



State of California, Commission on  
Correctional Peace Officer Standards  
and Training

# Correctional Officer Training Gap Analysis

*Phase I: Basic Correctional Officer Academy*

SUBMITTED BY:

CPS HR Consulting  
2450 Del Paso Rd, Ste. 220  
Sacramento, CA 95834  
[www.cpshr.us](http://www.cpshr.us)



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## INTRODUCTION

### Background and Purpose

In 2018, the Commission on Correctional Peace Officer Standards and Training, henceforth referred to as CPOST, entered into a contractual agreement with CPS HR Consulting (henceforth referred to as CPS HR) to conduct an occupational analysis of the Correctional Officer classification as used within the institutions of the California Department of Corrections and Rehabilitation (CDCR).<sup>1</sup> The goal of that study, which was conducted between December 2018 and September 2019, was to identify the important job tasks and the relative importance of those tasks, on average, for Correctional Officers in all institutions of the CDCR; and to identify the knowledge, skills, and abilities (KSAs) that are required for successful performance of those tasks, the relative importance of each KSA, on average, for Correctional Officers in all institutions of the CDCR, and if each important KSA must be first possessed upon entrance to the Basic Correctional Officer Academy (henceforth referred to as the Academy), or on the first day on the job as a Correctional Officer working in an institution.

The purpose of the current study is to assess the relationships between the important KSAs that were identified in the occupational analysis and current training for Correctional Officers based on course content as documented in course descriptions and lesson plans provided to CPS HR by CPOST, and to identify any instances of KSAs not covered by current training that could be considered a training gap.<sup>2</sup> This report presents the results of the first phase of the study: the review and identification of potential gaps between the Academy course topics/subject areas and the results of the occupational analysis.

### Method

The objectives for this phase of the study were achieved by the following four steps, which are explained in detail below: 1) Academy course topic documentation review, 2) Academy instruction observation, 3) KSA to Academy course linkages, and 4) subject matter expert focus groups.

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<sup>1</sup> See the report titled: *State of California, Commission on Correctional Peace Officer Standards and Training, Correctional Officer Occupational Analysis Report (2019)*.

<sup>2</sup> The purpose of this study was to assess the relationships between the KSAs and Academy course topics/subject areas, rather than to assess the quality of the Academy training, or any other factor that would affect the degree to which cadets obtained the KSAs through Academy training, including the length of the instruction, the opportunity for all cadets to participate in practical exercises, or the degree to which instructors adhere to the lesson plans; nor was it to validate course exams/checklists.

1. Academy Course Topic Review

CPOST provided CPS HR with the current Academy course synopses and lesson plans representing the 13-week Academy program applicable to Academy Class 5-20A (beginning July 21, 2020).<sup>3</sup> The CPS HR consultants reviewed these documents to develop a basic understanding of the Academy training structure and course topics, and to plan the instruction observation. Based on the materials provide to CPS HR by CPOST, the following courses were considered to comprise the Academy curriculum for purposes of this study:

- |  |   |
|--|---|
| 1. Alarm Response  | 30. Inmate/Staff Interaction                          |
| 2. Application of Restraint Gear                           | 31. Institutional Reality-Based Training <sup>6</sup> |
| 3. Apprenticeship Program (Core)                           | 32. Key and Tool Control                              |
| 4. Armstrong Overview                                      | 33. Legal Issues                                      |
| 5. Arrest and Control                                      | 34. Mental Health Services Delivery System            |
| 6. Assignment Responsibilities                             | 35. Orientation to the CDCR (Core)                    |
| 7. Cell Extraction   | 36. Overview of the Developmental Disability Program  |
| 8. Chemical Agents   | 37. PC 832 Learning Domains <sup>7</sup>              |
| 9. Communication and De-escalation Techniques              | 38. Physical Training (Core)                          |
| 10. Correctional Tactical Training                         | 39. POBOR (Core)                                      |
| 11. Crime Scene and Evidence Preservation                  | 40. PREA  |
| 12. Custody Staff Responsibilities -Armstrong <sup>4</sup> | 41. Prevention of Infectious Diseases (Core)          |
| 13. Disability Culture                                     | 42. Procedural Justice                                |
| 14. Diversity in the Workplace                             | 43. Radio Communications and Alarm Devices            |
| 15. Drug and Alcohol Awareness                             | 44. Report Writing                                    |
| 16. Emergency Operations                                   | 45. Restricted Housing                                |
| 17. Escape Prevention                                      | 46. Searches and Inmate Property                      |
| 18. Ethics (Core)  | 47. Security Threat Group Management                  |
| 19. Expandable Baton                                       | 48. SOMS Overview Modules 1 and 2 <sup>8</sup>        |
| 20. Female Offenders                                       | 49. Staff Rights                                      |
| 21. Fire Safety (Core)                                     | 50. Staff Suicide Awareness                           |
| 22. Firearms and Qualification                             | 51. Stress Resiliency                                 |
| 23. First Aid & CPR  | 52. The R in CDCR Parts 1 and 2 <sup>8</sup>          |
| 24. Form 22 <sup>5</sup>                                   | 53. Towards Corrections Fulfillment                   |
| 25. Form 602 <sup>5</sup>                                  | 54. Transportation of Inmates                         |
| 26. Impact Munitions and Assuming an Armed Post            | 55. Use of Force                                      |
| 27. Inmate Count   | 56. Victims of Crime                                  |
| 28. Inmate Disciplinary Process                            | 57. Weapon Retention                                  |
| 29. Inmate Visiting  | 58. Workplace Health and Safety                       |

<sup>3</sup> This 13-week class represents the more standard length of an Academy class prior to the reduction to 11 weeks due to COVID-19.

<sup>4</sup> This course has been replaced by #14, Disability Culture.

<sup>5</sup> Form 22 and Form 602 classes were in existence at the time of this study, but have since been replaced.

<sup>6</sup> This training was being conducted in place of COSIT at the time of this study.

<sup>7</sup> All PC 832 learning domains were considered to constitute one course for purposes of this study because the content is mandated by POST.

<sup>8</sup> These two modules were considered to constitute one course for purposes of this study because the content is essentially the same across the two modules as it relates to the KSAs.

Note that this study did not include sessions or presentations that are primarily of an informational nature, including: Academy Orientation, CCPOA, DAI presentation, Emergency Operations Unit presentation, Orientation to the EAP, Officers Give Hope presentation, and the Rehabilitation Program Success presentation.

## 2. Academy Instruction Observation

The CPS HR Consultants observed a sample of classes at the Correctional Training Center in Galt and the Academy's training facility in Stockton (the former Northern California Women's Facility) between September 17 and October 5, 2020. The classes were selected to allow for the observation of a variety of topics and teaching methods (e.g., combined lecture and exercises), and to observe some of the more complex exercises that cannot be fully described in the lesson plans as they can change based on the evolving nature of the exercises (e.g., the various alarm response scenarios and the role play scenarios). The following classes were observed:

- Alarm Response
- Application of Restraint Gear
- Cell Extraction
- Correctional Tactical Training
- Institutional Reality-Based Training (at NCWF)
- Impact Munitions and Assuming and Armed Post

The purpose of these observations was to obtain a basic understanding of the Academy learning environment and the experience of the cadets, how the lesson plans translate to actual instruction, the level of detail in the course information as taught by the instructors, and the complexity of the practical exercises. This understanding assisted the CPS HR Consultants in the KSA linkage process described below.

## 3. KSA to Academy Course Linkages

KSAs are personal qualities that enable the successful performance of job tasks, which are also referred to as essential functions when they are performed by a majority of job incumbents, and considered important for successful performance of the job across the classification, as was demonstrated in the aforementioned Correctional Officer occupational analysis. The occupational analysis used knowledge and ability statements (and not skill statements) to describe these qualities in order to be consistent with the State of California classification specification statements. For that study, as well as this study, ability statements are used to describe any competence to perform a task, including those typically described as skills; and the knowledge and ability statements are referred to by the generic term "KSA" to be consistent with standard occupational analysis terminology.

Knowledge and abilities are defined as follows:

- Knowledge is a set of learned information applied directly in the performance of a task. Knowledge can be declarative (also known as descriptive), which is knowledge of ideas, concepts, principles, rules, policies, etc.; or procedural, which is knowledge regarding how to do something or achieve a particular outcome.
- An ability can be a competence to perform a specific task that has been developed over time, a competence to perform a set of more generalized work activities, or a competence that enables “contextual performance,” which is how work must be accomplished in a specific work context or environment.

Because KSAs enable successful job performance, establishing their importance, determining when they are needed, and assessing how individuals come to possess them, are key to understanding job preparedness. As personal qualities, KSAs cannot be taught directly, but must be formed within an individual through experience. The goal of this study, therefore, was to identify within each Academy course, opportunities for the cadets to develop the KSAs that are necessary for Correctional Officers to possess specifically because they link to the important job tasks of a Correctional Officer. When such an opportunity exists within a course, the KSA and course can be considered “linked.”

To identify these KSA to course linkages, the CPS HR Consultants compared the content of each course, as specified primarily in the lesson plans, to the important KSAs linked to the job tasks in the occupational analysis. Linkages were determined based on the following:

- A knowledge was considered linked to a course if the course materials indicate that the information is conveyed to cadets directly through lecture, exercises, or demonstrations, or indirectly through written materials; and that the information would be of sufficient detail for a cadet to develop at least a basic level of the knowledge needed for performing associated job tasks.
- An ability was considered linked to a course if course instruction involves a practical application of the ability (i.e., the cadets are required to perform activities requiring the ability), and particularly if the learning activity is similar to the job task that was linked to the ability in the occupational analysis.

In some cases, an ability was linked to a course even if the course did not include a practical application of the ability. This occurred if the course instruction included instructional information regarding procedures for performing a task. For these linkages, the instructional information was specific to performing a particular job task, and of sufficient detail that a cadet would likely have a basic ability to perform the task by applying the information imparted in the course. For example, if cadets are taught the

specific procedure for operating a piece of equipment, but without a practical application of the instruction, this still was considered to be a form of teaching the ability to operate that equipment. It should be noted, however, that it is not known if cadets would be able to perform such tasks at the level required for sufficient job performance only by applying procedural knowledge, and without further practice to develop the ability.

**4. Subject Matter Expert Focus Groups**

A two-day focus group was conducted with Academy subject matter experts (SMEs) on October 19 and 20, 2020 to review and discuss the preliminary KSA to course linkages. In this meeting, the SMEs first reviewed the information from Appendices D (Task Results) and I (Task to KSA Linkages) from the occupational analysis report to get a better understanding of the importance of the KSAs for performing the essential functions of a Correctional Officer. The SMEs then reviewed, as a group, the preliminary KSA to course linkages. The SMEs indicated their agreement with the preliminary linkages (there were no instances of the SMEs disagreeing with any of the preliminary linkages), and suggested some additional KSAs that might link to certain courses. These additional linkages were discussed as a group, and if consensus was reached by the SMEs regarding a new linkage, the CPS HR Consultant added the new linkage to the preliminary linkages. Following the meeting, the CPS HR Consultant reviewed the course materials to find evidence to support the new linkages. In instances where the course materials did not indicate that a particular KSA was covered, the SMEs were asked (via email) to explain how a KSA was, in fact, covered, either through class lecture, observation, or practical exercise. If SMEs could provide evidence that a KSA was covered in a class, the linkage was retained. If SMEs could not provide such evidence, the linkage was eliminated.

A second focus group was held on October 27, 2020 with institutional representatives to discuss the KSAs that were determined to be needed the first day on the job at an institution (and, therefore, necessary for Correctional Officers to either possess prior to hire or obtain as cadets during the Academy), but were not linked to any of the Academy courses, as well as to obtain additional information from institutional perspectives regarding training needs of incoming Correctional Officers.

The SMEs that participated in the focus groups are listed in the following table.

**Table 1. Focus Group Participants**

Participant	SME Classification/Location	Dates Attended		
		10/19	10/20	10/27
<b>Correctional Training Center SMEs</b>				
Michael Brown	Correctional Sergeant/CTC	X		
Jerry Carnes	Correctional Lieutenant/CTC	X	X	
Victor Espinoza	Correctional Lieutenant/CTC	X		



Scott Givens	Correctional Sergeant/CTC	X	X	
Lara Gomez	AGPA/CTC	X	X	
Sean Hill	Correctional Lieutenant/CTC	X	X	
Grady Petty	Correctional Lieutenant/CTC	X	X	
<b>Institution SMEs</b>				
Eric Borges	Correctional Sergeant/SCC			X
Anthony Sotelo	Correctional Lieutenant/KVSP			X

## KSA TO ACADEMY COURSE LINKAGE RESULTS

This section of the report presents the results of the linkage process described above. All 170 KSAs resulting from the occupational analysis that were considered important KSAs and, therefore, retained in the study were used in the linkage process for this current study, regardless of when they must first be possessed because all 170 were considered needed at some point in time prior to starting on the job as a Correctional Officer at one’s assigned institution. However, the Correctional Officer occupational analysis identified three categories of these KSAs depending on when they must first be possessed: “Pre-Academy” KSAs, which should be possessed prior to the Academy (as these KSAs are likely needed for success in the Academy, cannot be taught in the Academy, and/or it would not be practical to do so); “Post-Academy” KSAs, which are needed when starting on the job in an institution, and therefore should be possessed upon exit from the Academy; and “Indeterminate” KSAs, which are needed for performing the job of a Correctional Officer, but the results of the occupational analysis did not clearly indicate if they are first needed prior to, or after the Academy.<sup>9</sup> Both the Pre-Academy and Post-Academy KSAs, as defined by the results of the occupational analysis, therefore, are technically appropriate to be addressed during the Academy, albeit the majority of the KSAs designated as needed to be obtained during the Academy reflect the Post-Academy groupings. Additional information regarding the Indeterminate KSAs was further explored as outlined in subsequent sections within this report. The KSA to Academy course linkage results for each of the three categories are presented separately within the appendices of this report, however, to allow for easy prioritization when subsequently developing or revising course content, the Post-Academy KSAs should be the initial focus, followed by any of the Indeterminate KSAs that may be determined to be needed after the Academy based on additional review with SMEs.

<sup>9</sup> In the occupational analysis, for a KSA to be considered either first needed prior to the Academy or first needed when starting the job (post-Academy), a clear majority (>50%) of survey respondents (a large sample of the incumbent and supervisor population) must have indicated one category or the other. These indeterminate KSAs did not meet the threshold of a clear majority for either category. In all cases, the percentage indicating each category was close to, but just under, 50%.

Appendix A shows the overall number of KSAs that linked to each course by KSA category; the detailed linkage results for the individual KSAs are described below.

### **Pre-Academy KSAs**

The occupational analysis identified a total of eight KSAs that were considered needed pre-Academy. That is, Correctional Officers would need to first possess these eight KSAs before attending the Academy, as they may be basic abilities that are more difficult to be taught in the Academy, ones that are needed to be successful in the Academy, or both. As shown in Appendix B, five of these eight (63%) Pre-Academy KSAs link to Academy courses. Appendix B also shows the number of Academy courses that link to each of these Pre-Academy KSAs. (Note that in all results tables, the KSAs retain their original numbering from the occupational analysis.) Appendix C lists each of the Academy courses by course title that link to each Pre-Academy KSA, which is helpful for understanding the types of courses that generally cover certain types of KSAs, and how the KSAs are distributed across the Academy curriculum.

### **Post-Academy KSAs**

The occupational analysis identified a total of 146 KSAs that were considered to be needed Post-Academy. Correctional Officers need to first possess these KSAs when starting on the job in their assigned institution, and since they are not considered needed prior to the Academy, they should be included in Academy curriculum. Ninety-five of the 146 (65%) Post-Academy KSAs link to Academy courses. Appendix D shows the number of Academy courses that link to each KSA, and the KSAs in Appendix D are listed in descending order of the number of course linkages within each KSA category. Appendix E lists the Academy courses that link to each Post-Academy KSA.

### **Indeterminate KSAs**

There were 16 Indeterminate KSAs identified in the occupational analysis. If, by SME review these KSAs are determined to be needed Post-Academy, they should be included in Academy course curriculum. While these KSAs were included in this current study's linkage process, additional SME review regarding the outcome of these KSAs is provided in subsequent sections of this report. Thirteen of the 16 (81%) Indeterminate KSAs link to Academy courses. Appendix F shows the number of Academy courses that link to each of the KSAs, and the KSAs in Appendix F are listed in descending order of the number of course linkages within each KSA category. Appendix G lists the specific Academy courses that link to each Indeterminate KSA.

## TRAINING GAP ANALYSIS

The results of the Academy course topics/subject areas to KSA linkage process were examined to identify potential training gaps, which can be used to guide Academy course content. An Academy training gap is considered to exist when there is a discrepancy between the KSAs that a Correctional Officer must possess on the first day at one's assigned institution, and those that a cadet develops in the Academy. Since the degree to which cadets actually learn the Academy material is not known, Academy course content is used to estimate cadet learning. This is based on the assumption that individuals who are qualified to attend the Academy and who are motivated to persevere through the program, will likely learn the course material if provided the opportunity to do so, although this is also dependent on several other factors, most notably that Academy instructors adhere to the lesson plans, and that cadets have the opportunity to participate in all course activities.

Identifying training gaps depends on first identifying what learning opportunities should be afforded to the cadets, in other words, what KSAs should be covered in the Academy courses. The KSAs utilized for the Academy course topics/subject areas linkage in this study were determined to be needed by a Correctional Officer on the first day of the job at an institution, and therefore, must have been acquired by an individual at some point in time prior to that. While some of these KSAs are required upon entry into the Academy and others identified as to be included in the Academy curriculum, both are appropriate to assess within the Academy. However, in determining if a KSA either should or should not be included in Academy curriculum, there are additional considerations to consider, such as:

- If the KSA is a basic cognitive, physical, or sensory ability that is not trainable.
- If the KSA is a basic knowledge or ability that individuals who are eligible to attend the Academy generally already possess.
- If the KSA would be difficult or impossible to train in the Academy due to time or resource constraints (e.g., basic reading, writing, and math).
- If the KSA could be developed once on the job in a relatively short period of time, provided there is not a high degree of consequence of error if the KSA were not possessed upon starting work at an institution.
- If the tasks requiring the KSA are institution specific (e.g., related to institution-specific equipment, certain inmate populations, etc.).
- If developing the KSA sufficiently would involve performing tasks that can only be done at the institutions (e.g., using equipment that is only at institutions, interacting with inmates, dealing with real emergency situations, etc.).
- If the tasks requiring the KSA are generally needed only for certain posts, and therefore

would be impractical to train all cadets.

If none of these conditions apply, the absence of a linkage between a KSA (particularly a Post-Academy KSA) and Academy course topics could be considered a training gap, which might need to be addressed by Academy curriculum development or revisions.

To identify possible training gaps, the KSAs that did not link to any Academy courses were examined and reviewed with the SMEs to determine if any of the above conditions apply, or if there might be any other reason to exclude them from consideration for the Academy curriculum.

**Non-Linked Pre-Academy KSAs**

Table 2 lists the Pre-Academy KSAs that did not link to any Academy courses.

**Table 2. Pre-Academy KSAs not linked to Academy courses.**

#	KSAs
1. <sup>10</sup>	Ability to accept constructive criticism as needed to effectively evaluate feedback from superiors or coworkers to improve job performance.
17.	Ability to be reliable (e.g., punctual, consistent) to ensure work is completed accurately and on time.
87.	Ability to perform basic mathematical calculations such as add, subtract, multiply, and divide with accuracy to conduct counts, count money, manage time, etc.

Based on a discussion during the focus group with the institutional representative SMEs regarding these three KSAs, it was determined that because they are needed prior to the Academy, there is no expectation that they be taught in the Academy. Therefore, the lack of linkages between these KSAs and the Academy course topics is not indicative of any training gaps. Appendix H shows the feedback from the SMEs regarding each of the above KSAs.

**Non-Linked Post-Academy KSAs**

Table 3 lists the Post-Academy KSAs that did not link to any Academy courses.

**Table 3. Post-Academy KSAs not linked to Academy courses.**

#	KSAs
11.	Ability to provide crisis intervention techniques (e.g., counseling, suicide prevention, risk assessment) to minimize the escalation of crises.
18.	Ability to operate a transportation or patrol vehicle (e.g., truck, bus, van, electric vehicle, patrol car) including in inclement weather (rain, snow, fog, dust) to transport inmates as assigned.
21.	Ability to operate emergency lighting equipment (e.g., spotlight, search lights, flashlights) in the event of an emergency to maintain safety and security.

<sup>10</sup> All KSAs retain their original numbering from the occupational analysis.

22.	Ability to operate video equipment (e.g., video cameras, video monitors, video recording devices, television) to perform work duties.
23.	Ability to operate audio equipment (e.g., tape recorder, TTY) as assigned to complete work assignments (e.g., conducting and recording an interview, investigation).
24.	Ability to operate processing equipment (fingerprinting, photo equipment) to ensure inmates are accurately received into the institution.
26.	Ability to operate security equipment (automatic and manual doors and locks, key cards, keys) to ensure inmates are secure and to maintain the security of the institution/camp.
28.	Ability to operate metal detectors and hand held wands to prevent the introduction of contraband into the institution.
29.	Ability to operate body scanners to detect potential contraband and prevent the introduction of contraband into the institution/camp.
30.	Ability to operate x-ray equipment to detect potential contraband and prevent the introduction of contraband into the institution/camp.
38.	Ability to utilize forcible entry equipment (e.g., crowbars, pry equipment) as necessary and following all protocol to maintain safety and security.
42.	Ability to utilize basic medical equipment (e.g., first aid kits, PPE, AED, cut down toolkit) to perform emergency operations as necessary according to policy and procedure.
44.	Ability to utilize basic work tools (e.g., tool kits, gardening tools, housekeeping tools) to observe inmate work crews for safe operation and to identify usage that may indicate potential safety violations/risks.
46.	Ability to utilize visual observation equipment (e.g., binoculars) to observe inmates and activities at a distance to maintain security of the institution/camp.
48.	Ability to operate equipment for printing and copying documents (printers, copiers, fax machines, scanners) to create and maintain documents according to policy and procedure.
52.	Knowledge of basic medical terms and concepts to communicate with institutional medical personnel (e.g., LVNs, MDs) and to follow medical instructions given.
53.	Knowledge of Health Insurance Portability and Accountability Act (HIPAA) to ensure compliance with inmate medical confidentiality protocol.
54.	Knowledge of criminal identification techniques to conduct effective investigations into criminal activity.
61.	Knowledge of interviewing techniques to obtain necessary information from inmates.
63.	Knowledge of legal proceedings and court rules and procedures needed to conduct oneself with professionalism when called on to attend court.
65.	Knowledge of methods and systems to file documents including alphabetical, numeric, and/or alphanumeric filing systems to allow for easy retrieval of records in the future.
67.	Knowledge of procedures to lawfully manage any juveniles that may be housed in the institution.
68.	Knowledge of suicide prevention policy including reporting suicide attempts, identifying signs of attempt, following policy and medical orders to observe inmates on suicide watch, and completing all log books/documentation.
69.	Knowledge of Indecent Exposure Policy (IEX) including reporting immediately to supervisor and completing an incident report and other required documentation, to ensure policy is followed.
72.	Knowledge of the geographic area of the work assignment/institution (e.g., streets, addresses, landmarks, important buildings) to effectively navigate during transportation tasks.
75.	Ability to determine when a decision will require supervisory approval to ensure that high impact decisions are properly sent up the chain of command.

86.	Ability to estimate how many people are in a certain space to maintain compliance with various standards for occupancy outlined in policy.
88.	Ability to identify the proper location of a name or number within an alphabetical or numerical sequence in order to file records accurately and retrieve records quickly.
90.	Ability to recall factual information from memory in order to determine the correct course of action or recount actions or events in reports.
94.	Ability to interview individuals to obtain accurate and complete information.
100.	Ability to frequently switch between multiple tasks, with safety as the first priority (i.e., multitasking) to manage multiple situations requiring attention simultaneously.
105.	Ability to continue learning (i.e., update or acquire knowledge) in order to remain up-to-date on all new policies, procedures, and trends as well as to learn new post assignments, as required.
106.	Ability to remain up-to-date on all changes to departmental and institutional rules, policies, laws, programs to ensure work activities are conducted accurately and in compliance.
107.	Ability to perform undesirable, routine, or monotonous duties to ensure the effective operations of the institution/camp are maintained.
109.	Ability to work in unpleasant conditions to complete assigned tasks.
110.	Ability to work day, evening, or night shifts, weekends, and holidays, and to report for duty at any time emergencies arise to complete work tasks.
112.	Ability to adhere to the Grooming and Uniform standards to comply with policy and procedures.
117.	Ability to distinguish differences or similarities among odors in order to detect smoke, marijuana, body odors, gas leaks, and other substances.
122.	Ability to climb stairs on a routine and emergency basis to access elevated work areas, conduct routine patrols and searches, and respond to emergencies.
123.	Ability to climb ladders to access elevated work areas such as booths or guard towers, or to conduct searches, investigations, or surveillance.
124.	Ability to operate a vehicle safely in a variety of driving situations and weather conditions to transport inmates and equipment within and outside the institution/camp.
135.	Ability to work in adverse environmental conditions including heat, cold, rain, snow, wind, dust, etc., to effectively perform job duties.
140.	Ability to understand oral communication at normal speaking volume via voice, radio, and telephone to ensure directives and messages are effectively received.
148.	Ability to handle unexpected changes on the job, such as new schedules, new priorities, new routines, or transfers to different jobs in order to contribute to the effective operation of the institution.
149.	Ability to work in the presence of loud noise to effectively perform job duties.
153.	Ability to analyze written information as needed to conduct investigations and resolve discrepancies and inmate problems.
154.	Ability to detect errors in facts and information that do not appear consistent in written documents and logs to prompt revisions of such documents to reflect only accurate information.
155.	Ability to read and comprehend charts and tables to understand the content represented in visual form rather than simple written format.
158.	Ability to read and interpret maps and blueprints to utilize the information in decision making procedures as they relate to daily tasks.
164.	Ability to organize written information to ensure thoughts are conveyed in a reasonable and logical manner.

169.	Ability to write reports that are complete and provide an accurate account of a situation that was observed firsthand or described by another person or persons to ensure proper documentation is accomplished.
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Based on a discussion during the focus group with the institutional representative SMEs regarding these non-linked KSAs, it was determined that one or more of the bulleted conditions, as outlined within page 9 of this report, apply to all of these KSAs, with the exception of the following:

- KSA #53 – Although several courses include information regarding the importance of keeping medical and health related information confidential, the SMEs indicated that this is not discussed specifically in terms of HIPAA compliance. If it is determined that new Correctional Officers should have an understanding of the Health Insurance Portability and Accountability Act (HIPAA) in order to help ensure that they comply with inmate medical confidentiality protocol, this would be considered a training gap.
- KSA #63 – Although this information is not currently covered in the Academy, the SMEs indicated that a new course is currently being developed to teach this information. Therefore, this is not a training gap.
- KSA #69 – The SMEs agree that an understanding of the Indecent Exposure Policy (IEX) is important for new Correctional Officers, and that the policy is not currently taught in the Academy. Because this information could be included easily in the Academy curriculum, this can be considered a training gap.

Appendix I shows the feedback from the SMEs regarding each of the non-linked Post-Academy KSAs.

### Non-Linked Indeterminate KSAs

Table 4 lists the Indeterminate KSAs that did not link to any Academy courses.

**Table 4. Indeterminate KSAs not linked to Academy courses.**

#	KSAs
19.	Ability to operate vehicle emergency equipment (e.g., jumper cables, tire chains, flares) on transportation vehicles.
93.	Ability to follow oral directions related to work assignments to comply with supervisory directives.
97.	Ability to summarize complex information to make it easier for others to understand.

Based on a discussion during the focus group with the institutional representative SMEs regarding these KSAs, it was determined that one or more of the bulleted conditions, as outlined within page 9 of this report, apply to all three of these KSAs. Additionally, the SMEs delineated when

these KSAs should, ultimately, first be possessed by Correctional Officers. As noted in Appendix J, KSA 19 can be trained in a short time once on the job and as it applies to Correctional Officers assigned to transporting inmates outside of the institutions, while the two remaining Indeterminate KSAs outlined in Table 4 are considered basic abilities that may be best to expect prior to the Academy. Given the feedback regarding the three non-linking Indeterminate KSAs as provided in detail in Appendix J, it was determined that no training gaps exist for the Indeterminate KSAs.

### **Courses Not Linked to KSAs**

To help ensure that Academy course content is sufficiently related to the results of the occupational analysis, following the KSA to course linkage process described herein, the CPS HR Consultants reviewed all Academy courses to identify any gaps between the Academy course topic areas and the KSAs needed by a Correctional Officer prior to placement at their assigned institution. That is, rather than identifying which KSAs do and do not link to Academy courses, this analysis sought to identify Academy courses that do not have a direct link to any of the KSAs. It was noted that three Academy courses were not linked to any KSAs:

- Staff Suicide Awareness
- Stress Resiliency
- Towards Corrections Fulfillment

As a result of this analysis, in the event a large number of Academy courses did not link to any KSAs, this might have been an indication that either Academy training is not sufficiently focused on the important KSAs, or the occupational analysis failed to identify a large number of important KSAs that are being taught in the Academy, or both. However, based on the small number of courses that do not link to any KSAs (3 out of the 58 courses), this is clearly not the case. It is most likely that these three courses teach valuable information that is simply not represented in the KSAs identified in the occupational analysis because the information is not directly related to specific job tasks, but rather, related to personal coping and fulfillment for individuals employed in the Correctional Officer occupation.



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## SUMMARY

This report describes the process of assessing the relationships between the KSAs identified in the 2019 Correctional Officer Occupational Analysis as required for performing the important job tasks of a Correctional Officer, and current Academy training for Correctional Officers; and identifying any training gaps that may exist. This was achieved by comparing the KSAs to Academy course content as specified in course documentation provided by CPOST, identifying the KSAs that are covered by the training, and reviewing the KSAs not covered by current training to identify any that should be included in Academy curriculum.

The results of this analysis show good coverage of the KSAs by Academy curriculum. Of the 58 Academy courses in existence at the time of this study (as listed on Page 2), all but three link to at least one KSA (see Appendix A). Given the content of these three courses as described in the previous section, it is highly likely that these three courses do not represent a gap between the Academy courses and the results of the occupational analysis.

Forty-five courses link to three or more of the Post-Academy KSAs (KSAs expected to be covered in the Academy), 34 courses link to five or more Post-Academy KSAs, and 23 courses link to 10 or more Post-Academy KSAs.

Out of the total 146 Post-Academy KSAs identified in the occupational analysis, 95 are linked to at least one Academy course, and many of these KSAs are linked to several different courses. Of the remaining 51 Post Academy KSAs that are not covered by any Academy courses, only one (#69) represents an actual training gap, and one (#53) indicates a possible training gap. For all other Post-Academy KSAs, there are sufficient reasons (based on the SME feedback in this study) that it would be infeasible, impractical, or unnecessary to train those KSAs, which can therefore, continue to be excluded from Academy curriculum. Additionally, of the 16 total Indeterminate KSAs (which may be needed upon exit from the Academy), only three were not linked to any Academy courses, and these do not represent training gaps based upon SME feedback.

### Uses and Applications

In addition to addressing the two KSAs (#69 and #53) to Academy course gaps as noted above, another important recommended use of this study's results would be to look for ways to increase cadets' opportunities for developing the most important KSAs by assessing the relative degree to which the KSAs are covered in the Academy (as shown by the linkage results in Appendices B, D, and F). This is an important consideration, especially for KSAs that are needed for performing multiple job tasks, or for contextual performance across large areas of the job, for example, *"Ability to make sound decisions in compliance with laws, regulations, and Departmental policies and procedures,"* and *"Ability to recognize types of human behavior to determine appropriate*

*actions to take when dealing with inmates.”* Because these KSAs link to so many different job tasks (as shown in Appendix I of the corresponding Occupational Analysis report), they should be taught in multiple contexts and reinforced through repeated exposure to the information and with repetition in practical exercises.

Appendices C, G, and E, which list the courses linked to each KSA, can be used to assess where a KSA currently fits into the overall Academy curriculum, and help identify ways to reinforce the KSAs through different training formats, such as combined lecture and practical exercises, group activities, role play scenarios, etc. It is recommended that curriculum developers consider the Correctional Officer job tasks linked to the KSAs when developing or revising course content with the goal of making course content sufficiently detailed to help ensure (to the extent possible) that new Correctional Officers will have the level of knowledge needed when starting the job, and that practical exercises simulate the actual job as closely as possible.

When considering the adequacy of KSA coverage by assessing the number of courses linked to each KSA, it is important to be aware that more linkages are not necessarily better, as many KSAs do not need to be taught in multiple courses. For example, a knowledge of a particular program or policy, or instructions for using a particular piece of equipment, can likely be taught sufficiently in a single course, or section of a course. Determinations regarding the frequency and duration of the training for particular topics should be based on a consideration of the importance of the KSAs and the job tasks requiring the KSAs, as well as the number of tasks that link to the KSAs.

It is important to note that the purpose of this study was to assess the relationships between the results of the occupational analysis and course content, thus evaluating for potential gaps between the Academy courses and the KSAs, rather than to evaluate the quality of the Academy training. Therefore, a linkage between a KSA and a course indicates the intent of the course developers to teach particular topics and to provide opportunities for the cadets to develop certain knowledge and abilities, but does not tell us the degree to which cadets actually learn the material, or ultimately, how prepared they will be for their first day on the job. This study does, however, provide a good foundational understanding of the Academy curriculum and its overall relationship to the KSAs, which can be used to enhance Academy curriculum, as well as serve as the basis for future studies related to assessing the thoroughness of instruction, validating Academy exams/checklists, assessing job preparedness, and identifying needs for additional, ongoing training for Correctional Officers.

## **Contacts**

The contacts for this report are:

Hilary Ricardo, Principal Consultant

Geoff Burcaw, Senior Consultant

CPS HR Consulting

2450 Del Paso Road, Ste. 220

Sacramento, CA 95834

916-471-3309

## **Appendices**

## Appendix A

### Number of KSAs Linked to Each Academy Course by KSA When-Needed Category

Course	Number of KSAs Linked			
	ALL KSAs	Pre-Academy	Post-Academy	Indeterminate
Alarm Response	46	0	43	3
Application of Restraint Gear	21	0	20	1
Apprenticeship Program (Core)	3	0	3	0
Armstrong Overview	8	0	8	0
Arrest and Control	33	0	31	2
Assignment Responsibilities	2	0	2	0
Cell Extraction	43	0	40	3
Chemical Agents	25	0	24	1
Communication and De-escalation Techniques	11	2	7	2
Correctional Tactical Training	39	0	37	2
Crime Scene and Evidence Preservation	20	0	17	3
Custody Staff Responsibilities -Armstrong	0*	0	0	0
Disability Culture	3	0	3	0
Diversity in the Workplace	4	1	2	1
Drug and Alcohol Awareness	8	0	7	1
Emergency Operations	8	0	7	1
Escape Prevention	5	0	4	1
Ethics (Core)	5	0	5	0
Expandable Baton	19	0	17	2
Female Offenders	8	1	6	1
Fire Safety (Core)	13	0	12	1
Firearms and Qualification	21	0	19	2
First Aid & CPR	1	0	0	1
Form 22	1	0	1	0
Form 602	1	0	1	0
Impact Munitions and Assuming an Armed Post	21	0	19	2
Inmate Count	6	0	5	1
Inmate Disciplinary Process	27	5	22	0
Inmate Visiting	12	4	8	0
Inmate/Staff Interaction	22	5	16	1
Institutional Reality-Based Training	7	0	4	3
Key and Tool Control	3	0	3	0
Legal Issues	3	0	3	0
Mental Health Services Delivery System	4	0	4	0

Course	Number of KSAs Linked			
	ALL KSAs	Pre-Academy	Post-Academy	Indeterminate
Orientation to the CDCR (Core)	2	0	2	0
Overview of the Developmental Disability Program	4	0	4	0
PC 832 Learning Domains	32	1	26	5
Physical Training (Core)	6	0	3	3
POBOR (Core)	3	1	1	1
PREA	2	0	2	0
Prevention of Infectious Diseases (Core)	10	0	8	2
Procedural Justice	6	2	4	0
Radio Communications and Alarm Devices	7	1	5	1
Report Writing	9	0	7	2
Restricted Housing	10	1	7	2
Searches and Inmate Property	26	3	20	3
Security Threat Group Management	11	0	10	1
SOMS Overview Modules 1 and 2	9	0	8	1
Staff Rights	4	2	2	0
Staff Suicide Awareness	0	0	0	0
Stress Resiliency	0	0	0	0
The R in CDCR Parts 1 and 2	3	0	3	0
Towards Corrections Fulfillment	0	0	0	0
Transportation of Inmates	10	0	7	3
Use of Force	25	0	24	1
Victims of Crime	8	0	8	0
Weapon Retention	19	0	17	2
Workplace Health and Safety	8	1	6	1

\* There are no linkages because this course was replaced by *Disability Culture*.

## Appendix B

### Number of Academy Courses Linked to Each Pre-Academy KSA

KSA #*	KSAs	Number of Linked Courses
	<b>Dealing Effectively with Others (Interpersonal)</b>	
4	Ability act professionally and tactfully to interact effectively with other staff, the public, and inmates.	10
	<b>Oral Communication</b>	
96	Ability to speak English using clear sentence structure and proper vocabulary to communicate effectively.	6
	<b>Other Personal Characteristics</b>	
101	Ability to remain honest and impartial by refraining from accepting bribes, "favors", or using one's position for personal gain to ensure the integrity of the Department is maintained and the safety and security of the institution is not compromised.	4
	<b>Professional Demeanor</b>	
141	Ability to demonstrate responsible and ethical behavior in all work tasks and responsibilities to ensure the integrity of the Department is not compromised.	6
142	Ability to be approachable and non-judgmental to ensure open communication with others.	4

\* KSAs retain their original numbering from the occupational analysis.

## Appendix C

### Academy Courses Linked to Each Pre-Academy KSA

KSA #	KSAs
<b>4</b>	<p>Ability act professionally and tactfully to interact effectively with other staff, the public, and inmates.</p> <ul style="list-style-type: none"> <li>• Communication and De-escalation Techniques</li> <li>• Diversity in the Workplace</li> <li>• Inmate Disciplinary Process</li> <li>• Inmate Visiting</li> <li>• Inmate/Staff Interaction</li> <li>• PC 832 Learning Domains</li> <li>• POBOR (Core)</li> <li>• Procedural Justice</li> <li>• Restricted Housing</li> <li>• Searches and Inmate Property</li> </ul>
<b>96</b>	<p>Ability to speak English using clear sentence structure and proper vocabulary to communicate effectively.</p> <ul style="list-style-type: none"> <li>• Communication and De-escalation Techniques</li> <li>• Inmate Disciplinary Process</li> <li>• Inmate Visiting</li> <li>• Inmate/Staff Interaction</li> <li>• Radio Communications and Alarm Devices</li> <li>• Searches and Inmate Property</li> </ul>
<b>101</b>	<p>Ability to remain honest and impartial by refraining from accepting bribes, "favors", or using one's position for personal gain to ensure the integrity of the Department is maintained and the safety and security of the institution is not compromised.</p> <ul style="list-style-type: none"> <li>• Inmate Disciplinary Process</li> <li>• Inmate/Staff Interaction</li> <li>• Procedural Justice</li> <li>• Staff Rights</li> </ul>
<b>141</b>	<p>Ability to demonstrate responsible and ethical behavior in all work tasks and responsibilities to ensure the integrity of the Department is not compromised.</p> <ul style="list-style-type: none"> <li>• Inmate Disciplinary Process</li> <li>• Inmate Visiting</li> <li>• Inmate/Staff Interaction</li> <li>• Searches and Inmate Property</li> <li>• Staff Rights</li> <li>• Workplace Health and Safety</li> </ul>
<b>142</b>	<p>Ability to be approachable and non-judgmental to ensure open communication with others.</p> <ul style="list-style-type: none"> <li>• Female Offenders</li> <li>• Inmate Disciplinary Process</li> <li>• Inmate Visiting</li> <li>• Inmate/Staff Interaction</li> </ul>



## Appendix D

### Number of Academy Courses Linked to Each Post-Academy KSA

KSA #*	KSAs (In descending order of the number of linked courses within each KSA category.)	Number of Linked Courses
	<b>Dealing Effectively with Others (Interpersonal)</b>	
12	Ability to recognize types of human behavior (signs of hostility, depression, anxiety, psychotic behavior, deception, and distinguishing normal from abnormal behavior) to determine appropriate actions to take when dealing with inmates.	12
9	Ability to exhibit the appropriate level of authority when dealing with inmates to establish respect and to maintain compliance.	10
16	Ability to display concern about the safety and welfare of others, and attempt to understand and consider others' needs, motives, concerns, feelings, and perspectives to ensure that inmates are treated fairly while keeping professional boundaries.	8
3	Ability to utilize effective communication in a way that will deescalate or not further escalate a situation using verbal persuasion to attempt to resolve conflicts effectively.	7
14	Ability to use verbal persuasion to deescalate heightened emotions and resolve interpersonal conflicts.	7
7	Ability to empathize with inmates with developmental disabilities, physical impairments or illnesses, and/or mental illnesses to ensure inmates are treated fairly and equitably.	4
8	Ability to establish a rapport with inmates while maintaining professional boundaries to obtain trust and respect of the inmates.	4
5	Ability to maintain professionalism when dealing with confused, distraught, or mentally unstable inmates to ensure communication is effectively received.	3
13	Ability to take the lead or take charge when working or dealing with others to ensure that tasks are managed in an effective manner.	2
	<b>Equipment Use</b>	
31	Ability to use inmate restraint equipment (e.g., handcuffs, martin chains, escort chains, leg irons, flex cuffs, waist restraints, leather restraints, hand isolation device, spit hood) on compliant and non-compliant inmates as necessary and following all protocol to ensure inmates are properly restrained.	8
34	Ability to operate less lethal equipment (e.g., 40mm single or multi-launcher, chemical agents, stinger rounds, direct impact sponge round) according to policy and procedure.	3
37	Ability to utilize alarm response gear (e.g., shield, helmet, load bearing vest, force options) to maintain safety and security.	3
32	Ability to utilize a firearm (e.g., rifle, handgun, shotgun) as necessary and as assigned, following all protocol to maintain security and safety.	2
35	Ability to operate expandable batons to defend staff and inmates according to policy and procedure.	2

KSA #*	KSAs (In descending order of the number of linked courses within each KSA category.)	Number of Linked Courses
39	Ability to utilize gas masks and self-contained breathing apparatus as necessary to protect oneself from exposure to chemical agents or smoke according to policy and procedure.	2
40	Ability to utilize alarm devices (e.g., personal alarm systems, facility alarms, smoke alarms) to maintain safety and security according to policy and procedure.	2
47	Ability to operate computers (e.g., desktop computers, laptops) and computer software (e.g., databases, SOMS) to input and obtain information, write reports, etc.	2
20	Ability to operate wheelchair equipment (e.g., ramps, lifts) on transportation vehicles to transport mobility-impaired inmates.	1
25	Ability to operate communications equipment (telephone/cell phone, two-way radio, stationary radio, PA system) to convey messages effectively.	1
27	Ability to operate system control panel to ensure inmates are secure when necessary and free to move when necessary.	1
33	Ability to utilize a gun safe/locker to properly store firearms, ammunition, firearm training equipment and/or other weapons according to policy and procedure.	1
36	Ability to utilize electronic counting devices (e.g., Guard 1) to count and track inmates, equipment, etc.	1
41	Ability to utilize controlled substance detection equipment (e.g., urinalysis equipment, field test kit, NIK test) to conduct drug tests according to policy and procedure.	1
43	Ability to utilize basic firefighting equipment (e.g., extinguishers, fire hoses) to perform emergency operations according to policy and procedure.	1
45	Ability to utilize a whistle to alert officers and staff in the event of an emergency.	1
<b>Job Knowledge</b>		
56	Knowledge of Departmental rules, regulations, policies, and procedures (e.g., Universal Precautions, Emergency Evacuations, Heat Plan, Inclement Weather Practices, EEO/Sexual Harassment Prevention Policy, Prison Rape Elimination Act, Use of Force Policy) to guide actions taken in the line of duty.	37
66	Knowledge of the use of force in deadly and non-deadly situations according to departmental policy.	11
49	Knowledge of aspects of Constitutional Law and legal decisions/interpretations related to law enforcement and institutions (e.g., civil rights) to ensure one's own behavior is in compliance with such laws.	10
55	Knowledge of criminal law and procedures relating to detention, arrest, and custody, including rules of evidence pertaining to search and seizure, and the gathering, preservation, and presentation of evidence in criminal cases necessary to answer questions from inmates or the public.	7
70	Knowledge of safety, accident and injury prevention procedures to ensure injuries are handled rapidly and appropriately.	6

<b>KSA #*</b>	<b>KSAs</b> (In descending order of the number of linked courses within each KSA category.)	<b>Number of Linked Courses</b>
51	Knowledge of universal precautions for preventing transmission of disease (e.g., PPE, safety goggles, wearing gloves, washing hands) to minimize germ exposure to self and others.	4
58	Knowledge of emergency protocols (e.g., setting up incident command post, obtaining outside assistance) to ensure rapid and effective response in emergency situations according to policy and procedures.	4
62	Knowledge of investigation principles and techniques including scene management procedures (e.g., accident investigation, criminal investigation, general/noncriminal investigation) to preserve the integrity of a crime scene and ensure all evidence can be obtained according to policy and procedure.	4
71	Knowledge of the behavior of criminals and the causes underlying criminality to help predict and/or prevent criminal activity inside the institution/camp.	4
73	Knowledge of types of evidence (e.g., testimony, writings, material objects) and preparation and admissibility of evidence to ensure evidence is properly collected and handled when necessary.	4
57	Knowledge of daily institutional operational assignments and schedules to ensure activities are conducted according to schedule.	2
59	Knowledge of the departmental computer systems [i.e., Strategic Offender Management System (SOMS), ERMS] to review information regarding inmates and input information/data regarding inmates, according to policy and procedure.	2
60	Knowledge of gang behavior, signs/symbols, and terminology to aid in prevention of violence between inmate groups.	2
50	Knowledge of basic first aid and CPR to assist others as needed until medical staff or other assistance arrives.	1
64	Knowledge of Mental Health Services Delivery System (MHSDS) to ensure proper housing, care, treatment, and discipline of inmates.	1
<b>Judgment and Decision Making</b>		
81	Ability to make sound decisions in compliance with laws, regulations, and Departmental policies and procedures to effectively carry-out duties and avoid legal ramifications.	23
74	Ability to assess a situation to obtain an overall understanding of the situation to allow for effective decision making.	19
84	Ability to use good judgment and common sense in making decisions while considering potential ramifications to ensure effective actions are taken in accordance with policy and procedure.	15
79	Ability to assess inmates' verbal and nonverbal cues that might indicate a possible threat in order to take action to maintain the safety of oneself and others.	12
76	Ability to evaluate different potential courses of action and their consequences in situations where all the information is not available to provide the most effective recommendation given the details that are present.	10

KSA #*	KSAs (In descending order of the number of linked courses within each KSA category.)	Number of Linked Courses
80	Ability to make independent decisions under high stress situations when information is incomplete or conflicting to ensure the safety and security of the institution/camp is not compromised.	10
82	Ability to observe relevant visual information (e.g., physical characteristics of assigned area, location of inmates, incidents) to ensure key elements are identified during emergency situations.	10
83	Ability to recognize one's personal strengths and limitations to ensure assistance is called to handle a situation as necessary.	9
77	Ability to identify inconsistencies in information to recommend further investigation and verification before making decisions or taking action.	2
78	Ability to identify and distinguish between inmates under assigned watch to ensure their movement and activities are properly tracked, logged, and ensure the inmates are in correct areas.	1
<b>Numerical</b>		
85	Ability to count accurately (e.g., names, inmates, utensils, trays) to ensure inmates are accurately accounted for, inmate counts are documented accurately, and all items distributed are collected according to policy and procedure.	2
<b>Observation and Memory</b>		
89	Ability to obtain facts and information through observation to provide a detailed description of the situation being observed and later recorded.	6
91	Ability to record observations accurately to ensure appropriate action can be taken in response to the information being documented.	2
<b>Oral Communication</b>		
99	Ability to give oral instructions and commands in a clear voice loud enough to make instructions to inmates or other staff easily heard and understood.	13
98	Ability to alter communication style, language, and terminology utilized in each communication interaction (e.g., communicating with visitors/public, new inmates, types of inmates, medical staff) to ensure terminology and information relayed is clear and at the appropriate level.	10
95	Ability to listen to others attentively and with comprehension to collect all necessary information from staff and inmates.	5
92	Ability to articulate recommendations by supporting with facts to communicate the recommendation effectively and allow proper consideration.	1
<b>Other Personal Characteristics</b>		
104	Ability to learn departmental and institution-specific terminology and acronyms to accomplish the tasks and goals of the organization.	19
102	Ability to work safely according to established policies and procedures in all situations to ensure personal safety and the safety of others.	17

<b>KSA #*</b>	<b>KSAs</b> (In descending order of the number of linked courses within each KSA category.)	<b>Number of Linked Courses</b>
108	Ability to work in hazardous situations and accept risks of physical injury or illness to complete assigned tasks.	13
115	Ability to work effectively with others, including non-custodial staff, as a team to perform group activities and achieve common goals.	8
113	Ability to carry and possess all required equipment (e.g., handcuffs, baton, chemical agents, radio, keys, gas mask, whistle, CPR barrier, and protective vest) and ensuring the equipment is in good operating order per institutional and departmental policy and procedure.	7
114	Ability to work independently to complete work tasks with minimal supervision.	6
103	Ability to work under direct supervision and chain-of-command to accomplish the tasks and goals of the Department/institution.	2
111	Ability to learn and perform duties that may vary dependent upon assignment of institution, designated posts within the institution, geographical location, watch assignment, and the number of inmates within the assigned institution or post to complete assigned tasks.	1
	<b>Physical</b>	
137	Ability to perform physical actions and movements quickly and smoothly to ensure personal safety and the safety and security of the institution/camp is not compromised.	15
138	Ability to react quickly to visual signals and unexpected situations or emergencies to take action to ensure personal safety and the safety and security of the institution is not compromised.	12
121	Ability to make precise, accurate movements of the hands and arms to direct force necessary for personal protection and inmate control.	10
118	Ability to exert maximum muscular force (e.g., lifting, pulling, pushing, or dragging hard-to-move objects, physically restraining individuals) to move non-compliant inmates or equipment.	8
116	Ability to use physical force in dealing with hostile situations to confront and exert control over people who are behaving inappropriately or unpredictably and to handle emergency situations.	7
128	Ability to know one's location in relation to the environment, or to know where other objects are in relation to one's self, to perform work duties.	6
133	Ability to physically defend self or others (i.e., with hands, arms or feet) against an attacking inmate as necessary.	3
120	Ability to maintain sufficient physical activity for prolonged periods of time to conduct observations, "rounds," and/or respond to alarms.	2
136	Ability to be exposed to chemical agents in the course of performing job duties.	2
119	Ability to identify the origin and direction of sounds to properly direct one's attention.	1
134	Ability to separate multiple combative individuals, with the help of others, to break up a fight and maintain safety and security.	1

<b>KSA #*</b>	<b>KSAs</b> (In descending order of the number of linked courses within each KSA category.)	<b>Number of Linked Courses</b>
139	Ability to type on a keyboard to complete forms, prepare reports, and enter data into a computer system.	1
	<b>Professional Demeanor</b>	
145	Ability to work in an environment that requires strict adherence to instructions, standards, and/or procedures to ensure that actions are taken in compliance with policy and appropriately given the direction of the chain of command.	25
144	Ability to implement a plan of action under mental, and sometimes physical and emotional stress (duress) to ensure the operations of the institution/camp are not interrupted.	12
143	Ability to exercise discretion in dealing with sensitive information to ensure that confidential information is not misused or inappropriately distributed.	6
	<b>Stress Tolerance</b>	
147	Ability to function effectively under difficult, unexpected or emergency conditions by maintaining one's composure professional demeanor (e.g., exercising restraint, using force only when necessary) to ensure decisions are objectively made and logical.	10
152	Ability to work quickly and accurately in situations where there is time pressure or emotional strain to ensure the operations of the institution/camp are not interrupted.	10
151	Ability to remain calm and composed in highly stressful, frustrating, or difficult situations to ensure work is conducted in a professional manner.	7
150	Ability to perform a task in the presence of distracting activities or noise to ensure the operations of the institution/camp are not interrupted.	1
	<b>Understanding Written Information</b>	
157	Ability to understand and apply statutory and judicial limitations on prisoner confinement, and the rights of all persons under the United States Constitution to effectively comply with necessary standards for inmates.	3
156	Ability to read and comprehend written information (e.g., court orders, memos, reports, forms, policies, procedures, and rules) to complete forms for submission and conduct operations according to policy.	1
	<b>Written Communication</b>	
163	Ability to maintain accurate and detailed records/notes/logs to document work-related activities.	5
162	Ability to express ideas in a clear, concise, factual/accurate, and sequential manner to ensure ideas are easy to understand.	3
167	Ability to understand and accurately complete forms to ensure that proper documentation is accomplished for all necessary events and situations.	3
165	Ability to summarize a set of facts or ideas about an event or situation to provide an overall summary that can be quickly and easily understood by the reader.	2
166	Ability to transcribe the important elements of oral communication in written form (i.e., taking notes) to effectively document information being communicated.	2

<b>KSA #*</b>	<b>KSAs</b> (In descending order of the number of linked courses within each KSA category.)	Number of Linked Courses
170	Knowledge of report writing methods and techniques to properly document incidents and investigations.	2
159	Ability to accurately portray an object, event, or setting in a drawing or in schematic form to express information visually.	1
160	Ability to choose appropriate terminology (i.e., vocabulary, word usage) when preparing written documents.	1
161	Ability to effectively utilize computers and software (e.g., word processing, spreadsheet, scheduling, and reporting programs) to access information and create documents.	1

\* KSAs retain their original numbering from the occupational analysis.

## Appendix E

### Academy Courses Linked to Each Post-Academy KSA

KSA #	KSAs
<b>3</b>	<p>Ability to utilize effective communication in a way that will deescalate or not further escalate a situation using verbal persuasion to attempt to resolve conflicts effectively.</p> <ul style="list-style-type: none"> <li>• Alarm Response</li> <li>• Cell Extraction</li> <li>• Communication and De-escalation Techniques</li> <li>• Correctional Tactical Training</li> <li>• Inmate Disciplinary Process</li> <li>• Inmate/Staff Interaction</li> <li>• Use of Force</li> </ul>
<b>5</b>	<p>Ability to maintain professionalism when dealing with confused, distraught, or mentally unstable inmates to ensure communication is effectively received.</p> <ul style="list-style-type: none"> <li>• Cell Extraction</li> <li>• Communication and De-escalation Techniques</li> <li>• Inmate/Staff Interaction</li> </ul>
<b>7</b>	<p>Ability to empathize with inmates with developmental disabilities, physical impairments or illnesses, and/or mental illnesses to ensure inmates are treated fairly and equitably.</p> <ul style="list-style-type: none"> <li>• Armstrong Overview</li> <li>• Disability Culture</li> <li>• Mental Health Services Delivery System</li> <li>• Overview of the Developmental Disability Program</li> </ul>
<b>8</b>	<p>Ability to establish a rapport with inmates while maintaining professional boundaries to obtain trust and respect of the inmates.</p> <ul style="list-style-type: none"> <li>• Communication and De-escalation Techniques</li> <li>• Female Offenders</li> <li>• Inmate Disciplinary Process</li> <li>• Inmate/Staff Interaction</li> </ul>
<b>9</b>	<p>Ability to exhibit the appropriate level of authority when dealing with inmates to establish respect and to maintain compliance.</p> <ul style="list-style-type: none"> <li>• Alarm Response</li> <li>• Application of Restraint Gear</li> <li>• Arrest and Control</li> <li>• Cell Extraction</li> <li>• Communication and De-escalation Techniques</li> <li>• Correctional Tactical Training</li> <li>• Inmate Disciplinary Process</li> <li>• Inmate/Staff Interaction</li> <li>• Searches and Inmate Property</li> <li>• Use of Force</li> </ul>



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**12** Ability to recognize types of human behavior (signs of hostility, depression, anxiety, psychotic behavior, deception, and distinguishing normal from abnormal behavior) to determine appropriate actions to take when dealing with inmates.

- Arrest and Control
- Cell Extraction
- Correctional Tactical Training
- Drug and Alcohol Awareness
- Female Offenders
- Inmate Disciplinary Process
- Mental Health Services Delivery System
- Searches and Inmate Property
- Security Threat Group Management
- Use of Force
- Victims of Crime
- Weapon Retention

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**13** Ability to take the lead or take charge when working or dealing with others to ensure that tasks are managed in an effective manner.

- Alarm Response
- Cell Extraction

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**14** Ability to use verbal persuasion to deescalate heightened emotions and resolve interpersonal conflicts.

- Alarm Response
- Cell Extraction
- Communication and De-escalation Techniques
- Correctional Tactical Training
- Inmate Disciplinary Process
- Inmate/Staff Interaction
- Use of Force

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**16** Ability to display concern about the safety and welfare of others, and attempt to understand and consider others' needs, motives, concerns, feelings, and perspectives to ensure that inmates are treated fairly while keeping professional boundaries.

- Alarm Response
- Armstrong Overview
- Cell Extraction
- Disability Culture
- Female Offenders
- Inmate/Staff Interaction
- Procedural Justice
- Victims of Crime

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**20** Ability to operate wheelchair equipment (e.g., ramps, lifts) on transportation vehicles to transport mobility-impaired inmates.

- Transportation of Inmates

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**25** Ability to operate communications equipment (telephone/cell phone, two-way radio, stationary radio, PA system) to convey messages effectively.

- Radio Communications and Alarm Devices
- 
- 27** Ability to operate system control panel to ensure inmates are secure when necessary and free to move when necessary.
- Alarm Response
- 
- 31** Ability to use inmate restraint equipment (e.g., handcuffs, martin chains, escort chains, leg irons, flex cuffs, waist restraints, leather restraints, hand isolation device, spit hood) on compliant and non-compliant inmates as necessary and following all protocol to ensure inmates are properly restrained.
- Alarm Response
  - Application of Restraint Gear
  - Arrest and Control
  - Cell Extraction
  - Correctional Tactical Training
  - PC 832 Learning Domains
  - Restricted Housing
  - Transportation of Inmates
- 
- 32** Ability to utilize a firearm (e.g., rifle, handgun, shotgun) as necessary and as assigned, following all protocol to maintain security and safety.
- Firearms and Qualification
  - PC 832 Learning Domains
- 
- 33** Ability to utilize a gun safe/locker to properly store firearms, ammunition, firearm training equipment and/or other weapons according to policy and procedure.
- Firearms and Qualification
- 
- 34** Ability to operate less lethal equipment (e.g., 40mm single or multi-launcher, chemical agents, stinger rounds, direct impact sponge round) according to policy and procedure.
- Alarm Response
  - Chemical Agents
  - Impact Munitions and Assuming an Armed Post
- 
- 35** Ability to operate expandable batons to defend staff and inmates according to policy and procedure.
- Correctional Tactical Training
  - Expandable Baton
- 
- 36** Ability to utilize electronic counting devices (e.g., Guard 1) to count and track inmates, equipment, etc.
- Inmate Count
- 
- 37** Ability to utilize alarm response gear (e.g., shield, helmet, load bearing vest, force options) to maintain safety and security.
- Alarm Response
  - Cell Extraction
  - Correctional Tactical Training
- 
- 39** Ability to utilize gas masks and self-contained breathing apparatus as necessary to protect oneself from exposure to chemical agents or smoke according to policy and procedure.

	<ul style="list-style-type: none"> <li>• Alarm Response</li> <li>• Chemical Agents</li> </ul>
<b>40</b>	<p>Ability to utilize alarm devices (e.g., personal alarm systems, facility alarms, smoke alarms) to maintain safety and security according to policy and procedure.</p> <ul style="list-style-type: none"> <li>• Fire Safety (Core)</li> <li>• Radio Communications and Alarm Devices</li> </ul>
<b>41</b>	<p>Ability to utilize controlled substance detection equipment (e.g., urinalysis equipment, field test kit, NIK test) to conduct drug tests according to policy and procedure.</p> <ul style="list-style-type: none"> <li>• Drug and Alcohol Awareness</li> </ul>
<b>43</b>	<p>Ability to utilize basic firefighting equipment (e.g., extinguishers, fire hoses) to perform emergency operations according to policy and procedure.</p> <ul style="list-style-type: none"> <li>• Fire Safety (Core)</li> </ul>
<b>45</b>	<p>Ability to utilize a whistle to alert officers and staff in the event of an emergency.</p> <ul style="list-style-type: none"> <li>• Radio Communications and Alarm Devices</li> </ul>
<b>47</b>	<p>Ability to operate computers (e.g., desktop computers, laptops) and computer software (e.g., databases, SOMS) to input and obtain information, write reports, etc.</p> <ul style="list-style-type: none"> <li>• Inmate Count</li> <li>• SOMS Overview Modules 1 and 2</li> </ul>
<b>49</b>	<p>Knowledge of aspects of Constitutional Law and legal decisions/interpretations related to law enforcement and institutions (e.g., civil rights) to ensure one's own behavior is in compliance with such laws.</p> <ul style="list-style-type: none"> <li>• Armstrong Overview</li> <li>• Arrest and Control</li> <li>• Ethics (Core)</li> <li>• Firearms and Qualification</li> <li>• Inmate/Staff Interaction</li> <li>• Legal Issues</li> <li>• Overview of the Developmental Disability Program</li> <li>• PC 832 Learning Domains</li> <li>• Use of Force</li> <li>• Victims of Crime</li> </ul>
<b>50</b>	<p>Knowledge of basic first aid and CPR to assist others as needed until medical staff or other assistance arrives.</p> <ul style="list-style-type: none"> <li>• Prevention of Infectious Diseases (Core)</li> <li>• First Aid &amp; CPR</li> </ul>
<b>51</b>	<p>Knowledge of universal precautions for preventing transmission of disease (e.g., PPE, safety goggles, wearing gloves, washing hands) to minimize germ exposure to self and others.</p> <ul style="list-style-type: none"> <li>• Alarm Response</li> <li>• Cell Extraction</li> <li>• Correctional Tactical Training</li> <li>• Prevention of Infectious Diseases (Core)</li> </ul>

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**55** Knowledge of criminal law and procedures relating to detention, arrest, and custody, including rules of evidence pertaining to search and seizure, and the gathering, preservation, and presentation of evidence in criminal cases necessary to answer questions from inmates or the public.

- Arrest and Control
- Crime Scene and Evidence Preservation
- Inmate Disciplinary Process
- PC 832 Learning Domains
- Report Writing
- Searches and Inmate Property
- Use of Force

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**56** Knowledge of Departmental rules, regulations, policies, and procedures (e.g., Universal Precautions, Emergency Evacuations, Heat Plan, Inclement Weather Practices, EEO/Sexual Harassment Prevention Policy, Prison Rape Elimination Act, Use of Force Policy) to guide actions taken in the line of duty.

- Alarm Response
- Application of Restraint Gear
- Apprenticeship Program (Core)
- Armstrong Overview
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Crime Scene and Evidence Preservation
- Diversity in the Workplace
- Drug and Alcohol Awareness
- Emergency Operations
- Escape Prevention
- Expandable Baton
- Firearms and Qualification
- Form 22
- Form 602
- Impact Munitions and Assuming an Armed Post
- Inmate Count
- Inmate Disciplinary Process
- Inmate Visiting

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**57** Knowledge of daily institutional operational assignments and schedules to ensure activities are conducted according to schedule.

- Assignment Responsibilities
- Institutional Reality-Based Training

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**58** Knowledge of emergency protocols (e.g., setting up incident command post, obtaining outside assistance) to ensure rapid and effective response in emergency situations according to policy and procedures.

- Alarm Response
  - Cell Extraction
-

- Chemical Agents
  - Emergency Operations
- 
- 59** Knowledge of the departmental computer systems [i.e., Strategic Offender Management System (SOMS), ERMS] to review information regarding inmates and input information/data regarding inmates, according to policy and procedure.
- Inmate Count
  - SOMS Overview Modules 1 and 2
- 
- 60** Knowledge of gang behavior, signs/symbols, and terminology to aid in prevention of violence between inmate groups.
- Searches and Inmate Property
  - Security Threat Group Management
- 
- 62** Knowledge of investigation principles and techniques including scene management procedures (e.g., accident investigation, criminal investigation, general/noncriminal investigation) to preserve the integrity of a crime scene and ensure all evidence can be obtained according to policy and procedure.
- Crime Scene and Evidence Preservation
  - PC 832 Learning Domains
  - PREA
  - Searches and Inmate Property
- 
- 64** Knowledge of Mental Health Services Delivery System (MHSDS) to ensure proper housing, care, treatment, and discipline of inmates.
- Mental Health Services Delivery System
- 
- 66** Knowledge of the use of force in deadly and non-deadly situations according to departmental policy.
- Alarm Response
  - Application of Restraint Gear
  - Arrest and Control
  - Cell Extraction
  - Chemical Agents
  - Correctional Tactical Training
  - Expandable Baton
  - Firearms and Qualification
  - PC 832 Learning Domains
  - Use of Force
  - Weapon Retention
- 
- 70** Knowledge of safety, accident and injury prevention procedures to ensure injuries are handled rapidly and appropriately.
- Alarm Response
  - Cell Extraction
  - Correctional Tactical Training
  - Firearms and Qualification
  - Prevention of Infectious Diseases (Core)
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- Workplace Health and Safety

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**71** Knowledge of the behavior of criminals and the causes underlying criminality to help predict and/or prevent criminal activity inside the institution/camp.

- Escape Prevention
- Inmate Disciplinary Process
- Searches and Inmate Property
- The R in CDCR Parts 1 and 2

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**73** Knowledge of types of evidence (e.g., testimony, writings, material objects) and preparation and admissibility of evidence to ensure evidence is properly collected and handled when necessary.

- Crime Scene and Evidence Preservation
- Inmate Disciplinary Process
- PC 832 Learning Domains
- Searches and Inmate Property

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**74** Ability to assess a situation to obtain an overall understanding of the situation to allow for effective decision making.

- Alarm Response
- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Correctional Tactical Training
- Crime Scene and Evidence Preservation
- Drug and Alcohol Awareness
- Escape Prevention
- Fire Safety (Core)
- Impact Munitions and Assuming an Armed Post
- Inmate Disciplinary Process
- Inmate Visiting
- Key and Tool Control
- Prevention of Infectious Diseases (Core)
- Restricted Housing
- Searches and Inmate Property
- Security Threat Group Management
- Use of Force
- Weapon Retention

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**76** Ability to evaluate different potential courses of action and their consequences in situations where all the information is not available to provide the most effective recommendation given the details that are present.

- Alarm Response
  - Cell Extraction
  - Correctional Tactical Training
  - Drug and Alcohol Awareness
  - Emergency Operations
  - Inmate Disciplinary Process
  - Searches and Inmate Property
-

- Security Threat Group Management
- Use of Force
- Weapon Retention

**77** Ability to identify inconsistencies in information to recommend further investigation and verification before making decisions or taking action.

- Crime Scene and Evidence Preservation
- Inmate Disciplinary Process

**78** Ability to identify and distinguish between inmates under assigned watch to ensure their movement and activities are properly tracked, logged, and ensure the inmates are in correct areas.

- Inmate Visiting

**79** Ability to assess inmates' verbal and nonverbal cues that might indicate a possible threat in order to take action to maintain the safety of oneself and others.

- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Correctional Tactical Training
- Escape Prevention
- Inmate Disciplinary Process
- Inmate Visiting
- Inmate/Staff Interaction
- Searches and Inmate Property
- Security Threat Group Management
- Use of Force
- Weapon Retention

**80** Ability to make independent decisions under high stress situations when information is incomplete or conflicting to ensure the safety and security of the institution/camp is not compromised.

- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post
- Use of Force
- Weapon Retention

**81** Ability to make sound decisions in compliance with laws, regulations, and Departmental policies and procedures to effectively carry-out duties and avoid legal ramifications.

- Alarm Response
- Application of Restraint Gear
- Armstrong Overview
- Arrest and Control
- Cell Extraction

- Chemical Agents
- Correctional Tactical Training
- Ethics (Core)
- Expandable Baton
- Fire Safety (Core)
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post
- Inmate Disciplinary Process
- Inmate Visiting
- Inmate/Staff Interaction
- Legal Issues
- PC 832 Learning Domains
- Procedural Justice
- Searches and Inmate Property
- Security Threat Group Management
- Use of Force
- Victims of Crime
- Workplace Health and Safety

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**82** Ability to observe relevant visual information (e.g., physical characteristics of assigned area, location of inmates, incidents) to ensure key elements are identified during emergency situations.

- Alarm Response
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Fire Safety (Core)
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post
- Prevention of Infectious Diseases (Core)
- Use of Force

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**83** Ability to recognize one's personal strengths and limitations to ensure assistance is called to handle a situation as necessary.

- Application of Restraint Gear
- Arrest and Control
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton
- Impact Munitions and Assuming an Armed Post
- Use of Force
- Weapon Retention
- Workplace Health and Safety

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**84** Ability to use good judgment and common sense in making decisions while considering potential ramifications to ensure effective actions are taken in accordance with policy and procedure.



- Alarm Response
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Drug and Alcohol Awareness
- Ethics (Core)
- Expandable Baton
- Impact Munitions and Assuming an Armed Post
- Inmate Disciplinary Process
- Inmate/Staff Interaction
- Prevention of Infectious Diseases (Core)
- Procedural Justice
- Searches and Inmate Property
- Use of Force

**85** Ability to count accurately (e.g., names, inmates, utensils, trays) to ensure inmates are accurately accounted for, inmate counts are documented accurately, and all items distributed are collected according to policy and procedure.

- Inmate Count
- Key and Tool Control

**89** Ability to obtain facts and information through observation to provide a detailed description of the situation being observed and later recorded.

- Alarm Response
- Cell Extraction
- Crime Scene and Evidence Preservation
- Drug and Alcohol Awareness
- Inmate Disciplinary Process
- Security Threat Group Management

**91** Ability to record observations accurately to ensure appropriate action can be taken in response to the information being documented.

- Crime Scene and Evidence Preservation
- Inmate Disciplinary Process

**92** Ability to articulate recommendations by supporting with facts to communicate the recommendation effectively and allow proper consideration.

- Emergency Operations

**95** Ability to listen to others attentively and with comprehension to collect all necessary information from staff and inmates.

- Cell Extraction
- Communication and De-escalation Techniques
- Correctional Tactical Training
- Female Offenders
- Inmate/Staff Interaction

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**98** Ability to alter communication style, language, and terminology utilized in each communication interaction (e.g., communicating with visitors/public, new inmates, types of inmates, medical staff) to ensure terminology and information relayed is clear and at the appropriate level.

- Communication and De-escalation Techniques
- Correctional Tactical Training
- Disability Culture
- Diversity in the Workplace
- Female Offenders
- Inmate Disciplinary Process
- Inmate Visiting
- Inmate/Staff Interaction
- Overview of the Developmental Disability Program
- Searches and Inmate Property

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**99** Ability to give oral instructions and commands in a clear voice loud enough to make instructions to inmates or other staff easily heard and understood.

- Alarm Response
- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Correctional Tactical Training
- Inmate Disciplinary Process
- Inmate Visiting
- Inmate/Staff Interaction
- Radio Communications and Alarm Devices
- Restricted Housing
- Searches and Inmate Property
- Transportation of Inmates
- Use of Force

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**102** Ability to work safely according to established policies and procedures in all situations to ensure personal safety and the safety of others.

- Alarm Response
  - Application of Restraint Gear
  - Arrest and Control
  - Cell Extraction
  - Chemical Agents
  - Correctional Tactical Training
  - Crime Scene and Evidence Preservation
  - Fire Safety (Core)
  - Firearms and Qualification
  - Impact Munitions and Assuming an Armed Post
  - PC 832 Learning Domains
  - Procedural Justice
  - Restricted Housing
  - Searches and Inmate Property
-

- Transportation of Inmates
- Use of Force
- Workplace Health and Safety

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**103** Ability to work under direct supervision and chain-of-command to accomplish the tasks and goals of the Department/institution.

- Alarm Response
- Cell Extraction

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**104** Ability to learn departmental and institution-specific terminology and acronyms to accomplish the tasks and goals of the organization.

- Alarm Response
- Application of Restraint Gear
- Apprenticeship Program (Core)
- Armstrong Overview
- Arrest and Control
- Assignment Responsibilities
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Emergency Operations
- Female Offenders
- Impact Munitions and Assuming an Armed Post
- Inmate Disciplinary Process
- Institutional Reality-Based Training
- Orientation to the CDCR (Core)
- Security Threat Group Management
- SOMS Overview Modules 1 and 2
- The R in CDCR Parts 1 and 2
- Victims of Crime

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**108** Ability to work in hazardous situations and accept risks of physical injury or illness to complete assigned tasks.

- Alarm Response
  - Application of Restraint Gear
  - Arrest and Control
  - Cell Extraction
  - Chemical Agents
  - Correctional Tactical Training
  - Expandable Baton
  - Firearms and Qualification
  - Impact Munitions and Assuming an Armed Post
  - PC 832 Learning Domains
  - Prevention of Infectious Diseases (Core)
  - Searches and Inmate Property
  - Use of Force
-

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**111** Ability to learn and perform duties that may vary dependent upon assignment of institution, designated posts within the institution, geographical location, watch assignment, and the number of inmates within the assigned institution or post to complete assigned tasks.

- Institutional Reality-Based Training

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**113** Ability to carry and possess all required equipment (e.g., handcuffs, baton, chemical agents, radio, keys, gas mask, whistle, CPR barrier, and protective vest) and ensuring the equipment is in good operating order per institutional and departmental policy and procedure.

- Alarm Response
- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton

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**114** Ability to work independently to complete work tasks with minimal supervision.

- Application of Restraint Gear
- Arrest and Control
- Correctional Tactical Training
- Inmate Disciplinary Process
- Inmate/Staff Interaction
- Use of Force

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**115** Ability to work effectively with others, including non-custodial staff, as a team to perform group activities and achieve common goals.

- Alarm Response
- Arrest and Control
- Cell Extraction
- Crime Scene and Evidence Preservation
- Emergency Operations
- PC 832 Learning Domains
- Restricted Housing
- Use of Force

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**116** Ability to use physical force in dealing with hostile situations to confront and exert control over people who are behaving inappropriately or unpredictably and to handle emergency situations.

- Alarm Response
- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Expandable Baton
- PC 832 Learning Domains
- Weapon Retention

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**118** Ability to exert maximum muscular force (e.g., lifting, pulling, pushing, or dragging hard-to-move objects, physically restraining individuals) to move non-compliant inmates or equipment.

- Alarm Response
- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Correctional Tactical Training
- PC 832 Learning Domains
- Physical Training (Core)
- Weapon Retention

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**119** Ability to identify the origin and direction of sounds to properly direct one's attention.

- Alarm Response

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**120** Ability to maintain sufficient physical activity for prolonged periods of time to conduct observations, "rounds," and/or respond to alarms.

- Alarm Response
- Physical Training (Core)

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**121** Ability to make precise, accurate movements of the hands and arms to direct force necessary for personal protection and inmate control.

- Alarm Response
- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton
- Impact Munitions and Assuming an Armed Post
- PC 832 Learning Domains
- Weapon Retention

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**128** Ability to know one's location in relation to the environment, or to know where other objects are in relation to one's self, to perform work duties.

- Alarm Response
- Chemical Agents
- Crime Scene and Evidence Preservation
- Fire Safety (Core)
- Firearms and Qualification
- PC 832 Learning Domains

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**133** Ability to physically defend self or others (i.e., with hands, arms or feet) against an attacking inmate as necessary.

- Correctional Tactical Training
- PC 832 Learning Domains
- Weapon Retention

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**134** Ability to separate multiple combative individuals, with the help of others, to break up a fight and maintain safety and security.

- Alarm Response

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**136** Ability to be exposed to chemical agents in the course of performing job duties.

- Alarm Response
- Chemical Agents

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**137** Ability to perform physical actions and movements quickly and smoothly to ensure personal safety and the safety and security of the institution/camp is not compromised.

- Alarm Response
- Application of Restraint Gear
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton
- Fire Safety (Core)
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post
- PC 832 Learning Domains
- Physical Training (Core)
- Prevention of Infectious Diseases (Core)
- Searches and Inmate Property
- Transportation of Inmates

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**138** Ability to react quickly to visual signals and unexpected situations or emergencies to take action to ensure personal safety and the safety and security of the institution is not compromised.

- Alarm Response
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton
- Fire Safety (Core)
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post
- PC 832 Learning Domains
- Security Threat Group Management
- Weapon Retention

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**139** Ability to type on a keyboard to complete forms, prepare reports, and enter data into a computer system.

- SOMS Overview Modules 1 and 2

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**143** Ability to exercise discretion in dealing with sensitive information to ensure that confidential information is not misused or inappropriately distributed.

- Ethics (Core)
  - Inmate/Staff Interaction
  - Report Writing
  - SOMS Overview Modules 1 and 2
  - Staff Rights
  - Victims of Crime
-

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**144** Ability to implement a plan of action under mental, and sometimes physical and emotional stress (duress) to ensure the operations of the institution/camp are not interrupted.

- Alarm Response
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton
- Fire Safety (Core)
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post
- PC 832 Learning Domains
- Use of Force
- Weapon Retention

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**145** Ability to work in an environment that requires strict adherence to instructions, standards, and/or procedures to ensure that actions are taken in compliance with policy and appropriately given the direction of the chain of command.

- Alarm Response
  - Application of Restraint Gear
  - Armstrong Overview
  - Arrest and Control
  - Cell Extraction
  - Chemical Agents
  - Correctional Tactical Training
  - Crime Scene and Evidence Preservation
  - Ethics (Core)
  - Expandable Baton
  - Fire Safety (Core)
  - Firearms and Qualification
  - Impact Munitions and Assuming an Armed Post
  - Inmate Disciplinary Process
  - Inmate Visiting
  - Inmate/Staff Interaction
  - Institutional Reality-Based Training
  - PC 832 Learning Domains
  - Restricted Housing
  - Searches and Inmate Property
  - Transportation of Inmates
  - Use of Force
  - Victims of Crime
  - Weapon Retention
  - Workplace Health and Safety
-

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**147** Ability to function effectively under difficult, unexpected or emergency conditions by maintaining one's composure professional demeanor (e.g., exercising restraint, using force only when necessary) to ensure decisions are objectively made and logical.

- Alarm Response
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton
- Fire Safety (Core)
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post
- Weapon Retention

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**150** Ability to perform a task in the presence of distracting activities or noise to ensure the operations of the institution/camp are not interrupted.

- Radio Communications and Alarm Devices

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**151** Ability to remain calm and composed in highly stressful, frustrating, or difficult situations to ensure work is conducted in a professional manner.

- Alarm Response
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post

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**152** Ability to work quickly and accurately in situations where there is time pressure or emotional strain to ensure the operations of the institution/camp are not interrupted.

- Alarm Response
- Arrest and Control
- Cell Extraction
- Chemical Agents
- Correctional Tactical Training
- Expandable Baton
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post
- PC 832 Learning Domains
- Weapon Retention

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**156** Ability to read and comprehend written information (e.g., court orders, memos, reports, forms, policies, procedures, and rules) to complete forms for submission and conduct operations according to policy.

- SOMS Overview Modules 1 and 2
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<b>157</b>	<p>Ability to understand and apply statutory and judicial limitations on prisoner confinement, and the rights of all persons under the United States Constitution to effectively comply with necessary standards for inmates.</p> <ul style="list-style-type: none"> <li>• Armstrong Overview</li> <li>• Legal Issues</li> <li>• Use of Force</li> </ul>
<hr/>	
<b>159</b>	<p>Ability to accurately portray an object, event, or setting in a drawing or in schematic form to express information visually.</p> <ul style="list-style-type: none"> <li>• Crime Scene and Evidence Preservation</li> </ul>
<hr/>	
<b>160</b>	<p>Ability to choose appropriate terminology (i.e., vocabulary, word usage) when preparing written documents.</p> <ul style="list-style-type: none"> <li>• Crime Scene and Evidence Preservation</li> </ul>
<hr/>	
<b>161</b>	<p>Ability to effectively utilize computers and software (e.g., word processing, spreadsheet, scheduling, and reporting programs) to access information and create documents.</p> <ul style="list-style-type: none"> <li>• SOMS Overview Modules 1 and 2</li> </ul>
<hr/>	
<b>162</b>	<p>Ability to express ideas in a clear, concise, factual/accurate, and sequential manner to ensure ideas are easy to understand.</p> <ul style="list-style-type: none"> <li>• Crime Scene and Evidence Preservation</li> <li>• PC 832 Learning Domains</li> <li>• Report Writing</li> </ul>
<hr/>	
<b>163</b>	<p>Ability to maintain accurate and detailed records/notes/logs to document work-related activities.</p> <ul style="list-style-type: none"> <li>• Apprenticeship Program (Core)</li> <li>• Crime Scene and Evidence Preservation</li> <li>• Emergency Operations</li> <li>• PC 832 Learning Domains</li> <li>• Report Writing</li> </ul>
<hr/>	
<b>165</b>	<p>Ability to summarize a set of facts or ideas about an event or situation to provide an overall summary that can be quickly and easily understood by the reader.</p> <ul style="list-style-type: none"> <li>• PC 832 Learning Domains</li> <li>• Report Writing</li> </ul>
<hr/>	
<b>166</b>	<p>Ability to transcribe the important elements of oral communication in written form (i.e., taking notes) to effectively document information being communicated.</p> <ul style="list-style-type: none"> <li>• PC 832 Learning Domains</li> <li>• Report Writing</li> </ul>
<hr/>	
<b>167</b>	<p>Ability to understand and accurately complete forms to ensure that proper documentation is accomplished for all necessary events and situations.</p> <ul style="list-style-type: none"> <li>• Crime Scene and Evidence Preservation</li> <li>• Searches and Inmate Property</li> <li>• SOMS Overview Modules 1 and 2</li> </ul>

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**170** Knowledge of report writing methods and techniques to properly document incidents and investigations.

- PC 832 Learning Domains
  - Report Writing
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## Appendix F

### Number of Academy Courses Linked to Each Indeterminate KSA

KSA #*	KSAs (In descending order of the number of linked courses within each KSA category.)	Number of Linked Courses
	<b>Dealing Effectively with Others (Interpersonal)</b>	
15	Ability to work safely and effectively as part of a team with coworkers, supervisors, and other law enforcement personnel to ensure that tasks are managed in an effective manner.	7
6	Ability to empathize and communicate with individuals from diverse ethnic, socioeconomic, gender identity, and cultural backgrounds to ensure inmates are treated in a fair and equitable manner.	4
2	Ability to assess verbal and nonverbal cues to determine whether information has been communicated clearly and is understood by recipients.	3
10	Ability to maintain composure when receiving verbal abuse from a person or a group of people to ensure the appropriate response to the situation, and that job duties are carried out according to procedures.	2
	<b>Physical</b>	
125	Ability to perform duties requiring close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus to capture all the necessary details of observations in both bright and dim light.	28
130	Ability to bend, extend, and/or twist body to perform work duties (e.g., when searching vehicles and/or placing physical restraints on individuals).	4
127	Ability to maintain one's balance when changing direction or walking on narrow walkways to perform work duties.	3
126	Ability to stand upright for long periods of time (i.e., an entire shift/assignment) to perform work duties.	1
129	Ability to walk for long periods of time (i.e., entire work assignment) to perform work duties.	1
131	Ability to run in short bursts and for longer distances to pursue inmates on foot as necessary.	1
132	Ability to pull self up over obstacles (e.g., chairs, tables) to restrain or subdue an inmate as necessary.	1
	<b>Stress Tolerance</b>	
146	Ability to cope with stressful situations professionally and tactfully to ensure decisions can be made effectively without being impacted by negative emotions.	6
	<b>Written Communication</b>	
168	Ability to use appropriate grammar, spelling, punctuation, sentence structure, and tone in informal and formal communications to ensure information is easy to understand.	2

\* KSAs retain their original numbering from the occupational analysis.

## Appendix G

### Academy Courses Linked to Each Indeterminate KSA

KSA #	KSAs
<b>2</b>	<p>Ability to assess verbal and nonverbal cues to determine whether information has been communicated clearly and is understood by recipients.</p> <ul style="list-style-type: none"> <li>• Communication and De-escalation Techniques</li> <li>• Inmate/Staff Interaction</li> <li>• Use of Force</li> </ul>
<b>6</b>	<p>Ability to empathize and communicate with individuals from diverse ethnic, socioeconomic, gender identity, and cultural backgrounds to ensure inmates are treated in a fair and equitable manner.</p> <ul style="list-style-type: none"> <li>• Diversity in the Workplace</li> <li>• Female Offenders</li> <li>• PC 832 Learning Domains</li> <li>• POBR (Core)</li> </ul>
<b>10</b>	<p>Ability to maintain composure when receiving verbal abuse from a person or a group of people to ensure the appropriate response to the situation, and that job duties are carried out according to procedures.</p> <ul style="list-style-type: none"> <li>• Alarm Response</li> <li>• Cell Extraction</li> </ul>
<b>15</b>	<p>Ability to work safely and effectively as part of a team with coworkers, supervisors, and other law enforcement personnel to ensure that tasks are managed in an effective manner.</p> <ul style="list-style-type: none"> <li>• Crime Scene and Evidence Preservation</li> <li>• PC 832 Learning Domains</li> <li>• Prevention of Infectious Diseases (Core)</li> <li>• Restricted Housing</li> <li>• Searches and Inmate Property</li> <li>• Transportation of Inmates</li> <li>• Workplace Health and Safety</li> </ul>
<b>125</b>	<p>Ability to perform duties requiring close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus to capture all the necessary details of observations in both bright and dim light.</p> <ul style="list-style-type: none"> <li>• Alarm Response</li> <li>• Application of Restraint Gear</li> <li>• Arrest and Control</li> <li>• Cell Extraction</li> <li>• Chemical Agents</li> <li>• Communication and De-escalation Techniques</li> <li>• Correctional Tactical Training</li> <li>• Crime Scene and Evidence Preservation</li> </ul>

- Drug and Alcohol Awareness
- Emergency Operations
- Escape Prevention
- Expandable Baton
- Fire Safety (Core)
- Firearms and Qualification
- First Aid & CPR
- Impact Munitions and Assuming an Armed Post
- Inmate Count
- Institutional Reality-Based Training
- PC 832 Learning Domains
- Prevention of Infectious Diseases (Core)
- Radio Communications and Alarm Devices
- Report Writing
- Restricted Housing
- Searches and Inmate Property
- Security Threat Group Management
- SOMS Overview Modules 1 and 2
- Transportation of Inmates
- Weapon Retention

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**126** Ability to stand upright for long periods of time (i.e., an entire shift/assignment) to perform work duties.

- Institutional Reality-Based Training

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**127** Ability to maintain one's balance when changing direction or walking on narrow walkways to perform work duties.

- Expandable Baton
- PC 832 Learning Domains
- Weapon Retention

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**129** Ability to walk for long periods of time (i.e., entire work assignment) to perform work duties.

- Institutional Reality-Based Training

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**130** Ability to bend, extend, and/or twist body to perform work duties (e.g., when searching vehicles and/or placing physical restraints on individuals).

- Crime Scene and Evidence Preservation
- Physical Training (Core)
- Searches and Inmate Property
- Transportation of Inmates

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**131** Ability to run in short bursts and for longer distances to pursue inmates on foot as necessary.

- Physical Training (Core)

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**132** Ability to pull self up over obstacles (e.g., chairs, tables) to restrain or subdue an inmate as necessary.

- Physical Training (Core)
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**146** Ability to cope with stressful situations professionally and tactfully to ensure decisions can be made effectively without being impacted by negative emotions.

- Alarm Response
- Arrest and Control
- Cell Extraction
- Correctional Tactical Training
- Firearms and Qualification
- Impact Munitions and Assuming an Armed Post

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**168** Ability to use appropriate grammar, spelling, punctuation, sentence structure, and tone in informal and formal communications to ensure information is easy to understand.

- PC 832 Learning Domains
  - Report Writing
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## Appendix H

### Pre-Academy KSAs Not Linked to Academy Courses

	KSAs	SME Comments
	<b>Dealing Effectively with Others (Interpersonal)</b>	
1	Ability to accept constructive criticism as needed to effectively evaluate feedback from superiors or coworkers, to improve job performance.	SMEs agree that this is an important ability for cadets entering the Academy as cadets must have this ability to be successful in Academy training. Cadets would continue to develop this naturally throughout the academy based on the constant performance feedback provided.
17	Ability to be reliable (e.g., punctual, consistent) to ensure work is completed accurately and on time.	SMEs agree that this is an important ability for cadets entering the Academy, and can only be trained somewhat through reinforcement of general attendance and performance expectations. A cadet without this ability would not be successful in the academy.
	<b>Numerical</b>	
87	Ability to perform basic mathematical calculations such as add, subtract, multiply, and divide with accuracy to conduct counts, count money, manage time, etc.	Although this ability is important for the job of a CO, it would not be practical to teach in the academy.

## Appendix I

### Post-Academy KSAs Not Linked to Academy Courses

	KSAs	SME Comments
	<b>Dealing Effectively with Others (Interpersonal)</b>	
11	Ability to provide crisis intervention techniques (e.g., counseling, suicide prevention, risk assessment) to minimize the escalation of crises.	This ability would be required only for COs in certain posts, and not likely when first starting on the job. Most related tasks would be performed by Correctional Counselors.
	<b>Equipment Use</b>	
18	Ability to operate a transportation or patrol vehicle (e.g., truck, bus, van, electric vehicle, patrol car) including in inclement weather (rain, snow, fog, dust) to transport inmates as assigned.	Not feasible to teach in the Academy.
21	Ability to operate emergency lighting equipment (e.g., spotlight, search lights, flashlights) in the event of an emergency to maintain safety and security.	This can be learned in a short period of time on the job.
22	Ability to operate video equipment (e.g., video cameras, video monitors, video recording devices, television) to perform work duties.	It should be noted that the Cell Extraction course includes an exercise in which cadets take turns operating a video camera, but the instruction in its use would not translate to this broad ability to operate a variety of video equipment. SMEs indicated that this can be learned in a short period of time on the job as necessary, and is not widely applicable.
23	Ability to operate audio equipment (e.g., tape recorder, TTY) as assigned to complete work assignments (e.g., conducting and recording an interview, investigation).	This can be learned in a short period of time on the job if necessary, and would likely apply only to operating an audio recorder when performing investigations, which would not be widely applicable.
24	Ability to operate processing equipment (fingerprinting, photo equipment) to ensure inmates are accurately received into the institution.	This would be learned on the job if needed for the particular post.
26	Ability to operate security equipment (automatic and manual doors and locks, key cards, keys) to ensure inmates are secure and to maintain the security of the institution/camp.	This must be learned on the job as security equipment varies greatly across the different institutions.



	<b>KSAs</b>	<b>SME Comments</b>
28	Ability to operate metal detectors and hand held wands to prevent the introduction of contraband into the institution.	This can be learned in a short period of time on the job as needed for specific posts.
29	Ability to operate body scanners to detect potential contraband and prevent the introduction of contraband into the institution/camp.	This can be learned in a short period of time on the job as needed for specific posts.
30	Ability to operate x-ray equipment to detect potential contraband and prevent the introduction of contraband into the institution/camp.	This can be learned in a short period of time on the job as needed for specific posts.
38	Ability to utilize forcible entry equipment (e.g., crowbars, pry equipment) as necessary and following all protocol to maintain safety and security.	Any forcible entry would not be performed by new COs (and would likely be performed only by supervisors).
42	Ability to utilize basic medical equipment (e.g., first aid kits, PPE, AED, cut down toolkit) to perform emergency operations as necessary according to policy and procedure.	Note that there is Academy training related to PPE, and some training related to first aid equipment, but not to the extent of this ability, which enables the use of multiple types of equipment. SMEs indicated that COs would learn to use specific pieces of equipment as needed.
44	Ability to utilize basic work tools (e.g., tool kits, gardening tools, housekeeping tools) to observe inmate work crews for safe operation and to identify usage that may indicate potential safety violations/risks.	This ability is necessary only for supervising inmate work crews, which a new CO would not be doing alone, and most people possess the ability to use basic tools.
46	Ability to utilize visual observation equipment (e.g., binoculars) to observe inmates and activities at a distance to maintain security of the institution/camp.	SMEs were unsure when this ability would be required other than for using binoculars, which would not need to be trained.
48	Ability to operate equipment for printing and copying documents (printers, copiers, fax machines, scanners) to create and maintain documents according to policy and procedure.	This can be learned in a short period of time on the job as needed for specific posts.
	<b>Job Knowledge</b>	
52	Knowledge of basic medical terms and concepts to communicate with institutional medical personnel (e.g., LVNs, MDs) and to follow medical instructions given.	COs would learn specific (limited) medical terminology as needed for specific posts.

	<b>KSAs</b>	<b>SME Comments</b>
53	Knowledge of Health Insurance Portability and Accountability Act (HIPAA) to ensure compliance with inmate medical confidentiality protocol.	Several courses mention the importance of keeping medical and health related information confidential, but not specifically in terms of HIPAA compliance. SMEs agreed that HIPAA is not covered.
54	Knowledge of criminal identification techniques to conduct effective investigations into criminal activity.	Not widely applicable. COs involved in investigations would learn the specific techniques on the job.
61	Knowledge of interviewing techniques to obtain necessary information from inmates.	Not widely applicable. Likely applicable only to COs involved in investigations, and they would learn the specific techniques on the job.
63	Knowledge of legal proceedings and court rules and procedures needed to conduct oneself with professionalism when called on to attend court.	SMEs agreed that this is not currently covered in the Academy but indicated that a course titled <i>CDCR Miranda and Testimony Preparation</i> is currently being developed to cover this information.
65	Knowledge of methods and systems to file documents including alphabetical, numeric, and/or alphanumeric filing systems to allow for easy retrieval of records in the future.	This can be learned in a short period of time on the job as needed for specific posts.
67	Knowledge of procedures to lawfully manage any juveniles that may be housed in the institution.	This knowledge is needed by too few COs to be practical to teach in the Academy.
68	Knowledge of suicide prevention policy including reporting suicide attempts, identifying signs of attempt, following policy and medical orders to observe inmates on suicide watch, and completing all log books/documentation.	Several Academy courses cover identifying various types of high-risk behavior, but there is no coverage of the actual suicide prevention policy. SMEs indicated that few COs would need full knowledge of the policy, and would be trained as necessary, e.g., to assist in a suicide watch.
69	Knowledge of Indecent Exposure Policy (IEX) including reporting immediately to supervisor and completing an incident report and other required documentation, to ensure policy is followed.	SMEs agree that this is important knowledge, but is not currently covered in the Academy.
72	Knowledge of the geographic area of the work assignment/institution (e.g., streets, addresses, landmarks, important buildings) to effectively navigate during transportation tasks.	Not widely applicable. Not feasible to teach in the Academy.

	<b>KSAs</b>	<b>SME Comments</b>
	<b>Judgment and Decision Making</b>	
75	Ability to determine when a decision will require supervisory approval to ensure that high impact decisions are properly sent up the chain of command.	This can only be learned over time on the job.
	<b>Numerical</b>	
86	Ability to estimate how many people are in a certain space to maintain compliance with various standards for occupancy outlined in policy.	This would be an application of a basic counting ability, and not important to train. Could be developed on the job if needed.
	<b>Observation and Memory</b>	
88	Ability to identify the proper location of a name or number within an alphabetical or numerical sequence in order to file records accurately and retrieve records quickly.	This would be an application of basic alphabetical knowledge or numerical ability, and would be difficult to train.
90	Ability to recall factual information from memory in order to determine the correct course of action or recount actions or events in reports.	This is a basic cognitive ability, and would be difficult to train.
	<b>Oral Communication</b>	
94	Ability to interview individuals to obtain accurate and complete information.	Not widely applicable. Likely applicable only to COs involved in investigations, and they would learn the specific techniques on the job.
	<b>Other Personal Characteristics</b>	
100	Ability to frequently switch between multiple tasks, with safety as the first priority (i.e., multitasking) to manage multiple situations requiring attention simultaneously.	This is a basic cognitive ability, and would be difficult to train. COs would develop this over time on the job.
105	Ability to continue learning (i.e., update or acquire knowledge) in order to remain up-to-date on all new policies, procedures, and trends as well as to learn new post assignments, as required.	This is a basic cognitive ability, and would be difficult to train.
106	Ability to remain up-to-date on all changes to departmental and institutional rules, policies, laws, programs to ensure work activities are conducted accurately and in compliance.	This is a basic cognitive ability, and would be difficult to train.

	<b>KSAs</b>	<b>SME Comments</b>
107	Ability to perform undesirable, routine, or monotonous duties to ensure the effective operations of the institution/camp are maintained.	This is not trainable and must be developed over time on the job.
109	Ability to work in unpleasant conditions to complete assigned tasks.	This is not trainable and must be developed over time on the job. Additionally, the term "unpleasant" is too subjective to identify how to train.
110	Ability to work day, evening, or night shifts, weekends, and holidays, and to report for duty at any time emergencies arise to complete work tasks.	This is not trainable, and would need to be developed on the job.
112	Ability to adhere to the Grooming and Uniform standards to comply with policy and procedures.	This is not trainable, as it is more of a willingness. Cadets who do not have this ability would not be successful in the Academy.
	<b>Physical</b>	
117	Ability to distinguish differences or similarities among odors in order to detect smoke, marijuana, body odors, gas leaks, and other substances.	This would be developed on the job though experience.
122	Ability to climb stairs on a routine and emergency basis to access elevated work areas, conduct routine patrols and searches, and respond to emergencies.	Not necessary to train. Any cadet who can meet the physical performance requirements of the Academy could perform associated tasks.
123	Ability to climb ladders to access elevated work areas such as booths or guard towers, or to conduct searches, investigations, or surveillance.	Not necessary to train. Any cadet who can meet the physical performance requirements of the Academy could perform associated tasks.
124	Ability to operate a vehicle safely in a variety of driving situations and weather conditions to transport inmates and equipment within and outside the institution/camp.	Not feasible to train in the Academy.
135	Ability to work in adverse environmental conditions including heat, cold, rain, snow, wind, dust, etc., to effectively perform job duties.	This is not trainable as it is more of a willingness. COs who do not have this ability would not be successful in many posts.
140	Ability to understand oral communication at normal speaking volume via voice, radio, and telephone to ensure directives and messages are effectively received.	Although several Academy courses cover communication techniques, this is a basic sensory ability that cannot be trained.

	<b>KSAs</b>	<b>SME Comments</b>
	<b>Stress Tolerance</b>	
148	Ability to handle unexpected changes on the job, such as new schedules, new priorities, new routines, or transfers to different jobs in order to contribute to the effective operation of the institution.	This ability would have to be developed on the job in order to be successful over time.
149	Ability to work in the presence of loud noise to effectively perform job duties.	This would be difficult to train in the Academy, but could be developed on the job with experience in certain posts.
	<b>Understanding Written Information</b>	
153	Ability to analyze written information as needed to conduct investigations and resolve discrepancies and inmate problems.	This is basic reading comprehension and would not be feasible or practical to teach in the Academy.
154	Ability to detect errors in facts and information that do not appear consistent in written documents and logs to prompt revisions of such documents to reflect only accurate information.	This is basic reading comprehension and would not be feasible or practical to teach in the Academy.
155	Ability to read and comprehend charts and tables to understand the content represented in visual form rather than simple written format.	This is related to basic reading comprehension and analytical ability, and would not be feasible or practical to teach in the Academy.
158	Ability to read and interpret maps and blueprints to utilize the information in decision making procedures as they relate to daily tasks.	Map reading is not widely applicable, and with the use of GPS, maps do not require "interpretation." COs would not likely have access to blueprints.
	<b>Written Communication</b>	
164	Ability to organize written information to ensure thoughts are conveyed in a reasonable and logical manner.	This ability goes beyond what is taught in the Report Writing classes. More thorough writing training would not be feasible at the Academy.
169	Ability to write reports that are complete and provide an accurate account of a situation that was observed firsthand or described by another person or persons to ensure proper documentation is accomplished.	This ability goes beyond what is taught in the Report Writing classes. More thorough writing training would not be feasible at the Academy.

## Appendix J Indeterminate KSAs Not Linked to Academy Courses

	KSAs	SME Comments
	<b>Equipment Use</b>	
19	Ability to operate vehicle emergency equipment (e.g., jumper cables, tire chains, flares) on transportation vehicles.	The Transporting Inmates course includes information regarding performing vehicle inspections to verify that emergency equipment is in place, but there is no training regarding using the equipment. The SMEs indicated that this ability could be trained in a short time on the job, and is only applicable to COs transporting inmates outside of the institutions.
	<b>Oral Communication</b>	
93	Ability to follow oral directions related to work assignments to comply with supervisory directives.	This is a basic ability that cannot be trained. A cadet who did not possess this ability would not be successful in the Academy.
97	Ability to summarize complex information to make it easier for others to understand.	This basic communication ability is too broad to train easily. However, there are several courses that cover related communication techniques.