultural awareness training. The program must start with support from the top administrator to be effective. Executive officers must become human relations leaders, not only in their agencies, but in their communities.

Critical to a successful program is the development of training partnerships with immigrant and racial groups in our communities. "Community Training Mentors" should be enlisted to provide the information bridge between immigrant, racial groups, and law enforcement. The profiling of our communities and the development of training mentors are vital parts of this recommended training.

Each law enforcement agency should select and train a Cultural Awareness Facilitator. This approach will assist agencies in developing capabilities for ongoing cultural awareness training. By training a facilitator, we are confident that any agency can continue to monitor its community, anticipate changes that are taking place, and develop meaningful training to respond to these changes.

The Commission wishes to thank the many men and women, from both public and private sector alike, who participated on our Cultural Awareness Advisory Committee. They have shared their experiences and values with us during the development of this project.

Questions or comments concerning this training should be directed to the Training Program Services Bureau at (916) 739-5305.

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Executive Director

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INTRODUCTION

California is increasingly becoming a pluralistic state, mushrooming into a rich diversity of cultures and races. In its most recent population projection by race/ethnicity (February 1988), the California Department of Finance reported that in 1970 our 20 million population was comprised of 3.2% Asian, 6.9% Black, and 11.9% Hispanic. By 1980 those percentages for our 24 million population were 6.7% Asian, 7.5% Black, and 19.2% Hispanic. 1990 saw the percentages of the 29 million population grow to 9.7% Asian, 7.5% Black, and 24.7% Hispanic. The projection for the year 2020 is that California's 40 million population will contain 14.2% Asian, 7.5% Black, and 37.7% Hispanic. This diversity has many potential advantages. All of our institutions of government must develop new and more appropriate ways to effectively interact and manage this diversity. Law enforcement is no exception.

POST has included cultural awareness, originally called community relations, in its mandatory training for the basic police academy since 1968. That year the Commission distributed a manual entitled Police-Community Relations Training in California. A variety of programs and activities resulted, including devoting 10% of the basic police training course to "Community-Police Relations" training, a significant portion of the then available training hours. The number of training activities concerning cultural relations in addition to the curriculum in the basic police academy include: minority police recruitment and selection; how to deal effectively with persons with disabilities; human relations training; crime prevention training stressing interaction with the community; and investigation and reporting of hate crimes.

In spite of these efforts, there is more work to be done to assist California law enforcement in addressing all of the issues now confronting peace officers in their daily work environment. The sudden increase in numbers of various immigrant and racial groups arriving and residing in California has demonstrated a need for law enforcement to improve its abilities to interact and communicate effectively with all of these groups. In November 1989, the POST Commission directed staff to study and develop a recommended approach for providing training on the subject of cultural awareness. While that study was underway, Senate Bill 2680 was passed by the State Legislature and the POST study was expanded to accommodate the legislative direction to include racial groups.

Notwithstanding the efforts of POST and law enforcement in the past, our charge was to develop a new and more profound method of addressing these issues. This new focus is designed to create

tools for law enforcement to assess its communities and then create training partnerships, rather than simply create lists of "do's and don'ts" for officers to memorize. Our vision for this project is based on the premise that people of good will in our communities, working with enlightened members of law enforcement, can forge training partnerships that build on positive values.

To respond to Senate Bill 2680, POST was charged with developing cultural awareness training and guidelines. This project includes the development of POST-certified training for law enforcement executives, department cultural awareness facilitators, and production of guidelines for local law enforcement training programs.

To succeed, the law enforcement training program needs to be community based. Community interaction with law enforcement agencies is a crucial ingredient if specific problems of racial and cultural awareness are to be addressed in the most effective manner. The training program must prepare facilitators to achieve effective interaction with community training mentors, obtain community input, and develop community-based programs addressing local racial and cultural diversity issues.

CULTURAL AWARENESS TRAINING GUIDELINES

These guidelines consist of eight recommendations for law enforcement agency consideration in designing cultural awareness training plans. The recommendations will assist local agency executives, and their cultural awareness training coordinators in developing training by highlighting conditions that need to be met in order for appropriate training to take place. The guidelines follow the principles that shaped the Cultural Awareness Training Program.

GUIDELINE #1: THE LAW ENFORCEMENT EXECUTIVE SHOULD ASSESS THE DEPARTMENT'S CULTURAL AWARENESS CONDITION. The executive needs to conduct an assessment of the condition of the law enforcement agency. Before initiating such an assessment, it would be useful for executives to closely reflect on their personal perspectives about cultural diversity and their own communication styles within the organization and the community.

- A. Determine the need for development or revision of the agency policy/value statement relative to cultural diversity, including workplace and community.
- B. Review all training received by all agency personnel concerning cultural awareness, human relations, race relations, and communication skills.
- C. Review cultural diversity indicators such as rudeness complaints by immigrant and racial groups, lawsuits brought by immigrant and racial minority members of the community, EEO complaints within the agency, and complaints by minority employee groups.
- D. Involving top management of the agency, develop an action plan to meet the needs as determined by A, B, and C.

GUIDELINE #2: THE LAW ENFORCEMENT EXECUTIVE SHOULD CONSIDER THE NEED FOR TRAINING SUPERVISORS IN TECHNIQUES OF MANAGING AND SUPERVISING A DIVERSE WORKFORCE. As law enforcement agencies increasingly reflect the ethnic diversity that exists in our communities, it is important to provide supervision and management techniques appropriate to this diverse workforce.

GUIDELINE #3: THE LAW ENFORCEMENT EXECUTIVE SHOULD APPOINT AN AGENCY CULTURAL AWARENESS FACILITATOR (CAF). The law enforcement executive should appoint one officer who is responsible for monitoring cultural awareness training needs and who possesses the skills for working with the community and the agency to provide such training.

- A. The CAF should have good interpersonal communication skills, a strong sense of personal identity, and demonstrated professional growth.
- B. Other considerations for the CAF include voluntary participation in cross-cultural activities, cross-cultural communication experience, self-confidence, training experience, respect within the organization and community, and demonstrated concern for others.

GUIDELINE #4: THE CULTURAL AWARENESS FACILITATOR SHOULD RECEIVE INSTRUCTION IN CULTURAL AWARENESS TRAINING PROCEDURES. These procedures should include:

- A. Elements of Cultures
 - 1) Components of culture
 - 2) Process of acculturation and assimilation
 - 3) The dynamics of cultural change
- B. Immigrant and Racial Minority Groups in California
 - 1) Immigration and racial patterns in California
 - 2) How to determine immigration and racial patterns within their agency's jurisdiction
- C. Communication Skills
 - 1) Personal communication skills
 - 2) Classroom communication skills
- D. Perception Techniques
 - 1) The factors involved in developing one's perception, feelings, biases, and thoughts as they relate to immigrant and

racial differences.

- E. Cultural Experiences
 - 1) The benefits of having experienced direct and simulated interaction with various immigrant and racial groups in the community
- F. Hate Crimes as They Relate to Immigrant And Racial Minority Groups
 - 1) Understand the potential for immigrant and racial groups to be victims of hate crimes
 - 2) Current legal issues concerning hate crimes
- G. Community Sensing
 - 1) Procedures for learning about immigrant and racial groups in the community
 - 2) How to develop a Cultural Awareness Needs Assessment
- H. Community Training Mentor (CTM)
 - 1) How to select a CTM
 - 2) How to train a CTM
- I. Selecting Appropriate Training and Program Strategies
- J. Managing Dynamics of Change
- K. Program Development Method
 - 1) Assessment
 - 2) Design
 - 3) Implementation
 - 4) Evaluation
- L. Developing Agency Cultural Awareness Vision and Goals

GUIDELINE #5: THE LAW ENFORCEMENT EXECUTIVE SHOULD EVALUATE THE NEED FOR ADDITIONAL CULTURAL AWARENESS TRAINING FOR THE LAW ENFORCEMENT AGENCY. After completing an assessment of the agency and the community, the law enforcement executive and the Cultural Awareness Facilitator should determine if there

are any opportunities for cultural awareness training.

GUIDELINE #6: A TRAINING PLAN SHOULD BE DEVELOPED FOR THE LAW ENFORCEMENT AGENCY. If the evaluation in Guideline #5 indicates the need for additional training, the training plan should include, but not be limited to, the following contents:

- A. Agency policy/value statement
- B. Principles of perception
- C. Elements of culture
- D. Demography within the agency jurisdiction
- E. Patterns of immigration and racial employment in the law enforcement agency and local government
- F. Communication skills
 - 1) Personal communication skills including active listening and tactical communications
 - 2) Cultural communications including "in-group privileges" and cultural conflict management

GUIDELINE #7: CONSIDERATION SHOULD BE GIVEN TO VARIOUS TYPES OF TRAINING DELIVERY LEVELS. Consideration should be given to placing training at the following levels within the organization:

- A. Basic police academy
 - 1) Experiential training opportunities for recruit officers

B. In-service training

- 1) Roll call cultural literacy training
- 2) Advanced Officer Training on cultural awareness
- 3) Supervisory and Management training on diversity in the workplace
- 4) In-service training for non-sworn personnel on cultural awareness and literacy
- 5) Executive staff seminars on cultural diversity in the workplace and agency policy/value statements

GUIDELINE #8: AN EVALUATION SHOULD BE DEVELOPED FOR THE AGENCY TRAINING PLAN. An evaluation component for the training program should be included during the design phase of the training plan.

- A. The agency and community assessment studies could provide baseline data. Discourtesy complaints, lawsuits, minority recruiting, EEO complaints, and reduction of officer injuries from public contacts could be considered as indicators.
- B. Evaluation techniques that could be considered include time series comparisons, key person interviews, and survey questionnaires of the community and agency employees.

CULTURAL AWARENESS PROGRAM WORKSHOP FOR THE LAW ENFORCEMENT
EXECUTIVE

This workshop is designed for law enforcement agency chief executive officers. The purpose of the training is to give executives an appreciation of the need for personal leadership to effectively lead their agencies to value diversity, both within the law enforcement agency and the community. Expected outcomes are: appreciating techniques to manage internal diversity; establishing a clear policy/value statement for the agency; careful selection of the cultural awareness training facilitator; and understanding evaluation techniques.

1.0 OVERVIEW OF CULTURAL AWARENESS PROGRAM

Learning Goal: The Chief Executive Officer will understand the POST Cultural Awareness Program.

A. History

1. POST Role
 - a. Management Fellow Study/Research
 - b. Subject Matter Expert Committee
2. Legislation
 - a. SB 2680 (Boatwright)/PC 13519.4
 - b. Direction to POST's existing study
3. Current Study
 - a. Design Advisory Committee role
 - b. Subject Matter Expert Committee role
 - c. Drafted curriculum
 - d. Piloted training program

B. Components of a Cultural Awareness Program

1. Three Steps of the Cultural Awareness Program
 - a. Agency Assessment
 - 1) Evaluate existing policy/value statement
 - 2) Assess current training levels
 - 3) Internal assessment
 - b. Community Assessment
 - 1) Status of diversity in the community
 - a) Identify pressure/social groups
 - b) Obtain census data
 - c) Contact government agencies for additional data

- 2) Identify Community Training Mentors from:
 - a) Churches
 - b) Social Groups
 - c) Human Relations Commissions
 - d) Chambers of Commerce
- c. Development of the Cultural Awareness Training Plan
 - 1) Training Needs Assessment of the agency
 - a) Identify existing cultural training
 - b) In conjunction with the Community Assessment, determine gaps in training by target immigrant/race group
 - 2) Select Community Training Mentors to represent target immigrant/race groups
 - 3) Train Community Training Mentors
 - a) Agency overview, including appropriate policies
 - b) Develop training strategies
 - c) Communication skills
 - d) Identify instructional resources
 - 4) Design Cultural Awareness Training Plan
 - a) Submit to CEO for approval

2.0 CHIEF EXECUTIVE OFFICER'S ROLE IN CULTURAL AWARENESS PROGRAM

Learning Goal: The Chief Executive Officer will understand his/her role in managing the Cultural Awareness Program.

A. Support from Chief Executive Officer

1. Agency must have a policy/value statement
 - a. Review examples
 - b. Review, update, or develop with top management team in the agency
2. Publicize the policy
 - a. Use existing channels of communication within the organization
 - b. Inform city/county management team
 - c. Community awareness via
 - 1) Newspapers
 - 2) Speaking engagements
 - 3) Neighborhood watch programs

B. Review Employment Practices

1. Equal opportunity activities
2. Goal of labor force to equate with US Department of Labor Statistics standards
3. Equality in promotions and transfers within organization
4. Recruitment techniques

C. Coordination with Chief Executive Officer

1. Agency Cultural Awareness Facilitator (CAF) must have access to chief/sheriff, as needed
2. CEO must have access to CAF
3. Cultural awareness plan must have progress points requiring CEO approval/agreement
4. CEO can, and should, open doors to community for CAF

D. Chief Executive Officer Must Manage Cultural Awareness Program

1. The CEO must prepare the organization for change and understand potential resistance
 - a. POA may object
 - b. Some officers may be threatened
 - c. Attitude that agency has gone "soft" on crime
2. Potential for increased service requests from immigrant and/or racial groups
 - a. In the interest of policing priorities, CEO must be prepared to occasionally say "no" to these groups
 - b. Increased organization interest in immigrant/racial groups may lead to unrealistic expectations from the community
3. Care must be taken to ensure that community and organizational expectations are based on realistic goals
 - a. If qualified applicant pools for immigrant/racial group hiring do not exist, reflect that when setting hiring goals
 - b. Do not set timetable for training goals until resources are identified to meet training cost needs
4. Cultural Awareness Program will follow "Stages of Change"
 - a. "Present State" change includes heightened expectations
 - b. "Transition State" includes organizational resistance, confusion, and a desire to return to the past
 - c. "Desired State" means that with persistence

in working the Cultural Awareness Program Plan, the goals of the program will be reached

3.0 IMPLEMENTING A CULTURAL AWARENESS PROGRAM

Learning Goal: The Chief Executive Officer will understand how to implement a cultural awareness program.

- A. Review Cultural Awareness Facilitator selection criteria
 - 1. Personal attributes desirable in the CAF
 - a. Personally and professionally growing
 - b. Good interpersonal communication skills
 - c. Self-awareness and comfort with personal identity
 - 2. Other factors to consider
 - a. Prior voluntary participation in cross-cultural activities
 - b. Training background
 - c. Respected inside the agency and in the community
 - d. Demonstrated concern for others
 - e. CEO has confidence in candidate
- B. Overview of Cultural Awareness Facilitator Role and Responsibility
 - 1. Appropriate authority delegated to CAF
 - a. How much authority to delegate
 - 1) CEO must delegate enough authority to accomplish goals
 - 2) CAF must know when limits of authority are reached
 - b. CEO must ensure that other staff is not threatened by CAF's access to CEO
 - 2. Initiate a Communication Plan
 - a. A Management Information System for the program is a must
 - 1) Telephone
 - 2) Written reports
- C. Overview of Cultural Awareness Project Plan
 - 1. Draft Cultural Awareness Program Checklist
 - a. Section 1. Background
 - b. Section 2. Approach
 - c. Section 3. Assessment

- d. Section 4. Design
- e. Section 5. Implementation Considerations
- f. Section 6. Evaluation

4.0 EVALUATING A CULTURAL AWARENESS PROGRAM

Learning Goal: The Chief Executive Officer will understand how the Cultural Awareness Program can be evaluated.

- A. Major indicators of an evaluation component
 - 1. Discourtesy complaints
 - 2. Lawsuits
 - 3. Minority recruiting
 - 4. EEO complaints
 - 5. Officer injuries
- B. Program evaluation methods
 - 1. Time series comparison
 - 2. Key person interviews
 - 3. Survey questionnaires
- C. Does your Cultural Awareness Program reflect you, Chief/Sheriff?

CULTURAL AWARENESS FACILITATOR TRAINING

This course is designed for a law enforcement agency employee selected by the Chief Executive Officer (CEO) of that agency. The course is designed to train that individual to serve as the CEO's principle staff person for the program. The training presents the skills necessary to conduct both agency and community needs assessments; the elements of culture; information about immigrant and racial groups in California; an understanding of personal communications skills; the selection and training of community members to assist the training function; and the development of an agency cultural awareness training plan.

While most of the training activity takes place in a traditional classroom setting, important activities are conducted by the CAF, in conjunction with the CEO in the agency's setting.

1.0 INTRODUCTION

1.1 The student will understand the definition of key terms and the legal basis for cultural awareness training.

1.1.1 The student will identify the definition of key cultural awareness terms.

- A. Culture
- B. Cultural awareness
- C. Cultural literacy
- D. Cultural diversity

1.1.2 The student will identify the legal basis for cultural awareness training.

- A. U.S. Constitution
- B. California Constitution
- C. California laws
 - 1. Ralph Civil Rights Act
 - 2. Bains Civil Rights Act
 - 3. SB 2680
- D. City/county policy
- E. Agency policy/value statement

1.2 The student will understand the need to treat all people with dignity and respect.

1.2.1 The student will identify the importance of treating all people with dignity and respect.

- A. Golden rule
- B. Law enforcement ethics
- C. Right thing to do
- D. Safer and easier for officers

2.0 ELEMENTS OF CULTURES

2.1 The student will understand elements common to all cultures and the complexity of those elements.

2.1.1 The student will identify components of cultural awareness that, at a minimum, will include:

- A. History
 - 1. Geography
 - 2. Intercultural dynamics
 - a. Past
 - b. Present
 - 3. Gender dynamics
- B. Customs
 - 1. Art
 - 2. Music
 - 3. Food
 - 4. Ceremony
 - 5. Family
- C. Religion
 - 1. Practices
 - 2. Dress
- D. Values
 - 1. Biases
- E. Language
 - 1. Slang

- 2. Trigger words
- F. Law Enforcement
 - 1. Attitudes toward law enforcement in native country
 - 2. Attitudes toward California law enforcement
- 2.1.2 The student will understand the differences between generations of immigrants and types of immigrant and racial groups in California.
 - A. First generation
 - B. Second generation
 - C. Third generation
 - D. Refugees
 - E. Undocumented
- 2.2 The student will understand the process of acculturation and assimilation.
 - 2.2.1 The student will understand the elements of acculturation
 - A. How a culture is formed
 - B. Environment
 - C. Human activity
 - 2.2.2 The student will understand the elements of assimilation
- 2.3 The student will understand the dynamics of change.
 - 2.3.1 The student will understand the elements of organizational change
 - A. System readiness for change
 - B. Process of change
 - C. Roles in the change process
 - D. Handling resistance

3.0 IMMIGRANT AND RACIAL GROUPS IN CALIFORNIA

3.1 The student will be familiar with various immigrant and racial groups in California and their immigration patterns.

3.1.1 The student will identify immigrant and racial groups in California. This will include at least:

- A. Asian/Filipino, Pacific Islander
- B. Black/African American
- C. Hispanic - Latino - Chicano
- D. Anglo - White
- E. American Indian/Native American
- F. Middle Eastern
- G. Eastern Europe
- H. Caribbean

3.1.2 The student will identify California's historical and projected immigration and racial patterns.

3.2 The student will become familiar with the methodology of identifying immigrant and racial patterns within the agency jurisdiction.

3.2.1 The student will define the immigrant and racial patterns within the agency's jurisdiction.

3.2.2 The student will define the immigrant and racial patterns of employment within the agency and within the agency's city or county government.

4.0 COMMUNICATIONS SKILLS

4.1 The student will learn basic communication skills to effectively communicate with immigrant and racial groups.

4.1.1 The student will discuss personal communication skills.

- A. Knowledge of personal communication style
 - B. Active listening skills
 - C. Verbal and non-verbal communications
 - D. Non-combative communications
- 4.1.2 The student will identify elements of cultural communication.
- A. Cultural communication differences
 - 1. "In-group privileges"
 - 2. Inappropriate use by outsiders
 - B. Elements of cultural conflict management
- 4.2 The student will learn specific communications skills needed in a classroom to effectively communicate with students.
- 4.2.1 The students will identify various classroom communication skills.
- A. How to give and receive information without becoming emotionally involved
 - B. How to interpret negative energy from a student as a request for more information
 - C. How to give and receive effective feedback
 - D. Group dynamics
 - E. How to establish rapport with the class

5.0 PERCEPTION TECHNIQUES

- 5.1 The student will understand the factors involved in developing one's perceptions, feelings, biases and thoughts as they relate to immigrant and racial differences.
- 5.1.1 The student will discuss how perceptions are developed.
- A. Past experiences

- B. Maturity
- C. Mental condition
- D. Emotional involvement
- E. Physical condition
- F. Environmental conditions present
- G. Training
- H. Cultural and ethnic background
- I. Personal prejudices and biases

5.1.2 The student will explain the development of self-cultural perception.

- A. Understanding the Development of One's Culture
- B. How to Put a Professional Face on Personal Culture

5.1.3 The student will explain why perceptions are neither right nor wrong.

- A. One's Perception is One's Reality
- B. Others' Perception is Their Reality

6.0 CULTURAL EXPERIENCES

6.1 The student will understand the benefits of experiencing direct and simulated interaction with various immigrant and racial groups in the community.

6.1.1 The student will identify the benefits of personal interaction with representatives of immigrant and racial groups.

6.1.2 The student will identify methods for interaction and simulation with immigrant and racial groups.

A. Methods for simulation

1. Videotapes
2. Simulation games
3. Computer-based training
4. Interactive videodisc

B. Methods for interaction

7.0 HATE CRIMES AS THEY RELATE TO IMMIGRANT AND RACIAL GROUPS

7.1 The student will understand the potential for immigrant and racial groups to be victims of hate crimes.

7.1.1 The student will identify reasons why immigrant and racial groups are hate crime targets.

A. Perceived threats

B. Stereotyping

7.1.2 The student will identify special considerations for investigating hate crimes.

A. Observations (appearance, clothing, language, ethnicities of victims and perpetrators, non-verbal behavior)

B. Body language

C. Community dynamics

D. Circumstances

E. Neighborhood - turf

7.2 The student will learn about current legal issues concerning hate crimes.

7.2.1 The student will identify and discuss current hate crime case law.

7.2.2 The student will discuss new laws concerning hate crimes.

8.0 COMMUNITY SURVEYING

8.1 The student will understand methods for gathering information about community immigrant and racial groups, and how to develop a Cultural Awareness Needs Assessment.

8.1.1 The student will identify organizations and institutions in the agency jurisdictions that may be used to develop a Cultural Awareness Needs Assessment and as training resources.

A. Organizations that exist in the community

1. Community organizations
2. Human relations commissions and associations
3. Religious organizations

B. Business community

1. Chambers of Commerce
2. Labor unions
3. Trade associations

C. Units of government

1. Public and private schools
 - a. Local school districts
 - 1) District offices for demographics
 - 2) Local schools for diversity activities
 - b. Universities
 - 1) Research and data resources
 - 2) Faculty and students as resources
2. Planning departments
3. Public information officers
4. Bureau of Census
5. Recreation departments
6. Bureau of Indian Affairs

8.1.2 The student will identify the methods of developing a Cultural Awareness Needs Assessment.

A. Agency

1. Survey agency employees to identify

local training needs

B. Community

1. Community's perceptions of law enforcement
2. Development of community support for training

C. Survey Methodology

1. How to develop community role/expectations
2. Survey development
3. Interview techniques (key person, round table, focus groups, telephone)

D. Development and use of community training mentor

8.1.3 The student will describe benefits to the community for participating in the agency training program.

- A. Increased safety for neighborhoods
- B. Improved communications with law enforcement

9.0 COMMUNITY TRAINING MENTORS

9.1 The student will understand the criteria for selecting a Community Training Mentor.

9.1.1 The student will describe the criteria for selecting a Community Training Mentor including:

- A. Formal community leaders
- B. Informal community leaders
- C. Prior experience working with law enforcement agency
- D. Prior training experience

10.0 COMMUNITY TRAINING MENTOR TRAINING

10.1 The student will learn the elements of a training process for the Community Training Mentors from immigrant and racial communities.

10.1.1 The student will identify training elements needed for the Community Training Mentor.

- A. Agency familiarization
- B. Agency policy (cultural awareness, affirmative action, values)
- C. Agency training plan
- D. Communications skills
- E. Instructional strategies and resources

11.0 AGENCY CULTURAL AWARENESS TRAINING PLAN

11.1 The student will understand the need for a Cultural Awareness Training Plan and how its components relate to all immigrant and racial groups.

11.1.1 The student will identify the following as minimum components of a Cultural Awareness Training Plan:

- A. Agency policy/value statement
- B. Principles of perception

11.1.2 The student will identify the following sub-components for a Cultural Awareness Training Plan.

- A. Elements of culture
 - 1. History
 - 2. Customs
 - 3. Religion
 - 4. Values
 - 5. Language
 - 6. Attitudes toward law enforcement

- B. Differences between generations and types of immigrant and racial groups
 - 1. First, second, and third generation immigrants
 - 2. Refugees
 - 3. Undocumented immigrants
 - C. Patterns of immigration and racial employment in the agency and local government
 - D. Demography within the agency jurisdiction
- 11.2 The student will understand the need for personal communication skills and cultural communications to be included in the Cultural Awareness Training Plan:
- 11.2.1 The student will identify personal communication skills.
 - A. Knowledge of personal communication style
 - B. Active listening skills
 - C. Verbal and non-verbal communications
 - D. Non-combative communications
 - 11.2.2 The student will identify elements of cultural communication.
 - A. Cultural communication differences
 - 1. "In-group privileges"
 - 2. Inappropriate use by outsiders
 - B. Elements of cultural conflict management
- 11.3 The student will understand issues impacting agency cultural awareness training.
- 11.3.1 The student will describe the following issues that could impact agency cultural awareness training.
 - A. Support of agency executive as expressed by agency policy/value statement

- B. Political influence of minority groups
- C. Percentage of police contacts where cultural diversity is a factor
- D. Minority employee associations and their ability to influence agency policy
- E. Agency history in dealing with immigrant and racial groups
- F. Level of resistance to cultural awareness training likely to be encountered within the agency at various levels of the organization

11.4 The student will identify methods to evaluate an agency Cultural Awareness Training Plan.

11.4.1 The student will identify major components that may be used for evaluating the agency Cultural Awareness Training Program.

- A. Discourtesy complaints
- B. Lawsuits
- C. Minority recruiting
- D. EEO complaints
- E. Officer safety

11.4.2 The student will identify evaluation methods.

- A. Time series comparison
- B. Key person interviews
- C. Survey questionnaires

12.0 INSTRUCTIONAL STRATEGIES

12.1 The student will understand instructional strategies.

12.1.1 The student will discuss the value of the following instructional strategies.

- A. Scenarios

- B. Simulation games
- C. Direct experiences
 - 1. Expert panel
 - 2. Field trip
 - 3. Use of minority officer
- D. Multi-media
- E. Computer-based training
- F. Interactive video
- G. Lecture

13.0 INTRODUCTION TO RESOURCES

13.1 The student will become familiar with human and physical resources available for cultural awareness training.

13.1.1 The student will identify human and physical resources available for cultural awareness training.

- A. Human resources (annotated list of professionals available in California)
- B. Physical resources (bibliography of videos, books, newsletters, and other materials available in California)
- C. Local community resources

14.0 APPLICATION OF TRAINING

- 14.1 The student will develop a Cultural Awareness Needs Assessment (8.1).
- 14.2 The student, working with the executive, will select Community Training Mentor(s) (9.0).
- 14.3 The student will train the Community Training Mentor(s) (10.0).
- 14.4 The student will develop an agency cultural awareness training plan (11.0).

Senate Bill No. 2680

CHAPTER 480

An act to add Section 13519.4 to the Penal Code, relating to peace officers.

[Approved by Governor August 7, 1990. Filed with Secretary of State August 8, 1990.]

LEGISLATIVE COUNSEL'S DIGEST

SB 2680, Boatwright. Peace Officers: racial and cultural diversity training.

Existing law establishes the Commission on Peace Officer Standards and Training, which develops and implements programs to increase the effectiveness of law enforcement through training, education, and investigation.

This bill would require the Peace Officer Standards and Training Commission, by January 1, 1991, to develop and disseminate guidelines and training for peace officers in California on the racial and cultural differences of people in the state, so that peace officers can be better prepared to deal with the racial and cultural diversity of the state citizenry.

The people of the State of California do enact as follows:

SECTION 1. Section 13519.4 is added to the Penal Code, to read:
13519.4. Effective July 1, 1991, the commission shall develop and disseminate guidelines and training for all law enforcement officers in California as described in subdivision (a) of Section 13510 and who adhere to the standards approved by the commission, on the racial and cultural differences among the residents of this state. The course or courses of instruction and the guidelines shall stress understanding and respect for racial and cultural differences, and development of effective, noncombative methods of carrying out law enforcement duties in a racially and culturally diverse environment.

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