

# **HANDBOOK FOR PRESENTING LOCAL CORRECTIONS CORE COURSES**

**Standards and Training for Corrections**

**6th Edition**

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Patrick Lantz, Core Training Manager

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## INTRODUCTION

### What This Handbook Covers

This handbook is a guide to certifying and delivering core courses through the Standards and Training for Corrections (STC) Program. Its primary focus is on the four core courses designed for the entry-level positions of probation officer, juvenile corrections officer, and adult corrections officer who work in local corrections and probation agencies.

STC certifies two other types of core courses, specifically the supervisor and manager/administrator cores. However, the certification process of these courses follows the same process as certification of annual courses and thus is not discussed in detail in this handbook. Please see the section on Supervisor and Manager/Administrator Core Courses for a description of these courses.

This handbook covers in detail the following core courses:

**Adult Corrections Officer**  
**Adult Corrections Officer (Supplemental)**  
**Juvenile Corrections Officer**  
**Probation Officer**

### Underlying Assumptions Of This Handbook

In constructing the contents of this handbook, it is assumed you, as a provider (whether a private vendor, STC participating agency, community college or other) are familiar with the STC Program. It is assumed you know that the Corrections Standards Authority (CSA) administers the STC Program; that the terms “STC” and “CSA” may be used interchangeably; that you know the history and purpose of the STC Program; that you have in your possession and have thoroughly read the more comprehensive training provider manual ***Policies and Procedures for STC Training Providers, 10<sup>th</sup> Edition***. The most current edition can always be found at <http://www.bdcorr.ca.gov/stc/stc.htm>.

An in-depth description of the job analysis research on which the core courses are based can be found on the STC website at: [http://www.bdcorr.ca.gov/stc/stc\\_publications.htm](http://www.bdcorr.ca.gov/stc/stc_publications.htm) and in the following manuals:

**Adult Corrections Officer Job Analysis 2002**  
**Juvenile Corrections Officer Job Analysis 2002**  
**Probation Officer Job Analysis 2002**

There are many other documents published by STC that contain helpful information related to delivery of core courses. This handbook will not attempt to incorporate all that information. This is intended to be a basic, “how-to” guide focusing on the certification and delivery requirements of presenting an STC certified core course.

Handbook contents also assume training providers recognize the difference between training intended for journey level employees in the STC Program, called Annual training, versus this Core training required for those employees who are in their first year of hire in city and county jails, juvenile halls, and probation departments. It does not pertain to the state corrections workforce.

Other aspects of being a provider in the STC Program that are not addressed in this handbook include: appeals processes, marketing and advertising, cancellation of course notices, billing computations, etc. In short, you will not be able to comply with all STC policies and procedures without also being highly conversant in the overall responsibilities of an STC training provider. This core handbook is designed to be used in conjunction with STC Policies and Procedures Manual for Training Providers.

## **How This Handbook Is Organized**

This handbook is grouped into sections. Some sections deal with the overall concepts of presenting a core course, its place in the hiring process, purpose, and design. Other sections deal with the nuts and bolts such as how to fill out the forms, line by line. The table of contents should lead you to the section you want.

The handbook also has some quick reference sections such as “The 15 Most Frequently Asked Questions From Providers.” It contains a quick overview of the Core certification process as well as checklists for important deadlines and paperwork submission. The handbook also includes some discussion of major areas of course quality specific to delivering core courses such as instructor selection, testing, and lesson plan development.

As always, STC staff is available to answer questions you may have. The Core Training Manager can answer specific questions.

## **“OTHER” CORE COURSES**

There are two core courses that are different from the entry-level cores. The supervisor and the manager/administrator core courses are designed through the use of a *rationaly* based model. Subject matter experts were brought together in a workgroup to decide what topics should reasonably be included in the courses. This model is in contrast to the empirically based design of the entry-level core courses. These are built on the core tasks identified in a comprehensive job analysis. Therefore, the supervisor and

manager/administrator core courses are less prescriptive and allow more flexibility to providers in course structure.

There are mandatory topics that must be covered in the supervisor and manager/administrator core courses. The topical outline for each course is included in the appendix of this handbook.

### **Supervisor Core Course**

This course is 80 hours in length. It is similar in content to the POST certified 80 hour supervisor course and may be dually certified with the appropriate applications to both STC and POST. Any provider intending to certify a supervisor core course should consult with the STC Core Training Manager for information on what is required.

There are no prescribed performance objectives for the supervisor core and no testing requirements. As is the case with any STC course, there must be instructional objectives written that address the learning goal of the course. A well-designed supervisor core course will include some form of testing given the varied and complex topics presented.

### **Manager/Administrator Core Course**

This course is 80 hours in length. Due to the limited number of participants needing this course each year in the state, a single provider designated by STC currently delivers it.

### **Interfacing With Peace Officer Standards And Training (POST)**

Many of the core trainees are required to complete mandates specified by the Peace Officer Standards and Training Commission such as PC 832 training. If a core provider wishes to provide this training in conjunction with the core course they must apply to POST for the appropriate certification and course registration. These hours may also be included under the STC certification. However, STC certification alone does not constitute the necessary approval from POST for PC 832 or any other course for which POST is responsible.

## **WHO NEEDS TO TAKE THE ENTRY-LEVEL CORE COURSES?**

### **The Target Audience**

Entry-level core courses are designed for newly hired or newly assigned local employees to one of these three positions:

Probation Officer  
Adult Corrections Officer  
Juvenile Corrections Officer

The training needs of experienced employees are not covered by the core course. Although some entry-level employees may have some background on the job, the design of the course assumes the employee has no prior training or experience and that the course will cover the needs of all entry-level personnel. Because the core course is an extension of the hiring process, this assumption is in keeping with federal and state employment law.

### **Who Else Might Take A Core Course?**

Core course participants may also include students seeking to enhance their qualifications for employment in county or city corrections. By coming to the selection process with core training already completed they become more attractive candidates to entities that are hiring.

### **Which Job Classification Should Take Which Core Course?**

The exact titles for these positions vary throughout the state. Typical titles include:

Probation Officer Core:	Deputy Probation Officer; Assistant Probation Officer; Deputy Probation Officer I
Juvenile Corrections Officer Core:	Group Counselor; Group Supervisor; Juvenile Detention Officer, Probation Counselor, Probation Assistant, Juvenile Corrections Officer
Adult Corrections Officer Core or Adult Corrections Officer Supplemental Core	Deputy Sheriff; Corrections Officer; Custodial Officer; Police Officer; Detention Officer

### **Adult Corrections Officer Supplemental Core Course - Eligible Trainees**

Trainees should only participate in this training after they have successfully completed the POST Basic Peace Officer Academy. The 56-hour ACO Supplemental Core Course is designed to expand information presented in the POST curriculum. Therefore, the correct sequence of presentation requires that the POST Basic Academy be completed first. A provider may request written confirmation of such completion prior to enrolling a trainee. The Adult Corrections Officer Supplemental Core Course is based on the empirical job analysis but takes into account the training topics covered in the POST Basic Academy. It is therefore shorter than the regular ACO core course.

## The Core Course As Part Of The Hiring Process

For agencies participating in the STC Program, successful completion of the core course is part of the selection process for newly hired employees. For most of these, successful completion of the core course is a condition of employment. Because the core course is an extension of the hiring process, it is a selection test just as is the probationary period. Providers, agencies and trainees should consider it in this light.

The regulations that govern the STC Program are found in Title 15 of the California Code of Regulations. Section 131 of these regulations specifies seven selection criteria to be used by those agencies participating in the STC Program. These seven criteria are listed here:

1. Basic abilities and other characteristics important for successful job performance demonstrated by passing STC's written examination.
2. Competence in oral communication as demonstrated in an interview.
3. Past behavior compatible with job requirements as demonstrated by a background investigation.
4. Competence in the knowledge, skills and abilities necessary for entry-level job performance, as demonstrated by successful completion of the required core curriculum.
5. Competence in the performance of entry-level job duties of the position as demonstrated by completion of the probationary period.
6. Possession of the skills and abilities of the position as demonstrated by meeting STC's current guidelines for Vision, Hearing, and Medical Screening.
7. A minimum of 18 years of age prior to appointment.

Selection criteria number 4 spells out the direct relationship between core training and selection for employment. Because of this relationship, delivery of the core course must meet job-relatedness tests (validity) and fairness tests mandated by federal and state employment laws.

What this means in practical terms is that core training providers must exercise considerable care when delivering the prescribed curriculum, testing the trainees on their mastery of the curriculum, and documenting the results of testing or any other aspect of the employee's performance in the course, such as attendance, maturity, etc.

## **Legal Implications For Making Changes To The Required Curriculum**

Failing the core course could result in an agency terminating a trainee's employment. The possibility of termination from employment has significant implications for core curriculum delivery. For example, deviations from the minimum physical tasks performance criteria set forth by the STC curriculum may cause serious legal difficulties if a trainee is unable to meet arbitrarily set higher criteria than has been established through the statewide job analysis for each position.

An additional concern is with any injury that might be suffered by a trainee who has been required to exceed the prescribed minimums. The question in both instances will be: What proof do you have as a training provider that this level of performance is required for the entry-level position?

## **PRINCIPLES OF COURSE DELIVERY**

### **Who Can Provide A Core Course?**

With the exception of the manager/administrator core course, any of the following entities may apply for core course certification:

- STC participating agencies
- Public agencies
- Private training companies
- Community colleges
- Public and private university and college systems
- Non-profit training organizations

### **An Open Market**

STC does not control the number of core courses that are certified (with the exception of the Manager/Administrator Core Course). This enables training providers to compete with one another to offer the highest quality, most cost effective courses possible.

### **Advertising Course Offerings**

Once a core course is certified, the course will be listed in the STC on-line catalog and calendar. STC will also respond to requests for information about core courses being offered around the state. However, the responsibility for advertising the course rests with the provider.

When providers advertise the course, they must include the STC certification number on all flyers, bulletins, etc. Providers may not advertise the class as STC

certified until written notice of certification has been received. Providers may not advertise a course as “certification pending.” From time to time college-based providers are faced with the need to submit materials to curriculum committees and catalog publishers in advance of receiving a certification number. In these instances the provider should contact the STC Core Training Manager for guidance.

## **Enrollment**

Certification of a core course by STC does not guarantee or imply the enrollment of trainees. Training providers must work with potential training consumers (probation, sheriff’s, police, local corrections departments) to ensure course offerings correspond to training needs and that the departments will enroll a sufficient number of trainees.

## **WHAT IS A CORE COURSE, WHAT’S ITS PURPOSE AND WHERE DID THE DESIGN COME FROM?**

### **Definition of Core Training**

Core training is entry-level or basic training specific to tasks performed in designated job classifications. With the exception of the Supervisor and Manager/Administrator Core Courses, each has a specific outline, with prescribed subject matter, that must meet the minimum time frames for instruction. They include prescribed performance and instructional objectives as well as testing standards to measure mastery of the basic knowledge and skills taught in the training.

### **Purpose of Core Training**

Core training is intended to provide newly hired employees with the skills and knowledge necessary to perform the job at the level of competence expected of an employee in the first year of employment. As a stand-alone, the core course is not intended to produce employees who are competent at the journey level. Core training cannot and should not be expected to produce an experienced employee capable of handling every job assignment.

Core training provides the trainee with the *basic* concepts, tools, and skills necessary to make sense of the job and to accelerate the learning process once back on the job. A firm grasp of this concept by instructors of the course will aid them in the development of their lesson plans, which, by design, need to be focused at a very basic level.

## **Where Did The Design Come From?**

Core training is based on the core tasks that each employee in the respective entry-level position must perform. The core tasks are identified through job analysis research conducted by STC. These analyses are periodically updated due to the evolving nature of the jobs local corrections workers do.

There are a great many discrete tasks performed by local corrections workers around the state. To be included on the list of core tasks, each task must meet the statistical criteria for frequency, importance, and statewide application.

After the core tasks are identified, incumbents, supervisors and other subject matter experts identify the knowledge, skills and abilities (KSAs) required to perform the core tasks. These KSAs are next put into two groups, those that an employee must possess prior to training and those that will require post-hire training. The post-hire training KSAs are then considered for inclusion in the core course. If a KSA is something the SMEs consider being an important, pre-assignment skill it is included in the core course curriculum.

## **How Is The Core Course Curriculum Design Different Than Most Other Training Courses?**

The knowledge, skills and abilities identified during the job analysis and course design process conducted by STC are the focal point in developing performance objectives that can be directly related to core job tasks. These objectives are the foundation for core training. They are grouped into units and modules. The units and modules are sequential so that prerequisite knowledge or skills make it easier to learn more complex tasks later in the curriculum. Therefore, it is imperative that providers and instructors adhere to the sequence as noted in the course training manuals.

The underlying core tasks identified in the job analysis for each position drives the core curriculum design. This means the knowledge, skills, and abilities necessary to perform these tasks must be the foundation of what the instructors teach the trainees. This type of design leaves little room for individual instructors to select what they believe are the most important aspects of a topic or to decide how much time it takes to cover a subject. In other words, the core curriculum is “performance objective driven” versus “instructor based.”

**Note:** Even though instructors are bound by the content of the curriculum, instructors have considerable latitude selecting appropriate methods of delivery.

The prescribed content design may cause some frustration for “expert” instructors chosen to provide instruction in a core course. It is important to be aware of the implications the core training design has for instructor selection. This is discussed more fully in the instructor selection section of this handbook.

## THE STRUCTURE OF A CORE COURSE

### Units, Modules, and Performance Objectives

Core courses are laid out in a specific topical order with time designations for each topic. Each of the three classifications, Adult Corrections Officer, Juvenile Corrections Officer, and Probation Officer, has its own topical outline that can be found in the CORE TRAINING MANUAL for that classification. Topics are broken down into major categories called Units. These units are then subdivided into topical modules. Each module has a specific period of instructional time that must be provided. Each module is made up of instructional or performance objectives.

Let's assume, for example, that Unit 2 is to be instructed in not less than two hours. Unit 2 has two modules in it. Each module is to be instructed in not less than one hour. Each of these modules covers four performance objectives. An instructor preparing his/her lesson plan to deliver the first module of Unit 2 would consider what it will take to successfully teach the knowledge or skill called for in each objective, the importance of the skill, and the relative emphasis the material calls for.

It might be that each objective can be given exactly fifteen minutes. It might also be that one can be given five minutes and another will require twenty-five minutes. What is important is that the trainee grasp the concept called for in the objective. If instructors keep in mind that the core course is basic, entry-level training, time management in the lesson plan should prove to be fairly straightforward.

Often, instructors approach the module's performance objectives in the order in which they are presented in the manual. This often produces a stilted, artificial presentation. A better approach is for the instructor to review all the performance objectives and then blend them together for what will look like a seamless presentation, with emphasis appropriately allocated to each.

### Sequencing of Topics

The topical course outline is presented in a building block sequence with more complex knowledge and skills being built on simpler subordinate skills. Therefore, it is important for training providers to follow the course outline as set forth in the core manuals. If a provider wishes to deviate from the course outline sequence, a written justification must be provided after consultation with the STC Core Training Manager.

**Note:** instructor availability is rarely a good rationale for changing the course sequence.

## Tests

As a core provider you will be required to test the trainees on mastery of the subject matter during the course presentation. A specified minimum number of hours are built into the overall course hours to accommodate the testing process. Each core course has a different number of hours allocated for testing. Please see the core training manual to determine this number.

Three types of tests are required: Job Knowledge Tests (JKT), Written Skills Tests (WST), and Behavior Skills Tests (BST). Detailed information about these tests is contained in the sections entitled “More About Tests in Core Courses” and “Scoring the Tests” found later in this handbook. Additional information about tests in core can also be found in the core training manuals and the separate publication TESTING IN CORE TRAINING.

It is important to view tests in core as part of the overall selection process. A trainee’s failure may mean the loss of employment. This means the tests must be constructed, administered, scored and reported appropriately. For specific guidelines on how to do this, please consult the section mentioned above in this handbook as well as the other publications.

## Agency Specific Subjects

In some instances, departments may wish to add course content to the core course that is designated as “agency specific.” This may include information on agency policies and procedures (e.g., court consent decrees, sexual harassment, transitioning into a new jail, operating new supervision programs, etc.). Whenever supplemental curriculum is added, instructional objectives must be written for the material.

## What is A Knowledge/Skill Map And How Can It Help?

A Knowledge/Skill Map is an enhanced description of the core tasks. The maps offer an elaboration of what is involved in performing a core task by answering the questions formed by completing the stem of the question by filling in the blank with one of the phrases that follow.

“What is (or are) the \_\_\_\_\_?”

Value of the task

Prerequisites for learning the task

Resources and materials required to perform the task

Rules and concepts related to the task

Steps to performing the task

This information serves four major purposes:

- 1) A guide to coordinators to assemble needed materials to assist in the classroom instruction;
- 2) A resource for instructors to develop lesson plans;
- 3) A resource for developing test questions; and,
- 4) A documentation trail to support the job relatedness of the core course

Each core course has separate knowledge/skill maps. These maps are contained in a manual designed to accompany the core training manual. Each map consists of the knowledge and skills necessary for successful performance of a given core task cluster. The responses to each of the questions posed while analyzing the task clusters reveals a different type of capability, which if lacking, could result in poor performance. To the extent that trainees are not expected to have such knowledge or skills when hired, these capabilities represent training needs. Thus, the instructional objectives are generated from the maps.

Two indexes are included in the Knowledge and Skill Maps manuals. The first index links training related core tasks to the knowledge skill maps. The second index links the instructional objectives to the maps.

The Instructional Objective To Map Index shows the link from information on the map to instructional objectives. Since the instructional objectives were developed from various parts of the maps (value, prerequisites, rules and concepts, steps), several instructional objectives may have emanated from one map. Also, the same instructional objective may contain information from two or more different maps depending on the scope of the instructional objective.

## **LESSON PLANS FOR CORE COURSES**

### **What is a lesson plan and how is It different from the outline?**

Sometimes there is confusion among training providers and instructors about what constitutes a lesson plan. Many confuse this term with the RFC's "Outline" or the term "Class Schedule." It is not the same.

STC does not require the submission of lesson plans with the course certification. However, during on-site monitoring and inspection these are often reviewed because they provide insight about the delivery of the instructional objectives, teaching methodology, and provider oversight of instructor activity. To be useful to the instructor, a lesson plan should consist of two elements: a detailed description of **what** the instructor will be teaching (instructional notes, cues or major points), and **how** the material will be taught (methods).

Methods include what type of delivery, (lecture, videos, etc.) and what type of exercises will be used to support the learning. The lesson plan should be in such detail that a substitute instructor could train from the lesson plan with minimal briefing.

Though the core curriculum is standardized throughout the state, there is great variation in methods of presentation. Not only is this variation acceptable, it also allows for tailoring the course to meet local needs.

STC publishes a resource document entitled “Lesson Plan Development for STC Core Courses.” The Knowledge/Skill Maps are also helpful in designing lesson plans. STC does not publish lesson plans or unit guides for core courses. However, if instructors or training providers wish technical assistance in developing lesson plans, they may contact their Field Representative.

It is strongly recommended that the instructors prepare their own lesson plans rather than the core coordinator or training provider. Instructors should prepare them with a view to someone else presenting their material, if necessary.

STC does not prescribe a format for lesson plans.

## **MORE ABOUT TESTS IN CORE COURSES**

### **Types Of Tests**

There are three specific types of tests in the core courses:

Job Knowledge Test	(JKT)
Written Skills Test	(WST)
Behavior Skills Test	(BST)

Job Knowledge Tests are paper and pencil tests that are usually multiple choice.

Written Skills Tests require the trainee to write a simulated job document such as a portion of a report, interview questions, or incident report.

Behavior Skills Tests require the trainee to physically demonstrate a job skill such as donning a Self-Contained Breathing Apparatus or dragging a weighted dummy a certain distance within a prescribed amount of time.

The type of test required is indicated next to each performance objective in the core training manual. The notation will specify which type of test (JKT, WST or BST). If the notation is JKT, the performance objective will also indicate how many questions are to be asked for that performance objective.

Example: “Performance Objective 5.1.5: List common hiding places for contraband. JKT#1/1 item.”

In this example we can see that the test will consist of one item in a job knowledge test.

## **LABELING AND DELIVERY OF TESTS**

### **Delivery**

When the curriculum design calls for a JKT for a particular instructional objective, the number of items to be included in the test follows the forward slash (/) after “JKT.” Providers *must* test for the minimum number of questions specified. Job Knowledge Tests are typically made up of multiple-choice questions. STC’s model outline assumes there will be a certain number of Job Knowledge Tests administered during the course and that each of the instructional objectives identified in the model will be tested.

Sometimes, providers wish to administer a greater number of Job Knowledge Tests than shown in the sample outline for a particular course with a corresponding decrease in the number of test items per test. This is acceptable as long as the instructional objectives are being tested according to the design.

Providers are encouraged to allow trainees one-half minute per test question.

### **Job Knowledge Tests**

Job Knowledge Tests (JKTs) should be identified according to the sequence in which they are given. JKT#1 is the first, followed by JKT#2, and so on. Each JKT typically covers multiple objectives. The “Test by Instructional Objective Index” is provided as an overview of the testing requirements for the objectives and is based on the assumption that testing will follow the “model” outline. Providers may renumber the JKTs so long as they;

- test for all objectives,
- clearly identify which objectives are tested on each test, and
- allot the appropriate time.

### **Written Skills Tests and Behavior Skills Tests**

The labeling and delivery of WSTs and BSTs is to be done according to STC course specifications.

## Who Should Write the Multiple Choice Test Questions?

In most cases, the instructors should write the test questions because they will be able to link the questions most accurately to the lesson plans. It is also recommended that instructors write extra test questions to develop a bank of test questions to draw on:

- In case of remediation,
- As substitutes for poorly written questions, and
- To alternate questions for test security.

STC does not maintain a test item data bank but is available for assistance in constructing test questions. Another resource for developing job knowledge test questions is the STC publication: TESTING IN CORE TRAINING.

The pass-point for job knowledge tests can vary depending on the needs of the participating agency and/or the provider. For instance, the provider may use 70% or 80% as the passing score. The provider might also use different pass-points depending on the module being tested. For instance, some material being tested in a given JKT might be considered so important that nothing less than 100% will do. Whatever pass-point criteria the provider chooses to adopt, the pass-point should be decided and understood by agencies and trainees.

**Alert:** A trainee may fail the majority of questions that cover a specific *unit*, yet receive an overall passing score on that group of tests. If this occurs, the trainee should be given remedial instruction on that unit and re-tested. (There is more information about remedial instruction in the section on Issues in Course Delivery of this handbook.)

## Written Skills Tests

The procedure for Written Skills Testing is essentially laid out in the performance objective. For example:

Performance Objective 12.7.1: Given a scenario, write an Incident Report demonstrating the proper components of the following:

- content
  - organization
  - mechanics
- WST #6

This means that the Written Skills Test (labeled WST #6) is the trainee's preparation of the report. The report is to be written **during** the classroom

instruction time and submitted to the instructor for grading during non-classroom hours.

**Note:** Some providers misinterpret the Written Skills Tests requirement and send trainees home to complete these tests. This is **not** acceptable for several reasons.

First, completion of these Written Skills Tests is built into the hourly outline, to be completed as the trainees are in the classroom. These hours must be part of the trainee attendance requirement.

Second, to add hours for out of classroom work may conflict with agency Fair Labor Standards Act issues regarding overtime.

Third, as discussed earlier, the core course may be part of the hiring process. Performance on the Written Skills Tests is part of the selection criteria. Therefore, all tests in core are to determine mastery of minimum standards of performance. This testing must be conducted under controlled conditions. If a trainee takes a test home, there is no way to ensure that the trainee is actually the person who completes the test.

### **Behavior Skills Tests**

The procedure for Behavior Skills Testing is also specified in the performance objective. For example:

Performance Objective 22.1.5: Demonstrate ability to drag a 165 lb. weight (dummy) for a distance of 20 feet or more over a carpeted or flat, mowed grass surface within 30 seconds. BST #36

This means that the successful accomplishment of this performance objective constitutes the Behavior Skills Test.

The grading system for both the Written Skills and Behavior Skills Tests is Pass/Fail. Providers should not deviate from this system by making such notations as “Pass with improvement needed.” If a trainee passes but would benefit from additional practice, the provider may make note of this on the Individual Trainee Evaluation Form (see following section of this handbook).

### **How to Report Test Scores**

There are four forms used for reporting test scores to STC. Providers are expected to use these forms or, if locally generated, a form similar in appearance and layout. It is important that the information requested on the STC form be included.

- Job Knowledge Test Scores

- Behavior Skills Test Scores
- Written Skills Test Scores
- Physical Skills Test Scores (if part of the core course)

Note: Physical skills benchmark tests are reported on a specific form and should not be included with the other BSTs administered during the course.

Care must be taken to maintain the confidentiality of test scores from all but the individual trainee and their employing agency. Therefore, there is an individual trainee test score report form. This form is best for reporting scores to multiple agencies and to individual trainees. The forms provided may also be used to report test scores to employing agencies if all trainees were from the same agency.

Each of these test score report forms may be downloaded from the STC website in the area for core training publications.

The forms for reporting test scores to STC do not have enough columns to accommodate all test scores in each of the three entry-level core courses. Likewise, there may not be enough rows to list all of the attendees. Like the roster form, there are continuation pages in the template.

It is important that providers and coordinators ensure that all the information requested is included on the form. Take care to clearly identify the test being reported and that the score is entered into the correct row. These templates can be converted for use as merge documents by “unprotecting” them and entering the desired field names. They have been designed for use as stand-alone documents simply by tabbing to the next data element.

## **INDIVIDUAL TRAINEE EVALUATIONS (OPTIONAL)**

In addition to providing test scores to agencies for each trainee who attends a core course, the provider may wish to prepare a written evaluation of each trainee. This evaluation may cover the following aspects of a trainee’s performance during the core course.

- Motivation and Professionalism
- Assertiveness
- Oral Communications
- Written Communications
- Interpersonal Skills
- Judgment
- Maturity
- Personal Appearance/Dependability
- Responsibility

The on-site coordinator or primary instructor in consultation with the other instructors should fill out this evaluation. A sample format is included in the appendix of this handbook.

This evaluation process is a good way to alert participating agencies to the need for continued training in certain areas of weakness. For instance, a core trainee may have met the minimum pass rate for a Written Skills Test, but overall, the trainee's writing skills are marginal. This evaluation form provides a means by which the instructor and training provider can communicate this issue to the department.

### **Trainee Evaluation For Non-Affiliated Trainees**

If the core provider uses Individual Trainee Evaluations for non-affiliated course participants, these should be shared with the trainee **and** a copy should be kept in the provider's files for a period of time in conformance with the local document retention policy but not less than 3 years. Background investigators seeking information about the trainee during the hiring process may request these evaluations.

## **HOW TO GET THE COURSE CERTIFIED - THE QUICK OVERVIEW**

### **The Major Steps**

There are eight (8) major steps to certifying and delivering a core course. They are:

- Step 1: Fill out the Request for Certification (RFC)
- Step 2: Make sure the course is sponsored by an STC participating agency (not required if participating agency is provider).
- Step 3: Submit RFC to STC 60 days prior to the first offering.
- Step 4: Receive certification from STC
- Step 5: Deliver course and administer tests in course.
- Step 6: Send copy of the roster, test scores, individual trainee evaluations, course completion certificates to agencies.
- Step 7: Send original roster, test scores and course evaluations to STC within 30 days after completion of course.
- Step 8: Keep records for not less than 3 years or according to local document retention policy, whichever is longer.

## **Documents You Will Need Before You Apply For Certification**

At a minimum, you will need the following documents before you can fill out the paperwork for course certification:

- Core Training Manual (Probation Officer, Juvenile Corrections Officer or Adult Corrections Officer)
- e-STC provider number and PIN for access to on-line RFC system
- Physical Tasks Training Manual appropriate to the course.

Additional manuals and publications you may find useful.

- Knowledge Skill Maps
- Lesson Plan Development for Core Courses
- Testing in Core Courses
- A Guide for Writing Instructional Objectives for STC Courses (for Agency Specific sections)

## **How To Get These Documents**

Each of these documents are available for download from the STC website at [http://www.bdcorr.ca.gov/stc/core\\_training/core\\_page.htm](http://www.bdcorr.ca.gov/stc/core_training/core_page.htm). You may also contact the STC Core Training Manager or the STC Duty Officer for assistance.

## **What Resources Are Available To Help You In The Application Process?**

STC Field Representatives are usually able to answer questions about the application process. STC operates an officer of the day system in order to respond to questions as soon as possible. Because these courses are complicated by their length and prescribed curriculum, you should contact the STC Core Training Manager to discuss the whole process before you begin.

## **FILLING OUT THE ELECTRONIC RFC - PAGE BY PAGE HIGHLIGHTS**

*(If you are not currently an STC training provider, please contact STC to receive a Provider number and PIN number.)*

### **Step 1 of 10 – Course Information**

**Course Title:** This should clearly identify the core position being covered in the training. To minimize confusion on the part of the enrolling agency, the course titles should read as one of the four prescribed core courses:

Adult Corrections Officer Core Course

Adult Corrections Officer Supplemental Core Course  
Juvenile Corrections Officer Core Course  
Probation Officer Core Course

## Step 2 of 10 – Face Sheet

**Course Type:** Select “core” from the pull-down menu.

**Primary Population:** Select the correct population category from the choices given.

**Course Summary:** There is no need to describe the core course in detail. Merely state that the course meets the training requirements for the core position specified in the course title.

Exception: Often it is helpful to state what is **not** covered in the training. For instance, you might note that the course does not include 832 PC training or CPR and First Aid training if it is not covered in this certification. This is particularly important if you have added hours to other segments. An enrolling agency might misinterpret the length of the course as meaning it includes 832 PC, etc.

**Minimum Class Size:** The electronic RFC requires a minimum of 16 participants to be entered in this block. If the class size is less than 16, a “Justification for Class Size Less Than 16” block is provided on this RFC screen. The justification should include a brief description of the need for a reduced class size.

Note: This is a vestige from when there were state grant monies being expended for training. A request for reduced class size will be granted because the costs of training are borne by the training provider or local agency. Because of the way the system is programmed, it is necessary to insert data of some sort in this area.

**Maximum Class Size:** This field is automatically calculated based upon the minimum class size entered. This number is more important than the minimum size because of the quality and safety implications faced with large classes. Strategy for managing these issues should be developed by the provider.

**Total Course Hours:** STC will not certify a core course for less than the minimum specified hours of instruction and testing time with the exception of deleting CPR and First Aid from the certification. Additional hours are acceptable.

### Step 3 of 10 – Performance Objectives

**Performance Objectives:** It is not necessary to re-write the performance objectives for the core course. The performance objectives are found in the core training manual and must be presented as written there. However, core training providers must submit the following assurance statement in the section:

***The provider and instructors of this course will adhere to and present the required performance objectives, within their time frames, as noted in the Core Training Manual for persons employed as an Adult Corrections Officer (or Juvenile Corrections Officer or Probation Officer) in a California local corrections agency.***

**Signed by:** \_\_\_\_\_ (signers name) \_\_\_\_\_

**Additional Objectives:** If you are including material in the core course other than what is required **and** that material is not just an expansion of the existing curriculum, you will need to develop and submit objectives for that additional material. For instance, if you are delivering four hours instead of the prescribed two hours of Handling Contraband, you do not need to write additional objectives. If you are delivering two hours on local sexual harassment policy, you will need to develop and submit objectives for this portion of the course.

You may find helpful STC’s publication “A Guide for Writing Objectives for STC Annual Course Certification.”

**Testing Procedures:** There are three prescribed types of tests in the core training manuals. In this section, check:

- Multiple Choice (Job Knowledge)
- Performance (Behavior Skills)
- Written Skills (Essay)

For additional topics not included in the course design, other test types may be selected.

### Step 4 of 10 – Course Instructor

The instructor information screen must be completed for each instructor in the course.

The instructor information form should provide enough information upon which to make a judgment of the person’s qualifications to teach in a core course. Information that assists with this assessment include:

- expertise in the subject area
- work experience related to the topic
- areas of related experience gained outside work if any
- education

Although all sections of the form may not apply, you should provide enough information to demonstrate the instructor's qualifications to teach the specific subject.

**Note:** Formal resumes are not required and cannot substitute for the completed instructor information sheet. For subjects that rely on current proficiency or licensing of the instructor, such as CPR, First Aid, Chemical Agents, etc., it is the responsibility of the provider to ensure that the instructor's certification is current, valid and specific to the subject matter.

## Step 5 of 10 – Course Outline

### Course Outline

The course outline must include sufficient detail for STC to determine:

- the beginning and ending times of each module of instruction,
- how the units and modules are sequenced,
- which tests will be administered and when,
- length of testing time provided,
- number of test questions for each Job Knowledge Test,
- instructors who will cover specific material,
- when on-site coordinators and/or test proctors will be used, and
- instructional methodology (includes exercises, videos, AV equipment, demonstrations, etc.).

The key to filling out the outline correctly is to be very specific. You need to label each instructional block by what module it is, with the times noted in the time column. There are some modules that require a relatively brief (less than one hour) period of instruction. You may find it helpful to present two or more of these in one classroom hour. If so, you should provide time detail within the topic description block.

**Note:** Each core training manual has sample course outlines to aid you in the completion of this section of the RFC.

If you deviate from the sequence specified in the core training manual, you need to be prepared to submit a written statement explaining the following:

- 1) You are aware you are altering the sequence, and

2) Your rationale for doing so.

Often, any questions that might arise concerning this deviation can be resolved by discussion with the STC Core Training Manager.

### **Step 6 of 10 – Course Dates**

**Begin Date, End Date and City:** This is fairly straightforward. What is the first day of the course, what is the last? Do not express the dates any other way.

The computer software at STC will pick up the last date and then track to see if STC receives the roster, course evaluations and test scores within 30 days of that date. Since the computer is very literal, it is important to make sure your rosters and evaluations reflect exactly the date listed in the RFC.

Be sure to keep track of the dates you list with the RFC and subsequent changes. If you need to change the dates, you may do so by making the appropriate change on your course in the online RFC system. It is important to make these changes 10 or more days before the scheduled date. If changes cannot be made online, contact STC for assistance.

City: Merely type in the city. You do not need to identify the facility, hotel or classroom.

**Course Budget and Tuition:** Select either “No” or “Yes” indicating if you wish to adhere to STC policies with regard to establishing course budget and tuition charges.

### **Special information concerning approved course costs and tuition:**

Since the State no longer offers financial assistance to local departments to pay for STC certified training, the STC Program now makes the fiscal review of certified courses optional for training providers.

1. If a provider opts to have the course budget and tuition approved by STC, the training provider will be required to submit course cost information as part of the request for certification. Further, the provider agrees to adhere to all STC policies and procedures regarding tuition calculation. In this case, the course profile in STC’s automated system will display a dollar amount. When a dollar amount is displayed, local agencies can assume that course costs have been thoroughly reviewed and approved by STC, and that the course is cost effective.
2. If a provider does not wish to have the course budget and tuition approved by STC, the training provider is not required to submit course cost information as part of the request for certification. In this case, the provider and local

corrections agency are free to negotiate whatever fees they feel are appropriate with regard to tuition. Under this circumstance, the provider is under no obligation to adhere to STC policies and procedures with regard to calculation of tuition. When the course costs and tuition have not been reviewed and approved by STC, the course profile will display an “N/A” for budget and tuition.

Steps 7 through 9 in the RFC only need to be completed if the provider chooses option #1 (STC reviewed and approved budget). If the provider elects option #2 (No STC budget review), steps 7 through 9 may be disregarded.

### **Step 7 of 10 – Course Cost for Staff**

**Instructors:** The range available for an instructor’s salary is between zero and \$50.00 per certified instructional hour.

The instructor rate must include any fringe benefits and instructor preparation.

Team teaching is not usually approved for core courses. If the trainee/instructor ratio requires additional staff to evaluate and monitor trainee performance, use of the on-site coordinator may be approved. In some cases, safety precautions provide sufficient justification for approval of a teaching team.

**On-site Coordinator:** On-site coordinator costs, not to exceed \$17.00 per certified classroom hour, may be approved up to 1/2 the total number of certified hours for a core course. For example, for a 176 hour adult corrections officer core course, up to 88 hours of on-site coordination time will be allowed. Because of the inherent complexity of core courses and the clear need for effective on-site coordinator, a separate written justification is not required for certification. Instead, under the section entitled “Justification for Coordinator” merely enter “core course.”

**Clerical Support:** Clerical support costs are based on the same formula as annual courses. This is a formula amount computed up to \$12.00 per instructional hour.

### **Step 8 of 10 – Course Cost for Supplies and Operating Expenses**

**Course Supplies/Handouts:** Allowable costs are the same as for annual courses. Costs may include:

Binders	Handouts
Certificates	Writing Paper
Software Disks	Paper Clips
Stationery	Flip Chart Paper
Marking Pens	Folders

**Training Aids/Equipment Rental:** Allowable costs are the same as for annual courses. Costs may include:

Films and video tapes  
 Equipment (e.g., VCR, monitor, flip charts, etc.)

**Additional Costs for Consumables:** This is the purchase fee for any item that must be purchased for each delivery of the course. Costs for consumables will be approved by STC only if they are essential to the course presentation, and if funds approved under "Course Supplies/Handouts" are insufficient to cover the cost. Items that might be approved under this category include consumable items such as ammunition, bandages, books, etc. In the on-line RFC application process, this figure will be automatically posted from information entered on the course costs page of Step 8 in the application.

**Individual Trainee Evaluation Packets:** This cost is based on the following formula:

NUMBER OF TRAINEES	ALLOWABLE MAXIMUM COST
1-10	\$ 75.00
11-20	\$150.00
21-30	\$225.00
31+	\$300.00

**Written Skills Tests Scoring:** This cost is based on the following formula:

TRAINEES	PO	JCO	ACO	ACOS
1-10	\$ 300.00	\$ 200.00	\$ 90.00	\$ 70.00
11-20	600.00	400.00	180.00	150.00
21-30	900.00	600.00	270.00	230.00
30+	1200.00	800.00	360.00	310.00

**Job Knowledge Tests Administration:** \$75.00 may be charged for all core courses regardless of the number of trainees.

**Job Knowledge Tests Scoring:** This cost is based on the following formula:

<b>NUMBER OF TRAINEES</b>	<b>ALLOWABLE COSTS</b>
1-10	\$20.00
11-20	40.00
21-30	60.00
31+	80.00

### **Step 9 of 10 – Course Cost for Training Room Rental and Course Staff Travel**

Allowable costs are the same as for Annual Courses.

### **Step 10 of 10 – Course Record**

#### **Maximum Tuition Per Trainee**

If the provider elects to have STC approve the course budget, the on-line RFC system will automatically compute this figure.

Limitation: A maximum tuition of \$120.00 per participant per classroom day (8 hours) may be approved for a certified course (\$15.00 per classroom hour per participant).

The Tuition Per Trainee then becomes the maximum cost a department might pay for each participant to attend this course. The actual tuition charged will usually be lower depending on the billing computation of actual vs. projected costs. (See Billing Computation in the Policies and Procedures Manual for STC Training Providers.)

Tuition does not include a trainee's travel and per diem costs.

**Assurance Statement:** Checking this statement means that the provider will adhere to STC policies and procedures for training providers and that the information included in the certification request is accurate to the best of his or her knowledge.

#### **Agency Sponsorship**

An STC participating agency administrator or training officer may sponsor the course only if they:

- Have thoroughly reviewed the entire RFC for quality, accuracy and if applicable, cost-effectiveness;
- Agree with the training provider on both course content and selection of instructor(s);
- Agree that the line item course budget and tuition cost per participant, if approved, is acceptable; and,
- Intend to send eligible staff to the course if it is certified. \*

\* For core courses aimed at non-affiliated trainees, the STC participating department in the geographical area of the course delivery may modify the conditions of sponsorship by adding a statement that the agency may consider for hire applicants who have completed the proposed core course, subject to local selection policies and procedures.

The purpose of the agency sponsorship is to:

- Demonstrate a need for the course;
- Serve as an initial screening for quality and cost-effectiveness;
- Promote a close working relationship between training providers and departments in delivering needed courses.

**Note:** An agency sponsorship is not required for re-certification.

## **RE-CERTIFICATION OF CORE COURSES**

STC course certification is valid for one year. You must apply for re-certification annually if you intend to continue to offer the course. If there are no significant changes in the course, submit the re-certification request to STC at least 30 days before the course expiration date.

**Note:** If STC has changed the core curriculum due to its periodic job task analysis process, a new course certification must be submitted. The course certified under the “old” curriculum may be significantly different from the new course. The certification number references a specific course and serves as the key to archive retrieval, etc. A new certification number must be issued for the new course in order to differentiate the old course from the new.

## **HOW TO HANDLE CHANGES IN THE COURSE DURING THE YEAR**

Clicking on the “modify” link located on the provider’s on-line work base allows you to make most modifications to the course, such as changing contact information or adding instructors.

## **Adding or Deleting Dates**

Please pay careful attention to the dates you register with STC. STC's automated tracking system will only recognize the exact date scheduled. Rosters submitted with a course completion date off by even a day will generate a notice to you that course materials were not received.

If you wish to add or delete a date, and it is more than ten days before the scheduled date, simply click on the "dates" hyperlink and make the changes needed. There is no interaction with STC and no approval needed.

If the change or deletion is within ten days of the scheduled presentation, contact STC for assistance.

## **Changes in Instructors**

Instructors can be added by clicking on the "modify" hyperlink, navigating to the instructor page, clicking on "add new instructor" and completing the information sheet.

Instructors can be removed from the course by following the same steps except you will click on the appropriate radio button next to the instructor's name.

## **Changes in the Outline**

Changes to the outline must be submitted **30 days** prior to the course delivery date. If the proposed changes significantly change the way the course is sequenced or presented, a new certification may be required.

## **Emergency Changes**

When an emergency occurs that causes last minute changes in a certified course (such as an outline change caused by an instructor's illness), the provider must notify STC immediately by telephone and email. In some cases, an STC Field Representative may advise a training provider to notify departments with registered participants. Providers must submit written notification to STC within 10 calendar days. The written notice must include detailed information regarding what changes were made to the outline. An email message with sufficient information constitutes written notification.

## **Cancellation of Certified Courses**

Providers may cancel a scheduled course for good cause. Providers must notify STC and all agencies with registered participants of the cancellation at least 10 calendar days *before* the first scheduled day of the course. Failure to notify all departments with registered participants may subject all certifications to revocation.

Exceptions to the ten-day policy will be considered on a case-by-case basis when an emergency occurs. Training providers must notify STC and all agencies with enrollees immediately. Written justification for the cancellation must be submitted to STC within 10 calendar days of the cancellation. Low participant enrollment is *not* considered adequate reason to cancel a course with less than 10 days notice to departments.

## **RECORD KEEPING REQUIREMENTS**

### **Accounting Records**

If a provider elects to follow STC budget guidelines, they *must* maintain adequate accounting records in accordance with generally accepted accounting principles. *The records must provide an audit trail that will permit tracing of transactions from support documentation to accounting records, financial reports, and billings.*

Documentation is required for:

- The actual cost of instruction and on-site coordination.
- The actual costs of training aids/equipment rental, and "other" costs as listed under "Course Costs" in the approved Request for Certification;
- Training room rental; and,
- Instructor and on-site coordinator travel and per diem.

*Accounting records must be kept in accordance with local document retention policies or for not less than three years.*

### **Rosters, Test Scores, Individual Trainee Evaluations**

These records should be kept on file with the provider for not less than three years and in accordance with local document retention policy.

## **Trainee’s Original Test Documents**

STC has no requirement that providers retain these documents. However, providers may wish to forward written skills test materials to the training manager of a participating agency. Distributing original job knowledge test materials will compromise test security and is not permitted.

Providers may wish to keep the original test documents in case of any litigation that pertains to core training.

## **Lesson Plans and Test Questions**

Providers are responsible for maintaining adequate records of their lesson plans and test questions during the time the certification is active and for a reasonable period of time after the course delivery (e.g. 3 years).

## **COURSE EVALUATION BY TRAINEES**

Providers are required to distribute and collect the STC Course Evaluation form on the last day of each core delivery. These forms are to be sent to STC within 30 days after course completion. Providers may wish to keep copies as well. Providers are encouraged to incorporate a review of STC Course Evaluation instruments into their quality control efforts. You can download a course evaluation form from our website at <http://www.cdcr.ca.gov/CSA/STC/Index.html-Course> Evaluation Form or STC Forms page at: [http://www.cdcr.ca.gov/CSA/STC/Standards\\_And\\_Training\\_For\\_Corrections\\_For\\_ms.html](http://www.cdcr.ca.gov/CSA/STC/Standards_And_Training_For_Corrections_For_ms.html)

## **WHAT PAPERWORK IS REQUIRED AT THE END OF THE COURSE?**

### **A Note on Rosters**

Because core courses span several weeks and multiple topics, it is not uncommon for there to be several instructors involved in training delivery. Sometimes providers find it difficult to list the names of all instructors in the space provided on the roster form. When that occurs, providers must attach a separate sheet listing each instructor that provided training. The sheet should identify the provider, the course name as it appears on the certification, the certification number, and the course dates. To avoid confusion, adding something that states the purpose of the list, such as “Instructor Roster,” would be helpful.

## What Paperwork To The Trainee?

Within 30 days after course completion, providers are required to send the following to each trainee:

- 1) Course Completion Certificate (optional and only if trainee successful)
- 2) Individual Test Scores
- 3) Individual Trainee Evaluation (optional)

These documents may be sent in care of the training manager for the STC participating department. If the trainee is non-affiliated, they should be sent directly to the trainee.

Providers may wish to distribute a Course Completion Certificate to the trainee at a graduation ceremony.

**Note:** STC does not provide certificate forms. Training providers may use a form of their own. If certificates are presented, they should include the following information:

- Trainee's name
- Core course title
- STC certification number
- Number of hours attended
- Training provider's name
- Course completion date

*Course completion certificates should not be issued unless the trainee has attended the entire course and has passed all tests.*

## What Paperwork to the STC Participating Agency?

Within 30 days after course completion, providers are required to send the following to each participating agency that sent trainees to the course:

- 1) a copy of the course attendance roster,
- 2) individual trainee evaluations (optional),
- 3) all test scores (JKT, BST, WST) for those trainees from the participating agency, and
- 4) an invoice, if applicable.

## What Paperwork To STC?

Providers are required to send the following to STC within 30 days after course completion:

- 1) the *original* course attendance roster with all instructors listed or accompanied by an additional sheet identifying instructors,
- 2) all test scores (JKT, BST, WST) for those trainees from the participating agency, and
- 3) course evaluation forms.

In March of 2011, STC developed a roster for “Core Use Only”. Core providers should use this roster as it pertains to Core Courses. There is a column labeled “Satisfactory Completion” included on this roster and should be checked “YES” if trainee has passed all tests in the core course. The roster is available for download from <http://www.cdcr.ca.gov/CSA/STC/Index.html> Core Course Roster and from our STC Forms page at : [http://www.cdcr.ca.gov/CSA/STC/Standards\\_And\\_Training\\_For\\_Corrections\\_Forms.html](http://www.cdcr.ca.gov/CSA/STC/Standards_And_Training_For_Corrections_Forms.html)

*Note: It is best to send close out materials for each course offering under separate mailings to STC. This prevents materials from being recorded under the same date and prevents the “Missing Materials” notice from being generated.*

## MANAGING CORE DELIVERY

### Physical Tasks Training - Considerations for Providers

In addition to the usual requirements of being a training provider that delivers an STC certified course, delivery of the physical tasks training during core training demands specific areas of attention. For instance, the provider must arrange for appropriate facilities and equipment to support the physical tasks training. This includes adequate space, proper running and exercise surface, mats, water, stopwatches, display clocks, first aid and CPR equipment, cell phones or portable communication equipment (in case of injury off-site) and many other details necessary for a safe and effective training environment. Providers should not leave these details to the instructor, as the provider may need to purchase additional equipment, arrange for their daily availability and proper maintenance. Further, the provider must develop appropriate safety guidelines for the physical tasks training and adequately brief staff and trainees on these guidelines.

All physical tasks instructors should have a complete copy of the physical tasks guidelines for the core course they are teaching. These guidelines are a separate manual available from STC and specify what should be covered in the physical tasks exercises and testing procedures.

Occasionally, physical tasks instructors increase the level of proficiency called for in the STC manuals. While STC does not prohibit this practice, neither can STC endorse it. Establishing physical tasks standards higher than the minimum prescribed by STC should be done only after serious consideration of the implications such change has on selection testing.

Providers are reminded that the physical demands being tested for in the core course are based on the job analysis for the position. If the job analysis indicates a certain level of proficiency is required for the job, it is problematic for training providers or instructors to train and test at the core level for a different level - either higher or lower.

For example, if the Behavior Skill Test to measure one's ability to drag a 165 lb. dummy is lowered to a 95 lb dummy, then the trainee is not being trained or tested according to the correct standards. On the other hand, if the training provider decides that 185 lbs. is a more acceptable level, the training provider is not basing this on the statewide job analysis validating this new standard. What authority or data can the provider rely on to support the higher standard?

Since failure to pass the Behavior Skills Tests for physical tasks included in this section of the core can mean the possible termination of an employee, any deviation from the specifications of each test, and the practice leading up to the tests, may compromise the integrity of the core course. It could also lead to litigation between the trainee and the training provider and/or employing agency.

In addition, physical tasks instructors should concern themselves with possible injuries that might occur to trainees, especially if the minimum specifications called for in the course are modified. Particular care should be exercised to maintain the link between the performance standards established by job analysis and the activities the trainee participates in during the core course. This is true not only in the structured physical tasks portion of the core course, but also other areas such as Defensive Tactics.

### **Physical Skills Test Results**

The benchmark minimums in the core course are translations of the typical minimum performance levels found to be applicable across the full range of agencies participating in the STC Program. Thus, by meeting the benchmark minimums, trainees demonstrate that they are able to meet typical statewide minimum performance requirements on physically demanding tasks.

Whether meeting the benchmark minimums in the core course also indicates a trainee's ability to meet a specific agency's local performance requirements depends on how that agency's local standards compare to the statewide performance requirements.

It is imperative that local agencies not confuse the benchmark minimums utilized in the statewide core course with the specific job requirements for their particular agency. It clearly would be inappropriate to terminate an employee based on standards that do not apply to the particular agency by which they have been hired. For example, if an agency has no facility with stairs, or does not require corrections officers to climb stairs in making their rounds or getting to the scene of an emergency, then the benchmark minimum for the Stair Walk Test would be difficult to defend as an absolute requirement for job entry with that particular agency.

In circumstances where the statewide performance requirements are the same as the local performance requirements and an individual trainee is unable to meet all the benchmark minimums, agencies should evaluate the situation on a case-by-case basis. A trainee should not be automatically disqualified from placement in the adult or juvenile corrections officer position for failure to meet benchmark minimums. The determination of how to handle the situation is made by the employing agency. The evaluation might include such considerations as the following:

- Is additional practice likely to bring the employee's performance up to the benchmark minimum(s)? If so, and if additional practice time is administratively feasible, the employer may consider providing that opportunity.
- Is the employing agency obligated under applicable statutes and/or regulations to make reasonable accommodation for an adult corrections officer who may be unable to meet minimum performance standards on the particular task(s) associated with the benchmarks in question? The employer needs to consider the issue of accommodation on a case-by-case basis.

### **Medical Screening Guidelines**

A resource available to STC participating agencies, as well as to core training providers, is the Medical Screening Checklist linked directly to each entry-level position. These documents are available for download at [http://www.bdcorr.ca.gov/stc/core\\_training/core\\_page.htm](http://www.bdcorr.ca.gov/stc/core_training/core_page.htm). These documents provide the examining physician with information about the physically demanding tasks associated with each job.

Participating agencies should have screened their employees prior to sending them to the core course. However, training providers might wish to review the checklist with the trainee and the participating department prior to enrollment in the course. Additionally, providers may wish to require proof of similar medical screening for non-affiliated students.

Physical tasks instructors should also review these materials to remind them to stay within the parameters of physical tasks set forth in the STC documents.

Core providers may find it useful to advertise in their course flyers or enrollment forms that the core course includes physical tasks exercises and to alert trainees to bring the appropriate clothing to participate in these exercises.

## **Trainee Orientation**

STC has developed an Orientation Handout designed to be given to the trainees on the first day of class. This Orientation Handout addresses some of the most frequently asked questions from trainees about the core course, what is expected of the trainee during the course and other aspects of the training experience. Providers may request preprinted copies of these Orientation Handouts from STC, reproduce the copy from the appendix of this handbook, or download a copy from the STC website at:

<http://www.bdcorr.ca.gov/publications/publications.htm>

## **Homework**

Homework cannot be included in the number of hours attributed to the core course. Trainees may wish to review their notes, study for their job knowledge tests, or read recommended articles and handouts as a supplement to the classroom material. But these activities are not a part of the formal, accountable training.

## **Stress Academies**

Core training providers may choose to present entry-level training in what is commonly referred to as a “stress academy.” However, a few cautionary notes should be considered prior to such a decision.

First, the research on stress academies suggests that stress academies may not be as effective as non-stress academies. Second, if the stress academies include stern disciplinary remarks, these could be interpreted as a hostile work environment or discriminatory actions toward a trainee. One such case involved teasing about someone’s advanced age (40) during the physical tasks portion of a course. The trainee failed the portion of the course and subsequently sued for age discrimination. The trainee was successful in his lawsuit.

## **Scoring the Tests**

General Principle: The provider is responsible for determining if the trainee has demonstrated entry-level mastery of the curriculum.

### **Setting the Cut-off Score for Job Knowledge Tests**

Providers must determine what constitutes a passing score on the job knowledge tests. Because the test questions are generated by the instructor's lesson plan, STC cannot determine the cut-off point. There may be wide variation in the difficulty, number and emphasis of the questions throughout the state. The only meaningful way to accommodate these variations is to allow the provider to determine what constitutes a passing score.

The provider's cut-off score should take into consideration the following analysis of each question:

- \* The level of difficulty of the question
- \* The average response rate, over several deliveries, for the question
- \* The number of people who answered the question correctly
  - \* The correlation between performance on other test questions and the question being analyzed - in other words, did someone who scored well on most other questions, fail this question
  - \* The number of questions the provider decides to ask (above the minimum required) for each objective
  - \* Compelling feedback from trainees regarding ambiguity of the question

After such an analysis of test items, the provider makes the determination as to whether the trainee mastered the material.

Typically, providers use a percentage cut-off such as 70% or 80%.

### **Scoring Written Skills Tests**

These tests are scored as pass/fail only. The key to evaluating mastery of the curriculum by examining the Written Skills Tests lies in the specifications of the performance objective. For instance, Performance Objective 9.10.1 in the Juvenile Corrections Officer Core reads:

Given a sample description of various juveniles, generate work assignments for each juvenile according to:

- Past behavior
- Classification status
- Nature of work
- Maturity level of juvenile

The specifications for the Written Skills Test are laid out in the performance objective. To score the test results, the instructor should look for the elements listed in the performance objective and score the trainee according to how many of the elements were addressed and how well they were addressed.

In addition, the instructor should also base scoring on how well the trainee incorporated previous elements of the course that build toward the specific objective called for in the Written Skills Test.

The instructor should also review the trainee's grammar and writing skills as well as content. However, this is a secondary consideration in the scoring. If the trainee is in need of improvement in writing skills, the instructor may include this on the Individual Trainee Evaluation Form.

### **Scoring Behavior Skills Tests**

These tests are also scored as pass/fail. The specifications for passing these tests are embedded in the performance objective. For instance, performance objective 22.1.5 of the Adult Corrections Officer Core Course requires the trainee to:

Demonstrate the ability to drag a 165 lb. weight (dummy) for a distance of 20 feet or more over a carpeted or flat, mowed grass surface within 30 seconds.

In this test, the trainee can either perform the task or not and thus, receives a pass or fail score. Mastery of the curriculum in the Behavior Skills Tests is based on the research conducted through the statewide job analysis.

### **Class Ranking**

Some providers may wish to assign a letter grade or class ranking to each trainee. While it is acceptable to do so, it is not a substitution for the detailed test-by-test scores required by STC.

### **Remediation/Failing Tests in Core Courses**

Prior to the first course delivery Core training providers should have a written policy on how they will handle a test failure. This policy should be followed consistently for all trainees. For instance, if one re-take is available to a trainee who fails a test, then one re-take should be available for all trainees. Re-takes for Job Knowledge Tests should be made using different test questions from the original test.

If a trainee is unable to pass a subsequent test attempt after remedial training, the provider should contact the trainee's employing agency. STC does not recommend that training providers dismiss a trainee from the rest of the core course just because they are unable to pass a portion of it. The trainee's employer may wish to provide additional instruction at a later date and re-test the employee on-site.

In no case must a training provider keep a trainee in the course if the trainee's behavior is disruptive to the other trainees. Again, contact with the participating department is in order.

## **Attendance**

Attendance in core courses is expected to be 100%. However, occasionally a trainee is ill for a short period of time or is called away to court or other unavoidable commitment. It is important to establish a plan for how to handle these absences prior to the course delivery.

An important element in this plan is prevention. Providers should make clear during the enrollment process with agencies and during the first day orientation with trainees that missed time is a problem. They should discourage all but the most critical reasons for lack of attendance. Routine medical and dental appointments, meetings, even some court appearances, can often be managed or rescheduled to avoid interfering with core course attendance.

Some providers have found it helpful to have a form available for trainees to submit to the coordinator or instructor if unavoidable absences arise. This form serves as the beginning of a paper trail to document when the absence occurred, and when and how the time was made up.

It is important to establish good communications about attendance between the coordinator and each instructor. Oftentimes, instructors may not understand the importance of complete attendance and excuse a trainee from attendance without notifying the coordinator and/or agency.

## **Making Up Missed Time**

How to address missed training time may require judgment. How a provider handles it may depend on several factors, such as:

- How much time was missed?
- What subject matter was missed?

- How much time is left in the course to accommodate make up?
- What is the availability of the instructor to work with the trainee?
- Is the reason for the absence due to a trainee's condition that will last throughout the course (pregnancy or injury which interferes with the physical tasks components of the course)?

In all instances where time is missed, the core training provider should:

- a) Notify the participating agency of the absence.
- b) If acceptable to the department and the absence is relatively minor (such as 2 hours or less), allow the trainee to meet with the instructor or coordinator (if qualified) to review the missed material.
- c) Document the missed time as well as how it was made up. The documentation should include:
  - 1) What materials were used to present the subject matter to the trainees? These might include:
    - Notes from other trainees
    - Lesson plan notes from the instructor
    - Handouts, videos, display materials
  - 2) When the make up time was conducted and by whom?
  - 3) If testing was missed, which alternate test was used to measure the material covered.

This documentation should be sent to the participating agency along with other course completion documents. For non-affiliated trainees, the provider should retain the documentation.

**Test security:** If the trainee missed a Job Knowledge Test, the make-up test should contain different questions (not just in different order) than the test that was taken by the rest of the class. Also, administration of this make-up test should be under controlled, proctored conditions.

**Note:** Merely testing the trainee on the material is insufficient to make up portions of missed training. This is because testing only samples the trainee's knowledge and does not allow for a full exploration of the material covered.

If a trainee is unable to make up the material during the course delivery (for instance, due to being pregnant and unable to participate in physical tasks), the

*participating department* should contact the provider and make arrangements for make-up. This may take the form of enrolling the trainee in a subsequent course offering, enrolling the trainee in another provider's course for that portion missed, or training and testing the employee at the agency.

Rosters and course completion certificates: For those trainees who were not able to complete all the required training in core, the provider should not issue a course completion certificate. A trainee who failed a portion of the course should not receive a course completion certificate. However, a roster noting the exact hours of attendance should be forwarded to the agency. The roster should note which units or modules were missed.

### **Class Size**

Because core courses involve testing of each trainee's performance and entails in-depth evaluation of each student, providers must maintain a reasonable instructor/trainee ratio in order to fulfill this responsibility. Accordingly, STC may impose restrictions on the maximum number of trainees allowed in a core course.

## **ISSUES IN CORE DELIVERY**

### **Instructor Conflict of Interest**

Providers and participating departments should be aware of a potential legal problem that may be an issue whenever staff of a participating department receive additional pay for instructing members of their own department. County, city and departmental policy on conflict of interest must be adhered to by all participating departments. It is recommended that the agency's legal counsel be consulted regarding this issue.

### **Discrimination and Harassment**

It is the expectation of STC that trainees in STC certified courses be provided a training environment free of discrimination and sexual harassment. STC is committed to enforcing this expectation.

Core training providers are encouraged to consult their human resource, risk management, or legal staff for assistance implementing policies intended to prevent discrimination including sexual harassment. Core training providers should inform all instructors of this policy and the procedures for reporting discrimination and harassment. It is the responsibility of core training providers to inform all trainees of this policy and reporting procedures at the beginning of each course delivery.

## **Inappropriate Comments By Instructors**

It is the training provider's responsibility to ensure that the core course instructors conduct themselves professionally. This includes making sure that instructors do not make inappropriate remarks during classroom hours, during breaks, or during outside contacts with trainees.

The types of remarks that are inappropriate include disparaging, even teasing, comments about one's gender, ethnicity, weight, age, agency, sexual preference, or national origin. It also includes any comment that could lead to a feeling of humiliation or embarrassment on the part of the trainee.

Particular care should also be exercised when selecting videos for use in core courses. Providers and instructors should view these videos before showing them to the trainees to ensure that objectionable material is not contained in them. This is especially germane if the videos are somewhat dated. Older material may contain antiquated notions or insensitivity to current standards of conduct.

## **Working with core trainees who have been on the job for a while**

Occasionally, core providers and instructors are faced with the challenge of delivering a core course (designed to be presented to newly hired employees with no prior experience) to trainees who, for whatever reason, have been sent to core training after several months of full-time employment (and perhaps several years of temporary employment). Depending on the trainee, it may be difficult to interest them in the subject matter given its introductory nature.

If this should occur, the training provider must still present the core course in its intended form - from an entry-level, pre-assignment perspective. It may be possible to overcome the seasoned trainee's resistance by using training techniques that incorporate the use of adult learning principles.

## **Employees who are away from home for extended periods of time**

Providers should make their on-site coordinator and instructors aware that some trainees may be under unusual stress because they are away from home for extended periods of time while taking the core course. Many employees have demanding family lives, small children and other care responsibilities that they will be pulled away from during the training. Sensitivity to these stresses will enhance the learning environment.

## **BEYOND THE PAPERWORK - DELIVERING A GOOD QUALITY COURSE**

### **Work Closely with the STC Core Training Manager**

One of the first things a core provider can do to maximize the quality of their course and minimize problems that sometimes arise is to maintain communication with the STC Core Training Manager assigned to work with core courses. Questions about the core course and its delivery are always welcome.

### **The Role Of The Coordinator**

The on-site coordinator is probably the most important person in delivering a high quality course. The coordinator sets the tone for the training, handles glitches in the delivery, is the link among the various instructors, coordinates the delivery of the various instructors to avoid repetition of material, makes sure the instructors have the materials they need, handouts are sequenced correctly, and audio-visual equipment is set up when needed. The coordinator should also have at his/her disposal a copy of all the lesson plans and test questions so that a substitute instructor can deliver the material if needed.

Experience with the core courses throughout the state over a number of years has indicated that successful core course coordinators possess a combination of the following attributes. They are:

- Professional
- Responsive
- Personable
- Organized
- Detail oriented

To the extent that the coordinator can actually be on-site during the bulk of the presentations, this will enhance the course quality.

### **Selecting Instructors**

Since the core course is focused at an introductory level, designed to give trainees a basic understanding and mastery of skills, it is not necessary to use instructors who are the foremost experts in their subjects. Theoretically, a well-versed employee at the supervisory or senior journey level with strong training skills should be able to deliver most of the material in the core courses.

This is an important concept because the core course does not lend itself to a successful delivery if an instructor imposes too much of an expert level of detail into the material. Sometimes, the “expert syndrome” interferes with a solid course delivery in that the subject matter expert is unable to keep things simple, stick to the basics, and focus on the learning needs of a new employee.

Obviously, there are exceptions to this “expert syndrome” phenomenon. However, it is a nuance of instructor selection to keep in mind.

Further, instructor selection should also incorporate the principles of good role modeling. Since the core course may be the first impression a trainee has of the field of corrections, and of the agency from which the instructor may come, this is also an important area of instructor selection.

Successful instructors should be able to:

- Analyze course materials and trainee information;
- Prepare the instructional site;
- Establish and maintain instructor credibility;
- Manage the learning environment;
- Demonstrate effective communication skills;
- Demonstrate effective presentation skills;
- Demonstrate effective questioning skills and techniques;
- Respond appropriately to trainee’s needs for clarification and feedback;
- Provide positive reinforcement and motivational incentives;
- Use instructional methods appropriately;
- Use instructional media effectively;
- Evaluate trainee performance; and
- Evaluate delivery of instruction.

**Note:** Some topics require instructors with specialized skills or certifications. Among these are defensive tactics and fitness training. Please refer to *Physical Tasks Training - Considerations for Providers* on page 31 for further information.

### **Avoiding Repetition**

There is some intentional repetition in the design of the core course to reinforce important concepts. However, for inexperienced core providers, there is a danger of inadvertent repetition because of the use of multiple instructors. The training provider and on-site coordinator can do much to eliminate this repetition by carefully reviewing lesson plans and test questions, meeting with clusters of instructors who are scheduled to teach related topics (for example: medical issues and contraband). Providers should examine the lesson plans to determine which videos will be shown, what handouts will be distributed and what exercises are planned in order to catch potential repetition problems.

## **Avoiding the Brain Dump - Choosing Effective Training Delivery Methods**

Most people in the training and development field will agree that adults learn best by participating in the process. However, a participant-driven curriculum may be difficult to accomplish given the highly prescribed nature of the core course.

Instructors may misunderstand, or be intimidated by, the assigned time frames for each topic in the core course. In an effort to ensure that all the required material is covered, instructors may rely too heavily on a lecture format in which the instructor imparts his or her knowledge directly to the class. Unless this lecture method is skillfully handled, lectures may seem more like a “brain dump” than an effective training technique.

Core training providers are encouraged to work with instructors to develop creative ways to develop skills in adult learners. Often a minor change or refinement in a lesson plan will produce a better learning environment. The incorporation of exercises, case studies, small group discussions and debates will improve the learning environment significantly.

Even when lectures are the most appropriate method, well-developed techniques for handling questions and answers will enhance the learning.

**Note:** The use of training videos is sometimes overplayed. Videos may be just another variation of a brain dump, frequently contributing to a trainee’s passive role.

## **CORE INSTRUCTOR PREPARATION COURSES**

STC offers two core instructor preparation courses intended to provide course instructors with the tools for preparing their lesson plans and test items. Providers are strongly encouraged to arrange for their instructors to attend this training either on-site or at another location that may be convenient. Providers may wish to provide this training to update experienced instructors as well as their new instructors. These courses are intended to remedy many of the problems association with course delivery before they arise.

**1. Core Course Instructor Orientation:** This four-hour course provides an introduction to using the core training manual and the knowledge/skills maps associated with the course as resources to aid the participants in developing lesson plans and test items. It covers adherence to assigned modules and instructional objectives, and the problems encountered with departure from their assignment. The course also addresses core course instructor responsibilities and the role core training plays in personnel selection.

**2. Core Course Instructor Development:** This eight-hour course expands on the material contained in the “Orientation” course. Participants will use the core training manual and knowledge/skills maps to develop lesson plans and test items. Other activities include conducting training based on the lesson plans developed and analyzing test items for proper elements and clarity.

To arrange one of these courses for your instructors, contact the STC Core Training Manager.

## THE 15 MOST FREQUENTLY ASKED QUESTIONS FROM PROVIDERS

1. How soon do I need to submit the RFC prior to delivering the course?

**Answer: 60 days prior to the first delivery.**

2. What paperwork do I need to send to STC after the course is completed?

**Answer: The original roster, trainees test scores, and course evaluations within 30 days after the first delivery.**

3. Does STC provide unit guides or lesson plans for the topical outline?

**Answer: No. There are resources available on our website at <http://www.bdcorr.ca.gov/publications>. We also offer training to assist instructors in developing lesson plans.**

4. Can I lower the minimum class size if I can't get enough trainees?

**Answer: This is within the discretion of the provider. No modification is necessary to the course certification.**

5. What if I have more trainees than the course is certified for?

**Answer: Not a problem unless the class size becomes so large that adequate instructor/trainee ratio cannot be maintained.**

6. What should I do if someone misses a portion of the course? Is there a 10% leeway for attendance?

**Answer: There is no leeway for missed hours. If a trainee misses a portion of the course, the STC participating agency must be notified and arrangements made for make-up, if possible. In most cases, consultation with the STC Core Training Manager will result in a successful action plan.**

7. What if it is clear someone is failing major portions of the course?

**Answer:** Unless the trainee is disruptive in the classroom, it is usually unwise to dismiss them from the training. Notify the STC participating agency as soon as possible to determine how to proceed.

8. What if a trainee cannot participate in the physical tasks portion of the course?

**Answer:** Notify the STC participating agency of the trainee's condition. It may be possible for the trainee to attend all other portions of the training except the physical tasks curriculum. The decision to continue the course rests with the agency. In the case of unaffiliated students, the student must understand that the course is not completed until all portions are completed. The best approach to completing the course for these students rests with the student and the provider.

9. Does STC keep a test item database for use by my instructors?

**Answer:** No. However, STC is available for consultation on the development of test questions.

10. Do I have to follow the topical sequence set forth in the Core Training Manual?

**Answer:** Yes. However, providers may submit a written request and justification for altering the sequence of presentation. Please see page 21 for more information.

11. What paperwork do I have to send to the STC participating agency?

**Answer:** Within 30 days after course completion, providers are required to send a copy of the course attendance roster, test scores for those trainees from the agency, and individual trainee evaluations if these were done.

12. What paperwork do I have to give to the trainee?

**Answer:** Within 30 days after course completion, providers are required to send a Course Completion Certificate (optional and only if the trainee has successfully passed all the tests in the core training), individual test scores and individual trainee evaluation if one was done.

13. Must I issue a Course Completion Certificate?

**Answer:** STC does not require that you issue a Course Completion Certificate. If a certificate is issued, it should include the certification number, hours attended, provider's name, trainee's name, course title, and course completion date.

14. Can I change the time allocated to each unit or module?

**Answer:** You cannot reduce the amount of time allocated, but you may increase it.

15. How do I write the performance objectives?

**Answer:** You do not need to write the performance objectives for the core course as presented in the core training manual because these are already provided for you. However, you need to sign an assurance statement affirming that you will present the objectives as specified in the core training manual. The exact statement to provide is found on page 25 of this handbook.

If you add other course material not covered in the prescribed curriculum, you must submit performance objectives for those topics. For more information on how to develop these objectives, please refer to STC's publication, A Guide for Writing Objectives for STC Annual Course Certification.

## **CERTIFICATION CHECKLIST FOR CORE COURSES**

Within 60 days prior to the 1<sup>st</sup> course offering, submit the following:

### **1) Complete RFC**

- 1) Make sure the assurance statement is checked in the Provider Information block of Step 10 in the on-line RFC system.
- 2) Contact sponsoring agency to ensure timely review.

### **2) Course Sponsorship from an STC participating agency**

Note: Core course certifications are complicated undertakings. Final approval is usually done after extensive interaction with STC staff.

## **CHECKLIST FOR CLOSING OUT EACH CORE COURSE OFFERING**

Within 30 days after the last day of the course offering, the following must be submitted to:

### **STC**

- 1) Original signed roster
- 2) Course evaluation forms
- 3) Test scores on the appropriate test score report form

### **STC Participating Agencies**

- 1) Copy of roster
- 2) Individual trainee evaluations if done
- 3) Test scores on the appropriate test score report form
- 4) Invoice, if applicable

### **Agency Affiliated Trainees** (may be submitted in care of agency)

- 1) Individual test scores
- 2) Individual trainee evaluations if done
- 3) Course completion certificate (if issued and if the trainee passed all tests and attended all hours)

### **Non Affiliated Trainees**

- 1) Individual test scores
- 2) Course completion certificate (if issued and if the trainee passed all tests and attended all hours)
- 3) Individual trainee evaluations if done

## **CHECKLIST FOR MAINTAINING YOUR CORE CERTIFICATION**

- Notify STC of course dates, additions and deletions by using the online RFC “dates” hyperlink in your work base.
- Notify STC of new instructors for the course by using the online RFC “modify” hyperlink and submitting the instructor for review and approval.
- Submit revised RFC if any changes in sequence of topical outline after first consulting with STC Core Training Manager. Minor changes may be submitted through the “modify” hyperlink, more substantive changes will result in the need for a new certification.
- Submit closeout paperwork within 30 days of course completion date.
- Make sure rosters and other documents list exactly the same dates as those dates registered with STC.
- Maintain quality of course instruction by periodically evaluating course.

## **IMPORTANT TIME LINES FOR CORE COURSES**

Original Certification Request:      Within 60 days of 1st offering

Re-certification Request:              Within 30 days of course expiration

Deleting Course Dates:                10 days before

Cancellation Notice to Enrollees:    Within 10 days before offering

Close Out Documents (rosters,  
Test scores, evaluations,  
certificates, etc):                      Within 30 days after offering

## **RECERTIFICATION CHECKLIST**

Within 30 days prior to course expiration, submit the following:

- 1) Overall: Review the course to ensure instructor information is current, budget elements are current, and course outline complies with STC requirements.
  
- 2) Instructor Certificates: Ensure that updated instructor certificates for CPR and First Aid are on file in the training provider's business records. Update online instructor sheets as required.
  
- 3) Future Course Dates: Not required, but if you have them, course dates for the next year. Do not include course dates that occur beyond the year of certification.

Note: If you have not delivered the course within the past two years, STC requires a new agency sponsorship from an STC participating agency.

## **STC CERTIFIED CORE TRAINING FREQUENTLY ASKED QUESTIONS**

The Standards and Training for Corrections (STC) Program, a division of the state Corrections Standards Authority (CSA) , would like to welcome you to this certified Core Training Course. STC, through the course provider and your department, seeks to offer you high quality, critical skills training. We hope that you find this course informative and enjoyable. This handout is designed to answer some of the most common questions trainees have about STC certified Core training. Please take just a few minutes to review it; it may answer some of your questions.

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### **1: WHAT IS STC?**

STC was created in 1980 to establish and maintain statewide standards that assist local sheriff's, probation, police and corrections departments in selecting and training their professional corrections personnel. STC also helps departments meet these standards by providing technical assistance and a comprehensive statewide training delivery system. Prior to STC, few local corrections agencies in California had consistent criteria for selecting qualified personnel and maintaining their professional skills.

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### **2: WHAT IS AN STC CERTIFIED CORE COURSE?**

A Core course is formal, structured, job-related training, approved by STC, for professional personnel entering one of three key local corrections positions.: Adult Corrections Officer, Juvenile Corrections Officer, and Probation Officer. Core is introductory training, to be completed within the first year of employment. It is a critical part of the overall requirements to reach journey-level status.

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### **3: WHAT AM I REQUIRED TO ACHIEVE DURING THE CORE COURSE?**

Within the first year of your job assignment, you must successfully complete the Core course. Core training focuses on you, the student, learning and developing the necessary skills to perform all basic entry-level tasks of your job. It is important to attend the entire course. You will be required to make up any time or learning objectives you miss. You will be tested throughout the course on your learning and performance. The testing results are provided to your employer. Your employer has the ultimate responsibility of determining if your test scores demonstrate adequate mastery of the subject.

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#### **4: HOW WAS THE COURSE CONTENT DETERMINED?**

Course content is based on how the job is performed in the majority of agencies throughout California. The core course curriculum was developed from research and the content provides training designed to increase your job-related knowledge and skills. It has been updated periodically based on changes in law, job duties and skill needs. The course is directly related to the most frequent and important job duties and skills performed by people in your job position throughout California.

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#### **5: HOW ARE CORE COURSE INSTRUCTORS SELECTED?**

Core courses are offered throughout the state by private vendors, colleges and local agencies. These providers are responsible for selecting instructors they believe are qualified to teach the subject matter. During the Core course certification process, STC reviews instructor information sheets for documentation of the person's qualifications, including expertise in the subject area, work experience, prior teaching experience, education level, and any specialized certifications or training that might apply.

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#### **6: WILL THE COURSE ADDRESS MY DEPARTMENT'S ISSUES OR PRACTICES?**

As a basic, introductory skill building course, Core training does not include detailed department-specific information. Department-specific training is available in the form of on-the-job training and/or additional formal training sessions. If any information provided to you in the Core course conflicts with your understanding of your department's policies or practices, you should consult your supervisor or training department for clarification and follow your supervisor's direction in performing your job duties.

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#### **7: WHAT IF I HAVE OTHER QUESTIONS OR PROBLEMS DURING THE COURSE?**

If you have questions regarding this course, please ask the instructor or course coordinator for further clarification. If you are having problems during the course, immediately advise the course coordinator and the assigned representative from your department (usually your supervisor or training manager).

## **80-HOUR SUPERVISOR CORE COURSE CURRICULUM**

### **Role of the Supervisor – Rights, Responsibilities and Duties**

- Management Theory and Process
- Styles of Supervision
- Functions of the Supervisor

### **Managing Personnel**

- Legal Responsibilities
- Labor Relations
- Performance Appraisals/Evaluations
- Grievances and Grievance Procedures
- Discipline and Disciplinary Procedures
- Safety in the Work Place
- Cultural Awareness
- Employee Assistance and Counseling Techniques

### **Supervisory Skills**

- Leadership
- Motivation of Staff
- Problem Solving
- Decision Making
- Time Management
- Staff Training
- Assigning Tasks
- Delegating
- Planning and Setting Objectives
- Conducting Meetings
- Conflict Management

### **Laws And Standards**

- Laws
- Legal Issues
- Legal Update

### **Communication**

- Principles of Effective Communication
- Public Relations

## **80-HOUR MANAGER / ADMINISTRATOR CORE COURSE CURRICULUM**

Management Styles  
Leadership  
Negotiation  
Organizational Assessment  
Operation Management  
Budgets and Resource Management  
Systems Approaches  
Strategic Planning  
Action Planning Tools  
Human Resource Management  
Legal Structures  
Information Technology  
Managing Time and Priorities  
Public Relations and Marketing  
Handling the Media  
Emerging Management and Leadership Trends

## **APPENDICES**

Job Knowledge Test Score Report Form  
Behavior Skills Test Report Form  
Written Skills Test Score Report Form  
Adult Corrections Officer Physical Tasks Test Scores  
Juvenile Corrections Officer Physical Tasks Test Scores  
Summary of Test Scores  
Individual Trainee Evaluation

**Job Knowledge Test Score Report Form**

STANDARDS AND TRAINING FOR CORRECTIONS PROGRAM **Job Knowledge Test Scores:** Please enter scores as percentage of correct responses  
 CORE COURSE TEST SCORE REPORT

CERTIFICATION NUMBER	COURSE START DATE	COURSE END DATE	COURSE TITLE	TRAINING PROVIDER
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NAME AND TITLE	AUTHORIZED SIGNATURE
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**Behavior Skills Test Score Report Form**

STANDARDS AND TRAINING FOR CORRECTIONS PROGRAM  
CORE COURSE TEST SCORE REPORT

**Behavior Skills Test Scores:** Please mark as either “*pass*” or “*fail*”

Total number tests required for:

**ACO = 38 BSTs (#35-38 on separate sheet); ACO Supplemental = 6 BSTs (#27, 29, 30-33); JCO**

CERTIFICATION NUMBER	COURSE START DATE	COURSE END DATE	COURSE TITLE						TRAINING PROVIDER				
<b>Name</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>	<b>BST#</b>
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**Written Skills Test Score Report Form**

STANDARDS AND TRAINING FOR CORRECTIONS PROGRAM  
CORE COURSE TEST SCORE REPORT

**Written Skills Test Scores:** Please mark as either "*pass*" or "*fail*"

Total number tests required for: **ACO** = 10 WSTs; **ACO Supplemental** = 5 WSTs (#2-4, 8, 10); **JCO** = 27 WSTs; **PO** = 27 WSTs

CERTIFICATION NUMBER	COURSE START DATE	COURSE END DATE	COURSE TITLE	TRAINING PROVIDER
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Name	WST#												
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NAME AND TITLE	AUTHORIZED SIGNATURE
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## Individual Trainee Evaluation

Trainee's Name \_\_\_\_\_ Agency \_\_\_\_\_

**Points      Performance Areas**

<b>M O T I V A T I O N   A N D   P R O F E S S I O N A L I S M</b>		
<b>1</b>	<b>3</b>	<b>5</b>
Demonstrates negative response to assignments; fails to complete assignments or exerts only minimal effort; does not seek or volunteer for extra responsibility; rejects constructive criticism and demonstrates negative mannerisms when confronted with criticism.	Generally demonstrates a positive approach when completing assignments; is comfortable with authority and follows directions from staff and instructors; accepts constructive criticism and makes an effort to apply it; accepts extra responsibility when available.	Carries out all assignments in a positive manner; demonstrates extra effort in completing tasks; seeks extra responsibility when available; accepts authority and willingly follows instructions; seeks constructive criticism as a means of improvement.
<b>A S S E R T I V E N E S S</b>		
<b>1</b>	<b>3</b>	<b>5</b>
Does not declare a position; antagonizes people or fails to influence others of their position.	Has the ability to declare a position; in most cases usually convinces others of a position.	Has the ability to declare a firm position with a minimum of adversity.
<b>O R A L   C O M M U N I C A T I O N S</b>		
<b>1</b>	<b>3</b>	<b>5</b>
Does not speak clearly; fails to convey intended thoughts and actions to others; conversations ramble; vocabulary is limited; lacks voice control.	Is able to express thoughts and intended actions to others in a clear, concise manner; usually modifies tone of voice to accommodate any given situation.	Demonstrates the ability to express complete thoughts and ideas in a clear and distinct voice; uses the appropriate words to convey intended thoughts; controls voice inflection to coincide with the circumstances.

<b>W R I T T E N C O M M U N I C A T I O N S</b>		
<b>1</b>	<b>3</b>	<b>5</b>
Produces written work that is incomplete, illegible, or disorganized; key points are misrepresented or left out; complete ideas are not conveyed; grammar, spelling, punctuation and sentence structure are poor.	Routinely produces written work that is neat, complete, legible, and orderly; all key points are clearly stated; few errors are noted in spelling, punctuation, grammar, or sentence structure.	Always produces written communications that are neat, legible, orderly and complete; all key points are clearly stated and complete; there are no errors in spelling, punctuation, grammar, or sentence structure; the information is conveyed in a complete, readily understandable manner.
<b>I N T E R P E R S O N A L S K I L L S</b>		
<b>1</b>	<b>3</b>	<b>5</b>
Not effective in working with others and interacting with diverse individuals and groups; not consistent and fair in dealing with others; demonstrates a lack of insight, sensitivity, and concern for others' feelings; intolerant of differences in values and beliefs.	Effective in working with others and interacting with diverse individuals and groups; consistent and fair in dealing with others; demonstrates insight, sensitivity, and concern for others' feelings; tolerant of differences in values and beliefs.	Excels in working with others and interacting with diverse individuals and groups; highly consistent and fair in dealing with others; demonstrates considerable insights, sensitivity, and concern for others' feelings; extremely tolerant of differences in values and beliefs.
<b>J U D G E M E N T</b>		
<b>1</b>	<b>3</b>	<b>5</b>
Fails to make accurate assessments of situations; does not recognize potential problems or fails to grasp the gravity of them; is unable to identify alternatives or chooses inappropriate solutions/responses; responds to situations without consideration of priority or alternative action.	In most cases, makes accurate assessments of situations; recognizes potential problems and understands the gravity of them; identifies alternatives and chooses appropriate solutions/responses to situations with consideration of alternatives and priorities; usually brings situations to acceptable conclusions.	Makes accurate assessments of all situations; anticipates problems and grasps the gravity of them; is able to identify alternatives and decide on appropriate solutions or responses; acts in situations considering alternatives and priorities and brings the situation to an appropriate conclusion.

<b>M A T U R I T Y</b>		
<b>1</b>	<b>3</b>	<b>5</b>
Loses composure when in a stressful situation; becomes frustrated by, or is unable to perform, the required tasks incurred by increased responsibility; does not understand the job responsibilities; concept of corrections is distorted; cannot recover from failures or is demoralized by them; relies on, or expects others, to accomplish duties or responsibilities; demonstrates an over-inflated opinion of personal worth and oversteps his/her position.	Is able to perform in stressful situations; maintains or regains composure within acceptable time frames in stressful situations; handles increased responsibility with relative ease; understands his or her duties, responsibilities and time limits in performing job functions and performs at an acceptable level; accepts responsibility for failures.	Excels in stressful situations; does not lose composure and takes control in stressful situations; completes all tasks required by increased responsibility and looks for means of improvements; understands his/her duties and responsibilities within acceptable parameters; accepts responsibility for failures and profits from them.
<b>R E S P O N S I B I L I T Y / D E P E N D A B I L I T Y</b>		
<b>1</b>	<b>3</b>	<b>5</b>
Is often tardy or absent; fails to complete assignments; refuses to accept or neglects additional assignments.	Is routinely punctual and absences are infrequent and excused; usually completes assignments on time.	Is always punctual, attendance record reflects no absences; always completes assignments on time.

Comments relating to the above Performance Areas:

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Prepared By: \_\_\_\_\_